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Research Article

Enhancing Vocabulary Retention through Gamified Learning: Evidence from Vietnamese EFL Secondary Classrooms

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Abstract

This study investigates the impact of gamified vocabulary education on vocabulary memory among Grade 7 EFL students in a Vietnamese secondary school. Conventional rote learning techniques rarely guarantee long-term retention, even if they frequently result in short-term memory. This study examines whether gamification enhances the long-term memory consolidation of lexical items by integrating constructivism, behaviorism, self-determination theory, and cognitive load theory. With 55 students split into an experimental group (n = 29) and a control group (n = 26), a quasi-experimental design was used. Over the course of a 16-week semester, both groups studied the same target vocabulary; however, the experimental group utilized gamified activities, including Quizizz, Kahoot!, Wordwall, and Blooket, while the control group employed traditional note-taking and repetition techniques. The experimental group performed significantly better than the control group on both posttest and delayed posttest measures, as indicated by the results of paired-samples and independent-samples t-tests. According to these results, gamification enhances vocabulary acquisition right away and promotes long-term retention. The possibility of incorporating gamified technologies into EFL vocabulary training to enhance student learning outcomes is highlighted by its pedagogical implications. Future research directions and limitations are also covered.

Keywords

Gamification; vocabulary retention; EFL; secondary school; quasi-experimental design

1. Introduction

1.1. Background of the study

Acquiring vocabulary is essential to learning a second language, as it supports learners' comprehension of texts, the expression of ideas, and proficient speaking and listening (Nation, 2017). However, rote memorization and mechanical repetition are still used in many English as a Foreign Language (EFL) schools to teach vocabulary, despite

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their importance. These methods often fail to support long-term retention, despite yielding short-term benefits. This problem is similar to Ebbinghaus' forgetting curve (1885/1913), which emphasizes how quickly memory deteriorates in the absence of regular review and reinforcement.

Gamification, which involves the application of game design elements outside of traditional games, has gained increasing attention in recent years (Deterding et al., 2011). Gamification has demonstrated the ability to increase learners' motivation and encourage repeated exposure by implementing elements such as points, challenges, leaderboards, and quick feedback—two essential components for long-term vocabulary retention. Research from various settings (Chen et al., 2019; Waluyo & Leal, 2021; Sahinler Albayrak, Chen, & Williams, 2023) demonstrates that gamified learning promotes active retrieval and deeper processing, which in turn enhances both delayed retention and instant recall. However, secondary-level EFL environments, particularly in Vietnam, have received relatively little attention, as the majority of previous research has been conducted with adult learners or in higher education settings.

1.2. Problem Statement

Vocabulary instruction in Vietnamese secondary schools remains primarily teacher-centered, and pupils are expected to memorize definitions and lists of words for tests. In addition to leading to low student motivation, such techniques may lead to surface learning and quick forgetting. Durable retention is particularly challenging in adolescents, who often struggle to focus on repetitive tasks. There is thus a serious pedagogical problem resulting from the scarcity of creative, student-centered vocabulary teaching techniques.

1.3. Research Gap

Three significant gaps still exist even though gamification has drawn more attention in international EFL research: (1) there is little empirical data from Vietnamese lower-secondary classrooms; (2) there is little attention to long-term retention as assessed by delayed posttests; and (3) there is a propensity to examine retention in conjunction with more general constructs like engagement rather than focusing solely on retention as the primary outcome. To fully assess the potential of gamified approaches for maintaining lexical knowledge in teenage learners, these gaps must be addressed.

1.4. Purpose and Research Question

In a Vietnamese secondary school, the purpose of this study is to investigate the impact of gamified vocabulary training on the vocabulary retention of seventh-grade students. It aims to respond specifically to the following query:

Research question: To what extent does gamified vocabulary instruction improve Grade 7 students' vocabulary retention compared to traditional instruction?

1.5. Hypothesis

Drawing on major learning theories, this study proposed the following hypotheses based on constructivist, behaviorist, self-determination, and cognitive load theories:

It was predicted that, in both the immediate and delayed posttests, students who received gamified vocabulary education would perform noticeably better on vocabulary retention tests than those who received traditional instruction. On the other hand, it was anticipated that, before the intervention, there would be no discernible difference in retention between the two groups.

1.6. Significance of the Study

By providing context-specific data from a secondary school in Vietnam, this study contributes to the growing body of work on gamification. The results should help EFL teachers and curriculum designers understand how gamified resources, including Quizizz, Kahoot!, Wordwall, and Blooket, can assist students in retaining vocabulary over time. For improving language training in lower-secondary EFL situations, the study provides timely pedagogical implications by focusing exclusively on retention.

2. Literature Review

2.1. Gamification as a Pedagogical Approach

Over the past decade, gamification—the incorporation of game design elements, such as points, challenges, leaderboards, and feedback—has become a popular teaching method (Deterding et al., 2011). Gamification utilizes specific mechanics to enhance motivation, sustained effort, and involvement, rather than transforming lectures into full-fledged games. According to Self-Determination Theory, gamification has been demonstrated to increase learner motivation in educational contexts by satisfying psychological demands for relatedness, competence, and autonomy (Ryan & Deci, 2000). While constructivist and cognitive load viewpoints highlight their potential to encourage active knowledge production and lessen unnecessary cognitive effort (Piaget, 1952; Sweller, 1988), feedback and reinforcement systems also conform to behaviorist principles (Skinner, 1953). These theoretical underpinnings collectively suggest that gamification may create conducive environments for sustained vocabulary

acquisition.

2.2. Vocabulary Retention in Second Language Learning

One of the primary challenges in learning a second language is retention, which refers to the ability to retain and recall lexical information over time. Ebbinghaus's (1885/1913) forgetting curve provides ample evidence of the quick depreciation of freshly learned words in the absence of intentional reinforcement. According to Nation (2017), vocabulary retention is crucial for communicative competence and has a significant impact on productive abilities, listening comprehension, and reading fluency. Cognitive psychology research also indicates that retrieval practice, contextualization, multimodal presentation, and spaced repetition are effective techniques for enhancing memory consolidation (Luo, 2022). These findings suggest that to achieve long-lasting retention, vocabulary learning requires frequent and meaningful interaction, rather than merely initial exposure.

2.3. Gamification and Retention: Empirical Evidence

Increasingly, studies have examined the impact of gamification on students' vocabulary retention. In contrast to classmates exposed to conventional methods, Kingsley and Grabner-Hagen (2018) showed that students who participated in game-like vocabulary exercises eventually remembered more terms. Similarly, when Waluyo and Leal (2021) examined Quizlet's gamified elements, they found that spaced, interactive practice significantly increased learner enjoyment and memory, with low-proficiency students benefiting the most. Using a mobile game-based application, Chen et al. (2019) obtained consistent results, showing that learners outperformed those receiving traditional training on both posttests and delayed posttests. Importantly, participants also expressed increased motivation, suggesting that affective engagement may indirectly enhance retention.

Additionally, immersive technologies have been investigated. A virtual reality vocabulary game was evaluated with Year 9 EAL students in the UK by Sahinler Albayrak, Chen, and Williams (2023), who discovered that the students had better retention in both immediate and delayed assessments. According to constructivist theories, which hold that meaningful, contextualized exercise improves memory, these findings suggest that gamification can facilitate deeper semantic processing. When considered as a whole, these findings suggest that gamification can enhance retention by encouraging active retrieval and participation, in addition to repeated exposure.

2.4. Limitations of Previous Studies

Despite these encouraging results, several limitations persist. First, most existing research has been conducted in higher education or adult learning contexts, leaving adolescent EFL learners underrepresented. Due to their developmental characteristics, including shorter attention spans and a greater need for excitement, younger children may react to gamification differently. Second, although some studies have included delayed posttests, many have primarily emphasized short-term gains, limiting insights into long-term retention. Third, comparatively few studies have isolated retention as the primary construct of interest, despite engagement and motivation being frequently examined in conjunction with retention. Therefore, it remains unknown whether gamification promotes long-lasting lexical knowledge on its own or if motivational variables play a significant role in mediating its benefits.

2.5. The Vietnamese EFL Context

Secondary school vocabulary instruction in Vietnam is still mostly taught through teacher-centered instruction and rote memorization. There are few studies examining gamification in this setting, and most focus on college students or online learning environments. More empirical data from lower-secondary schools is required, given the difficulties experienced by adolescent learners and the significance of vocabulary retention for the development of communicative ability. In particular, to determine whether gamification offers a viable pedagogical alternative to traditional approaches, thorough quasi-experimental research is necessary that measures both immediate and delayed retention.

3. Methodology

3.1. Research Design

This study investigated the effects of gamified vocabulary training on retention among EFL students in Grade 7, employing a quasi-experimental design with non-randomized groups. To record both short-term and long-term retention outcomes, a pretest–posttest–delayed posttest paradigm was used. A valid comparison across educational methodologies was made possible by assigning entire classes to either the experimental or control condition, despite the fact that complete randomization was not feasible due to institutional constraints.

3.2. Sample and Sampling Procedure

A public secondary school in Vietnam's Long Thành District, Đồng Nai Province, served as the study's site. Fifty-five seventh-graders took part, including 26 in the control group and 29 in the experimental group. Every participant, who was between the ages of 12 and 13, had spent an average of four years studying English as a required subject. None had ever encountered organized, gamified education before. Prior to data collection, parents, teachers, and school officials gave their informed consent.

3.3. Instruments

A set of vocabulary exams based on the Grade 7 English curriculum was developed to assess retention. There were thirty items on each test, which included short production exercises that required students to provide target words in context as well as multiple-choice recognition problems. For the pretest, posttest, and delayed posttest, parallel versions were created to minimize practice effects while maintaining the same level of difficulty. A pilot investigation validated the reliability of the instruments (Cronbach's alpha = .82).

3.4. Procedure of Data Collection and Data Analysis

3.4.1. Procedure of Data Collection

The intervention lasted for one academic semester, or 16 weeks. The exact 120 target words, which were taken from the Grade 7 curriculum, were taught to both groups.

The experimental group was given gamified instruction using Blooket, Wordwall, Kahoot!, and Quizizz. Points, leaderboards, team-based tasks, and immediate feedback were all included in the lessons. To strengthen long-term memory consolidation, tasks emphasized contextualized use, recurrent retrieval, and increasing difficulty.

Control group: Acquired vocabulary using conventional techniques, such as rote memorization, note-taking, and teacher explanation. Without gamified assistance, students were required to commit definitions and word lists to memory.

A pretest was administered to all participants at the beginning of the semester, followed by a posttest immediately after the 16-week intervention and a delayed posttest four weeks later. Standardized classroom circumstances were used to conduct the tests.

3.4.1. Data Analysis

SPSS was used to examine the data. To summarize performance across groups, descriptive statistics (means, standard deviations) were calculated. Inferential statistics comprised independent-samples t-tests to analyze between-group differences at each testing point and paired-samples t-tests to evaluate within-group gains (pretest vs. posttest, posttest vs. delayed posttest). The threshold for statistical significance was $p < .05$. To assess the extent of the instruction's impact, effect sizes (Cohen's d) were calculated.

4. Results and Discussion of the Study

4.1. Data Analysis in Descriptive Statistics

The mean scores and standard deviations for the pretest, posttest, and delayed posttest for both groups are presented in Table 1. According to the findings, the two groups began the pretest at a similar level. On the posttest and delayed posttest, however, the experimental group outperformed the control group by a significant margin.

Table 1. Descriptive Statistics of Retention Scores

Test	Group	N	M	SD
Pretest	Experimental	29	14.21	3.45
	Control	26	13.88	3.62
Posttest	Experimental	29	22.79	3.12
	Control	26	18.46	3.54
Delayed posttest	Experimental	29	20.93	3.20
	Control	26	16.42	3.68

4.2. Within-Group Comparisons

To investigate within-group differences over test administrations, paired-samples tests were used. Both groups showed significant improvement from the pretest to the posttest, as indicated in Table 2. The experimental group's improvement ($t(28) = 14.27$, $p < .001$, $d = 2.65$) was larger than that of the control group ($t(25) = 7.83$, $p < .001$, $d = 1.54$). Both groups displayed a fall between the posttest and the delayed posttest, which is in line with the forgetting curve. However, compared to the control group ($t(25) = 4.89$, $p < .001$, $d = 0.96$), the experimental group's decline was less pronounced ($t(28) = 3.41$, $p < .01$, $d = 0.63$), suggesting that students exposed to gamified education had better retention.

Table 3. Descriptive statistics of vocabulary factors

Group	Comparison	t(df)	p	Cohen's d
Experime	Pretest –	14.27(	<.	2.65

ntal	Posttest	28)	001	
Experimental	Posttest – Delayed	3.41(28)	<.001	0.63
Control	Pretest – Posttest	7.83(25)	<.001	1.54
Control	Posttest – Delayed	4.89(25)	<.001	0.96

4.3. Between-Group Comparisons

The experimental and control groups were compared at each testing point using independent-samples t-tests. Baseline equality was confirmed by the fact that there was no significant difference between the two groups at the pretest stage ($t(53) = 0.34$, $p = .73$, $d = 0.09$), as shown in Table 3. There was a significant difference between the experimental and control groups at the posttest ($t(53) = 4.61$, $p < .001$, $d = 1.25$). This significant difference persisted in the delayed posttest ($t(53) = 4.81$, $p < .001$, $d = 1.28$), indicating that vocabulary retention was sustained by the gamified training.

Table 3. Independent-Samples t-tests for Between-Group Comparisons

Test	t(df)	p	Cohen's d
Pretest	0.34(53)	.73	0.09
Posttest	4.61(53)	<.001	1.25
Delayed posttest	4.81(53)	<.001	1.28

4.4. Discussion

The results of this study demonstrate that gamified vocabulary education greatly enhanced Grade 7 EFL students' short-term vocabulary learning and long-term retention. The experimental group outperformed the control group, which used conventional memorizing methods, in terms of posttest scores and sustained these improvements over time. This lends credence to the idea that gamification promotes longer-lasting retention of lexical knowledge.

5. Findings and implications of the study

5.1. Interpretation of Findings

Several theoretical frameworks can account for the experimental group's improved retention. Gamified environments promote intrinsic motivation by meeting learners' demands for autonomy, competence, and relatedness, as outlined in Self-Determination Theory (Ryan & Deci, 2000). Instant feedback and performance visibility were provided by the usage of Quizizz, Kahoot!, Wordwall, and Blooket, which strengthened a sense of proficiency and involvement. Additionally, team-based challenges and social rankings fostered a collaborative environment that encouraged students to continue participating and increase their frequency of vocabulary review.

Additionally, the findings are consistent with Cognitive Burden Theory (Sweller, 1988), which emphasizes that instructional design should maximize germane processing and decrease unnecessary burden. Gamified exercises reduced cognitive overload and allowed students to concentrate on meaningful recall by presenting language in small, digestible pieces with immediate reinforcement. Schema development and long-term memory consolidation were probably aided by repeated exposure and increasing difficulties.

Furthermore, the results align with constructivist ideas (Piaget, 1952; Vygotsky, 1978), which suggest that learning occurs when individuals actively engage in and interact with meaningful tasks. Instead of having students passively memorize lists, the gamified lessons required them to apply vocabulary in real-time challenges. Such experiential involvement reinforces memory traces and increases knowledge. According to behaviorism (Skinner, 1953), rewards such as badges, rankings, and points promoted recurrent practice and prevented forgetting (Ebbinghaus, 1885/1913).

5.2. Comparison with Previous Research

The current results support earlier research showing the advantages of gamification for vocabulary acquisition and retention. According to Chen et al. (2019), mobile gamification significantly improved EFL learners' short-term recall and delayed retention. Similarly, gamified spaced practice with Quizlet enhanced vocabulary recall and learner satisfaction, especially for low-proficiency learners, according to Waluyo and Leal (2021). Sahinler Albayrak, Chen, and Williams (2023) demonstrated in a recent study that gamification of virtual reality helped secondary learners retain more vocabulary. These results are extended in the current study to the lower-secondary Vietnamese environment, where gamification is still a relatively new strategy.

5.3. Pedagogical Implications

The findings have several educational implications. First, gamification can be a valuable addition to conventional vocabulary training, particularly for teenage students who require engaging and dynamic learning approaches. To facilitate active retrieval and spaced repetition, educators can incorporate Quizizz, Kahoot!, and Wordwall in their lesson plans. Second, to promote long-term vocabulary learning, curriculum designers should consider incorporating gamified

activities into digital or textbook resources. Lastly, instructions on how to create gamified learning experiences that adhere to cognitive and motivational principles should be part of teacher training programs.

5.3. Limitation

This study has several limitations, despite its encouraging results. The results' generalizability is hampered by the small sample size (n = 55) and its exclusive focus on a single secondary school in Vietnam. It is uncertain whether the benefits of gamification would last longer, as the intervention only lasted 16 weeks, or one semester. Furthermore, the study only looked at word retention. Future studies could investigate whether comparable advantages also apply to other language domains, such as speaking ability, grammar, and reading comprehension. Lastly, although retention was the only variable examined in this study, future research could investigate the interactions between motivation, engagement, and retention to achieve more comprehensive learning outcomes.

6. Conclusion

This study examined the impact of gamified vocabulary education on the vocabulary retention of EFL students in Grade 7 at a secondary school in Vietnam. The study employed a quasi-experimental design to compare pretest, posttest, and delayed posttest measures between an experimental group that received gamified training and a control group that received traditional training methods. The findings showed that gamification strengthened students' long-term retention while also improving their immediate vocabulary acquisition. In comparison to their counterparts who relied on note-taking and rote memorization, students exposed to gamified learning platforms, such as Quizizz, Kahoot!, Wordwall, and Blooket, consistently scored better.

The results highlight the pedagogical potential of gamification as a cutting-edge teaching method in EFL classes. Gamified learning creates a dynamic environment that encourages repeated retrieval, active engagement, and long-term language retention by combining cognitive reinforcement mechanisms with motivational characteristics. This suggests that gamification can be a valuable addition to the current curriculum, particularly for teenage students who require dynamic and engaging learning opportunities.

From a broader perspective, this study contributes to the growing body of empirical data that supports the use of educational technology in EFL pedagogy, particularly in areas that have received less attention, such as secondary education in Vietnam. Theoretically, it supports the claim that gamification aligns with the principles of behaviorism, constructivism, cognitive load theory, and self-determination theory, offering a comprehensive framework for understanding its impact on memory and learning.

However, due to its small sample size and scope, the study's conclusions should be regarded with caution. To thoroughly examine learners' perceptions and cognitive processes, future research should employ mixed-methods approaches, longer intervention durations, and larger and more diverse populations. Further investigation into how gamification interacts with factors such as engagement, motivation, and learner autonomy could yield a more nuanced understanding of its role in sustaining long-term language learning outcomes.

To summarize, this study provides empirical evidence that gamified education can significantly enhance vocabulary retention among secondary EFL learners. Its real-world applications emphasize how crucial it is to use technology-assisted, student-centered, interactive pedagogies in order to create more lasting and significant language learning experiences.

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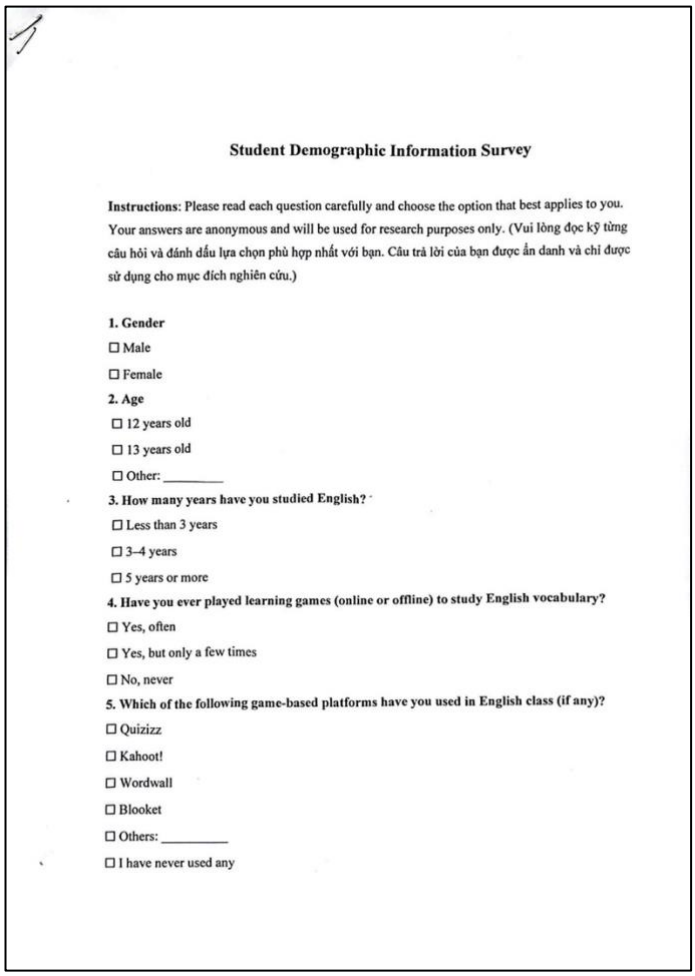
Appendices



Student Demographic Information Survey

Instructions: Please read each question carefully and choose the option that best applies to you. Your answers are anonymous and will be used for research purposes only. (Vui lòng đọc kỹ từng câu hỏi và đánh dấu lựa chọn phù hợp nhất với bạn. Câu trả lời của bạn được ẩn danh và chỉ được sử dụng cho mục đích nghiên cứu.)

1. Gender

☐ Male

☐ Female

2. Age

☐ 12 years old

☐ 13 years old

☐ Other: _____

3. How many years have you studied English?

☐ Less than 3 years

☐ 3–4 years

☐ 5 years or more

4. Have you ever played learning games (online or offline) to study English vocabulary?

☐ Yes, often

☐ Yes, but only a few times

☐ No, never

5. Which of the following game-based platforms have you used in English class (if any)?

☐ Quizizz

☐ Kahoot!

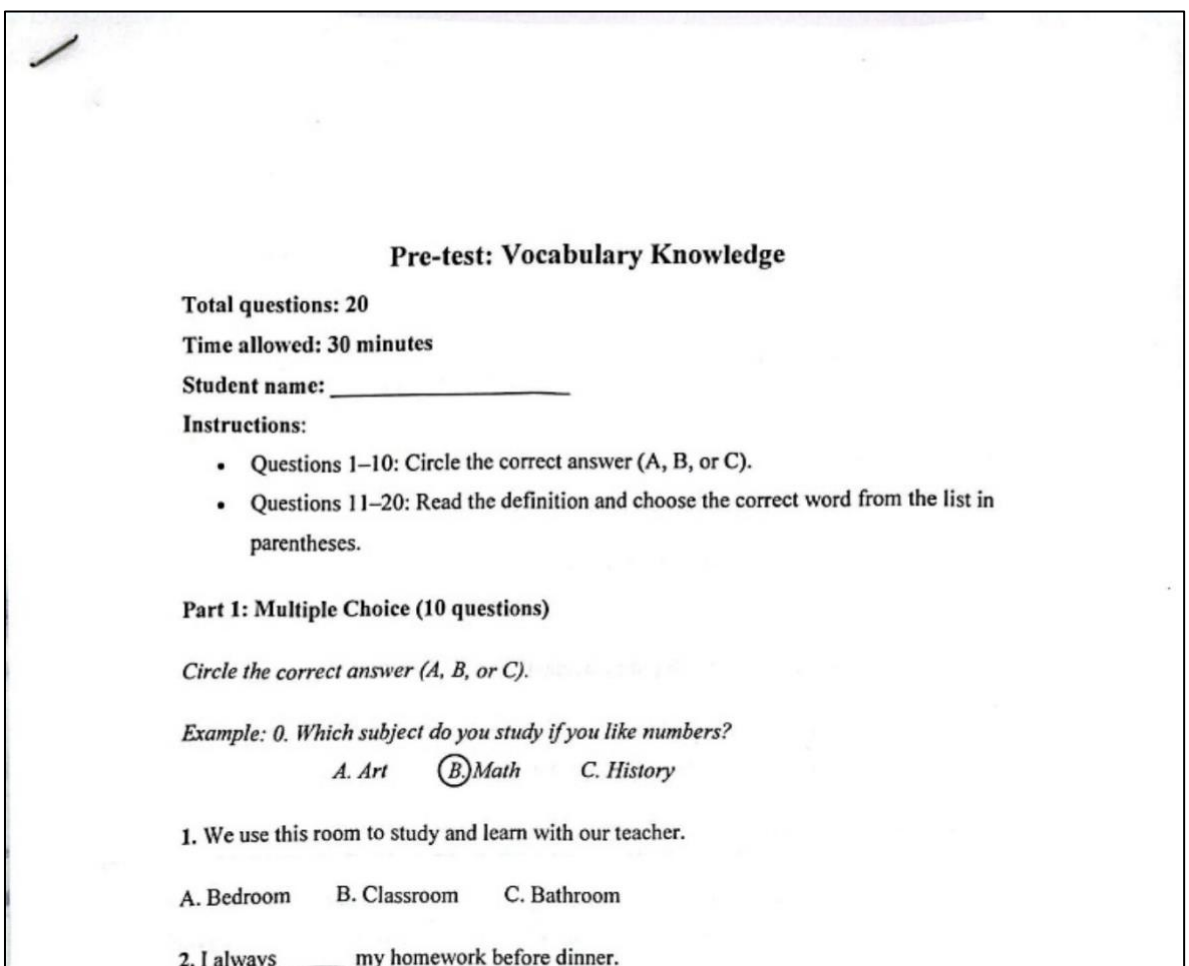
☐ Wordwall

☐ Blooket

☐ Others: _____

☐ I have never used any

ix B. Vocabulary Tests and Answer Keys
Vocabulary pretest



Pre-test: Vocabulary Knowledge

Total questions: 20

Time allowed: 30 minutes

Student name: _____

Instructions:

- Questions 1–10: Circle the correct answer (A, B, or C).
- Questions 11–20: Read the definition and choose the correct word from the list in parentheses.

Part 1: Multiple Choice (10 questions)

Circle the correct answer (A, B, or C).

Example: 0. Which subject do you study if you like numbers?

A. Art *(B.) Math* *C. History*

1. We use this room to study and learn with our teacher.

A. Bedroom B. Classroom C. Bathroom

2. I always ___ my homework before dinner.

Vocabulary pretest (continued)

7. He _____ to school by bike every day.

A. goes B. gets C. does

8. _____ do you have lunch at school?

A. Why B. What C. When

9. We eat this food in the morning.

A. Dinner B. Breakfast C. Dessert

10. She _____ orange juice because it's healthy.

A. drinks B. eats C. plays

Part 2: Vocabulary Meaning Match (10 questions)

Instructions: Read each definition below. Then choose the correct word from the **word box**. Write **only the letter** (a, b, c...) of the correct word in the blank.

Choose from the word box:

a. juice	b. classroom	c. egg	d. dinner	e. history
f. brush	g. breakfast	h. art	i. rice	j. pencil
k. noodle	l. lunch	m. ruler	n. on time	o. dinner

Example: 0. A meal people usually eat in the evening. o

11. A drink made from fruit, often orange or apple. _____

12. A school subject where you learn about the past. _____

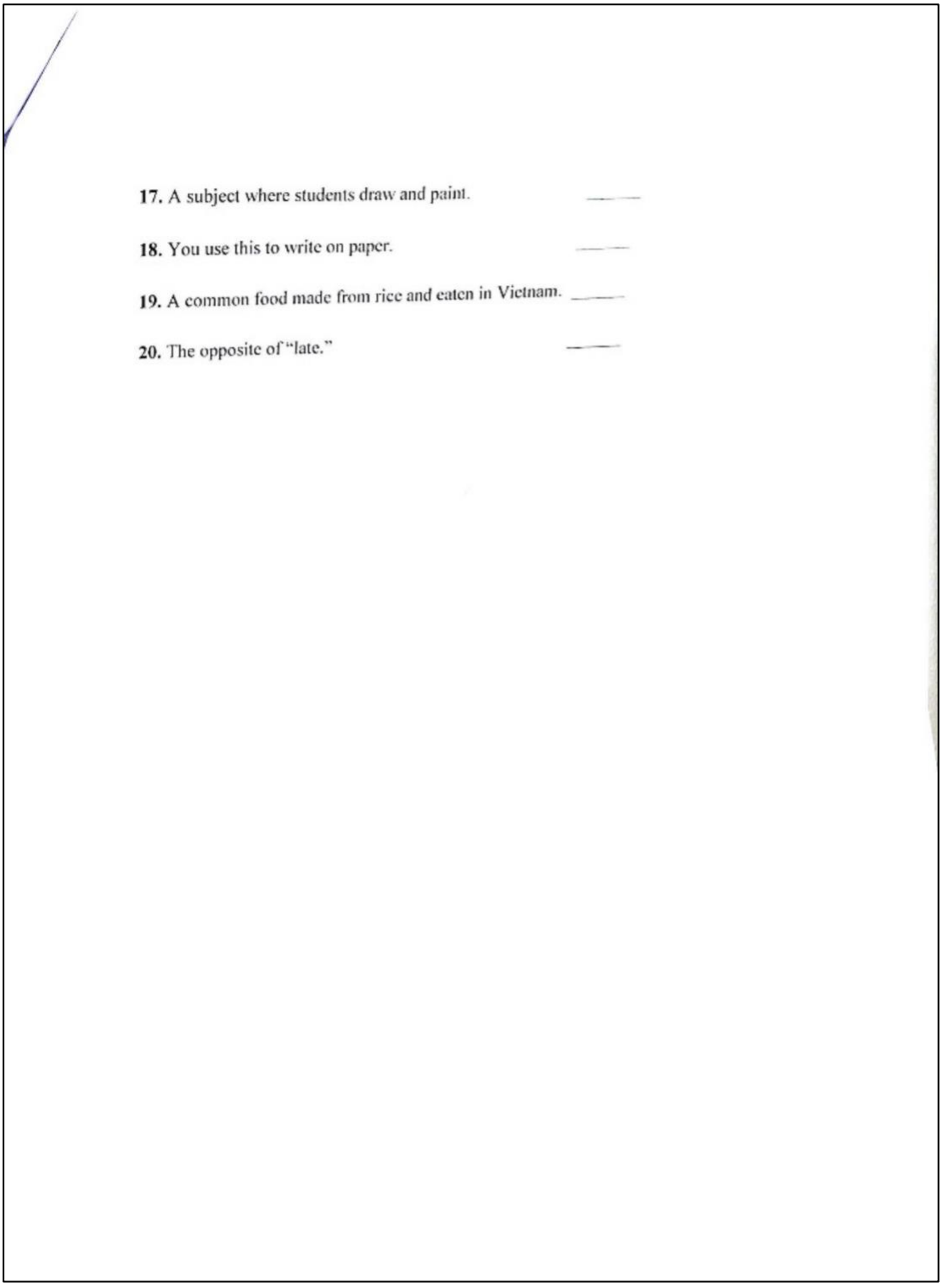
13. A meal people usually eat in the evening. _____

14. A place where students learn. _____

15. Something you do every morning to clean your teeth. _____

16. A type of food that comes from chickens. _____

Vocabulary pretest (continued)



17. A subject where students draw and paint. _____

18. You use this to write on paper. _____

19. A common food made from rice and eaten in Vietnam. _____

20. The opposite of "late." _____

Answer key for the pretest

Part 1: Multiple Choice (10 questions)	
1	B. Classroom
2	A. do
3	C. get
4	B. breakfast
5	C. subjects
6	A. math
7	A. goes
8	C. when
9	B. breakfast
10	A. drinks
Part 2: Vocabulary Meaning Matching (10 questions)	
11	a (juice)
12	e (history)
13	d (dinner)
14	b (classroom)
15	f (brush)
16	c (egg)
17	h (art)
18	j (pencil)
19	i (rice)
20	n (on time)

Vocabulary posttest

Post-Test: Vocabulary Review

Total: 20 questions

Time: 30 minutes

Score: /10 points (each question = 0.5 point)

Name: _____

Part 1: Multiple Choice – Circle the correct answer (10 questions)

Instructions: Read each sentence and choose the best word to complete it. Circle **A, B,** or **C.**

Example: *0. We wear these on our feet when we go outside.*

A. glasses B. trousers (C.) *shoes*

1. My brother loves to _____ comic books every weekend.

A. draw

B. collect

C. bake

2. We use our _____ to smell things.

A. ears

B. nose

C. eyes

3. A person with no hair is called _____.

A. fair-haired

B. bald

C. bearded

4. What do you usually _____ when it rains?

A. take off

B. put on

C. try on

5. A _____ is a large, wild cat that lives in the forest.

A. reindeer

B. rhino

C. leopard

6. We saw an amazing _____ falling from a high rock.

Vocabulary posttest (continued)

A. desert

B. waterfall

C. statue

7. A _____ is someone who plays music for an audience.

A. performer

B. gardener

C. climber

8. If something is striped, it has _____.

A. lines

B. spots

C. flowers

9. I like to spend time _____ in the park with my friends.

A. hang out

B. take back

C. make up

10. My sister is very _____; she can solve difficult math problems easily.

A. honest

B. intelligent

C. casual

Part 2: Vocabulary-in-Context – Choose the correct letter (10 questions)

Instructions: Read each definition. Then choose the correct word from the **Word Box** below.

Write **only the letter** (a–j) of the correct word in the blank. Use each letter only once.

a. insect	b. cardigan	c. rescue	d. striped
e. hobby	f. artist	g. reindeer	h. jumper
i. statue	j. beard	k. hammer	l. pet
m. bracelet	n. toothbrush	o. teacher	

Example: A person who teaches students. o

11. A small animal that lives in your home and becomes part of your family. _____

12. A soft piece of clothing you wear over a shirt to stay warm. _____

13. A thick line of hair that grows on a man's face. _____

Scanned with CamScanner

Vocabulary posttest (continued)

14. A large animal with antlers that lives in cold areas. _____

15. Something people collect or enjoy doing in their free time. _____

16. A person who paints, draws, or creates art. _____

17. A living creature like a butterfly, bee, or beetle. _____

18. A person or group helps someone in danger or trouble. _____

19. A pattern of lines on clothes, like on a zebra. _____

20. A solid object made of stone or metal that looks like a person or thing. _____

Answer key for the posttest

Part 1: Multiple Choice – Circle the correct answer (10 questions)	
1	C. collect
2	B. nose
3	B. ballad
4	B. put on
5	C. leopard
6	B. waterfall
7	A. performer
8	A. lines
9	A. hang out
10	B. intelligent
Part 2: Vocabulary-in-Context – Choose the correct letter (10 questions)	
11	l (pet)
12	b (cardigan)
13	j (beard)
14	g (reindeer)
15	e (hobby)
16	f (artist)
17	a (insect)
18	c (rescue)
19	d (striped)
20	i (statue)

Vocabulary delayed posttest

Delayed Post-Test: Vocabulary Retention

Total: 20 questions

Time: 30 minutes

Score: /10 points (each question = 0.5 point)

Name: _____

Part 1: Multiple Choice – Circle the correct answer (10 questions)

Instructions: Read each sentence and choose the best word to complete it. Circle **A, B,** or **C.**

Example: *0. We wear these on our feet when we go outside.*

A. glasses B. trousers (C.) shoes

1. They wore _____ jackets because the weather was cold.

A. thin

B. light

C. thick

2. She often _____ photos of animals in the forest.

A. takes

B. makes

C. does

3. A _____ is someone who helps when people or animals are in danger.

A. performer

B. rescue worker

C. climber

4. He has a _____ face with a small nose and glasses.

A. round

B. dark

C. bald

5. I usually _____ my clothes before I buy them.

A. take off

B. try on

C. put away

Vocabulary delayed posttest (continued)

6. The _____ is the largest ocean in the world.

A. Atlantic

B. Pacific

C. Indian

7. _____ are small creatures like ants or butterflies.

A. Mammals

B. Plants

C. Insects

8. I wore a _____ T-shirt with no patterns.

A. plain

B. spotted

C. striped

9. A _____ is used to hit things like nails or shells.

A. tool

B. brush

C. rope

10. We spent the weekend _____ in the mountains.

A. gardening

B. baking

C. hiking

Part 2: Vocabulary-in-Context – Choose the correct letter (10 questions)

Instructions: Read each definition. Then choose the correct word from the **Word Box** below.

Write **only the letter** (a–j) of the correct word in the blank. Use each letter only once.

a. waterfall	b. cardigan	c. bracelet	d. beard
e. rescue	f. butterfly	g. hobby	h. striped
i. statue	j. artist	k. hammer	l. reindeer
m. jumper	n. desert	o. teacher	

Example: A person who teaches students. o

11. A large drop of water falling from a high rock. _____

12. A small flying insect with colorful wings. _____

Vocabulary delayed posttest (continued)

13. A warm sweater that you pull over your head. _____
14. A soft item worn around the wrist as decoration. _____
15. A large animal with antlers that lives in cold areas. _____
16. A person who paints, draws, or sculpts. _____
17. A favorite activity you do in your free time. _____
18. A hard object shaped like a person or animal. _____
19. A tool used for hitting objects. _____
20. A thick line of hair that grows on a man's face. _____

Answer key for the delayed posttest

Part 1: Multiple Choice – Circle the correct answer (10 questions)	
1	C. thick
2	A. takes
3	B. rescue worker
4	A. round
5	B. try on
6	B. Pacific
7	C. Insects
8	A. plain
9	A. tool
10	C. hiking
Part 2: Vocabulary-in-Context – Choose the correct letter (10 questions)	
11	a (waterfall)
12	f (butterfly)
13	m (jumper)
14	c (bracelet)
15	l (reindeer)
16	j (artist)
17	g (hobby)
18	i (statue)
19	k (hammer)
20	d (beard)