

Using Baamboozle To Improve Non-Major Students' Vocabulary Retention

Hoang Binh Minh, Nguyen Thi Thu Hien, Ngo Thi Bich Ngoc
Faculty of Foreign Languages, Thai Nguyen University of Education, Viet Nam

Abstract-

Game-based learning methods have gained acceptance recently, especially among millennials who are influenced by digital technology and prefer dynamic learning environments. Baamboozle, a game-based learning platform, is of interest to researchers and educators due to its distinct game components and positive learning outcomes. In a study with 40 first-year non-English majors, Baamboozle was found to significantly improve grammatical proficiency after an eight-week experimental instruction period. The study examines the impact of Baamboozle on vocabulary proficiency and student attitudes towards technology in vocabulary acquisition. The results show that Baamboozle was effective, with students finding it enjoyable for studying vocabulary.

Index Terms- *Vocabulary; Game-based platforms; Bamboozle; Vocabulary retention.*

Date of Submission: 09-07-2023

Date of Acceptance: 19-07-2023

I. INTRODUCTION

Rationale

Mastering vocabulary is crucial for learning a language, and it significantly impacts students' performance in language tasks. Vocabulary plays a fundamental role in conveying ideas, activities, and attitudes. Effective vocabulary learning techniques are necessary to develop language skills. Strategy education can benefit students by improving their learning and making them confident and autonomous learners. Various studies have explored vocabulary learning methods and highlighted the importance of systematic vocabulary instruction. Vocabulary development is crucial for both native and foreign language acquisition. Incorporating student-centered teaching approaches and game-based learning, like Baamboozle, can enhance vocabulary acquisition and retention. Digital games designed for educational purposes can maximize the learning process.

In this research, Baamboozle was used to enhance English vocabulary among non-English majors.

Aims and Objectives of the Research

The purpose of the study is to evaluate the students' initial vocabulary retention level when applying that method. It also is hoped to investigate the effectiveness of using Baamboozle among first-year non-English majors.

Research question

- a) How does the use of Baamboozle affect non-English majors' vocabulary retention?
- b) What are the students' attitudes towards the use of Baamboozle in learning vocabulary?

Scope of the research

The scope of this study was carried out in a class of non-major students at Thai Nguyen University of education, Thai Nguyen city (TNUE), about 40 students. All the students are in the first year at TNUE.

Significance of the research

The results of this study may be helpful to pupils since they may provide them the opportunity to broaden their vocabulary. In other words, they could provide students a fresh, beneficial method for acquiring new terminology. It may be useful to instructors or teachers as well, since it might provide them with a new tool to help them teach English more effectively. Future studies may find value in the findings because they may show how Baamboozle might help students retain language better, highlighting the need of creating relevant learning resources for students to improve vocabulary acquisition.

II. LITERATURE REVIEW

Vocabulary

Vocabulary is a crucial skill to master, aiding the acquisition of reading, speaking, writing, and listening abilities in a foreign language (Nation, 2013). Learning vocabulary can be challenging as it involves grasping words, phrases, and their meanings. Understanding the concept of words is essential for vocabulary acquisition and language use (Decarrico, 2001; Nation, 2000).

Sulistianingsih et al. (2019) define vocabulary as a collection of terms used in a specific language. Vocabulary retention, the ability to remember information over time, depends on teaching quality, learner interest, and meaningful materials (Richards & Schmidt, 2002).

Effective vocabulary learning methodologies are vital to encourage retention and take advantage of language learning opportunities (Lockhart, Craik, & Jacoby, 1976). Without a strong vocabulary and effective techniques, learners may struggle to utilize the language in different contexts (e.g., listening to native speakers, reading, watching television) and reach their full potential.

Bamboozle

Bamboozle is an online educational game that allows teachers to create interactive quizzes and activities for their students. It is similar to a quiz competition and can be played in the classroom or remotely. Bamboozle does not require students to create an account to participate. The game is played by ringing a bell for each group, and the teacher directs the game based on the material delivered. Bamboozle provides a wide range of activities, and teachers can create their own assignments or use pre-made ones. To access the games, users can click the "Play games" button or visit the website <https://www.baamboozle.com/games>.

Teachers can set a PIN number to enter the classroom, and there are options to play, study, view a slideshow, or edit the quiz. Bamboozle is a useful tool for learning English vocabulary as it gamifies interactions and keeps students engaged. It offers a variety of questions that can be randomized, and time limitations can be adjusted. The colorful and interactive nature of Bamboozle increases students' concentration and motivation in learning vocabulary.

Bamboozle allows for assessing students' comprehension and facilitates the acquisition of new information and understanding. It is an effective strategy for teaching vocabulary to young learners, as it makes learning enjoyable and less boring. Vocabulary games in Bamboozle improve students' conversational skills and their ability to use English in a flexible manner.

III. METHODOLOGY

The study included both qualitative and quantitative research methods. The experimental instruction lasted 8 weeks (as shown in Table 1). To begin, 40 first-year non-majors were asked to complete a pre-questionnaire designed to assess students' perspectives regarding the importance of vocabulary in language learning. A pre-test was also administered during the first week of the study to assess the students' vocabulary learning patterns and beginning levels. The pre-test was 40 minutes long and consisted of 30 multiple-choice questions. The researcher was present to monitor the class and ensure that no one copied from another student. Before the exam, the researcher briefed them, instructing them to carefully read each question and select the proper responses. The teacher then gathered and analysed their responses. Students completed 6 practice examinations on papers based on activities on Bamboozle from week two to week seven. Students took one practice test every week. Last week, students took a 40-minute post-test with 30 multiple-choice questions. The researcher provided students the final test. The results were compared to the results of the pre-test to evaluate if there was any improvement in students' vocabulary learning after going through the learning process.

IV. FINDINGS AND DISCUSSION

The study's findings, which were compiled using pre- and post-questionnaires as well as pre- and post-tests, are listed below.

Pre-questionnaire and post-questionnaire results

The results of pre-questionnaire

The students' positive attitudes towards vocabulary retention indicate their understanding of its importance in effective communication and their motivation to engage in vocabulary-related activities. This motivation plays a crucial role in their willingness to invest time and effort into vocabulary learning, leading to enhanced language proficiency and communication skills. Educators can capitalize on this by incorporating interactive and engaging activities, such as Bamboozle, to facilitate vocabulary acquisition and retention. This approach enhances student engagement, promotes active learning, and contributes to the overall effectiveness of foreign language instruction.

However, the study also revealed that students face challenges in acquiring language, including

difficulties in memorizing word meanings, feeling stressed during the learning process, and struggling to understand complex changes in word class. These findings suggest that students' struggles with vocabulary learning stem from a lack of motivation, insufficient practice, and limited vocabulary retention capacity. Effective interventions are necessary to assist students in strengthening their vocabulary memory and addressing these challenges.

The results of post-questionnaire

After 6 weeks of using Baamboozle for vocabulary learning, students' attitudes toward vocabulary retention have significantly changed. Most students found it interesting and engaging, indicating a notable improvement in their motivation and enthusiasm. Baamboozle effectively captured students' attention and increased their active participation, leading to decreased lack of attentiveness. This intervention has enhanced vocabulary retention, concentration, interest, pronunciation, spelling practice, word class changes, and reduced anxiety. These findings emphasize Baamboozle's effectiveness in supporting students' vocabulary acquisition and overall language learning journey.

Pre-test and post-test results

The results of pre-test

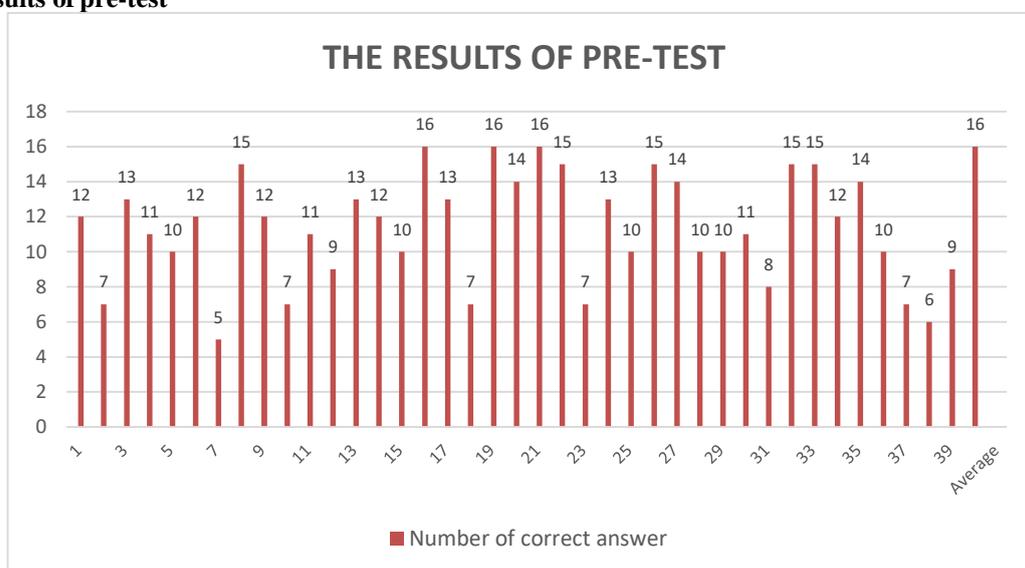


Figure 1. The results of pre-test

The average of 12 correct answers in the table indicates that the students' vocabulary level was below 5 in general prior to utilizing Baamboozle to learn vocabulary. More specifically, about fifteen students performed better than average on the pre-test, whereas the other students all performed below average. The fact that some students performed above average indicates that they might have had a higher vocabulary level even before using Baamboozle. This could be attributed to various factors such as individual interests, prior exposure to language, or personal study habits. On the other hand, the majority of students performed below average, suggesting that they needed more support and guidance in developing their vocabulary skills.

The results of post-test

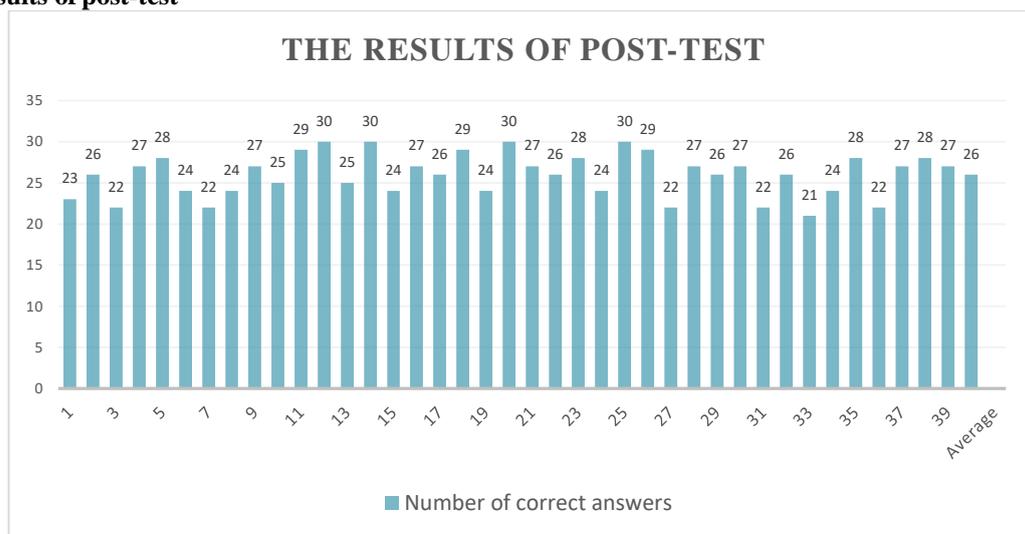


Figure 2: The results of post -test

The chart indicates that after using Baamboozle to learn vocabulary, students' vocabulary levels were often above 5. As shown by the average of 26 correct answers and most of students achieve a score of at least 8. The chart data provides insights into the positive impact of using Baamboozle as a vocabulary learning tool. After utilizing Baamboozle, the average score increased to 26 correct answers, indicating a significant improvement in students' vocabulary levels. This suggests that the interactive and engaging nature of Baamboozle effectively helped students enhance their vocabulary skills.

Comparison of the pre and post-test results

After using Baamboozle to study vocabulary, there were some variances in the correctness of the responses provided by the students. The following table illustrates how important these discrepancies are.

Period	Average number of correct sentences
Before	12
After	26
Deviation	14

Table 1. Changes in the average number of correct sentences

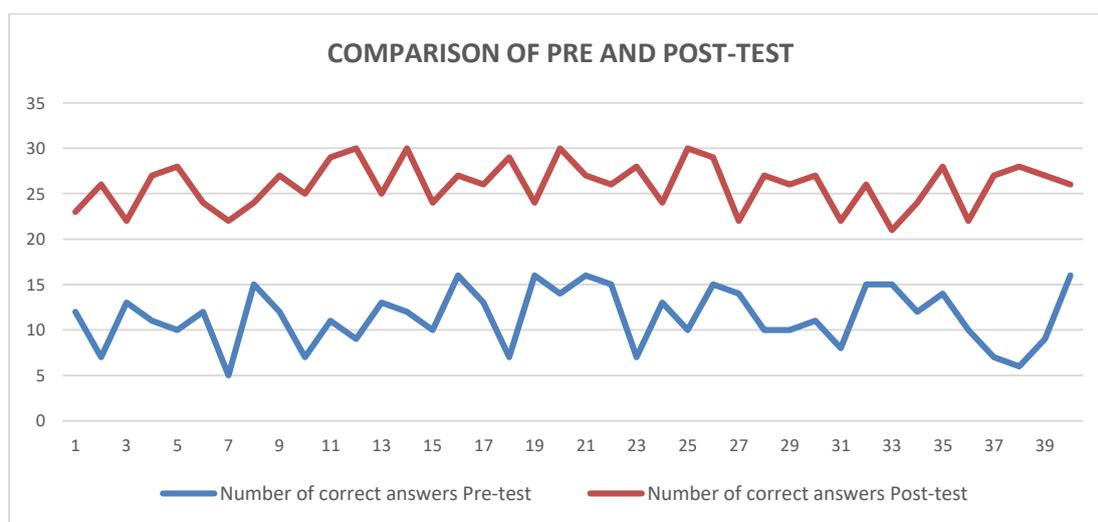


Figure 3: Comparison of pre and post-test

It is clear that the pre-test results were worse than the post-test findings. This indicates that a major portion of students who used Baamboozle to study vocabulary have significantly improved their vocabulary

retention.

The data in the table above show that the average number of right sentences by students has changed significantly. In the pre-test, students had an average of 12 correct responses, however in the post-test, students had an average of 26 exactly sentences.

It is clear that the intervention helped the pupils retain their vocabulary. The proportion of right sentences increased on average. In other words, the students' vocabulary learning significantly improved. As a result, the use of Baamboozle improved the performance of the students.

Findings from weekly practice

The average number of right sentences that students produced each week during practice is shown in the table below.

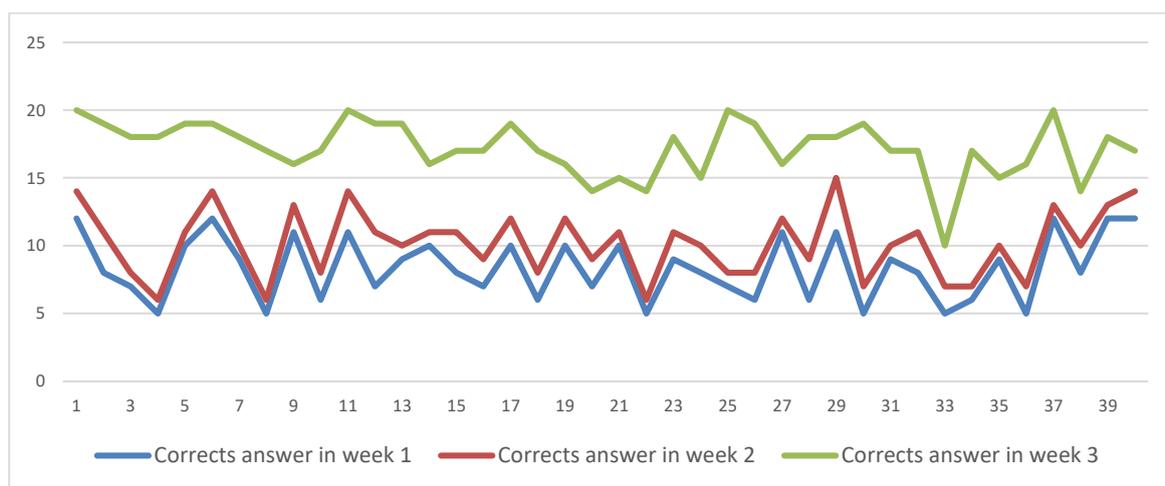


Figure 4: Comparison of weekly test number of correct answers between week 1, week 3 and week 6.

The percentage of accurate replies that students typically provided during weeks 1, 3, and 6 is shown in the information in the table above. The information demonstrates that students' performance increased over time as a result of utilizing Baamboozle on a weekly basis. The average number of correct answers also increased by five. There is no doubting that using Baamboozle helps students remember their vocabulary.

V. CONCLUSION

According to the study's findings, Baamboozle significantly influenced first-year non-majors' growth of vocabulary retention as well as their attitudes toward utilizing technology to acquire new words. Based on the collected data, Baamboozle was demonstrated to be effective. After the research period, students specifically found that utilizing Baamboozle made vocabulary learning more enjoyable.

Based on the findings of the study, the following recommendations are suggested:

First and foremost, if there are more participants, it may be easier to show how effective Baamboozle is in helping students improve their vocabulary. In order to get additional data, future studies may employ Baamboozle with more participants.

The study of the effects that Baamboozle has on students' acquisition of other language skills, like as grammar and pronunciation, is another route that future researchers should take.

REFERENCES

- [1]. Nation, I. S. (2013). *Learning Vocabulary In Another Language*. Cambridge: Cambridge University Press.
- [2]. De Carrico, J. S. (2001). *Vocabulary Learning And Teaching*. CELCE-MURCIA, M. *Teaching English As A Second Or Foreign Language*. Third Edition. London: Heinle Heinle – Thomson Learning.
- [3]. Sulistianingsih, E. E. (2019). The Effect On. Interactive Board Games. (IBG) On Vocabulary. Achievement. . *Journal Of The Association*. .
- [4]. Nation, I. (2000). Review Of What's In A Word? Vocabulary Development In Multilingual Classrooms By N. Mcwilliam. *Studies In Second Language Acquisition* 22.
- [5]. Richards, J. C. (2002). *Longman: Dictionary Of Language Teaching And Applied Linguistics*. England: Pearson Education Limited.
- [6]. Lockhart, R. S. (1976). Depth Of Processing, Recognition And Recall. In J. Brown (Ed.). *Recall And Recognition*. John Wiley & Sons.
- [7]. (N.D.).