Language Teachers' Strategies for Enhancing Vocabulary Mastery: A Retrospective Study Using Blooket

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Abstract

Background: Foreign language instruction in Indonesia remains teacher-centered with minimal technology use. Digital tools like Blooket now offer educators opportunities to boost student engagement and vocabulary acquisition through gamification.

Objective: This study examines the impact of language teachers in improving students' vocabulary mastery through Blooket.

Methods: A retrospective qualitative approach was employed, focusing on 15 language teachers at SMA Negeri 1 Imogiri. The research highlights the effectiveness of gamification strategies in vocabulary instruction. The researcher employed a case study methodology, utilizing qualitative research techniques and questionnaire design for this study. In this study, 15 participants, who were language teachers with a minimum of five years of teaching experience in English and German at SMA Negeri 1 Imogiri, were specifically asked questions about vocabulary instruction.

Findings: Findings indicate that a combination of gamified learning and varied teaching methods significantly enhances students' vocabulary acquisition. Students will acquire new words more successfully if the teacher integrates interactive and contextualized learning experiences, such as game-based learning, real-world applications, and multimodal instruction.

Conclusion: This study contributes to the existing literature by emphasizing the role of teachers in integrating gamification to foster vocabulary mastery.

Keywords: Blooket in Education; Gamification; Language Teacher; Language Teaching Strategies; Vocabulary Mastery

Introduction

Foreign language classes in Indonesia have traditionally been taught using teacher-centered approaches, often with limited integration of technology. However, with the rapid advancements in educational tools, teachers are now presented with the opportunity to innovate their teaching methods to engage students better and improve their learning outcomes (Oktaria, 2021). In this context, teachers must find ways to motivate students and enhance their interest in learning foreign languages. One effective way to achieve this is by incorporating technology, which not only supports students' learning but also aligns with modern pedagogical goals. As technology becomes increasingly important in education, finding the right technological tools to complement vocabulary instruction can be a challenging yet rewarding task (Evelyn & Brown, 1995). One such tool gaining popularity is Blooket, a game-based learning platform that offers an engaging and dynamic way for students to learn and practice vocabulary in a fun, competitive environment (Anisa, 2020; Susilo et al., 2022). By incorporating gamification techniques like Blooket, teachers can promote active learning and create an interactive atmosphere that stimulates students' interest and boosts their vocabulary acquisition.

Blooket's gamification framework provides an innovative approach to vocabulary instruction by incorporating engaging activities that foster motivation and participation. The platform allows teachers to set customized time limits for each question and modify response options, making learning more interactive and adaptable to students' needs. Unlike conventional methods, Blooket's game-based structure enhances student engagement through its fast-paced quizzes, instant scoreboards, and competitive elements (Altun & Yassin, 2022). Additionally, the platform offers various game modes that cater to different learning preferences, ensuring that students remain actively involved in the learning process. Through these features, Blooket transforms vocabulary instruction into an immersive experience, helping students retain new words more effectively (Alan, 2021).. Moreover, the ability to track individual progress enables teachers to monitor students' development over time and adjust their instructional strategies accordingly. Integrating gamification into the classroom not only enhances vocabulary learning but also encourages creativity and problem-solving skills, making foreign language acquisition a more dynamic and enjoyable process (Armanda & Indriani, 2022).

Beyond gamification, various studies have explored different approaches to enhancing students' vocabulary acquisition. Research on digital tools like Duolingo has shown that students who used the application performed better on vocabulary post-tests compared to those who followed conventional methods, demonstrating the effectiveness of technology-assisted learning (Xiangze & Abdullah, 2023). Similarly, studies on song-based vocabulary instruction revealed that students retained new words more effectively when learning through music, as evidenced by significant improvements in pre- and post-test scores. Additionally, interactive activities such as word games and picture-based exercises have been found to support vocabulary growth by making learning more contextual and engaging (Sibuea et al., 2024). While these methods contribute to vocabulary development, they primarily focus on student outcomes rather than instructional design. This study shifts the focus toward teachers' perspectives, examining how teachers integrate Blooket alongside other techniques to optimize vocabulary instruction. By understanding how teachers select and adapt gamification strategies based on students' needs and interests, this research aims to provide practical insights into effective vocabulary teaching methodologies (Kovalenko, 2024).

The existing research on vocabulary instruction highlights the effectiveness of game-based learning and digital tools, yet most studies primarily focus on student outcomes. There is a lack of research examining how teachers design, implement, and refine these instructional strategies over time (Mahendra et al., 2024). This study addresses that gap by shifting the focus from student performance to teacher driven decision-making in vocabulary instruction. Specifically, it explores how teachers integrate Blooket with other teaching methods, adapt gamification techniques to align with students' needs, and evaluate their effectiveness in fostering vocabulary acquisition. Unlike previous research that assessed isolated teaching techniques, this study takes a retrospective approach, analyzing how teachers reflect on and refine their strategies to enhance learning outcomes. By investigating teachers' instructional choices, this research contributes to the ongoing development of evidence-based language teaching methodologies, offering valuable insights for teachers seeking to optimize their vocabulary lessons.

Building on this perspective, the purpose of this study is to analyze the instructional strategies used by language teachers to enhance students' vocabulary proficiency. By focusing on lesson planning, assessment techniques, and classroom implementation, this research aims to

provide practical insights that teachers can adapt to various teaching contexts. Understanding how teachers integrate Blooket and other instructional methods will help in identifying strategies that effectively engage students while reinforcing vocabulary retention. Additionally, the findings of this study can serve as a valuable resource for language teachers, policymakers, and curriculum developers in improving vocabulary instruction. By employing innovative and well-structured teaching strategies, teachers can foster a more effective and engaging learning environment, ultimately supporting students in developing stronger vocabulary skills. Furthermore, this research lays the groundwork for future studies on evidence-based vocabulary teaching methodologies, encouraging continuous advancements in foreign language education. The research questions are follow: (1) What instructional strategies do language teachers use to improve students' vocabulary mastery? (2) What is the role of lesson planning, assessment techniques, and classroom implementation in improving the effectiveness of English language teaching?

Literature Review

Vocabulary Acquisition

a.   Definition of Vocabulary

Learning vocabulary is the process of picking up, comprehending, and retaining words in a language. Learning vocabulary is also a prerequisite for learning to read, write, speak, and sing (Suardi & Sakti, 2019). Contains words that we hear them speak, words that can be studied are called oral, and words that we use in writing are called written. Academic performance is often unacceptably low due to deteriorating memory retention; consequently, many students find it difficult to learn unfamiliar words for engaging vocabulary learning strategies (Nation, 2001). Students' learning depends heavily on their vocabulary, yet vocabulary instruction in traditional foreign language classrooms places little emphasis on it. Learning presentation vocabulary is frequently viewed as tedious by students, especially those who grew up in the computer age (Elmahdi & Hezam, 2020).

b.   Kind of Vocabulary

There are two primary types of vocabulary learning: receptive and productive. Receptive vocabulary refers to the ability to recognize and understand words when they are heard or read (Romrome, 2024) . It serves as the foundation for productive vocabulary, which involves actively using words in speaking and writing. Every word encountered—whether spoken, written, or symbolically represented—contributes to an individual's overall vocabulary. Research suggests that receptive vocabulary develops before productive vocabulary, playing a crucial role in language acquisition. A strong vocabulary consists of words that learners can not only recognize but also use confidently and effectively in communication (Omar & Yaacob, 2021).

c.   The importance of learning vocabulary

A rich vocabulary enhances language comprehension, fosters fluency, and enables effective communication. Studies indicate that vocabulary size is strongly correlated with academic success and cognitive development. It is impossible to exaggerate the role that vocabulary acquisition plays in language acquisition (Wang & Reynolds, 2024). In foreign language learning, students with a larger vocabulary demonstrate better reading comprehension and writing proficiency. The challenge, however, lies in how vocabulary is taught. Researchers emphasize the need for interactive and context-based learning strategies, including gamification, multimedia resources, and collaborative learning (Bayaksud et al., 2024). Moreover, the implementation of technology-enhanced learning tools, such as Blooket, has proven effective in improving students' motivation and engagement in vocabulary acquisition

Vocabulary is essential for both the mother tongue and outside dialects (Yudha & Mandasari, 2021). As it were, one can effectively communicate their ideas, receive assignments, and speak in a distant dialect if they have a sufficient vocabulary. Furthermore, vocabulary serves as the foundation for dialect skills, specifically listening, speaking, reading, and writing (Afzal, 2019). Vocabulary is the foundation of language use in communication. Especially in the early stages when students acquire the essential terms needed to acquire a dialect (Asrifan et al., 2019). Additionally, because the framework is open, when students complete the highest level of language use, they always have something new to learn. This is consistent with the important discussions on practitioners' presumptions regarding learning vocabulary instruction, which have not been considered when teaching English as a foreign language (Wandari et al., 2024). The difficulty is that most students don't know enough about vocabulary learning strategies. Given

the importance of enhancing vocabulary, it is critical to impart learning strategies such as accumulating a large vocabulary and comprehending its meaning in communication to influence dialect skills (Ambarwati & Mandasari, 2020).

Despite the significance of vocabulary mastery, many students still lack sufficient strategies for learning new words effectively. Research suggests that the use of digital platforms, interactive storytelling, and peer collaboration can significantly enhance vocabulary acquisition (Siagian & Purwanto, 2024). Thus, this study underscores the importance of vocabulary instruction as a central aspect of language learning, advocating for a shift towards more engaging, technology-driven methodologies.

d.   Teaching Vocabulary

The term vocabulary teaching describes a method of instruction intended to assist students in developing, deepening, and mastering their vocabulary in the language they are learning. Engaging in a variety of dialect exercises, such as listening, speaking, reading, and writing, is one way to increase students' vocabulary. Students can benefit from teaching them personal words to help them build their vocabulary. The most effective way to teach vocabulary is to have students experience a wide variety of words and analyze their meanings proficiently. Teaching students word-learning strategies like using word parts and setting to find the meaning of words they don't know is essential (Azahra et al., 2024). Language teachers must help students become more capable and independent learners.

Recent studies have emphasized the importance of multimodal approaches in vocabulary teaching. Integrating digital tools, gamification, and contextual learning methods has been shown to enhance students' retention and engagement (Rajabov, 2024). Research also highlights that explicit vocabulary instruction combined with interactive activities fosters long-term vocabulary retention and deeper comprehension. Furthermore, the role of motivation in vocabulary learning has been explored, with findings indicating that game-based learning platforms, such as Blooket, provide an engaging and effective way to reinforce vocabulary acquisition (Suwastini & Rahmayanti, 2024). Digital learning environments enable students to practice vocabulary in meaningful contexts, making learning more relevant and applicable to real-world situations (Ningsih & Zuhriyah, 2024).

Blooket Games

Blooket is a widely used tool by teachers to enhance students' engagement and enjoyment in the learning process. Teachers acknowledge that using innovative methods to teach English will help students in their learning process (Hadijah et al., 2020). When utilized as a teaching technology, it will increase students' interest. An excellent teaching strategy for inspiring students to keep learning is game-based learning. Blooket can be used with flexibility in a range of learning environments because it can be accessed online from a variety of devices. Blooket does not, as it gives a test stage as regular (Susilo et al., 2022). Blooket offers a variety of game models that increase user interest to make learning more interactive. By creating these experiences with a variety of content in them, students learn information without even realizing it. Students can access Blooket independently and play online games in various disciplines using the method they prefer.

a.   The Advantages of the Blooket Games

Blooket games offer several advantages for teachers. Firstly, the feature of transcript copy and paste simplifies the process of creating study materials by allowing language teachers to easily insert questions and answers into the test transcript. Additionally, users can directly copy and paste the content into the test transcript and provide live feedback to students as they take the test (Bratel et al., 2023). Blooket is an excellent teaching tool because of its great flexibility. This can be a fun way to introduce new material, and students can easily access it from home, so it can be a great way to motivate them to study.

b.   The Disadvantages of the Blooket Games

While offering numerous advantages, Blooket also presents certain disadvantages for teachers. The first drawback is the occasional occurrence of issues that may take a considerable amount of time to resolve, which can disrupt lesson-planning efforts. For example, Blooket can sometimes be deleted from the internet after usage, and it may not be compatible with certain web browsers (Thu & Dan, 2023). Language teachers also can't modify a nearly perfect question set they find. These disadvantages emphasize how crucial it is to restrictions of implementing Blooket games in educational contexts. Blooket requires a lot of questions to avoid repeating questions and cannot edit other people's question sets.

c.   The effect of Blooket

1.   The positive effect of Blooket

The beneficial effects of Blooket on education by engaging the learning environment and facilitating student success. Blooket application is effective because it promotes people's natural desire to compete and succeed (Wongsaming et al., 2023). The Blooket game is unique in that it fosters students' competitiveness. Achieving the highest rankings can motivate students to strive to be the best (Pedersen, 2022). The Blooket scoring system sorts students' scores after displaying the total points earned. One student said, "Playing blanket games during class will motivate students to study. They will enjoy participating in activities like this, so classes will be more interesting for us (Trinh et al., 2022). Blooket games for foreign language learning can be made much more engaging by adding components like images and videos.

2.   The negative effect of Blooket

It is impossible to dispute the growing dependence on digital tools in today's educational environment. However, as evidenced by the overuse of sites like Blooket, this dependence can occasionally take harmful forms. Language teachers frequently give Blooket too much weight, overriding the importance of other important learning resources and conventional teaching techniques (Armelia et al., 2024). Concerns concerning the caliber of education students receive are also raised by this overemphasis, which also restricts their exposure to a variety of learning opportunities. Furthermore, because Blooket games are addictive, they can divert students' attention from more crucial assignments and study sessions. This propensity for distraction highlights the larger problem of excessive screen time, which has been connected to several physical and mental health issues.

Method

This study employed a descriptive qualitative approach with a retrospective case study design. The descriptive qualitative method was used to provide a detailed account of teachers' strategies for vocabulary instruction, while the retrospective analysis focused on examining past teaching practices and their effectiveness over time (Przybyłek, 2022). A case study design was chosen to explore the instructional methods used by language teachers in depth. This study focused on 15 language teachers who instruct English and German, particularly vocabulary, at SMA Negeri 1 Imogiri. The sample size of 15 participants was selected to ensure a balanced

representation of diverse teaching experiences while maintaining feasibility in qualitative data collection and analysis. The criteria for selecting participants included a minimum of five years of teaching experience, active involvement in vocabulary instruction, and familiarity with technology-based teaching tools.

The fifteen participating teachers, ten of whom were men and five of whom were women, had an average teaching tenure of five years. A survey using Google Forms served as the study's instrument. We selected a Google Form questionnaire as a tool to facilitate data collection for researchers. Additionally, the Google Form is easier for anyone to use and ensures accessibility and consistency in data collection. To align with the objectives stated in the abstract, the questionnaire consisted of 10 questions grouped into three instructional categories: preparation (3 questions), practice (4 questions), and evaluation (3 questions). This categorization allowed researchers to assess systematically how teachers planned vocabulary instruction, implemented gamified learning experiences, and evaluated student progress. Structured interviews were also conducted to gain deeper insights into teachers' decision-making processes regarding lesson planning, assessment methods, and the adaptation of gamified learning tools. The collected data were analyzed using thematic analysis, which involved identifying recurring patterns and themes related to vocabulary instruction. The retrospective analysis enabled the researchers to compare current findings with previous research, highlighting trends and evolving practices in language teaching methodologies. To ensure reliability and validity, triangulation was applied by cross-referencing questionnaire responses with interview findings.

In order to find respondents, the researcher visited Yogyakarta's educational institutions, including the school where she practiced teaching. The researcher then sent potential participants a link to the survey via Google Forms. The researcher chose participants to examine the methods teachers employ to teach vocabulary, how those methods were applied during the learning process, and the method's effectiveness and outcomes. Between July and August 2024, qualified teachers were given questionnaires via Google Form media as part of the data collection process for this study. The study's findings are offered as instructional tactics for raising pupils' vocabulary levels. The data used in this study was analyzed by the researchers using qualitative descriptive analysis, and the results were displayed as tables and percentages. The researchers created a Google form with ten questions for participants to respond to. The responses from the

participants were then assessed by the researchers. The components of the data analysis for this study are as follows: (1) Data transcription: The researcher will convert the data from the Google form questionnaire into a document to improve data processing and give the data a more structured presentation. (2) Data introduction: We reread and double-check the collected data results to make it easier for researchers to locate the information they need. (3) Develop themes: The data will be categorized or given labels. The labels for Vocabulary Teaching Strategies, for example, include using textbooks, playing games, watching movies, and so on. The data will be indexed using the inductive method, and themes will be chosen using the data gathered from the participants' answers. After that, the data will be moved to a new document that contains the compiled keywords and topics that are pertinent to the research idea. (4) Discussion and Conclusion: The researcher will examine the data in line with the concept of retrospective research before contrasting and connecting the results to those of earlier studies. An explanation follows the tabular presentation of the data collection results. The researcher will ultimately use meticulously chosen and compiled data to arrive at a trustworthy conclusion.

Findings

Findings Teachers' Preparation for Teaching Vocabulary

Q1: Where are your learning indicators of teaching vocabulary mastery from?

Effective vocabulary instruction requires careful planning and preparation. Teachers must identify appropriate learning indicators that align with students' needs, curriculum objectives, and instructional methods. The preparation phase plays a crucial role in shaping students' vocabulary mastery by selecting suitable teaching resources and strategies. In this section, we analyze the sources teachers rely on to determine their learning indicators and the frequency with which they prepare for vocabulary instruction.

Table 1. Indicators of learning

No	The result of the learning indicators	Percentage
1	Experience	21
2	Books	32
3	Internet	37
4	foreign language Skill	10
Total		100

According to the survey results, language teachers use four categories of learning indicators: books, the internet, experience, and foreign language proficiency/skills. Table Indicators of Learning explains. Experience is defined as the knowledge and abilities that language teachers have gained from his or her experiences as a trainee and students (21%). Furthermore, students' learning experiences are included in the mentioned experiences. Textbooks (32%) include foreign language language books, modules, and textbooks after that. Next, the Internet (37%) is consulted to obtain learning indicators, encompassing foreign language websites and blanket platforms. Foreign language proficiency/skills (10%), which includes knowledge and aptitude in speaking, pronouncing, spelling, and utilizing grammar, is the last source of learning indicators. As a result, it seems that books (32%) and experience (37%) are the main sources of learning indicators for language teachers. Since students are the center of attention and are included in the learning process, learning indicators that come from experience also include the learning experiences that students have had.

Q2: How frequently are your learning indicators prepared?

In the following figure, Figure 1 shows the frequency scale used to assess the level of readiness of learning indicators. This frequency describes how often learning indicators are compiled, which will later become a reference in designing learning materials and evaluations. With a deep understanding of this frequency, it is hoped that more structured learning can be created and have a positive impact on improving student abilities, especially in vocabulary mastery.
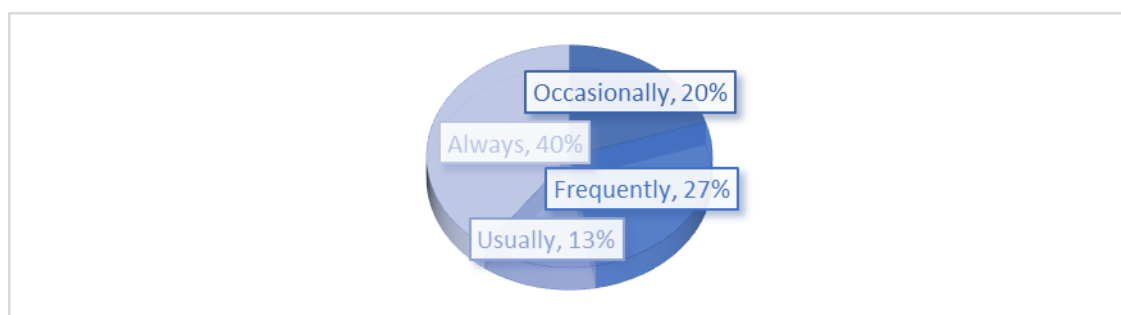

Figure 1. Frequency scale

According to the data, up to 40% of language teachers consistently prepare their learning indicators, 13% typically do so, 27% frequently do so, and 20% occasionally do so.

Q3: Please list the resources you use to help students become more proficient in vocabulary.

To improve students' ability to master vocabulary, the role of learning resources or materials is crucial. The resources used by teachers can provide various approaches and strategies that support the development of students' language skills. Therefore, it is important for teachers to actively select and utilize various resources that can enrich students' learning experiences and help them become more proficient in mastering vocabulary.

Table 2. Sources of educational resources

No	Sources of educational resources	Percentage
1	Blooket	30
2	Related books	25
3	Internet	15
4	Dictionary	14
5	Language text	5
6	Pictures/Poster	5
7	Song	3
8	Others	3
Total		100

The table 2 shows that language teachers can increase their students' vocabulary mastery by utilizing a variety of learning resources. Language teachers use Blooket, a quiz-based platform, as their primary source of learning resources (30%). Language teachers use books as their primary source of learning materials, accounting for 25% of the total. This includes teachers' personal notebooks, textbooks, foreign languages, and vocabulary. Furthermore, the third most popular place to find instructional content is the internet (15%). YouTube and websites are included in this group. With a 14% contribution to the results, dictionaries rank as the fourth most significant source of instructional materials. In addition to bilingual and monolingual dictionaries, online dictionaries are also utilized. Subsequently, more categories emerged, such as those for movies, TV series, subtitles, songs, posters, etc.

The Methods Language Teachers Use to Teach Vocabulary

Q4: List beneficial things that students can do to get better.

Table 3, which shows Beneficial exercises for students, illustrates the types of exercises that can be effective tools for deepening vocabulary, both inside and outside the classroom. By doing the right exercises, students can improve their language skills significantly.

Table 3. Beneficial exercises for students

No	The Methods Language Teachers Use to Teach Vocabulary	Percentage
1	Play Blooket platform	31
2	Do practice	20
3	Read a lot of books	17
4	Memorize new words	15
5	Use a dictionary	10
6	Other	7
Total		100

Based on the data presented in the table 3, we can conclude that students use the Blocket platform more frequently (31%) to practice vocabulary through quizzes. To answer vocabulary questions in groups, students collaborate in teams. Students may become more involved in the process and benefit from peer learning. Students' next helpful task is to finish the following tasks to increase their mastery of vocabulary: exercises (20%). Among these tasks are filling in sentences with suitable words, finishing stories with suitable words, and substituting words for meanings. Using difficult or unfamiliar words from the text, form sentences. Other helpful activities for students to increase their vocabulary include memorizing vocabulary (17%), using a dictionary (15%), and reading a lot of foreign language books (17%). Other activities like having conversations, viewing foreign language movies, listening to foreign language music, and completing several of the other tasks indicated in the above table can also help students become more proficient with vocabulary.

Q5: Describe helpful exercises that teachers can implement to help students become more proficient with vocabulary.

Table 4 provides an overview of the various strategies and methods that teachers can use to improve students' vocabulary skills. By using the right exercises, it is hoped that students can master vocabulary better and enrich their overall language skills.

Table 4. Beneficial utilizes for teachers

No	Beneficial utilizes for teachers	Percentage
1	Play Blooket platform	29
2	Do practice	19
3	Read a lot of books	17
4	Make vocabulary list	15
5	Memorize new words	13
6	Use internet	4
7	Watch YouTube	2
8	Other	1
Total		100

The Blooket platform (29%) can assist in producing vocabulary question sets that are engaging and pertinent to the subject matter, according to the data in the above table. In addition to using words in sentences and asking questions about word meanings, synonyms, and antonyms, you can also play a variety of entertaining game modes, like Snake or Tower Defense. Add vocabulary exercises to this game to add a fun and challenging learning experience. Moreover, one of the beneficial exercises that language teachers should perform to enhance their students' vocabulary mastery is vocabulary practice (19%). Tests, exercises, and evaluations are all included in this activity because evaluating students' understanding can help them learn more. Reading a lot (17%), which includes books, Language books, and scientific articles, comes next. Creating a vocabulary list (15%) is the most helpful task with the fourth-largest result. Then came other activities, like learning new words by heart, browsing the internet, watching YouTube, and doing other things listed in the table 4.

Q6: How to use the Blooket platform to assist students who are having trouble with vocabulary?

Figure 2: How to assist students with their challenges shows the various ways and features of Blooket that can be used to overcome these difficulties, while increasing student engagement in vocabulary learning more effectively and enjoyably.
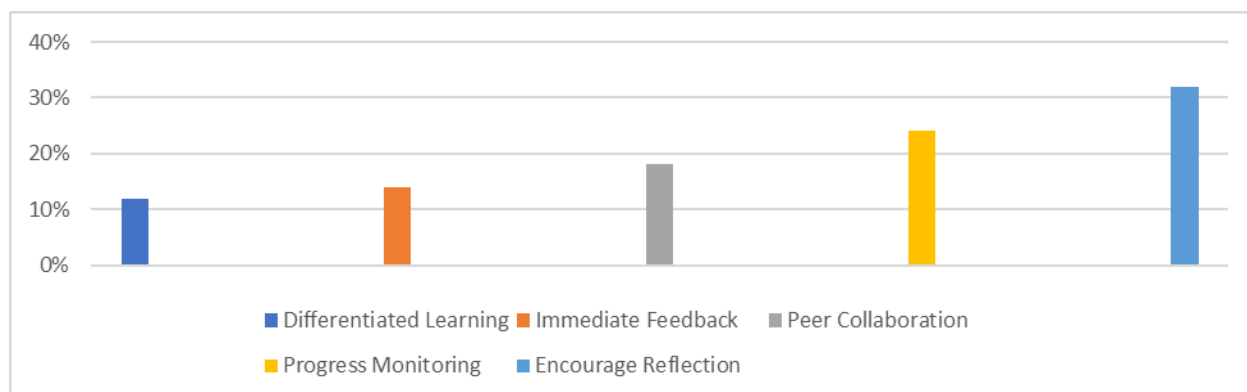
Figure 2. How to assist students with their challenges

According to the data in Figure 2, language teachers most frequently use the Blooket platform to make Differentiated Learning (12%) for students who are struggling with vocabulary. To deliver a differentiated learning experience, use Blooket. By developing various sets of questions with varying degrees of difficulty to cater to the needs and skills of students. In addition, 14% of language teachers offer Immediate Feedback following every question. They make use of this feature to give students immediate feedback, direct them to the right answers, and clarify any concepts they may be having trouble with. Peer Collaboration (18%): Blooket can be used to pair students with varying skill levels for group activities or competitions so they can support and learn from one another. Monitoring Progress (24%), Track students' progress over time with Blooket's progress tracking feature. Determine the patterns of their performance and, if more assistance or resources are required, provide them. The final strategy is Encouraging Reflection (32%) which pushes students to evaluate their work and pinpoint areas in which they can do better. Give them direction and encouragement so they can come up with solutions to their problems.

Q7: Do you constantly use gamification, particularly with this specific Blooket platform that experts suggest using to help your students become more proficient in vocabulary? Why?

Table 5 shows how the techniques recommended by the experts can be implemented by utilizing this platform, as well as their benefits in improving students' vocabulary mastery.

Table 5. Implementing the techniques that the expert has recommended

Do you constantly use gamification, particularly with this specific Blooket platform that experts suggest using to help your students become more proficient in vocabulary? Why?	
(73%) Yes, because	(27%) No, because
think that using gamification to help students improve their comprehension can be very successful, especially when using a platform like Blooket. Gamification can make learning more entertaining and engaging, which can increase student engagement. Students are more likely to be motivated to actively participate in learning when they use an interactive game platform like Blooket, which also fosters student collaboration and teamwork. In addition to fostering stronger social bonds within the classroom, this also helps students advance their social skills and learn from one another. With Blooket, students can practice information analysis, decision-making, and problem-solving by using it to comprehend difficult and critical thinking questions. Having said that, I think that employing Blooket to assist students in gaining more advanced knowledge is a practical and successful strategy.	Even though gamification can be a useful addition to a variety of teaching strategies, it shouldn't be the sole one employed. To better meet the needs of their students, language teachers can employ a range of learning strategies, such as live demonstrations, problem-based projects, and discussion techniques. Consequently, it is not always advised to use gamification with platforms like Blooket exclusively, even though it can be a helpful learning tool. Learning objectives are frequently more successfully attained with a more balanced approach that considers the needs of each student as well as the learning environment.

Language teachers who consistently implement strategies recommended by experts believe that expert input and evaluation are necessary to use effective teaching strategies. This is why language teachers choose which Blooket platforms to use to help students become more proficient in vocabulary. Teaching methods that are endorsed by experts also inspire more creativity and engagement from teachers and learners. However, language teachers who do not always implement the strategies recommended by experts assume that their students follow their strategies and methods, which may not be appropriate for their circumstances or abilities. This is because some of the strategies recommended by experts do not suit the student's abilities and character.

Assessing Language Teachers in Vocabulary Instruction through the Blooket Platform

Q8: What kinds of exams do you typically administer using the Blooket platform to gauge your students' proficiency with vocabulary?

Figure 3 provides an illustration of the different types of tests available in Blooket and how each test can be used to measure students' progress in vocabulary mastery.
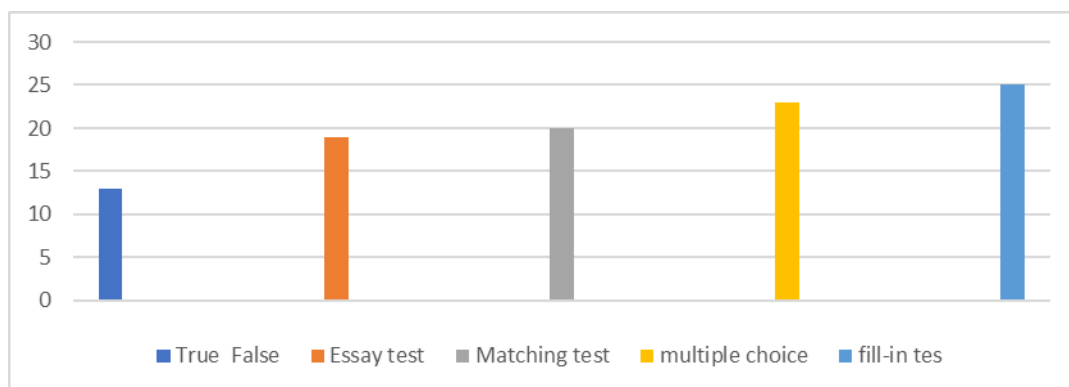
Figure 3. Type of test

Survey data revealed that language teachers most frequently utilized fill-in tests to gauge their students' vocabulary proficiency (25 percent of language teachers used this type of test). The multiple choice test (23%) and matching test (20%) were the next most popular test types among teachers. In addition, language teachers assign essay tests with open-ended questions (19%), and True-False tests (13%), which are the last test type.

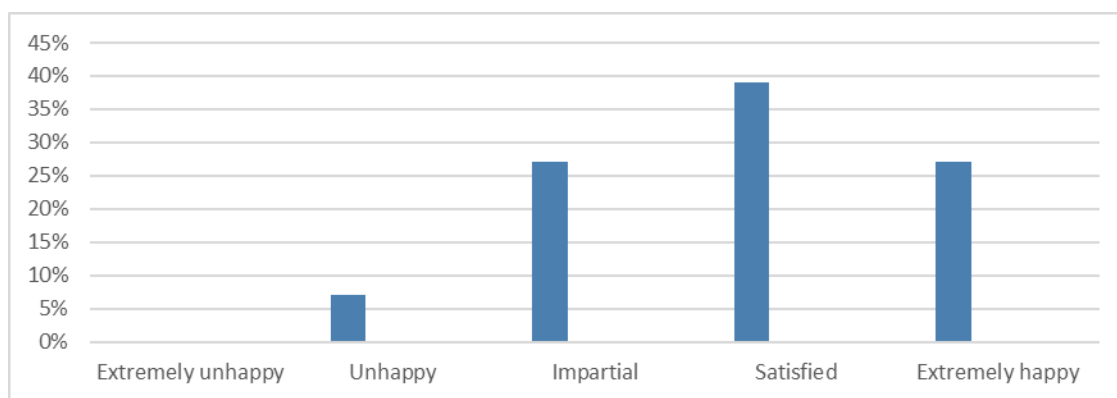Q9: Are you happy with the instructional techniques you have used with the Blooket platform?

Figure 4. Level of Enjoyment

According to the data displayed in Figure 4, 27% of language teachers are extremely satisfied, 39% are satisfied, 27% are neutral, and 7% are dissatisfied with the teaching strategies they have previously used.

Q10: How can teachers and learners enhance their vocabulary using the Blooket platform?

Lastly, the respondents provided advice to language teachers and students on how to use the Blooket platform to help students' vocabulary grow. Table 6 is a summary of these suggestions.

Table 6. Suggestions for language teachers and students

How can teachers and learners enhance their vocabulary using the Blooket platform, in your opinion?	
For Teachers	For learners
Language teachers can design customized vocabulary lists based on their own interests or learning objectives. Language teachers can use Blooket to test themselves and check their understanding of new vocabulary by choosing pertinent terms and definitions. Blooket provides a range of pre-made games and vocabulary sets made by other teachers. Teachers can enhance their learning by using the platform's resource library to find new vocabulary words and pre-made games and quizzes. Teachers can effectively increase their vocabulary and set an example of lifelong learning for their students by utilizing Blooket's features and resources.	Through Blooket, students can take part in vocabulary challenges arranged by peers or language teachers. As they strive to increase their vocabulary, students can stay motivated and monitor their progress by competing with others or setting personal goals. With Blooket, students can create personalized learning objectives and monitor their advancement over time. As they work to expand their vocabulary, students can stay motivated and track their progress by routinely evaluating their performance and setting realistic goals. Through active engagement with the features and resources of the platform, learners can effectively improve their vocabulary and advance their proficiency in language acquisition.

Table 6 outlines various strategies that educators and learners can employ to enhance vocabulary acquisition using the Blooket platform. For educators, Blooket offers the flexibility to create customized vocabulary lists aligned with their teaching objectives and students' needs. Teachers can also leverage pre-made games and quizzes available in Blooket's resource library to enrich their lesson plans. Additionally, the platform allows educators to evaluate students' vocabulary mastery through interactive assessments, promoting a more dynamic and engaging learning experience. By actively utilizing Blooket's features, teachers can set an example of lifelong learning and encourage students to take ownership of their vocabulary development.

For learners, Blooket serves as an interactive tool that enables them to participate in vocabulary challenges organized by their teachers or peers. The competitive element of the platform helps maintain motivation and engagement, encouraging students to strive for improvement. Moreover, learners can set personalized learning goals and track their progress over time, fostering a sense of responsibility in their language development. By engaging actively with the platform's resources, students can enhance their vocabulary proficiency while making the learning process more enjoyable and effective.By integrating these strategies, both educators

and learners can maximize the potential of Blooket as a gamified educational tool, ultimately contributing to more effective vocabulary instruction and acquisition.

Discussions

According to the findings of this study, language teachers use various techniques, especially the Blooket platform, depending on the skill level of students and language teachers to assist students in learning. Language teachers prepare lessons by collecting learning indicators to assess students' progress in vocabulary mastery. Although they do not always do so, language teachers generally prepare their learning indicators before implementing lesson plans in the classroom. In addition, many teaching materials used by teachers come from language books, such as student books and teacher handbooks. Some teachers also use other sources as teaching tools, including Blockets, foreign language books, the internet, and other media such as songs, posters, and dictionaries.

The findings of this research show that repeated practice, reading lots of books, memorizing, and using the Blooket platform are effective ways to improve vocabulary mastery. This aligns with previous research, which highlights the importance of gamification in vocabulary learning. A Calvo-Ferrer (2017) study found that educational games can increase students' learning motivation and vocabulary acquisition through more interesting interactions. Similarly, a study by Rajabov (2024) emphasized that a multimodal approach to vocabulary teaching, including the use of digital tools and gamification, can improve student retention and engagement.

In addition, this study found that language teachers can help students who struggle with vocabulary by utilizing the Blooket platform. The strategies implemented include monitoring student progress and encouraging self-reflection to better understand vocabulary. This finding is consistent with a study by Ningsih and Zuhriyah (2024), which highlights that digital learning environments allow students to practice vocabulary in meaningful contexts, making learning more relevant and applicable. In addition, a study by Wang and Reynolds (2024) emphasized that vocabulary size is highly correlated with academic success and cognitive development, so the use of technology in vocabulary teaching can have a positive impact on student learning outcomes.

Compared to previous studies, this study offers a different perspective by shifting the focus from student learning outcomes to instructional strategies implemented by teachers. While previous studies have explored the effectiveness of applications such as Duolingo and song-based methods in improving students' vocabulary acquisition (Prabawati, 2021), this study highlights how teachers design, evaluate, and adjust gamification techniques over time to optimize students' vocabulary acquisition. These findings also support research by Okyar (2021), which revealed that effective vocabulary learning strategies include the use of repetition, translation, and dictionaries as aids. Thus, this study enriches the literature on vocabulary teaching by providing new insights into how language teachers use gamification to improve vocabulary learning. In addition, this study confirms that the effectiveness of vocabulary teaching strategies depends not only on the methods used but also on the support of students' learning strategies, such as reading, watching, listening to foreign language media, and using interactive platforms such as Blooket. By understanding and implementing these strategies, teachers can be more effective in helping students improve their vocabulary mastery, as supported by theories on technology-based learning and gamification in language teaching (Bayaksud & Razali, 2024).

Conclusion and Implication

This study aimed to analyze the instructional strategies used by language teachers to enhance students' vocabulary proficiency, focusing on lesson planning, assessment techniques, and classroom implementation. The findings revealed that language teachers employ a variety of instructional strategies, including gamification through Blooket, repeated practice, memorization, and extensive reading. Teachers also highlighted that integrating interactive and contextualized learning experiences significantly improves students' vocabulary retention.Regarding lesson planning, teachers prepare learning indicators, select instructional materials from books and online resources, and design engaging vocabulary exercises. Assessment techniques such as quizzes, collaborative activities, and self-reflection tasks help track students' progress. Classroom implementation varies based on students' needs, incorporating Blooket's gamified learning approach to foster engagement and motivation. These findings align with prior studies emphasizing the importance of technology-enhanced and gamified learning in vocabulary acquisition.

This research provides valuable insights for EFL teachers, policymakers, and curriculum developers. The findings highlight the potential of gamification in making vocabulary instruction more effective and engaging, suggesting that educators should integrate digital tools like Blooket to enhance student learning. The study also emphasizes the importance of combining multiple teaching strategies to cater to diverse learning preferences, reinforcing the need for professional development programs that train teachers in innovative instructional methods.

Despite its contributions, this study has certain limitations. First, the sample size was limited to 15 teachers from a single institution, which may affect the generalizability of the findings. Second, the study relied on self-reported data, which may be subject to bias. Third, the study focused on short-term vocabulary retention rather than long-term mastery. Future research should explore a larger and more diverse sample, incorporate longitudinal studies to assess the long-term impact of gamification, and use mixed-method approaches for a more comprehensive analysis.

Future studies should investigate how different gamification platforms compare in their effectiveness for vocabulary learning. Research should also explore students' perspectives on gamified learning to determine the most effective strategies from their viewpoint. Additionally, further studies should examine the impact of teacher training on the successful integration of gamification in EFL classrooms. Lastly, incorporating experimental designs with control groups could provide stronger evidence of the effectiveness of gamification in vocabulary instruction.In conclusion, gamification, particularly through Blooket, has significant potential for enhancing vocabulary teaching. However, continuous adaptation and evaluation of teaching strategies are necessary to ensure long-term effectiveness and student engagement in EFL learning environments.

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