



UNIVERSIDAD BOLIVARIANA DEL ECUADOR

REPUBLICA DEL ECUADOR

TITLE:

The Use of Wordwall to Improve Vocabulary Learning in EFL Students with an A1
Proficiency Level

Maestría en Pedagogía del Inglés como Lengua Extranjera

Research Work Presented to Obtain the Academic Title of Magister in Pedagogy of
English as a Foreign Language

Author

Samanta Angela Soto Ludeña

Tutor:

Dr. Carlos Álvarez Llerena, Ph.D.

DEDICATORY

This thesis is dedicated to God, who enabled me to achieve this goal through his infinite goodness and love. To my children, for being the mainstay in my life, for all their efforts, patience, and sacrifices, who taught me that the best kind of knowledge to have is that which is learned for its own sake. It is also dedicated to my husband, who always makes it evident that every effort is rewarded.

Samanta Soto

ACKNOWLEDGMENT

I express my deepest gratitude to Professor Mg. Carlos Alvarez, whose insightful suggestions, guidance, and encouragement were fundamental in the development and completion of this thesis, particularly in the writing process. Moreover, I am especially grateful to the staff of the Universidad Bolivariana del Ecuador for their guidance and assistance throughout my studies. Furthermore, I would like to acknowledge the invaluable support of the *Luis Alfredo Samanego* school for granting me the opportunity to carry out my practice and collect the necessary data for this research. I also extend my heartfelt gratitude to all the students and teachers who generously shared their time and knowledge, making this study possible.

Samanta Soto

RESUMEN

En Ecuador, los estudiantes de primaria enfrentan serias dificultades para comunicarse en inglés debido a su limitado dominio del vocabulario, un aspecto fundamental para lograr el éxito en el aprendizaje de este idioma como lengua extranjera. Este estudio analizó el proceso y la percepción de los estudiantes respecto al uso de la aplicación Wordwall para mejorar su vocabulario. Se empleó un enfoque metodológico mixto que combinó la recolección y el análisis de datos cuantitativos y cualitativos. Los datos cuantitativos se obtuvieron mediante dos evaluaciones realizadas antes y después de la intervención, mientras que los datos cualitativos se recopilaron mediante entrevistas. Los participantes fueron estudiantes de séptimo grado, de entre 10 y 11 años, seleccionados para la investigación. Se implementó un programa de intervención con cuatro sesiones para mejorar el aprendizaje del vocabulario. Los resultados, tanto cuantitativos como cualitativos, indican que el uso de la aplicación Wordwall contribuyó a ampliar el vocabulario de los estudiantes. El estudio también analizó los beneficios pedagógicos de incorporar Wordwall en las clases de inglés como herramienta tecnológica para enseñar un idioma extranjero, motivando a los estudiantes y obteniendo buenos resultados en el proceso de aprendizaje. Las respuestas de las encuestas y entrevistas reflejaron entusiasmo y una actitud positiva hacia las actividades de vocabulario realizadas con las herramientas tecnológicas de Wordwall. Estas recomendaciones son prácticas y viables, y destacan por su potencial para mejorar la competencia oral de los estudiantes. Además, la aplicación Wordwall ha

demostrado su eficacia como herramienta pedagógica, no solo para facilitar la memorización de vocabulario, sino también para fomentar la participación interactiva y crear un entorno de aprendizaje dinámico y atractivo.

Palabras clave: Wordwall, aprendizaje digital, aprendizaje de vocabulario, estudiantes de inglés como lengua extranjera.

ABSTRACT

Primary school students in Ecuador face significant communication challenges due to their limited knowledge of English vocabulary, which is essential for success in an English as a Foreign Language (EFL) setting. This study investigated students' perceptions of using the Wordwall application to improve their vocabulary. It examined the pedagogical benefits of integrating this application into EFL classrooms, focusing on its impact on student engagement and learning outcomes. A mixed-method approach was used, combining both quantitative and qualitative data collection and analysis. Quantitative data were collected through pre- and post-tests, while qualitative data were gathered through interviews. The analysis involved comparing pre-test and post-test results to identify any differences. Eighteen seventh-grade students, aged 10-11, participated in the study. An intervention consisting of four sessions was conducted to support vocabulary development. Results from both quantitative and qualitative data show that using the Wordwall application helped students expand their vocabulary. The survey and interview responses reflected enthusiasm and a positive attitude toward vocabulary activities involving Wordwall's features. Therefore, the Wordwall application has proven to be an effective pedagogical tool not only for improving vocabulary retention but also for encouraging interactive participation and creating an engaging EFL learning environment.

Keywords: *Wordwall, digital learning, EFL students, vocabulary learning, motivation.*

TABLE OF CONTENTS

FICHA SENESCYT PARA EL REPOSITORIO	II
COPIA INFORME DE SIMILITUD (ANTIPLAGIO)	III
CERTIFICACIÓN DE AUTORÍA Y CESIÓN DE DERECHOS DEL AUTOR	IV
CERTIFICADO DE AVAL DE TUTOR DE TESIS	V
DEDICATORY	VI
ACKNOWLEDGMENT	VII
RESUMEN	VIII
ABSTRACT	X
INTRODUCTION	1
Research aim	3
LITERATURE REVIEW	8
RESEARCH BACKGROUND	8
1.1 The Role of Technology in Education	8
1.2 Information and Communication Technology (ICT) tools in education	9
1.3 Independent variable: Wordwall application	10
1.4 Dependent variable: Vocabulary learning	13
1.5 Types of Vocabulary	14
1.6 Importance of Vocabulary	17
1.7 Ways to Improve Vocabulary in English Learning	19
CHAPTER II	24
RESEARCH METHODOLOGY	24
2.1 Overview	24
2.2 Conceptualization and operationalization of variables and categories	24
2.3 Independent variable: Wordwall	24
2.4 Dependent variable (vocabulary learning)	25
2.5 Research design	26
2.7 Research purpose	28
2.8 Research questions	28
2.9 Research justification	29

2.10 Delimitation of population, sample, and sampling.....	29
2.11 Research Context.....	30
2.12 Research stages.....	30
2.13 Instruments for the diagnosis process.....	32
2.14 Pretest and Posttest (APPENDIX 8-9)	32
2.15 Survey (APPENDIX 10).....	33
2.16 Interviews (APPENDIX 11)	33
2.17 Applications for the pretest and posttest.....	34
2.18 Data processing and statistical analysis	35
2.19 Description of the diagnostic stage.....	35
2.20 Results of the diagnostic stage	35
2.21 Target needs	36
2.22 Learning needs	37
2.23 Selection of the skill to be implemented.....	37
2.24 Validation of the research proposal.....	38
2.25 Intervention plan.....	39
2.26 Data analysis and ethical considerations	40
CHAPTER III.....	41
RESULTS AND DISCUSSION.....	41
Application of the Proposal and Results	41
CONCLUSIONS	54
LIMITATIONS	56
RECOMMENDATIONS	57
REFERENCES	58

TABLE INDEX

Table 1	26
Table 2	30
Table 3	31
Table 4	42
Table 5	43
Table 6	45

FIGURES INDEX

Figure 1	45
Figure 2	47
Figure 3	47
Figure 4	48
Figure 5	49
Figure 6	50

INTRODUCTION

English is the world's most widely spoken language and is considered a global lingua franca, facilitating communication across diverse cultures and countries. Richard (2019) stated that English enables individuals to connect, learn, work, and thrive in an increasingly interconnected world. Its importance continues to grow as globalization advances, making it a valuable skill for personal and professional development. Among the core competencies of language learners, vocabulary holds a critical role. It expands learners' lexicons and enhances their listening, speaking, reading, and writing abilities. In this way, Karlsson (2022) emphasized that vocabulary encompasses understanding the meaning of words, enabling speakers to communicate effectively with others.

In primary public schools, students lack basic vocabulary, making it difficult for them to understand what the teacher explains and asks during class (Oljira, 2017). According to Carlisle et al (2013), teaching vocabulary in basic schools is crucial because it directly improves reading comprehension, which is essential for academic achievement in all subjects. Vocabulary is critical to a learner's success for these reasons: Vocabulary growth is directly related to school achievement.

The topic of this study was chosen for three main reasons. First, during the academic period, it was found that vocabulary was the sub-skill students needed to improve to face the language learning process. The second reason is that vocabulary is essential in students' learning, as it influences the mastery of the four English language skills: speaking, listening, reading, and writing. Finally, the third reason is related to

technology, as English teachers can use it to provide students with engagement and interactive tools for learning vocabulary and English in general. For instance, integrating the Wordwall application makes learning a more cooperative and enjoyable experience.

From an educational perspective, using Wordwall is a valuable way to motivate students to actively engage in learning English as a foreign language (Safitri et al, 2024). From a social perspective, our country's laws now demand a higher quality of life. Therefore, everyone involved in this process is committed to improving daily and becoming a vital part of our society's productive sector.

Furthermore, this proposal is scientifically rigorous, as it provides sufficient information to offer theoretical insights and suggest alternatives for addressing vocabulary learning deficits. In this way, vocabulary is considered a crucial part of language acquisition, serving as the foundation for developing other language skills, such as reading, writing, listening, and speaking. Therefore, this investigation is relevant, as it addresses a pertinent topic that can help teachers and students solve problems affecting English learning in Ecuadorian classrooms.

This investigative work aligns with the university's technological proposal approach, which emphasizes achieving results, conducting studies, and engaging in research. Additionally, this approach emphasizes the utilization and application of ICTs (Information and Communication Technologies) and LCTs (Learning and Communication Technologies). Therefore, this research addressed a specific language

education problem by incorporating digital tools, such as Wordwall, into the English language learning curriculum.

Therefore, this research investigates the effectiveness of using the Wordwall application in enhancing vocabulary among EFL students by addressing the following research questions:

RQ1: *How effective is the integration of Wordwall in improving vocabulary acquisition for A1-level EFL students?*

RQ2: *How do students perceive the application of Wordwall in improving vocabulary learning?*

Research aim

The main objective of this research was to evaluate the use of Wordwall to improve vocabulary learning in EFL students with an A1 proficiency level. It also consisted of the following three specific goals:

- To investigate the theoretical references about Wordwall as a strategy to improve vocabulary learning in English.
- To choose the most appropriate Wordwall activities to improve vocabulary learning in English.
- To reflect on Wordwall's effectiveness in English vocabulary learning.

Regarding the variables of this study, Dhaifi et al. (2020) described **Wordwall** as a versatile online platform that allows educators to create and customize interactive activities and games for their students. It offers a variety of formats, such as word searches, matching exercises, quizzes, and more. Shamy (2023) also stated that diverse setups can reinforce student learning, involve them across multiple subject areas, and support differentiated instruction by addressing various learning needs. Additionally, Wordwall provides options for both digital and printable formats, making it adaptable to various teaching environments.

Rexlin (2015) defined **vocabulary** as “the joint of words a person knows and understands in a particular language. It contains all the words, phrases, and expressions an individual can use and comprehend when speaking, listening, reading, or writing” (p.8). Furthermore, Nordquist (2019) claimed that vocabulary includes the total number of words in a language and is essential to mastering English. In this way, Jackson (2012) stated that everyone understands and uses active words when speaking and writing. Passive vocabulary, on the other hand, comprises words that may be recognized but are not generally used in regular communication.

According to the categories of this research, both **qualitative** and **quantitative** methods were employed to explain the outcomes and assess how these results impact students through lesson plans. Quantitative research provides information that can be used in statistics to collect data. In contrast, qualitative research gathers non-numerical details to understand concepts, behaviors, or experiences (Newman & Benz, 1998).

Consequently, the researcher used a pre-test and a post-test to obtain quantitative data for this study. Furthermore, observation sheets, interviews, and surveys were considered to collect qualitative information.

The statistical method involves collecting and analyzing numerical data related to vocabulary levels. Mertler et al (2016) emphasized that this approach facilitates the investigation of connections and the identification of significant relationships among variables within the study. According to Freund and Wilson (2003), statistical analysis, researchers to draw precise interpretations, uncover patterns or trends, and provide evidence-based recommendations to enhance vocabulary learning. Similarly, Reddy (2014) highlighted that this method is particularly valuable for identifying gaps in vocabulary knowledge, assessing the effectiveness of teaching strategies, and measuring the impact of interventions.

The participants in this study were seventh-grade students from the morning section of the general elementary education program. The group included eight girls and eight boys, all aged 10-11, with an A1 level of English, indicating basic proficiency. Their backgrounds varied in factors such as socioeconomic status and English language skills. The education staff consisted of 13 teachers. The school provides basic education from first through seventh grade. Students range in age from 5 to 12 years old.

The investigation was conducted at a public primary school in Catamayo, Loja Province. The school's classrooms serve as the research context, where Wordwall will be applied to improve vocabulary learning. The institution is equipped with a small

computer lab, a projector, and an internet connection, providing essential resources to support research activities. Furthermore, the research context promotes a supportive and collaborative learning environment, fostering active engagement in meaningful tasks and authentic communication.

Despite these advantages, students are not allowed to bring personal electronic devices to school. To address this study, the researcher utilized the available institutional resources to ensure the successful application of the Wordwall tool. The motivation was to help seventh-grade students improve their English vocabulary through structured, selected, and interactive activities, maximizing the accessible tools to enhance their learning and understanding.

This study supported vocabulary practice both inside and outside the classroom, utilizing Wordwall, an interactive digital tool that enables students to reinforce and expand their vocabulary knowledge. Currently, young learners are skillful at using and learning from digital platforms through devices such as smartphones, laptops, and tablets. Consequently, incorporating educational technologies like Wordwall into classroom instruction not only makes learning more accessible and engaging but also fosters greater learner autonomy, as students can continue practicing beyond school hours.

From a professional standpoint, this proposal is crucial because it provides educators with evidence of how the Wordwall application can enhance their students' vocabulary development. Additionally, from a methodological perspective, Wordwall's interactive

features encourage active student engagement. This approach moves away from traditional rote memorization toward more dynamic learning, where students interact with vocabulary through games and interactive activities.

From a technological perspective, the work explores Wordwall as a tool to motivate improved vocabulary learning. In this way, technology can facilitate data collection, analysis, and sharing, making research processes more efficient and accessible. Lastly, from a social perspective, the proposal aims to enhance EFL students' vocabulary acquisition, which is essential for language proficiency and can help them achieve academic success in Ecuador.

The investigation is structured in three chapters. Chapter One presents the analysis and theoretical foundations that support the teaching-learning process of vocabulary learning, utilizing technology. Chapter two describes the research methodology, including data collection procedures and participant selection. Ethical considerations and the validity of the data are discussed. Chapter three presents the results and discussion of the obtained results. Moreover, this section addresses limitations and provides recommendations for future studies.

LITERATURE REVIEW

RESEARCH BACKGROUND

To ensure the credibility and reliability of this research, a wide range of study sources was thoroughly utilized. These included academic platforms such as *Google Scholar*, *Scopus*, *ResearchGate*, and *Google Books*. Through careful analysis, valuable insights were gained, highlighting the effectiveness of technology in educational settings, particularly in enhancing student engagement, fostering collaboration, and providing access to diverse learning resources.

The study on using Wordwall to improve vocabulary learning was conducted at a public school with 18 7th-grade students in Elementary Education. The group consisted of seven males and eleven females, aged 10 to 11 years old. These participants were selected to explore how the new generations engage with the interactive Wordwall application. Moreover, the institution provides a comprehensive and dynamic learning environment that encourages the integration of innovative tools and methods, promoting active participation and fostering meaningful learning experiences.

1.1 The Role of Technology in Education

Taylor and Francis (2014) noted that vocabulary acquisition involves the knowledge and expansion of an individual's repertoire of words, along with their meanings, within a particular language. It is a fundamental element of language development, serving as a cornerstone for effective communication and comprehension. Coady and Huckin

(1997) claimed that traditional methods, such as textbook exercises and rote memorization, are monotonous and lack engaging elements that motivate learners. Thus, Mangal (2019) stated that technology integration in education has opened new paths for vocabulary instruction, with interactive platforms offering dynamic and personalized learning experiences.

Education is a crucial pillar of a country's development. Kurnia (2023) argued that technology plays a significant role in education during this globalized technological revolution. Blake et al. (2020) mentioned that technology influences teaching methods and transforms the entire education and learning paradigm. Thus, tech tools such as the Internet provide teachers and students with access to diverse learning resources, allowing students to expand their knowledge using videos, online platforms, interactive simulations, and online applications.

However, while technology offers many benefits, it also presents challenges that can impact students' learning process. For instance, in our country, not all public institutions have sufficient access to technology (Checa, 2021). For this reason, the necessity of applying technology for learning a foreign language has become a prerequisite in public institutions, as connectivity can support a wide range of activities, enabling students to achieve their learning goals.

1.2 Information and Communication Technology (ICT) tools in education

Pandey (2021) affirmed that ICT has its roots dating back to the 20th century and was significantly influenced by advancements in computer technology and

telecommunications, ultimately leading to the development of a range of ICT tools and solutions. In this way, the use of ICT, including computers, smartphones, and tablets, has become global in our daily lives and has virtually completely changed the way teachers and students share knowledge.

Regarding learning English, Sanchez (2020) emphasized that Information and Communication Technology (ICT) tools help students improve their listening comprehension, speaking skills, written production, reading comprehension, and grammar. ICT tools enable teachers to implement a constructive methodological approach and design resources to diagnose students' academic interests and needs, as well as provide targeted feedback.

1.3 Independent variable: Wordwall application

According to Ilahi et al. (2022), Wordwall is a digital tool designed to assist language teachers and students in creating interactive and engaging vocabulary exercises. It offers a diverse range of features to help learners practice and improve their language skills through games, quizzes, flashcards, word searches, crosswords, Hangman, and more. This tool can be used as a classroom resource or for individual study, and it is accessible on both desktop and mobile devices. Nuss and Martin (2023) suggested that teachers can create various online teaching materials using technology, as it enables the replacement of traditional, handmade materials with modern, creative, and engaging ones.

Likewise, Darwish (2024) stated that Wordwall is a web tool that contributes to creating student-centered educational learning environments. These environments can be used at every stage of the course and involve measurement and evaluation processes. Furthermore, according to Ferlazzo and Hull (2018), Wordwall is a visual tool used in classrooms to display a collection of words that students are currently learning or frequently using. Consequently, it offers some benefits to student learning, including increased interactivity, improved conceptual understanding, and the fostering of visual skills.

Currently, students worldwide can take online classes using various technological tools Wordwall media, as a useful online learning resource. The instructors can develop activities that are accessible on various devices, including computers, tablets, and smartphones. They can also design interactive games, puzzles, word searches, or quizzes to enhance engagement and make learning more enjoyable. (Bilodeau & Hughes, 2023). As a result, learners can actively participate in their courses from home or through distance learning.

This interactive Wordwall has five key elements tailored to students' English proficiency level, ensuring accessibility and relevance. Indeed, some research strongly supports the idea that any version can assist vocabulary development by helping to create a print-rich classroom (Mander et al., 2016). However, even when many teachers are familiar with the interactive Wordwall app, some of them may not recognize its full potential or lack the necessary skills to use it effectively.

Bilodeau (2023) stated that monotony in educational tools can lead to boredom at any time and place. To counter this, creativity and innovation must be integrated into educational media to enhance students' motivation and engagement in learning. When students' enthusiasm wanes, it becomes the teacher's responsibility to reignite their interest and motivation. Therefore, one effective approach is to present a dynamic learning environment, such as modern platforms like Wordwall.

Hania (2023) identified Wordwall as a widely embraced and highly popular application in the educational field, developed by a team of experienced software creators. According to Dhaifi et al. (2024), the platforms offer a variety of resources tailored to teaching and learning, with a focus on vocabulary instruction. Consequently, Wordwall is an effective tool for planning, delivering, and monitoring learning activities.

One of the primary objectives of this platform is to enhance students' vocabulary skills. According to Mahfiroh (2023), Wordwall provides extensive activities and games to help learners boost their retention abilities. These games are thoughtfully designed to accommodate different learning styles, ensuring every student can find an activity that suits them. Similarly, Pradini and Adnyayanti (2022) highlight the versatility of Wordwall, noting that it is an effective tool for educators seeking to make their lessons more engaging and dynamic, making it an ideal tool for teachers who want to make their classes more engaging and livelier.

Finally, Spence and Mitra (2023) emphasized that the platform's user-friendly interface makes it easy for educators to create custom activities tailored to their students' needs,

allowing them to include multimedia elements such as images, videos, and audio recordings. This has made Wordwall an excellent resource for anyone looking to improve their vocabulary skills or teach others how to do so effectively, thanks to its wide range of activities and games specifically designed for vocabulary instruction (Hidayaty et al., 2022).

1.4 Dependent variable: Vocabulary learning

Vocabulary is the collection of words and phrases people use to communicate ideas, thoughts, and emotions, making it essential for effective communication. Marzano (2004) defined vocabulary as all words in a language that people learn, and it is one of the basic language components that master learners typically master. Similarly, De Wilde et al (2020) highlighted vocabulary as a core element of language acquisition, emphasizing its growth with age and its essential role in communication and knowledge acquisition. According to the Cambridge Dictionary (2014), acquiring an extensive vocabulary is one of the greatest challenges in language learning.

Lee et al (2020) viewed vocabulary as a collection or repository of words that form the foundation of a language. This broad perspective aligns with the lexicographical approach traditionally used to collect and organize words systematically within a dictionary. Similarly, Silverman and Hartranft (2014) emphasized that words exist in two forms: oral and print. Weneger et al (2022) claimed that oral vocabulary refers to the set of words whose meaning individuals understand when speaking or listening,

and it plays a vital role in language development, comprehension, and effective communication.

However, Hanafiah et al (2022) described print vocabulary as words recognised and understood in written form, which are essential for reading fluency and comprehension. They further noted that a well-developed print vocabulary enables learners to decode written texts more efficiently, infer meanings from context, and engage more deeply with written language. Therefore, both oral and print vocabularies are interdependent components that contribute significantly to overall language proficiency and literacy development.

Rahmah et al (2023) noted that vocabulary learning requires great skill in processing language words; knowing words is vital for EFL students. Additionally, Pradini et al (2022) emphasized that learning a term involves recognizing the word's form, meaning, and use. The form includes both the spoken and written representations of the word as well as its morphological components, such as prefixes, roots, and suffixes. Ueno and Takeuchi (2025) agreed that the meaning of a word encompasses its conceptual and contextual associations. In contrast, its use refers to how it functions within the context of grammar, collocations, register, and frequency.

1.5 Types of Vocabulary

Vocabulary in English can be categorized into two types: active vocabulary and passive vocabulary. According to Komiya and McLean (2024), an active vocabulary consists

of the words an individual can confidently use in writing and speaking. These words are well-known, familiar, and used frequently. On the other hand, Ueno and Takeuchi (2025) define passive vocabulary as words an individual can recognize and understand when listening or reading. These words are often less familiar to students and are used less frequently.

Carujo (2024) emphasized that teaching academic vocabulary is essential for English language learning because it helps students develop proficiency and succeed academically. Similarly, Alharbi (2019) states that building academic vocabulary helps ELL students construct meaning and understand language when reading complex texts or participating in class discussions. English language development programs, such as English 3D, provide ELL students with consistent instructional routines for developing academic vocabulary.

Al Febi et al (2023) also claimed that technical vocabulary contains words and terms associated with specific fields, professions, or industries. For example, there is a significant need to communicate technical language with ease and fluency in Science, Engineering, and Medicine, among other fields. Furthermore, Yan (2023) argued that technical vocabulary is often precise and may be challenging for those outside the field to understand. It encompasses specialized terminology that professionals use to communicate within their respective domains.

Similarly, colloquial vocabulary refers to informal words and phrases used in everyday conversation, involving slang, idioms, regional expressions, and casual language.

Parker (2022) claimed that using colloquial words creates a sense of community and society. Often, the way an author speaks is reflected in their writing. Additionally, colloquial vocabulary adds color and authenticity to communication in informal settings. Likewise, Husanah (2019) affirmed that writers also intentionally use colloquial language, even if it is not common. They do this to give their writing a sense of realism and authenticity. For example, in a fictional story set in America, a writer may use colloquial language to make readers feel like they're there with the characters.

On the other hand, Savranbekovna (2022) affirmed that foreign vocabulary consists of words adopted from other countries' languages. As a result, these words become part of a language's lexicon and are commonly used by speakers. According to Alharbi (2019), foreign vocabulary adds diversity and richness to a language, reflecting cultural exchanges. In other words, a foreign language is a language other than the student's primary language taught in the curriculum. However, foreign words and expressions can be understood as a distinct category of words borrowed from another language, which can be considered an integral part of the English language.

Beck et al. (2002) defined vocabulary development as the process through which individuals acquire and expand their knowledge of words. This process encompasses understanding word meanings, pronunciation, spelling, and appropriate usage across different contexts. Similarly, Safura and Helmanda (2022) emphasized that a child's vocabulary growth from preschool to first grade is a strong predictor of future language proficiency. Overall, vocabulary development involves not only learning new words

but also comprehending their meanings and applying them effectively in both spoken and written communication.

Bingham et al. (2018) classified vocabulary development into three stages: The first stage includes basic everyday words that most children already know when they begin school. The second stage consisted of essential academic vocabulary, words that are used across different subjects and are critical for academic success. These include process words such as *analyze* and *evaluate*, which students frequently meet in standardized tests, higher education, and professional settings. The third stage focuses on subject-specific vocabulary, typically defined within textbooks or glossaries (Murthy, 2020). These terms are fundamental to understanding subject-specific content and enhancing students' disciplinary knowledge.

1.6 Importance of Vocabulary

Vocabulary plays a crucial role in developing knowledge and skills across various aspects of language and literacy. Brooks et al. (2023) affirmed that vocabulary is essential because it forms the foundation of all languages. Similarly, Drif (2012) emphasized that vocabulary is fundamental for articulating thoughts and ideas, sharing information, understanding others, and building personal relationships. Moreover, a rich vocabulary strengthens every aspect of communication, including listening, speaking, reading, and writing. In addition, Odenthal (2020) highlighted that vocabulary is one of the most important skills for successfully learning a foreign language.

According to Odenthal (2020), vocabulary is one of the most important skills for learning a foreign language. Similarly, Brooks et al. (2023) affirmed that vocabulary is important because it forms the foundation of all languages. Besides, vocabulary is useful for developing knowledge and skills in various aspects of language and literacy. Additionally, Webb et al (2020) stated that essential elements are fundamental for articulating thoughts and ideas, sharing information, understanding others, and fostering personal relationships. Moreover, a strong vocabulary enhances every aspect of communication, including listening, speaking, reading, and writing.

Rasulova (2023) mentioned that vocabulary is essential for several reasons. Enhances communication, allowing individuals to articulate their thoughts clearly and convey messages accurately. Enhancing clarity minimizes misunderstandings and promotes effective communication. Ferlazzo and Hull (2018) explained that a strong vocabulary empowers speakers to select the most appropriate words for real-life situations, making their communication more engaging, convincing, and persuasive. Authors like Liando et al (2022) indicated that an extensive vocabulary helps individuals grasp complex texts, engage in meaningful discussions, and think critically.

On the other hand, Dickinson and Neuman (2006) view vocabulary development as a key factor in promoting intellectual growth, as learning new words enables students to deepen their understanding of diverse concepts, cultures, and perspectives. Through this process, students not only expand their linguistic knowledge but also foster critical thinking skills and develop a wider, more global viewpoint. In addition, Oczkus (2018)

highlighted that a strong vocabulary contributes to improved comprehension. With a broader range of words, learners can more effectively understand others, grasp complex ideas, read easily, and interpret information accurately.

Vocabulary learning and communication are closely interconnected. Ruzimuratova (2021) stated that a strong vocabulary allows individuals to express themselves more accurately and effectively, while expanded word knowledge enhances confidence in communication. This dynamic permits people to use accurate and nuanced language to convey their emotions, thoughts, and experiences with clarity and impression (Park et al., 2018). Furthermore, a strong vocabulary is essential for academic success. It enhances and strengthens comprehension, improves writing skills, and enables clear expression of ideas, as noted by Baumann and Graves (2010).

Finally, a rich vocabulary reinforces connections, aids comprehension, and improves global communication skills, encouraging personal and professional growth. Additionally, students with a rich vocabulary are better equipped to succeed across various subjects and perform well on standardized tests, providing them with a significant academic advantage.

1.7 Ways to Improve Vocabulary in English Learning

According to Ilxomovich (2024), students can improve their English vocabulary skills in several ways. These include reading extensively and keeping a vocabulary journal, which is a notebook where students collect vocabulary words and their meanings. Celik

(2019) emphasized that reading extensively is the most effective method for building vocabulary. The author notes that extensive reading involves engaging with various types of texts, including magazines, books, and newspapers, thereby exposing learners to a range of language contexts.

Similarly, Musa et al (2022) advocated keeping a vocabulary journal as an excellent strategy for recording new words and fostering interaction with classmates. Each journal page can be dedicated to a single word, including its definitions, synonyms, and antonyms. In addition to these methods, using vocabulary apps is another effective way to expand one's lexicon and enhance language skills. These apps often provide interactive features and exercises that reinforce vocabulary learning in engaging ways.

Goodwin (2018) claimed that games are the most effective way for young children to gain vocabulary knowledge, so word games make it fun and easy for kids to build a larger vocabulary. For instance, word games such as puzzles, crosswords, Scrabble, and Boggle are fun and challenging ways to improve vocabulary. The objective of incorporating word games into vocabulary instruction is to provide students with an engaging, interactive, and meaningful method to learn, practice, and reinforce new words.

Hinkel (2022) discerned that watching movies and TV shows can be a fun and effective way for children to encounter new words and phrases. Teachers and parents should inspire them to focus on the dialogue and note any unfamiliar vocabulary. By

discussing the meaning and usage of these new words afterward, children can reinforce their understanding and integrate them into real-life communication. Likewise, Simamora and Oktaviani (2020) affirmed that listening to podcasts on various topics offers another accessible opportunity to explore new language. Learners can expand their vocabulary by actively noting and looking up unknown words, then using those words in their daily conversations.

Additionally, using a dictionary and glossary remains invaluable for building vocabulary. Whenever your child encounters an unfamiliar word, encourage learners to look up its meaning in the dictionary. Sulistyawati et al (2021) suggested further exploring synonyms and related terms in a thesaurus to deepen your child's understanding and usage of language. Combining these strategies creates a well-rounded approach to vocabulary enrichment.

Agustin (2022) introduced another effective technique for vocabulary expansion: the use of flashcards, which serve as useful tools for enhancing vocabulary acquisition. They make learning dynamic and interactive. Ito (2016) affirmed that flashcards are integrated into numerous games and learning activities, such as memory games and matching exercises, making learning more enjoyable and promoting higher engagement. In this way, educators can write the word on one side of the flashcard and the definition or a sample sentence on the other. You can also include a picture to help you remember the word.

Another way to learn vocabulary is to attend book clubs, which provide an excellent opportunity to connect with like-minded individuals who share your passion for reading (Douglas, 2021). These clubs also offer a platform for discussing various topics, enabling learners to enhance their vocabulary through engaging conversations. The key to building a strong vocabulary is to use it regularly. Regularly incorporating new words into conversations, writing, and daily life helps reinforce their meaning and usage. (Oxford Learning, 2023).

Several prior studies have explored the use of Wordwall in language learning. For example, Swari (2023) implemented an intervention plan at a rural primary school in Indonesia, where she examined the features of Wordwall and highlighted its advantages as a learning tool to boost students' interest in reading. Additionally, Maniam et al. (2022) investigated how Wordwall could enhance student engagement. They found that using Wordwall not only improves students' understanding of the English language learning process but also boosts their engagement in ESL classrooms.

Finally, another study explored the benefits of integrating Wordwall into EFL classrooms. For instance, Rodriguez et al. (2023) conducted research in Chile with seven pre-service EFL teachers. After collecting and analyzing the data, the researchers found that Wordwall was perceived as highly beneficial for teaching and learning vocabulary, as it provides an innovative and interactive approach to fostering English vocabulary acquisition in the classroom. Moreover, the study highlighted that the use

of Wordwall encourages greater student engagement and motivation, which in turn supports more effective vocabulary retention.

CHAPTER II

RESEARCH METHODOLOGY

2.1 Overview

Wasik et al. (2016) stated that integrating digital tools into language education has garnered increasing attention due to its potential to enhance learning engagement and effectiveness. Swari (2023) noted that Wordwall is a digital tool that offers interactive, customizable activities such as games, quizzes, and matching exercises that effectively support vocabulary development. In this way, this chapter provides a structured background for guiding the study, ensuring validity and reliability, and addressing ethical considerations for participants. Below are the main components of this chapter.

2.2 Conceptualization and operationalization of variables and categories

Enhanced vocabulary acquisition in EFL students with an A1 proficiency level seeks to implement effective and age-appropriate activities in public schools for learners aged 10 to 11. Two key variables were identified: the Wordwall application, serving as the independent variable, which enables the design of interactive and engaging learning activities, and vocabulary learning, serving as the dependent variable, as it plays a crucial role in supporting effective communication.

2.3 Independent variable: Wordwall

Darwish (2024) stated that Wordwall is an online platform that permits educators to create interactive and engaging activities for their students. It offers a variety of templates for designing games, quizzes, and other educational exercises that can be accessed digitally or printed for offline use. Ferlazzo and Hull (2018) explained that the platform supports multiple-choice quizzes, matching pairs, anagrams, and other exercises, enabling customizable and dynamic learning experiences that cater to different learning styles. These features help educators develop interactive activities that promote engagement, reinforce language skills, and assess understanding in real time.

2.4 Dependent variable (vocabulary learning)

The dependent variable focuses on vocabulary learning, a fundamental aspect of second language proficiency (Ramos, 2015). Vocabulary plays a crucial role in communication and has been extensively studied by researchers, educators, and materials developers. Teng (2022) emphasizes that vocabulary is essential for developing linguistic competence, ensuring effective communication, and achieving global language proficiency. Similarly, Edwards et al. (2004) argue that strong vocabulary enhances learners' accuracy, fluency, and communicative ability, facilitating integration into diverse linguistic contexts.

Table 1*Chart of variables, dimensions, and indicators*

Dependent variable	Dimension	Indicators	Instruments
Vocabulary learning	Vocabulary retention	Improvement in vocabulary test scores	Pre and post-test
		Ability to recall and use new words	Oral and written assessment
	Active vocabulary use	Frequency of new word usage in communication	Student speaking test
		Application of vocabulary in written	Writing a simple analysis

Elaborated by: Soto (2025)

2.5 Research design

This study aimed to improve vocabulary learning among children aged ten to eleven in primary public schools by integrating Wordwall into the classroom, as the students had not had an English teacher for a long time, had very low English proficiency levels, and lacked basic vocabulary. Moreover, the study examined how integrating Wordwall at the school would affect vocabulary learning and retention among seventh-grade basic education students. Since vocabulary is a crucial sub-skill for students to improve, using interactive media like Wordwall can make the English learning process more engaging, influencing the development of speaking, listening, reading, and writing English language skills (Ismaya et al., 2024).

According to Clark and Ivankova (2025), the research employs both qualitative and quantitative approaches to investigate the impact of using Wordwall on improving vocabulary learning in English as a Foreign Language (EFL) students with an A1 proficiency level. Likewise, Hesse-Biber (2010) highlighted that the mixed-methods approach effectively addresses vocabulary learning by combining quantitative data to measure vocabulary improvement and qualitative data to understand students' experiences using Wordwall.

Pre and post-tests were used to evaluate vocabulary acquisition. These tests provided statistical data to assess the level of improvement in students' vocabulary knowledge. Handhika et al. (2023) stated that the proceedings include a component aimed at determining the effectiveness of Wordwall as a tool for enhancing vocabulary learning. To gain insights into this issue, interviews, focus groups, and classroom observations were conducted to explore students' perspectives. This qualitative data offers insights into learners' engagement, attitudes, and the challenges they faced while using the tool.

2.6 Scope of the research (quasi-experimental method)

The method used in this study was a quasi-experimental research design. According to Thyer (2012), this approach enables the measurement of an intervention's impact in situations where random participant assignment was not possible. The sample consisted of 18 seventh-grade students with an A1-level of English proficiency from Luis Alfredo Samaniego School. Purposive sampling was applied, as the participants were selected based on their low English proficiency. The observed students lacked basic vocabulary

knowledge, which hindered their ability to understand and ask questions during class. This selection aligned with the study's aim of evaluating the effectiveness of Wordwall in improving vocabulary acquisition among low-level English learners.

Additionally, they experience difficulties communicating with each other. Consequently, they faced challenges understanding the teacher's explanations and commands during class and communicating with their peers. To address these issues, methodological strategies were specifically designed to enhance their vocabulary acquisition and general language knowledge.

2.7 Research purpose

The purpose is to examine the effectiveness of Wordwall as a digital tool for enhancing vocabulary acquisition in English language learning. This study examines how interactive Wordwall activities engage students, support retention, and improve their ability to recall and apply new vocabulary in context. Hania (2023) affirmed that it is a platform with a wide range of educational games indispensable for students' learning processes. These games can be found on Wordwall and offer a more engaging and educational teaching method as opposed to traditional teaching methods

2.8 Research questions

Two questions were framed based on the specific objectives:

- How effective is the integration of Wordwall in improving vocabulary acquisition for A1-level EFL students?

- How do students perceive the application of Wordwall in improving vocabulary acquisition?

2.9 Research justification

Despite their prior knowledge, seventh graders at Luis Alfredo Samaniego School were reluctant to engage in English-speaking and writing activities. Their limited vocabulary can be attributed to a lack of engagement with the language they learn and limited social interactions, both of which impact vocabulary learning. As noted by Chiang et al. (2024), this resulted in decreased confidence and reduced practice. Innovative strategies, such as role-playing, Wordwall with interactive elements, and kinesthetic learning, encourage spontaneous participation, enabling students to organize their ideas in real-time and connect classroom experiences to their daily lives (Sulaiman & Abdullah, 2024).

2.10 Delimitation of population, sample, and sampling

This research used a convenience sampling method to select participants. According to Fink (2003), convenience sampling involves recruiting readily available participants, mainly because they are willing to participate in the study. Another author, Johnson and Christensen (2008), explained that convenience sampling is not suitable when the data used in your research needs to be definitive, representative, and unbiased. This research focused on 18 seventh-grade students from a public school, aged between 10 and 11. A total of 61.1% of females and 38.8% of males were selected to participate in the research proposal. Mellinger and Hanson (2016) defined the population as a group

of subjects who meet specific criteria and are of interest to the researcher. Pollock and Edwards (2019) described a sample as a smaller, representative group of individuals from that population from which data are collected.

Table 2

Sample population

Participants	Sample Population	Percentage
Male	7	38.8%
Female	11	61.1%
Total	18	100%

Elaborated by: Soto (2025)

2.11 Research Context

This study was conducted at a state school in Catamayo, Loja Province. English is a compulsory subject, and students receive three hours of English instruction per week. The research focused on seventh-grade students with A1-level proficiency, aged 11-12, who struggled with a limited vocabulary. This difficulty is often attributed to a lack of speaking opportunities, which restricts students' ability to practice and reinforce new words in meaningful contexts. Classes were held from 7:00 a.m. to 1:00 p.m., Monday through Friday. To address challenges such as low confidence and limited practice, the study implemented a technological strategy using the Wordwall application.

2.12 Research stages

The research was conducted in six stages. First, the problem was delimited to establish the focus and scope of the study. Next, a literature review was carried out to support

the theoretical foundation. Following this, the development and application of instruments took place, ensuring they are aligned with the objectives. After that, data is collected systematically and then analyzed using appropriate methods. Finally, conclusions were drawn based on the findings, and relevant recommendations were made to guide future actions or research.

Table 3

Stages of the research project

Stage of the research project	Description	Activities	Performers
Delimitation of the problem	Definition of the specific issue, age, and group to be targeted	Identify the deficiencies in the theme.	Researcher
Literature review	Establish and examine the theoretical framework.	Bibliography research	Researcher
Drafting of the proposal.	The outline of the investigation.	Develop a paper including every part of the research	Researcher
Elaboration, validation, and applications of the instruments	The instruments to proceed with the analysis	Design a pre-test, post-test, and a survey and interview.	Researcher
Data analysis	The report of the analysis of the gathered data.	Application of statistical analysis to the data.	Researcher
Conclusions and recommendations	Outcomes of the research Researcher.	Draw insights and propose recommendations based on the study findings.	Researcher

Elaborated by: Soto (2025)

2.13 Instruments for the diagnosis process

In alignment with the selected methodology, this study employed a pretest and posttest, as well as a survey, to assess participants' progress in vocabulary acquisition and their attitudes and perceptions regarding the implementation and effectiveness of the Wordwall-based intervention.

2.14 Pretest and Posttest (APPENDIX 8-9)

According to Çil, E. (2021), the pre-test is the initial assessment conducted before implementing an intervention, providing a baseline to measure its impact. Ajisoko (2020) claims that the test establishes a foundational benchmark, allowing researchers to determine the starting point of participants or variables under study. Additionally, Pradini and Adnyayanti (2022) state that the primary objective of a pre-test is to assess a learner's existing knowledge and skills before a specific learning experience or training. This assessment helps identify knowledge gaps and areas of strength, enabling educators to tailor their instruction and deliver more effective teaching.

This study's test included five questions with different formats: multiple-choice (circle the best option), sentence rewriting, true-or-false statements, error detection (find the mistakes), and word order (arrange the words). These formats were selected to thoroughly assess students' vocabulary skills and their readiness for the intervention.

On the other hand, the post-test involves an assessment conducted after the intervention has been implemented. Zhao (2015) remarked that its primary objective is to measure

the changes or outcomes resulting from the intervention compared to the baseline established during pre-testing. Post-testing enables researchers to evaluate the effectiveness of interventions, monitor participants' progress over time, and make informed decisions based on evidence (Majka, 2024).

2.15 Survey (APPENDIX 10)

Dillman et al. (2014) stated that a survey is a method for gathering data from a large group of people by asking questions to collect quantitative information, such as facts and opinions, through closed-ended questions. A survey was conducted using Google Forms to collect and analyze data, evaluating the effectiveness, significance, and contribution of interactive Wordwall applications in vocabulary development. This section of the survey collects data on students' familiarity with the Wordwall website, their usage frequency, and their perceptions of its effectiveness in learning English, particularly vocabulary (Rassel et al., 2020). It includes six questions with yes/no responses, multiple-choice items, and questions offering additional response options. The reactions provide both quantitative and qualitative insights into how useful, accessible, and engaging Wordwall is for supporting students' English language learning.

2.16 Interviews (APPENDIX 11)

Finally, an interview was conducted with the consent of their parents and the school administration. The interview included five open-ended questions focused on

understanding the students' satisfaction and perceptions about how the technological tool used influenced their confidence and participation in daily activities. This instrument provided valuable feedback that helped refine the teaching methods and ensured the study's objectives were met. By combining these three instruments, it was possible to gain a complete picture of the intervention's effectiveness.

The interview provided deeper insights into the students' experiences and their acceptance of the applied technological strategies. According to Puspita and Shahabuddin (2020), an interview is a method of gathering information through a structured conversation where one participant asks questions and the other provides answers.

2.17 Applications for the pretest and posttest

This process carried out a series of activities that promoted vocabulary knowledge through online activities and didactic games. These activities were carefully planned to enhance students' engagement and comprehension by incorporating *interactive quizzes, matching exercises, and word association tasks*. The topics were selected based on their relevance to students' educational needs and interests, ensuring that they provide meaningful learning experiences. The content was drawn from the Ministerio de Educación's English Pedagogical Module 2, which provided a structured framework aligned with the national curriculum. Additionally, implementing activities aims to reinforce language acquisition through contextualized and communicative approaches, enhancing retention and facilitating the practical application of new vocabulary.

2.18 Data processing and statistical analysis

The data from the pretest and posttest were analyzed using a formula in Excel. This program was selected for its strong ability to handle educational data and generate reliable, easy-to-understand statistical results (Janczyk & Pfister, 2023). The statistical analysis in this study was based on the scores from the pretest and posttest data. Meanwhile, the survey data were gathered through a Google Form, which allows us to view the results instantly.

2.19 Description of the diagnostic stage

The diagnostic stage consisted of two phases. The first phase involved initial data collection through a description of a family member's picture, where participants were asked to describe the images using personal pronouns and basic adjectives to assess their language proficiency, vocabulary use, and descriptive skills. The second phase took place after the intervention and focused on applying the selected strategies to the participants, evaluating their progress, and measuring the effectiveness of the implemented techniques.

2.20 Results of the diagnostic stage

The diagnostic stage combined quantitative and qualitative data collected from the pretest, posttest, interview, and surveys to evaluate students' vocabulary development and its effect on their oral communication skills. It focused on understanding short questions, pronunciation, fluency, and confidence in speaking. According to Chen et al

(2021), the needs analysis model revealed that students had a low level of foundational knowledge, particularly in key subject areas necessary for academic development. The lack of foundational knowledge highlighted the need for targeted support and educational strategies to improve student learning outcomes.

This stage specifically focused on students' ability to understand short questions and their pronunciation, fluency, and confidence during speaking tasks. Using Daskalovska's (2020) needs analysis model, the diagnostic process offered a thorough understanding of the learners' linguistic needs and current proficiency levels. The pretest results showed that many students had a limited basic vocabulary, which hindered their ability to express themselves clearly and confidently in spoken English.

2.21 Target needs

In the context of teaching English as a second language at the primary school level, the primary aim was to develop vocabulary learning to enhance oral and written communication skills. This involved implementing interactive and engaging strategies to boost vocabulary retention and usage in meaningful contexts (Tabassum & Naveed, 2024). Wordwall activities included a random wheel and completing sentences. Rearranging, correcting the order, matching pairs, identifying true or false statements, and completing a word search were integrated into the learning process to help students expand their vocabulary repertoire. Additionally, assessments and observations were conducted to track progress and modify instructional approaches as needed.

2.22 Learning needs

Kaminski et al. (2025) note that students' learning needs center on the conditions under which they acquire oral communication skills in English most effectively. A1-level students struggle to remember new words due to a lack of engaging and repetitive practice. Arifjanova and Diyora (2025) claimed that other students find vocabulary exercises boring; therefore, interactive Wordwall activities, such as quizzes and word searches, can make learning more engaging and enjoyable. However, Aisyah et al. (2024) acknowledged that some of them had trouble pronouncing new vocabulary correctly. Wordwall's audio features can support them by providing pronunciation models for students to listen to and repeat. Furthermore, students learn at different paces, and some may need more practice. Wordwall enables teachers to assign customized vocabulary activities, allowing students to practice at their level and progress at their own pace.

2.23 Selection of the skill to be implemented

The skill to be developed is vocabulary learning using technological strategies such as the Wordwall application. According to Darwish (2024), Wordwall offers a variety of templates for creating games, quizzes, and other educational activities that can be accessed digitally or printed for offline use. Dhaifi et al. (2024) argued that this flexibility enables students to engage in learning enjoyably and interactively. Additionally, the Wordwall application helps capture learners' attention and encourages spontaneous and comfortable participation.

This focus was chosen to introduce variety into the class and incorporate new, engaging activities that promote long-term language acquisition. The selected activities were designed to be interactive and motivating, ensuring sustained student interest. Additionally, the availability of materials and resources made implementation seamless, enhancing the total classroom experience.

The intervention plan was meticulously structured to enhance students' vocabulary learning, emphasizing the importance of well-designed lesson plans, as suggested by Iqbal et al. (2021). The treatment phase lasted two weeks, from November 18th to November 29th, with 60-minute sessions dedicated to a variety of activities aimed at enhancing students' vocabulary retention and active participation.

2.24 Validation of the research proposal

The research proposal was validated through a thorough process led by an expert who supervised the development, revision, and approval of the instruments. Dr. Carlos Alvarez Llerena, whose expertise guaranteed that the pretest, posttest, and survey instruments aligned with the research objectives and were suitable for measuring vocabulary improvement. Additionally, as an expert and the project tutor, he provided continuous guidance throughout the process, ensuring that the technological strategies and instruments were pedagogically sound and feasible for classroom use. He collaborated closely with the researcher to refine and approve the final instruments, which included a survey and a pretest-posttest.

2.25 Intervention plan

The intervention plan was structured to enhance students' vocabulary learning, emphasizing the importance of well-designed lesson plans, as suggested by Iqbal et al. (2021). The conduct phase spanned two weeks, 60 minutes each hour from November 18th to November 26th, during which various activities focused on vocabulary improvement and strengthening students' speaking abilities. The intervention began with foundational vocabulary activities and grammar-focused tasks, including personal pronouns, the verb "to be," simple present tense, positive and negative sentences, adverbs of frequency, and daily routines. Several activities were conducted during this period to enhance vocabulary knowledge and improve students' speaking abilities. The intervention began with foundational grammar tasks, including personal pronouns, the verb to be, the simple present tense, positive and negative sentence structures, and adverbs of frequency.

In each class session, students received worksheets tailored to specific grammar and vocabulary topics, allowing for guided practice and in-class reinforcement. Students were also assigned follow-up activities to complete at home using the Wordwall platform. These interactive digital exercises were designed to review and reinforce the material presented in class, promoting independent learning and retention of key language concepts. Students were given structured opportunities to apply their knowledge through practical activities, including personal descriptions and role-

playing, which encouraged spontaneous speaking and boosted their confidence in using English.

2.26 Data analysis and ethical considerations

Ethical considerations in a research proposal were principles that guide research design and practice. These principles include voluntary participation, informed consent, anonymity, confidentiality, potential for harm, and results communication (Javid, 2024). These were essential aspects to consider, as the study was conducted in a classroom with participants. Therefore, informed consent was obtained from the student's parents and the school principal. This process ensures that participants and their families fully know what the study entailed.

Similarly, Smith (2024) emphasized the importance of data protection and confidentiality in research. To respect the participants' privacy, the consent form clearly stated that all data collected from them, such as video or audio recordings of interview responses, test results, and surveys, would be kept confidential and securely stored. The participants' anonymity was maintained to protect their identities in the study's reports or publications.

CHAPTER III

RESULTS AND DISCUSSION

Application of the Proposal and Results

The proposal was implemented in a seventh-grade English classroom for four weeks. The primary objective was to enhance students' vocabulary acquisition by utilizing the Wordwall application as a technological tool. The implementation took place during regular English lessons, with two weekly classes dedicated specifically to vocabulary development using this method.

During the application phase, students were introduced to new vocabulary words each week, which were added to the Wordwall. Activities such as matching games, sentence creation, and oral practice were conducted to reinforce the words. Students were encouraged to interact with Wordwall daily, individually and in groups.

Research question 1.

How effective is the integration of Wordwall in improving vocabulary acquisition for A1-level EFL students?

The integration of Wordwall into vocabulary teaching for A1-level EFL students was highly effective, especially in capturing their attention and encouraging student engagement. The results of several studies indicate that Wordwall not only improves vocabulary acquisition but also increases students' motivation and interest in learning (Ferlazzo & Hull, 2018).

In this study, the researcher designed a pre-test to assess the vocabulary knowledge of seventh-grade students. The pretest was evaluated according to specific criteria, which included five tasks: *selecting the correct option*, arranging sentences in order, identifying true-false statements, finding mistakes, and unscrambling sentences. The final score was 10 points. The following results were obtained from the pre-test, along with their descriptive statistics, including minimum, maximum, mean, and standard deviation.

Table 4

Summary of the pretest result.

N	Criteria	Min	Max	M	SD
1	Circle the correct option.	0	2	1,67	0,59
2	Rewrite the sentences.	0	2	0,72	0,75
3	True/ false statements.	0	2	1,06	0,64
4	Find the mistakes.	0	2	0,44	0,70
5	Unscramble.	0	2	0,33	0,49

Elaborated by: Soto (2025)

According to the pretest results and the established assessment criteria, students showed varying levels of performance. Each criterion was allocated a maximum of 2 points, enabling a detailed evaluation of individual strengths and areas for improvement. In the section where students had to circle the correct option, this was their strongest area, with an average score of 1.67 and a standard deviation of 0.59, indicating that most students demonstrated a strong vocabulary knowledge of adverbs

of frequency. In the activity where students arranged daily routine sentences in order, they demonstrated moderate difficulty, with an average score of 0.72 and a high standard deviation of 0,75, suggesting that some students performed well while others struggled significantly.

Continue with the data analysis for the true/false section and describe how often something happens through adverbs of frequency. The results showed a relatively better outcome, with a mean of 1.06 and a standard deviation of 0.64, suggesting. However, in the segment where learners must find mistakes and write the correct sentence, the scores dropped, with a mean of 0.44 and a standard deviation of 0.70. Finally, unscramble the disordered words and form a correct sentence. Learners had an even lower mean of 0.33 but a standard deviation of 0.49. These low averages indicate that students faced noticeable difficulties in identifying errors, revealing a key area for instructional improvement.

Table 5

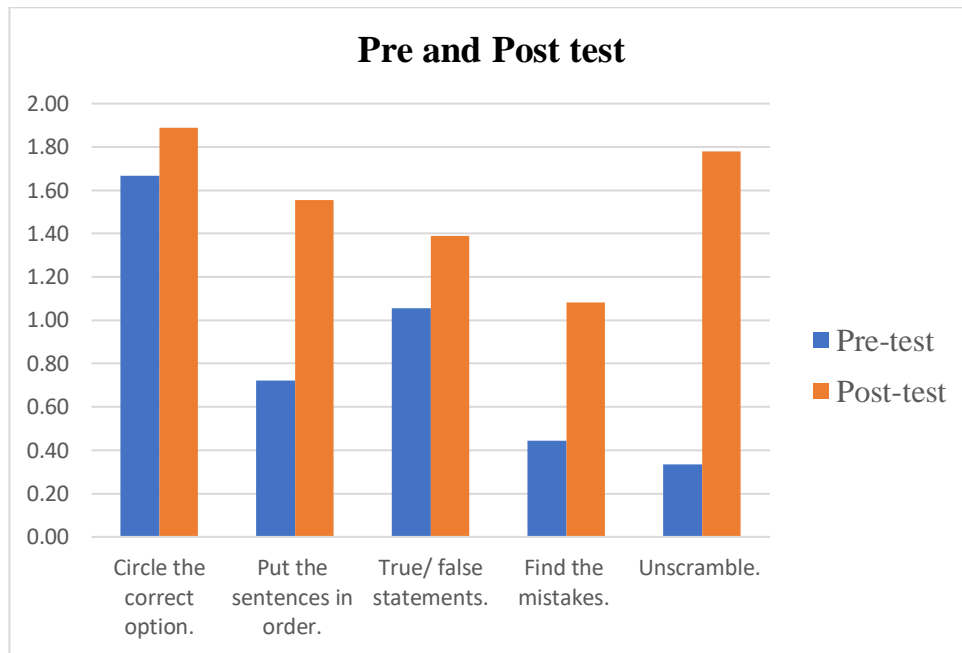
Summary of the posttest result

N	Criteria	Min	Max	M	SD
1	Circle the correct option.	1	2	1,89	0,32
2	Put the sentences in order.	0	2	1,56	0,70
3	True/ false statements.	1	2	1,39	0,50
4	Find the mistakes.	0	2	1,08	0,88
5	Unscramble.	1	2	1,78	0,43

Elaborated by: Soto (2025)

Following the intervention plan, the same vocabulary test was administered to evaluate students' progress. In the task where students circled the correct option, they achieved a higher average score of 1.89, indicating that most students performed well with adverbs of frequency. The low standard deviation of 0.32 suggests a consistent understanding across the group. When organizing the daily routine, students showed significant improvement compared to the pretest, with an average score of 1.56, reflecting a solid ability to understand logical flow and structure sentences. The standard deviation was 0.70, indicating a reasonable level of understanding with some variability. For the true/false section, the results show further progress, with a mean of 1.39 and a standard deviation of 0.50, indicating increased accuracy and consistency in identifying correct statements. In the more complex section of identifying mistakes and writing the correct sentence using adverbs of frequency, students also showed improvement, although some challenges remained. The mean score increased to 1.08, with a standard deviation of 0.88. Lastly, in the unscramble section, students performed well, with a mean score of 1.78 and a standard deviation of 0.43, demonstrating strong vocabulary recall and understanding of sentence structure.

As seen in **Figure 1**, the comparison between the pretest and posttest results is shown.

Figure 1*Pretest-Posttest Results Comparatives*

The improvement in students' ability to *correctly identify the right option, order sentences, and choose true/false* was made possible by their participation in the Wordwall application, where learners performed interactive activities such as quizzes, word searches, matching games, unscrambling exercises, and true-false exercises. However, on another criterion, students showed little progress in *finding mistakes and unscrambling* due to the limited time to develop more activities in class. Still, most students can understand short readings, answer questions, and use the vocabulary they have learned in daily conversation.

Table 6*Data on the difference between the means*

N	Pretest	Posttest	Difference	Final results
18	Mean	Mean	Mean	OVERALL INCREASE %
	4,22	7,7	3,48	3,48

Elaborated by: Soto (2025)

The difference between the pretest results average and the posttest results average was 3 in the positive direction. The difference between the pretest and posttest standard deviations was 3.48 in the negative direction, indicating an improvement in the data distribution. This means that posttest results were more concentrated near the posttest mean, while the pretest data spread farther from the pretest mean. The overall increase at the end of the intervention was 3.48% in a positive direction. In conclusion, the results showed a positive impact on vocabulary retention and classroom participation. Pre- and post-assessments demonstrated an improvement in students' understanding and use of the target vocabulary. Additionally, students showed greater motivation and confidence when using the new words in speaking and writing tasks.

Research question 2.

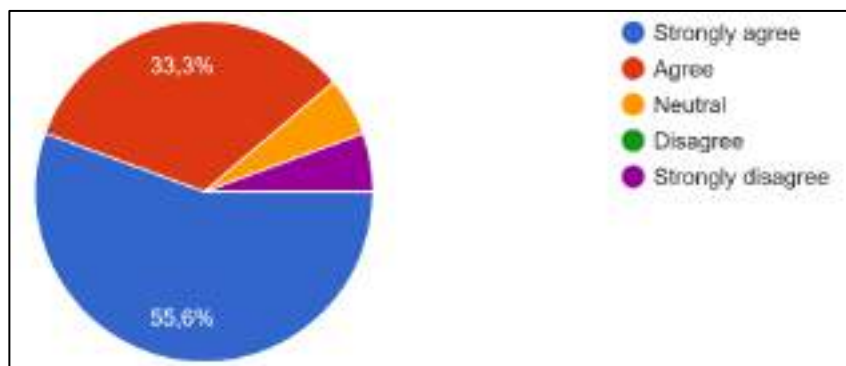
How do students perceive the application of Wordwall in improving vocabulary learning?

To understand how students perceived the use of Wordwall in enhancing their vocabulary skills, a survey was conducted among students after the intervention. The results of several studies indicate that Wordwall not only improves vocabulary acquisition but also increases students' motivation and interest in learning (Ferlazzo &

Hull, 2018). **Figure 2** displays the students' perceptions of teachers' encouragement to use Wordwall for vocabulary learning.

Figure 2

Teachers' support in digital learning

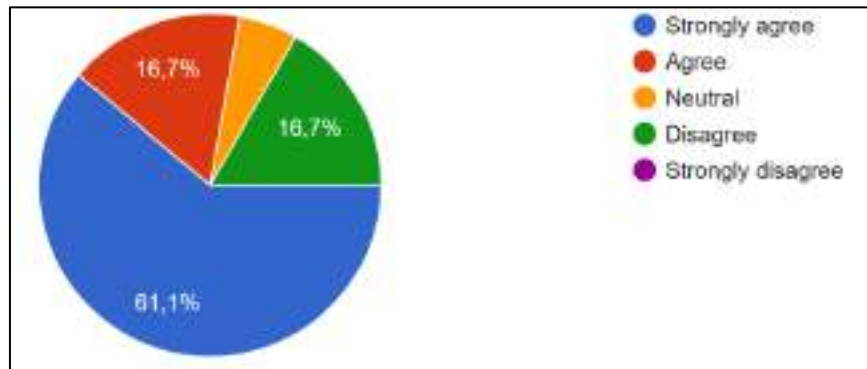


According to the results, 88.9% responded positively, with 55.6% strongly agreeing that teachers' perception of digital learning is positive. In comparison, 33.3% agreed that teachers encourage the use of Wordwall for vocabulary learning. This indicates a high level of teacher engagement and promotion of the Wordwall platform in class activities.

Figure 3 illustrates that students' insights into Wordwall activities make vocabulary learning more engaging.

Figure 3

Interest and engagement using Wordwall activities

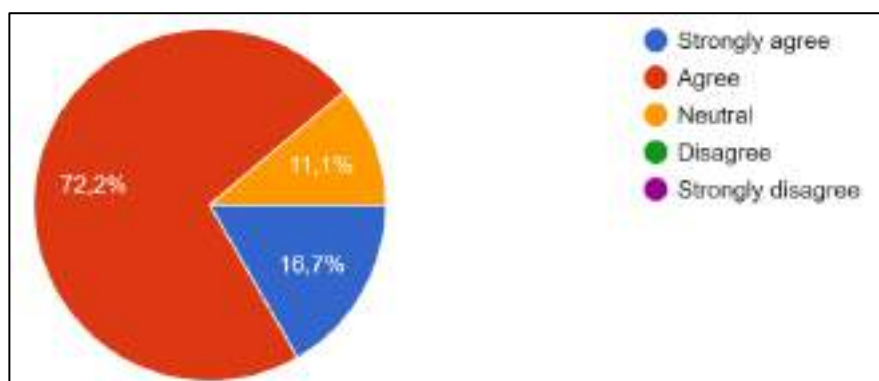


Based on the results, 61.1% of students *strongly agree*, showing a positive interest and engagement in using Wordwall activities. 16.7% *agreed*, indicating a need for additional support, though not as strongly. However, 16.7% of students *disagreed*, suggesting that although most students are motivated by the interactive format, some may not find it as engaging or prefer other methods.

Figure 4 displays the students' results from their participation in games and exercises designed to enhance vocabulary knowledge using the Wordwall application.

Figure 4

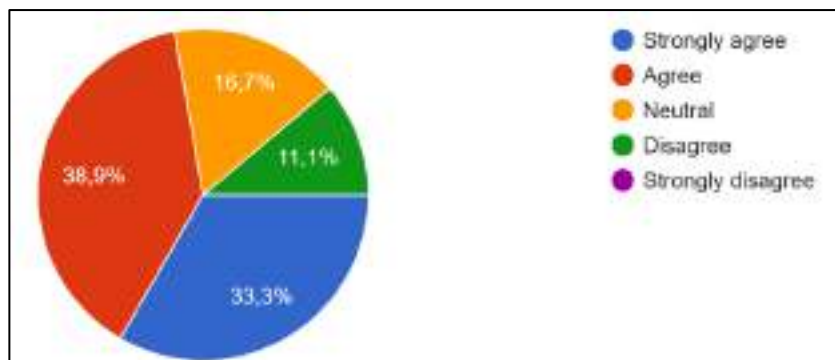
Wordwall games for student participation



The pie chart illustrates students' responses regarding their participation in Wordwall class activities. According to the results, 72.2% of students demonstrated a high level of engagement with the platform vocabulary activities. Nevertheless, 16.7% of students expressed disagreement about taking part in completing exercises on the Wordwall platform. A11.1% remained neutral on the matter. This suggests that a small portion of the participants neither agreed nor disagreed with the statement regarding interacting with classmates using English through Wordwall activities. **Figure 5** shows the learners' results in interacting with classmates using the English Language through Wordwall activities.

Figure 5

Peer interaction using Wordwall activities

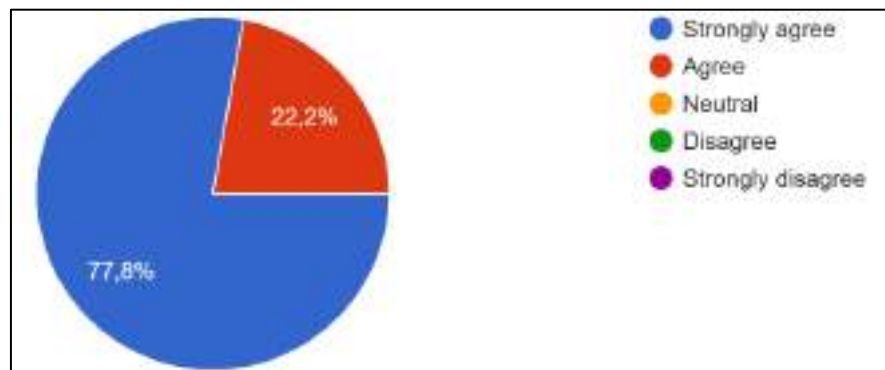


Most students had a positive view, with 38.9% strongly agreeing that Wordwall activities encourage interaction with their classmates in English. Additionally, 33.3% of students supported this idea, agreeing that participating in group interaction activities is beneficial. Meanwhile, 16.7% remained neutral; learners felt that Wordwall had little impact on how they interact in English, though not in a negative way. While a small

minority of 11.1% disagreed, indicating they do not like working in groups. This data suggests that Wordwall activities effectively create opportunities for English-language peer interaction. **Figure 6** shows the Wordwall application, which offers various templates for designing engaging, interactive activities that help reinforce new words for learners.

Figure 6

Varied and useful new words to support English learning



The results clearly show that most respondents had a highly positive view of the statement, with 77.8% selecting strongly agree, indicating that the majority of learners find Wordwall highly effective for vocabulary retention. This reflects that the platform's variety of activities, such as matching games, word searches, and quizzes, positively supports memorization and active recall of new words. 22.2% agreed, indicating that the remaining participants also recognize the benefits of Wordwall in helping them remember vocabulary, albeit with slightly less enthusiasm.

DISCUSSION

This study aimed to implement Wordwall as a technological tool to teach vocabulary to primary school students. Fadhilah et al (2025) stated that vocabulary is one of the most important aspects of learning a language. In this context, integrating Wordwall appears to be an effective approach for enhancing vocabulary acquisition. To assess its impact, pretest and posttest scores were compared. The pretest results showed a relatively low average, indicating limited vocabulary knowledge at the beginning of the intervention. However, after implementing Wordwall-based activities for over two weeks, the posttest scores improved significantly. The activities implemented through the Wordwall application included a variety of task types designed to strengthen vocabulary use and grammar awareness.

Most students expressed a strong preference for the section of the criterion test that involved *circling the correct option*, where they analyzed sentences and selected the most appropriate adverb of frequency. Participants obtained a higher average score on this task. Indicated that they performed particularly well in recognizing and applying adverbs of frequency. Regarding this criterion, learners demonstrated an understanding of *placing* adverbs in the correct grammatical position within sentences related to daily routines. These results are supported by Rodríguez (2023), who indicated that Wordwall is a relevant application that helps students practice and expand their vocabulary in the language learning process.

Similarly, students' ability to improve in completing tasks, such as identifying *true/false statements*, *finding mistakes*, and *unscrambling sentences*, was achieved through their participation in the Wordwall application. Carleton and Marzano (2010) state that the platform allowed learners to engage in various interactive activities, including quizzes, word searches, matching games, unscrambling exercises, and true-false tasks, which promoted practice and reinforcement of target structures. Additionally, the use of a rubric outlined the performance level for each specific criterion, ensuring that the evaluation process was consistent, clear, and transparent. By aligning interactive practice with well-defined assessment criteria, students were not only motivated to participate actively but also guided to understand the expectations of their learning outcomes.

In addition, learners expressed that Wordwall introduced them to new vocabulary dynamically and engagingly. For instance, Student D emphasized that developing activities on the platform with different themes included, simple present tense with the verb to be, daily routines, and adverbs of frequency helped expand their vocabulary. While Student E liked all the Wordwall activities, they especially enjoyed the quizzes because they were exciting, as the score and the countdown timer made the experience more challenging and fun. This is in line with the findings of Minh and Nguyen (2024) highlighted that Wordwall elements of personal agency are crucial as they allow students to take ownership of their learning process, thereby increasing engagement and satisfaction.

Students reported that Wordwall made learning more enjoyable, helped them memorize new words more effectively, and increased their participation in class activities. According to the majority of the participants, using Wordwall helped enhance their *Interest and engagement*. For instance, Student A indicated that *pairing makes her feel more motivated and encouraged to learn*, while Student B stated that *participating in Wordwall games and exercises effectively promoted student participation and engagement*. Supporting these findings is corroborated by Ariagam (2024), who indicated that Wordwall is an application that increases students' motivation and involvement in the classroom.

In addition, Darwish (2024) highlighted that Wordwall's game-based elements boost student motivation, which was evident in their *enthusiastic engagement* during vocabulary lessons. However, this differs from the study conducted by Maniam et al. (2022). The researchers found that Wordwall improves students' understanding of the English language learning process and their engagement in ESL classrooms. The Wordwall platform provides resources specifically designed to support teaching and learning, with a strong focus on vocabulary instruction. As a result, it functions as an effective tool for planning, delivering, and monitoring learning activities. Students enjoy learning English vocabulary using Wordwall media, competing with other groups to progress through activities such as *quizzes, matching games, true-false questions, multiple-choice questions, and unscrambling words*. These games make students feel happy because they can learn and understand more quickly through interactive tasks.

The teacher reflects well on the learning process and can create a convenient and enjoyable learning environment. In this context, joyful learning can motivate students to continuously seek knowledge and keep learning, which can increase their interest in actively engaging. As a result, the learning objectives are achieved to the maximum extent. Spence and Mitra (2023) highlight that Wordwall's user-friendly interface allows educators to create customized, multimedia-rich activities. Westley (2010) concludes that Wordwall is a great resource for anyone looking to improve their vocabulary skills or teach others how to do so effectively, thanks to its wide variety of activities and games specifically designed for vocabulary instruction.

Concerning the students' perceptions of using Wordwall to improve vocabulary, survey responses provided insight into learners' attitudes and engagement. Most students responded positively, with a significant majority selecting *agree* or *strongly agree* on items related to increased motivation, effective teacher interaction, and the perceived usefulness of visual and audio support in facilitating their learning process.

CONCLUSIONS

- The Wordwall application has demonstrated notable effectiveness in supporting English vocabulary learning through its interactive and game-based activities, where students showed greater motivation, engagement, and enjoyment, which positively influenced their willingness to practice and retain new vocabulary. In addition, the platform's use of visual, auditory, and kinesthetic elements reinforced

memory and catered to diverse learning styles, encouraged active participation and immediate feedback, both of which are essential for vocabulary acquisition.

- The most suitable and effective activities for supporting vocabulary retention included matching games, word searches, and unscrambling. Activities that promote repetition and reinforcement, such as quizzes, true or false, putting words in order, and fill-in-the-blank exercises, were effective for solidifying new vocabulary. The choice of these tasks was based on learner needs and proficiency levels, ensuring they are both challenging and accessible.
- The research contributes to the field by providing insights into the specific ways digital platforms like Wordwall can transform vocabulary learning, particularly in non-formal education settings. It underscores the importance of incorporating interactive and visually engaging elements to maintain student interest and promote active learning. Additionally, the study highlights the need for adaptive learning features that can tailor content to individual proficiency levels, ensuring that students are neither overwhelmed nor under-challenged. Overall, Wordwall can be considered a valuable and versatile tool for enhancing vocabulary learning, especially when integrated with other instructional strategies.
- This study investigated the effectiveness of the Wordwall application as a digital learning tool for vocabulary acquisition among students, highlighting its benefits and challenges. The findings demonstrate that Wordwall can meaningfully increase student engagement and enjoyment through its interactive and motivational design,

compared to traditional methods, thereby enhancing vocabulary acquisition in English.

- However, the study also identified challenges, such as unfamiliar vocabulary, spelling mistakes, pronunciation, and reply complications with longer questions, suggesting areas for development in digital learning tools. It has transformed education by offering interactive, flexible, and engaging learning opportunities.
- Practically, through the use of digital tools, guidance is provided for educators seeking to enhance vocabulary instruction. By integrating Wordwall into their teaching practices, teachers can create a dynamic and engaging learning environment that supports motivation and memory retention. Moreover, the study suggests that teachers should complement digital tools with traditional methods to provide comprehensive vocabulary instruction and address the challenges students may face.

LIMITATIONS

Since all research studies have certain limitations, the main constraints of this study included time restrictions, limited material resources, a lack of technological devices such as computers, laptops, and tablets, and the socioeconomic backgrounds of participants. Data collection and the intervention plan were limited to two weeks, and each lesson had to be developed within this timeframe. The shortage of educational materials was another restriction, as teaching resources had to be supplied by the teacher due to the institution's resource shortages. The

socioeconomic levels of the students vary because they attend a public institution. Therefore, it is important to avoid requesting financial contributions for materials. Another key limitation is the students' varying levels of English, as many come from other institutions with no prior knowledge of the language. All these limitations were taken into account when analyzing the students, and the project was planned accordingly.

RECOMMENDATIONS

- Considering the analysis of the results, it is necessary to research new strategies as the Wordwall application, to teach vocabulary. Teachers should incorporate games such as word-matching, crosswords, and word searches to reinforce newly learned vocabulary and provide students with meaningful opportunities for expression.
- Interactive activities such as true/false, unscramble, find the mistake, and information gap, and choose the best option were great strategies to improve students' vocabulary learning. However, numerous interactive activities on the internet can be adapted to the content and the lessons.
- Teachers can employ the Wordwall application to evaluate students' vocabulary knowledge quickly, identify learning gaps, and provide immediate feedback. while also tracking individual and group performance through the platform's results analysis. This allows teachers to adapt instruction, differentiate activities according to students' needs, and reinforce words that require further practice.

Additionally, the interactive nature of the games promotes continuous assessment in an engaging and non-threatening way.

REFERENCES

- Agustin, N. T. (2022). The effect of using the Quizizz application on vocabulary mastery. *Dialectical Literature and Educational Journal*, 7(2), 96-102. <https://doi.org/10.51714/dlejpancasakti.v7i2.74>.
- Ajisoko, P. (2020). The use of Duolingo apps to improve English vocabulary learning. *International Journal of Emerging Technologies in Learning (iJET)*, 15(7), 149-155. <https://www.learntechlib.org/p/217084/>.
- Al Febi, M. A., Al Farhan, M., Sutopo, A., & Mukhlisin, L. (2023). Digital learning vocabulary through the modern boarding school system and its implementation in daily conversation. *Jurnal Keilmuan dan Keislaman*, 16. <https://doi.org/10.23917/jkk.v2i1.55>
- Anwar, A. S., Mardisentosa, B., & Williams, A. (2021). The role of technology in education. *IAIC Transactions on Sustainable Digital Innovation*. 3(1), 36-40. <https://doi.org/10.34306/itsdi.v3i1.524>.
- Ariagam, I. (2024). *Students' perceptions of Wordwalls to improve vocabulary in English learning at SMA An-Nur Bululawang*. Undergraduate thesis, Fakultas Ilmu Tarbiyah dan Keguruan, Jurusan Tadris Bahasa Inggris. E-thesis UIN Maulana Malik Ibrahim Malang. <http://etheses.uin-malang.ac.id/id/eprint/70042>.

Bilodeau, J. A. (2023). *Handbook of research on creating motivational online environments for students*. IGI Global.

Bingham, G., Venuto, N., & Carey, M. (2018). Using informational picture books in preschool classrooms. *Early Childhood Education Journal*, 46, 1–9.

Brooks, G., Clenton, J., & Fraser, S. (2023). Exploring the Importance of vocabulary for English as an additional language learners' reading comprehension. *In EAL Research for the Classroom* (pp. 35- 58). Routledge.

Carlisle, J. F., Kelcey, B., & Berebitsky, D. (2013). Teachers' Support of Students' Vocabulary Learning During Literacy Instruction in High-Poverty Elementary Schools. *American Educational Research Journal*, 50(6), 1360-1391. <https://doi.org/10.3102/0002831213492844>.

Creamer, E. G. (2017). *An introduction to fully integrated mixed methods research*. SAGE Publications.

Darwish, D. (2024). *Decentralizing the online experience with Web3 technologies*. IGI GLOBAL.

De Wilde, V., Brysbaert, M., & Eyckmans, J. (2022). Formal versus informal L2 learning: How do individual differences and word-related variables influence French and English L2 vocabulary learning in Dutch-speaking children? *Studies in Second Language Acquisition*, 44(1), 87-111. <https://doi.org/10.1017/S0272263121000097>.

Dhaifi, I., Setyosari, P., Widiati, U., & Ulfa, S. (2024). Enhancing Autonomous Learning and Vocabulary Mastery through the Effective Utilization of Online Resources and Word Wall Activities. *Al-Ishlah: Jurnal Pendidikan*, 16(3), 4301-4312. <https://doi.org/10.35445/alishlah.v16i3.5690>.

Douglas, J. A. (2016). *Teacher guide for English*. Alford books.

Fadhilah, N., & Daulay, S. H. (2025). Utilizing Wordwall as A Media Learning in Enhancing Students' Vocabulary: Students' Perception. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 13(2), 3986-4000. <https://doi.org/10.24256/ideas.v13i2.7640>.

Hanafiah, W., Aswad, M., Sahib, H., Yassi, A. H., & Mousavi, M. S. (2022). The impact of CALL on vocabulary learning, speaking skills, and foreign language speaking anxiety: the case study of Indonesian EFL learners. *Education Research International*, 15(2), <https://doi.org/10.59966/eduj.v2i2.1230>.

Hiebert, H. E., & Kamil, L. M. (2005). *Teaching and learning vocabulary*. LEA.

Hinkel, E (2022). *Practical grammar teaching for the second language classroom*. Routledge.

Ilxomovich, A. I. (2024). An analytical approach to vocabulary enhancement strategies in EFL contexts. *University Research Base*, 61-(66).

Ismaya, I., Srisudarso, M., & Puspitaloka, N. (2024). Implementing Wordwall as a media to facilitate EFL students in learning vocabulary. *Professional Journal of English Education* 7(6), 1360-1368.

Ito, L. (2016). *Fifty Ways to Teach Young Learners: Tips for ESL/EFL Teachers*. Wayzgoose Press.

Jeffries, P. R., Bushardt, R. L., DuBose-Morris, R., Hood, C., Kardong-Edgren, S., Pintz, C., & Sikka, N. (2022). The role of technology in health professions education during the COVID-19 pandemic. *Academic Medicine*, 97(3S), S104-S109.

Karlsson, M. (2022). *Advanced Students' Knowledge of Vocabulary in a First and Second Language*. Multilingual Matters.

Komiya, C., & McLean, S. (2024). Which Type of Vocabulary knowledge better correlates with reading comprehension: Meaning recognition or meaning recall? *RELC Journal*. <https://doi.org/10.1177/00336882241246619>.

Language in focus: Exploring the challenges and opportunities in linguistics and English language teaching (ELT). (2016). Cambridge Scholars Publishing.

Larry, F., & Hull, S. K. (2018). *The ELL Teacher's Toolbox*. Jossey-Bass.

Lee, H., Warschauer, M., & Lee, J. H. (2020). Toward the establishment of a data-driven learning model: Role of learner factors in corpus-based second language vocabulary learning. *The Modern Language Journal*, 104(2), 345-362.

Liando, N. V., Pajow, C., & Maru, M. G. (2022). Extensive listening and its relation to vocabulary knowledge. In 5th Asian Education Symposium 2020 (AES 2020) (pp. 348–353). *Atlantis Press*. 10.2991/assehr.k.210715.073.

Mander, E., Powell, T., & Rose, C. (2016). *Professional education test*. Research & Education Association.

Minh, N. T. H., & Nguyen, D. T. (2024). Using Wordwall as an online teaching tool to enhance vocabulary competence for 10th graders. *TNU Journal of Science and Technology*, 229(08), 474-480. <https://doi.org/10.34238/tnu-jst.10132>.

Musa, A. E. Z., Destari, D., Pramesworo, I. S., Asfar, D. A., & Irmayani, I. (2022). Strategies for Improving Vocabulary in English. *KnE Social Sciences*, 465-471. <https://doi.org/10.18502/kss.v7i10.11385>.

Nuss, S. V., & Martin, C. L. (2023). *Student-Centered Approaches to Russian Language Teaching*. Routledge.

Octavian, A. K. (2023). *The role of technology in 21st-century education*. Medium.

Oczkus, L. D. (2018). *Reciprocal teaching at work: Powerful strategies and lessons for improving reading comprehension*. ASCD.

Oljira, D. (2017). A study on problems of vocabulary teaching techniques English teachers use in Holeta primary schools: Grade seven in focus. *International Journal of Science and Research*, 6(6), 497–505. <https://doi.org/10.15517/RK.V44I2.44053>.

Park, K. J., & Kim, Y. S. (2018). A study on fashion models' self-expression, stage confidence, commitment, and satisfaction. *Journal of Fashion Business*, 22(2), 118-133.

Pradini, P. C., & Adnyayanti, N. L. P. E. (2022). Teaching English vocabulary to young learners with Wordwall application: An experimental study. *Journal of Educational Study*, 2(2), 187-196.

Qualitative Methods: A Practical Journey into Research. (2022). Friends Publications.

Rahmah, N., Tahir, M., & Talib, A. (2023). The effect of vocabulary mastery on students' comprehension. *International Journal of Business English and Communication*, 1(1), 36-44.

Rasulova, I. I. (2023). *The Importance of Vocabulary in Language Learning And How To Be Taught*. Conference, 6(6), 86-89. <https://conferencea.org>.

Rodríguez-Escobar, C., Cuevas-Lepe, J., & Maluenda-Parraguez, L. (2023). Assessing the Effectiveness of Wordwall. Net as a Vocabulary Learning Tool: Pre-Service EFL Teachers' Perspectives. *Journal of Education and Practice*, 14(31), 41-51.

Ruzimuratova, M. I. (2021). The importance of vocabulary and using techniques in teaching a foreign language. *Theoretical & Applied Science*, (2), 345-349.

Savranbekovna, M. S. (2022). Ways of teaching vocabulary and military terms to cadets in English. *Journal NX*, 8(2), 139-141. <https://doi.org/10.17605/OSF.IO/CTEJP>.

Silverman, R. D., & Hartranft, A. M. (2014). *Developing vocabulary and oral language in young children*. Guilford Publications.

Simamora, M. W. B., & Oktaviani, L. (2020). What is your favorite movie? A strategy for English Education students to improve their English vocabulary. *Journal of English Language Teaching. Learning*, 1(2), 44-49.

Sulistiyawati, E., Nugroho, A., & Bram, B. (2021). Morphological teaching strategies to enhance students' vocabulary knowledge and reading comprehension. *JET (Journal of English Teaching)*, 7(2), 179-190.

Teng, M. F. (2022). Incidental L2 vocabulary learning from viewing captioned videos: Effects of learner-related factors. *System*, 105, 102736.

Traynelis-Y, E., & Strong, M. W. (2024). *The language experience approach and the science of literacy instruction*. Anthem Press.

Ueno, S., & Takeuchi, O. (2025). Relationship between second language vocabulary knowledge and vocabulary learning strategy use: a meta-analysis of correlational studies. *International Review of Applied Linguistics in Language Teaching*, 63(2), 1115-1137.

Wegener, S., Beyersmann, E., Wang, H. C., & Castles, A. (2022). Oral vocabulary knowledge and learning to read new words: A theoretical review. *Australian Journal of Learning Difficulties*, 27(2), 253-278.

<https://doi.org/10.1080/19404158.2022.2097717>.

Yan, T. (2023). *A systematic review of empirical studies on the types of vocabulary learning strategies used by EFL learners in higher education* [Master's thesis, University of Turku]. UTUPub. <https://urn.fi/URN:NBN:fi-fe20231002138414>.

APPENDIXES

Appendix 1. Presentation of the topic letter

ANEXO I



UNIVERSIDAD BOLIVARIANA DEL ECUADOR

Dirección: KM 5 1/2 VÍA DURÁN YAGUACHI

Teléfonos: 0984490567

Correo: info@ube.edu.ec - Web: www.ube.edu.ec

SOLICITUD DE PRESENTACIÓN DEL NUEVO TEMA

Fecha: 012 de julio de 2024

PhD JOSUE BONILLA TENESACA
 Coordinador del Programa de
 Maestría en Pedagogía del Inglés como Lengua Extranjera

De mis consideraciones:

Yo, Samanta Angela Soto Ludeña, estudiante de la Maestría en Pedagogía del Inglés como Lengua Extranjera me dirijo a Usted, muy respetuosamente y por su intermedio a la Comisión Académica del programa para el proceso de titulación, que preside para solicitar la presentación del tema de mi trabajo de titulación.

El Doctor Carlos Alvarez me sugirió cambiar de tema, ayúdeme inscribiendo el nuevo tema por favor.

Primer tema:

"The use of digital tools to Word wall and Kahoot to improve vocabulary learning in Level A1 students"

Tema nuevo:

The use of Wordwall to improve vocabulary learning in EFL students with an A1 proficiency level

Muy atentamente

FIRMA DEL SOLICITANTE

Appendix 2. Investigation for the study proposal.**ANEXO II**

Title of the proposal: The use of Wordwall to improve vocabulary learning in EFL students with an A1 proficiency level

AUTHOR: Samanta Angela Soto Ludeña

English is the world's common language. According to Richard (2019), English plays a major role in enabling individuals to connect, learn, work, and thrive in an increasingly interconnected world. Its importance continues to grow as globalization advances, making it a valuable skill for personal and professional development. Luis Alfredo Samaniego School is located in Catamayo, Loja Province. The institution is integrated by students and education staff working daily with humanistic and inclusive training. The institution's primary objective is to cultivate creative, critical, and supportive students who can address society's challenges. Moreover, developing learners' skills and values for school coexistence through group strategies, research, and school projects allows them to continue their studies and develop their life projects.

1. Brief analysis and description of the situation that justifies the presentation of this proposal.

The researcher would encourage students to discover how Wordwall will help them learn and memorize new words. Rodriguez et al. (2023) stated that Wordwall is an online platform designed to help teachers create a variety of interactive and engaging

class activities for students in person or online. This app is intended to be a fun learning asset, medium, and assessment tool for students. (Pita & Kadaruddin, 2023).

Wordwall enables learners to expand their vocabulary and enhance other skills, including listening, speaking, reading, and writing. Zuñiga and Marino (2007) state that vocabulary is the gathering of words to enable speakers to communicate easily with others. If someone has a limited vocabulary, this person cannot communicate effectively orally or in writing. Moreover, building a strong vocabulary is essential for clear communication and critical thinking. The more words you know, the better you can express yourself and understand others. A rich vocabulary enables individuals to express themselves more clearly and precisely, enhances their comprehension abilities, and facilitates effective communication.

2. Statement of the problem to be investigated.

At Luis Alfredo Samaniego school, students lack basic vocabulary knowledge, which makes it difficult for them to understand what the teacher is explaining and asking during class. Therefore, this study will focus on using Wordwall to enhance vocabulary learning among children aged ten to eleven years old in a public school. These students took English classes three times a week, supported by just a few resources and activities that motivated them to learn. The study examined using Wordwall to increase students' vocabulary through the following question: How would integrating Wordwall in the classroom impact vocabulary learning and retention among seventh-year basic education students?

This topic was chosen for three main reasons: First, during the academic period when the teacher started to work with students one year ago, she found that vocabulary was the sub-skill that students needed to improve to face the learning process. Second, in this technology era, English teachers can use exciting and interactive media to teach vocabulary, such as the Wordwall application, which helps the English learning process to be more interactive and fun. Third, vocabulary influences the learning of the four English language skills: speaking, listening, reading, and writing.

3. Justification of the research

The present research proposal uses the Wordwall application as a useful tool to develop vocabulary learning in the English language with students in 7th grade. From an educational point of view, using Wordwall is a crucial way to motivate students to participate actively in English language learning. From a social point of view, nowadays, our country's laws demand a better quality of life. For that reason, everyone involved in this process is engaged to improve every day and become an essential part of the productive sector in our society.

Besides, scientifically, it is crucial to carry out this proposal because there is enough information to be gathered to give some theoretical elements and establish alternatives to the problem around the lack of vocabulary learning. The present investigation is pertinent; thus, it is a relevant topic that could help teachers and students solve problems affecting English learning.

4. Description of the relationship between the proposal and the research lines of the university.

The researcher suggests applying an acceptable strategy to obtain basic vocabulary by applying Wordwall to seventh-grade students. The proposal thesis topic addresses well the research lines of the university, mainly with the technological proposal modality that is specified with the achievement of results, studies, and research, whose component is oriented towards the use and application of ICTs (Information and Communication Technologies) and TAC (Learning and Communication Technologies). The research proposal aims to solve a specific language education problem by integrating digital tools like Wordwall into the English language learning curriculum.

5. Object of the research

This investigation aims to examine how Wordwall is used to teach elementary vocabulary to seventh-grade A1-level students.

Wordwall can significantly enhance students' mastery of English vocabulary by providing an engaging learning medium that makes vocabulary acquisition more memorable and enjoyable. Its use helps enrich students' language and boosts their interest in learning English. Additionally, it allows students to actively use technology in their learning, which is especially important in the digital age.

6. General objective

To investigate the effectiveness of Wordwall as a supplementary tool for enhancing vocabulary acquisition among A1-level EFL learners.

7. Specific objectives

- To study the theoretical contents of the problem and object of the research.
- To choose the most appropriate Wordwall activities to improve vocabulary learning in English.
- To reflect on Wordwall's effectiveness in English vocabulary learning.

8. Description of the variables of the study (independent & dependent)

8.1 Wordwall

Wordwall is a versatile online platform that allows educators to create and customize interactive activities and games for their students. It has many templates with activities like crosswords, matching games, and quizzes. These activities can be used for teaching, practicing, and assessing knowledge across different subjects (Dhaifi et al., 2020). A Wordwall is a collection of words displayed in large, visible letters on a wall, bulletin board, or another display surface in a classroom. Wordwall is designed to be an interactive tool for students and contains various words for writing and reading.

8.2 Vocabulary Learning

Rexlin (2015) stated, "Vocabulary is the joint of words a person knows and understands in a particular language. It contains all the words, phrases, and expressions an individual can use and comprehend when speaking, listening, reading, or writing" (p.5). In addition, vocabulary refers to the total number of words in a language and is an essential part of mastering English. Specifically, there are two types of vocabulary: active and passive. Active vocabulary includes all the words people understand and use

when they speak and write, while passive vocabulary consists of words we may recognize but don't typically use in everyday communication (Nordquist, 2019). Furthermore, competency in lexical items plays a significant role in learning a new concept. A learner with an excellent command of vocabulary stands out in their study of various subjects. Therefore, mastering vocabulary is a fundamental aspect of both acquiring and effectively using a language.

Rexlin (2015) defined vocabulary as "the joint of words a person knows and understands in a particular language, including all the words, phrases, and expressions an individual can use and comprehend when speaking, listening, reading, or writing" (p. 5). Vocabulary encompasses the total number of words in a language and is a crucial element in mastering English. There are two main types of vocabulary: active and passive. Active vocabulary consists of the words individuals both understand and use in speech and writing, while passive vocabulary includes words they recognize but do not typically use in everyday communication (Nordquist, 2019). Proficiency in vocabulary plays a critical role in learning new concepts. Learners with strong lexical knowledge excel in various academic subjects. Thus, mastering vocabulary is essential for both language acquisition and effective communication.

9. Description of the research approaches, methods, and data collection

According to the categories of this research, the inductive and deductive approaches will be used to explain the outcomes and how these results impact the students through lesson plans. Newman and Benz (1998) express that quantitative research provides

information that can be used in statistics to collect data. In contrast, qualitative research gathers non-numerical details to understand concepts, behaviors, or experiences. Consequently, to get the data for this study, the researcher will use a pre-test and a post-test for the quantitative data. Furthermore, questionnaires, observation sheets, and surveys will be used to collect qualitative information.

The statistical method is a technique that is employed to gather numerical data specifically related to the levels of vocabulary. However, descriptive statistics involves summarizing, organizing, and presenting data meaningfully and concisely derived from a sample or an entire population. Statistical analysis allows researchers to make accurate interpretations, detect trends, and offer suggestions based on evidence to improve the vocabulary learning of seventh-grade students.

10. Description of the beneficiaries and their main characteristics

The participants in this research belong to the seventh grade of the Basic General Education morning session. Eight girls and eight boys aged 10-11 have an A1 level of English proficiency, influenced by socioeconomic backgrounds, proficiency levels, and experience with educational technology, indicating elementary proficiency in the language. The education staff consists of 13 teachers. The school offers a general primary education from the first to the seventh year. These children live around the school.

11. Description of the research context

The investigation will take place at Luis Alfredo Samaniego school, which is located in Catamayo, province of Loja. The classrooms will serve as the research context, where Wordwall will be applied to find the effect of using Wordwall to enhance vocabulary learning. The institution has a small computer lab, a projector, and an Internet connection that will allow the investigator to use the research work. Also, the research context fosters a supportive and collaborative learning environment, encouraging active engagement in meaningful tasks and authentic communication. However, students cannot bring any tech devices to the institution, so the researcher will use the available resources to help seventh-grade students acquire better English vocabulary.

12. Description of the practical contributions of the proposal

This proposal will contribute to the practice of vocabulary inside and outside the classroom through the application of Wordwall, in which students can use this interactive technological resource to improve vocabulary. At present, young learners are proficient at using and learning from digital platforms through technological devices such as smartphones, laptops, and tablets. Therefore, it is necessary to use educational tools to apply in the classroom and motivate students to be engaged to facilitate vocabulary acquisition.

13. Importance of the proposal from the following perspectives: Professional, methodological, technological, and social needs

Wordwall is an interactive technological resource to improve vocabulary learning in

A1-level students. This resource has various perspectives, including professional, methodological, technological, and social needs.

In the **professional aspect**, this proposal is important because it will give evidence to the educators of how the Wordwall application may benefit their students' vocabulary growth. Besides, it offers opportunities for professional development by applying new theories, methodologies, and technologies.

Methodological Perspective: Wordwall's interactive nature encourages active participation from students. This method shifts from traditional rote memorization to more dynamic learning, where students engage with vocabulary through games and interactive exercises. By integrating Wordwall into vocabulary teaching methodology, teachers can create a more engaging, personalized, and effective learning experience for their students.

Technological Perspective: The work investigates Wordwall's potential as a technological tool for motivating to improve vocabulary learning. Technology can facilitate data collection, analysis, and dissemination, making research processes more streamlined and accessible.

Social Perspective: The proposal aims to increase EFL students' vocabulary acquisition, which is integral to language competency and can help them succeed academically. By considering these perspectives, proposals can be designed to maximize their relevance and effectiveness in achieving meaningful and sustainable outcomes.

The investigation is structured in three chapters. Chapter one presents the analysis and

theoretical foundations that support the teaching-learning process of vocabulary in 7th grade, supported by technology. Chapter two describes the research methodology, including data collection procedures and participant selection. Ethical considerations and the validity of the data are discussed. Chapter three presents the technological proposal and its validation. Data analysis evaluates the impact of the intervention on students' achievement.

Appendix 6. Consent Form

FORMULARIO DE CONSENTIMIENTO

"The use of Wordwall to improve vocabulary learning in EFL students with an A1 proficiency level".

Yo, Alba Pineda, acepto la participación de mi hijo(a) Scarleth Acaro Pineda en el proyecto de investigación titulado "THE USE OF WORDWALL TO IMPROVE VOCABULARY LEARNING IN EFL STUDENTS WITH AN A1 PROFICIENCY LEVEL" conducido por Samanta Soto, quien ha discutido el proyecto de investigación conmigo.

He recibido, leído y he conservado una copia de la carta de información/declaración en lenguaje sencillo. He tenido la oportunidad de hacer preguntas sobre esta investigación y he recibido respuestas satisfactorias. Entiendo los propósitos generales, los riesgos y los métodos de esta investigación.

Doy mi consentimiento para participar en el proyecto de investigación y se me ha explicado lo siguiente:

- Mi participación es completamente voluntaria.
- Mi derecho a retirarme del estudio en cualquier momento sin ninguna implicación para mí.
- Los riesgos, incluidos los posibles inconvenientes, molestias o daños derivados de mi participación en el proyecto de investigación.
- Las medidas que se han tomado para minimizar los posibles riesgos.
- Lo que se espera y requiere que haga.
- A quién debo contactar para cualquier queja con la investigación o la realización de la investigación.
- Seguridad y confidencialidad de mi información personal.

Además, doy mi consentimiento para:

- Grabación audiovisual de cualquier parte o todas las actividades de investigación (si corresponde)
- Publicación de los resultados de este estudio con la condición de que no se revele mi identidad.

Nombre: _____ (letra de imprenta)

Firma: _____

Fecha: _____

Appendix 8. Pretest



ESCUELA DE EDUCACIÓN BÁSICA “LUIS ALFREDO SAMANIEGO”

PRE-TEST

Objective: To determine the current vocabulary proficiency of students to tailor the subsequent learning activities.

Name: **Date:**

.....

ADVERBS OF FREQUENCY

1. Circle the correct option, A, B or C. (0.5 each one = 2pts)

❖ My parents go out! They are always at home.

A often B never C usually

❖ We are good at gymnastics. We practice.

A always B sometimes C never

❖ I go snowboarding at the weekend but not often.

A always B sometimes C never

❖ I play rugby five times a week. I play it.

A often B never C sometimes

2. Rewrite the sentences. Put the adverbs in the right place. (0.5 each one = 2pts)

a. You are tired in the morning. (never)

.....

b. Carlos goes sailing on the weekend. (often)

.....

c. My family plays tennis together in the summer. (usually)

.....

d. We are very happy when our team wins. (always)

.....

3. Answer True or False. (0.5 each one = 2pts)

- Adverbs of frequency describe how often something happens.

True / False

- The adverb "never" means the action happens occasionally.

True / False

- The objective of adverbs of frequency is to inform readers how often an action occurs in a sentence.

True / False

- The adverb "hardly ever" means the action always happens.

True / False

4. Find the mistake, underline it, and write the correct sentence. (0.5 each one = 2pts)

a. I always am helpful at home.

b. They go sometimes to the cinema.

c. The teacher usually is polite

d. My cousin eats never broccoli!

5. Unscramble. Put the words in order and make sentences. (0.5 each one = 2pts)

- 1. always / My mom / the news. / watches /
.....
- 2. Children / alcohol. / drink / never /
.....
- 3. I / the park / usually / go / to / on Saturdays. /
.....
- 4. always / He / is / for meetings. / on time /
.....



Good Luck

Appendix 9. Posttest



ESCUELA DE EDUCACIÓN BÁSICA “LUIS ALFREDO SAMANIEGO”

POST-TEST

Objective: To assess the enhancement of students' vocabulary knowledge after using Wordwall, compared to their baseline knowledge before the intervention.

Name: **Date:**

ADVERBS OF FREQUENCY

4. Circle the correct option, A, B or C. (0.5 each one = 2pts)

❖ My parents go out! They are always at home.

A often B never C usually

❖ We are good at gymnastics. We practice.

A always B sometimes C never

❖ I go snowboarding at the weekend but not often.

A always B sometimes C never

❖ I play rugby five times a week. I play it.

A often B never C sometimes

5. Rewrite the sentences. Put the adverbs in the right place. (0.5 each one = 2pts)

e. You are tired in the morning. (never)

.....
...

f. Carlos goes sailing at the weekend. (often)

.....
.....

g. My family plays tennis together in the summer. (usually)

.....
...

h. We are very happy when our team wins. (always)

.....

6. Answer True or False. (0.5 each one = 2pts)

- Adverbs of frequency describe how often something happens.
True / False
- The adverb "never" means the action happens occasionally.
True / False
- The objective of adverbs of frequency is to inform readers how often an action occurs in a sentence.
True / False
- The adverb "hardly ever" means the action always happens.
True / False

4. Find the mistake, underline it, and write the correct sentence. (0.5 each one = 2pts)

a. I always am helpful at home.

b. They go sometimes to the cinema.

c. The teacher usually is polite

d. My cousin eats never broccoli!

6. Put the words in order to make sentences and questions. (0.5 each one = 2pts)

5. always / My mom / the news. / watches /

.....

6. Children / alcohol. / drink / never /

.....

7. I / the park / usually / go / to / on Saturdays./

.....

8. always / He / is / for meetings. / on time /

.....



Good Luck

Appendix 10. Survey.



**UNIVERSIDAD BOLIVARIANA DEL
ECUADOR**
**Dirección: KM 5 1/2 VÍA DURÁN
YAGUACHI**
Teléfonos: 0984490567
**Correo: info@ube.edu.ec - Web:
www.ube.edu.ec**

Dear student, I request your cooperation by answering the following questions to help me carry out my research work about using Wordwall to improve vocabulary learning with students in the 7th grade of Basic Education at "Luis Alfredo Samaniego" School. I will be very grateful for your help.

1. The teacher encourages us to use Wordwall to learn vocabulary.

Strongly agree ()

Agree ()

Neutral ()

Disagree ()

Strongly disagree ()

2. Wordwall activities make vocabulary learning more interesting.

Strongly agree ()

Agree ()

Neutral ()

Disagree ()

Strongly disagree ()

3. I actively take part in Wordwall games and exercises.

Strongly agree ()

Agree ()

Neutral ()

Disagree ()

Strongly disagree ()

4. I interact with classmates using English through Wordwall activities.

Strongly agree ()

Agree ()

Neutral ()

Disagree ()

Strongly disagree ()

5. The Wordwall activities are varied and help me remember new words.

Strongly agree ()

Agree ()

Neutral ()

Disagree ()

Strongly disagree ()

Appendix 11. Interview



INTERVIEW

Name: **Age:**

Date: **Interviewer:**

1. Have you ever used Wordwall in your English classes?

.....

2. Do you think Wordwall activities help you learn new words? Why or why not?

.....

3. Which type of Wordwall activities do you like the most? (e.g., match-ups, quizzes, word searches, true/false, and reorder)

.....

4. Do you feel more motivated to learn vocabulary when using Wordwall? Why?

.....

5. Do you prefer using Wordwall individually, in pairs, or in groups? Why?

.....