UNIVERSIDAD NACIONAL DE CHIMBORAZO

Blooket As a Strategy for Improving English Vocabulary

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DEDICATORY

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RESUMEN

La integración de herramientas digitales gamificadas ha cobrado relevancia en la enseñanza del inglés debido a su potencial para fortalecer la motivación y favorecer el aprendizaje de los estudiantes. Esta investigación evaluó la efectividad de Blooket como estrategia para mejorar el aprendizaje de vocabulario en inglés en estudiantes de décimo año de la Unidad Educativa Cristiana Nazareno durante 2025-2026. Se utilizó un diseño mixto embebido que combinó un enfoque cuantitativo preexperimental y uno cualitativo biográfico-narrativo. Participaron 32 estudiantes. La información cuantitativa se obtuvo mediante el Vocabulary Levels Test (VLT), mientras que los datos cualitativos procedieron de observaciones en clase, entrevistas semiestructuradas y grupos focales. Tras la intervención, los estudiantes mejoraron en vocabulario, con un aumento en la media de 53.63 a 76.16, lo que equivale a un incremento del 42.02%. Además, el porcentaje de participantes en nivel bajo bajó de 59.38% a 19%. Se detectaron diferencias estadísticamente significativas ($p < .05$) y un gran tamaño del efecto ($d = 2.49$). Estos resultados validan a Blooket como una herramienta pedagógica que fomenta el aprendizaje de vocabulario en entornos EFL. Se sugiere complementarlo con actividades contextualizadas que promuevan el reciclaje léxico y el aprendizaje significativo.

Palabras claves: Blooket, gamificación, adquisición de vocabulario, inglés como lengua extranjera

ABSTRACT

The integration of gamified digital tools has gained prominence in English language instruction due to their potential to boost motivation and enhance student learning. This study evaluated the effectiveness of Blooket as a strategy for improving English vocabulary learning among 10th-grade students at the Unidad Educativa Cristiana Nazareno during the 2025–2026 school year. A mixed-methods embedded design was used, combining a pre-experimental quantitative approach with a biographical-narrative qualitative approach. Thirty-two students participated. Quantitative data were collected using the Vocabulary Levels Test (VLT), while qualitative data were obtained through classroom observations, semi-structured interviews, and focus groups. Following the intervention, students' vocabulary improved, with the mean score rising from 53.63 to 76.16—an increase of 42.02%. Additionally, the percentage of participants at the low level dropped from 59.38% to 19%. Statistically significant differences ($p < .05$) and a large effect size ($d = 2.49$) were detected. These results validate Blooket as a pedagogical tool that promotes vocabulary learning in EFL settings. It is suggested that Blooket be supplemented with contextualized activities that promote lexical recycling and meaningful learning.

Keywords: Blooket, vocabulary learning, gamification, English as a Foreign Language (EFL), students' engagement, motivation.

1. INTRODUCTION

In the age of digital transformation, education faces the imperative of meaningfully integrating technology to improve the quality and effectiveness of teaching and learning. Utilization of technology within ESL (English as a Second Language) to enhance student experience.

Use of Technology in ELT has transformed our traditional methods of teaching and learning languages from being generally one-sided (passive) to being far more interactive and student-centric/learner-centred. The introduction of Technology has provided students with opportunities to practice their English language skills in the context of real life by providing them with immediate feedback on their understanding/comprehension of what they are learning as well as providing them with opportunities to collaboratively and interactively develop the foundational skills (listening, speaking, reading and writing) necessary for success in the English Language (Finding Information). Technology has become an active participant in aiding students to further enhance their interest, and will continue to play a role in providing new and better methods of teaching and learning using the advantages of technology through the growing use of various types of EDU-TECH.

Technology has also benefited lexical development by the means of interactive and gamified digital platforms. Vocabulary is an essential component in the development of communicative competence in English because it forms the foundation upon which oral and written comprehension and expression are built. According to Nation (2013), a broad and functional lexical repertoire enables students to communicate their ideas more clearly, participate confidently in various communicative situations, and progressively strengthen their mastery of the foreign language, Nevertheless, in many contexts of teaching English as a foreign language, methodologies focused on memorization and the learning of isolated lists of words still predominate, a situation that limits long-term retention and hinders the meaningful application of vocabulary a reality also evident in Ecuador, where these traditional practices often diminish student motivation and create difficulties in using vocabulary appropriately in real-life contexts, directly affecting learners' academic performance and confidence.

Using gamified digital platforms such as Blooket offers an innovative way to address these challenges. Blooket encourages students to interact with words through interactive

games and makes them want to participate. Experimental studies by Hung (2017) and González & Calderón (2022) provide evidence that gamification increases attention, motivation, and achievement, as it combines entertainment with educational objectives. Additionally, considering that learners use mobile devices an average of four to six hours a day (Statista, 2024), therefore, using digital tools fits their study habits and technology experiences.

Moreover, Blooket is a tool for students to learn new words. It helps them learn by playing game over and over again. Blooket has things like competition, rewards, and feedback that help students want to learn. This makes students work together and feel good about themselves. Blooket helps students like learning English and actually use the words they learn. It is not, about memorizing words. Using Blooket in the classroom is a way to help students learn new words and make learning more fun. Blooket is a tool for teachers to use because it helps students learn and pay attention in class.

In this context, this study examines the effectiveness of this platform as teaching strategy to help 10th-grade students at Unidad Educativa Cristiana Nazareno in Riobamba improve their English vocabulary during the 2025–2026 academic year. To better understand its impact, a mixed-methods approach was used, combining quantitative data collected through the Vocabulary Levels Test (VLT) with qualitative information obtained from classroom observation and semi-structured interviews. This combination allowed for the measurement of students' vocabulary development while capturing their experiences and perceptions of learning through gamification.

The Unidad Educativa Cristiana Nazareno was selected for this research because it possesse the technological resources and institutional support necessary to effectively implement innovative teaching strategies. This research benefited several groups. First, the researcher improved her professional and pedagogical skills throughout the course of the study. Implementing a new strategy to aid Vocabulary Comprehension has proven beneficial to the College by meeting its institutional goal of increasing Educational Research and Improving Innovative Teaching/Learning Methods.

The National University of Chimborazo also has benefited from completing this research project by accomplishing the Institutional Goal of increasing Educational Research

and Enhancing Innovative Teaching/Learning Methods with regards to EFL students within all areas of Study.

The purpose of this research study is to help Develop EFL vocabulary through an Evaluation of Blooket as a means of increasing Vocabulary Knowledge among EFL students. The results may serve as a reference for teachers interested in incorporating gamified activities into their teaching practices, thereby promoting active participation and meaningful interaction with vocabulary, an aspect that can contribute to the development of more dynamic and effective English language learning experiences.

Although the results obtained in this study were favorable, it is important to consider certain limitations related to its design, since the intervention was carried out only with a group of students from a private educational institution; therefore, the findings reflect the characteristics specific to that particular context. For this reason, the results cannot be generalized to all educational settings. However, they offer useful insights into how gamified strategies such as Blooket can support vocabulary learning in similar EFL classrooms.

Ethical considerations were taken into account throughout the development of this study. Permissions to conduct the research was granted by the school authorities, and informed consent was obtained from the students' legal guardians before the data collection process began. We handled all the information collected from the participants with utmost care and only utilized it for research related purposes. All information collected from participants will be kept confidential for their protection. All of the research instruments (questionnaire, semi-structured interview, observation guide, and focus groups) were all reviewed by experts from both Chimborazo National University and Technical University of Ambato to ensure that each was clearly written, contained relevant content, and was appropriate to meet the objectives of the study.

This thesis is organized into five chapters. Chapter I introduces the study by describing the research problem, objectives, and rationale; Chapter II develops the theoretical framework based on the research background, theoretical foundations, and essential concepts that underpin the research, while Chapter III describes the methodological procedures, including the research design, participants, instruments, data collection techniques, and the methods used for data analysis, Chapter IV reports and examines both the quantitative and qualitative findings obtained during the research.

1.1 Problem Statement

Technology and the digital world continue to be an evolving component of pedagogy, providing teachers and learners with the resources to incorporate digital technology and media into the English language learning process. The integration of digital technologies and digital media into English language instruction has changed how students develop their speaking, reading, and writing skills in the English language. As a result, students are now learning a second language through active, student-centered approaches to the English language, rather than through teacher-centered methods. Vocabulary is essential to EFL students' success, as they need a sufficient amount of English vocabulary to effectively engage in classroom activities and communicate orally and in written form.

Several factors may contribute to students' difficulties with vocabulary learning. Among the most common challenges are limited opportunities to use English, limited exposure to new vocabulary, and the continued use of memorization-based teaching methods circumstances that hinder meaningful learning, because when students learn words without adequate context or sufficient opportunities to practice them, they often struggle to understand and remember them a situation that affects reading comprehension, the expression of ideas, and participation in activities that require precise use of vocabulary.

The method of teaching the English language to non-native speakers (ESL) is becoming more prevalent as new teaching methods emerge along with technologies such as Vlearning providing ESL students with a wide range of new ways to practice their vocabulary. The gameplay aspect of Vlearning allows for repetition of the vocabulary in a fun, engaging manner. All of the activity types offered by Vlearning create multiple ways for students to become familiar with the words in practical use and to have conversations using the words learned. The result will be a student who is more familiar and fluent in using and recalling the new vocabulary in conversations and other verbal communication with others.

Blooket also encourages students to participate actively through game elements such as competition, points and rewards. These features can increase students' motivation to engage with new vocabulary and use it more frequently during class activities, although the platform's impact may vary depending on factors such as teacher preparation, access to technological resources, and the extent to which activities are tailored to students' language

proficiency levels and learning needs. For this reason, proper planning and pedagogical support are essential to ensure that Blooket effectively contributes to vocabulary learning.

Considering this context, the study focused on the use of Blooket as a tool for supporting English vocabulary learning among secondary school students. The research was carried out with 10th-grade EGB students from Unidad Educativa Cristiana Nazanero during the 2025-2026 academic year. In addition to examining changes in students' vocabulary knowledge, the study explored their levels of participation, motivation and perceptions of the gamified activities implemented throughout the intervention. This combination of quantitative and qualitative information made it possible to obtain a broader understanding of how Blooket contributed to vocabulary learning in this particular EFL context.

This research employed an embedded mixed-method design in wich the quantitative component play the primary role. A pre-experimental one-group pre-test and post-test design was used to examine students' vocabulary performance before and after the implementation of Blooket through the Vocabulary Levels Test (VLT). Using qualitative data (from semi-structured interviews and focus groups) from students of all educational levels and quantitative data (to quantify measurable results) from the implementation of the Blooket intervention, the study's research framework was developed to provide both qualitative data regarding the Blooket intervention and the measurable learning of the students.

While the quantitative results provided information about how much students learned, the qualitative results provided valuable insight into the manner and reasons through which students had learned a given amount. Utilization of quantitative methodology as the primary research method enabled the research to be objective, while qualitative data provided greater depth of understanding regarding the how and why behind the quantitative measures for every student.

1.2 Justification

Acquisition of vocabulary helps students build their communicative ability with others through vocabulary acquisition; it helps to convey meaning, allows greater clarity in expressing one's ideas or thoughts (i.e., improving clarity), and allows students to interact meaningfully within a variety of communicative situations by assisting them to more fully participate in those contexts. However, many English as Foreign Language (EFL) settings continue to face difficulties related to vocabulary acquisition, retention, and appropriate use,

which limit students' academic performance and confidence when communicating in the target language. Therefore, it is important to conduct research that explores innovative strategies capable of strengthening vocabulary learning and responding to current educational needs.

From an educational perspective, the present study is relevant because it examines the implementation of Blooket as a gamified tool for English vocabulary learning. The integration of technological resources into teaching and learning processes responds to the demands of an increasingly digitalized society and to the need for active methodologies that promote students' participation, motivation, and engagement. For this reason, the study seeks to provide evidence regarding the potential of gamified platforms to foster more dynamic and meaningful learning experiences within the school context.

Using the Blooket platform, we developed, implemented and documented our project with the help of technological resources, support from Unidad Educativa Cristiana Nazareno and participation from students in our research project. Furthermore, in addition to having the support of the educational institution and obtaining permission from parents/legal guardians for the children to take part, we also received additional collaboration from other sources. Additionally, the research instruments were reviewed by experts at both the National University of Chimborazo and the Technical University of Ambato to ensure they meet the intended purpose of the research study.

This research study primarily benefits the 10th-grade students in the General Basic Education program at Unidad Educativa Cristiana Nazareno who participated in the process of vocabulary acquisition through the Blooket platform. The data collected from this research project will also provide assistance to English teachers who are interested in finding formal methods to integrate gamified learning into their English classes. Finally, the data collected from this research project will provide further insight into the use of technology as a support tool for vocabulary development within the context of foreign language instruction, specifically English as a Foreign Language, for the educational institution and the National University of Chimborazo. In addition, the study adds information to the growing body of research on gamification and vocabulary learning while offering practical experiences that may support future educational projects and research in English language teaching. From a theoretical perspective, the study expands existing knowledge on the application of gamification in vocabulary learning within EFL contexts; from a practical perspective, it

offers insights and experiences that may be considered in future educational proposals and research related to English language teaching and learning.

1.3 OBJECTIVES

1.3.1 General Objective

- To analyze the effectiveness of Blooket in English vocabulary development among Decimo año students of Educacion General Basica at Unidad Educativa Cristiana Nazareno located in the city of Riobamba, Chimborazo province, during the 2025-2026 academic period.

1.3.2 Specific Objectives

- To diagnose students' vocabulary knowledge level and the factors hindering its development.
- To implement Blooket-based activities to promote English vocabulary acquisition, considering the reality identified in the diagnostic phase.
- To evaluate the effectiveness of the proposal in terms of vocabulary improvement among participants.
- To interpret the study subjects' perceptions regarding the usefulness of the intervention strategy in vocabulary development.

2. THEORETICAL FRAMEWORK

2.1 State of the Art

Gamification in foreign language education has experienced significant growth in recent years, particularly with the development of interactive digital platforms that transform the teaching and learning process of English vocabulary. Research has been increasingly focused on utilizing Blooket as an effective tool in the classroom. With research validating the effectiveness of Blooket for ESL students. In 2023, a study performed by Susanto, Harjanto, and Istiqomah found that Middle School Students in the 7-9 grades had positive responses to Blooket, and that they appeared to be more engaged and motivated to participate in the learning activity. The authors also noted that students who utilized Blooket demonstrated significantly improved Vocabulary acquisition performance in comparison to students who demonstrated similar levels of Vocabulary Acquisition using routine vocabulary teaching methodologies.

Ramadhani, Utama, and Hamidah (2024) also performed a study on the advantages of Blooket as an effective resource for vocabulary acquisition in the 7th grade utilizing evidence to conclude that Blooket was a valuable tool for learning English Vocabulary. The data demonstrated that students utilizing Blooket for vocabulary acquisition performed much better on Vocabulary acquisition than students who received vocabulary instruction via traditional classroom methodologies. The students who participated in Blooket activities demonstrated greater retention and increased accuracy in their usage of Vocabulary words.

Nguyen and Tran (2023) approached the subject from a different angle, emphasizing the perceptions of students utilizing Blooket and how the students experienced their use of Blooket for Vocabulary acquisition, rather than concentrating on performance results from tests and results from their Vocabulary acquisition tasks. They focused on the development and intended implementation of Blooket activities by educators to be used with their students, and it was noted by Nguyen and Tran that the success of Blooket as a resource for Vocabulary Building was due in part to the planning required to effectively implement gamified Vocabulary Building activities.

Additional evidence has been reported by Chen et al. (2024), who found that gamified platforms can increase students' motivation and support vocabulary learning needs and proficiency levels. In similar ways, Johnson, Smith, and Lee (2022) observed that students

tend to learn vocabulary more effectively when they are given opportunities to experiment, make mistakes, and apply new words in meaningful contexts. These characteristics are also present in Blooket, where students are encouraged to recall and use vocabulary through interactive quiz- based activities.

Evidence from review studies has also shown positive outcomes associated with the use of gamification in EFL and ESL settings. Liu, Wang, and Zhang (2023) reviewed previous research and noted that platforms such as Blooket can enhance vocabulary learning, as well as increase student interest and engagement during learning activities; similarly, Xu, Li, and Chen (2024) found that gamification-based strategies promote language acquisition and encourage greater classroom participation, although their review also identified limitations related to unequal access to technology, internet connectivity issues, and the need to strengthen teacher training to effectively integrate these tools into educational settings.

Generally, previous studies suggest that Blooket can be useful resource for supporting English vocabulary learning. At the same time, researchers have pointed out that its effectiveness is influenced by several factors, including access to technology, lesson planning, and the way activities are incorporated into the curriculum. In this regard, Quyen and Nguyen (2025) reported that aspects such as classroom management, time available for activities, student interaction, and class size can affect the results obtained through game-base learning tools. Their findings indicate that the educational value of Blooket depends not only on the platform itself but also on the conditions under which it is implemented. For this reason, further research in different educational setting may contribute to a broader understanding of its impact on English language learning.

Research on vocabulary learning has also shown the importance of repeated practice and exposure to new words. According to Webb and Nation (2017), vocabulary is more likely to be retained when learners have multiple opportunities to encounter and use words in different learning activities. This process helps strengthen retention and promotes long-term vocabulary development. Similarly, Aguagallo and Narváez (2025) highlight the importance of using innovative and contextualized teaching resources to promote language development and improve students' learning experiences. These contributions reinforce the existing evidence regarding the integration of technology and active learning strategies into English language instruction.

2.2 Theoretical Foundation

2.2.1 Core Learning Theories Supporting Blooket Integration

2.2.1.1 Autonomous Learning

Autonomous Learning Theory focuses on the capacity of learners to become actively involved in their own learning process. According to Holec (1981) explains that autonomy develops when students assume increasing responsibility for decisions related to their learning and become more independently in academic tasks, taking a greater role in setting goals, reflecting on their performance, and managing their learning experiences. In the context of this study, Blooket promotes autonomous learning by allowing students to actively engage in vocabulary practice activities, receive immediate feedback, and monitor their performance throughout the game-based tasks.

2.2.1.2 Zone of Proximal Development

According to Vygotsky (1978) the Zone of Proximal Development (ZPD) identifies the gap between the existing capabilities of a student in relation to the scaffolding or support they receive from an instructor or more knowledgeable peers who are further along in mastering a given subject.

The implementation of Blooket can be associated with this theory because its gamified activities provide continuous opportunities for practice and feedback, enabling students to gradually advance in vocabulary acquisition. Furthermore, the game-based dynamics encourage peer interaction and the resolution of linguistic challenges within a supportive environment, fostering learning processes that take place within students' Zone of Proximal Development.

2.2.1.3 Information Processing Theory and Meaningful Learning

The Information Processing Theory states that Learning is the act of acquiring, organizing, storing, and recalling information in your mind (Theories of Information Processing). The authors Atkinson and Shiffrin (1968) state that one way to help to transfer information from short-term memory to long-term memory, in terms of vocabulary development, is through repetition and practice. Regularly exposing a person to a word will allow that person to become more familiar with the meaning of that word and help him or her in recalling that word at some future time.

According to Ausubel's Theory of Verbal Learning (1968), when teachers teach their students new concepts, they tend to learn the new material better if they connect the concepts taught to what they already know. For example, when a student learns a new word to because the student has heard the word used before or otherwise associated it with a previous experience. Therefore, students develop a better understanding of the new information and a greater degree of retention of the new information if the information is connected to their own past experiences of using the vocabulary.

Blooket provides students with many features that utilise this aspect of Ausubel's Theory by allowing them to practice reviewing vocabulary in multiple ways, and by helping them create connections between the new vocabulary words that they are learning, and to the contexts that they are already familiar with using the new vocabulary words. This, in turn, helps the student develop an understanding of the vocabulary and how to use vocabulary effectively in English Language Learning and is much more than only memorising vocabulary words

2.2.2 Theoretical Foundations Underpinning the Use of Blooket

2.2.2.1 Gamified Approach

The Gamified Approach is based on the integration of game elements into non-game contexts to increase learners' motivation, engagement, and participation. According to Kapp (2012), gamification incorporates components such as points, rewards, challenges, competition, and immediate feedback to create meaningful and enjoyable learning experiences. In educational context, gamification is not used only to make activities more enjoyable. It is also intended to increase students' involvement in learning by motivating them to participate, complete task, and work toward specific learning objectives.

The use of gamified activities can change the way students experience classroom learning. By incorporating elements such as challenges, rewards, and competition, these environments often encourage students to participate more effectively in learning tasks. As a result, students may show greater interest in classroom activities and remain involved for longer periods while working toward academic goals.

2.2.2.2 Experiential Approach

Kolb's (1984) Experiential Learning Theory describes how knowledge is obtained and the importance of practical experience in facilitating learning. "Theoretical concepts and theories form the basis of experiential learning." In Kolb's terms, "practical application" leads to the formation of theoretical concepts from realistic experience, which allows students to better understand how to use theories in their lives. Additionally, this theory shows that knowledge continues to evolve through ongoing experiences.

As Kolb describes, the Experiential Learning Theory follows a four-step learning process. The first step in the learning cycle is 'Concrete Experience,' where the individual learns through direct interaction with the physical environment. The second step is 'Reflective Observation,' where the individual reflects on what they have learned from their concrete experience. The third step is 'Abstract Conceptualization,' in which the learner develops abstract ideas of what they observed during the reflection process. Finally, Active Experimentation is the fourth step, where the individual applies the abstract idea generated during the conceptualization process and tests or validates the abstract idea formed in the previous step. In summary, Kolb's Cycle of Learning (or Cycle of Experience) consists of a continuous cycle of experiences, reflections, abstract conceptualization, and experiments to validate abstract theories that arise from experiential learning.

When it comes to vocabulary learning, Blooket provides students with opportunities to actively participate in interactive activities that involve recognizing, recalling, and applying new words. Consistent engagement in gamified tasks, combined with immediate feedback, helps strengthen students' understanding of vocabulary and promotes the gradual development of their vocabulary through ongoing experience and practice.

2.2.2.3 Constructivism

Constructivism, developed by Piaget (1976), proposes that learners actively construct knowledge through their interactions with the environment rather than passively receiving information. According to this viewpoint, an individual's method of acquiring knowledge is determined by how they link their prior knowledge and experiences with newly accepted information. As learners evolve through the years, they create mental images representing their cognitive abilities by creating mental images of the information they acquire.

Therefore, the involvement of the students and their active involvement in the construction of knowledge is vital to achieving success.

In accordance with the principles of constructivism, Blooket enables the students to engage in their vocabulary development by interacting with one another, problem-solving, and providing feedback to each other on their activities. As learners connect new vocabulary with their previous knowledge and experiences, they construct a deeper understanding of language that extends beyond simple memorization.

2.2.2.4 Sociocultural Approach

The Sociocultural Approach, proposed by Vygotsky and Cole (1978), emphasizes the fundamental role of social interaction in cognitive development and learning. From this perspective, knowledge is constructed through communication, collaboration, and participation in shared activities. This theory views learning as a process that unfolds through social interaction, in which students, by working alongside teachers and classmates, can receive guidance, share experiences, and gradually build new skills and knowledge within a collaborative environment

Blooket incorporates features that promote interaction among students as they participate in learning activities. Through collaborative and competitive game modes, students can share ideas, observe their classmates' responses to various tasks, and gain knowledge from these interactions. These experiences foster vocabulary development by allowing learners to engage with new words within a social and participatory environment.

2.2.2.5 Communicative Approach

The Communicative Approach, proposed by Hymes (1972), highlights the importance of using language effectively and appropriately in real-world communication. Unlike traditional methods that focus mainly on grammatical correctness, this approach emphasizes meaningful interaction and the practical application of language. Teachers should assist students as they develop their communicative competence by providing students with opportunities to make connections between what they have learned and how it is used in the real world by providing contexts for English vocabulary that reflect the actual situations they will encounter; this type of instruction helps to provide students with the

ability to put their learning into practice and facilitates their ability to communicate effectively through various means of communication.

Blooket can help students learn vocabulary through interaction with other students through participating in multiple activities with different uses of vocabulary within contexts similar to those in which they would typically encounter this vocabulary in the real world. Students will also gain insights into the nature of vocabulary usage and how to gain insights into the vocabulary they are currently learning, as well as an opportunity to actively use the language in ways that would normally just be memorized. This approach links vocabulary practice to meaningful classroom activities, supporting language comprehension and effective communication.

2.2.3 Active and Gamified Methodologies in Blooket-Based Vocabulary Learning

2.2.3.1 Project-Based Learning

Project-Based Learning is based on the principle that students learn more effectively when they actively engage in the investigation of meaningful topics and the creation of authentic products. According to Thomas (2000), this methodology promotes deeper learning by encouraging inquiry, collaboration, critical thinking, and the application of knowledge in real-world contexts. Through project-based learning, learners engage more directly in their development as learners by taking an active part in their educational process, whereas Blookets do not offer any type of individualized project-based approach; however, through its use of gamification with vocabulary development through Blooket, learners engage more actively with the game than through simply receiving information as a passive participant.

2.2.3.2 Problem-Based Learning

Problem-Based Learning centers on using real or simulated problems as the basis for instruction. According to Savery (2015), this method encourages learners to explore, analyze information, and develop their understanding by working on authentic challenges. As a result, when a student takes responsibility for their educational responsibilities, they acquire critical thinking skills, problem solving skills and decision-making skills. The same way that Blooket helps them to develop those skills. In Blooket, a student is presented with challenges or multiple-choice type questions. When a student completes these challenges, they need to

evaluate their current vocabulary and quickly select the right answer. Therefore, Blooket facilitates the development of critical thinking skills, problem-solving skills and decision-making skills, enabling a student to expand and retain their vocabulary through the use of active cognitive processing.

2.2.3.3 Flipped Learning

Flipped Learning represents a shift from traditional teacher-centered instruction to a more student-centered approach. According to Bergmann and Sams (2012), Flipped Learning involves introducing content through digital resources before class, while classroom sessions are used for practice, discussion, and collaborative activities. This approach gives students a more active role in their learning and provides additional opportunities to work with the content both inside and outside the classroom. In relation to Blooket, students can use the platform to review and practice vocabulary at their own pace before or after lessons. As a result, classroom time can be devoted to reinforcing vocabulary, addressing questions, and carrying out communicative activities that support language learning.

2.2.3.4 Microlearning

Microlearning is characterized by delivering content in short, focused learning units that facilitate gradual learning and retention. Using Hug (2005) as a reference point, this type of learning methodology is designed to align with an individual student's cognitive needs by allowing the student to receive information in smaller pieces or "chunks." This can help the student decrease their level of cognitive "overload" and subsequently, help improve long-term retention of knowledge. Vocabulary instruction using microlearning works well due to the fact that the learner has many opportunities to be focused on just a small piece of information rather than feeling overwhelmed with large amounts of material that they must process all at once. Blooket also provides students with engaging interactive vocabulary instruction but uses a series of brief (but interesting) exercises that students can complete fairly quickly. Repeatedly engaging with words through various games and tasks provides learners with multiple review chances, potentially enhancing long-term retention.

2.2.3.5 Cooperative Learning

Cooperative Learning is based on the principle that interaction and collaboration among learners improve understanding. One of the most significant elements in effective cooperative learning is creating a setting that promotes positive interdependence among peers. An environment where students can rely on one another to achieve individual and collective goals creates a situation where students can help one another develop critical thinking skills by exchanging ideas and collaborating on developing their cognitive knowledge base. The team-based activities that occur in Blooket are a good example of how this type of environment encourages students to actively participate in their learning with their classmates as they work together to complete team challenges to gain information and knowledge.

2.2.4 Alignment of Blooket with the Ecuadorian National Curriculum

2.2.4.1 Curriculum

The Ecuadorian English curriculum is based on the development of competencies that help students use the language in different situations both inside and outside the classroom. As stated by the Ministerio de Educación (2026), English instruction should go beyond the learning of grammar and vocabulary by encouraging communication, independent learning, critical thinking, and the appropriate use of technological resources. These elements are considered important for supporting students' language development and their ability to apply English in meaningful context. Within this framework, students are expected to become active participants in their learning process while developing the skills necessary to communicate meaningfully in English and respond to the demands of contemporary society.

2.2.4.2 Communicative Competence

Communicative competence constitutes one of the central objectives of the Ecuadorian National Curriculum for English language teaching. In 2016, the Ministry of Education established as the lifetime standard for all students to develop the skill to communicate effectively and appropriately for the purpose of real-world situational uses of the English Language. While the Ministry identifies "communicative competence" as a component of being able to identify and employ grammatical structures (grammar and

usage) of the English Language through situational learning, it encompasses all aspects of being able to identify, interpret, and communicate the meaning of a message or other forms of communication in a "real-world" setting through the use of various means. Through Blooket, Students have access to a range of opportunities to enhance their skills in identifying, interpreting, and using vocabulary across multiple situational uses, due to the diverse range of interactive activities that Blooket provides for Students.

2.2.4.3 Digital Literacy

As technology advances rapidly today all around us, it is vital that today's students possess the skills needed to utilize technology. One-way students can develop these skills is through Blooket which allows students to connect with a wide variety of digital tools while making important choices, watching TV, navigating online, and completing various technology-based tasks. Using Blooket provides students with the opportunity to further enhance their vocabulary in English as well as gain an understanding of how digital environments function within both schools and at home.

2.2.4.4 Learner Autonomy

The Ecuadorian National Curriculum provides evidence for the need to promote Independence of Learners as part of an empowerment approach, with encouraging Learners to take Initiative and Responsibility for their own Learning included as supportive Principles of Responsibility, Self-Regulation and Independent Learning. In Blooket, Learners are able to monitor their own Progress, receive Immediate Feedback and can Practice Vocabulary in the way that works best for them.

2.2.5 Evolution and Pedagogical Design of the Blooket Platform

2.2.5.1 Evolution of Blooket

In 2018, Blooket was developed by Tom and Ben Stewart as a means to create fun and interactive ways for students to review their studies, rather than just simply doing the same old boring study review activities like another flash card or read book with notes. Since then, Blooket has evolved into a vast array of different types of games, including adaptive learning, ability to track performance, etc., thus allowing both teachers and students to better adjust their methods of teaching/learning, thereby enhancing the use of technology in education. This evolution has led to a demand for more educational resources that provide

both academic content and some form of motivation to engage and motivate learners to take an active role in their own learning. As digital resources become more prevalent in educational environments, Blooket has emerged as a widely used platform for vocabulary acquisition through gamified experiences.

2.2.5.2 Gamification Elements in Blooket

Gamification, as an essential component of the Blooket platform, enhances educational experience. Gamification, which Kapp (2012) defines as "adding game-like features to other settings (e.g., a classroom)," includes such elements as points, rewards, competition, challenges, and feedback to encourage student participation in learning via Blooket. Virtual rewards provided by Blooket's leaderboards based on competing against peers, along with the modes encouraging increased vocabulary, ensure continued student engagement and participation.

2.2.5.3 Pedagogical Design of Blooket

Beyond its recreational aspect, Blooket offers educational features that promote effective learning through resources designed to strengthen vocabulary acquisition; teachers can create question sets tailored to specific learning objectives and established curriculum standards; through frequent vocabulary practice, immediate feedback, and interactive activities, students can solidify their understanding of new words while remaining actively engaged in their learning process; This pedagogical design aligns with current educational approaches that emphasize motivation, active participation, and continuous reinforcement as essential elements for developing successful learning experiences.

2.2.5.4 Formative Assessment and Feedback

Another important feature of Blooket is its ability to support formative assessment practices. The platform provides immediate feedback after each response and generates performance reports that allow teachers to monitor students' progress over time. According to Black and Wiliam (1998), formative assessment plays a crucial role in improving learning outcomes by helping students identify their strengths and areas for improvement. Through its reporting and feedback tools, Blooket facilitates data-informed instruction and enables teachers to make adjustments based on learners' needs.

2.2.5.5 Blooket and Vocabulary Learning

Blooket offers a variety of opportunities for students to encounter, practice, and apply vocabulary in different learning contexts. Vocabulary learning is strengthened when students encounter and use words multiple times across various activities. Nation (2013) emphasizes that repeated contact with vocabulary is crucial for helping learners remember and retain new words over time.

2.2.6 Key Features and Gamified Mechanics of Blooket

2.2.6.1 Multiple Game Modes

Unlike other quizzes, Blooket has many types of games. Traditional quiz platforms only allow you to play quizzes with your classmates. However, Blooket allows you to play a variety of games, including Tower Defense, Gold Quest, Café Factory, Fishing Frenzy, and Crypto Hack. There are many different objectives and skills required to win the blooket game. By offering a wide selection of games, educators have many options to choose from based on what subject(s) their students like.

2.2.6.2 Rewards and Competition

Through the use of gamified mechanics such as competitive play and how rewards are distributed, Blooket's site has found a way to reward users for their time spent on their platform.Gamified Mechanics (Kapp, 2012) i.e., points, ranks, badges and other types of rewards provide learners with additional motivation and provide a means of engagement for the learners in an activity/course which helps keep them involved in the gamification experience and provides an incentive to answer questions correctly. The design of competitive environment allows for continued focus and a more engaging way to learn vocabulary through competitive play.

2.2.6.3 Immediate Feedback

Blooket provides prompt responses to the choices made by students, allowing them to learn from mistakes and reinforce their correct instincts. According to Hattie & Timperley (2007), feedback is important to helping idea about the current level of understanding as well as which concepts require improvement. Blooket provides users with this ability to receive

ongoing feedback, which allows users to continually develop their vocabulary as well as gain insight into their progress in learning

2.2.6.4 Customization and Adaptability

Blooket allows educators to create and personalize different types of learning experiences based on both the needs of their students and the goals of instruction. This adaptability allows vocabulary activities to be aligned with curriculum requirements, students' proficiency levels, and classroom contexts, contributing to a more personalized learning experience.

2.2.6.5 Student Engagement and Motivation

A defining characteristic of Blooket is its capacity to maintain high levels of student engagement and motivation. Blooket incorporates elements such as challenges, visual resources, rewards, and competition into vocabulary-learning activities. These features can make classroom tasks more appealing to students and encourage them to remain involved throughout the activity Gee (2007) notes that educational games can help maintain learners' interest and encourage them to continue working towards learning objectives. In this way, vocabulary practice become a more interactive experience in which students participate actively while working with new words.

2.2.7 Pedagogical Benefits and Motivational Impact of Blooket

2.2.7.1 Gamified Learning

One of the principal pedagogical benefits of Blooket is its incorporation of gamified learning principles. Kapp (2012) states that gamification incorporates game elements into educational settings to boost motivation, participation, and engagement. Using challenges, rewards, points, and competition, Blooket makes vocabulary practice fun and engaging. This playful method motivates students to stay actively involved and interested throughout their learning.

2.2.7.2 Vocabulary Retention

Vocabulary retention is essential in language learning, requiring students to recognize, recall, and use words effectively. Nation (2013) highlights that repeated encounters and meaningful interactions with vocabulary enhance long-term memory.

Blooket facilitates this by offering various game modes, repeated exercises, and contextualized activities that give students multiple chances to engage with vocabulary. Consequently, learners are more likely to retain and retrieve words over time.

2.2.7.3 Student Engagement and Participation

Student engagement is crucial for effective learning. According to Fredricks, Blumenfeld, and Paris (2004), engagement includes behavioural, emotional, and cognitive facets of how a student becomes engaged with something. Blooket uses an interactive game-type environment to promote a student's active participation in his/her learning experience, as well as provide a greater concentration on that experience. By providing students with a more interactive and dynamic learning experience, Blooket increases student engagement with those activities, decreases student boredom, and increases motivation for practicing vocabulary words.

2.2.7.4 Support for Different Learning Styles

Blooket combines visual, auditory, and interactive features that enable students to work with vocabulary through different types of activities. Because learners do not all respond to information in the same way, these varied elements offer multiple opportunities to participate in the learning process. As students interact with vocabulary through games, images, sounds, and questions they can approach learning in ways that are more comfortable and meaningful for them.

2.2.7.5 Feedback, Motivation, and Academic Progress

Immediate feedback and motivational mechanisms constitute key elements of Blooket’s effectiveness. Hattie and Timperley (2007) agree that feedback plays an important role in influencing student success. Feedback helps students understand what they did well and where they need improvement. Feedback is also very important to all students because of the many advantages the Blooket game provides students, such as having instant feedback on their responses, ample opportunities to earn rewards, rank and track their progress over time, etc. These components create a very motivating environment for students to engage in vocabulary learning, which enhances the likelihood of sustained academic success over time

2.2.8 Vocabulary Classifications and Their Relevance in Blooket

2.2.8.1 Receptive Vocabulary

Receptive vocabulary refers to the words that learners are able to recognize and understand when they encounter them in listening or reading activities. Nation (2001) states that this kind of vocabulary is key to understanding language, as it helps learners interpret meanings and grasp messages across various communication settings. Even if learners don't actively use these words in speech or writing, receptive vocabulary is essential for overall language development. In Blooket, this vocabulary is strengthened through activities where students identify meanings, recognize definitions, and link words to their contexts.

2.2.8.2 Productive Vocabulary

Productive vocabulary includes the words that learners can accurately and appropriately use in speaking and writing. According to Nation (2001), productive vocabulary encompasses more than just understanding words; it also involves using them accurately in speech and writing. To foster language and communication skills, it is necessary for learners to build productive vocabularies. The activities and games in Blooket create opportunities for students to remember and practice using their learned vocabulary multiple times throughout their learning experience.

2.2.8.3 High-Frequency and Low-Frequency Vocabulary

According to Schmitt (2000) vocabulary can be classified according to frequency of occurrence in a particular language. High-frequency or most used words are those that appear most often in a certain language and therefore are considered to be very important for everyday conversations, and they usually come first when someone learns a new language. Conversely, low-frequency vocabulary comprises less common, more specialized terms that gain significance for academic, professional, and advanced language contexts. Developing knowledge of both categories is necessary for achieving greater communicative competence and expanding learners' lexical repertoire.

2.2.8.4 Relevance of Vocabulary Classifications in Blooket

The vocabulary classifications proposed by Nation (2001) and Schmitt (2000) can be effectively addressed through the implementation of Blooket. The platform allows teachers

to design activities aimed at developing receptive and productive vocabulary, incorporating high and low-frequency lexical terms according to students' proficiency levels and learning objectives. Through interactive practice, repetition, and immediate feedback, students can strengthen their recognition, retention, and appropriate use of the vocabulary they have acquired, In this way, Blooket provides a flexible environment that fosters the development of different dimensions of lexical knowledge through dynamic, meaningful learning experiences that are relevant to the needs of the educational process.

2.2.9 Cognitive and Gamified Strategies for Vocabulary Acquisition

2.2.9.1 Determination Strategies

Schmitt (1997) states that use of determination strategies to facilitate learner independence when developing vocabulary means the learner is using different techniques such as context clues, dictionary look-ups, and analyzing and interpreting the language itself, for the purpose of self-directed learning of the new and unfamiliar vocabulary.

2.2.9.2 Social Strategies

According to Schmitt (1997), social strategies of learning refer to how students interact with one another, as well as their teachers and others. Through working together with their peers and communicating with their teachers when working on vocabulary, students are able to work on building their vocabulary through clarifying, discussing, and receiving feedback on their vocabulary.

2.2.9.3 Memory Strategies

Memory strategies aim to enhance vocabulary retention using associations, imagery, mnemonics, and other techniques that promote long-term memory. Schmitt (1997) states that these methods help learners link new words to their prior knowledge, improving retention. Blooket encourages these strategies by offering repeated exposure to vocabulary and interactive activities that strengthen recognition and recall.

Memory strategies are methods that help improve vocabulary retention by creating associations between words and images (visualizing), utilizing mnemonic devices, etc., to assist learners in creating lasting impressions of the words and allowing them to store and thus remember more information. An example of this is how Schmitt (1997) states "the use

of memory strategies assists learners in linking new vocabulary with pre-existing knowledge, therefore helping them improve retention.

2.2.9.4 Cognitive Strategies

The types of cognitive strategies which learners are encouraged to use include actively manipulating language through repetitive and multiple-note taking, as well as categorization and practice. In Blooket, cognitive strategies are reflected in the repeated practice of vocabulary through quizzes, matching activities, and game-based challenges that encourage active participation.

2.2.9.5 Metacognitive Strategies

Metacognitive strategies refer to learners' ability to plan, monitor, and evaluate their own learning process. Oxford (1990) highlights these strategies as essential for developing learner autonomy and self-regulation. Blooket contributes to the use of metacognitive strategies by providing immediate feedback and performance reports, allowing students to reflect on their progress and identify areas that require further improvement.

2.2.9.6 Gamification

Gamification refers to the use of gamified features and elements in an educational system to boost motivation and engagement of learners. Kapp (2012) states that incorporating game elements, such as points, level of challenge, competition and rewards, into our classrooms can have a positive impact on student achievement and promote their ability to be active participants in the classroom community.

2.2.9.7 Repeated Exposure and Vocabulary Retention

Webb and Nation (2017) highlight that engaging with vocabulary across diverse contexts greatly aids long-term lexical growth. Blooket embodies this idea by enabling students to repeatedly encounter and practice vocabulary through different game modes and sessions.

2.2.9.8 Comprehensible Input Hypothesis

Krashen's (1985) Comprehensible Input Hypothesis states that language learning happens when learners encounter input they can understand but that is just a bit above their

current skill level. Engaging with meaningful language exposure helps learners broaden their vocabulary and enhance understanding. In Blooket, vocabulary is delivered via contextualized questions and activities that can be tailored to students' proficiency, aiding both comprehension and vocabulary development.

2.2.10 The Connection Between Blooket and Effective Vocabulary Growth

2.2.10.1 Repeated Exposure to Vocabulary

Repeated exposure to vocabulary is a key factor in enhancing vocabulary development. Webb and Nation (2017) emphasize that learners require multiple encounters with words across various contexts to improve retention and achieve long-term learning. Blooket aids this process by offering repeated vocabulary practice through diverse game modes and activities, enabling students to review and solidify their lexical knowledge over time.

2.2.10.2 Contextualized Vocabulary Learning

Vocabulary learning is more effective when words are introduced within meaningful contexts instead of in isolation. Nation (2013) emphasizes that seeing words in context helps learners grasp their meanings and proper usage more clearly. Blooket offers definitions, examples, and game-based questions, creating opportunities for students to engage with vocabulary in ways that promote better understanding and meaningful learning.

2.2.10.3 Active Retrieval Practice

Retrieval practice involves recalling information from memory, enhancing learning and retention. Karpicke and Blunt (2011) note that active retrieval plays a key role in building long-term memory

2.2.10.4 Motivation and Sustained Engagement

Game-like features help keep students' interest throughout their learning. Motivating elements found in Blooket include Competition; Rewards for performing well; Challenges to meet; providing feedback immediately upon completing the activity. In his discussion of gamification, Kapp notes that these gaming elements provide an increase in students' level of persistence and engagement and contribute to a Classroom Environment.

2.2.10.5 Meaningful Vocabulary Growth Through Blooket

Constant exposure, contextualized learning, review practice, and motivation are fundamental elements for promoting effective vocabulary development. Through its interactive and adaptive design, Blooket provides students with multiple opportunities to encounter, practice, and apply new words in meaningful ways as part of the English language learning process, these experiences help strengthen vocabulary retention, improve vocabulary recall, and progressively expand a more functional linguistic repertoire that contributes to the development of communicative competence.

2.2.11 Transforming Teacher and Student Roles Through Blooket

2.2.11.1 Teacher as a Facilitator

With technological advancements, digital education tools increasingly supplant some of the functions performed by teachers in traditional settings providing teachers with an increasing number of methods to assist in facilitating, supporting and providing oversight to support student success. Harmer cites that several of the components involved in establishing a successful language teacher establish a learning environment based on the interactive, participatory and autonomous nature of students.

2.2.11.2 Teacher as a Learning Designer

The teacher has various roles in developing an educational environment that is beneficial to the learner through enhanced technology (i.e. virtual learning environments). The teacher's role includes: providing resources to enhance vocabulary, defining the scope of learning objectives, coordinating the activities that support the materials provided, and adapting or modifying the resources used, to meet students' varying levels of knowledge and understanding.

2.2.11.3 Students as Active Learners

Modern educational methods focus on students actively constructing knowledge. Piaget (1976) states that learning happens when learners engage with information and interact with their surroundings. Blooket supports this active involvement by having students participate in vocabulary tasks, make choices, solve problems, and answer questions.

Consequently, learners are directly engaged in learning vocabulary instead of passively receiving information.

2.2.11.4 Learner Autonomy and Self-Regulation

According to Holec (1981), when students take responsibility for their learning, they establish their own goals, monitor their progress, and evaluate their results; therefore, students are empowered to learn autonomously. Blooket enhances student autonomy by supplying timely feedback and progress-monitoring tools that encourage continual growth as opposed to waiting for an instructor to provide this information)

2.2.11.5 Collaborative Learning and Shared Responsibility

In their article on the Role of Cooperative Learning in Teaching, Johnson and Johnson (1999) note that "Cooperation is essential for the attainment of the educational objectives of the members of the learning community." The authors believe that through cooperation, students learn how to communicate effectively, share their knowledge and experiences, and provide support as they work toward common academic goals. Blooket facilitates interaction among students, the exchange of ideas, and cooperation through group activities and friendly competitions during vocabulary lessons, these experiences contribute not only to the development of lexical learning but also to the strengthening of the social and interpersonal skills necessary for a well-rounded education.

3. METHODOLOGY

3.1 Research Approach

This study adopts a mixed-methods approach that integrates quantitative and qualitative methods in order to comprehensively analyze the effectiveness of Blooket in enhancing English vocabulary learning. The methodology of using various methods to obtain results in order to gain a broader understanding of the results obtained through the research found that the authors Creswell and Clark noted (2017) that while quantitative data provides a more complete understanding of the phenomenon by combining the objectivity of numerical data and the depth of an individual's experience. The quantitative component provides an objective assessment of a student's vocabulary development while the qualitative component of the study assesses a student's motivation and interest toward the Blooket intervention.

3.2 Research Design

Using an embedded mixed-methods design, this study utilised a combination of quantitative and qualitative study methodologies to collect both numerical and qualitative data. The quantitative data collected in this study included an objective evaluation of the vocabulary development of students as told through researchers' use of standardised assessments, whereas the qualitative data collected in this study included motivation, engagement, and perceptions regarding Blooket (i.e., the students' experiences).

The quantitative component of the study was developed using a pre-experimental one-group pre-test and pos-test design. To assess students' vocabulary learning, the Vocabulary Level Test (VLT) was administered before the intervention and again after the implementation of Blooket; the results obtained from both administrations were compared to determine whether there were changes in students' lexical performance during the intervention period, Although the absence of a control group limits the control of external variables, the selected design is appropriate in educational contexts where the goal is to analyze the effects of a pedagogical intervention within a natural classroom setting.

The qualitative phase adopts a biographical-narrative design, aiming to capture students' personal accounts, reflections, and lived experiences during the use of Blooket. This narrative perspective complements the quantitative findings by highlighting individual

learning processes, emotional involvement, and perceptions related to the gamified learning environment**.**

3.3 Type of Research

This study is classified as applied and interpretative research, conducted in authentic classroom settings where students are exposed to the Blooket platform during regular English lessons. Using research methods in the context of education provides an improved understanding of how people learn naturally (Fedesco, Cavin & Henares, 2020). An examination of learning environments enables one to detect the distinct dynamics within learning environments and add vital information about the context to better comprehend educational experiences.

As per Kumar (2019) "applied research aims to provide solutions to educational problems", as such applies research enables the bridge between theory and practice in education. This project utilises an applied approach as it examines a practical solution to the pedagogical problem of limited vocabulary development by allowing students to use a digital tool to learn English. This study employs a pre-experimental design employing a pre-test and post-test for one sample group to measure the impact of using Blooket on students' vocabulary acquisition.

At the same time, the interpretative focus complements this practical aim by analyzing students' individual experiences and meanings associated with the use of Blooket. Through the integration of quantitative and qualitative data, the study not only measures learning outcomes but also explores learners' engagement, motivation, and perceptions (Robin & Aziz, 2022; Haque et al., 2022).

Therefore, both the applied and interpretative dimensions work together to provide a comprehensive understanding of how gamified digital tools can enhance English vocabulary learning and foster meaningful learning experiences in authentic educational

3.4 Research Method

The study employed a quantitative descriptive method to measure students' progress in English vocabulary acquisition. Quantitative data were collected through the Vocabulary Levels Test (VLT), administered before and after the intervention. The analysis included descriptive statistics such as the mean, median, and standard deviation to assess student

performance and identify measurable changes in vocabulary knowledge, Creswell (2014) explains that descriptive analysis is useful for organizing and examining the data obtained during a study; through this process, researchers can identify trends and variations in participants' performance, which helps to inform the interpretation of the study's findings.

The biographical narrative method was incorporated as part of the quantitative component for the purpose of this qualitative portion of the research study. This part of the study focused on enhancing our knowledge regarding how students experienced the different types of vocabulary learning activities provided by the Blooket online learning platform. The narratives developed from the biographical narrative method provided us with insight into the students' experiences, their barriers, the beliefs and the successes of the students as they engaged in this intervention. Qualitative results gave further context to how students utilized the strategy used in this intervention.

Bolívar, Domingo, and Fernández (2001) describe the biographical-narrative approach as a methodology that allows for exploring how individuals interpret and construct meaning based on their educational experiences, from this perspective, the qualitative component of the study aimed to analyze students' perceptions and experiences while learning vocabulary through Blooket; the information gathered provided a deeper understanding that complemented the quantitative results obtained, revealing how students perceived, participated in, and responded to the intervention implemented within the educational process.

The integration of quantitative and qualitative approaches provided a deeper understanding of Blooket's influence on vocabulary learning; combining the numerical results with the students' experiences strengthened the validity of the findings and provided a broader perspective on the levels of engagement, motivation, and perceptions developed within gamified learning environments.

3.5 Study Population

The study population consisted of 32 tenth-grade students at the Nazareno Christian School during the 2025–2026 academic year. The selected student population is having a hard time learning English vocabulary, including retaining words, using them correctly in context, and developing their language skills. Also, the institution has all of the technological

resources necessary to implement digital learning solutions such as Blooket, which will create ideal conditions for establishing the intervention.

Table 1 Sociodemographic Profile of Participants

Variable	Category	N = 32	100%
		f	%
Gender	Male	21	65.63%
	Female	11	34.38%
Age	13 years	1	3.13%
	14 years	30	93.75%
	15 years	1	3.13%

Note. N = 32, Frequency (f) and percentage (%).

Table 1 shows that the majority of the study participants were male students, accounting for 65.63%, while female students accounted for 34.38% of the total population analyzed. Furthermore, it was found that the majority of the students were 14 years old (93.75%), which reflects the existence of a relatively uniform age group within the research context and allows for a general characterization of the study participants.

3.6 Sample Size

Given the pre-experimental design aimed at evaluating the impact of Blooket on English vocabulary development, participants were purposefully selected to ensure their suitability for the study, taking into account the diversity in academic performance levels and balanced gender representation in order to obtain relevant information consistent with the research objectives. Using a parallel sampling approach, six students from the 10th grade of EGB were selected simultaneously, including two high achievers, two medium achievers, and two low achievers, with a balanced representation of both male and female students.

Including students with different academic performance levels and considering the participation of both male and female students made it possible to obtain a broader perspective of the intervention. This diversity made it possible to gather a variety of experiences, perceptions, and levels of participation related to the use of the platform, given that participants' individual characteristics can influence how they experience an educational intervention, according to Creswell and Creswell (2018), the inclusion of different segments of the study population facilitates a broader interpretation of the results and helps us

understand how learning processes are perceived by different groups of students within a specific educational context.

3.7 Data Collection Techniques and Instruments

The validity of a research study is closely linked to the proper application of the tools and procedures used to collect data, since these resources make it possible to obtain relevant and reliable information for understanding the problem addressed in the study, in addition to facilitating the achievement of the objectives established at the outset of the research process, thereby ensuring that the results obtained are consistent with the stated academic purposes.

Within this framework, the first and third specific objectives were addressed through the administration of the Vocabulary Levels Test (VLT) as both a pre-test and a post-test, with slight adaptations to measure students' vocabulary knowledge and identify specific learning needs and difficulties. The pre-test was used to identify students' vocabulary level before the implementation of the intervention. After the activities with Blooket were completed, the post-test was administered to determine whether changes had occurred in students' vocabulary performance during the study period.

Students evaluate their vocabulary by matching words with their definitions in the Vocabulary Level Test (VLT). The VLT allows students to assess their knowledge of vocabulary across frequency levels, from the most common words to the least common. Students score their test based on how many words they correctly matched to their definitions, and then use this score to measure their knowledge at each of the vocabulary frequency levels being tested.

The data collected from the VLT were compared with descriptive statistics to evaluate the vocabulary of students prior to the intervention and during and after the intervention and to quantify the difference in vocabulary scores experienced by students during the study. The results of the VLT were presented in a graphical format, showing the change in vocabulary scores for the students from the beginning of the study until the endpoint of the study. Bar charts and line charts were used to represent the change in vocabulary scores.

To address the second objective, classroom observations were conducted using a structured observation guide. This instrument was used during the Blooket sessions to gather information about students' participation, motivation and engagement in the activities. It also allowed the recording of students' behaviors and interactions during the intervention, providing additional information that helped support and enrich the quantitative results.

To tackle the fourth specific objective, semi-structured interviews and focus groups were carried out to gather students' opinions and experiences regarding the use of Blooket for vocabulary learning. Both instruments were administered in Spanish to help participants express their thoughts and experiences more comfortably and accurately. The information gathered provided a broader understanding of the students' perceptions of the intervention, and it was integrated with quantitative data and observation records in order to obtain a more comprehensive and well-founded interpretation of the results achieved during the research process.

3.8 Analysis and Interpretation Methods and Techniques

Using different techniques and methods allowed the researchers to fully evaluate both the quantitative and qualitative data collected during the study, ensuring that the results were examined rigorously to ensure that the results obtained were valid and reliable.

3.9 Quantitative Descriptive Analysis

The Vocabulary Levels Test (VLT) pre-test and post-test scores were analyzed using descriptive statistics to summarize students' performance and variability. The following statistical measures were employed:

Mean (X):

$$\bar{X} = \frac{\sum_{i=0}^{n} Xi}{n}$$

Where:

Xi: score of each student

n = total number of students

Median: the central value when scores are ordered. If n is even, the median is the average of the two central values.

Standard Deviation (SD):

$$SD = \sqrt{\frac{\sum_{i=0}^{n}(Xi - \bar{X})^2}{n}}$$

This measures the dispersion of scores around the mean.

This measure was used to determine the dispersion of scores around the mean.

The data collected from each student's individual performance and their performance at the group level was presented in both a bar chart and a line graph. The use of graphical representations allows for the ability to see the improvement of a student over time, following an intervention. In addition, the graphical representation of results can assist in identifying patterns/trends and differences in pre-test vs. post-test performancediagnostic phase, the p.

The combination of descriptive statistics, data categorization, and triangulation made it possible to examine the findings from different perspectives. By considering both quantitative qualitative and information, the analysis offered a broader understanding of students' vocabulary learning experiences and the role of Blooket throughout the intervention.

3.10 Categorization

The qualitative data obtained through interviews and focus groups were organized into categories in order to identify recurring themes and patterns related to students' and teachers' experiences with Blooket. The responses were grouped according to the study's main dimensions engagement, motivation, and perception allowing for a clear and systematic interpretation of the information, while also ensuring that each category contributed to an understanding of the impact generated by the intervention.

The purpose of the engagement category was to evaluate students' participation, attention, and interaction while using Blooket, given that their comments provided insight into whether the gamified activities fostered active participation, collaborative work, and sustained concentration, thereby demonstrating both behavioral engagement and the interest shown throughout the learning process.

The motivation category allowed us to analyze the factors that drove students to participate in vocabulary learning activities using Blooket, taking into account the influence of elements such as competition, rewards, and enjoyment on the interest they demonstrated during the activities, as well as to assess their willingness to continue participating and complete the assigned tasks throughout the intervention.

Finally, the perception category focused on gathering students' opinions about their use of Blooket and their experiences during vocabulary learning activities, including their assessments of the platform's usefulness, their level of satisfaction, and the extent to which they believed it helped develop their English vocabulary. In this way, these categories complemented the quantitative findings obtained through the Vocabulary Level Test and contributed to a broader and more comprehensive understanding of Blooket's effectiveness in enhancing English vocabulary learning.

3.11 Triangulation

This technique involved integrating various sources of information and different data collection methods in order to cross-check and validate the findings obtained throughout the research process, thereby ensuring a more consistent interpretation and strengthening the credibility of the results. Data derived from the pre-test and post-test administrations of the Vocabulary Levels Test (VLT), classroom observations recorded through the observation guide during Blooket activities, and information gathered through semi-structured interviews and focus groups were triangulated.

As part of quantitative analysis, measures such as the mean, median, and standard deviation were used to describe students' vocabulary performance before and after the intervention. The statistical results were analyzed alongside the qualitative information obtained from the students' experiences and perceptions, allowing the findings to be examined from different perspectives during the analysis process

Using the information gathered from various sources made it possible to compare and analyze the results from different perspectives, helping to identify similarities and relationships among the findings obtained through the various instruments and providing a broader view of the students' experiences and the outcomes achieved through the Blooket intervention.

3.12 Intervention Phase

The research spanned 16 instructional hours in total. The first two hours focused on diagnostics, where students took the Vocabulary Levels Test (VLT) as a pre-test and answered a structured questionnaire to explore factors affecting vocabulary acquisition. In this session, students also learned to use the Blooket platform, created their accounts, and received instructions on accessing and engaging with various game modes that would be part of the intervention.

The project was established using a diagnosis phase followed by a section consisting of six two-hour teaching sessions using Blooket as a principle tool in the classroom (12 hours total) to assist with the development of students' vocabulary. The platform was utilized to create opportunities for developing their vocabulary through various word-finding activities, contextualized practice, and competitive gaming creating an environment that encouraged ongoing interaction and continued involvement with vocabulary. Students were introduced to Blooket in the first session, where they created accounts, were shown how to navigate through the platform, and the different types of games they could play on the platform. After being oriented, students began their vocabulary studies by practicing the first 1,000 word frequency group using various formats such as word-meaning, multiple-choice questions, word-spotting activities, and others.

Session Two continued to support students in their practice of the first 1,000 words and provided continued support to the new 2,000 frequency word group by allowing students to develop an understanding of previously learned vocabulary in context. The continued use of different types of games allowed students to develop the ability to identify word meanings as well as remember and apply the vocabulary they studied throughout all teaching sessions. The focus for session three will continue to be on frequency group three (3,000 words) and provide opportunities to practice identifying and using vocabulary appropriately in various contexts through engaging in competitive and collaborative games where both previously studied and newly learned vocabulary could be practiced together.

In the fourth session, the focus shifted to the 3,000 and 4,000-word frequency levels, where students worked on less familiar vocabulary through activities designed to strengthen lexical recognition and retention. The immediate feedback provided by Blooket allowed students to identify incorrect answers, review the correct options, and continue practicing the vocabulary throughout the session.

The fifth session focused on vocabulary corresponding to the 5000-word frequency level since these lexical items presented greater complexity, students were encouraged to apply learning strategies developed in previous sessions, such as repetition, contextual analysis, and meaning association through game-based challenges, students practiced vocabulary recognition and recall while continuing to receive immediate feedback from the platform.

In the 5th session, all vocabulary levels taught during the program were reviewed. This session gave students an extensive opportunity to review the vocabulary at the 1,000 and 5,000 frequency levels and to provide students with extra practice, support and assurance when it comes to vocabulary. Preparing themselves for the final test, students took a Vocabulary Level Test (VLT) after finishing the program in the 6th and last session of this program. Students then took the VLT to see their level of knowledge after the completion of the program. In addition to the VLT, there are semi-structured interviews and focus group discussions to obtain further data from students about their views, opinions and ideas on the advantages of the Blooket Vocabulary Building Tool. Observation in class will provide further information to support the data from interviews and focus groups, as well as assist with understanding how students perceived the benefits of using a Blooket Vocabulary Building Tool during the intervention. The information obtained through these instruments contributed to a broader understanding of the effects of the intervention.

4. RESULTS AND DISCUSSIONS

The purpose of this chapter is to analyze the results obtained during the implementation of the Blooket platform in order to evaluate its impact on English vocabulary learning. To this end, the analysis is structured around two complementary approaches. The first is a quantitative analysis that focuses on comparing the results obtained on the pretest and posttest using statistical tools, with the goal of measuring the progress made by the students and verifying the effectiveness of the intervention implemented.

Subsequently, a qualitative analysis is presented, aimed at interpreting students' perceptions based on interviews and focus groups. This approach allows for understanding how the implementation of Blooket influenced aspects such as participation, motivation, and the vocabulary learning process. In this way, the integration of both approaches provides a more comprehensive view of the phenomenon studied, making it possible not only to demonstrate changes in academic performance, but also to understand students' experiences and evaluations regarding the applied strategy.

4.1 Quantitative Findings: Evidence of Vocabulary Growth Through Blooket

In order to evaluate the effectiveness of Blooket as a strategy for learning English vocabulary in this context, a quantitative analysis was conducted of the data collected during the study. This section presents the results obtained through the Vocabulary Level Test (VLT) and the diagnostic questionnaire, which made it possible to identify the students' initial lexical knowledge, the factors influencing vocabulary learning, and the changes achieved after the intervention was implemented. The findings are supported by descriptive and inferential statistical analyses, which provide objective evidence regarding students' vocabulary development. Together, these results contribute to a better understanding of the impact of the intervention within the educational context under study.

4.1.1 Initial Vocabulary Levels of the Participants

Understanding students' initial vocabulary knowledge is essential for comprehending the learning conditions prior to the implementation of the pedagogical intervention. The diagnostic phase was used to determine students' vocabulary knowledge before the intervention and to provide a point of reference for examining subsequent changes in performance. For this purpose, the Vocabulary Levels Test (VLT) developed by Nation

(2001) was applied. The instrument evaluates vocabulary knowledge across five frequencies bands corresponding to the 1000, 2000, 3000, 4000 and 5-words levels.

Although the VLT was not designed to measure proficiency according to the Common European Framework of Reference for Languages (CEFR), its vocabulary bands can be used as a general reference for understanding learners' lexical development. As a rule of thumb, 1000 words is generally considered to be the earliest point where someone is starting to learn a language. Usually, this would line up with the A1 proficiency level. When students reach about 2000 words, they typically begin showing the Basic communicative skills expected of A2 proficiency. Students who know about 3000 words typically display characteristics of someone with B1 proficiency. The vocabulary ranges of 4000 words and 5000 words allow for much greater language use and usually correspond to levels B1+ and B2, respectively. Nevertheless, these correspondences should be viewed as approximate references because vocabulary knowledge represents only one aspect of language proficiency and cannot be considered a direct indicator of CEFR attainment.

The results obtained from the pre-test are presented in Table 2.

Table 2. Descriptive Statistics of Vocabulary Level Scores (Pre-test)

VLT Scores	Min	Max	Mean	Standard Deviation
1000-word	11	27	19.50	6.09
2000-word	5	27	12.59	5.16
3000-word	5	27	12.56	5.17
4000-word	3	25	5.72	3.87
5000-word	1	7	3.25	1.76

Note. N = 32. The scores represent the number of correct responses at each vocabulary frequency level

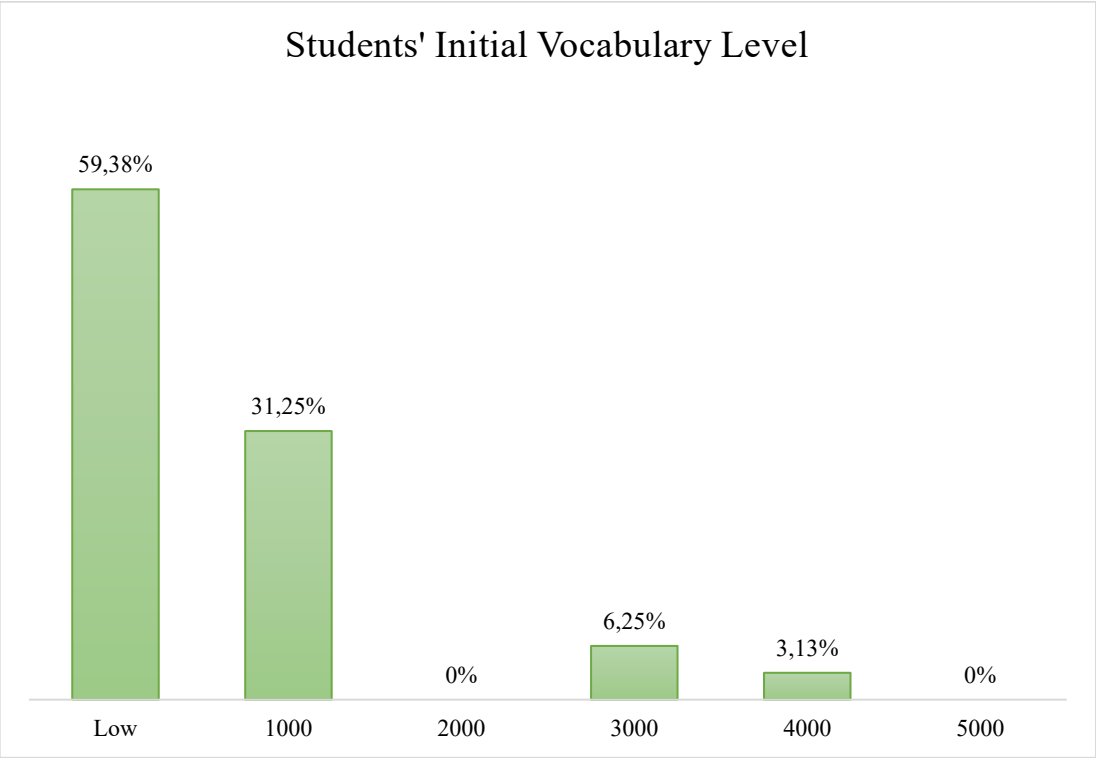
Table 3. Distribution of Students by Vocabulary Level (Pre-test)

Level	Frequency	Percentage
Low	19	59.38%
1000	10	31.25%
2000	0	0%

3000	2	6.25%
4000	1	3.13%
5000	0	0%

Note. N = 32. Vocabulary levels are presented according to Nation's (2001) mastery classification

Figure 1. Distribution of Students Across Vocabulary Levels (Pre-test)



Note. N = 32

A considerable concentration of students was observed within the lowest vocabulary frequency bands prior to the intervention. A considerable proportion of students demonstrated limited vocabulary knowledge at the beginning of the study. Specifically, 59.38% were classified at the low level, and 31.25% reached only the 1000-word level. Together, these groups represented 90.63% of the participants, while only 9.38% demonstrated mastery beyond the lowest vocabulary bands. These results indicate that most students had not yet achieved the vocabulary knowledge

A comparison with the Ecuadorian National English Curriculum (MINEDUC, 2016) shows a difference between the expected and observed vocabulary levels of the participants. According to the curriculum, 10th-grade students are expected to be close to the A2 level

established by the CEFR. Nevertheless, the high percentage of students located within the lowest vocabulary bands suggests that many participants had not yet reached the lexical knowledge associated with this level, revealing a gap between curriculum expectations and students' actual performance.

A similar situation has been observed in many EFL learning settings, where students have limited opportunities to interact with English outside regular classroom activities. Since, as noted by Nation (2013), vocabulary development requires continuous exposure, meaningful contextualization, and repeated encounters with lexical items to facilitate lexical growth and progression toward higher vocabulary levels.

Common Difficulties in Learning New English Vocabulary

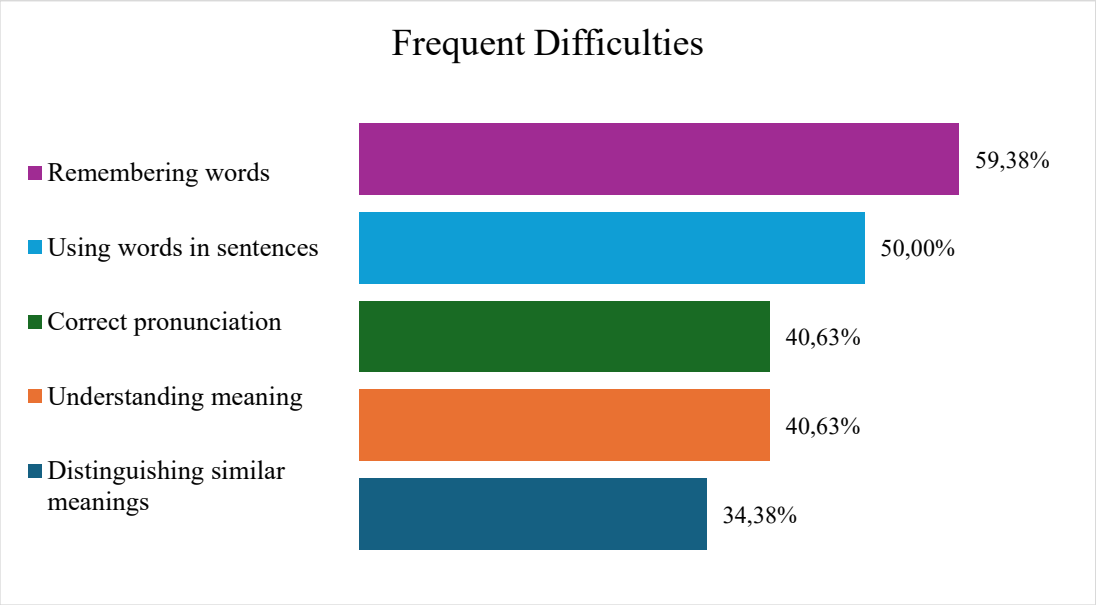
Understanding the difficulties students encounter when learning new vocabulary is essential for identifying the factors that may hinder the development of their lexical competence. To this end, a diagnostic questionnaire consisting of multiple-choice questions was administered to explore participants' perceptions of the main challenges associated with English vocabulary acquisition. The information collected provided a clearer understanding of students' learning needs and served as a reference for planning the Blooket-based intervention activities. The results corresponding to this dimension are presented in Table 4

Table 4. Frequent Difficulties When Learning New English Vocabulary

Option	Descriptor	Frequency	Percentage
A	Understanding meaning	13	40.63%
B	Correct pronunciation	13	40.63%
C	Remembering words	19	59.38%
D	Using words in sentences	16	50.00%
E	Distinguishing similar meanings	11	34.38%

Note. N = 32. Participants were permitted to select more than one option. Therefore, the total number of responses exceeds the number of participants.

Figure 2. Distribution of Students' Frequent Difficulties When Learning New English Vocabulary



Note. N = 32. Participants were permitted to select more than one option. Therefore, percentages do not total 100%.

Vocabulary retention and productive use emerged as the most significant challenges reported by participants prior to the intervention. Specifically, remembering words (59.38%) and using them in sentences or conversations (50%) represented the highest reported difficulties. The results show that the most significant difficulties were associated with retaining vocabulary over time and applying it in sentences or conversations.

These results are similar to those reported by Schmitt (1997), who explains that vocabulary learning involves different strategies that help learners remember, process and use new words over time. A related perspective is presented by Webb and Nation (2017), who note that vocabulary is more likely to be retained when learners encounter and use words repeatedly in different learning situations.

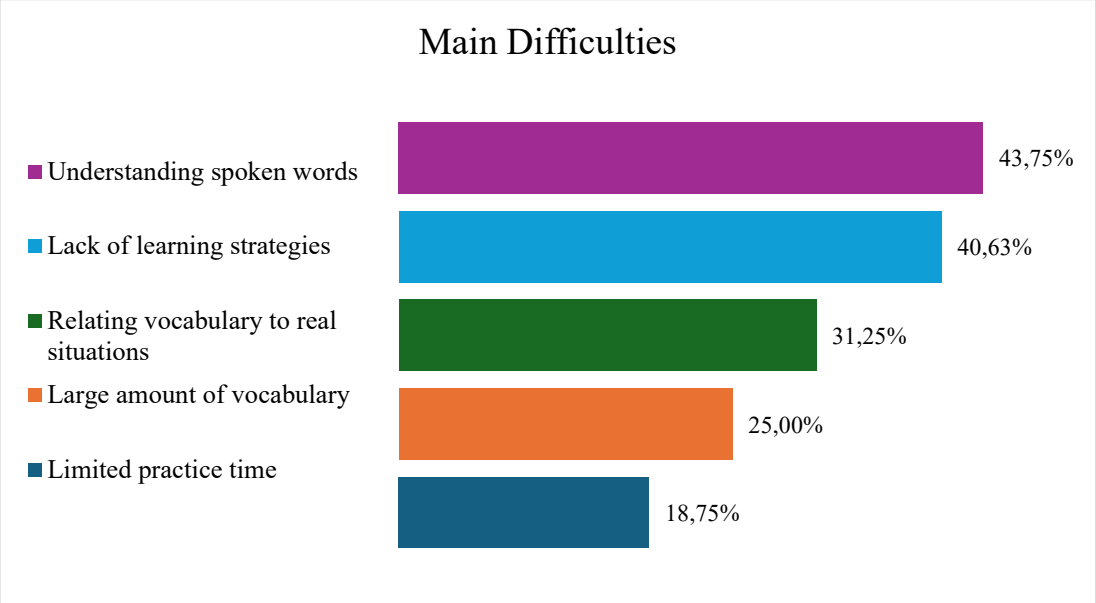
Table 5. Main Difficulties in Learning New English Vocabulary

Option	Descriptor	Frequency	Percentage
A	Large amount of vocabulary	8	25.00%
B	Lack of learning strategies	13	40.63%
C	Limited practice time	6	18.75%
D	Understanding spoken words	14	43.75%

E	Relating vocabulary to real situations	10	31.25%

Note. N = 32. Participants were permitted to select more than one option. Therefore, the total number of responses exceeds the number of participants.

Figure 3. Distribution of Main Difficulties in Learning English Vocabulary



Note. N = 32. Participants were permitted to select more than one option. Therefore, percentages do not total 100%.

Difficulties related to understanding spoken vocabulary and vocabulary learning strategies were among the most frequently reported by participants during the study in particular, understanding spoken words (43.75%) and a lack of vocabulary-learning strategies, at 40.63%, were identified as the most significant factors. The results show that students experienced difficulties both in understanding vocabulary during listening activities and in employing strategies to support their lexical learning process.

These difficulties may be related to the limited opportunities many students have to interact with English outside the classroom. Oxford (1990) explains that learning strategies can help students organize, monitor and support their vocabulary learning process. When such strategies are not frequently used, students may experience greater challenges in retaining and developing vocabulary over time.

Factors That Make Vocabulary Difficult to Remember

Vocabulary retention represents one of the main challenges in foreign language learning, as the acquisition of new words depends not only on their initial understanding but

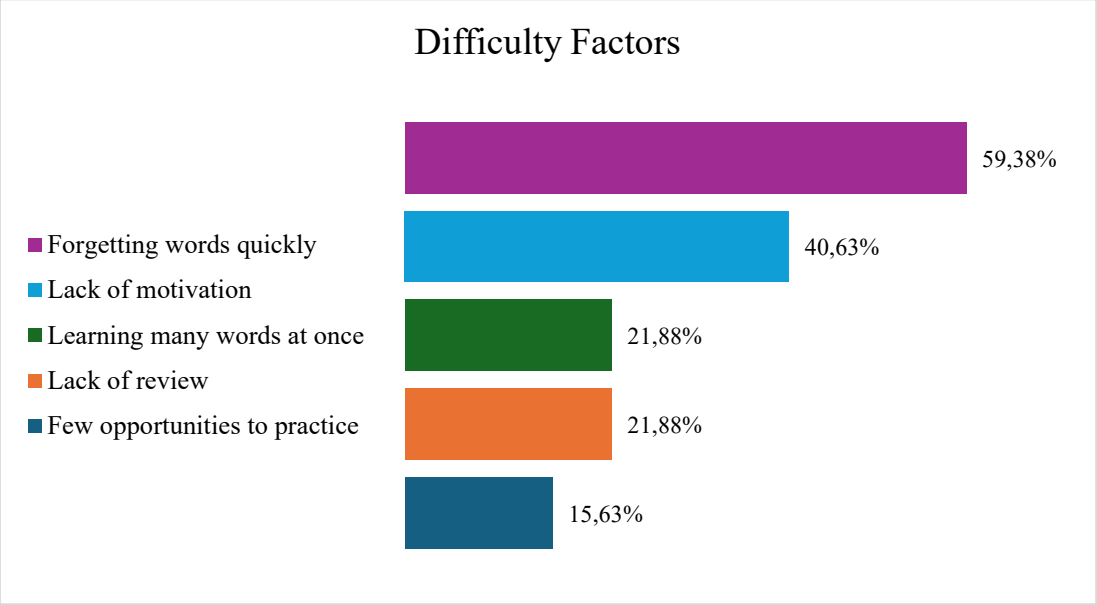
also on learners' ability to recall and use them over time. In this regard, identifying the factors that students perceive as obstacles to lexical consolidation is essential for understanding the difficulties associated with long-term vocabulary retention. To this end, the diagnostic questionnaire included a question aimed at exploring the main factors affecting vocabulary retention. The results obtained are presented in Table 6.

Table 6. Factors That Make Vocabulary Difficult to Remember

Option	Descriptor	Frequency	Percentage
A	Lack of motivation	13	40.63%
B	Few opportunities to practice	5	15.63%
C	Forgetting words quickly	19	59.38%
D	Lack of review	7	21.88%
E	Learning many words at once	7	21.88%

Note. N = 32. Participants were permitted to select more than one option. Therefore, the total number of responses exceeds the number of participants.

Figure 4. Distribution of Factors Affecting Vocabulary Retention



Note. N = 32. Participants were permitted to select more than one option. Therefore, percentages do not total 100%.

The biggest challenge for many students is their vocabulary because many students are unable to retain words over time. The two most significant factors causing this retention

issue are the inability of students to retain words they have learned (59.38% of respondents) and a lack of motivation to learn (40.63% of respondents) based on the survey results. Therefore, it appears that many students have difficulty with the consolidation of their vocabulary and will have difficulty both retaining terms acquired and using them accurately and properly.

In response to the challenges stated above, the concept of vocabulary recycling has emerged as a strategy to help students retain vocabulary through structured and/or repeated exposure to vocabulary items. Likewise, Webb and Nation (2017) argue that repeated encounters and retrieval opportunities strengthen vocabulary retention and long-term recall. Likewise, Kapp (2012) highlights motivation as an essential element to maintain students' participation and commitment during learning activities.

Situations That Affect Vocabulary Learning

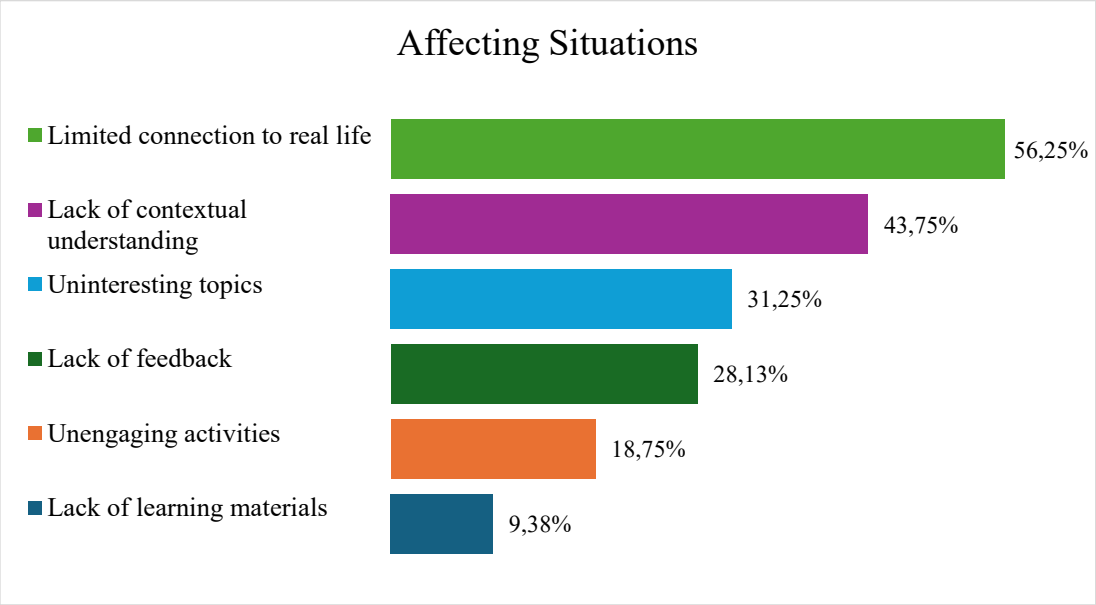
Vocabulary learning is influenced not only by students' individual abilities but also by the pedagogical and contextual conditions in which the learning process takes place. Factors such as limited opportunities for practice, insufficient exposure to the target language, or the use of less meaningful learning strategies may negatively affect vocabulary acquisition. In this context, the final questionnaire item was designed to identify the situations that students perceive as obstacles to effective English vocabulary learning. The results obtained are presented in Table 7**.**

Table 7. Situations Affecting Vocabulary Learning

Option	Descriptor	Frequency	Percentage
A	Lack of contextual understanding	14	43.75%
B	Lack of feedback	9	28.13%
C	Limited connection to real life	18	56.25%
D	Lack of learning materials	3	9.38%
E	Unengaging activities	6	18.75%
F	Uninteresting topics	10	31.25%

Note. N = 32. Participants were permitted to select more than one option. Therefore, the total number of responses exceeds the number of participants.

Figure 5. Distribution of Situations Affecting Vocabulary Learning



Note. N = 32. Participants were permitted to select more than one option. Therefore, percentages do not total 100%.

Contextual factors emerged as significant barriers to vocabulary learning among the study participants specifically, the limited connection between vocabulary and real-life situations (56.25%) and a lack of contextual understanding (43.75%). These were identified as the most significant factors. The results show that students experienced greater difficulties when vocabulary was not linked to familiar scenarios or contexts that provided meaning for their learning.

The findings are in line with the ideas proposed by Kolb (1984), who explains that learning tends to be more effective when students can relate knowledge to experiences and situations they can understand. A similar view is presented by Piaget (1976), who considers that knowledge develops through interaction with meaningful experiences. From this perspective, connecting vocabulary activities to real-life contexts may help students understand and use new words more effectively in EFL settings.

4.1.2 Vocabulary Growth Across Lexical Levels: A Pre-test and Post-test Comparison

In order to determine the scope of the Blooket-based pedagogical intervention, a comparison was conducted between students' vocabulary level distributions before and after

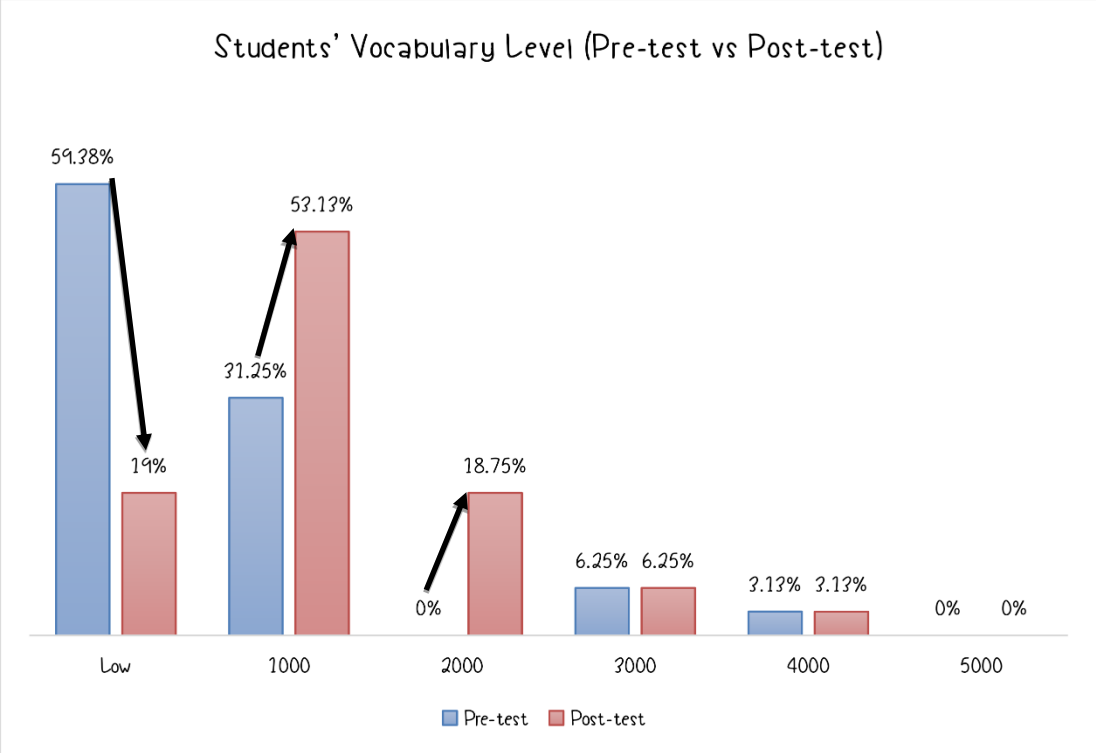
its implementation. This analysis makes it possible to examine the changes observed in participants' placement across the different lexical bands established by Nation (2001), as well as to identify potential improvements in their vocabulary mastery. The comparison between both measurements represents an important indicator for evaluating the effect of the intervention on students' lexical development. The corresponding results are presented in Table 8 and Figure 7.

Table 8. Comparison of Students' Vocabulary Level Distribution (Pre-test and Post-test)

Level	Pre-test		Post-test		Percentage Change
	f	%	f	%	
Low	19	59.38	6	19	-40.38
1000	10	31.25	17	53.13	+21.88
2000	0	0	6	18.75	+18.75
3000	2	6.25	2	6.25	0
4000	1	3.13	1	3.13	0
5000	0	0	0	0	0

Note. N = 32, Frequency (f) and percentage (%) of students at each vocabulary level classified according to Nation (2001).

Figure 6. Comparison of Students' Vocabulary Level Distribution Between Pre-test and Post-test



Note. Percentages represent the quantity of students at each vocabulary level before and after the intervention.

A significant change was observed in the distribution of students' vocabulary following the intervention. A key finding of this research was the significant reduction of students classified at the low end of the proficiency scale. Prior to the Blooket intervention, 59.38% of students were categorized at the low proficiency level, whereas after the intervention, only 19% were rated at this low level. Conversely, the percentage of students who scored at the 1,000-word level increased from an initial value of 30.75% to 53.13%, while the percentage of students scoring at the 2,000-word level rose from 7.5% to 18.75%. These results indicate a shift in the distribution of students' vocabulary size from those with limited vocabularies to those with much larger vocabularies.

Because these dramatic changes occurred after participation in Blooket activities, it is reasonable to conclude that they are linked to the Blooket intervention. There were three main components of the Blooket intervention that likely contributed to the large increase in vocabulary learning during this study: (1) activities designed specifically to address students' vocabulary problems based on the results obtained through the pretest and diagnostic questionnaire; (2) inclusion of contextualized activities; and (3) repeated vocabulary review and immediate feedback. These factors likely worked together to promote vocabulary development in an English as a Foreign Language (EFL) context.

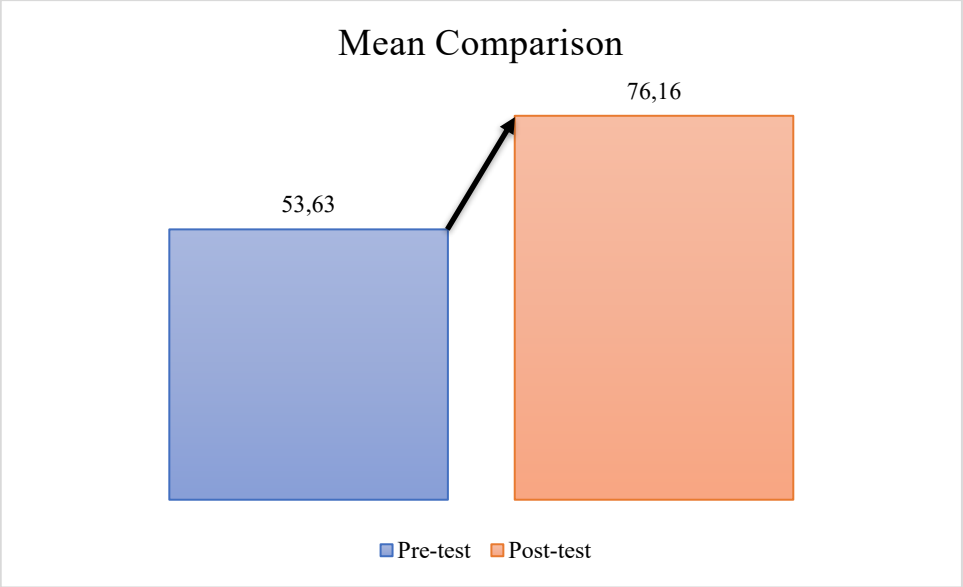
Likewise, to what is proposed by Kapp (2012), who states that gamification promotes participation and engagement through motivational elements such as rewards, interaction, and feedback, which may explain the improvement observed after the intervention.

Table 9. Vocabulary Performance Before and After the Blooket Intervention

Statistic	Pre-test	Post-test
Min	27	55
Max	111	126
Mean	53.63	76.16
Standard Deviation	16.83	14.41

Note. N = 32, total scores represent the sum of correct responses in each vocabulary level

Figure 7. Comparison of Mean Scores Between Pre-test and Post-test



Note. N = 32, the mean scores represent the total vocabulary test performance

Students showed higher vocabulary scores after the intervention. As presented in Table 9 and Figure 8, the mean score increased from 53.63 in the pre-test to 76.16 in the post-test, representing a 42.02% improvement. In addition, the reduction in the standard deviation indicates that participants' scores became less dispersed after the intervention. These results indicate that most participants benefited from the activities carried out through Blooket, not only by increasing their vocabulary knowledge but also by reaching a more consistent level of performance across the group.

These findings suggest that the intervention positively influenced both vocabulary performance and lexical consolidation. These findings support the work of Webb and Nation (2017), who emphasize that repetition and vocabulary recycling are fundamental elements for strengthening lexical retention. During the intervention, vocabulary was introduced progressively according to frequency levels and constantly reviewed through various game-based activities on Blooket; for example, some terms covered in the early sessions especially those belonging to the 1,000 and 2,000-word levels were revisited in subsequent activities. In addition, the final session was dedicated to reviewing vocabulary from all the levels covered throughout the intervention. This gave students several opportunities to work with the same words again instead of encountering them only once. As a result, they became more familiar with the vocabulary and had more chances to remember and use it during the

activities. A similar situation was reported by Ramadhani et al. (2024), who found that students achieved better vocabulary outcomes when Blooket was used as a tool for continuous practice and review. The consistency between these studies and the present findings reinforces the potential of gamified learning environments to promote vocabulary development and support long-term lexical growth.

Hypothesis Testing

A pair of research hypotheses with a right-tailed direction was formulated based on previous evidence suggesting improvements in vocabulary performance through the use of the Blooket platform. The hypotheses are presented as follows:

H_0: The use of the Blooket platform does not significantly improve the vocabulary performance of tenth-grade students at Unidad Educativa Cristiana Nazareno during the 2025–2026 academic year.

H_1: The use of the Blooket platform significantly improves the vocabulary performance of tenth-grade students at Unidad Educativa Cristiana Nazareno during the 2025–2026 academic year.

To determine the most appropriate inferential statistical technique for this mean-comparison study, it was necessary to verify the assumption of normality for the difference between the post-test and pre-test scores.

Data Normality

The Shapiro-Wilk normality test was used to verify whether a sample of 32 ($N = 32 < 50$) was sampled from the entire population. The probability value obtained (p-value = 0.9453) was greater than the level of significance $\alpha = 0.05$. Therefore, the normality hypothesis was not rejected, indicating that the difference between the post-test and pre-test scores is likely to have followed a normal distribution. In this case, parametric statistical methods were used for hypothesis testing. Consequently, a right-tailed paired-samples t-test was conducted to evaluate the research hypothesis.

Results of the Inferential Statistical Test

Following the descriptive analysis, an inferential statistical procedure was carried out to determine whether the differences observed between the pre-test and post-test scores reflected a meaningful improvement in students' vocabulary performance. For this purpose,

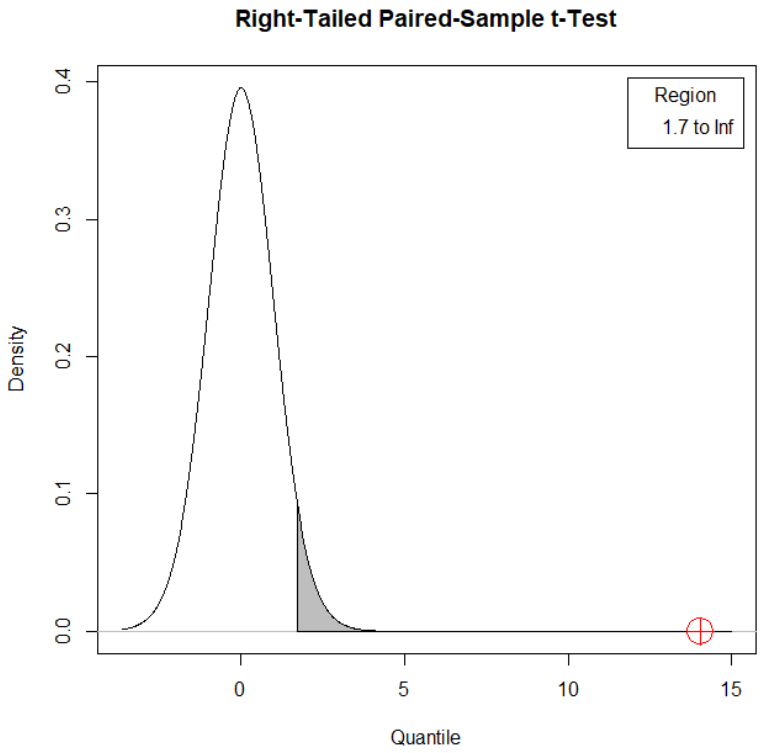
a right-tailed paired-samples t-test was conducted to evaluate the research hypothesis and examine the statistical significance of the changes observed after the implementation of Blooket. Data analysis and probability distribution graphs were generated using the open-source statistical software R. The results of this analysis are presented in Table 10.

Table 10. Summary of the Paired-sample t-Test Results for Pre-test and Post-test Comparison

Data	t Statistic	df	p-Value	Mean Difference	Cohen's d
Post-test and Pre-test	14.059	31	2.694×10^{-15}	22.53	2.49

Note. N = 32, df = degrees of freedom (N – 1), Cohen's d was calculated as d = t / √N,

Figure 8. Probability Distribution of the Paired-Samples t-Test



Note. N = 32, right-tailed t-test at α = 0.05, the observed t value = 14.059 falls in the rejection region.

Based on the results presented in Table 10, the null hypothesis was rejected because the obtained probability value was considerably lower than the established significance level (p-value = $2.694 \times 10^{-15} < 0.05$). This finding indicates that the use of the Blooket platform significantly improved the vocabulary performance of tenth-grade students at Unidad Educativa Cristiana Nazareno during the 2025–2026 academic year.

In addition, the effect size was calculated using Cohen's d based on the following formula:

$$d = \frac{t}{\sqrt{N}}$$

Where:

t = 14.059

√N= √32 = 5.657

Therefore:

d = 14.059 / 5.657 ≈ 2.49

Cohen established guidance for determining the size of effects based upon an analysis of multiple research studies. According to his structure, the size of an effect with a value of 2.49 has been defined as extremely large. An effect size of 2.49 represents a substantial distance from the cutoff point at the large-end of Cohen's spectrum for defining size of effect. Hence, Cohen's guideline describes how statistically meaningful 2.49 is, and therefore how much potential this effect could have for improving vocabulary development of students, etc.

Furthermore, Figure 9 shows that the observed t-statistic 14.059 falls well within the rejection region of the null hypothesis, providing graphical support for the results obtained through the inferential analysis. Taken together, these findings suggest that the improvement observed in students' vocabulary performance was associated with the pedagogical intervention implemented through Blooket rather than being attributable to chance.

4.2 Qualitative Findings: Students' Experiences and Perceptions of Blooket

The information collected through the interviews and focus groups made it possible to better understandhow students experienced the use of Blooket during the intervation. Their responses revealed common ideas related to participation, motivation and perceptions of the platform, and some difficulties encountered throughout the activities. These perspectives complement the quantitative results because they show not only the progress reflected in the

test scores but also how students felt and reacted while learning vocabulary through Blooket in the English classroom.

Blooket as a catalyst for active engagement in vocabulary learning

Engagement in gamified environments can be interpreted through Csikszentmihalyi's Flow Theory (1990), which explains that students achieve higher levels of concentration and participation when activities are perceived as enjoyable and appropriately challenging. Likewise, recent studies on Blooket highlight that its game-based dynamics, competition, and interactive features contribute to maintaining students' attention and active participation during learning activities (Susanto et al., 2023).

In relation to these contributions, students identified repetition and feedback as important elements in their learning process. One participant stated that "…repeating words several times… helps learn little by little" (Translated) (INT-S-05, 2026), indicating that repeated exposure facilitated gradual vocabulary learning. A similar perception was expressed by INT-S-04 (2026), who mentioned that "…seeing the correct answer helped me understand better." (Translated). Together, these statements highlight the importance of repetition and immediate feedback as mechanisms that supported vocabulary retention and understanding throughout the intervention

These perceptions may be associated with Blooket features such as scoring systems, game modes, and competitive dynamics, which transform traditional vocabulary activities into more interactive experiences. In this regard, Aguagallo and Narváez (2025) highlight the importance of incorporating contextualized resources in EFL environments to promote meaningful learning experiences and strengthen students' interaction with language learning processes.

Gamification as a source of motivation and positive learning experiences

Motivation represents one of the most important dimensions within gamified learning environments. From a behaviorist perspective, positive reinforcement influences students' persistence and participation during learning activities. Likewise, recent studies indicate that gamified platforms increase motivation through rewards, competition, and feedback mechanisms (Chen et al., 2024).

Regarding Blooket, elements such as scores, rankings, rewards, and competitive game modes may enhance students' motivation toward vocabulary learning. This perception

was reflected in students' responses. One participant mentioned, "I did not feel it as an obligation but as a game." (Translated) (INT-S-03, 2026), highlighting the enjoyable nature of the activities. Consistent with this perception, INT-S-04 (2026) explained that "I felt good when I won, and that motivated me to continue participating." (Translated). These comments indicate that students mostly enjoyed the activities and felt motivated to keep participating. For them, learning vocabulary with Blooket was not just about finishing classroom tasks; it also provided an engaging experience that increased their interest in the activities.

The students' responses are similar to what Kapp (2012) described regarding the motivational value of gamification in educational settings. In the present research, elements such as points, rankings, and rewards seemed to encourage students to participate and remain involved in the activities. In addition, several participants described the lessons as enjoyable, suggesting that Blooket helped create a learning environment in which vocabulary practice felt more engaging and less routine.

Students' perceptions of Blooket for vocabulary development

Students' perceptions revealed positive evaluations regarding the pedagogical benefits of Blooket for vocabulary learning. Recent studies indicate that this platform supports vocabulary acquisition through repeated exposure, immediate feedback, and opportunities for interactive practice (Ramadhani et al., 2024). These characteristics are related to the vocabulary recycling principle, which states that retention improves when words are repeatedly exposed and reused over time (Webb & Nation, 2017).

Regarding Blooket, elements such as scores, rankings, rewards, and competitive game modes may enhance students' motivation toward vocabulary learning. This perception was reflected in the responses provided by the students during the research process; one participant stated, "I did not feel it as an obligation but as a game." (Translated) (INT-S-03, 2026), highlighting the enjoyable nature of the activities. Similarly, INT-S-04 (2026) stated, "I felt good when I won, and that motivated me to continue participating." (Translated). Both opinions show that students associated the activities developed with positive experiences in the classroom. For many of them, the game dynamics allowed vocabulary practice to become more enjoyable while also motivating them to maintain active participation during lessons.

Students' responses and classroom observation indicate that Blooket helped reinforce vocabulary through continuous practice and immediate feedback. Instead of simply

memorizing words, students had several opportunities to review, use, and recognize vocabulary during the activities. This constant interaction with the target words seemed to make the learning process more dynamic and encourage greater participation in class

Challenges and opportunities in the implementation of Blooket

Although Blooket presents several pedagogical benefits, the literature also recognizes certain limitations during its implementation. Recent studies indicate that the effectiveness of gamified tools depends on instructional design, activity pacing, and adaptation to students' needs (Xu et al., 2024).

In this context, students identified some difficulties during the implementation process. INT-S-03 (2026) noted that "…there was not enough time to think properly." (Translated), highlighting concerns regarding the pace of certain activities. Similarly, INT-S-04 (2026) stated that "Difficult words were harder." (Translated), indicating that some vocabulary items were more challenging than others. These comments show that not all students experienced the activities in the same way, as some felt that additional time and support could have helped them complete the task more comfortably.

The students' comments show that, although they generally enjoy using Blooket, certain aspects of the activities influenced their learning experience specifically, more complex vocabulary and the speed required for some tasks posed challenges for certain students. For this reason, teachers should consider students' language proficiency levels when selecting vocabulary and designing learning activities, providing clear explanations, adequate support, and opportunities for practice that allow students to use the platform more effectively throughout their educational journey.

Taking both findings into account, Blooket appears to have supported vocabulary learning and fostered a more dynamic and participatory environment for students; however, its implementation requires proper instructional planning and adaptation to students' learning needs in order to maximize its educational benefits.

4.3 Discussion

The integration of quantitative and qualitative findings provided valuable insights into the contribution of Blooket to English vocabulary learning among tenth-grade students. Overall, the findings showed that Blooket supported both Vocabulary Development and Student Motivation, Participation, and Engagement during the intervention period. When

analyzed together quantitatively and qualitatively, the findings show a greater understanding of how Blooket was used during the learning process with vocabulary and the students' overall experiences when using Blooket to learn vocabulary.

The average vocabulary score after using Blooket increased 42.02% on the post-test from the pre-test from 53.63 to 76.16. The findings also provided a statistically significant difference ($p < .05$), along with a very large effect size ($d=2.49$), proving that the increase in scores after the Blooket intervention was very unlikely to be due to random chance. Other studies have further supported and confirmed these findings. For example, in a 2024 study conducted by Ramadhani et al., students using Blooket in their learning gained a significantly higher average score on vocabulary assessments than students taught using traditional instructional methods. In another study by Susanto et al., in 2023, Similar trends were found at the secondary level for students using Blooket; also, an increase in vocabulary scores was found for students taught at the secondary level using Blooket. This similarity between the findings of this research and previous research suggests the potential for Blooket to support vocabulary development by supplying students with multiple means to review and practice word meaning. Therefore, it may be prudent to compare this research with prior research to support the assertion that through repetition, retrieval, and reinforcement of vocabulary use through the use of Blooket (gamification), vocabulary development can be promoted successfully in terms of use at the top levels of a language.

An additional finding was the substantial reduction in the number of students classified at the low vocabulary level. Prior to the intervention, 59.38% of participants were located in this category, whereas after the intervention this percentage decreased to 19%. At the same time, the proportion of students reaching the 1000-word and 2000-word bands increased considerably. Similar results were reported by Susanto et al. (2023), who observed that repeated interaction with vocabulary through Blooket facilitated lexical retention and promoted measurable progress in vocabulary knowledge. This finding is particularly significant because 10th-grade students are expected to achieve an A2 level of English proficiency, as established in Ecuador’s National Curriculum; however, the initial results obtained through the diagnostic assessment showed that several participants performed below the required level. After the intervention, the students demonstrated a significant improvement in their vocabulary skills, indicating that the activities implemented did

effectively to narrowing part of the gap between their initial level and the competencies expected for the corresponding grade level.

The improvement observed in students' vocabulary scores may also be related to the way the intervention was organized. Throughout the sessions, students worked with vocabulary from different frequency bands through repeated practice, review activities, and game-based tasks that encouraged them to use the same words several times. This approach is similar to what Webb and Nation (2017) describe, as they emphasize that learners need multiple encounters with vocabulary in different contexts in order to strengthen retention and support long-term learning. Likewise, Nation (2013) emphasizes that repeated exposure facilitates vocabulary consolidation and increases the likelihood of future retrieval. Therefore, the positive outcomes observed in the present study may be explained not only by the motivational characteristics of Blooket but also by the systematic opportunities for repetition and vocabulary reinforcement incorporated into the intervention process.

The qualitative findings provide additional evidence regarding the effectiveness of the intervention. According to findings presented by Chen et al (2024), most respondents viewed Blooket as providing an attractive and motivating educational experience that encouraged increased student participation. Most respondents reported competitive aspects of the game, receiving immediate feedback from Blooket through point accumulation, as motivating factors for their continued interest and participation in a Blooket lesson. In addition, these findings are supported by the results of Chen et al (2024), suggesting that students' desire to actively participate and feel motivated is enhanced in gamified settings by providing students with competitive, reward-based, and interactive experiences. In the same way, Susanto et al. (2023) observed that Blooket helped make classroom activities more dynamic and enjoyable for learners. The students' comments in the present study reflect a similar experience, as many of them described the activities as entertaining and motivating. This may explain why they showed a positive attitude toward vocabulary learning throughout the intervention.

Students' comments can also be understood from the perspective of Csikszentmihalyi's Flow Theory (1990), which explains that learners tend to become more involved when activities are enjoyable and provide an appropriate level of challenge. Several participants described the vocabulary activities as entertaining and less stressful than traditional classroom tasks. Feeling comfortable while participating may have encouraged them to remain engaged and take a more active role during the intervention. From this

perspective, the use of game-based activities appears to have created an environment in which students were more willing to participate and interact with the target vocabulary.

Although the students generally described the experience positively, they also pointed out some difficulties that arose during the intervention. The main limitations were related to more complex vocabulary, the fast pace of certain activities, and the need for additional explanations before completing the assigned tasks (Xu et al. (2024) also noted that the effectiveness of gamified platforms depends on factors such as the difficulty of the activities, instructional design, and adaptation to students' needs. The experiences shared by the participants show that the benefits of Blooket do not depend solely on the platform but also on how teachers' structure and guide the activities during the learning process.

These difficulties could explain why students in the 3,000 and 4,000-word vocabulary groups showed less progress compared to those at lower levels; although the activities implemented appeared to promote the learning of high-frequency vocabulary, students faced greater difficulties with less familiar and more complex words. This could be related to the limited duration of the intervention, as the implementation period may not have been long enough for students achieve a deeper understanding of advanced vocabulary. Similar observations have been reported in vocabulary-learning research, where advanced lexical development is often associated with longer periods of exposure, continuous practice, and opportunities to use vocabulary in different contexts. For this reason, although Blooket contributed positively to vocabulary learning, students working with more advanced vocabulary may benefit from additional practice and longer intervention periods.

The results obtained in this study show that the positive changes observed were not related only to the use of Blooket as a digital tool. The students practiced vocabulary consistently, received immediate feedback, and actively participated in the activities carried out during the intervention. Teacher guidance played a fundamental role in facilitating the understanding and completion of the assigned tasks, which demonstrates that the progress made in vocabulary learning was related both to the use of the platform and to the design of the activities implemented. From this perspective, digital tools such as Blooket can enhance vocabulary learning when they are integrated into educational experiences planned according to students' needs

CONCLUSIONS

- The diagnostic phase revealed that most students presented limitations in English vocabulary learning, evidenced by the concentration of participants at the low and 1000-word levels. Likewise, difficulties related to vocabulary retention, contextualized use, and vocabulary production were identified, highlighting the need to implement strategies aimed at strengthening lexical development in EFL contexts.
- The use of Blooket activities fostered a more engaging learning setting tailored to the vocabulary needs identified initially. Elements like competitions, scoring, repetition, and game-like features motivated students to take a more active role during lessons. Consequently, students demonstrated increased motivation, engagement, and participation throughout their vocabulary learning.
- The comparison of pre-test and post-test results demonstrated that students enhanced their English vocabulary after engaging in the Blooket activities. A study examining the impact of Blooket on vocabulary acquisition has demonstrated a statistical and evidenced the improvement in student average scores associated with vocabulary acquisition results as previously mentioned.
- With respect to student perception of Blooket, all students indicated that they positively view Blooket and that this tool will help them enhance their vocabulary acquisition skills. After the intervention, the percentage of students classified as having low vocabulary acquisition dropped from 59.38% to 19% and the percentage of students who reached or exceeded the 1000-word level increased from 31.25% to 53.13%. Participants attributed these gains to increased motivation, participation, and engagement, though they also mentioned challenges such as vocabulary difficulty, activity timing issues, and the need for additional pedagogical support.

RECOMENDATIONS

- English teachers should conduct diagnostic processes prior to the implementation of pedagogical interventions aimed at vocabulary learning in order to identify students' initial lexical level, difficulties, and factors influencing vocabulary development. This information may contribute to designing strategies adapted to students' real needs and promote more contextualized and effective teaching processes in EFL environments.

- It is recommended to incorporate gamified platforms such as Blooket into English teaching activities due to their potential to promote dynamic, interactive, and student-centered methodologies. The integration of elements such as competition, scores, feedback, repetition, and game dynamics may contribute to strengthening students' participation, motivation, and engagement during vocabulary learning.

- It is suggested to design and implement learning activities considering the results obtained during the diagnostic phase while incorporating strategies focused on vocabulary recycling and repetition. Likewise, vocabulary should be contextualized through situations related to students' realities in order to promote vocabulary retention, comprehension, and application in meaningful communicative contexts.

- It is recommended to adapt the pace and level of difficulty of Blooket activities according to students' learning needs while providing continuous pedagogical support throughout the learning process. Based on students' perceptions, these measures may help reduce challenges associated with vocabulary complexity and limited response time, thereby fostering greater participation, comprehension, and vocabulary retention.

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ANEXXES
Annex A

UNIVERSIDAD NACIONAL DE CHIMBORAZO
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Description: The Vocabulary Levels Test (VLT), developed by Nation (2001), is a validated instrument aligned with international standards. It will be applied as a pre-test to determine students' vocabulary knowledge level and identify difficulties that affect their learning. The results will guide the implementation of the Blooket-based activities, ensuring they address students' actual needs.

Objective: To diagnose students' vocabulary knowledge level and the factors hindering its development.

DIAGNOSE TEST – VOCABULARY EVALUATION (PRE-TEST)

Nombre: ..... **Fecha:** .....

Genero: ..... **Edad:**.....

Duración: 15 minutes

Curso: 10th EGB

Evaluador: Karen Guinzo

Estrategia Educativa: Use of the Blooket digital platform

Esta prueba evalúa qué tan bien conoces el vocabulario en inglés.

Instrucciones: Lee cuidadosamente cada significado. Luego, elige la palabra que coincida con el significado y coloca una marca de verificación (✓) debajo de la palabra correcta.

Ejemplo:

Si el significado dice *"Land with water all around it,"* debes observar la lista de palabras y seleccionar la que coincida con esta definición. La respuesta correcta es **"island,"** por lo que debes colocar una marca de verificación (✓) debajo de la palabra *island*.

Example Table:

Definición / Meaning	**game**	**island**	**mouth**	**movie**	**song**	**yard**
Land with water all around it		✓				
Part of your body used for eating and talking			✓			
Piece of music					✓	

Students should answer the test in the same way by marking only one correct option for each meaning.

1,000 Word Level

Definición / Meaning	boy	rent	report	size	station	thing
How big or small something is						
Place buses and trains go to						
Young man						

Definición / Meaning	ear	gold	lake	letter	office	people
Information sent to people						
Men and women						
Place for working						

Definición / Meaning	fellow	hat	ice	joke	light	system
Funny story						
Man or boy						
Something worn on your head						

Definición / Meaning	date	forest	mistake	news	record	shop
Latest information						
Place with many trees						
Something that is not right						

Definición / Meaning	bar	conversation	neighbor	rain	rubbish	shirt
Person who lives nearby						
Things that are thrown away						
Type of clothing						

Definición / Meaning	continue	cook	phone	pull	sail	share
Hold and move something toward yourself						
Keep happening						
Use together with others						

Definición / Meaning	enter	finish	happen	own	sing	worry
End						
Go inside						
Have something that is yours						

Definición / Meaning	arrive	collect	consider	glance	need	pack
Look quickly at something						
Reach the place you are going						
Think about something						

Definición / Meaning	affordable	beautiful	boring	dry	rough	tall
Higher than normal						

Not flat						
Not interesting						

Definición / Meaning	closed	dirty	empty	musical	orange	sad
Having nothing						
Not clean						
Unhappy						

2,000 Word Level

Definición / Meaning	**capital**	**career**	**committee**	**exam**	**fence**	**option**
Choice						
Job						
Test						

Definición / Meaning	**guard**	**lesson**	**library**	**license**	**monkey**	**soup**
Food made with lots of water						
Person who watches for danger						
Place where many books are kept						

Definición / Meaning	**brake**	**crown**	**hero**	**language**	**mission**	**tale**
Hat worn by a king or queen						
Job						
Things that stops a car						

Definición / Meaning	**affair**	**carrot**	**damage**	**desert**	**shelter**	**thief**
Person who steals						
Place that gives protection						
Place with little rain						

Definición / Meaning	**advice**	**hobby**	**industry**	**soil**	**steak**	**storm**
Bad weather						
Earth						
Things that you often enjoy doing						

Definición / Meaning	**burst**	**cheat**	**direct**	**operate**	**presume**	**wander**
Believe something is true						
Break open						
Make something work						

Definición / Meaning	**develop**	**identify**	**improve**	**possess**	**provide**	**sew**
Give						
Have						
Make better						

Definición / Meaning	**complain**	**increase**	**pray**	**produce**	**recognize**	**whip**
Get larger						

Know and remember						
Make						

Definición / Meaning	curious	defensive	energetic	nervous	various	wicked
Different kinds of things						
Very bad						
Wanting to know						

Definición / Meaning	advanced	cruel	lone	stiff	typical	upset
At a high level						
Not kind						
Single						

3,000 Word Level

Definición / Meaning	colleague	fate	fee	hint	status	talent
Ability or skill						
Clue						
Person you work with						

Definición / Meaning	circuit	clinic	format	origin	peak	routine
Place where you can see a doctor						
Top						
What you usually do each day						

Definición / Meaning	agency	heel	pavement	penalty	principal	youth
Back of your foot						
Person in charge of a school						
Punishment						

Definición / Meaning	element	jail	joint	objective	portrait	variety
Goal						
Picture						
Place where criminals are kept						

Definición / Meaning	defeat	infant	nuclear	outrage	prospect	rival
Loss						
Person you oppose						
Small child						

Definición / Meaning	coincide	derive	devote	permit	publish	regret
Feel bad about doing something						
Give all your time and attention						
Happen at the same time						

Definición / Meaning	civilize	discharge	graduate	imply	merge	perceive
Join						
Release						

Suggest						

Definición / Meaning	assault	bargain	compete	dedicate	nominate	restrain
Attack						
Hold back						
Try to win						

Definición / Meaning	fundamental	humorous	interior	numerous	prompt	religious
Basic						
Many						
On time						

Definición / Meaning	legislative	mechanic	mortal	random	rear	reluctant
Back of something						
Can die						
Without order						

4,000 Word Level

Definición / Meaning	auction	bullet	fever	flock	outlet	skull
Group of birds						
High body temperature						
Sale where people place bids						

Definición / Meaning	archive	ash	mat	moisture	physics	tile
Place where old books are kept						
Powder left after something burns						
Science subject						

Definición / Meaning	pioneer	dictionary	immigration	petition	romance	thigh
Book with information given for each word						
First person to do something						
Paper that people sign						

Definición / Meaning	acid	cafe	deadline	deficiency	texture	thesis
Lack						
Place for buying and drinking coffee						
Time limit						

Definición / Meaning	avenue	brass	departure	hood	hut	premier
Cover for your head						
Small house						
Type of metal						

Definición / Meaning	appall	invade	mutter	refine	roast	unveil
Cook over fire						
Enter by force						
Make pure						

Definición / Meaning	aspire	exert	gossip	minimize	poke	postpone
Make smaller						
Push with your finger						
Try to reach a goal						

Definición / Meaning	adhere	fracture	originate	peel	sparkle	terminate
Do what is expected						
End						
Give off small flashes of light						

Definición / Meaning	amateur	arrogant	cognitive	infinite	judicial	monetary
Having no limits						
Not professional						
Overly proud						

Definición / Meaning	delicate	dull	miserable	noble	peculiar	refreshing
Breaks easily						
Unselfish and morally good						
Very unhappy						

5,000 Word Level

Definición / Meaning	calf	epidemic	foam	landmark	token	trumpet
Illness spread quickly that affects many people						
Many bubbles						
Young cow						

Definición / Meaning	comb	ivory	pants	rainbow	vegetarian	zip
Containing no meat						
Hard white substance						
Tool for styling hair						

Definición / Meaning	analogy	captive	remainder	renovation	ribbon	vest
Comparison between two things						
Person kept somewhere unwillingly						
What is left						

Definición / Meaning	butcher	chalk	grape	ornament	pier	wallet
Container for money						
Person who cuts and sells meat						
Place for boats to dock						

Definición / Meaning	ammunition	crab	dusk	nucleus	revenge	spectator
Beginning of night						
Center						
Person who watches						

Definición / Meaning	abolish	apprehend	chuckle	erode	replicate	segregate
End						
Keep apart						
Slowly make smaller						

Definición / Meaning	duplicate	emigrate	hurl	perch	revolt	swirl
Copy						
Fight violently against						
Sit in a high place						

Definición / Meaning	amplify	evaporate	grunt	mitigate	recollect	tow
Disappear						
Make larger						
Remember						

Definición / Meaning	blunt	fabulous	horrified	numb	singular	volatile
Not sharp						
Without feeling						
Wonderful						

Definición / Meaning	brisk	extinct	fragrant	splendid	tolerant	trivial
Fast						
Having no living members						
Of little importance						

Annex B

UNIVERSIDAD NACIONAL DE CHIMBORAZO
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Description: This questionnaire aims to gather information about the factors that may influence students' English vocabulary learning. The instrument complements the vocabulary diagnostic test and helps identify difficulties that affect vocabulary development.

CUESTIONARIO (SS)

Nombre: …… **Fecha:** ……

Genero: …… **Edad:**……

Duración: 15 minutes

Curso: 10th EGB

Evaluador: Karen Guinzo

Estrategia Educativa: Use of the Blooket digital platform

Cuestionario: Identificación de las dificultades que afectan al aprendizaje de vocabulario

Instrucciones

Lee atentamente cada pregunta. Puedes seleccionar más de una opción si es necesario. Marca tus respuestas con un círculo.

1. Cuando intentas aprender nuevas palabras en inglés, ¿qué dificultades experimentas con mayor frecuencia?

a) Comprender el significado de las palabras nuevas
b) Pronunciar correctamente las palabras
c) Recordar las palabras después de aprenderlas
d) Usar las palabras en oraciones o conversaciones
e) Diferenciar palabras con significados similares

2. ¿Qué te resulta más complicado al aprender palabras nuevas en inglés?

a) La cantidad de palabras nuevas que debes aprender
b) Falta de estrategias para estudiar vocabulario
c) Poco tiempo para practicar fuera del aula
d) Escuchar o entender palabras cuando otras personas hablan en inglés
e) Relacionar el vocabulario con situaciones reales

3. Cuando estudias vocabulario en inglés, ¿qué te dificulta más recordarlo?

a) Falta de motivación o interés
b) No tener suficientes oportunidades para practicar
c) Olvidar las palabras después de poco tiempo
d) No repasar el vocabulario aprendido
e) Aprender muchas palabras al mismo tiempo

4. ¿Cuál de las siguientes situaciones afecta más tu aprendizaje de vocabulario?

a) No entender el contexto en el que aparecen las palabras
b) No recibir retroalimentación sobre el uso correcto de las palabras
c) No relacionar las nuevas palabras con situaciones de la vida real
d) Falta de materiales o recursos didácticos
e) Actividades poco dinámicas o interactivas
f) El tema no es interesante

Annex C

UNIVERSIDAD NACIONAL DE CHIMBORAZO
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Description: The Vocabulary Levels Test (VLT), developed by Nation (2001), is a validated instrument aligned with international standards for assessing vocabulary knowledge. In this study, the test will be administered as a post-test after the implementation of Blooket-based activities. Its purpose is to evaluate students' vocabulary development and measure the effectiveness of the instructional strategy applied during the intervention. The results obtained will be compared with those of the pre-test to determine students' progress and identify improvements in vocabulary acquisition after the use of the Blooket platform.

Objective: To diagnose students' vocabulary knowledge level and the factors hindering its development.

DIAGNOSE TEST – VOCABULARY EVALUATION (POST- TEST)

Nombre: …….. **Fecha:** …….

Genero: …… **Edad:**……..

Duración: 15 minutes

Curso: 10th EGB

Evaluador: Karen Guinzo

Estrategia Educativa: Use of the Blooket digital platform

Esta prueba evalúa qué tan bien conoces el vocabulario en inglés.

Instrucciones: Lee cuidadosamente cada significado. Luego, elige la palabra que coincida con el significado y coloca una marca de verificación (✓) debajo de la palabra correcta.

Ejemplo:

Si el significado dice *"Land with water all around it,"* debes observar la lista de palabras y seleccionar la que coincida con esta definición. La respuesta correcta es **"island,"** por lo que debes colocar una marca de verificación (✓) debajo de la palabra *island*.

	game	**island**	**mouth**	**movie**	**song**	**yard**
Land with water all around it		✓				
Part of your body used for eating and talking			✓			
Piece of music					✓	

1,000 Word Level

	choice	computer	garden	photograph	price	week
Cost						
Picture						
Place where things grow outside						

	eye	father	night	van	voice	year
Body part that sees						
Parent who is a man						
Part of the day with no sun						

	center	note	state	tomorrow	uncle	winter
Brother of your mother or father						
Middle						
Short piece of writing						

	box	brother	horse	hour	house	plan
Family member						
Sixty minutes						
Way of doing things						

	animal	bath	crime	grass	law	shoulder
Green leaves that cover the ground						
Place to wash						
Top end of your arm						

	drink	educate	forget	laugh	prepare	suit
Get ready						
Make a happy sound						
Not remember						

	check	fight	return	tell	work	write
Do things to get money						
Go back again						
Make sure						

	bring	can	reply	stare	understand	wish
Say or write an answer to Somebody						
Carry to another place						
Look at for a long time						

	alone	bad	cold	green	loud	main
Most important						
Not good						
Not hot						

	awful	definite	exciting	general	mad	sweet
Certain						
Usual						
Very bad						

2,000 Word Level

	coach	customer	feature	pie	vehicle	weed
Important part of something						
Person who trains members of sports teams						
Unwanted plant						

	average	discipline	knowledge	pocket	trap	vegetable
Food grown in gardens						
Information which a person has						
Middle number						

	circle	justice	knife	onion	partner	pension
Round shape						
Something used to cut food						
Using laws fairly						

	cable	section	sheet	site	staff	tank
Part						
Place						
Something to cover a bed						

	apartment	cap	envelope	lawyer	speed	union
Cover for letters						
Kind of hat						
Place to live inside a tall Building						

	argue	contribute	quit	seek	vote	wrap
Cover tightly and completely						
Give to						
Look for						

	avoid	contain	murder	search	switch	trade
Have something inside						
Look for						
Try not to do						

	bump	complicate	include	organize	receive	warn
Get something						
Hit gently						
Have as part of something						

	available	constant	electrical	medical	proud	super
Feeling good about what you have done						
Great						
Happening all the time						

	environmental	junior	pure	rotten	smooth	wise
Bad						
Not rough						
Younger in position						

3,000 Word Level

	angle	apology	behavior	bible	celebration	portion
Actions						
Happy occasion						
Statement saying you are sorry						

	anxiety	athlete	counsel	foundation	phrase	wealth
Combination of words						
Guidance						
Large amount of money						

	agriculture	conference	frequency	liquid	regime	volunteer
Farming						
Government						
Person who helps without Payment						

	asset	heritage	novel	poverty	prosecution	suburb
Having little money						
History						
Useful thing						

	audience	crystal	intelligence	outcome	pit	welfare
Ability to learn						
Deep place						
People who watch and listen						

	consent	enforce	exhibit	retain	specify	target
Agree						
Say clearly						
Show in public						

	accomplish	capture	debate	impose	proceed	prohibit
Catch						
Go on						
Talk about what is correct						

	absorb	decline	exceed	link	nod	persist
Continue to happen						
Goes beyond the limit						
Take in						

	approximate	frequent	graphic	pale	prior	vital
Almost exact						
Earlier						
Happening often						

	consistent	enthusiastic	former	logical	marginal	mutual
Not changing						
Occurring earlier in time						
Shared						

4,000 Word Level

	cave	scenario	sergeant	stitch	vitamin	wax
Healthy supplement						
Opening in the ground or in the side of a hill						
Situation						

	candle	diamond	gulf	salmon	soap	tutor
Something used for cleaning						
Teacher						
Valuable stone						

	agony	kilogram	orchestra	scrap	slot	soccer
Group of people who play music						
Long, thin opening						
Small unwanted piece						

	crust	incidence	ram	senator	venue	verdict
Hard outside part						
Judgment						
Place						

	alley	embassy	hardware	nutrition	threshold	tobacco
Government building						
Plant that is smoked in cigarettes						
Small street between buildings						

	fling	forbid	harvest	shrink	simulate	vibrate
Do not allow						
Make smaller						
Throw						

	activate	disclose	hug	intimidate	plunge	weep
Cry						
Tell						
Turn on						

	diminish	exaggerate	explode	penetrate	transplant	verify
Break into pieces violently						
Get smaller						
Move something to another place						

	adjacent	crude	fond	sane	spherical	swift
Beside						
Not crazy						
Quick						

	abnormal	bulky	credible	greasy	magnificent	optical
Believable						
Oily						
Unusual						

5,000 Word Level

	gown	maid	mustache	paradise	pastry	vinegar
Hair on your upper lip						
Perfect place						
Small baked food						

	asthma	chord	jockey	monk	rectangle	vase
Container for cut flowers						
Group of musical notes that are played at the same time						
Shape with two long and two Short sides						

	batch	dentist	hum	lime	pork	scripture
Green fruit						
Low, constant sound						
Meat from pigs						

	amnesty	claw	earthquake	perfume	sanctuary	wizard
Liquid that is made to smell nice						
Man who has magical powers						
Safe place						

	altitude	diversion	hemisphere	pirate	robe	socket
Height						
Kind of clothing						
Person who attacks ships						

	applaud	erase	jog	intrude	notify	wrestle
Announce						
Enter without permission						
Remove						

	bribe	expire	immerse	meditate	persecute	shred
Cut or tear into small pieces						
End						
Think deeply						

	commemorate	growl	ignite	pierce	renovate	swap
Catch fire						
Exchange						
Go into or through something						

	bald	eternal	imperative	lavish	moist	tranquil
Calm and quiet						
Having no hair						
Slightly wet						

	diesel	incidental	mandatory	prudent	superficial	tame
Not dangerous						
Required						
Using good judgment						

Annex D

UNIVERSIDAD NACIONAL DE CHIMBORAZO
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Description: This semi-structured interview aims to gather qualitative information about students' engagement, motivation, and perceptions regarding the use of *Blooket* as a digital tool to enhance English vocabulary learning. The interview will be conducted with six students: two with high academic performance, two with medium performance, and two with low performance. This purposeful selection seeks to obtain a variety of perspectives and experiences according to different achievement levels. *The instrument complements the quantitative data obtained from the Vocabulary Levels Test and provides deeper insights into students' emotional and cognitive responses to the use of gamified activities in the English classroom.*

ENTREVISTAS SEMI ESTRUCTURADAS (SS)

Nombre: …… **Fecha:** ……

Genero: …… **Edad:**……

Duración: 15 minutes

Curso: 10th EGB

Evaluador: Karen Guinzo

Estrategia Educativa: Use of the Blooket digital platform

Herramientas de recolección de datos: Grabación de audio y notas de campo del investigador.

Interview Questions

Section A – Ice-breaking Questions

- ¿Te gusta más Messi o Cristiano Ronaldo?
- ¿Qué cantante o grupo te gusta escuchar?
- ¿Cuál es la aplicación que más usas en tu celular?

Section B – Focus Questions

Engagement

- ¿Qué es lo que mas te gusta de Blooket?
- Cuando usaban Blooket en clase, ¿participabas más o menos? ¿Por qué?
- ¿Sentiste que la clase era diferente cuando jugaban con Blooket? ¿Cómo era?
- ¿Cómo reaccionaban tus compañeros cuando jugaban Blooket?
- ¿Crees que Blooket hacía la clase más divertida o activa? ¿Por qué?

Motivation

- ¿Te daban más ganas de aprender inglés cuando usaban Blooket? ¿Por qué?
- Cuando jugabas Blooket, ¿tratabas de ganar o mejorar tu puntaje? Cuéntame por qué.
- ¿Cómo te sentías cuando ganabas o sacabas buena puntuación en Blooket?
- ¿Después de jugar Blooket, te daban ganas de aprender o practicar más palabras en inglés?

Perceptions

- ¿Crees que Blooket te ayudó a aprender palabras nuevas en inglés? ¿Cómo?
- ¿Qué fue lo que más te gustó de Blooket para aprender vocabulario?
- ¿Hubo algo de Blooket que no te ayudó mucho o que no te gustó?
- ¿Qué tipo de palabras o temas crees que aprendiste mejor usando Blooket?

Section C – Projection Questions

- ¿Te gustaría usar Blooket en futuras clases de inglés? ¿Por qué?
- ¿Qué temas o actividades te gustaría jugar en Blooket?
- Si pudieras cambiar algo de los juegos en Blooket, ¿qué cambiarías?

Annex E

UNIVERSIDAD NACIONAL DE CHIMBORAZO
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Description: This observation guide aims to record students' behaviors, interactions, and levels of engagement during the implementation of Blooket activities in English classes with tenth-grade students. The observations were conducted with a purposive sample of six students: two students with high academic performance, two with average performance, and two with low performance. This selection allowed the researcher to identify differences and similarities in participation, motivation, and interaction according to students' academic levels during gamified vocabulary learning activities. This instrument complements the data obtained from the Vocabulary Levels Test (VLT) and the semi-structured interviews, contributing to a comprehensive understanding of students' engagement and attitudes toward the use of Blooket to enhance English vocabulary learning.

OBSERVATION GUIDE

Date: ..... **Duration:** 40 minutes **Course:** 10th EGB **Evaluator:** Karen Guinzo

Educational Strategy: Use of the Blooket digital platform

Instructions

Observe students during the implementation of Blooket activities. Mark the number that best represents the frequency of each observed behavior.

Rating Scale

1 = Never 2 = Rarely 3 = Sometime 4 = Frequently 5 = Always

Criteria	Observable Reference	1	2	3	4	5
Students' participation in vocabulary activities using Blooket (Participation)	Maintain attention during Blooket activities and follows instructions					
	Participate voluntarily in Blooket games or activities					
	Complete assigned Blooket vocabulary activities					
	Respond promptly to game questions or prompts					
Students' interest and enthusiasm toward vocabulary learning (Motivacion)	Show excitement or enjoyment during activities					
	Attempt to improve their score or performance					
	Continue participating after making mistakes or losing points					
	Show willingness to learn or use new vocabulary					
Students' interaction during vocabulary activities (Engagement)	Interact positively with classmates during gameplay					
	Participate in group vocabulary activities and respects turns					
	Use or attempt to use new vocabulary while interacting with classmates					
	Show respectful behavior during Blooket activities					

Observation Notes:

_____
_____
_____
_____
_____

Annex F

UNIVERSIDAD NACIONAL DE CHIMBORAZO
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Description: This focus group aims to analyze tenth-grade students' engagement, motivation, and perceptions regarding the use of *Blooket* as a strategy to improve their English vocabulary learning. The session will be conducted with six students: two with high academic performance, two with medium performance, and two with low performance. This selection allows for gathering diverse perspectives that contribute to understanding how *Blooket* influences students' participation, interest, and attitudes toward vocabulary acquisition.

GUIA PARA GRUPOS FOCALES

Nombre: …….. **Fecha:** ……

Genero: …… **Edad:**……

Duración: 15 minutes

Curso: 10th EGB

Evaluador: Karen Guinzo

Estrategia Educativa: Use of the Blooket digital platform

Criterios de selección de los participantes.

Esta muestra incluyó a seis estudiantes de décimo grado seleccionados intencionalmente en función de su rendimiento académico para garantizar la representación de alumnos con rendimiento alto, medio y bajo en el análisis del uso de Blooket como herramienta de aprendizaje de vocabulario.

- Dos estudiantes con alto rendimiento: para conocer cómo los estudiantes con alto rendimiento utilizan y perciben Blooket.
- Dos estudiantes con calificaciones promedio: para obtener una visión representativa de la mayoría de los estudiantes.
- Dos estudiantes con notas bajas: para comprender los retos y dificultades a los que se enfrentan los estudiantes con bajo rendimiento al utilizar Blooket.

Esta selección permite comparar experiencias, motivaciones y percepciones en función del rendimiento académico, lo que garantiza que la información recopilada sea variada y significativa.

Instrucciones para el moderador

1. Dar la bienvenida a los participantes y explicar el propósito de la sesión.

2. Informar a los participantes de que han sido seleccionados para aportar perspectivas diversas sobre el uso de Blooket y que sus opiniones son valiosas.
3. Asegurarles que sus respuestas son confidenciales y no afectarán a sus calificaciones.
4. Pedir permiso para grabar (si procede).
5. Mantener la conversación activa animando a todos a participar

Sections and Questions Guide

1. Perceptions

- ¿Cómo describirían su experiencia general usando Blooket en las clases de inglés?
- ¿Creen que Blooket les ha ayudado a aprender y recordar mejor el vocabulario en inglés? ¿Qué aspectos del juego les ayudaron más o menos?
- ¿Qué tan diferente les parece aprender con Blooket en comparación con las actividades tradicionales?

Moderator's observations:_____

2. Motivation

- ¿Qué aspectos de Blooket los motivan más a participar y hacen que disfruten la clase de inglés?
- ¿Cómo se sienten cuando ganan, obtienen una buena puntuación o cuando cometen errores durante el juego en Blooket?
- ¿Qué situaciones o aspectos del juego hacen que pierdan el interés o la motivación?

Moderator's observations:_____

3. Engagement

- Cuando usan Blooket, ¿cómo participan y en qué momentos se sienten más concentrados o activos durante el juego?

Moderator's observations:_____

5. Closing and Reflection

- Después de esta conversación, ¿qué opinan sobre el uso de *Blooket* para aprender vocabulario?
- Si pudieran cambiar o mejorar algo de Blooket, ¿qué sería para que les motive más aprender vocabulario en inglés? ¿Por qué?

Moderator's observations:_____

Annex G

CONSENTIMIENTO INFORMADO

Yo, _____, en calidad de representante legal del/la estudiante _____, autorizo su participación en el proyecto de investigación titulado **"Blooket as a Strategy for Improving English Vocabulary"** desarrollado por la estudiante Karen Rebeca Guinzo Vargas, como requisito para la obtención del título de Licenciatura en Pedagogía de los Idiomas Nacionales y Extranjeros.

El objetivo de esta investigación es analizar el uso de la plataforma digital Blooket como estrategia didáctica para mejorar el aprendizaje de vocabulario en inglés en estudiantes de décimo año de Educación General Básica, de la unidad Educativa Cristiana Nazareno.

La participación del estudiante consistirá en la aplicación de un pre-test para identificar su nivel inicial de vocabulario en inglés, el desarrollo de actividades pedagógicas mediante la plataforma Blooket durante las clases, y la aplicación de un post-test para evaluar el progreso obtenido además de unas entrevistas con el fin de obtener información más detallada y complementaria.

Las actividades se desarrollarán dentro del horario escolar y no representan ningún riesgo físico ni psicológico para los participantes.

La participación es voluntaria y la información recopilada será utilizada únicamente con fines académicos. Los datos serán tratados de manera confidencial y anónima, garantizando que no se revelará la identidad del estudiante en ningún informe o publicación.

El representante legal podrá retirar su autorización en cualquier momento sin que esto afecte el proceso académico del estudiante.

Firmo el presente documento de manera libre y voluntaria.

Nombre del representante legal: _____

Firma: _____

Cédula: _____

Fecha: _____

Firma de la investigadora: _____

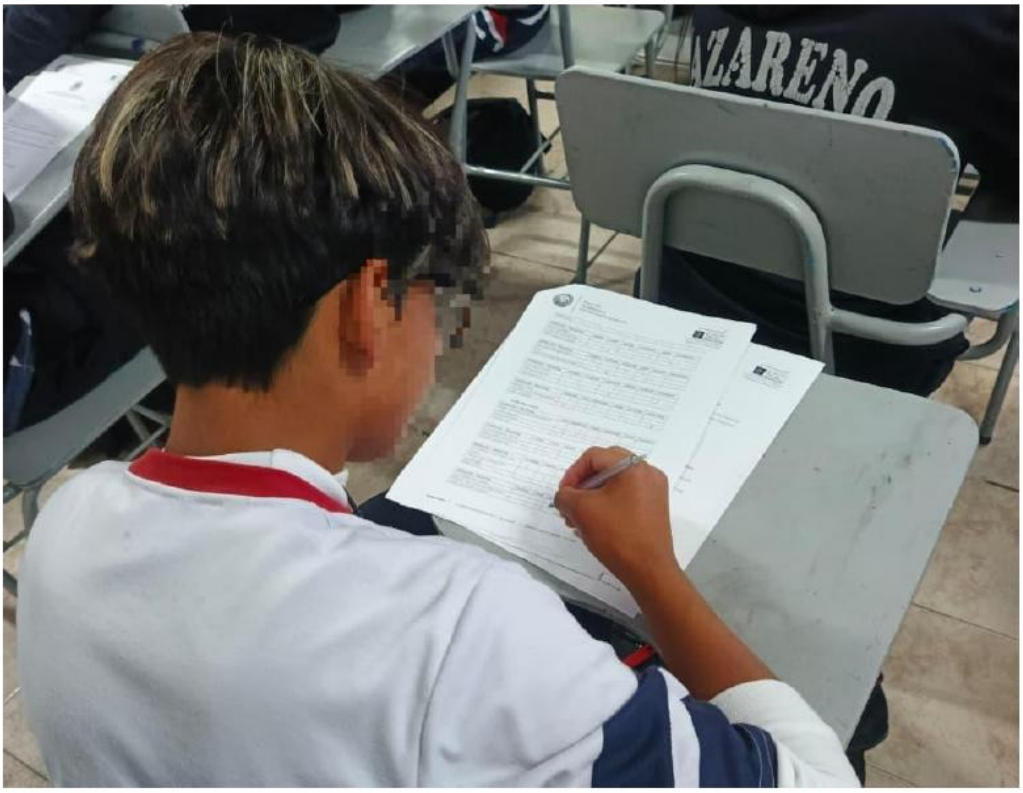
Karen Rebeca Guinzo Vargas

Si tiene alguna pregunta durante cualquier etapa del estudio puede contactarse con Karen Rebeca Guinzo Vargas Telf. 0962920216

Annex H

Photographic Evidence

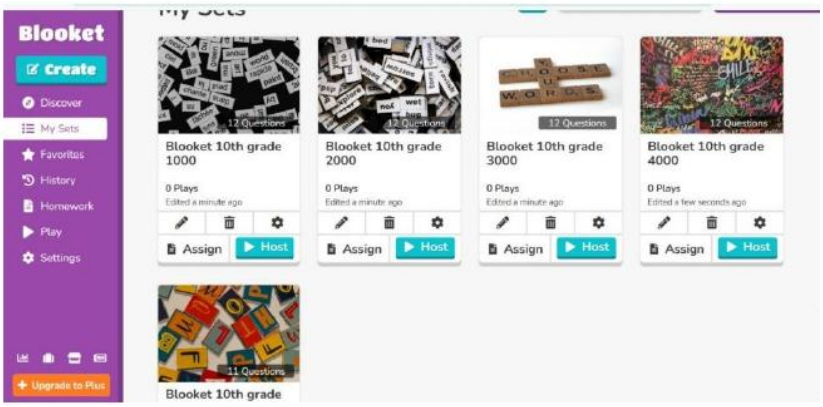
PRE-TEST



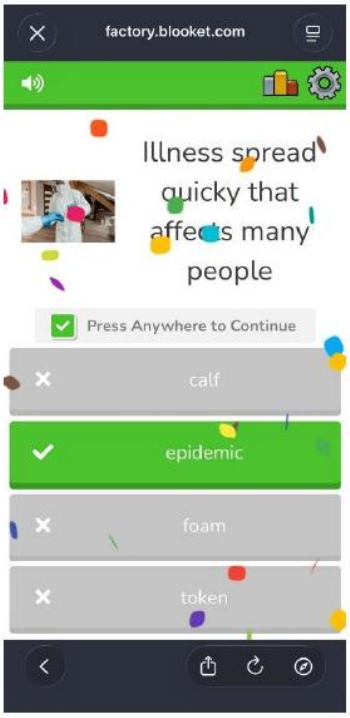


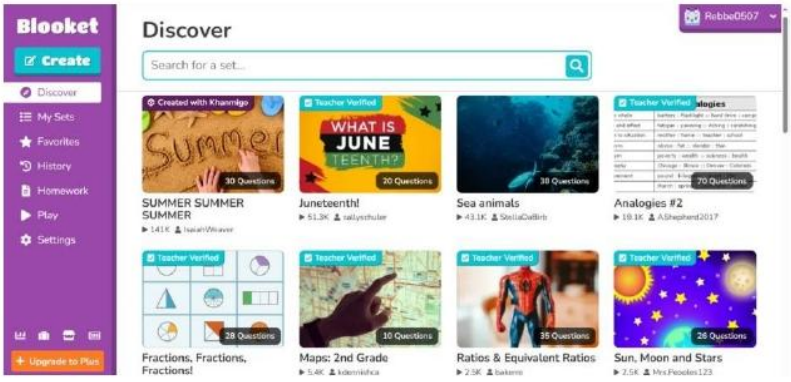
APPLICATION OF BLOOKET













POST- TEST AND OBSERVATION GUIDE





INTERVIEWS





FOCAL GROUPS



