

EXPLORING TEACHER'S PERSPECTIVES ON THE WORDWALL PLATFORM FOR ENHANCING ELEMENTARY STUDENT'S ENGLISH VOCABULARY

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ABSTRACT

This study aims to explore elementary school English teachers' perspectives on the use of the Wordwall platform to enhance students' vocabulary acquisition, highlighting the urgency of integrating digital gamification in vocabulary learning. Employing a qualitative method with a phenomenological design, the research was conducted over one month and involved three elementary school English teachers from Mis Terpadu Muhammad Fahri in North Sumatra, Indonesia, who had direct experience using Wordwall in their classrooms. Data were collected through semi-structured interviews, participatory observations, and documentation, and analyzed using the Miles and Huberman model. The findings reveal four key themes: (1) Wordwall is user-friendly and easily integrated into daily teaching; (2) it increases students' motivation and engagement; (3) it significantly improves vocabulary mastery through interactive, repetitive game-based learning; and (4) teachers apply various strategies to integrate Wordwall effectively, although they face challenges related to internet access and time constraints. In conclusion, the Wordwall platform supports vocabulary learning not only by making it more enjoyable and meaningful but also by fostering student participation and retention. This study offers valuable insights for educators and curriculum developers by highlighting Wordwall as a practical and innovative tool that can enhance the effectiveness of English vocabulary instruction in primary education.

Keywords: *Digital Learning Tools, Gamification in Education, platform, Wordwall*

A. Introduction

In the age of globalization, knowledge of English has become a need rather than a luxury. Vocabulary is the most important basis for language abilities since communication is ineffective without comprehending the meaning of words (Nation, 2013). (Rodríguez-escobar et al., 2023) also stated that comprehending the meaning of words and phrases makes it easier for people to absorb information. Early vocabulary mastery in basic school is critical for accessing global knowledge and tackling 21st-century difficulties. As a result, an innovative, fascinating, and relevant learning technique is required to match the personalities of today's learners.

Many English as a Foreign Language (EFL) learners, including elementary school students, face considerable difficulties in memorizing and retaining new vocabulary. These challenges are often attributed to the lack of exposure to words in meaningful contexts as well as limited self-learning mechanisms (Zhang & Liang, 2024). The most common problem reported by students is the difficulty of memorizing target words, with many perceiving rote learning as ineffective (Kesmez, 2021). Although some students believe that creating vocabulary lists is useful, such practice tends to result in mechanical memorization when it is not accompanied by visualization, context analysis, or communicative activities that involve active word use (Kim, 2020). Consequently, elementary students frequently experience obstacles in mastering vocabulary, as they struggle to connect words with real-life contexts, have few opportunities to practice vocabulary in authentic communication, and often

forget newly acquired words quickly. This overreliance on rote learning or vocabulary lists leads to shallow understanding rather than meaningful acquisition, while the lack of exposure to authentic English usage outside the classroom further limits their ability to apply vocabulary in speaking and writing. These combined difficulties not only impede vocabulary retention but also undermine students' overall communicative competence, emphasizing the urgent need for interactive, contextual, and technology-supported strategies in vocabulary learning.

On the other hand, teachers also face challenges in teaching vocabulary effectively, especially in choosing appropriate strategies to help students remember and use vocabulary in real contexts. This challenge arises because students often have difficulty in memorizing new words and associating them with relevant meanings in everyday life (KESMEZ-, 2021). In addition, limited learning time, variations in students' abilities, and challenges in material delivery make it difficult for teachers to teach vocabulary optimally. This shows the need for interactive media and strategies to create effective and interesting learning (Gulo, 2024). As a result, the vocabulary learning process is often mechanical and has little impact on students' productive ability to speak English actively.

Learning in the twenty-first century requires a more dynamic and contextual approach, as information and communication technology advances. One effective innovation in language instruction is the use of digital game-based learning media like Wordwall. The utilization of this platform can boost students' active participation in the learning process, improve their memorization of new

terminology, and foster a more positive and enjoyable classroom environment (Hussein, 2024). In the modern era of education, the use of technology in learning has encouraged the transformation of the teaching and learning process to be more dynamic and interactive.

However, the effectiveness of Wordwall depends not only on its technological features, but also on teachers' views, attitudes and skills in using it. Teachers have a key role in determining the success of technology-based learning media implementation. Teachers' views on the usefulness, convenience and relevance of Wordwall greatly influence how far this platform can be optimally utilized in the classroom. If teachers have positive perceptions, good digital competence, and strong pedagogical understanding, then Wordwall can be a very effective tool in teaching English vocabulary (Rodríguez-escobar et al., 2023)

Several previous studies have shown the effectiveness of digital platforms in enhancing students' English vocabulary mastery. (Dimyati & Purwananti, 2022) developed game-based learning media using Kahoot for junior high school students. Their findings revealed that Kahoot created a more interactive and enjoyable learning atmosphere, increased students' interest, and improved vocabulary comprehension. Teachers also reported that Kahoot offered a modern and engaging alternative for delivering instructional content. In another study (Juliana et al., 2024) utilized Duolingo as a vocabulary learning tool for students at SMP Amalyatul Huda. Through guided activities and independent practice, students were introduced to Duolingo's features and completed exercises to measure their vocabulary

understanding. The results indicated that 92% of students were able to use the platform effectively, with an average score of 80 on vocabulary tests, demonstrating Duolingo's role in supporting flexible, self-paced, and enjoyable vocabulary learning. Meanwhile, (Warmansyah et al., 2024) investigated early childhood teachers' perceptions of using Duolingo for vocabulary instruction in preschool settings. A survey of 94 teachers revealed that Duolingo positively contributed to young learners' vocabulary development. Teachers appreciated the platform's child-friendly interface, diverse practice activities, and support for listening, reading, and speaking skills. However, the study emphasized that Duolingo should be integrated with structured instructional design to ensure optimal learning outcomes.

Unfortunately, most studies on Wordwall still focus on its impact on students, while exploration of teachers' perceptions, especially elementary school teachers, is limited. In fact, teachers are the main actors who determine teaching strategies, choose appropriate media, and direct students to learn effectively.

According to (Caingcoy, 2021), game-based vocabulary learning strategies such as educational games have been shown to be effective in improving students' vocabulary acquisition and retention. However, their successful implementation is greatly influenced by how teachers perceive, select and design such learning media according to the needs and context of students in the classroom. Therefore, this research will explore the question, how do primary school English teachers perceive the use of Wordwall platform in English vocabulary learning?

Despite the growing integration of technology in language learning, many elementary school contexts still face limitations in effectively adopting digital platforms for vocabulary teaching. While previous studies have highlighted Wordwall's potential to enhance student engagement and vocabulary retention, there remains a gap in understanding how teachers especially at the primary level perceive and implement such tools. Teacher perceptions are critical because they influence decisions about lesson planning, media selection, and classroom management. Without clear insights into these perceptions, the adoption of digital gamification tools may remain inconsistent, reducing their potential impact on students' language development. Furthermore, infrastructural challenges such as unstable internet connections, limited digital literacy among educators, and time constraints in lesson schedules continue to hinder optimal technology integration. Addressing these issues requires a deeper investigation into teachers' perspectives, as their attitudes and strategies directly shape the effectiveness of vocabulary instruction using platforms like Wordwall.

Even though many studies have discussed the effectiveness of Wordwall and other gamification platforms in improving vocabulary learning (Wulandari et al., 2024; Alfiah et al., 2024), most of them focus more on students' views and learning results. Only a few studies pay attention to teachers' perceptions, especially at the elementary school level, about how Wordwall is used and what strategies or challenges appear in the process. Understanding teachers' perspectives is very

important because teachers are the ones who decide which media to use, how to design classroom activities, and how to deal with students' vocabulary learning problems.

Based on this gap, the research question of this study is formulated as follows, "How do primary school English teachers perceive the use of the Wordwall platform in enhancing students' vocabulary acquisition?"

Wordwall platform

<https://wordwall.net/>



Wordwall is a digital-based interactive learning platform designed to help teachers create fun and engaging learning activities. The platform provides various educational game templates such as quizzes, match pairs, crossword puzzles, word searches, and random wheels that can be customized to the subject matter being taught. As a learning tool, Wordwall is well suited to the game-based learning approach, which emphasizes the active role of students through fun and interactive activities. With its intuitive interface and engaging visuals, Wordwall not only facilitates vocabulary comprehension, but also provides opportunities for students to use it through various forms of competitive and collaborative games. In addition, Wordwall supports multimodal learning by integrating visual, audio, and motion elements, making it suitable for a variety of student learning styles, especially at the elementary school level. Rodríguez-Escobar, Cuevas-Lepe, and Maluenda-Parraguez (2023) revealed that Wordwall is seen as a very useful medium in the process of

teaching and learning English vocabulary. Through research involving pre-service teachers in Chile, it was revealed that Wordwall is able to attract students' interest, increase their participation in learning, and facilitate vocabulary comprehension when compared to traditional approaches. In addition, pre-service teachers reported that Wordwall is easy to operate and offers great flexibility in designing lessons that are responsive to students' needs, both for face-to-face and online learning activities (Rodríguez-escobar et al., 2023).

In Indonesia, a study conducted by Wulandari, Sari, and Anggraeni (2024) showed that the use of Wordwall in several cycles of vocabulary learning had a significant positive impact on improving students' vocabulary acquisition scores. Through the activities in Wordwall, students showed high enthusiasm and engagement, as each game presented challenges that encouraged them to think critically, recall vocabulary, and interact actively with others. These improved learning outcomes indicate that Wordwall is not only attractive in terms of appearance, but also has a strong contribution pedagogically in supporting students' language skills development (Wulandari et al., 2024). According to Alfiah, Santosa, and Kusuma (2024), the use of Wordwall in vocabulary learning is able to encourage comprehensive student involvement, including cognitive, emotional, and behavioral aspects. This can be seen from the increased concentration of students during the learning process, positive attitude towards learning activities, and responsibility shown in completing tasks. Through the interactive learning experience in Wordwall, students not only

understand the meaning of vocabulary more easily, but also build emotional attachment to the learning process, which has an impact on improving their memory of the vocabulary they have learned (Alfiah et al., 2024).

Wordwall also supports the principle of differentiated learning as it can be adapted to different ability levels of students. Teachers can adjust the level of difficulty, group students based on learning needs, and provide instant feedback which greatly helps students in understanding their mistakes directly. In addition, Wordwall also provides space for students to learn independently or in groups, both synchronously and asynchronously, which is in line with 21st century learning needs. More than just a game tool, Wordwall also has great potential as a formative evaluation tool. Teachers can use Wordwall to measure students' understanding of the vocabulary that has been taught, either through quick quizzes, group activities, or class competitions. With the result tracking feature, teachers can see individual student progress and make adjustments to learning strategies based on the data obtained. With these advantages, it can be concluded that Wordwall is an effective, adaptive and relevant learning media to be used in learning English vocabulary in elementary schools. The integration of Wordwall in teaching and learning activities not only improves student learning outcomes, but also creates a more lively, fun and meaningful learning atmosphere.

To apply Wordwall in learning, teachers can follow some practical steps that have been proven effective. First, teachers choose a game type that suits the learning objectives-such as "matching pairs" to introduce

synonyms, “word search” to familiarize students with word forms, or “quiz” to evaluate vocabulary understanding. After that, the teacher can enter the list of relevant vocabulary into the template provided and customize it with the theme of the lesson. Wordwall activities can be done individually, in groups, or classically depending on the need. For example, to practice cooperation, the teacher can divide students into small groups and ask them to discuss the answers before voting. Meanwhile, to increase activeness and competitiveness, teachers can conduct interactive quizzes classically and display the results directly using a projector. Besides being used online, Wordwall can also be printed in PDF format and used in offline learning, making it flexible for various conditions, especially for schools with limited internet access. With this approach, Wordwall is not only a teaching tool, but also a means to build a collaborative, competitive and fun learning atmosphere.

Teaching Vocabulary Strategies

Vocabulary mastery is a fundamental aspect of English language learning at the primary school level, as it is the foundation of language skills such as reading, writing, speaking and listening. Research shows that vocabulary development occurs effectively through repeated exposure and interaction to new words in various communication activities. This process should follow the natural order of language development, which starts with oral skills before moving on to written skills (Chiriac, 2021). Therefore, vocabulary teaching strategies must be tailored to the needs and cognitive and affective characteristics of early childhood students who are still in the active

stage of language development. (Graves et al., 2014) states that effective vocabulary teaching strategies include four main things: the provision of rich language experiences, direct teaching of important words, development of independent vocabulary learning strategies, and encouragement of extensive reading. This strategy emphasizes that vocabulary learning is not enough to introduce a list of words, but must involve students in a learning environment that makes them actively use the words in real contexts.

Another important strategy in vocabulary teaching is to provide opportunities for students to interact repeatedly with words in various contexts. (Norbert Schmitt, 2002) reveal that when students are exposed to vocabulary through a variety of activities such as reading, speaking, writing and playing, this can strengthen the connection of meaning and expand their understanding in applying the vocabulary in real situations. In its implementation, the teacher can introduce new vocabulary through stories, songs, games, or conversations that are in accordance with the child's experience and environment, so that the learning process feels more real, contextual, and easy to understand.

With the advancement of technology in education, vocabulary teaching methods are now increasingly varied through the use of interactive digital media, one of which is the Wordwall platform. Wordwall offers various activities in the form of games, such as quizzes, crosswords, word pair matching, and group activities. The platform applies a game-based learning approach that has been proven to increase student engagement and motivation. Research by Wulandari et al. (2024)

showed that Wordwall significantly improved students' comprehension through a fun and competitive activity, which was able to arouse students' enthusiasm in learning vocabulary (Wulandari et al., 2024). On the other hand, (Rodríguez-escobar et al., 2023) state that Wordwall offers immediate feedback and personalized challenges, which can encourage students to learn independently and collaboratively with friends.

In addition, context-based vocabulary teaching strategies have been shown to produce good results, especially when linked to students' real-life experiences. Through this approach, teachers can engage students in activities such as role simulations, question and answer sessions, or class projects that encourage them to actively use specific vocabulary. (Silvia & Wirabrata, 2021) stated that the visual display of vocabulary through images and animations in Wordwall media greatly supports early childhood students' understanding of the meaning and use of words in the context of everyday life. Therefore, students not only know the meaning of words conceptually, but are also able to apply them in real situations that are relevant to their lives. The role of the teacher has a big influence on the strategy in teaching vocabulary. Teachers are required to organize learning that is thoughtful, innovative, and in line with the developmental stage of the learners (Deni & Fahriany, 2020). The results of (Alfiah et al., 2024) showed that the success of vocabulary learning is highly dependent on the teacher's ability to build a positive and fun learning environment. The use of Wordwall will be maximized if it is not only utilized as an assessment tool, but also as a medium to encourage active

vocabulary exploration, collaborative discussion, and reflection with students.

Based on this description, it can be concluded that an effective vocabulary teaching strategy for elementary school students is one that is explicit, contextual, repetitive, fun, and involves technology-based interactive media. The use of Wordwall in the teaching process is proven to be an innovative and adaptive approach in supporting students' vocabulary development as a whole, both from cognitive, affective, and social aspects.

With the increasing use of technology in 21st century education, digitized teaching approaches are gaining attention. One strategy that many teachers are currently implementing is digital gamification, which is the integration of game elements into the learning process. In the context of English language teaching, especially in terms of vocabulary acquisition, this approach has been proven to significantly boost student motivation and engagement, especially among primary level learners (Redjeki & Muhajir, 2021). In general, gamification in education is defined as the application of various game elements such as score systems, levels, challenges and feedback directly into learning activities to create a more engaging and motivating learning experience for students (Strmečki et al., 2015). (Kapp, 2012) explains that gamification in an educational context is designed to provide an engaging learning experience and encourage student motivation, without overriding the achievement of learning outcomes and academic goals. (Zichermann & Cunningham, 2011) explain that gamification does not mean requiring students to play games, but rather

applying game elements that are able to generate motivation from within students, so that they are encouraged to actively and voluntarily engage in the learning process.

In English language learning, digital gamification is used to overcome traditional learning challenges, such as low interest in learning, limited student participation, and lack of exposure to foreign languages outside the classroom. (Chans & Portuguese Castro, 2021) state that the gamification approach to learning can create a more engaging, interactive and fun learning experience, thus helping to reduce students' psychological pressure in learning. By integrating game elements such as points, bonuses and instant feedback, learning becomes more healthily competitive and encourages students' comfort, interest and confidence in mastering the material, including in learning English vocabulary.

One of the platforms that many teachers use to implement digital gamification is Wordwall. Wordwall offers a variety of interactive learning activities such as quizzes, crosswords, random wheels, and word matching games, which can be adapted according to the topic being taught. The platform supports various learning styles visual, auditory, and kinesthetic so it is suitable for use by elementary school students with different learning characteristics (Silvia & Wirabrata, 2021). Through Wordwall, teachers can create a learning atmosphere that is not only informative, but also fun and challenging.

(Perspectives et al., 2023) revealed that prospective teachers rated Wordwall as a very effective medium in vocabulary teaching. They concluded that this platform is able to

present the material in an interesting way and is able to encourage students' active involvement in the learning process. Similar findings were revealed in a study by Wulandari, Sari, and Anggraeni (2024), which stated that the application of Wordwall in vocabulary teaching can significantly improve students' academic achievement and comprehension. In addition to showing more active participation in the learning process, students also showed better vocabulary recall ability.

Furthermore, (Arsyad, 2024) highlights that the use of Wordwall impacts not only students' cognitive development but also enhances their emotional engagement. Students feel more motivated, exhibit greater self-confidence, and show enthusiasm in completing each learning activity. This is further supported by the findings of (Alfiah et al., 2024), which demonstrate that Wordwall provides a learning experience that simultaneously engages students cognitively, affectively, and behaviorally. Students not only understand vocabulary meanings but also enjoy the learning process and actively participate in each stage of the activity.

From the teacher's perspective, Wordwall also provides many advantages. The platform is easy to access, has a simple interface, and provides various templates that can be used as practice and evaluation media. (Silvia & Wirabrata, 2021) explain that Wordwall is highly flexible, as activity results can be downloaded in PDF format and used for offline learning. This makes it an effective alternative for students with limited internet access.

Learning through digital gamification allows for a more

adaptive and personalized approach. Through this method, students can customize the learning process according to their own pace, get immediate feedback from the system, and enjoy a learning experience that better suits their individual needs (Dichev et al., 2020). According to Carmona-Chica and Argudo-Garzón (2022), the use of platforms such as Wordwall allows students to develop vocabulary both independently and with friends, while fostering learning motivation through features such as scores, rankings, and digital rewards that provide a sense of accomplishment (Carmona-Chica & Argudo-Garzón, 2022). This is also in line with the study results of (Hasram et al., 2020), which showed that children were more satisfied learning vocabulary through online games because elements such as points, scoreboards, and challenges were shown to increase motivation and continuous learning engagement.

Based on these findings, it can be concluded that the application of digital gamification in English vocabulary learning brings a number of benefits to both teachers and students. It makes learning more engaging, challenging and meaningful. Platforms like Wordwall show that improving vocabulary acquisition does not have to be limited to traditional approaches, but can also be achieved through the use of technology that is child-friendly and adapted to the characteristics of learners in the digital age.

B. Research Method

This study aims to explore in depth the views of primary school English teachers towards the use of Wordwall platform in improving students' English vocabulary acquisition. Thus, this study used a qualitative approach with a

phenomenology design. Thus, the participants are three students in elementary school were purposively selected based on the consideration that they have direct experience in using Wordwall for at least 1 month and can provide rich and relevant information to the research focus. This research was conducted in MIS Terpadu Muhammad Fahri. The data were collected by observation, semi structure interview and documentation. Once the data was collected, it was analyzed qualitatively through data reduction, data presentation, and conclusion drawing, as described by Miles and Huberman (1994). Data analysis in this study employed thematic analysis, following the steps proposed by Braun and Clarke (2006), which involve: (1) familiarizing with the data by repeatedly reading interview transcripts and observation notes; (2) generating initial codes to identify meaningful segments related to teachers' perceptions, strategies, and challenges; (3) searching for patterns among the codes to form preliminary themes; (4) reviewing and refining these themes to ensure they accurately represent the data; (5) defining and naming the final themes; and (6) producing a coherent report linking the themes to the research question. This process allowed the researcher to capture nuanced insights from participants and present them systematically in the findings section.

This process involved organizing interview, observation, and documentation data into key themes, such as teachers' perceptions, strategies for using Wordwall, student engagement, and implementation challenges. The categorized data was then analyzed to find common patterns as well as differences in

views between participants, resulting in a comprehensive picture of the effectiveness of Wordwall in vocabulary learning in primary schools.

C. Research Results and Discussion

This section presents the findings in response to the research question: How do primary school English teachers perceive the use of the Wordwall platform in teaching English vocabulary? Based on data obtained from semi-structured interviews, participatory observations, and documentation, four main themes emerged that represent teachers' perspectives on integrating Wordwall in vocabulary instruction at the elementary level. The results of the data analysis are divided into several categories, namely;

Ease of Use of Wordwall Platform

Teachers reported that Wordwall is very easy to use in their daily teaching practice. The simple interface, wide selection of templates, and quick content creation process are the main reasons why teachers find it technically helpful. This can be seen in the following quotes:

"In my opinion, Wordwall is very user-friendly. I can create a learning activity in just minutes, as the templates provided are very easy to customize to the material I want to teach, especially for vocabulary." (P1)

Teacher P1 said that Wordwall is a very user-friendly platform, where she can design learning activities in just a short time thanks to the availability of templates that are easily adapted to the vocabulary material being taught. This was also conveyed by participant 2

"As a teacher who is not very tech-savvy, I find Wordwall quite helpful. I don't need any special skills to use it, and it's so intuitive that I can operate it right away even in the middle of class." (P2)

Teacher P2 revealed that despite having no special expertise in technology, she found Wordwall helpful because of its intuitive and easy-to-operate interface, even when used directly in the classroom. This is in line with what was conveyed by participant 3

"I chose Wordwall because it makes it easier for me to design interactive materials. In addition to its attractive appearance, I can directly access it from various devices without having to install additional applications."

Teacher P3 stated that she chose Wordwall because this platform makes it easy to design interactive materials, with an attractive appearance and flexible access without the need for additional application installation.

Wordwall Improves Student Motivation

Based on the interviews, the teachers suggested that the use of Wordwall not only helps students understand vocabulary better, but also creates a fun learning atmosphere and triggers active engagement. This finding shows that Wordwall plays an important role in increasing students' participation and enthusiasm for learning during the vocabulary learning process. This can be seen in the following quotations:

"After I started using Wordwall, I noticed a significant change in students' enthusiasm. They are more motivated and seem to enjoy the process of learning

vocabulary, as the activities are presented in the form of competitive yet fun games.” (P3)

“The use of Wordwall in my class has proven to be effective. Students who are usually passive became more active and showed high interest in answering vocabulary questions. I think the visual elements and challenges in the game really help them focus.” (P2)

Teacher P1 revealed that since using Wordwall in learning, she has seen a significant change in students' enthusiasm. Students become more motivated and seem to enjoy the vocabulary learning process because the material is presented in the form of a competitive yet fun game. This is different from the conventional method which often makes students bored quickly. Meanwhile, Teacher P2 stated that the use of Wordwall proved effective in her class. She explained that students who previously tended to be passive began to show high activeness and interest in answering vocabulary questions. According to her, the interesting visual display and the challenges in the game really help students to be more focused and actively involved during the learning process.

Improving Vocabulary Mastery in Students

One of the positive impacts recognized by teachers from using Wordwall is its ability to gradually but significantly improve students' vocabulary acquisition. Through a fun and game-based approach, students not only recognize new words, but also actively use them in learning contexts. Wordwall allows repetition of vocabulary in various forms of activities, thus helping to strengthen students' memory and understanding

of word meanings. This was demonstrated by the words of 3 participants;

“After using Wordwall several times, I saw a clear improvement in students' vocabulary acquisition. They recognize the meaning of words more quickly and can use them in simple sentences.” (P1)

“Wordwall really helps strengthen students' understanding of vocabulary. With repetition in the form of a game, they remember more and are more confident when asked to say the meaning of a word or use it.” (P2)

“I noticed that students were better able to remember and understand the vocabulary after participating in the Wordwall activity. Their evaluation results also showed improvement compared to before this media was used.” (P3)

The teachers reported that the consistent use of Wordwall had a positive impact on improving students' vocabulary acquisition. P1 observed that after several times using Wordwall, students became quicker to recognize the meaning of words and were able to use them in simple sentences. Similarly, P2 added that the repetition of vocabulary through games in Wordwall helped strengthen students' understanding, as well as increase their confidence when asked to mention or use the learned word. P3 also noted that students' ability to remember and understand vocabulary has improved significantly, as reflected in the evaluation results that show progress compared to before the use of Wordwall.

Teacher's Strategy in Integrating Wordwall

The use of Wordwall in teaching English vocabulary does not run smoothly without a strategy in integrating it in teaching. Based on the results of in-depth interviews, we found out how teachers integrate Wordwall in effective teaching. As said by participant 1:

"In practice, I prefer to use Wordwall as a group activity. I divide students into small teams so that they can discuss before choosing an answer. That way, besides learning vocabulary, they also learn cooperation and communication." (P1)

Teacher P1 explained that she prefers to use Wordwall in the form of small group activities, so that students can discuss before answering. This strategy not only helps in vocabulary learning, but also trains cooperation and communication skills among students. This is in line with participant 2's statement

"I usually use Wordwall as an opening activity to attract students' attention at the beginning of the lesson. A short game at the beginning makes the class atmosphere more lively and helps activate their prior knowledge of vocabulary." (P2)

Teacher P2 said that she usually uses Wordwall as an opening activity to attract students' attention. According to her, a short game at the beginning of the lesson helps to create a more lively classroom atmosphere while activating students' prior knowledge of vocabulary. This was also conveyed by participant 3

"My strategy is to place the Wordwall at the end of the session as a form of reinforcement. After I teach the vocabulary explicitly, students

play the Wordwall quiz as a fun, light-hearted evaluation that gives them an idea of whether they have understood the material." (P3)

Teacher P3 explained that she uses Wordwall at the end of the learning session as a form of reinforcement. After explicitly conveying the vocabulary, students play the Wordwall quiz as a fun, light-hearted evaluation to gauge the extent of their understanding of the material.

Internet Connection Limitations

Although Wordwall can be easily accessed online, network stability is often an obstacle that hinders the smooth running of learning activities. This resulted in technical disruptions during implementation and reduced students' focus and enthusiasm for the ongoing activities.

"Internet connection is sometimes a bottleneck, especially when we use Wordwall online. When the network is slow, the game cannot run smoothly and it makes students lose focus." (P2)

Teacher P2 revealed that an unstable internet connection is often an obstacle when using Wordwall online. She explained that when the network slows down, the game cannot run smoothly, so students lose focus and enthusiasm in participating in learning activities.

Time Consuming

The interview results show that using wordwall requires a lot of time and preparation when using it. This reduces the effectiveness of the teaching and learning process. As said by participant 2:

"Another challenge is the limited time in class hours. Sometimes I have to choose whether to use the Wordwall or

finish other materials, so I need to plan to use it efficiently.” (P2)

Participant 3 said that the limited time in class hours was a challenge, so she had to consider between using Wordwall or completing other materials, and therefore needed to design its use efficiently. Then participant 3 added;

“I also need extra time outside of teaching hours to prepare Wordwall activities. Although the process is easy, it still takes planning so that the content is relevant to the learning objectives.” (P3)

Participant 3 explained that she needed to spend additional time outside of teaching hours to prepare the Wordwall activity. Although the process is quite easy, planning is still needed so that the content is in line with the learning objectives to be achieved.

Discussion

The results showed that teachers had a very positive perception of Wordwall's ease of use. The platform is considered user-friendly, fast in preparing materials, and flexible to use through various devices. This finding is in line with the study of (Rodríguez-escobar et al., 2023) who stated that Wordwall is very effective because of its intuitive interface and minimal technical barriers for teachers. This is also reinforced by (Anindya et al., 2024) who emphasized that teachers' perception of technological ease is an important factor in the adoption of digital media in the classroom. This convenience is important as many teachers, especially at the primary level, are not fully digitally literate. Thus, simple yet effective technologies such as Wordwall contribute to the wider and more

equitable adoption of technology-based teaching strategies.

Teachers also report that Wordwall has a huge impact on increasing student motivation. The interactive games provided by this platform create a fun and competitive learning atmosphere. This finding is consistent with the research results of (Wulandari et al., 2024) and (Arsyad, 2024), who stated that Wordwall can increase students' affective and cognitive engagement, especially in vocabulary learning. According to (Kapp, 2012), gamification elements such as scores, challenges, and immediate feedback can stimulate students' intrinsic motivation.

This can be seen in the implementation of Wordwall which not only makes students enthusiastic, but also increases their active participation during the activity. Thus, Wordwall is not only a learning tool, but also a means of building a productive and positive classroom atmosphere. Another significant finding was the improvement in students' vocabulary acquisition after the use of Wordwall. The teachers stated that students understood the meaning of words more quickly and could use them in the context of sentences. This reinforces the theory of meaningful repetition as explained by Schmitt and (Norbert Schmitt, 2002), that repeated exposure to words in various formats strengthens retention and memory.

The use of Wordwall enables the implementation of explicit and contextualized vocabulary teaching—two key principles mentioned by (I. S. P. Nation, 2022) and Graves (2007). Activities such as word matching, crossword puzzles, and wheel of fortune encourage students to actively process word meanings, thus not just memorizing, but understanding and

applying in various situations. The strategies used by teachers in integrating Wordwall vary. Some use it at the beginning of learning as an ice breaker, while others place it in the middle or end of the session as a reinforcement of the material. Some teachers also apply Wordwall in small group activities to train students' cooperation and communication. These strategies show that Wordwall is flexible and can be adapted to learning needs. This finding is in line with the reflective teaching approach, where teachers design learning by considering students' needs, classroom context, and competency outcomes. According to (Silvia & Wirabrata, 2021), Wordwall is effective when used not only as an evaluation tool, but also as a medium for classroom exploration and interaction. While Wordwall has many advantages, teachers also face a number of challenges.

The main problems that often arise are limited internet connection, lack of student devices, and limited time in class hours. Teachers must innovate, for example by displaying the game through a projector or rearranging the implementation time so as not to disrupt the main learning process. This finding is in line with research by (Gulo, 2024) who mentioned that technical and infrastructural limitations often become obstacles in the implementation of digital media in elementary schools. However, teachers still show adaptability and creativity in dealing with these obstacles, such as by preparing printed versions or designing Wordwall activities outside of class hours.

The results of this study make an important contribution to the literature on the use of game-based digital

media in vocabulary learning, particularly from the perspective of primary school teachers. Not only does this study demonstrate the pedagogical potential of Wordwall, it also highlights the central role of teachers in the successful integration of technology in the classroom. With a better understanding of the strategies, perceptions and challenges faced by teachers, the development of training or educational policies that are more responsive to real needs in the field can be designed more effectively.

E. Conclusion

In relation to the research question, this study found that primary school English teachers hold predominantly positive perceptions of the Wordwall platform in teaching English vocabulary. They consider it user-friendly, motivating for students, and effective in enhancing vocabulary acquisition through interactive, game-based learning. Teachers implement Wordwall in various ways—such as introductory activities, group work, and evaluation tools—demonstrating its flexibility across teaching contexts. The platform also supports differentiated instruction by allowing adjustments in difficulty levels, providing instant feedback, and facilitating both individual and collaborative learning.

However, the study also identified challenges, including unstable internet access, limited lesson time, and the need for adequate preparation and digital media training. These findings highlight that the successful integration of Wordwall depends not only on its features but also on teachers' strategies, positive attitudes, and adaptability to classroom constraints.

Overall, Wordwall demonstrates strong pedagogical value for vocabulary instruction at the elementary level, aligning with 21st-century learning principles by fostering engagement, motivation, and retention. Future efforts should focus on providing targeted training and infrastructural support to maximize its potential. While these findings provide valuable insights, the study's limited sample size and single regional context mean that further research with broader participation is recommended to validate and expand upon these results.

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