APPLYING QUIZIZZ TOOL TO IMPROVE ENGLISH VOCABULARY FOR 3rd GRADE STUDENTS AT QUANG MINH PRIMARY SCHOOL, ME LINH DISTRICT, HANOI CITY

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Abstract: *Although vocabulary knowledge is an important tool for language learners, the performance of primary students in this aspect of learning is still problematic. The researcher found through practice that the main reason for this problem was the lack of student motivation for English vocabulary. Thus, it is highly necessary to conduct action research to improve the vocabulary skills of primary students by using the Quizizz tool. In the study, pre-and post-tests were used to review students' vocabulary perceptions, and surveys using questionnaires were conducted to explore the effects of Quizizz on English vocabulary learning. On the basis of these results, it was concluded that Quizizz had promoted the activity of learning English vocabulary, maintained the motivation for learning and increased learning success. However, Quizizz could hinder the student's intrinsic motivation to learn vocabulary while emphasizing the competitive atmosphere for students to be involved in game-like vocabulary learning activities. These contradictory results led to discussions on how to maximize the positive effects of Quizizz's use and minimize its potential negative effects. Several recommendations have been made, such as conducting correlation research to determine the relationship between Quizizz's use and students' English success, or researching the effects of Quizizz implementation on students' English learning vocabulary success through action research. It is hoped that this paper will be seen as a practical contribution to more effective teaching and learning practices in Quang Minh A primary school and to the ongoing reconstruction of teaching and learning vocabulary.*

Key words: *Action research, learning English vocabulary, Quizizz tool, primary school, primary student.*

1. PROPOSED ISSUE

There is no doubt that English is an important language in today's global world. In recent years, the number of people who have learned English has increased considerably. According to a global study conducted by Statista in 2021, there will be 1.35 billion people in the world who speak English as their mother tongue or second language [1]. Furthermore, [2, p.140] explains that language is not only a way to learn but also a way of seeing, understanding and communicating with the world. Humans use language to communicate. Even introverted learners need to learn English to communicate effectively in English and facilitate other skills learning [3, p.91-108]. Learning a second language or a new language requires the use of vocabulary, rules, and language skills. This understanding will facilitate communication.

Consequently, students must be prepared to master English. To provide students with more superficial knowledge, educators must provide appropriate strategies to stimulate students' interest in learning English vocabulary. A study conducted by [4, p.64-70] showed that students have problems with pronunciation, vocabulary and grammar (language structure). Usually, students still in elementary school feel that it is difficult to retain vocabulary and English words. The researchers investigated the problems described and found practical solutions to improve the vocabulary learning experienced by the 3rd-grade students of the Quang Minh A primary school. Using Quizizz applications to increase their motivation is thought of as a feasible solution.

2. THE RESULT'S STUDY

2.1. Research questions

- What is the impact of using Quizizz on the improvement of English vocabulary learning among 3rd-grade students?

- What is the 3rd-grade students' perceptions of using Quizizz for learning English vocabulary?

2.2. Research approach

The study was conducted as action research in class. Action research is a research method that aims to simultaneously investigate and solve an issue. According to [5], action research is a fancy way of saying let's study what's happening at our school and decide how to make it a better place. Whereas, action research is a form of investigation designed for use by teachers to attempt to solve problems and improve professional practices in their own classrooms. It involves systematic observations and data collection which can be then used by the practitioner-researcher in reflection, decision making, and the development of more effective classroom strategies [6]. Like the studies mentioned above, [7] pointed out action research is a natural part of teaching. Teachers are continually observing students, collecting data and changing practices to improve student learning and the classroom and school environment. Action research provides a framework that guides the energies of teachers toward a better understanding of why, when, and how students become better learners.

In other words, as its name suggests, action research conducts research and takes action at the same time. A highly interactive method, action research is often used in the social sciences, particularly in educational settings. Particularly popular with educators as a form of systematic inquiry, it prioritizes reflection and bridges the gap between theory and practice. Due to the nature of the research, it is also sometimes called a cycle of action or a cycle of inquiry.

One of the most striking examples, [8, p.1] points out the importance of action research is "a common–sense approach to personal and professional development that enables practitioners everywhere to investigate and evaluate their work, and to create their theories of practice". Sharing this idea, [9, p.4] also supports that action research "is a process of systematic inquiry, usually cyclical, conducted by those inside a community rather than by outside experts; its goal is to identify action that will generate some improvement the research believes important".

In this paper, the action research fits to implement a study to enhance vocabulary retention among primary school students through applying Quizizz on vocabulary learning strategies.

2.3. Participants

In this study, the participants are students from one class where one of the researchers is teaching. Of the 40 students (18 girls and 22 boys) of 3rd grade at Quang Minh A primary

school in Me Linh were involved in this research. Students have 4 main periods each week. The students were familiar with traditional teaching methods but the effect was not high. Applying Quizizz was carried out in four weeks to collect and compare the results.

2.4. Research procedures

The research was developed and carried out during 4 weeks at the end of the second term. The participants included 40 students from class 3A4. The action research was conducted using the action research cycle suggested by [10]. Research Procedure is a systematic and structured approach that involves the collection, analysis, and interpretation of data or information to answer a specific research question or solve a particular problem. The study was conducted as follows:
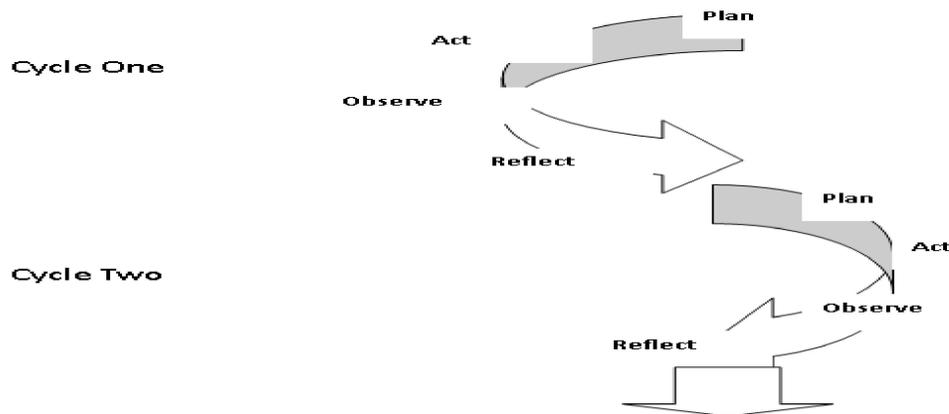
(Adapted from MacIsaac, 1995)

Figure 1: Simple action research model

Based on the characteristics of action research, there are five stages to be conducted within the research cycle: (1) Cycle 1 (Planning identify the problem): Students show low retention rates of new vocabulary introduced in lessons. Plan the Intervention: Implement applying Quizizz to learning English vocabulary, peer teaching, and collaborative vocabulary games; (2) Cycle 2: Action implement: learning new vocabulary through Quizizz exercises such as matching, filling, listening, pronunciation… and games on Quizizz, assign directly at the classroom or home. Data collection methods: Pre- and Post-Tests: Assess vocabulary knowledge before and after the intervention. Observations: Record observations of student engagement and participation during learning activities with Quizizz. Student surveys: Collect students' feedback on the Quizizz learning activities. Teacher's reflective journal: Document reflections on the effectiveness and challenges of the intervention; (3) Cycle 3: Observation analyze data: Compare pre-and post-test scores to measure vocabulary retention. Analyze observation notes for patterns in student engagement and interaction. Summarize survey responses to understand student perceptions. Reflect on journal entries to identify challenges and areas for improvement; (4) Cycle 4: Reflection evaluate the intervention: Determine the impact of learning vocabulary on Quizizz. Assess students' attitudes towards Quizizz. Identify any challenges faced during implementation; and (5) Cycle 5: Modify the plan: Based on the findings, refine the Quizizz activities to address challenges and enhance effectiveness. Findings: Vocabulary retention: Post-test scores show significant improvement in vocabulary retention compared to pre-test scores. Students demonstrate better usage of new vocabulary in speaking and writing activities. Student perceptions: Survey results indicate that students

enjoy learning activities with Quizizz and find them helpful for understanding and remembering new words.

In this paper, the researcher gave a pre-test, then the participants took part in the experimental treatment and finally gave a post-test. Three phases typically make up a one-group pre-test-post-test design. The researcher focused on conducting this research in one class. The design research is shown:

Pre-test	Treatment	Posttest
T1	X	T2

In which: T1: Pre-test of experimental group; X: Treatment; and T2: Post-test of experimental group

To collect the sample, the researcher used a cluster random sampling strategy. Cluster random sampling is very useful when the population is widely scattered. In this study, one class serves as the sample of the third-grade students. The researcher chose 40 students of class 3A4 for being the sample of this research.

In addition, the students' perceptions regarding the use of Quizizz during the workshops were investigated by a questionnaire that was given to the participants in the experimental group. All the gathered data were analyzed quantitatively using a t-test to determine whether there was a significant difference in the student's pre-test and post-test scores within the experimental group. The questionnaire was in the form of closed-ended and open-ended. To respond to closed-ended questions, the participants were required to choose four alternative options, namely: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The alternative options from SA to SD are equal to percentage values. The closed-ended questions were distributed to the participants to find out data dealing with the role of Quizizz in EFL, the benefits of utilizing Quizizz, Quizizz as a motivation booster, effects of Quizizz on students' learning achievements, shortcomings of using Quizizz, and students' expectations. In analyzing the data of the questionnaire, the researchers used percentage analysis. To respond to opened-closed questions, the participants were required to ask for their opinions as well as attitudes about applying Quizizz to improve their English vocabulary. In addition, the survey also aimed to find out the advantages and disadvantages of using Quizizz. The analysis of the results allowed the researchers to answer the research questions and draw conclusions.

2.5. Data analysis and findings

2.5.1. Impact of applying Quizizz on improving vocabulary for 3rd grade students

As mentioned above, the research question given in this research is: What is the impact of applying Quizizz on improving English vocabulary for 3rd-grade students? This research aims to determine whether using Quizizz application is effective for improving students' vocabulary. This research used the Quizizz application to learn vocabulary from February 1st to March 1st, 2024 at Quang Minh A primary school. One class was randomly chosen by the researcher as the sample. To measure the impact of Quizizz on students' vocabulary acquisition, the author of the study conducted two tests:

Test 1 was conducted before students applied Quizizz and test 2 was conducted after students studied vocabulary with Quizizz. Test 1 was conducted directly in the classroom, with the observation of the teachers. Experimental group ensuring that no phenomenon of copying or cheating occurred. Students' vocabularies were evaluated based on several criteria, namely, meaning, spelling, pronunciation, word classes, and word use.

In this research, the pre-test was administered initially, followed by the administration of the treatment. Finally, in the last session, the researcher conducted a post-test to evaluate the student's improvement in vocabulary mastery. This sequential approach allowed the researcher to assess the impact of the treatment by comparing the students' performance before and after receiving the intervention. The post-test served as a measurement tool to gauge the extent of improvement in the student's vocabulary skills following the treatment.

The results showed that the Quizizz application was successful in enhancing students' vocabulary in terms of meaning, word use, and pronunciation after using the Quizizz application as a treatment in the table below.

Table 1: The comparison of the student's scores in pre-test and post-test

No	Class	Range	Pre-test		Post-test	
			F	P	F	P
1	Excellent	85-100	3	7,5	12	30
2	Good	70-84	8	20	23	57,5
3	Enough	55- 69	18	45	5	12,5
4	Poor	45-54	9	22,5	0	0
5	Very poor	<45	2	5	0	0
Total			**40**	**100,0**	**40**	**100,0**

The data table above indicates that the student's vocabulary mastery has improved, as seen from the percentage of excellent, good, enough, and poor which is higher than the percentage of the pre-test. Table 1 shows that before being given treatment, in the pretest, there are only 3 students scored "excellent", 8 students scored "good", 18 students scored "enough", 9 students got a "poor" score and 2 students got a "very poor". In contrast, when therapy was complete, 12 kids had "excellent" scores on the posttest, 23 students received a "good" score, and only 5 students scored "enough".

Table 2: The result of mean scores of pre-tests and post-test

Test	Mean
Pre-test	48,89
Post-test	81,66

This table shows the results from the pre-test and post-test. It indicated that there was a significant difference between the mean score pre-test which is 45 (Poor) and the post-test is 82.13 (Excellent).

The Improvement of Percentage

$$\% = \frac{X2 - X1}{X1} \times 100 = \frac{81,66 - 48,89}{48,89} \times 100 = 67,02\%$$

The percentage increase in student scores from pre-test to post-test is shown in the computation results above. The results showed that students' vocabulary comprehension increased by up to 67,02%. This growth can be considered very good because the Quizizz application allows students' vocabulary to be expanded through a variety of methods or via the usage of various media. In conclusion, the use of the Quizizz application was very beneficial for improving students' vocabulary mastery, therefore this application is one of the recommended applications for teachers to use while teaching vocabulary.

2.5.2 What are the students' perceptions of using Quizizz to learn English foreign language vocabulary?

Based on data analysis, the researchers continued to describe students' perceptions of the utilization of Quizizz in English vocabulary learning. The results of closed-ended questions provided information regarding the abundance of Information and Communication Technology (ICT) tools to use Quizizz, the role of Quizizz in English foreign language (EFL), the benefits of utilizing Quizizz, Quizizz as a motivation booster, the effects of Quizizz on students' learning achievements, shortcomings of using Quizizz, and students' expectations. In conjunction with the use of Quizizz, all the students agreed that technological devices are available for applying Quizizz such as: mobile phones, laptops, computers, and tablet computers,... For instance, the existence of language and ICT tools eased students in learning English vocabulary. The use of ICT tools makes knowledge acquisition more accessible. It also provides students a chance to have a better concept and understanding of the learning process. In other words, proper ICT facilities bring a more effective, active, and supportive learning atmosphere and finer results.

In line with this, 68,0% of students showed a strong agreement on the important role of Quizizz in English vocabulary learning. It has a key role in EFL as stated by around 79,0% of students. The use of Quizizz has provided a fresh learning atmosphere, presented a new learning model, and facilitated inside and outside classroom learning activities. Therefore, Quizizz is considered a powerful tool for educational change and reform. It plays an essential role in creating a new model of teaching and learning. The emergence and development of ICT have shifted the way English teachers and students embrace materials, techniques, and media used in teaching and learning activities. Dealing with motivation, 65,0% of students said that Quizizz improved their learning motivation. Learning English by using Quizizz was fun as mentioned by 65,0% of students. Thus, learning vocabulary was more interesting. Intrinsic motivation encourages students to perform better and gain higher learning achievement. Table 3 reveals data about students' perceptions of the role of Quizizz in EFL.

Table 3: The role of Quizizz in EFL

No	Statement	SA	A	SD	D
1	Quizizz is important for learning vocabulary	68,0%	32,0%	0,0%	0,0%
2	Quizizz facilitates learning activities	79,0%	21,0%	0,0%	0,0%
3	The use of Quizizz increases student's motivation	30,0%	65,0%	2,0%	3,0%
4	Learning English with Quizizz is fun	35,0%	60,0%	0,0%	5,0%

Quizizz brought more benefits, around 55,0% of students agreed that Quizizz was easy to use and it offered students more opportunities to engage in teaching and learning activities. Quizizz enables students to be more in the teaching and learning process by accessing, selecting, organizing, and interpreting information and data gained from various resources. Integrating Quizizz encourages students to be more independent learners and actively involved in finding resources, sharing ideas, and presenting results. In this process, the teacher's role is as a facilitator who assists students in solving their problems by guiding and directing them. A teacher is also an assessor who reviews and evaluates learners' work. Furthermore, around 65,0% of students stated that Quizizz was interesting and convenient for learning vocabulary. It facilitated collaborative, active, interactive, and communicative learning. Learning by applying Quizizz games helped students work together well, communicate with each other easily, and build an interactive learning atmosphere. Collaboration and communication have positive effects on students' social relationships as well. Good social relationship enables

students to do their tasks together easily since it is possible for them to communicate everything and handle it together. They will not be reluctant to build interactive discussions to communicate problems in doing their assignment.

Moreover, around 60,0% of students said that they can improve pronunciation through Quizizz, student can also access learning materials easily to boost other skills such as writing, reading, and speaking. They can use materials taken from the internet whether as main or supplementary materials which support them during the learning process. As a communicative tool, Quizizz presents a system that facilitates communication between teachers and students or among students. Therefore, communication gaps and barriers can be minimized and eliminated by using Quizizz. Students have various alternative communication media by making use of it. Table 4 shows data on students' responses to the benefits of utilizing ICT.

Table 4: *Benefits of using Quizizz*

No	Statement	SA	A	SD	D
1	It is easy for students to use Quizizz even without their parent's or teacher's help.	40,0%	55,0%	0,0%	5,0%
2	Activities on Quizizz are interesting for students to study.	35,0%	60,0%	0,0%	5,0%
3	Learning on Quizizz is convenient because students can stay at home and do all the tasks.	40,0%	55,0%	0,0%	5,0%
4	It helps students remember the words that they learnt and played on Quizizz.	35,0%	60,0%	0,0%	5,0%
5	Students could get the points and results immediately after they did homework.	100,0%	0,0%	0,0%	0,0%
6	Helps students listen to the questions and words that they don't know on Quizizz so that they can improve their pronunciation.	30,0%	60,0%	0,0%	5,0%
7	Vocabulary on Quizizz is presented with images together with sound so it is easy to learn new words.	30,0%	65,0%	0,0%	5,0%
8	Homework that the teacher assigns on Quizizz is flexible to assess.	35,0%	55,0%	0,0%	10,0%
9	Students can find any topics they have an interest from the Quizizz library.	25,0%	70,0%	0,0%	5,0%
10	Checking students' memory through test online met the time demand.	30,0%	65,0%	0,0%	5,0%

About Quizizz and learning achievement. Most students agreed that Quizizz helped them to improve their English achievement. Moreover, Quizizz promoted the improvement of English vocabulary as stated by 65,0% of meaning, 65,0% of spelling, 65,0% of pronunciation, 55,0% of word classes, and 60,0% of word use. Additionally, 35,0% and 60,0% of students agreed that the integration of Quizizz into English learning enabled them to enrich their grammar knowledge. Since, Quizizz provides access to enormous learning sources, it therefore helps students to use it in searching any learning materials. For example, students can practice and increase listening and speaking new words by using the sound system. Furthermore, they can enhance their writing vocabulary by doing assignments online according to the topic they need from the library. In addition, they can improve their capacity of reading comprehension by reading texts. Reading various texts helps students to enrich their vocabulary. They can find a lot of new vocabulary through reading. They also may learn

English structure through identifying and learning sentences in reading text. In short, the utilization of Quizizz in EFL has considerably facilitated the enhancement of students' English achievement. Table 5 describes students' perceptions of the effects of Quizizz on their learning achievement.

Table 5: The effects of Quizizz on improving students' vocabulary

No	Statement	SA	A	SD	D
1	The improvement of students' vocabulary in terms of meaning	30,0%	65,0%	0,0%	5,0%
2	The improvement of students' vocabulary in terms of spelling	30,0%	65,0%	0,0%	5,0%
3	The improvement of students' vocabulary in terms of pronunciation	30,0%	65,0%	0,0%	5,0%
4	The improvement of students' vocabulary in terms of word classes	35,0%	55,0%	0,0%	10,0%
5	The improvement of students' vocabulary in terms of word use	35,0%	60,0%	0,0%	5,0%
6	The improvement of students' vocabulary in grammar	35,0%	60,0%	0,0%	5,0%

Despite the numerous benefits, the application of Quizizz in English vocabulary learning might potentially cause several problems. 40,0% of students expressed their agreement with the statement that the internet distracted their focus while learning. The students found it challenging to concentrate on the lesson when they used the internet because they tended to use it for other activities as well, such as: playing online games and accessing social media. Students might be distracted by various elements on the internet thus proper control is needed to anticipate it. In contrast to the shortcomings above, 30,0% and 50,0% agreed that they had enough equipment to use Quizizz. 80% of students said that it was not hard to use technological devices. Furthermore, 60,0% of them said that it was easy to gain ICT literacy. Moreover, 20,0% and 60,0% of them said that the network was available and smooth for using Quizizz. A small number of students thought that the security was not good. For instance, they can cheat while doing homework or playing games without the teacher knowing. Students can search on other sites, share screens, etc. Teachers must consider when giving students homework.

Table 6: Shortcomings of using Quizizz

No	Statement	SA	A	SD	D
1	The internet distracts focus	15,0%	25,0%	20,0%	40,0%
2	It is hard to use technological devices	10,0%	10,0%	30,0%	50,0%
3	Network doesn't work properly	10,0%	10,0%	20,0%	60,0%
4	Supporting technological devices are not sufficient	0,0%	10,0%	30,0%	60,0%
5	Students lack of digital literacy	0,0%	10,0%	30,0%	60,0%
6	Security is not good	10,0%	25,0%	20,0%	45,0%

To the expectation, a great number of students expected to have more opportunities to make use of Quizizz in teaching and learning activities. They also hoped to have more interactive activities from tasks on Quizizz. In addition, they were eager to be involved in learning activities with various topics and subjects. Students' expectations indicate that it is necessary to organize safe online tests to evaluate correctly students' capacity and improvements. In agreement with the results of closed-ended questions, the results of open-ended questions revealed similar data.

According to students, the utilization of Quizizz in learning vocabulary brought both advantages and disadvantages. The students mentioned promoting learning activity, nourishing motivation, and elevating learning achievement as the main advantages of using Quizizz in learning. Meanwhile, hindering focus with online games and exposure to unfair data when taking online tests with Quizizz or internet distractions were the potential disadvantages of applying Quizizz in learning. One of the students states that the use of Quizizz in EFL has positive and negative sides. Learning English through using technological devices is very interesting and fun. Thus, we are not easily get bored and have high motivation to study. However, sometimes, a few students misuse it. For example, we prefer to use the internet for playing games more than getting knowledge from the lesson contents. we do not focus on the lesson. Another student asserts that technology makes it easy to do everything including learning. We often practice vocabulary exercises and other English skills on Quizizz. It helps us a lot. But a few students only play various games to relax or comfort their feeling of winners. The other student mentioned that we enjoy studying by using technological devices. We usually use Quizizz to help us understand the lesson content given by the teachers better when practicing more at home. We will know the right or wrong answers immediately and get a score to try to get better results next time. Those activities help us to be better learners and gain higher achievement in learning. Quizizz should be used more in teaching and learning activities because it has many benefits.

The data of closed-ended and open-ended questions indicated that the students generally had positive perceptions towards the utilization of Quizizz in English vocabulary learning. However, since Quizizz also brought some disadvantages, it is important to anticipate the problems for the successful integration to support better learning outcomes. In other words, ICT is a double-edged sword that may hinder or support students' English learning success. Hence, to maximize the benefits and minimize the shortcomings, the availability, effectiveness, and suitability of the Quizizz used in a certain educational context need to be carefully considered and determined.

3. CONCLUSION

In short, the Quizizz version of a combination of a variety of question types and speed has proven to be effective for students to learn vocabulary, as it created not only challenges but also interests to motivate students to concentrate more on the process of learning vocabulary. This finding not only contributed to the research on using technology in teaching and learning vocabulary but also shed light on teachers to keep being creative in using game-based applications such as Quizizz to boost the students' engagement, excitement, and motivation to achieve the learning outcomes of the course. Even though the research received positive findings, there appeared some limitations. First, the study lasted for a short period, just eight weeks, and the sample size was rather small, with just 40 students. In addition, the vocabulary tested in the tests was in the course book, and students were told that they would encounter this vocabulary in the tests. Although the contexts of the questions of the tests were different, this awareness might affect the results of the tests as students were aware of the importance of learning the vocabulary for the tests. Moreover, because of the tight schedule of students, the

researcher couldn't include many questions in the questionnaires. Therefore, the research could not examine deep insights into other types of perception related to using technology in teaching and learning.

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ỨNG DỤNG CÔNG CỤ QUIZIZZ ĐỂ CẢI THIỆN TỪ VỰNG TIẾNG ANH CHO HỌC SINH LỚP 3 TRƯỜNG TIỂU HỌC QUANG MINH A

Tóm tắt: Mặc dù, kiến thức từ vựng là một công cụ quan trọng đối với người học ngôn ngữ thứ hai và người học ngoại ngữ, tuy nhiên, kết quả học tập của học sinh tiểu học vẫn còn thấp. Qua thực tế, tác giả nhận thấy rằng lý do chính của vấn đề này là học sinh không hứng thú với việc học từ vựng tiếng Anh. Do đó, rất cần ứng dụng nghiên cứu hành động nhằm cải thiện kỹ năng từ vựng của học sinh tiểu học bằng cách sử dụng công cụ Quizizz. Trong nghiên cứu, tác giải đã sử dụng các bài kiểm tra trước và sau nhằm đánh giá nhận thức về từ vựng của học sinh và sử dụng bảng câu hỏi khảo sát để tiến hành tìm hiểu tác động của Quizizz đối với việc học từ vựng tiếng Anh. Trên cơ sở các kết quả khảo sát có thể kết luận rằng Quizizz đã thúc đẩy hoạt động học từ vựng tiếng Anh, duy trì động lực học tập và tangw lhar năng thành công trong học tập. Tuy nhiên, Quizizz cũng cản trở sự tập trung của học sinh và khiến học sinh dễ bị lạm dụng. Những kết quả trái ngược này đã dẫn đến cần có các cuộc thảo luận về việc sử dụng tối đa hóa tác động tích cực của ứng dụng Quizizz và giảm thiểu các tác động tiêu cực tiềm ẩn của nó. Một số khuyến nghị đã được đưa ra, ví dụ như tiến hành nghiên cứu tương quan để xác định mối quan hệ giữa việc sử dụng Quizizz và thành công trong học tiếng Anh của học sinh, nghiên cứu tác động của việc triển khai Quizizz đối với việc học từ vựng tiếng Anh của học sinh thông qua nghiên cứu hành động. Bài viết hy vọng rằng sẽ là một đóng góp thiết thực cho công tác đổi mới hoạt động dạy và học từ vựng Tiếng Anh ở trường tiểu học Quảng Minh A.

Từ khóa: Nghiên cứu hành động, học từ vựng tiếng Anh, công cụ Quizizz, trường tiểu học, học sinh tiểu học.