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**ENHANCING VOCABULARY ACQUISITION IN THE 5TH-GRADE EFL CLASS**  
**USING THE GAMIFIED APP WORDWALL.NET**

Master's thesis

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*Serafima Plauska, 20.05.2024*

## **PREFACE**

In recent years, there has been an increase in the use of educational technology, particularly gamified language learning applications. These applications are said to improve student engagement and enhance educational outcomes. However, there is still a lack of understanding regarding the specific effects of these technologies on vocabulary acquisition, particularly among young learners in English as a foreign language (EFL) settings. This study aims to explore the influence of the gamified language learning app Wordwall.net on secondary school students' vocabulary acquisition, as compared to textbook-based instruction.

The research aims to investigate and assess the impact of gamified language learning apps, specifically Wordwall.net on vocabulary acquisition among fifth-grade secondary school students. By conducting a comprehensive study, this research seeks to provide empirical evidence and insights into the efficiency of this app as a tool for enhancing vocabulary acquisition in the context of secondary school education. The research employs a mixed-methods approach, combining quantitative analysis of vocabulary acquisition outcomes with qualitative insights into students' perceptions of gamified learning.

The paper consists of four main parts: the Introduction, Chapter I "Teaching Vocabulary in Primary School", Chapter II "Gamified Vocabulary Teaching in the 5th grade", and the Conclusion. The introductory chapter sets the stage for the research by discussing the importance of vocabulary acquisition in language learning. It outlines the current trends in educational technology, focusing on gamified learning applications. Chapter I provides a comprehensive overview of vocabulary learning and teaching, particularly in the context of primary education. It examines various pedagogical approaches, including both textbook-based instruction and the integration of gamification in vocabulary instruction. Chapter II focuses on the practical application of gamification in teaching vocabulary. This chapter describes the methodology of the conducted research, including participant selection, instructional design for the control and experimental groups, and data collection processes. The conclusion summarises the outcomes of the study.

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## INTRODUCTION

Acquiring an extensive vocabulary is fundamental to language learning, as it is the foundation of all four skills: listening, speaking, reading, and writing. A wide vocabulary gives learners a greater ability to write effectively and to understand and be understood in a wide range of situations in their daily lives and authentic texts and materials of the target language. (Nation, 2001)

As Wilkins (1972, p.111) stated, “Without grammar, very little can be conveyed, without vocabulary, nothing can be conveyed.” The Common European Framework of Reference for Languages (CEFR) underlines the key role of vocabulary in language mastery, which helps the language to be used in different environments, it also refers to a specific set of descriptors that corresponds to each level from A1 (beginner) to C2 (mastery). For example, an A1 learner is expected to be able to hold basic conversations using the most commonly used expressions and common phrases in day-to-day life communication, in which the size of the vocabulary ranges from 500 to 800 words. Hence, after the A2 level, a vocabulary should comprise up to 1000-1500 words, allowing the learners to exchange simple information and practice in routine conversations (Council of Europe, 2001).

In the context of language learning, vocabulary is a critical element of language proficiency and acquisition. Nevertheless, learners and teachers may face considerable challenges in vocabulary instruction and acquisition. These challenges often extend to how new vocabulary is presented, practiced, and successively produced, as well as how deep and long-term learning of vocabulary occurs. This includes retention over time, how words are used (with collocations) and remembered, and how effectively and accurately words are used in different contexts (Webb & Nation, 2017). Traditional approaches of vocabulary instruction, such as decontextualized word lists, “provide a basis for words to be learned, but are not enough to learn words deeply in ways that will support their flexible use” (Thornbury, 2002, p. 6). Memorizing lists of extensive vocabulary without sufficient surrounding context, or linkage to learners’ existing language frameworks, can also lead to overload, loss, inefficiency, or lack of acquisition or retention (Baddeley, 1990).

Under these challenging circumstances, educators have started to integrate digital tools into their teaching methods. An example of such a method is gamification. Gamification is defined by Kapp (2014) as the process of applying game-based mechanics, aesthetics, and game

thinking to make people take action, learn, and solve problems. Similarly, Kiryakova et al. (2014) note that gamification in education refers to the use of game-based mechanics and thinking to engage and motivate learners, thus promoting learning and problem-solving. It involves incorporating game elements into non-game contexts, and enhancing motivation and learning through rewards such as points, badges, and leaderboards. This approach is particularly effective, as it encourages active participation and collaboration in educational environments. Finally, gamification transforms the learning experience by making educational activities more engaging and aligned with modern teaching methods (Kiryakova et al., 2014).

The idea of using gamification to facilitate language learning roots in the early 2000s, as digital technologies and online affordances opened new opportunities for gamed-design features to be implemented into educational experiences (Smartico, 2023). One of the pioneering examples of gamification in language learning is Duolingo, launched in 2011. It introduced a system where through learning, the learners gathered experience points, unlocked new levels, and gave virtual rewards towards a sense of accomplishment or progression. The success of Duolingo initiated a wave of gamified language learning platforms and applications (Smartico 2023).

According to Houston (2024), the top 10 gamified apps are:

- Kahoot! - Popular for its interactive quizzes that can be used in classrooms or remote learning environments.
- Duolingo - Known for its engaging language learning courses using points and levels to motivate users.
- Quizizz - Allows teachers to create quizzes that students can take at their own pace.
- Prodigy - A math learning platform to create a fun learning experience for grades 1-8.
- Memrise - Uses gamification to teach languages and other subjects through memory-enhancing techniques.
- ClassDojo - Focuses on younger students, encouraging positive behavior through interactive feedback and parent communication.
- CodeCombat - Teaches coding by immersing students in a game world where they use their coding skills to navigate and solve problems.
- Minecraft: Education Edition - Provides a game-based learning platform that promotes creativity, collaboration, and problem-solving across subjects.
- Gimkit - A live learning game show that makes use of in-game cash for correct answers, adding a layer of excitement to quizzes.

- Classcraft - Turns classroom learning into an adventure, enhancing engagement through story-driven quests and challenges.

The value of such digital tools in vocabulary learning is evidenced by a series of studies. For instance, the purpose of the study conducted by Çinar and Arı (2019) was to examine the impact of the online vocabulary application Quizlet on vocabulary learning skills and attitudes toward English courses. The study used a quasi-experimental pretest-post-test control group design and included 71 ninth-grade students. The study found that the experimental group completed eight lessons using Quizlet over four weeks and achieved significantly higher scores on vocabulary tests and memory tests than the control group. Furthermore, the retention test showed a significant increase within the experimental group and a significant decrease within the control group. The experimental group's positive attitude toward English courses improved significantly, highlighting Quizlet's role in increasing interest, and motivation, and promoting vocabulary learning. Overall, Quizlet makes a significant contribution to students' vocabulary acquisition and retention and the development of positive attitudes toward English.

Further researchers, such as Panmei and Waluyo (2023), and Kazu and Kuvvetli (2023), have identified the nuanced impacts of integrating vocabulary learning tools that have been gamified, such as Quizizz. Panmei and Waluyo (2023) investigated the use of Quizizz outside traditional class settings and found that there was no difference between the vocabulary score and the students' rate of positive perception about its potential use in teaching vocabulary and developing the students' independence in learning. On the other hand, 8th-grade students were tested using a method by Kazu and Kuvvetli (2023), which proved that a group of students had interacted with digital game-based vocabulary learning methods and demonstrated much more significant improvement in vocabulary retention and engagement compared to the control group. Such findings were derived from positive student feedback, pointing out motivational aspects of such activity and success in raising academic achievement. Therefore, both these studies are required to highlight the need for further research to better understand the effectiveness and implementation aspects of the gamified vocabulary learning strategy.

Thiagarajah et al. (2022) attempt to go into more detail about the value of gamified tools in teaching vocabulary to secondary school students. The study used pre-tests, post-tests, and questionnaires alongside interviews to capture a combination of both quantitative and qualitative data. The results showed a positive attitude of the students to the use of gamified

tools, such as Kahoot!, for improving vocabulary. Research also explains that a significant improvement will be there in the vocabulary scores of the students if the gamified tools are used instead of textbook-based instruction. The results, thus, provide potential possibilities of how gamification tools can be used to foster an effective learning experience among EFL students, thus bringing added value to educators and suggesting a base for future research.

Moreover, the study authored by Çila (2021) investigated the impact of using Wordwall.net on the vocabulary knowledge of 5th-grade students learning English as a foreign language. The study aimed to assess the effectiveness of this digital tool in enhancing students' vocabulary acquisition. The findings indicated that Wordwall.net positively contributes to the students' vocabulary learning, suggesting its potential as a valuable resource in language education. The results demonstrated the effectiveness of the web tool, although it did not prove to be more effective than traditional techniques for vocabulary teaching. The study acknowledges limitations, including the short intervention time (3 weeks) and the number of groups, emphasizing the need for further research with extended periods and a more extensive vocabulary set.

Despite the growing popularity of game-based language learning apps, their effectiveness in promoting vocabulary acquisition among secondary school students is still controversial. Frequently studied platforms like Kahoot, Quizizz, and Quizlet have been utilized as experimental tools to assess their impact on learners' vocabulary learning. This research, however, investigates the students' perspectives on Wordwall.net, a less familiar and researched game-based web tool, in the context of vocabulary acquisition. The study was conducted due to a lack of research in Estonia that investigates students' experience and perceptions of using Wordwall.net for English vocabulary learning.

In this study, examining the impact of the gamified language learning app Wordwall.net on fifth-grade students' vocabulary acquisition can provide valuable insights into whether such apps provide additional benefits to vocabulary acquisition in comparison with only textbook-based vocabulary teaching approaches. The research aims to investigate and assess the impact of gamified language learning apps, specifically Wordwall.net on vocabulary acquisition among fifth-grade secondary school students. By conducting a comprehensive study, this research seeks to provide empirical evidence and insights into the efficiency of this app as a tool for enhancing vocabulary acquisition in the context of primary school education.

The present research seeks to find answers to the following research questions:

- How does the use of gamified language learning apps, such as Wordwall.net, impact vocabulary acquisition among fifth-grade primary school students?
- Are there significant differences in vocabulary acquisition between students who use gamified language learning apps and those who receive textbook-based instruction?
- How do fifth-grade students perceive the integration of gamified language learning apps, such as Wordwall.net, into their vocabulary learning process?

# CHAPTER I

## TEACHING VOCABULARY IN PRIMARY SCHOOL

### 1.1 Vocabulary Learning

Vocabulary learning, also known as vocabulary acquisition, is an important component of language learning that involves the process of recognizing, understanding, and using words effectively. Vocabulary has been successfully learned if it has been mastered enough to be recognized and used in receptive (listening and reading) as well as productive (speaking and writing) use. It will also involve such details as connotation, collocation, and idiomatic expression, which are essential for the learning of any language (Schmitt, 2000). It is not just about memorizing words, but also about understanding their meanings, uses, and nuances in different contexts. In other words, all these elements are important for the process of language acquisition within the framework of vocabulary learning because they assume some interrelation between aural and written information at the level of phonological, morphological, syntactic, and semantic awareness. It is essential in lexical decoding and productive usage of words, as students must remember word form and word meaning and be able to recall this information (Nation, 2001).

Effective vocabulary acquisition involves a deep understanding and mastery of several components:

#### **Oral and written forms of words**

The process of learning oral and written word forms is complex, integrating phonology, orthography, and morphology. Phonology involves understanding a language's sound system. Learners need to identify and replicate word phonemes, which is essential for listening and speaking skills. Pronunciation training, which aids in differentiating similar sounds and mastering language-specific stress and intonation patterns, is viewed as crucial by Celce-Murcia et al. (2010).

Orthography concerns a language's spelling system. The challenge for learners is linking a word's visual and phonological forms, especially in languages like English with complex spelling-pronunciation relationships. Koda (2005) stresses the significance of understanding these cognitive processes for reading in a second language.

Understanding morphology, particularly morphemes, is essential for improving vocabulary acquisition in language learning. Morphemes, which are the smallest units of meaning in a language, consist of both free morphemes that can stand alone and bound morphemes that cannot, such as prefixes and suffixes. Effective teaching strategies should include an understanding of these morphemic structures to enhance students' ability to decode and adopt new vocabulary. This will establish a solid foundation for more engaging and effective learning experiences (Nation, 2001).

### **Word meaning**

Understanding word meaning in vocabulary acquisition extends beyond simply learning the denotation, or the dictionary definition, of a word. It involves a broader and more nuanced understanding that includes connotations, multiple meanings, and the context in which words are used. This comprehensive grasp is crucial for effective communication and language mastery (Nation, 2001). The denotation of a word is its explicit, literal meaning. It is the definition you would find in a dictionary. For language learners, understanding the denotation is often the first step in vocabulary acquisition (Schmitt, 2000).

Connotations are the feelings, associations, or additional meanings that a word might carry beyond its denotative meaning. These can vary widely among cultures and individual experiences, adding layers of meaning to words that can enrich communication but also cause misunderstandings if not fully understood. For example, the word "home" denotes a place where one lives, while its connotations might include warmth, security, or family, varying from person to person. (Cruse, 2006)

Most words of the language are polysemantic, taking more than one meaning; therefore, proper comprehension involves knowledge of the context under which they are used. For instance, the word "bank" may be used to refer to the edge of a river or a financial institution, and a precise meaning can only be reached in a given context. This very aspect of vocabulary acquisition points out the importance of context in interpreting what exactly is the meaning of the words having been used with more than one denotation (Nation, 2001).

This clearly shows that, indeed, words do not live in isolation, as their meaning is often derived from other surrounding words and within the context of meaning. Language learners have to be trained to understand meaning from contextual cues to interpret the different meanings and usage (Schmitt, 2000; Nation, 2001).

## **Collocations**

Collocations, or word pairs that frequently appear together, play a crucial role in achieving natural-sounding speech and writing in a new language. Understanding and utilizing collocations effectively can enhance a learner's fluency, making their language usage appear more idiomatic and native-like (Mind Over Matter English, 2020). These word combinations, such as adjective-noun ("heavy rain") and verb-noun ("make a decision"), differ significantly between languages, which can present challenges for language learners when the collocational patterns in their first language do not associate with those in the target language (Mind Over Matter English, 2020).

Learning collocations is essential because it helps learners understand how words are typically combined in a language, which can be quite different from their first language. This understanding aids in both language comprehension and production, as it enables learners to produce language that sounds more native-like. Moreover, collocations can vary between languages, making them a crucial aspect of language learning that goes beyond simple vocabulary or grammar knowledge (McCarthy, 2018).

For instance, Lewis (2000) argues that a significant part of becoming fluent in a language involves acquiring its collocations. His perspective suggests that collocation knowledge is as crucial as knowledge of grammar and vocabulary. McCarthy and O'Dell (2005) also highlight the importance of collocations, noting that they are a key element in achieving a more natural and fluent language use. These authors emphasize that mastering collocations can lead to more effective communication, as it allows language users to express themselves more precisely and appropriately in various contexts.

## **Word formation**

Understanding word families and word parts, including prefixes, suffixes, and roots, is an essential component of vocabulary acquisition. This knowledge enables learners to gather the meanings of unfamiliar words and recognize relationships between words, thereby expanding their vocabulary more efficiently. Schmitt and McCarthy (1997) emphasize the importance of understanding word formation processes, including the use of prefixes, suffixes, and roots, in vocabulary learning. They argue that this knowledge not only helps learners understand the meanings of new words but also aids in recognizing the relationships between words, thereby enhancing their lexical competence.

Similarly, Nation (2001) highlights the significance of learning word parts in vocabulary acquisition, noting that such knowledge enables learners to expand their vocabulary efficiently by understanding and creating a wide range of related words from a single root.

### **Idiomatic expression**

Idiomatic expressions are phrases where the meaning is not immediately evident from the individual words used, and they cannot be understood literally. These expressions often reflect cultural features and can be quite confusing for non-native speakers due to their figurative nature. For example, “Down in the Dumps”, “Under the Weather” or “Hold your tongue” (English Grammar Revolution: Idiomatic Expressions, n.d.)

Idiomatic expressions are integral to achieving fluency in English, offering learners a deeper insight into the cultural and historical nuances of the language. These expressions, often confusing to non-native speakers due to their non-literal meanings, enrich communication by adding colour and depth, making conversations more engaging and richer (ElsaSpeak, 2023). Mastery of idioms can significantly enhance one’s ability to understand and appreciate English media, including literature, films, and music, where idioms are frequently employed for stylistic and expressive purposes. Furthermore, idioms serve as a bridge to cultural integration, allowing learners to connect more profoundly with native speakers and the cultural context behind the language. The challenges in learning idioms, such as distinguishing between their literal and figurative meanings and navigating regional variations, underscore the importance of context and cultural sensitivity in language acquisition (ElsaSpeak, 2023).

## **1.2 Estonian National Curriculum for Basic Schools**

The Estonian National Curriculum for Basic Schools (2023) includes a detailed framework for foreign language education, in which a significant part of learning a new language is acquiring vocabulary. The curriculum emphasizes the importance of learning vocabulary in context, allowing students to acquire new words and phrases while engaged in meaningful communication. This approach is supported by the use of authentic materials and real-life scenarios that help students understand the practical use of language in various social and cultural settings. Students are encouraged to expand their vocabulary independently by connecting language learning with their personal interests and cultural experiences.

The curriculum is structured across three school stages, with specific language proficiency goals set for the end of each stage. By the end of the first stage, students are expected to reach A1 proficiency, A2 by the end of the second stage, and B1 by the completion of the third stage. These stages correspond to increasing levels of complexity in language use, from understanding basic phrases and expressions to engaging in more detailed and complex conversations.

By the end of the primary education, students are expected to have a strong vocabulary that enables them to:

- understand key ideas in both spoken and written forms;
- participate effectively in conversations on familiar topics;
- produce simple connected texts that reflect their understanding and personal experiences;
- use the language as a tool for further learning and personal expression.

*(Põhikooli riiklik õppekava, 2023)*

### **1.3 How to Teach Vocabulary**

The acquisition of vocabulary is an essential aspect of the linguistic development of young learners in primary schools. Broad vocabulary makes it easier for the learner to comprehend information, also aiding in the acquisition of communication skills (Nation, 2001). This section will explore various methodological approaches that educators can adopt to effectively teach vocabulary.

Direct methods used in teaching vocabulary focus on immersing the learners in the language, just like one learns in his or her first language. This approach, developed in response to the Grammar-Translation approach, emphasizes teaching using the target language, inductive grammar teaching, and a marked preference for speaking and listening. Vocabulary is explained through realia, visual aids, or demonstrations, hence far more real and cognitive to the students. It fosters better pronunciation and pushes the learners to think in the learned language by actively participating through actions, movements, and interactions within the classroom (Teaching English by the British Council, n.d.).

Beck et al. (2002) describe direct instruction in vocabulary as an explicit teaching method that takes learners through word features, meanings, pronunciations, and usage in context. This

method employs strategies like the use of flashcards and word lists to facilitate learning. It underscores the need for the selection of appropriate words for instruction, formulation of student-friendly definitions, and engaging learners in interactive activities to promote practical use and recognition of unfamiliar words within the educational setting and in day-to-day life.

Indirect methods of vocabulary instruction emphasize the natural acquisition of language through exposure to rich linguistic contexts rather than through direct teaching of word meanings. This approach forces extensive reading, where learners meet words in varied contexts, developing comprehension and retention. Listening activities and multimedia use introduce vocabulary within meaningful auditory and visual contexts, supporting principles of language acquisition that prioritize comprehensible input (Krashen, 1982).

Discussions and cross-curricular connections further immerse learners in language use, promoting active engagement with new vocabulary (Beck et al., 2002). Moreover, vocabulary learning has been effective if taught through an integrated approach to different subjects and through different activities. It helps in making children meet the words again and again in various contexts, hence reinforcing their knowledge of new vocabulary words into appropriate expressions (Marzano & Pickering, 2005). Writing activities integrate new words in personal expressions, reinforcing their understanding and usage (Nation, 2001). This holistic approach, supported by research from scholars such as Krashen (1982) and Nation (2001), underscores the significance of context, engagement, and repeated exposure in vocabulary learning, fostering a deeper and more intuitive grasp of language.

### **1.3.1. Presentation-Practice-Production**

Presentation-Practice-Production (PPP) as observed by Harmer (2007) is the most suitable method when dealing with young learners. This first stage – presentation – has to do with introducing the new language in a clear and contextualized way. Meaning presentation typically occurs using visual aids, real-life objects (realia), or set contexts during word or structure introduction. It emphasizes clear demonstration and explanation, ensuring that learners understand the new language items before proceeding (Harmer, 2007; Scrivener, 2011). Controlled practice activities follow the presentation stage. These activities are structured to assist the learners in the ongoing, step-by-step repetition, and hence the grasp of the newly introduced language elements. These tasks of practice are usually structured with the correct answers and specific outcomes to consolidate understanding and correctness of usage (Harmer,

2007; Scrivener, 2011). For example, gap-filling exercises help reinforce the correct use of new language items, a technique highlighted by Ur (1996) for its focus on accuracy. Matching activities, Ur (1996) also recommends these activities for reinforcing understanding and correct usage. Sentence reordering emphasizes sentence structure and syntax (Harmer, 2007). In the final production stage, learners are allowed to use the new language freely and more creatively in communicative tasks. This stage is meant to develop fluency and confidence by allowing learners to apply the language in new contexts, most of the time at a personal level. Production activities are much less controlled and provide opportunities for students to use the language freely together with the new language material they have been learning (Harmer, 2007; Scrivener, 2011). For instance, the role-play technique enhances fluency and communicative skills, as discussed by Nunan (2003). Creative writing, assignments such as writing a story, letter, or diary entry using new language items allow for personal expression (Harmer, 2007). The way PPP is highly structured and systematic has often been highlighted as one of its strong points. PPP remains one of the basic methods in teaching languages, especially effective in those contexts where there is a distinct emphasis on the clarity of introduction and gradual assimilation of new language items (Harmer, 2007).

#### **1.4 How Technology Can Be Used to Teach Vocabulary**

The use of digital technologies and multimedia further enhances the practice of vocabulary instruction. Within the PPP framework, technology can make the process of vocabulary learning far more effective by assuring interactivity, involvement, and personalization of each individual at every PPP stage (Sadlier School, 2019). Technology offers a range of innovative approaches to vocabulary teaching.

Smartphones and other mobile devices allow for the integration of reading and listening exercises that can be enriched with multimedia elements. Studies have shown that using smartphones to read texts accompanied by audio files can significantly improve learners' vocabulary knowledge and self-efficacy in vocabulary learning (Rassaei, 2023).

Applications like Wordle enable students to visualize word frequencies and relationships through word clouds. This helps emphasize key vocabulary and can be used as a pre-reading or post-reading tool to stimulate discussion and deepen understanding of text content (Reading Rockets, n.d.).

Utilizing digital flashcards on smartphones or computers has proven to be effective in teaching vocabulary. These tools often include features like spaced repetition algorithms, which are ideal for memorizing and retaining vocabulary in the long term. Moreover, activities that require learners to actively use new vocabulary in various contexts tend to lead to more effective learning outcomes. This includes writing sentences, creating stories, or engaging in dialogues that incorporate new words (Rassaei, 2023).

Technology could be used in the presentation stage to introduce new vocabulary within the context, using multimedia resources such as video, interactive presentations, and digital storytelling tools (Reading Rockets, n.d.). In the practice phase, technology provides interactive and adaptive tools of all kinds, using which the learner should be able to apply the new vocabulary in different contexts. Functions such as translation, text-to-speech, and pronunciation provided by mobile apps can prove very handy for practice outside class in developing better vocabulary. The practice phase would be livened by the utilization of games, quizzes, and digital flashcards that would, as a result, hold the interaction deeper with the vocabulary in a dynamic, involving manner (Sadlier School, 2019).

The production phase encourages learners to apply the new vocabulary in their sentences, dialogue, or written text. They produce the material they have been learning in a new and personal context. Technology allows this through tools and platforms on which students can create and share their works, such as blogs, forums, and applications for digital storytelling. (Rassaei, 2023) .

Incorporating technology in the PPP approach enhances vocabulary learning by making it more interactive and engaging. This integration facilitates individualized learning paths and provides immediate feedback, which is critical for effective language acquisition (Reading Rockets, n.d.).

#### **1.4.1 Benefits of Gamified Learning**

In correspondence with Mayer's Cognitive Theory of Multimedia Learning, a combination of visual and auditory information may enable better retention of information. Mayer (2009) argues that the use of words in conjunction with pictures leads to students learning much better than when words are used in isolation since the dual channels for processing information include both visual and verbal information. To support different learning styles multimedia

features can help an instructor serve the learning needs of a more diverse group of learners who might be visual, auditory, and kinaesthetic in their learning orientations.

Gamification in education utilizes the motivational techniques of gaming to enhance learning experiences, proving highly effective across various educational settings. Integrating elements such as points, leaderboards, and achievement badges into learning processes not only makes the educational journey enjoyable but also significantly increases student engagement. This method encourages students to engage deeply with content, driving participation through a sense of competition and accomplishment (Learnlight, n.d.).

The dynamic nature of gamification addresses different learning styles and needs by providing multiple paths to learning and mastery. Students receive immediate feedback, which is crucial for learning, as it allows them to understand their progress and areas that need improvement. This instant feedback mechanism, combined with the rewarding aspect of gamification, supports student motivation. As motivation increases, so do the effort and time students spend on their studies, leading to better learning outcomes (Smithsonian Science Education Centre, n.d.).

Moreover, gamification fosters a supportive community environment in classrooms. Students often work in teams to achieve common goals in game-based learning scenarios, which enhances peer interaction and collaboration. This social aspect of learning is vital as it helps build communication skills and teaches the importance of teamwork, which are essential skills in both academic and professional areas. Educational gamification also promotes retention and recall by making learning experiences memorable. The use of narratives, challenges, and interactive elements makes the learning material more relevant and easier to remember. When students find the learning process enjoyable and engaging, the retention of information improves, leading to more effective education outcomes (Sphero, n.d.).

#### **1.4.2 Challenges of Gamified Learning**

Gamification in education, while enhancing engagement and retention, may present several challenges that educators must navigate to optimize its benefits. One significant concern is the cost associated with developing effective gamified learning experiences. The need for specific software and hardware can make it unaffordable for schools with limited budgets. Additionally, the reliance on technology can create accessibility issues, as not all students may have equal

access to the required devices or internet connectivity, potentially leading to an inequitable learning environment (LinkedIn, n.d.).

Another challenge is the design of the gamification elements themselves. The system must align well with educational goals and avoid an overemphasis on rewards, which might lead students to focus more on points or badges rather than the learning itself (Acadecraft, 2023).

Furthermore, there is a risk that students may become overly attached to the gamified elements, potentially leading to addiction or burnout from constant engagement in high-intensity activities. This can weaken learning outcomes and decrease motivation for non-gamified educational tasks (Gupta,2022).

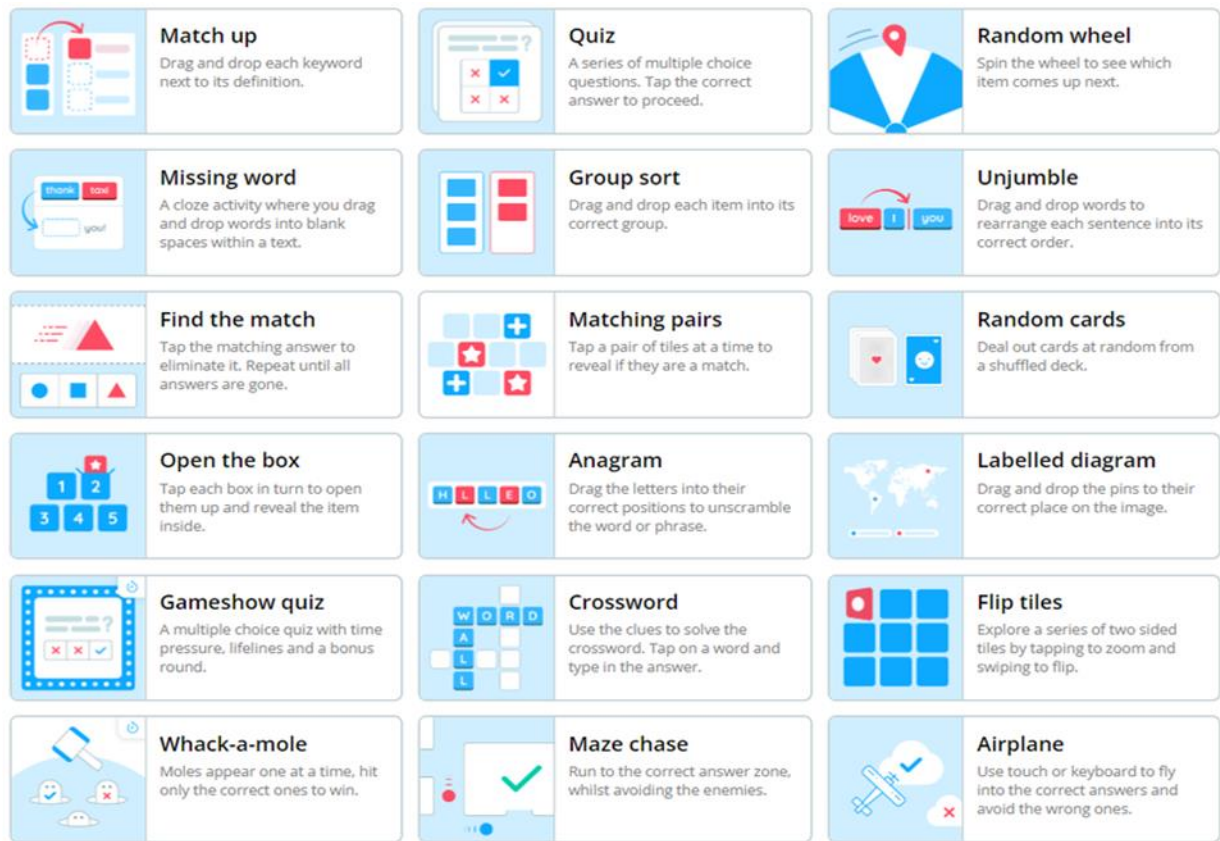
Educators also face challenges in implementation, such as varying levels of comfort and expertise with gamification techniques, which can lead to unreliable use across different classrooms. Training and support for teachers are crucial to ensure that gamification enhances, rather than complicates, the educational process (LinkedIn, n.d.).

Despite these challenges, by setting clear learning objectives, providing immediate feedback, and creating supportive learning environments, educators can effectively use gamification to make learning more engaging and effective (Acadecraft, 2023).

### **1.5 Overview of The Gamified Application Wordwall.Net**

In the present research, the gamified app Wordwall.net was utilized with the experimental group of primary school students. The reason for choosing this particular app is because Wordwall.net is the less familiar and researched game-based web tool in the context of vocabulary learning.

Wordwall.net includes a full suite of features and capabilities that truly enable the teacher and learner to bring to reality an educational experience (Wordwall.net, n.d.).



**Figure 1.** Wordwall Templates (from <https://wordwall.net/>)

Wordwall.net is a flexible web tool that helps to adapt classroom instructions towards the gamified learning style. It contains built-in mini-games, which give students an excellent time for reviewing theories, concepts, and vocabulary items towards learning. The tool can also be accessed through a web-enabled device, either for individual or teacher-guided use. The interactive games can also be printed, allowing both digital and print classroom use. There are 18 game templates available to create the free interactive version on Wordwall.net. Some additional games are available under a paid subscription. Wordwall.net is highly user-friendly and does not require special coding knowledge or preparation in game design, as activities can be easily modified from one template to another for the presentation of a series of practices and reviews (Van Drom, 2019).

The feature of replacing templates at Wordwall.net underscores how the platform is designed for ease of reuse during a range of activity formats and template styles in a way that is quickest and most user-convenient (Wordwall.net, n.d.). These are capable of making learning not only interactive and enjoyable but also laying the ground for skills such as collaboration and critical thinking among students. The further useful value that contributes in regards to the utility of

the platform is the inclusion of the student assignments and tracking of results from their activity to report on the progress of an individual student effectively (Wordwall.net, n.d.).



*Figure 2. Part of a result page.*

Overall, the features found within Wordwall.net make it an emphasized core tool to be used within today’s classroom environment, since it promotes active learning and easily includes technology as a successful feature within the classroom.

Wordwall.net provides significant advantages for educators, including saving preparation time, making online classes more interactive, and replacing paper worksheets. It allows students to progress at their own speed, aiding in differentiated learning. Moreover, the platform facilitates tracking student performance through result sections, which show the time spent on exercises and the number of correct answers. The availability of various templates that are interchangeable adds to the platform’s flexibility, offering diverse and visually appealing exercises for students. However, some limitations include the absence of an instructor-paced feature, a limited number of free activities, the absence of an “import” feature for question uploading, and limited formatting options in multiple-choice quizzes (Bò, 2021).

## 1.6 Overview of the Textbook

In the present research, the course book “New Enterprise A1” by Dooley, published by Express Publishing in 2018, was used with the control group of primary school students. The “New Enterprise A1” coursebook is part of a comprehensive series for learners of English, covering CEFR Levels A1 to B1+ (Express Publishing, n.d.). The coursebook is structured around 12

theme-based units and includes a range of activities across all four language skills. It emphasizes systematic vocabulary presentation and practice, contextual grammar teaching with graded exercises, and the development of critical thinking skills (Kinseido Publishing, n.d.). Each unit concludes with a culture section, self-evaluation, and review segments, aiming to foster autonomous learning. The coursebook also includes study skills and writing tips, along with sections dedicated to values and public speaking skills every three units. Additionally, it contains four CLIL sections, each covering three units, to enhance content-based language learning. The “New Enterprise A1” coursebook is accompanied by a digital version for students and a teacher's book that provides lesson plans, exercise answers, audio scripts, and evaluation sheets. (Express Publishing, n.d.; Kinseido Publishing, n.d.)

When reviewing the vocabulary exercises in “New Enterprise A1,” it is evident that the majority of the exercises utilize a direct teaching method. This means that vocabulary is introduced within the context of each unit, accompanied by clear definitions and examples (Express Publishing, n.d.). These exercises include fill-in-the-blanks, sentence completion, and matching activities, which reinforce the usage of vocabulary in various contexts (Express Publishing, n.d.). At the end of each unit, there are Revision and Self-Evaluation Sections that allow students to review and assess their understanding of the vocabulary. This helps ensure retention and comprehension (Kinseido Publishing, n.d.). The CLIL sections integrate vocabulary into content-based learning scenarios, where language use is combined with academic content. Additionally, these sections explore vocabulary related to cultural topics and values, enhancing language learning with social and ethical elements (Express Publishing, n.d.).

### **1.7 The Benefits of Wordwall.net over Textbook**

Using Wordwall.net for vocabulary teaching offers several advantages over traditional textbooks, despite offering similar types of vocabulary practice exercises on the surface. Wordwall.net provides an interactive platform with various game formats, such as matching pairs, quizzes, and word searches, which can make learning more engaging and enjoyable for students. This level of interaction is often lacking in traditional textbooks, which typically rely on static exercises (Jannah & Syafryadin, 2022; Bô, 2021).

One significant benefit of using Wordwall.net is the provision of immediate feedback. As students complete exercises, they receive instant feedback on their performance, helping them understand mistakes and correct them on the spot. This is more efficient than waiting for manual correction from a teacher (Bò, 2021). Additionally, Wordwall.net offers a wide range of templates and the ability to customize exercises to fit specific vocabulary needs. Teachers can easily modify activities and create varied learning experiences without repeatedly inputting the same content, providing a more adapted approach than textbooks' fixed content (Jannah & Syafryadin, 2022).

Furthermore, Wordwall.net allows students to work at their own pace, accommodating different learning speeds and styles. This can reduce the pressure on slower learners and provide opportunities for more advanced students to move ahead without waiting for the rest of the class. This flexibility is often absent in traditional textbooks (Bò, 2021). Finally, Wordwall.net enables teachers to track student performance through detailed reports, showing time spent on exercises and the number of correct answers. This feature helps teachers monitor progress and identify areas where students may need additional support, something that is more challenging to achieve with traditional textbook exercises (Bò, 2021).

Overall, while textbooks provide structured and comprehensive vocabulary exercises, Wordwall's.net interactive and immediate feedback, and ability to cater to individual learning paces make it a superior tool for modern vocabulary teaching. The gamified elements and diverse activity formats further enhance student engagement and motivation, leading to potentially better learning outcomes (Jannah & Syafryadin, 2022; Bò, 2021).

## **CHAPTER II**

### **GAMIFIED VOCABULARY TEACHING IN THE 5TH GRADE**

The present research aims to examine the influence of gamified language learning applications, with a particular focus on Wordwall.net, on vocabulary acquisition among 5th-grade students learning English as a foreign language. The present study seeks to find answers to the following research questions:

- 1) How does the use of gamified language learning apps, such as Wordwall.net, impact vocabulary acquisition among fifth-grade secondary school students?
- 2) Are there significant differences in vocabulary acquisition between students who use gamified language learning apps and those who receive textbook-based instructions?
- 3) How do fifth-grade students perceive the integration of gamified language learning apps, such as Wordwall.net, into their vocabulary learning process?

To achieve these objectives, the study employs a comparative analysis of the vocabulary learning experience of two groups of students from the same educational institution, with similar backgrounds in terms of age, English language experience, and CEFR level. Group A, serving as the control group, continues with the textbook-based language instruction, while Group B, the experimental group, incorporates the use of Wordwall.net into their learning process.

#### **2.1 Methodology and Research Procedure**

The experiment was conducted over 8 weeks, involving two groups of 5th-grade students: the control group (Group A) and the experimental group (Group B). The control group (Group A) consists of 16 students from Sillamäe Vanalinna school, 5th grade. These students, aged 10 to 12, have been learning English for 2.5 years. The English lessons are three hours a week. Their language level is categorized as A1 according to the Common European Framework of Reference for Languages.

The experimental group (Group B) also consists of 17 students from the same school. Similar to the control group, the members of the experimental group are aged 10 to 12 with 2.5 years of English learning experience. They also receive three hours of English teaching per week, and their language level is classified as A1.

The control group used the “New Enterprise A1” by Jenny Dooley textbook for their lessons. The experimental group also used the “New Enterprise A1” textbook but employed a gamified approach to teaching vocabulary. The main topics taught during the research focus on the “home” and “furniture” subjects. Vocabulary includes common words related to different rooms of the house, different pieces of furniture, and related actions or activities in the home environment.

### **2.1.1 Why Wordwall.net?**

When choosing a tool for the research on gamifying vocabulary acquisition, it was important to select a solution that aligned with the policies of the educational environment where the study was conducted. One common policy in many schools, including this involved in the study, is the restriction on students’ use of mobile phones during class. This policy requires the use of educational technologies that do not require students to have their own devices.

Wordwall.net emerged as the ideal choice under these circumstances. Unlike many other educational apps that require individual access through personal or mobile devices, Wordwall.net can be effectively used through a single classroom interface, such as a smartboard. The platform allows the teacher to display activities directly on the smartboard, enabling students to interact with the content collectively or individually in a controlled manner. For example, during a typical classroom activity, students took turns approaching the smartboard to select the correct answer in a vocabulary game.

Furthermore, the flexibility of Wordwall.net supports inclusive learning, ensuring that all students, regardless of their access to personal technology, can participate equally in learning activities. In addition to the reasons mentioned earlier, another factor that influenced the choice of Wordwall.net for the present research was its extensive and globally accessible teacher resource base. Wordwall.net presents a huge source that is driven by a community of educators from all over the world who share their created games and activities. This feature is valuable because it offers a wide range of vocabulary games that are ready-made and freely available to any user. Not only does this save teachers time in preparation, but it also enriches the variety of learning materials without any additional cost.

### 2.1.2 Vocabulary Selection

The selected vocabulary from Unit 3 of the “New Enterprise A1” textbook, titled “Home, Sweet Home!” mainly revolves around the topics of house and furniture. This selection aligns with the current curriculum and ensures that the assessed vocabulary is relevant and contextual to the participants. The reasoning for choosing vocabulary related to home and furniture is established by its practical application and importance in everyday communication. These words provide a basis for understanding common living spaces and objects, enabling useful expressions in various everyday situations. The word list in the “New Enterprise A1” textbook by Jenny Dooley is primarily organized by units. Within each unit, the vocabulary is further categorized based on the themes and topics discussed in the lessons. Each unit’s vocabulary is listed under a specific unit heading, such as “Unit 3 – Home sweet home!”. This ensures that the words in each unit are relevant to the content covered in that unit. Within each unit, the words are grouped into subsections based on the lessons, such as 3a, 3b, and 3c. Each vocabulary entry includes the word and its phonetic transcription. Some units include a “Culture” section that explores vocabulary related to cultural aspects discussed in the lessons.

**Table 1.** *The word list students had to acquire during the experiment.*

#### Unit 3 Home sweet home!

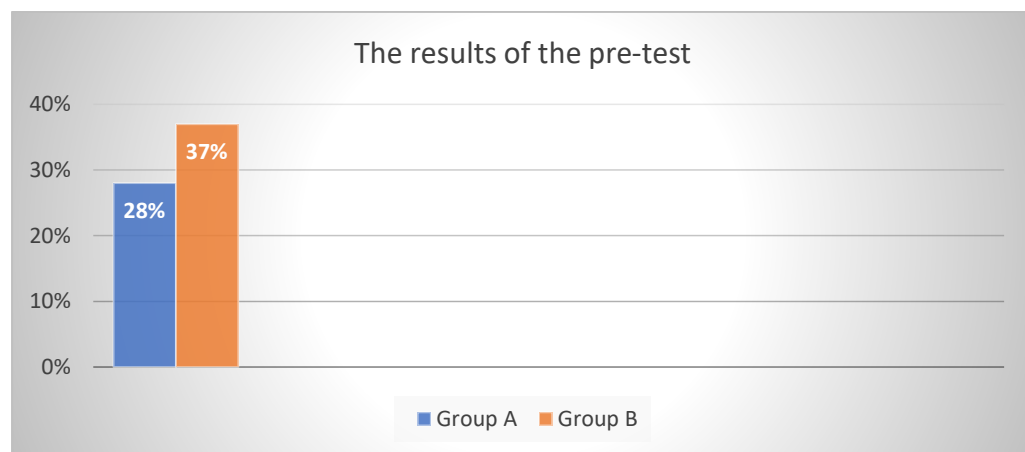
<b>3a</b>	Ground floor	Upstairs	Block of flats	Head of state
Appliance	Hill	View	Comfortable	High
Armchair	Huge	Wall	Cost	Impressive
Attic	Kitchen	Wardrobe	Detached	Inside
Bath	Large	Warm	Double	King
Bedside cabinet	Living room	Washbasin	Estate agent	Middle
Bookcase	Main bedroom	Wonderful	Feature	Monarch
Cave house	Mirror	Wooden	Flat owner	Monarchy
Chimney	Outside	<b>3b</b>	Heart	Office
Cooker	Pillow	Advert	Information	Official
Cool	Pretty	Basement	Location	Open
Cozy	Unique	Available	Gatehouse	
Cupboard	Fridge	Sink	Bookcase	Painting
Curtain	Furniture	Sofa	Contact	Poster
Decoration	Garage	Spacious	Cushion	<b>3c</b>
Dining room	Ground	Stairs	Design	Address
Double bed	Roof	Study room	Fireplace	Rent
Downstairs	Rug	Toilet	For rent	Semi-detached
Environment	Safe	Towel	For sale	Terraced
	Single bed	Underground	Lamp	Value

Culture	Building	Garden	Powerful	Size
Age	Centre	Painting	Queen	Staff
Amazing	County	Palace	Royal	Visit

### 2.1.3 Test Format

At the beginning of the experiment, students had to write a pre-test. The pre-test for evaluating students' vocabulary draws content from Unit 3 of the textbook "New Enterprise A1" by Dooley (2018). The pre-test consists of 25 multiple-choice sentences, each containing target vocabulary (See Appendix A). The multiple-choice format was chosen for its effectiveness in assessing a wide variety of vocabulary items in a reasonable time frame. The selected vocabulary is consistent with the textbook to ensure that the pre-test reflects the ongoing learning objectives and content of the lessons.

The pre-test was administered under standardized conditions to ensure fairness and reliability in the assessment process. Students were given a fixed amount of time (25 minutes) to complete the test, and they were required to choose the correct option from multiple choices provided for each sentence.



**Figure 3.** *The results of the pre-testing*

The results of the pre-test are shown in the accompanying bar chart. The pre-test scores provide a starting point for the study, demonstrating the students' vocabulary levels before the experimental gamified teaching method was implemented. In Group A, the control group, students achieved an average correctness percentage of 28%. In contrast, Group B had a higher performance with an average correctness percentage of 37%. These results highlight a slight

difference in language proficiency between the two groups. The higher initial performance of Group B suggests that they had a somewhat deeper pre-existing vocabulary knowledge.

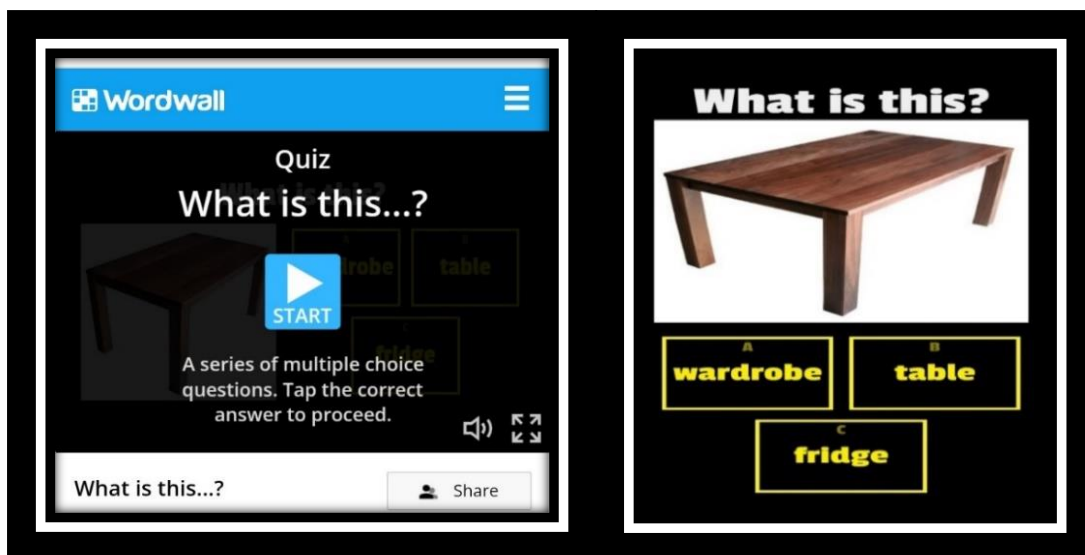
#### **2.1.4 Textbook-based Instruction**

In textbook-based instruction, the teacher played a central role in introducing new vocabulary items. Each lesson began with the teacher presenting a list of target vocabulary words, derived from Unit 3 in the “Enterprise A1” textbook. The teacher wrote each word on the board, articulated its pronunciation clearly, and provided both English definitions and native language translations to ensure comprehension. Usage examples were chosen to reflect everyday language contexts, supporting students in understanding not just the word’s meaning but its practical application. The main method was focused on the understanding of vocabulary through repetition. Students were tasked with writing down each new word in their notebooks, accompanied by its definition or a sample sentence. Homework frequently involved reviewing these word lists, with students expected to remember the meanings and spellings of each word.

To introduce vocabulary learning within meaningful linguistic contexts, the teacher utilized various exercises in the classroom (see Appendix B). Firstly, students engaged with the vocabulary through labelling and identification. Students labelled items within a house diagram using textbook illustrations, associating words with corresponding images. Next, students participated in categorization activities. They sorted vocabulary into categories such as furniture, appliances, and rooms, assigning each word to its appropriate place in a house. This helped them understand the contextual use of the vocabulary. Role-playing scenarios were also introduced. Students simulated real-life situations, such as renting a flat, using the new vocabulary in lively conversations. Listening activities played a crucial role in the learning process. Students listened to audio recordings and completed sentences with vocabulary words after hearing descriptions of houses or furniture. In writing exercises, students produced paragraphs about their homes, while in speaking tasks, they described various rooms and furnishings using the target vocabulary. To make the review more enjoyable, a word search was implemented (see Appendix C). These activities incorporated the new vocabulary, reinforcing word recognition and spelling skills.

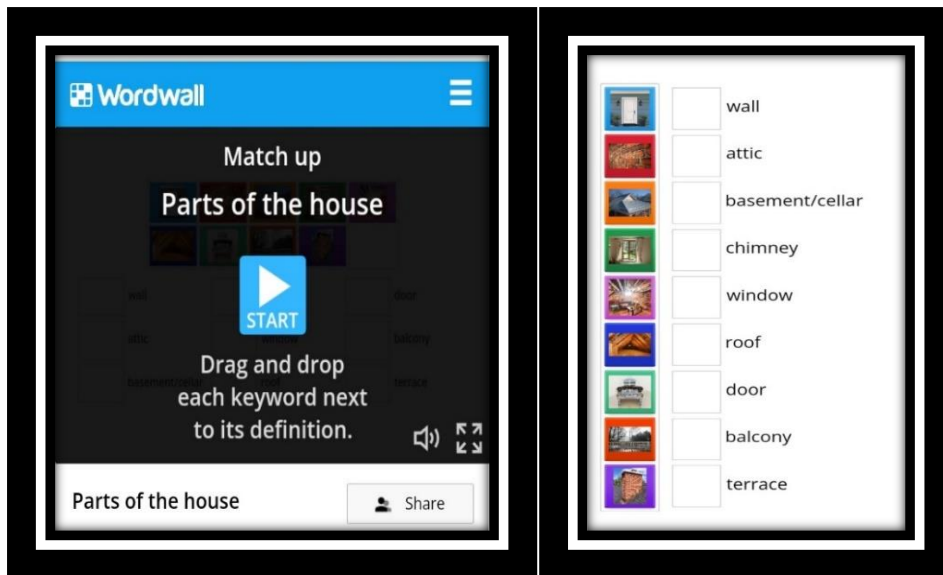
### 2.1.5 Gamified Vocabulary Learning

In contrast to Group A’s textbook-based instruction, Group B was immersed in an innovative, gamified learning environment assisted by the use of Wordwall.net. Wordwall.net served as the foundation of the gamified approach for Group B. This web-based platform allowed for the creation and utilization of interactive games adapted to the vocabulary themes covered in the “Enterprise A1” textbook (See Appendix D). Each session lasted approximately ten minutes, serving as both a learning tool and a brief assessment to measure the retention from previous lessons. A diverse selection of game formats was employed to provide different learning styles and preferences among students.



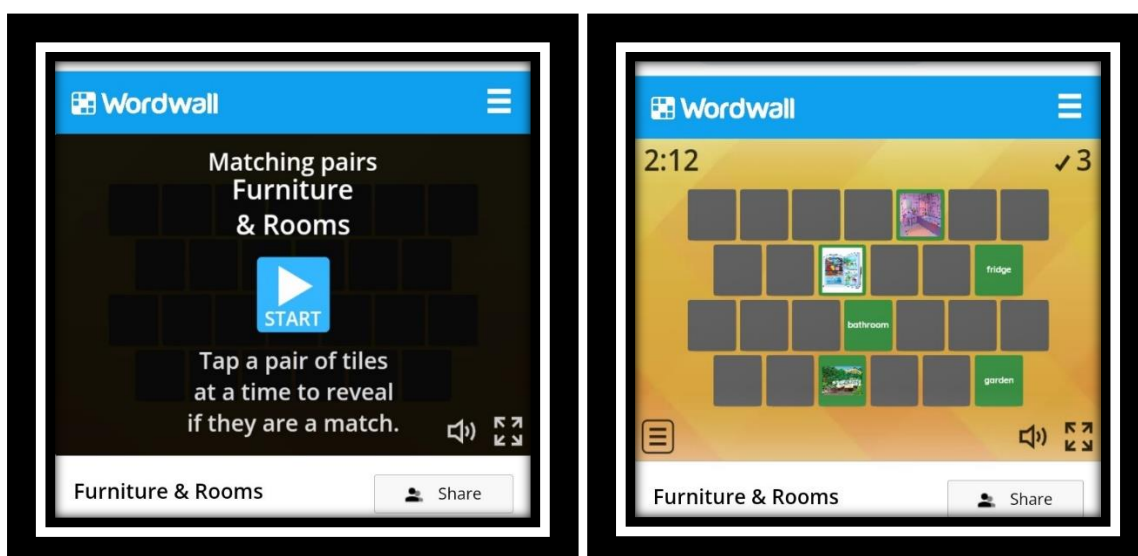
**Figure 4.** *Wordwall.net* vocabulary quiz

Students were shown different images, and they were required to select the appropriate word from the options. This activity was designed to evaluate and enhance students’ ability to identify and label common objects. Unlike traditional flashcard methods, the digital format of Wordwall.net quizzes allows for immediate feedback and corrections.



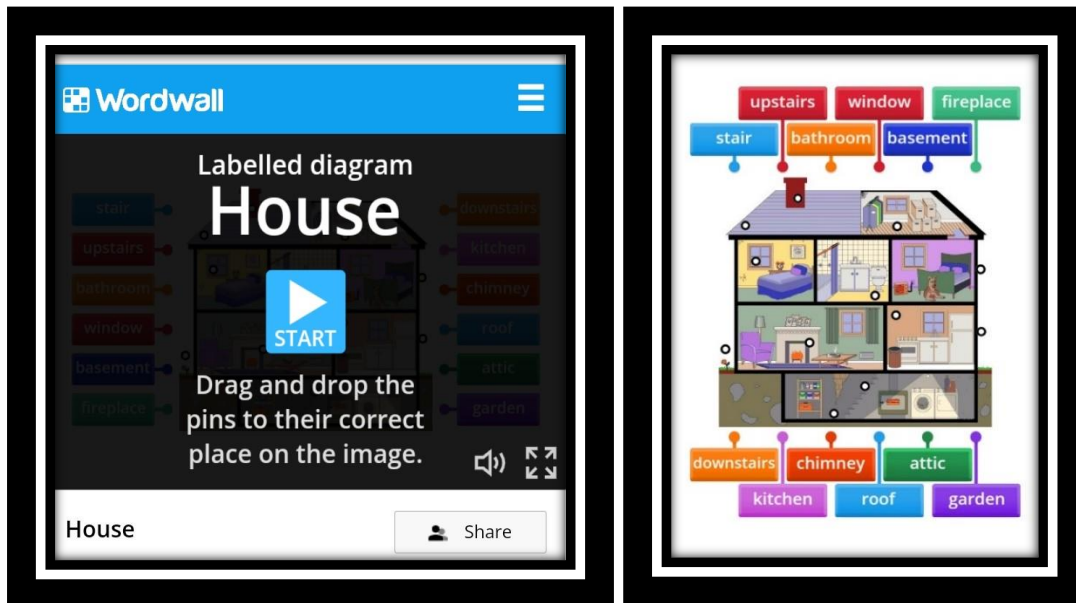
**Figure 5.** *Wordwall.net Matching pairs*

Figure 5 illustrates the interface of the Wordwall activity. In this activity, students were required to drag keywords next to the corresponding images. The activity focuses on various house components such as “wall,” “attic,” “basement/cellar,” and “window,” among others. Throughout the activity, students interact with a series of images that represent different parts of a house. Each image is accompanied by a blank space where students can drag the correct term from a provided list. The design of the activity encourages students to think about the structure and layout of a house. The main objective of this activity is to enhance students’ spatial vocabulary by associating visual representations with the corresponding terms.



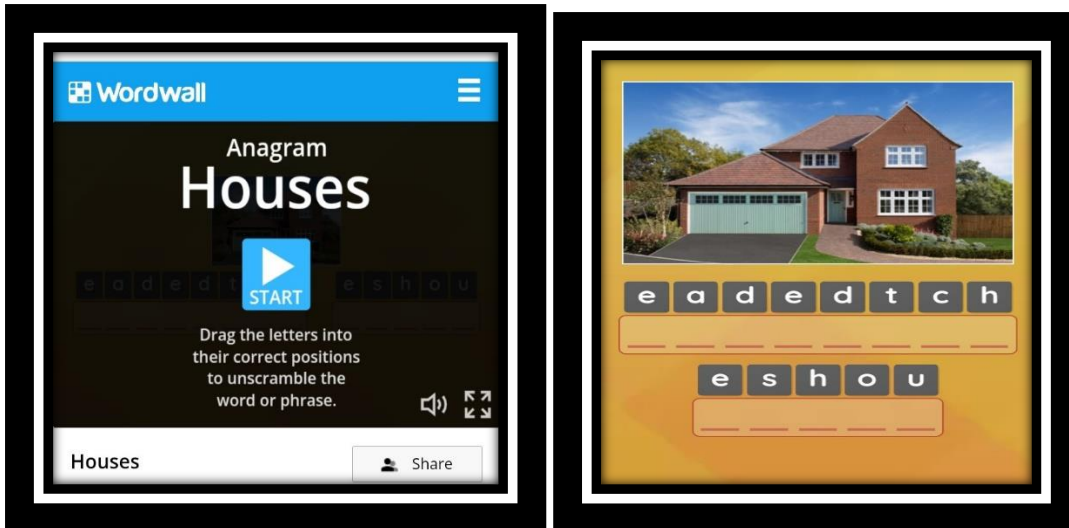
**Figure 6.** *Wordwall.net Memory game*

The activity exemplified in Figure 6 required students to match images of furniture items with the names of rooms in a house, which helped improve both memory and vocabulary skills. Figure 6 shows a snapshot of the game in progress, where students tap on tiles to reveal images of furniture and corresponding room names, and then try to find the matching pair. The activity was conducted as a timed challenge, prompting students to match pairs as accurately and quickly as possible, adding a dynamic and competitive element to the learning process.



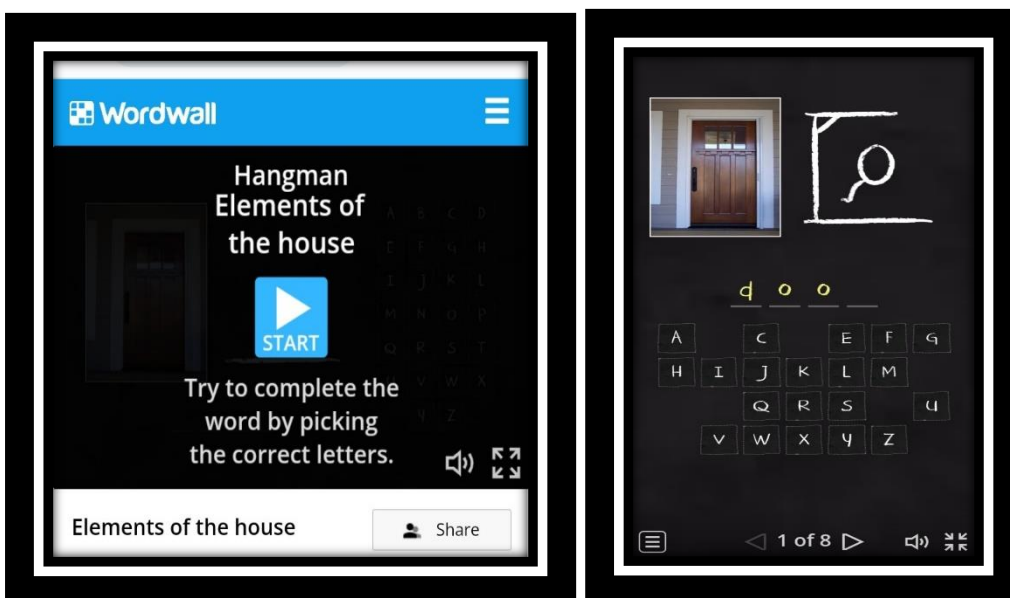
**Figure 7.** *Wordwall.net Label diagram*

The interactive Wordwall.net activity shown in Figure 7 enabled students to drag and drop labels onto the appropriate sections of a digital house. Students were presented with a house layout and were tasked with placing labels such as 'kitchen', 'roof', 'attic', and 'garden' in the correct locations. This activity was used during lessons on types of living spaces and was designed to help students identify different parts of a house and associate them with their correct names, in that way improving both vocabulary and recognition skills. Each student had multiple attempts to place all the labels correctly, with the software providing immediate feedback when a label was placed incorrectly.



**Figure 8.** *Wordwall.net Anagram*

In the anagram activity, students were required to solve anagrams that were related to house and furniture vocabulary. Figure 8 demonstrates how the activity presented students with scrambled letters and challenged them to rearrange them to form correct words or phrases that describe parts of a house or types of houses. An image of a house is provided as a contextual clue to aid in the association between the word and its meaning. This activity aimed to enhance understanding of the vocabulary through contextual visualization, as each anagram is associated with an image that depicts the meaning of the word.



**Figure 9.** *Wordwall.net Hangman*

Figure 9 displays the interface of the hangman game, where students selected letters from a digital keyboard to guess the correct words associated with images of house elements. Incorrect guesses contribute to the completion of the “hangman” figure. This activity was designed to improve spelling skills. A key feature of gamified learning is the provision of immediate feedback, which was inherent in the Wordwall.net activities. Students received instant responses to their actions within the games, allowing them to understand their mistakes and correct them in real time. Moreover, the gamified approach included elements of reward, such as points and leaderboards, which served to recognize and motivate students’ progress and achievements.

### **2.1.6 Challenges Encountered in the Research**

While the integration of Wordwall.net activities into the vocabulary curriculum proved largely beneficial, several challenges were encountered during the implementation phase of the research. Satisfying the diverse learning preferences of students presented a significant challenge. While many students found the gamified learning aspects of Wordwall.net highly engaging, there were noticeable differences in levels of engagement. Some students did not respond as positively to the competitive elements of the games or felt anxious about time-limited activities.

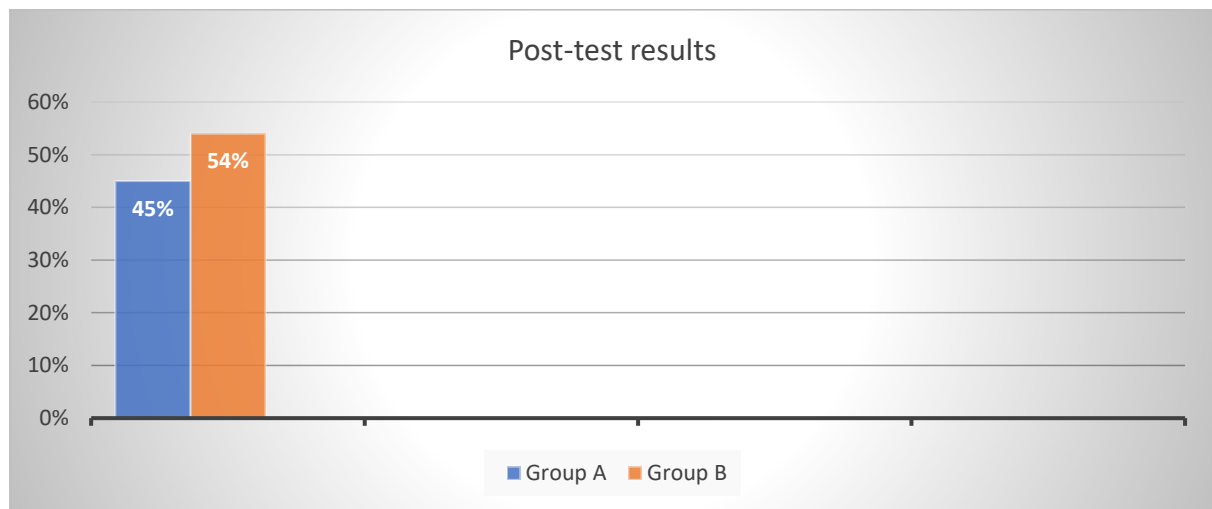
Another challenge encountered was that some students were more focused on achieving higher scores rather than engaging with the content of the vocabulary games. This issue highlighted the importance of carefully designing and structuring gamified activities to ensure that the emphasis remains on educational outcomes, rather than only on gaming elements like points or leaderboards.

At the end of the experiment, it was evident that students regularly asked to play the games, suggesting a possible risk of excessive use or addiction. This observation highlights the importance of effectively managing the frequency and context in which gamified learning tools are used so that they enhance rather than reduce the educational environment. Furthermore, a significant challenge in the research was the reliance on pre-made gamified learning activities created by other teachers. This required an additional amount of time to play through and evaluate each game to determine if they aligned with the specific vocabulary and learning

objectives of the study. Often, these pre-existing games needed adjustments or were not fully aligned with the curriculum, which complicated their integration into the research framework.

## 2.2 Results of the Experiment

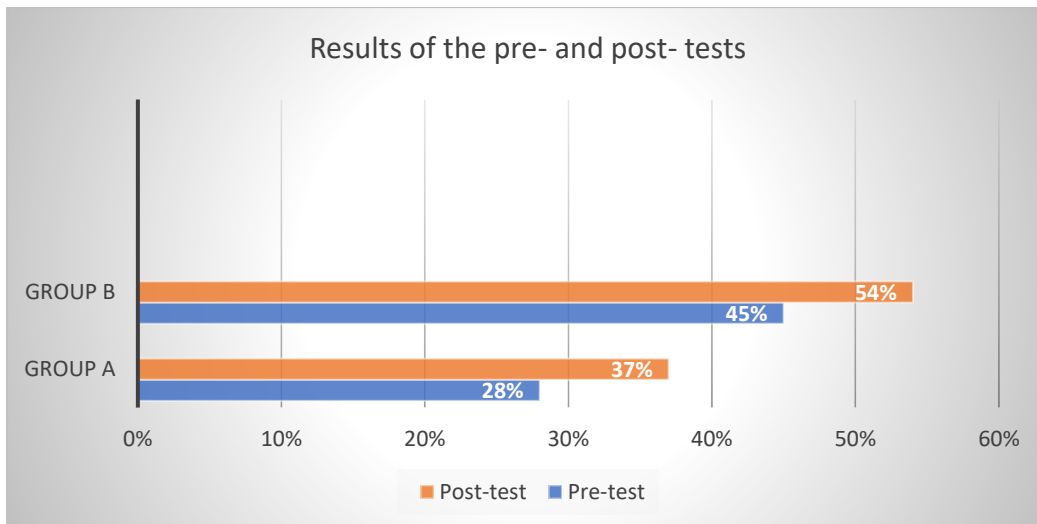
After 8 weeks of the experiment, both groups of students were given a post-test to measure their vocabulary acquisition. The post-test included the same questions as the initial pre-test (Appendix A).



**Figure 10.** *Results of the post-test*

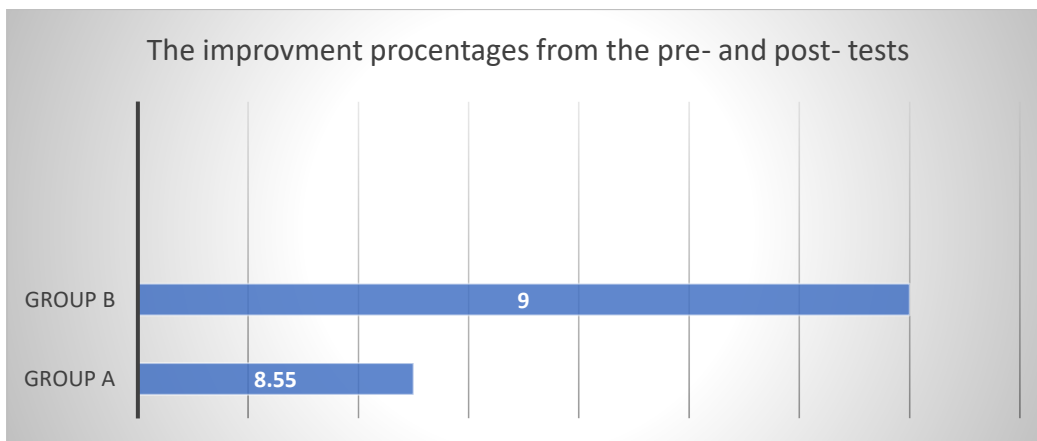
The results of the post-test show that Group A, which received textbook-based instruction, experienced an increase in the percentage of correct answers. This indicates a positive response to the teaching method. Group B, on the other hand, was taught using an experimental gamified approach and also showed improvement.

When comparing the pre-and post-test results, the chart below clearly illustrates the progress made by both groups during the study.



**Figure 11.** *Results of the pre-and post-tests*

Group A started with an average score of 28% correct answers in the pre-test and showed a noticeable improvement, reaching 45% in the post-test. This improvement suggests that the textbook-based instruction methods used with this group were effective. In contrast, Group B performed better in the pre-test, scoring 37%. However, they demonstrated an even greater increase, reaching 54% in the post-test. This group, which received an experimental gamified teaching approach maintained their lead and showed a significant improvement.



**Figure 12.** *The improvment percentage from the pre - and post-tests*

Figure 12 visually represents the progress made by the two groups in the study. It shows the percentage point improvement from the pre-test to the post-test for both Group A and Group B, indicating an increase in the number of correct answers. Specifically, Group A demonstrated an improvement of 8.55% over the 8 weeks, showcasing the effectiveness of the textbook-based instructional methods used. Group B's results were a little bit more impressive, with a

9% increase in correct answers, suggesting that the experimental gamified instructional strategies have had a slightly larger impact on vocabulary acquisition. These statistics highlight the positive improvements in language learning for both groups, with the additional advantage observed in Group B providing valuable data that could influence future teaching approaches. The bar graph not only demonstrates the success of each educational strategy but also the potential for improved outcomes through innovative teaching methods.

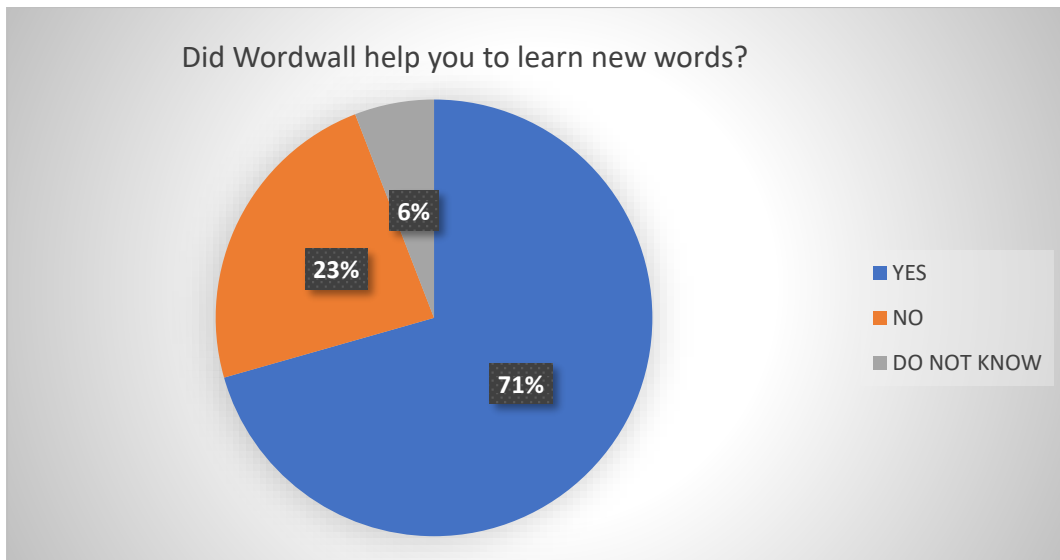
### 2.3 Results of the Survey

Once the experiment was completed, a questionnaire was distributed among the experimental group students. The aim of surveying the respondents was to find out students' attitudes to the gamified learning app Wordwall.net. The questionnaire contained 5 questions (see Appendix F). There were 17 respondents. The results of this questionnaire are presented in the pie charts below.



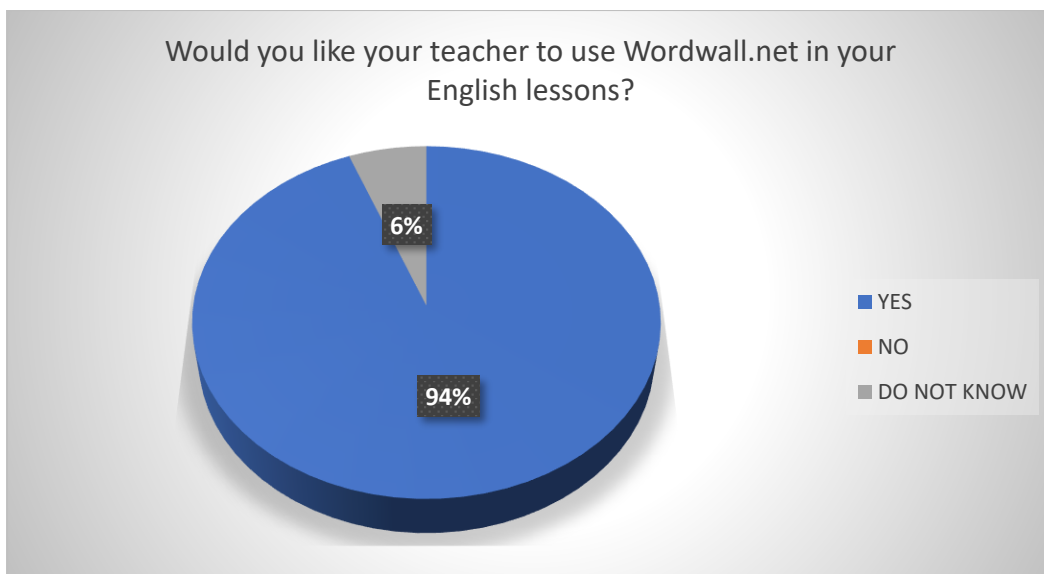
**Figure 13.** *Question 1 answers*

This pie chart shows that 15 students liked playing Wordwall.net; 1 student answered “no” and 1 student could not answer this question.



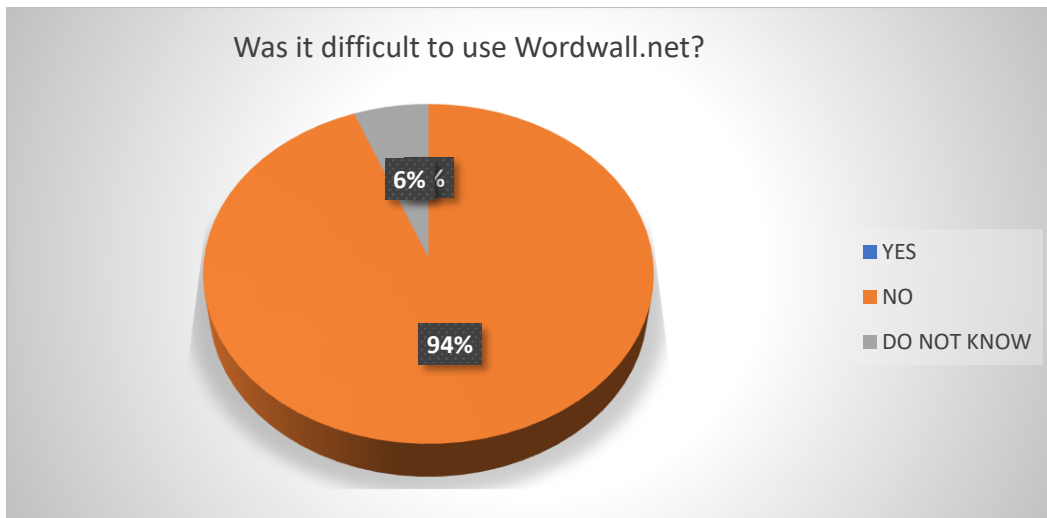
**Figure 14.** *Question 2 answers*

14 students answered that Wordwall.net helped them to learn new words; however, 4 students answered “No” – the app did not help them, and 1 student could not answer the question.



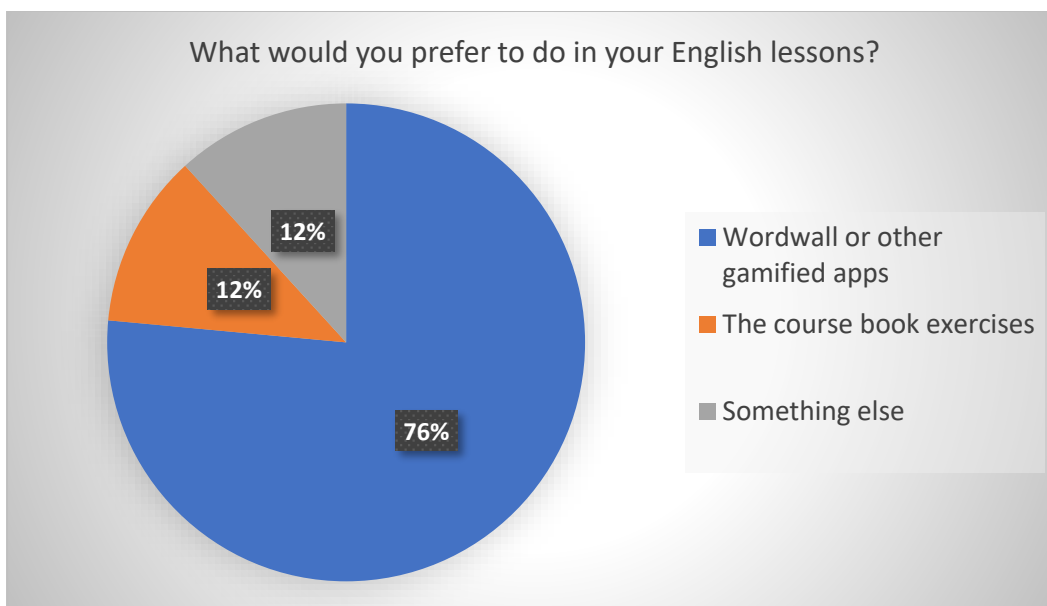
**Figure 15.** *Question 3 answers*

16 students would like their teacher to use Wordwall.net in the English lessons, 1 student could not answer this question, and no one answered “No”.



**Figure 16.** *Question 4 answers*

Figure 16 shows that for 16 students it was not difficult to use Wordwall and 1 student could not answer the question.



**Figure 17.** *Question 5 answers*

Figure 17 shows that 13 students would prefer Wordwall.net or other gamified apps, 2 students would prefer course book exercises, and 2 students would prefer something else.

To conclude the survey conducted at the end of the experiment can be stated that it provides valuable insights into students' attitudes towards the gamified learning application

Wordwall.net. The majority of respondents evaluated their experience with Wordwall.net positively, emphasizing its usefulness and ease of use for learning English vocabulary. In particular, the survey results show a strong preference for integrating Wordwall.net into regular English lessons, with 16 out of 17 students expressing a desire for its continued use. This suggests that the students have a high level of enthusiasm for gamified learning tools. Additionally, a significant majority found the application easy to use, which highlights its user-friendly design for educational purposes.

While most students acknowledged that Wordwall.net helped them to learn new words, there was a small group who did not see the same educational benefit. This variation in responses may indicate the need for further adaptation of the app to better meet diverse learning styles and needs. Furthermore, when given a choice between Wordwall.net, traditional textbook exercises, and other methods, the majority preferred Wordwall.net or similar gamified apps. However, the fact that a minority of students favoured textbook exercises and other alternatives suggests that a blended learning approach, incorporating both digital and textbook-based materials, could be the most inclusive and effective strategy.

## CONCLUSION

The present thesis explores the impact of integrating gamified language learning apps, specifically Wordwall.net, on the vocabulary acquisition of 5th-grade EFL students. The empirical investigation compares textbook-based vocabulary learning with innovative gamified approaches and provides insightful data on the educational value of gamification in vocabulary acquisition.

The study's findings reveal that both textbook-based and gamified vocabulary learning result in improvements in students' vocabulary knowledge, as shown by the pre-and post-test results. However, the experimental group, which utilized Wordwall.net, showed slightly higher gains in vocabulary acquisition compared to the control group, which only utilized a textbook. This suggests that while traditional textbook-based language learning remains effective, the addition of gamified learning activities can further enhance vocabulary learning outcomes.

An analysis of student perceptions towards gamified learning reveals a mainly positive attitude. The majority of students in the experimental group enjoyed using Wordwall.net, demonstrating that gamification adds an element of enjoyment to the learning process. Furthermore, the ease of use and preference for gamified apps over textbook-based exercises highlight the potential of such platforms to develop existing teaching methods.

The implications of these findings are significant for educators and curriculum developers. Integrating gamified learning apps like Wordwall.net into vocabulary instruction not only aligns with contemporary digital literacy skills but also caters to the diverse learning preferences of students. This study underscores the importance of integrating technology in education to create more interactive, engaging, and effective learning environments. While the research was focused on the benefits of gamified learning, it also acknowledged certain challenges in implementation, suggesting areas for further exploration and improvement to increase the educational impact of such tools.

However, the research also acknowledges the study's limitations, including its relatively short duration and the specific focus on Wordwall.net. Future research could explore the long-term effects of gamified learning on vocabulary acquisition and investigate other gamified platforms to broaden the understanding of game-based learning's potential in EFL contexts.

## SUMMARY IN ESTONIAN

### KOKKUVÕTE. SÕNAVARA OMANDAMISE SOODUSTAMINE VIIENDA KLASSI INGLISE KEELE KUI TEISE KEELE TUNNIS MÄNGUSTATUD RAKENDUSE WORDWALL ABIL.

Käesolev magistritöö uurib mängustatud keeleõppe rakenduste, eriti Wordwall.net-i, integreerimise mõju 5. klassi inglise keele kui võõrkeele õpilaste sõnavara omandamisele. Empiiriline uuring võrdleb õpikupõhist õpetust uuenduslike mängustatud lähenemisviisidega ning pakub ülevaadet mängupõhise õppe hariduslikust väärtusest sõnavara omandamisel.

Uuringu tulemused näitavad, et nii õpikupõhine kui ka mängustatud sõnavara õppimine näitasid sõnavarateadmistes paranemist, nagu näitavad eel- ja järel testi tulemused. Siiski näitas eksperimentaalgrupp, kes kasutas Wordwall.net-i, veidi suuremat tulemust sõnavara omandamisel võrreldes kontrollgrupiga, kes kasutas õpikut. See viitab sellele, et kuigi traditsioonilised meetodid jäävad efektiivseks, võib mängustatud õppe tegevuste lisamine veelgi parandada sõnavara õppimise tulemusi.

Õpilaste hoiakute analüüs mängustatud õppe suhtes paljastab peamiselt positiivse suhtumise. Enamus eksperimentaalgrupi õpilastest nautis Wordwall.net-i kasutamist, näidates, et mängustamine lisab õppeprotsessile nauditavasse elementi. Lisaks näitab kasutuslihtsus ja eelistus mängustatud rakenduste vastu õpikupõhiste harjutuste üle selliste platvormide potentsiaali olemasolevate õpetamismeetodite arendamiseks.

Nende leidude tagajärjed on olulised haridustöötajatele ja õppekava arendajatele. Mängustatud õppe rakenduste, nagu Wordwall.net, integreerimine sõnavaraõpetusse mitte ainult ei vasta kaasaegsetele digitaalsete oskuste nõuetele, vaid vastab ka õpilaste erinevatele õpieelistustele. See uuring rõhutab tehnoloogia integreerimise tähtsust hariduses, et luua interaktiivsemaid, kaasahaaravamaid ja efektiivsemaid õpikeskkondi. Ehkki uuring keskendus mängustatud õppe eelistele, tunnustas see ka teatavaid rakendamise väljakutseid, soovitades edasist uurimist ja täiustamist, et suurendada selliste tööriistade hariduslikku mõju.

Siiski tunnustab uurimus ka selle piiranguid, sealhulgas suhteliselt lühikest kestust ja konkreetset keskendumist Wordwall.net-ile. Tulevased uuringud võiksid uurida mängustatud õppe pikaajalist mõju sõnavara omandamisele ja uurida muid mängustatud platvorme, et laiendada arusaama mängupõhise õppe potentsiaalset inglise keele kui võõrkeele kontekstides.

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## APPENDICES

### APPENDIX A. PRE- AND POST-TEST

Choose the correct word to complete each sentence.

1. Everyone relaxed in the \_\_\_\_\_ after dinner.  
A. bathroom B. living room C. attic D. basement
2. They sat around the \_\_\_\_\_ to stay warm during the winter.  
A. washbasin B. desk C. fireplace D. sofa
3. There were pretty \_\_\_\_\_ on the window.  
A. curtains B. cushions C. armchairs D. cookers
4. She checked her outfit in the \_\_\_\_\_ before leaving.  
A. cooker B. mirror C. wardrobe D. desk
5. The room was so \_\_\_\_\_ with soft pillows and warm blankets.  
A. clever B. cosy C. lazy D. rent
6. Their new house is very \_\_\_\_\_, with lots of room to move around.  
A. spacious B. rug C. bedroom D. cushion
7. Reading books in the \_\_\_\_\_ is one of my favourite activities.  
A. library B. towel C. fridge D. wisdom
8. After washing your hands, use a \_\_\_\_\_ to dry them.  
A. artist B. sink C. competition D. towel
9. The \_\_\_\_\_ in the bathroom was filled with fresh towels.  
A. fireplace B. desk C. cushion D. washbasin
10. In the kitchen, the \_\_\_\_\_ is used for making meals.  
A. wardrobe B. cooker C. mirror D. sofa
11. She put her clothes away in the \_\_\_\_\_.  
A. cushion B. wardrobe C. fireplace D. mirror
12. The \_\_\_\_\_ is perfect for relaxing and watching TV.  
A. sofa B. cooker C. desk D. washbasin
13. The lazy cat loves sleeping on the soft \_\_\_\_\_ near the window.  
A. sink B. cushion C. fridge D. flat
14. The \_\_\_\_\_ was so comfortable and big.  
A. armchair B. cooker C. desk D. sink

15. His \_\_\_\_\_ was well organized with books and a laptop.  
A. sofa B. cushion C. desk D. fireplace
16. He liked the \_\_\_\_\_ design of the building.  
A. bookcase B. modern C. attic D. cushion
17. He put his computer and documents on the \_\_\_\_\_ in his study.  
A. fireplace B. desk C. armchair D. double bed
18. The \_\_\_\_\_ in the kitchen is quite big.  
A. fridge B. modern C. pillow D. desk
19. There are some flowers in the \_\_\_\_\_.  
A. table B. vase C. outfit D. armchair
20. Mary has to \_\_\_\_\_ her room. It's really messy.  
A. cost B. rent C. tidy D. play
21. There is a big, red \_\_\_\_\_ on the floor, in the middle of the room.  
A. poster B. bath C. rug D. lamp
22. I brush my teeth in the \_\_\_\_\_.  
A. basement B. bedroom C. morning D. chair
23. The \_\_\_\_\_ on the wall are really nice.  
A. rugs B. desks C. basements D. posters
24. My flat is on the second \_\_\_\_\_.  
A. detached B. floor C. address D. attic
25. There is an \_\_\_\_\_ in the house.  
A. sofa B. attic C. cushions D. fireplace

#### ANSWER KEY

1. B 2. C 3. B 4. B 5. B 6. A 7. A 8. D 9. D 10. B 11. B 12. A 13. B 14. A 15. C 16. B 17. B 18.  
A 19. B 20. C 21. C 22. C 23. D 24. B 25. B

## APPENDIX B. LESSON PLANS FOR GROUP A

**Teaching aids:** Student's Textbook Enterprise A1, whiteboard

**Objectives:**

**1. Language objective (grammar/vocabulary):**

By the end of the lesson, students know the names of rooms, furniture, and appliances.

**2. Skills objective (listening / speaking/reading/writing):**

By the end of the lesson, students can read and name the furniture items.

**3. Cultural/cognitive/content objective:**

By the end of the lesson, students know what furniture usually is in each room.

<i>Lesson stage (Warm-up, Presentation, Practice, Production, Listening, Reading, Assessment, etc.)</i>	<i>Time</i>	<i>Teacher's tasks</i>	<i>Learner's tasks</i>	<i>Language skills</i>	<i>Interaction (T → S, T → Sts, S → S, Sts → Sts, etc.)</i>
Warm-up	7 min.	T writes on the board the word Home and asks Sts to name as many words as they can be associated with this word.	Sts names the words and T writes them on the board.	Speaking	<i>Sts → Sts</i> <i>Sts → T</i>
Presentation of the new vocabulary	15 min.	T asks to open the Student's book p.20 and listen and repeat the words. Next, T asks Sts to write down in their notebooks new words. Then complete ex. 1 Look at the picture of the	Sts listen, repeat, and write down new words. Then answer the questions: "Which rooms are on the ground floor, the first floor, in the attic, etc.?"	Listening Speaking	<i>T → Sts,</i> <i>Sts → Sts,</i> <i>Sts → T</i>

		house and answer the questions.			
Practice	13 min.	T asks to complete ex. 2 in their notebooks. Put the furniture in each room. Then listen and check.	Sts complete the exercise. Check the answers.	Writing Reading Listening	<i>Sts → T</i>
Production	10 min.	T asks to write in St's notebooks sentences about their homes. How many rooms are there? What furniture is in each room? Etc.	Sts write the sentences.	Writing	<i>Sts → T</i>
H/W		Learn the word p.20			

## LESSON PLAN FOR GROUP A

**Teaching aids:** Enterprise A1, video file, whiteboard.

### Objectives:

**1. Language objective (grammar/vocabulary):**

By the end of the lesson, students know adjectives that describe a house and can find synonyms for the adjectives.

**2. Skills objective (listening / speaking/reading/writing):**

By the end of the lesson, students can understand a text about a house and can decide if the sentences are true or false.

**3. Cultural/cognitive/content objective:**

By the end of the lesson, students know different ways of living in different houses.

<i>Lesson stage</i>	<i>Time</i>	<i>Teacher's tasks</i>	<i>Learner's tasks</i>	<i>Language skills</i>	<i>Interaction</i>
Warm-up Revision	7 min.	T writes on the board words that Sts had to learn at home and asks them to translate or give a definition to the word.	Sts one by one translate or give definitions	Reading Speaking	<i>Sts → Sts</i> <i>Sts → T</i>
Pre-reading	7 min.	T asks to open the book p.21 and look at the pictures. What Is special about these houses? Listen and watch the video to find out.	Sts answer the question. Then listen and watch the video.	Speaking Listening	<i>Sts → Sts</i> <i>Sts → T</i>
Reading	10 min.	T asks to read the text one by one.	Sts read and ask if they have any questions or unknown words	Reading Speaking	<i>Sts → Sts</i> <i>Sts → T</i>

	5 min.	T asks to read the text again (if needed) and complete ex.4 True/False sentences.	Sts complete the exercise and check the answers.	Reading Speaking	<i>Sts → Sts</i> <i>Sts → T</i>
Post-reading	8 min.	T asks them to complete Ex. 5 in their notebooks. Look at the adjectives in bold in the text and fill in the nouns. For example: Big cities, beautiful gardens, modern furniture.	Sts complete the exercise in writing. Then check the answers.	Writing Reading	<i>Sts → Sts</i> <i>Sts → T</i>
	8 min.	T writes on the board Lovely and Big. Asks to find synonyms of these words in the text. Then asks to write a few sentences about their home using as many adjectives as they can.	Sts name the synonyms. Then write the sentences and read them to the class.	Speaking Reading Writing	<i>Sts → Sts</i> <i>Sts → T</i>
H/W		Learn new words Ex.7			

## LESSON PLAN FOR GROUP A

**Teaching aids:** Enterprise A1, listening file, smartboard.

### Objectives:

#### Language objective (grammar/vocabulary):

- By the end of the lesson students know the types of houses.

#### Skills objective (listening / speaking/reading/writing):

- Sts can predict words (e.g. a name, a noun, a number) before completing the listening task.
- By the end of the lesson students can listen to an estate agent and understand specific information.

#### Cultural/cognitive/content objective:

- By the end of the lesson students know how to use everyday English when renting a flat.

<i>Lesson stage</i>	<i>Time</i>	<i>Teacher's tasks</i>	<i>Learner's tasks</i>	<i>Language skills</i>	<i>Interaction</i>
Warm-up	5 min.	T asks Sts what types of houses they know. What are the most usual in our region? Discussion as a whole class.	Sts answer the questions.	Speaking	<i>T → Sts</i> <i>Sts → Sts</i> <i>Sts → T</i>
Pre-listening	10 min.	T asks to open the book p.24 look at the pictures and listen to the types of houses in the UK. T explains what each type means.  Before completing the listening task T explains study skills and how to predict words that Sts have to fill in.	Sts listen and repeat the words.  Sts listen and take notes.	Speaking  Listening	<i>Sts → Sts</i> <i>T → Sts</i>

Listening	10 min.	T asks to complete ex.2 listen and complete the gaps.	Sts listen and complete the ex. Then check the answers.	Listening Reading Speaking	<i>Sts → Sts</i> <i>Sts → T</i>
Post-listening	10 min.	T asks to complete Ex. 3 in their notebooks. Complete the dialogue with the phrases. Then listen and check.	Sts complete the exercise in writing. Then check the answers.	Writing Reading Listening	<i>Sts → Sts</i> <i>Sts → T</i>
Production	10 min.	T asks in pairs to act out the dialogue. Changing roles.	Sts act out the dialogue.	Speaking Reading Listening	<i>Sts → Sts</i>
H/W		Ex.4 Make up a similar dialogue using phrases from the language box.			

LESSON PLAN FOR GROUP A

**Teaching aids:** Enterprise A1, whiteboard.

**Objectives:**

**Language objective (grammar/vocabulary):**

- Sts can use informal language in writing (e.g. Thanks, drop me a line, can't wait, etc.)

**Skills objective (listening / speaking/reading/writing):**

- By the end of the lesson students know how to group ideas into paragraphs.
- By the end of the lesson Sts can write an email describing a new flat.

**Cultural/cognitive/content objective:**

- By the end of the lesson students know how to write an informal email to a friend.

<i>Lesson stage</i>	<i>Time</i>	<i>Teacher's tasks</i>	<i>Learner's tasks</i>	<i>Language skills</i>	<i>Interaction</i>
Warm-up Revision	5 min.	T asks Sts to divide into pairs and ask each other types of houses and other new words.	Sts ask each other.	Speaking	<i>Sts → Sts</i> <i>Sts → T</i>
Pre-writing	10 min.	T asks to open the book p.25 ex. 6 and read the email and answer the questions.  Then T explains what are paragraphs and how to group ideas into paragraphs.	Sts read the email and answer the questions.  Sts listen to the T	Reading Speaking  Listening	<i>Sts → Sts</i> <i>T → Sts</i>  <i>T → Sts</i>
Presentation	10 min.	T asks to complete ex.7 and answer the questions. Then T explains the writing tips. How to use informal	Sts answer the questions and listen to the T, ask questions if needed.	Listening Reading Speaking	<i>Sts → T</i> <i>T → Sts</i>

		language when writing email.			
Practice writing	10 min.	Before writing an email T asks to look at ex. 9 and brainstorm for ideas. What are Sts going to write about? etc.	Sts complete the ex. And write their ideas in the notebook.	Writing Listening Reading	<i>T → Sts</i> <i>Sts → T</i>
Production	10 min.	T asks to write an email following the plan in ex.10	Sts write an email	Writing	<i>Sts → T</i>
H/W		Complete the email at home and be ready to present it to the class.			

## APPENDIX C. WORD SEARCH PUZZLE

Find the word in the puzzle. Words can go in any direction. Words can share letters as they cross over each other.

```

E G D I R F N S F I R A E R W
L A Z Y A O V U O O R Y D E Q
C Z C P I B R V R M Y F I K M
X C M H S N S R C D R B S O C
D W S T I K I H U O S G D O L
P U V T N M A T G P Y U E C A
C B U H K I S L A V D R B Y R
B R A X R T E C A L P E R I F
E C O S T L I B R A R Y S W W
L P E A E O P L P T T E K K N
C E B H U M Q F J T A R N L E
Q I W S B E E L C H U F B T B
I E T O J B Z N R E T S O P Z
H D A T T A V K T Z F D U S H
S G P C A B I N E T K O X U R

```

armchair  
bedside  
cost  
fireplace  
lazy  
poster  
sink  
study

attic  
cabinet  
cushion  
fridge  
library  
rent  
sofa  
towel

basement  
cooker  
desk  
furniture  
mirror  
rug  
spacious

ANSWER KEY

E G D I R F N S F I R A E R W  
L A Z Y A O V U O O R Y D E Q  
C Z C P I B R V R M Y F I K M  
X C M H S N S R E D R B S O C  
D W S T I K I H U O S G D O L  
P U V T N M A T G P Y U E C A  
C B U H K I S L A V D R B Y R  
B R A X R T E C A L P E R I F  
E C O S T L I B R A R Y S W W  
L P E A E O P L P T T E K K N  
G E B H U M Q F J T A R N L E  
Q I W S B E E L C H U F B T B  
I E T O J B Z N R E T S O P Z  
H D A T T A V K T Z F D U S H  
S G P C A B I N E T K O X U R

APPENDIX D. LESSON PLANS FOR GROUP B

**Teaching aids:** Student’s Book Enterprise A1, smartboard, wordwall.com

**Objectives:**

- 1. Language objective (grammar/vocabulary):**  
By the end of the lesson, students know the names of rooms, furniture, and appliances.
- 2. Skills objective (listening / speaking/reading/writing):**  
By the end of the lesson, students can read and name the furniture items.
- 3. Cultural/cognitive/content objective:**  
By the end of the lesson, students know what furniture usually is in each room.

<i>Lesson stage (Warm-up, Presentation, Practice, Production, Listening, Reading, Assessment, etc.)</i>	<i>Time</i>	<i>Teacher’s tasks</i>	<i>Learner’s tasks</i>	<i>Language skills</i>	<i>Interaction (T → S, T → Sts, S → S, Sts → Sts, etc.)</i>
Warm-up	5 min.	T writes on the board the word Home and asks Sts to name as many words as they can be associated with this word.	Sts name the words and T writes them on the board.	Speaking	<i>Sts → Sts</i> <i>Sts → T</i>
Presentation of the new vocabulary	10 min.	T asks to open the Student’s book p.20 and listen and repeat the words. Then complete ex. 1 Look at the picture of the house and answer the questions.	Sts listen and repeat the words. Then answer the questions: “Which rooms are on the ground floor, the first floor, in the attic, etc.?”	Listening Speaking	<i>T → Sts,</i> <i>Sts → Sts,</i> <i>Sts → T</i>

Practice	10 min.	T asks to complete ex. 2 in their notebooks. Put the furniture in each room. Then listen and check.	Sts complete the exercise. Check the answers.	Writing Reading Listening	<i>Sts → T</i>
	10 min.	T shows on the smartboard interactive game wordwall.com <a href="https://wordwall.net/resource/11688551/furniture">https://wordwall.net/resource/11688551/furniture</a>	Sts one by one go to the smartboard and do the quiz with multiple choice questions.	Reading	<i>Sts → T</i> <i>Sts → Sts</i>
Production	10 min.	T asks to write in Sts notebooks sentences about their homes. How many rooms are there? What furniture is in each room? Etc.	Sts write the sentences.	Writing	<i>Sts → T</i>
H/W		Learn the words p.20 and practice <a href="https://wordwall.net/resource/36409304/house">https://wordwall.net/resource/36409304/house</a> <a href="https://wordwall.net/resource/2750221/english/what-is-this">https://wordwall.net/resource/2750221/english/what-is-this</a>			

## LESSON PLAN FOR GROUP B

**Teaching aids:** Enterprise A1, video file, smartboard.

### Objectives:

**1. Language objective (grammar/vocabulary):**

By the end of the lesson, students know adjectives that describe a house and can find synonyms for the adjectives.

**2. Skills objective (listening / speaking/reading/writing):**

By the end of the lesson, students can understand a text about a house and can decide if the sentences are true or false.

**3. Cultural/cognitive/content objective:**

By the end of the lesson, students know different ways of living in different houses.

<i>Lesson stage</i>	<i>Time</i>	<i>Teacher's tasks</i>	<i>Learner's tasks</i>	<i>Language skills</i>	<i>Interaction</i>
Warm-up Revision	5 min.	T shows on the smartboard the wordwall.com game <a href="https://wordwall.net/resource/18113491/esol/furniture">https://wordwall.net/resource/18113491/esol/furniture</a> and asks to match the pictures.	Sts one by one go to the smartboard and match the correct picture.	Reading	<i>Sts → Sts</i> <i>Sts → T</i>
Pre-reading	7 min.	T asks to open the book p.21 and look at the pictures. What is special about these houses? Listen and watch the video to find out.	Sts answer the question. Then listen and watch the video.	Speaking Listening	<i>Sts → Sts</i> <i>Sts → T</i>
Reading	10 min.	T asks to read the text one by one.	Sts read and if they have any questions or unknown words	Reading Speaking	<i>Sts → Sts</i> <i>Sts → T</i>
	7 min.	T asks to read the text again (if needed) and complete ex.4	Sts complete the exercise and check the answers.	Reading Speaking	<i>Sts → Sts</i> <i>Sts → T</i>

		True/False sentences.			
Post-reading	8 min.	T asks them to complete Ex. 5 in their notebooks. Look at the adjectives in bold in the text and fill in the nouns. For example: Big cities, beautiful garden, modern furniture.	Sts complete the exercise in writing. Then check the answers.	Writing Reading	<i>Sts → Sts</i> <i>Sts → T</i>
H/W	8 min.	T shows on the smartboard wordwall game and asks to match adjectives to a picture <a href="https://wordwall.net/resource/15680180/esol/adjectives-to-describe-places">https://wordwall.net/resource/15680180/esol/adjectives-to-describe-places</a> Then T asks to write a few sentences about their home using as many adjectives as they can.	Sts play the game. Then write the sentences and read them to the class.	Speaking Reading Writing	<i>Sts → Sts</i> <i>Sts → T</i>
		Learn the words and practice <a href="https://wordwall.net/resource/2770214/english/houses">https://wordwall.net/resource/2770214/english/houses</a>			

## LESSON PLAN FOR GROUP B

**Teaching aids:** Enterprise A1, listening file, smartboard.

### Objectives:

#### Language objective (grammar/vocabulary):

- By the end of the lesson students know the types of houses.

#### Skills objective (listening / speaking/reading/writing):

- Sts can predict words (e.g. a name, a noun, a number) before completing the listening task.
- By the end of the lesson students can listen to an estate agent and understand specific information.

#### Cultural/cognitive/content objective:

- By the end of the lesson students know how to use everyday English when renting a flat.

<i>Lesson stage</i>	<i>Time</i>	<i>Teacher's tasks</i>	<i>Learner's tasks</i>	<i>Language skills</i>	<i>Interaction</i>
Warm-up	5 min.	T asks Sts what types of houses they know. What are the most usual in our region? Discussion as a whole class.	Sts answer the questions.	Speaking	<i>T → Sts</i> <i>Sts → Sts</i> <i>Sts → T</i>
Pre-listening	10 min.	T asks to open the book p.24 look at the pictures and listen to the types of houses in the UK. T explains what each type means.  Before completing the listening task T explains study skills and how to predict words that Sts have to fill in.	Sts listen and repeat the words.  Sts listen and take notes.	Speaking  Listening	<i>Sts → Sts</i>  <i>T → Sts</i>

Listening	10 min.	T asks to complete ex.2 listen and complete the gaps.	Sts listen and complete the ex. Then check the answers.	Listening Reading Speaking	<i>Sts → Sts</i> <i>Sts → T</i>
Post-listening	10 min.	T asks to complete Ex. 3 in their notebooks. Complete the dialogue with the phrases. Then listen and check.	Sts complete the exercise in writing. Then check the answers.	Writing Reading Listening	<i>Sts → Sts</i> <i>Sts → T</i>
Production	10 min.	T asks in pairs to act out the dialogue. Changing roles.	Sts act out the dialogue.	Speaking Reading Listening	<i>Sts → Sts</i>
H/W		Learn and practice <a href="https://wordwall.net/resource/27442151/house">https://wordwall.net/resource/27442151/house</a>  <a href="https://wordwall.net/resource/2770214/english/houses">https://wordwall.net/resource/2770214/english/houses</a>			

LESSON PLAN FOR GROUP B

**Teaching aids:** Enterprise A1, smartboard.

**Objectives:**

**Language objective (grammar/vocabulary):**

- Sts can use informal language in writing (e.g. Thanks, drop me a line, can't wait, etc.)

**Skills objective (listening / speaking/reading/writing):**

- By the end of the lesson students know how to group ideas into paragraphs.
- By the end of the lesson Sts can write an email describing a new flat.

**Cultural/cognitive/content objective:**

- By the end of the lesson students know how to write an informal email to a friend.

<i>Lesson stage</i>	<i>Time</i>	<i>Teacher's tasks</i>	<i>Learner's tasks</i>	<i>Language skills</i>	<i>Interaction</i>
Warm-up Revision	10 min.	T asks to play the Wordwall games <a href="https://wordwall.net/resource/3077054/english/elements-of-the-house">https://wordwall.net/resource/3077054/english/elements-of-the-house</a>  <a href="https://wordwall.net/resource/23453178/english/rooms-in-the-house">https://wordwall.net/resource/23453178/english/rooms-in-the-house</a>  <a href="https://wordwall.net/resource/379675/english/house-and-things-in-the-house-rooms">https://wordwall.net/resource/379675/english/house-and-things-in-the-house-rooms</a>	Sts play the games.	Speaking	<i>Sts → Sts</i>  <i>Sts → T</i>
Pre-writing	10 min.	T asks to open the book p.25 ex. 6 and read the email and answer the questions.  Then T explains what are paragraphs and how to group ideas into paragraphs.	Sts read the email and answer the questions.  Sts listen to the T	Reading  Speaking  Listening	<i>Sts → Sts</i>  <i>T → Sts</i>  <i>T → Sts</i>

Presentation	10 min.	T asks to complete ex.7 and answer the questions. Then T explains the writing tips. How to use informal language when writing email.	Sts answer the questions and listen to the T, ask questions if needed.	Listening Reading Speaking	<i>Sts → T</i> <i>T → Sts</i>
Practice writing	5 min.	Before writing an email, T asks to look at ex. 9 and brainstorm for ideas. What are Sts going to write about? etc.	Sts complete the ex. And write their ideas in the notebook.	Writing Listening Reading	<i>T → Sts</i> <i>Sts → T</i>
Production	10 min.	T asks to write an email following the plan in ex.10	Sts write an email	Writing	<i>Sts → T</i>
H/W		Complete the email at home and be ready to present it to the class.			

## APPENDIX E. QUESTIONNAIRE

Dear Respondent,

This is a questionnaire for my master's thesis. I would appreciate it if you could assist me in conducting my research by answering the questions below. Thank you!

### **1. Did you like playing Wordwall.net?**

- Yes
- No
- Do not know

### **2. Did Wordwall help you to learn new words?**

- Yes
- No
- Do not know

### **3. Would you like your teacher to use Wordwall.net in your English lessons?**

- Yes
- No
- Do not know

### **4. Was it difficult to use Wordwall.net?**

- Yes
- No
- Do not know

### **5. What would you prefer to do in your English lessons?**

- Wordwall.net or other gamified apps
- The course book exercises
- Something else

## **Lihtlitsents lõputöö reprodutseerimiseks ja üldsusele kättesaadavaks tegemiseks**

Mina, Serafima Plauska,

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