

COMPARATIVE STUDY OF PRE-SERVICE TEACHERS' AND TEACHER EDUCATORS' PERCEPTIONS OF USING GAMES AND SONGS IN EFL VOCABULARY TEACHING

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ABSTRACT— Games and songs are progressively considered practical educational tools in EFL classrooms, particularly for vocabulary acquisition. Nevertheless, recent research has yet to adequately capture the perspectives of both pre-service teachers and teacher educators within the Vietnamese educational setting. This research delves into the perspectives of pre-service teachers and teacher educators on the benefits, challenges, and roles of using games and songs in EFL vocabulary development while drawing a comparison between these two distinctive groups. This study employed a mixed-methods design including 100 pre-service teachers and 9 teacher educators at HUFLIT, who answered questionnaires. In addition, 10 pre-service teachers and 3 teacher educators were selected for semi-structured interviews. Based on the gathered data, both groups highlight the advantages of these activities in better involvement and vocabulary recall. Nonetheless, although these tools bring an enjoyable learning atmosphere, some difficulties also occur. In terms of the comparison of perceptions, although both groups evaluate these tools for motivation and memory, they are different in priority. Pre-service teachers concentrate more on student engagement and play a role as facilitators who adjust classroom tasks to support learners. On the contrary, teacher educators place emphasis on pedagogical value and academic standards and regard themselves as mentors who provide indispensable models and management strategies for long-term integration.

Keywords— games and songs, pre-service teachers, teacher educators, EFL vocabulary development, comparison of perceptions.

I. INTRODUCTION

English as a Foreign Language (EFL) teaching has gone through a significant change in recent years, in which traditional teaching methods were replaced by more participatory and learner-centered approaches [1]. Among these, games and songs have become one of the inventive and appealing ways of aiding vocabulary learning [2]. Moreover, vocabulary is not only a fundamental element of communication, but it is also essential for developing receptive skills and productive skills.

Given the setting of EFL classrooms, particularly in a country such as Vietnam where English is not the language of the majority, it is a considerable challenge to ensure that vocabulary acquisition is fun, memorable and meets the needs of the students. Games and songs, therefore, can provide an effective solution by creating an active and interactive learning environment that improves learners' interest, recall and passion. Although games and songs in vocabulary teaching have received widespread recognition, a significant gap remains in understanding how these practices are perceived by those who will soon implement them in real classroom settings, namely, preservice teachers and their trainers, teacher educators [3].

Furthermore, if pre-service teachers view games and songs as valuable tools but lack the crucial instruction or confidence to apply them effectively, their potential remains unfulfilled. Conversely, if teacher educators have differing viewpoints or provide limited pedagogical support for such methods, the adoption of these strategies in real classroom contexts might be limited. Therefore, this research aims to explore and compare the beliefs of these two groups, which narrows the gap between theory and practice in vocabulary instruction for EFL learners.

Accordingly, this study seeks to answer the following research questions:

- RQ1: What are the perceptions of pre-service teachers and teacher educators regarding the benefits, challenges and roles of using games and songs in vocabulary teaching?
- RQ2: What similarities and differences exist between pre-service teachers and teacher educators in their views on the benefits, challenges and roles?

The continuation of this paper is organized as follows: Section 2 reviews the theoretical framework and prior studies on the use of games and songs in EFL vocabulary instruction. Section 3 details the research methodology, including participants, instruments, and data collection procedures. Section 4 describes and interprets the empirical findings related to the perceptions of pre-service teachers and teacher educators regarding the benefits, challenges, and professional roles in using games and songs for vocabulary instruction. Finally, section 5 brings the study to a close by summarizing the key findings, underscoring pedagogical implications for teacher education and proposing directions for future research.

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II. LITERATURE REVIEW

Vocabulary is a cornerstone of language learning because learners cannot communicate successfully without adequate lexical knowledge. Therefore, learning a word involves not only its form and meaning but also its use in diverse contexts [5]. In fact, many teachers remain inconclusive and unconfident in efficient vocabulary teaching, so they often apply rote memorization techniques that may discourage learners [6]. Additionally, Nation (2013) [7] underscored that effective vocabulary learning requires repeated exposure, substantive interaction, and learner engagement, which are pivotal determinants for vocabulary development in EFL contexts. Given these principles, methodological approaches such as games and songs have been widely adopted because they establish authentic, repetitive, and stimulating learning environments that support vocabulary acquisition.

A. GAMES IN EFL VOCABULARY LEARNING AND TEACHING

1. BENEFITS

Firstly, games cultivate affectively supportive learning environments by changing vocabulary learning from passive memorization into active participation. Games bring enjoyment and act as a refreshing break from routine classroom activities, so they are appropriate for learners' interests [8]. Substantial evidence suggested that learners express higher attention and performance when they respond with increased motivation [9]. This positive affective shift motivates learners to participate actively and experiment with lexical acquisitions in authentic communicative settings [10]. Collectively, these findings show that games occupy a pivotal position in fostering learners' motivation, which is a fundamental condition for proficient vocabulary development in EFL classrooms.

Secondly, games have been considered an indispensable instrument for enhancing vocabulary acquisition and long-term retention through the provision of pedagogically purposeful encounters. Contrary to rote memorization, games insert target vocabulary into purposeful contexts, which supports understanding and memory retention [11]. As reported in [12], games facilitate repeated exposure in an enjoyable manner, while recent research confirmed that game-based learning promotes active participation and reinforces learning through feedback and rewards [13]. Hence, game-based activities contribute not only to vocabulary acquisition but also to the retention of lexical items through systematic lexical recurrence.

In addition to cognitive advantages, games afford affective and social advantages by promoting interaction and decreasing language anxiety. Games encourage cooperation, peer interaction, and purposeful communicative output in a conducive learning climate [8,9]. Research also indicated that game-based activities lower learners' anxiety and foster confidence by offering low-risk opportunities for language practice [14]. These communicative frameworks empower learners for authentic communication and help them apply vocabulary more fluently and confidently.

2. CHALLENGES

One commonly cited barrier to integrating vocabulary games into the EFL classroom is the lack of time and the pressure of a rigid curriculum. Teachers are often under strong pressure to meet curriculum targets, and the additional time required for game preparation, explanation of rules, and classroom organization may threaten lesson pacing [15]. Moreover, classroom implementation itself may reduce time for explicit explanation and repetition, which are essential for vocabulary learning [9]. As a result, teachers may consider games motivating but impractical within tight curricular schedules.

An enduring obstacle is resource scarcity, particularly in resource-constrained educational contexts. Some gamified learning modalities require log on technological tools, proprietary software, or exclusive materials, which may be prohibitively expensive for many schools [16]. This study also indicated that the lack of technological resources, limited financial resources, and lack of technical support significantly obstruct the adoption of play-mediated learning [16]. Such structural barriers often discourage teachers from applying games in real classroom practice successfully, especially among pre-service teachers.

In spite of their incentive potential, games do not always bring pedagogically effective benefits when teachers lack inadequate professional training. Particularly, games may become entertaining activities without obvious learning objectives [17], while [18] stressed the need of adapting games to meet vocabulary learning targets. Many teacher education programs do not provide sufficient methodological training on how to design or choose vocabulary games, which leaves teachers unsure how to adapt games with instructional goals. This pedagogical gap strongly influences teachers' and pre-service teachers' perspectives of the practicality of games in vocabulary teaching.

Finally, games may also lead to classroom management challenges, particularly in large or diverse ability EFL classes. [19] showed that managing varied student behaviors and maintaining a disciplined attitude remain substantial concerns for EFL teachers. These classroom management requirements accompany differences in learner engagement, confidence, and learning pace, which make teachers view games as complicated to control rather than supportive and reliable instructional tools.

B. SONGS IN EFL VOCABULARY TEACHING

1. BENEFITS

Songs have gained significant traction as an effective pedagogical resource in EFL vocabulary instruction because of their close correlation with learners' everyday experiences and emotional engagement. While music is a familiar and motivating platform, songs create an enjoyable learning atmosphere that supports vocabulary acquisition. [20] indicated that songs help reduce anxiety, accompanied by fostering motivation and confidence in language learning. Additionally, [21] suggested that enjoyable musical activities stimulate energetic participation which allows learners to engage with new vocabulary without fear of making mistakes. Therefore, songs are considered an effective tool that increases motivation and confidence while forming a supportive atmosphere for vocabulary instruction.

Another substantial pedagogical advantage of using songs is their contribution to vocabulary retention through rhythm, rhyme, and repetition. Songs naturally provide a repeated environment to learn new vocabulary in meaningful contexts which brings long-term memory retention [22]. Moreover, [23] showed that musical input enhances auditory processing and word segmentation that enables learners to recognize and recall vocabulary more efficiently. Accordingly, rhythm and melody are valued as mnemonic foundations that support repeated exposure and long-term lexical consolidation in EFL learning.

Furthermore, songs also play a pivotal role in improving learners' pronunciation and phonological awareness. Through repeated listening and singing, learners can experience authentic stress patterns, intonation, and pronunciation in authentic communicative settings [24]. By extension, [25] argued that musical activities help learners remember sound patterns more productively than mechanical drills. Additionally, the shared auditory processing mechanisms of music and language explain why musical exposure enhances phonological sensitivity [23]. On balance, songs provide a conducive acoustic atmosphere that strengthens accurate pronunciation and sound awareness in vocabulary learning.

Finally, songs cater to diverse learning styles through offering multisensory input that combines auditory, visual, and kinesthetic elements. [26] noted that this pedagogical versatility allows songs to engage learners with varied cognitive preferences. To illustrate, [27] expressed favorable learner attitudes in song-based vocabulary instruction which underlines its inclusive access. Crucially, [28] correspondingly observed that songs optimize listening and pronunciation skills, so supports vocabulary expansion. Consequently, the adaptive capacity and richness of songs make them a potent pedagogical instrument for learner-focused vocabulary instruction in EFL contexts.

2. CHALLENGES

Although songs make the learning journey more engaging, they may unwittingly distract students when concentrating more on melody than the target vocabulary. [29] suggested that excessively intricate or unfamiliar melodies may discourage vocabulary learning by overloading learners' working memory, particularly in large and mixed-level classes where teachers cannot monitor attention successfully. Besides that, [29] emphasized that ongoing exposure to songs does not necessarily enhance recognition of spoken content, while [30] argued that retention of song lyrics does not always lead to better word recall. These findings show that songs, if lacking careful guidance, may change vocabulary learning to entertainment which reduces their instructional value.

Secondly, selecting suitable songs for EFL learners is more complicated than it is implemented. Songs must match learners' age, proficiency level, and teaching goals [28]. Students may get confused or bored by unsuitable speed, excessive slang, or culture-specific references. [31] illustrated that unfamiliar songs may limit learning gains and learners should have the ability to understand about 95% of the selected songs for effective input. Simultaneously, forcing learners to listen to uninspiring songs may diminish their engagement. This research underlines that song selection requires pedagogical appropriateness with learners' preferences to achieve both effectiveness and motivation.

Thirdly, in spite of their prospective benefits, not all teachers feel confident when using songs in vocabulary instruction. In fact, many pre-service teachers lack musical confidence or pedagogical preparation to integrate songs in teaching [32]. Without sufficient training, songs may be insufficiently utilized. [25] stressed that creating a supportive atmosphere is essential for successful language learning which depends on pre-service teachers' experience. Therefore, the lack of teachers' confidence and training can diminish the pedagogical effectiveness of songs that emphasize the need for specialized professional development.

The last challenge is the linguistic difference between song lyrics and everyday spoken English. Songs often contain stylized pronunciation, unconventional grammar, or poetic expressions that differ from authentic communication. Additionally, [28] added that song lyrics often employ poetic language, rhythmical distortion, and informal expressions that differ from everyday spoken English, which may impact learners' accurate language learning. Once teachers explicitly clarify and contextualize lyrical language, learners can acquire accurate forms that boost communicative competence effectively.

C. ROLES OF PRE-SERVICE TEACHERS AND TEACHER EDUCATORS

1. ROLES OF PRE-SERVICE TEACHERS

Pre-service teachers play a significant role in shaping perceived value and pedagogical application in lexis-focused instruction because it requires the combination of pedagogical frameworks and hands-on practice. Their pedagogical beliefs are largely shaped by their teacher education and initial teaching experiences that impact their confidence in employing songs and games in teaching. Many pre-service teachers consider vocabulary learning not as rote memorization but as a meaningful and participatory process, especially in young learner EFL contexts, to make it more engaging. Importantly, pre-service teachers bring positive attitudes in using songs and games that take their potential to enhance motivation, reduce anxiety, and support memory through repetition and emotional engagement [28].

Regarding teaching implementation, pre-service teachers often view songs and games as memory and involvement aids to lead in, consolidate or review vocabulary lessons. Action songs combined with Total Physical Response (TPR) and basic vocabulary games are regularly applied to facilitate active involvement [33]. However, their proficiency in merging these activities appropriately depends on varied factors such as classroom management skills, time pressure, and assessment-focused curricular frameworks. These elements may limit innovative teaching practices, especially in contexts with a strong examination focus [4].

Reflective practice remarkably strengthens pre-service teachers' professional development and instructional effectiveness. Thanks to instructional journals, peer feedback, mentor guidance, and classroom observation, pre-service teachers systematically evaluate their use of songs and games and optimize instructional choices. Moreover, reflection allows them to better match engagement-enhancing activities with learning objectives and learner requirements [34]. Accordingly, songs and games not only foster learner engagement and classroom environment but also support the growth of pre-service teachers' confidence, adaptability and pedagogical proficiency.

2. ROLES OF TEACHER EDUCATORS

Teacher educators constitute a key element in determining how pre-service teachers understand and employ pedagogically alternative lexical instructional methodologies. Thanks to combining songs and games into their own teaching, teacher educators provide concrete demonstrations of how theoretical perspectives can be implemented in authentic classrooms. This modeling helps transform abstract theories into hands-on practices which give opportunities for pre-service teachers to learn and imitate by using similar techniques in future teaching contexts. [35] argued that learning to teach is profoundly impacted by both teaching environments and role models while [34] emphasized that meaningful combinations of coursework and practice facilitate ongoing professional learning. By instructionally purposeful demonstrations, teacher educators help address this theory-practice gap.

Teacher educators make a significant contribution through curriculum design and methodology-focused training as a result of modeling. Additionally, methodological training modules and stimulated instructional practicums support concentrating on using songs and games for vocabulary teaching which allow pre-service teachers to intentionally design, employ, and optimize instructional activities. These chances enhance pedagogical knowledge by connecting lessons' contents with suitable teaching strategies [36]. When pre-service teachers practice with guidance and receive feedback, they gain confidence in applying creative approaches to learners' age, competence level and classroom setting which contributes to strengthening their instructional preparedness.

Besides that, mentorship and reflective feedback are two of the crucial teacher educators' roles in professional development. Instead of providing comments only, teacher educators often significantly foster pedagogical efficacy by creating opportunities for pre-service teachers to investigate learning achievements, teaching effectiveness and needed areas for enhancement. This reflective feedback cultivates a greater understanding of how interest, involvement, and learning goals must be combined in activities incorporating games and songs. [37] showed that a cognitive apprenticeship approach in which teacher educators demonstrate reflective pedagogical practices has been proven to offer assistance to pre-service teachers in becoming more reflective and flexible teachers.

Finally, teacher educators foster long-term innovation by promoting pre-service teachers to join communities of practice, research activities, and ongoing professional development which help them consider teaching as dynamic pedagogical practice. Overall, these roles position teacher educators as primary contributors in preparing future teachers to use songs and games deliberately and successfully in vocabulary instruction.

While prior studies have determined the roles and perceptions of pre-service teachers and teacher educators as separate components, less research focuses on the comparison between the perceptions of these two distinctive groups in the use of games and songs in EFL vocabulary teaching.

III. METHODOLOGY

This study employed a mixed-methods design combining percentages from the survey and data from the interview to gain a comprehensive understanding of participants' viewpoints on benefits, challenges, and roles when using games and songs to teach vocabulary. This methodological approach is remarkably well-suited for perceptual research approaches because it provides opportunities for data comparison and enhances the trustworthiness of the findings. The research participants comprised 100 senior pre-service teachers and 9 teacher educators from the Faculty of Foreign Languages at Ho Chi Minh City University of Foreign Languages and Information Technology (HUFLIT). The pre-service teachers were English teaching majors who had completed a substantial number of their theoretical courses and teaching practicum. Roughly two-thirds of them had prior EFL teaching experience at language centers which helped them experience hands-on practice and reflect on the real-world application of games and songs in vocabulary pedagogy. The teacher educator group was composed of nine lecturers with well-established experience in formal teacher education programs. They had purposefully taught methodology-focused courses to English teaching majors and had experiential knowledge using games and songs in EFL settings applicable both internally and to the external educational community. Their foundational expertise enabled them to provide experience-informed perspectives formed from both theoretical foundations and classroom practice. Two main tools were used to collect data including questionnaires with Likert-scale and open-ended questions about perceived benefits, challenges, roles related to the use of games and songs in vocabulary teaching which makes it easy to compare the perceptions of these two distinctive groups. Additionally, semi-structured interviews were undertaken with 10 pre-service teachers and 3 teacher educators. Although every single interview followed a theoretical framework consistent with the questionnaire themes, it allowed versatility for participants to clarify their individual experiences and viewpoints. The survey data were subjected to descriptive analysis to discern overarching concepts and experiences of both groups, while qualitative data from open-ended responses and interviews underwent thematic analysis.

IV. RESULTS

A. PRE-SERVICE TEACHERS' PERCEPTIONS

1. RESULTS FROM THE QUESTIONNAIRE: BENEFITS, CHALLENGES AND ROLES

This subdivision notes the quantitative and qualitative evidence connected with pre-service teachers' views of the benefits, challenges, and roles linked to the use of games and songs in EFL Lexical pedagogy.

Data from the questionnaire indicates that pre-service teachers held overwhelmingly positive views of the classroom benefits of games and songs. A considerable majority of participants approved that games and songs

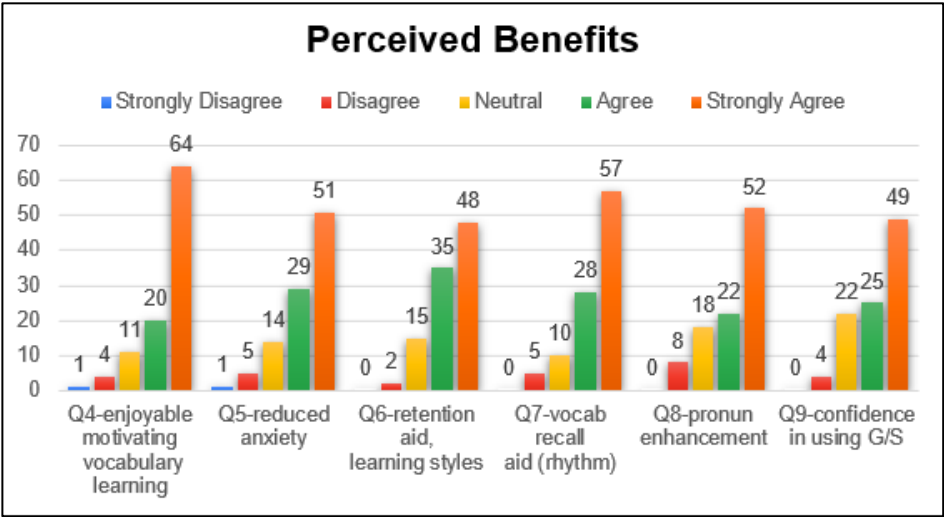


Figure 1: Perceived Benefits of Using Games and Songs – Pre-service Teachers

brought one of the benefits which boost students' motivation and engagement (84%) and lessen nervousness, along with stimulating participation (80%). Furthermore, an overwhelming number expressed that they enhance vocabulary recall ability (83%) and advance memory by means of rhythm and repetition (85%). Besides that, the third quarter (74%) agreed that songs are applied to promote stress and intonation acquisition. Although pre-service teachers' confidence in employing games and songs was moderately high (74%), a noteworthy number of neutral views recommend a range of variation in instructional preparedness level.

In spite of the beneficial opinions mentioned above, an array of challenges also occurred. Notably, teaching environment control was viewed as a principal problem, with the percentage of 51 expressing a big challenge in sustaining learners' concentration during activities related to games and songs. Next, struggles in selecting proper materials were also agreed upon by 55% of participants. Additionally, time limitation and lack of resources or training remarkably contributed to limiting effective application, with the percentages 54% and 47% respectively. Significantly, instability in teaching application remains present, as 40% said they felt hesitant when combining games and songs to directly support learning targets.

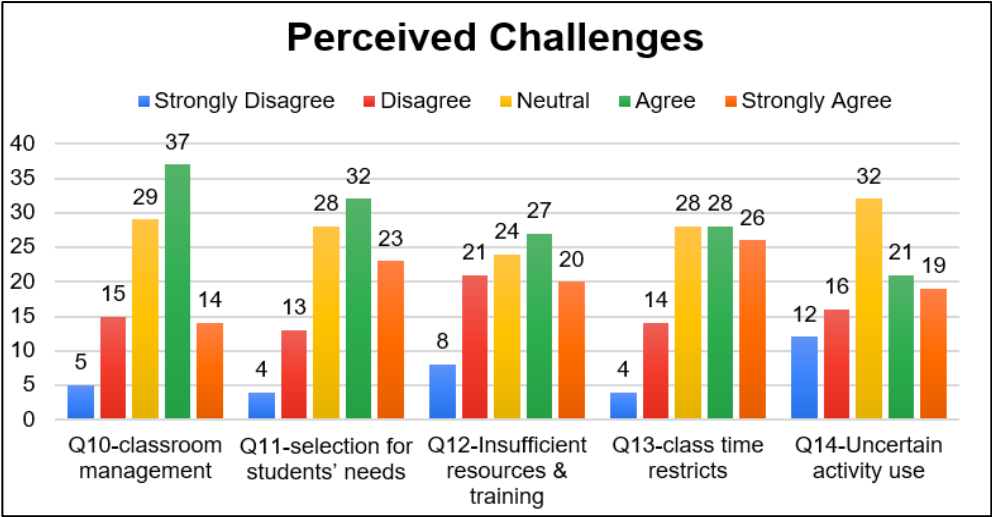


Figure 2: Perceived Roles in Using Games and Songs – Pre-service Teachers

In relation to pre-service teachers' roles, most respondents identified their charge of creating enthralling and emotionally reinforcing academic settings. Particularly, a majority of respondents identified that games and songs enhanced authentic vocabulary development and strengthened proactive involvement, with the percentages of 87% and 79% respectively. Moreover, professional reflection was highly mentioned, with the proportion of 83%, which encourages continuous reflection as a necessary way for optimizing pedagogical practices.

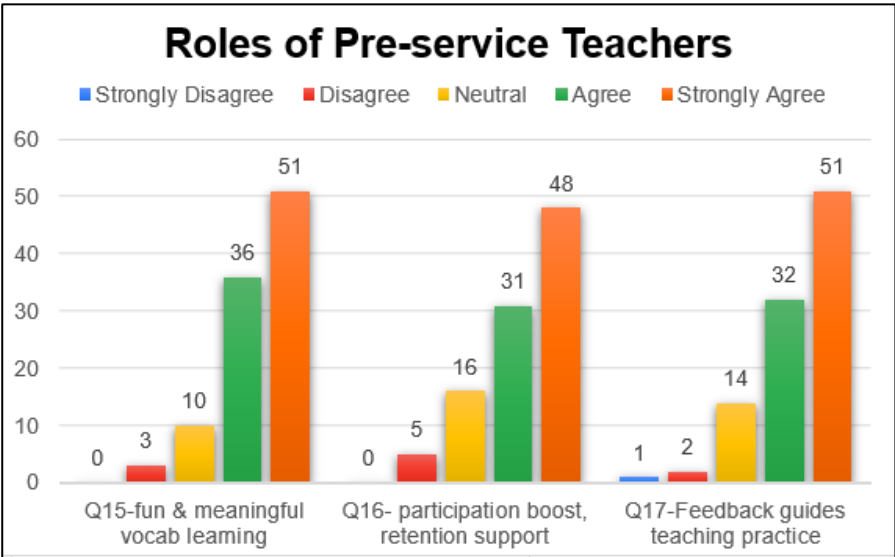


Figure 3: Perceived Challenges of Using Games and Songs – Pre-service Teachers

2. RESULTS FROM INTERVIEW: BENEFITS, CHALLENGES AND ROLES

The interview outcomes remarkably contributed to strengthening the survey responses which show that pre-service teachers value games and songs as productive resources for boosting determination, engagement and vocabulary recall ability. Various participants suggested that these activities helped form an engaging learning vibe and stimulated active participation. One participant said that “*games reduce stress, so students are more prepared to speak and try new words*” (P3). Additionally, songs were also considered as a beneficial tool for enhancing pronunciation and memory by providing practices through repetition, rhythm and melody.

Nevertheless, participants also mentioned multiple challenges that obstruct proper enactment. Firstly, time pressure and behavioral management are perceived as the most serious issues. Particularly, as one interviewee explained, *“preparing games takes much time, and if not thoughtfully planned, students in class can become noisy and distracted”* (P1). Secondly, the restricted access to applicable materials and the disruption in using technology were also viewed as two of the challenges, along with the difficulty in selecting suitable and effective songs.

In relation to professional roles, pre-service teachers predominantly perceived themselves as facilitators who are in charge of harmonizing enjoyment with learning outcomes. Importantly, one participant emphasized that *“using games is not just for fun, teachers must guide students to learn vocabulary through the activity”* (P7). In general, the interview findings note that while pre-service teachers acknowledge the educational value of games and songs, they also validate the need for comprehensive pedagogical development and behavioral management support to use these potential tools successfully.

B. TEACHER EDUCATORS' PERCEPTIONS

1. RESULTS FROM THE QUESTIONNAIRE: BENEFITS, CHALLENGES AND ROLES

This subdivision notes the quantitative and qualitative evidence connected with teacher educators' viewpoints of the benefits, challenges, and roles linked to the use of games and songs in EFL Lexical pedagogy.

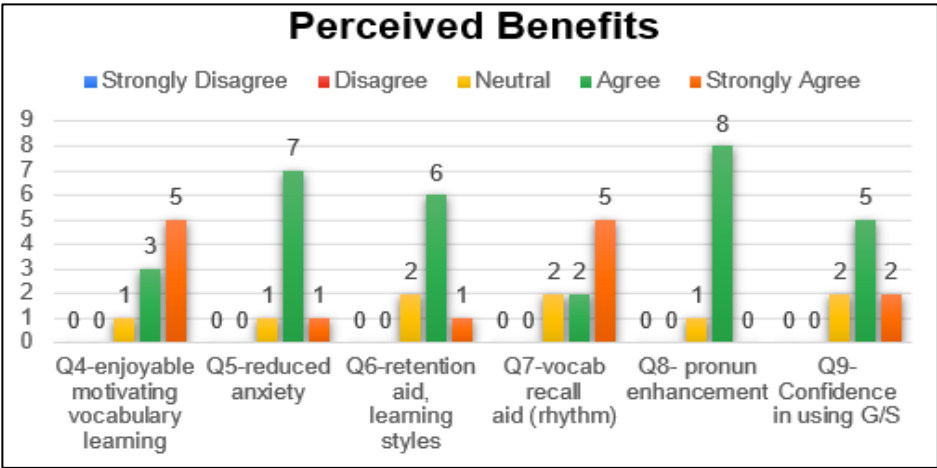


Figure 4: Perceived Benefits of Using Games and Songs – Teacher Educators

Data from the questionnaire indicates that teacher educators reacted positively overall but with more prudent perceptions against pre-service teachers. Particularly, a large number of participants agreed that games and songs brought one of the significant advantages that enhance students' motivation and engagement (89%) and decrease nervousness, along with facilitating participation (89%). Besides that, positive outcomes regarding vocabulary recall and learning styles were also perceived, along with songs' benefits for boosting prolonged retention through rhythm and melody, at the same percentage of 78%. Furthermore, pronunciation values were commonly acknowledged with the proportion of 89%. Despite high levels of confidence (78%), a lesser number of “strongly agree” responses expressed a reflective stance based on their experience.

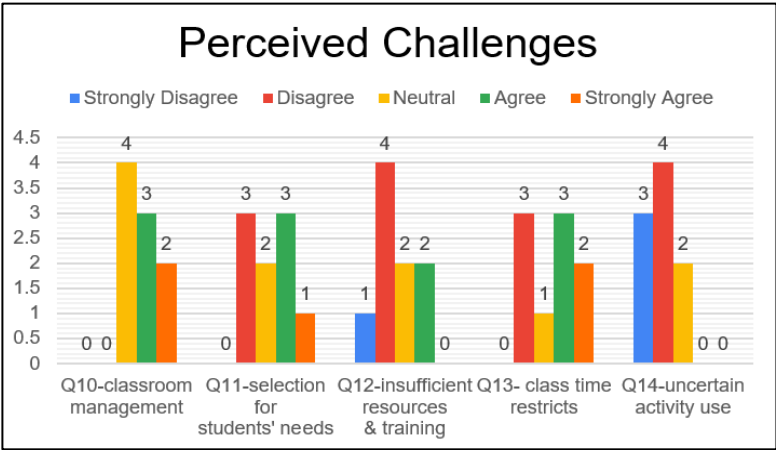


Figure 5: Perceived Challenges of Using Games and Songs – Teacher Educators

Regardless of these advantages, barriers are also presented but to a minor extent than among pre-service teachers. Importantly, learning environment management was perceived as a significant matter (55%), while the mentioned difficulty of material selection was agreed upon considerably. Prominently, half of teacher educators rejected the challenge of lacking resources or training which shows an adequate current resource depending on teachers' use. Additionally, fifty percent of participants viewed time pressures as difficult to solve. Importantly, because of their high levels of teaching experience, third quarter disagreed in feeling unsure about successful incorporation.

In relation to teacher educators' roles, they powerfully approved reflective practice, with 100% agreement which support for professional development. Moreover, they also underlined the harmony between games and songs with assessment objectives and highlighted the essentiality of training, peer assistance and collaboration (89%).

2. RESULTS FROM THE QUESTIONNAIRE: BENEFITS, CHALLENGES AND ROLES

The interview outcomes disclosed that teacher educators widely accepted the encouraging and cognitive values of games and songs in lexical instruction. Particularly, participants stressed that games and songs enhance learners' engagement, collaboration, and prolonged retention. One educator said that “songs offer natural linguistic input and help students remember vocabulary better through melody and rhythm” (P1) which underlines their effectiveness in authentic learning.

Regardless of these values, teacher educators showed various concerns based on their experience related to the game and song application. A current problem that frequently occurs was pre-service teachers rely extremely on available online digital platforms without adjusting to ensure appropriate pedagogical adaptation. As one participant expressed, “many teachers use games automatically without considering whether lesson stages or learning objectives are suitable or not” (P2). Besides that, behavior management was also viewed as a big obstacle, particularly when activities are not planned well enough.

Regarding teacher educators' professional roles, they perceived themselves predominantly as mentors and educational guides. One participant claimed that “our role is to play a model in effectively using games and songs and helping trainees realize why they integrate them” (P2). In general, the interview results highlight that teacher educators are in charge of supporting the use of games and songs productively while encouraging reflective practice, contextual adaptation, and behavior management as core elements of maintainable pedagogical application.

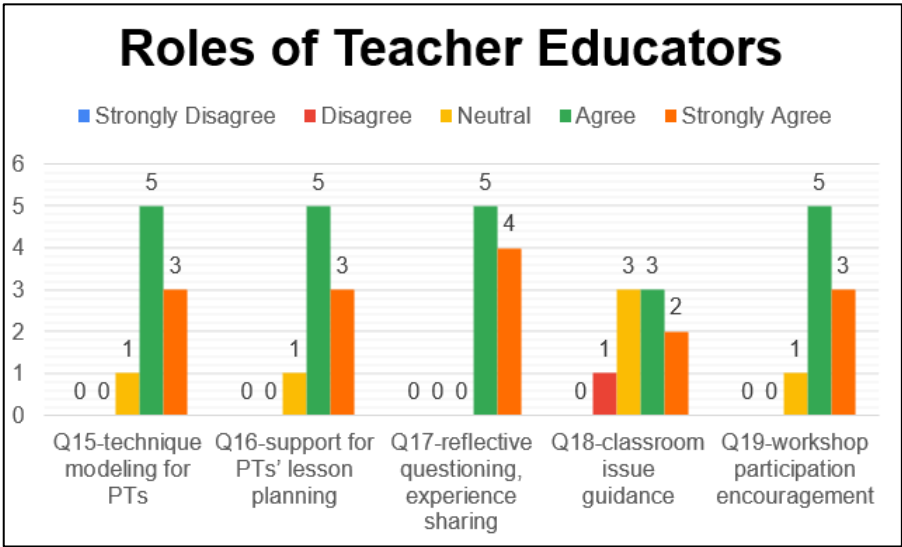


Figure 6: Perceived Roles in Using Games and Songs – Teacher Educators

V. DISCUSSION

The research results indicate that both pre-service teachers and teacher educators expressed predominantly positive perspectives on applying games and songs in EFL vocabulary teaching related to motivation, active learning involvement, and vocabulary recall. These research outcomes are compatible with [9][10] [11] [20] [21] [22] which underlined the significant benefits of applying games and songs in vocabulary teaching, simultaneously lowering stress and fostering a supportive learning setting. Furthermore, the agreement of enhanced pronunciation and memory through rhythm and repetition also matches with [22] [24] which underlines the significant value of songs in lexical acquisition.

Nevertheless, an outstanding difference was expressed in how obstacles are perceived by the two distinctive groups. Pre-service teachers showed superior difficulty regarding classroom management, time limitations, and lack of confidence which echo problems raised in [9] [15] [32]. By comparison, teacher educators presented a disagreement in being unconfident while perceiving these challenges as controllable through experience and reflective practice, which matches [34] on reflection as a key element of teacher training.

In terms of roles, pre-service teachers positioned themselves as facilitators of engagement and emotional assistance while teacher educators highlighted their mentoring role in modeling teaching-related decision-making and leading reflective practice. This mutually supportive relationship supports [34] that teacher education should connect theory and practice through instructional modeling and reflective guidance. In general, the research results suggest that while both groups appreciate games and songs pedagogically, their perspectives are established by varied levels of experience and an enhanced need for maintained methodological training and mentorship.

VI. CONCLUSION

This study explored the viewpoints of pre-service teachers and teacher educators about the use of games and songs in EFL vocabulary instruction, with particular emphasis on perceived benefits, challenges, and professional roles. By applying a mixed-methods approach, the research could capture both quantitative tendencies and qualitative understandings from the two distinctive groups within a teacher preparation setting.

As a whole, the research outcomes demonstrate that both pre-service teachers and teacher educators had positive perspectives of the educational value of games and songs regarding boosting learner motivation, lessening stress and enhancing vocabulary recall and pronunciation improvement. Nevertheless, obvious differences still occurred between the two separate groups. Pre-service teachers underscore emotional and engaging benefits and concurrently mention various problems regarding behavior management, time limitation, and deficient training. On the contrary, teacher educators presented a disagreement in being unconfident while perceiving these challenges as controllable through experience and reflective practice, which reflects a key element of teacher training.

Significantly, the research contributes to the available literature by supplying a comparative standpoint on how these two separate groups value the use of games and songs which have received limited attention. The research outcomes demonstrate that the efficient application of using games and songs in vocabulary instruction obliges not only participatory creativity but also structured pedagogical guidance, role modeling and mentoring from teacher educators. This leads to the demand for teacher preparation programs in closing the gap between excitement and teaching proficiency through organized training and chances for self-reflection.

Regardless of these academic inputs, the analysis still leads to certain limitations. The limited sample size of teacher educators and the focus on a single institutional setting may restrict the scope of findings' application. Future research could broaden the sample population across institutions, embed classroom observations or investigate how these viewpoints are employed in authentic teaching practices. These inquiries would explain in greater detail the role of games and songs in encouraging maintainable and successful EFL lexical instruction.

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NGHIÊN CỨU SO SÁNH NHẬN THỨC CỦA GIÁO SINH VÀ GIẢNG VIÊN
CHUYÊN NGÀNH GIẢNG DẠY VỀ VIỆC SỬ DỤNG TRÒ CHƠI VÀ BÀI HÁT
TRONG DẠY TỪ VỰNG TIẾNG ANH

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TÓM TẮT— Trò chơi và bài hát ngày càng được xem là công cụ giáo dục thực tiễn trong việc dạy tiếng Anh như một ngoại ngữ (EFL), đặc biệt là trong việc tiếp thu từ vựng. Tuy nhiên, các nghiên cứu gần đây vẫn chưa nắm bắt đầy đủ quan điểm của cả giáo viên tương lai và giảng viên sư phạm trong bối cảnh giáo dục Việt Nam. Nghiên cứu này đi sâu vào quan điểm của giáo viên tương lai và giảng viên sư phạm về lợi ích, thách thức và vai trò của việc sử dụng trò chơi và bài hát trong phát triển vốn từ vựng tiếng Anh như một ngoại ngữ, đồng thời so sánh giữa hai nhóm đối tượng này. Nghiên cứu sử dụng thiết kế phương pháp hỗn hợp bao gồm 100 giáo viên tương lai và 9 giảng viên sư phạm tại HUFLIT, những người đã trả lời bảng câu hỏi. Ngoài ra, 10 giáo viên tương lai và 3 giảng viên sư phạm được chọn để phỏng vấn bán cấu trúc. Dựa trên dữ liệu thu thập được, cả hai nhóm đều nhấn mạnh những lợi ích của các hoạt động này trong việc tăng cường sự tham gia và khả năng ghi nhớ từ vựng. Tuy nhiên, mặc dù những công cụ này mang lại bầu không khí học tập thú vị, nhưng cũng phát sinh một số khó khăn. Về so sánh nhận thức, mặc dù cả hai nhóm đều đánh giá cao các công cụ này về động lực và khả năng ghi nhớ, nhưng thứ tự ưu tiên của họ lại khác nhau. Giáo viên tương lai tập trung nhiều hơn vào sự tham gia của học sinh và đóng vai trò là người hỗ trợ, điều chỉnh các nhiệm vụ trong lớp học để hỗ trợ người học. Ngược lại, giảng viên sư phạm lại nhấn mạnh vào giá trị sư phạm và các chuẩn mực học thuật, đồng thời coi bản thân họ là những người cố vấn cung cấp các mô hình và chiến lược quản lý thiết yếu cho sự hội nhập lâu dài.

Từ Khóa—Trò chơi và bài hát, giáo viên tương lai, giảng viên sư phạm, phát triển vốn từ vựng tiếng Anh như một ngoại ngữ, so sánh nhận thức.



Thái Huỳnh Thi là cử nhân ngành Ngôn ngữ Anh, chuyên ngành Sư phạm tiếng Anh, tại trường Đại học Ngoại ngữ - Tin học Thành phố Hồ Chí Minh (HUFLIT), Việt Nam. Trong bốn năm đại học, cô đã tích lũy được nhiều kinh nghiệm với vai trò gia sư tiếng Anh và trợ giảng, hỗ trợ học viên ở các trình độ khác nhau. Lĩnh vực nghiên cứu chính của cô tập

trung vào giảng dạy và đào tạo tiếng Anh cho người học tiếng Anh như ngoại ngữ (EFL), đặc biệt là việc ứng dụng trò chơi và bài hát như những công cụ giảng dạy hiệu quả nhằm tăng cường sự hứng thú của người học trong quá trình học tiếng Anh.



Thạc sĩ Diệp Minh Châu là giảng viên Khoa Ngoại ngữ tại trường Đại học Ngoại ngữ - Tin học Thành phố Hồ Chí Minh (HUFLIT), Việt Nam. Lĩnh vực nghiên cứu chính của cô tập trung vào tích hợp trí tuệ nhân tạo (AI) trong giáo dục, đào tạo giáo viên trong các chương trình giảng dạy tiếng Anh (ELT), và các chương trình tiếng Anh dành cho người học nhỏ

tuổi. Bên cạnh đó, cô còn đảm nhiệm vai trò cố vấn học tập cho sinh viên chuyên ngành giảng dạy Tiếng Anh tại HUFLIT, hướng dẫn họ trong quá trình thực tập sư phạm tại các trường trung học phổ thông.