

SỞ GIÁO DỤC & ĐÀO TẠO HÀ NỘI

Sáng kiến kinh nghiệm
USING WORDWALL TO ENHANCE
STUDENTS' ENGAGEMENT
IN ESL CLASSROOM

Lĩnh vực/ Môn: Ngoại ngữ

Cấp học: THPT

Tên tác giả: Lê Thanh Loan

Đơn vị công tác: trường THPT Hoàng Cầu

Chức vụ: Tổ trưởng chuyên môn

Năm học 2022 – 2023

CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM
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ĐƠN YÊU CẦU CÔNG NHẬN SÁNG KIẾN

Kính gửi: Hội đồng Khoa học ngành Giáo dục và Đào tạo

Họ và tên	Ngày tháng năm sinh	Nơi công tác	Chức danh	Trình độ chuyên môn	Tên sáng kiến
Lê Thanh Loan	27/2/1989	THPT Hoàng Cầu	TTCM	Thạc sỹ	Using Wordwall to Enhance Students' Engagement in ESL Classroom

- Lĩnh vực áp dụng sáng kiến
- + Lĩnh vực: Tiếng Anh
- + Áp dụng ứng dụng CNTT vào giảng dạy Tiếng Anh
- Ngày sáng kiến được áp dụng lần đầu hoặc áp dụng thử: 5/9/2023
- Mô tả bản chất của sáng kiến:
- Những thông tin cần được bảo mật (nếu có): không có
- Các điều kiện cần thiết để áp dụng sáng kiến:
- + HS có thiết bị cá nhân như máy tính, laptop hay điện thoại thông minh
- + GV và HS có kết nối Internet trên lớp học
- + GV có mua bản Premium tài khoản trên Wordwall
- Đánh giá lợi ích thu được hoặc dự kiến có thể thu được do áp dụng sáng kiến theo ý kiến của tác giả
- + GV có công cụ trực tuyến hữu ích để chuyển đổi các hoạt động học tập trong SGK thành các trò chơi trực tuyến, đánh giá kết quả học tập khách quan cho HS, có phân tích dữ liệu kết quả kiểm tra chi tiết.
- + HS kết hợp vừa chơi vừa học nên có thêm hứng thú bài học, tích cực tham gia hơn trong giờ học, có thêm động lực để học bộ môn Tiếng Anh.

- Đánh giá lợi ích thu được hoặc dự kiến có thể thu được do áp dụng sáng kiến theo ý kiến của tổ chức, cá nhân đã tham gia áp dụng sáng kiến lần đầu hoặc áp dụng thử nếu có:

- + Thống nhất đem lại hiệu quả cao trong việc hình thành và phát triển kỹ năng cho học sinh, trang bị hành trang tốt nhất cho học sinh trong cuộc sống
- + Cần kinh phí để mua bản quyền phần mềm (Đã thực hiện được tại trường đang công tác)

Danh sách những người đã tham gia áp dụng thử hoặc áp dụng sáng kiến lần đầu: không có

Tôi xin cam đoan mọi thông tin nêu trong đơn là trung thực, đúng sự thật và hoàn toàn chịu trách nhiệm trước pháp luật.

Hà Nội, ngày 18 tháng 2 năm 2023

Người viết đơn



Lê Thanh Loan

PHIẾU NHẬN XÉT ĐÁNH GIÁ

Họ tên tác giả: Lê Thanh Loan

Tên đề tài: Using Wordwall to Enhance Students' Engagement in ESL Classroom

Lĩnh vực: Ngoại ngữ

STT	Tiêu chuẩn	Điểm tối đa	Điểm HDKH chấm
1	Sáng kiến có tính mới		
1.1	Hoàn toàn mới, được áp dụng đầu tiên	30	
1.2	Có cải tiến so với giải pháp trước đây với mức độ khá	20	20
1.3	Có cải tiến so với giải pháp trước đây với mức độ trung bình	10	
1.4	Không có tính mới hoặc sao chép từ các giải pháp đã có trước đây	0	
Nhận xét: SKKN có mức độ cải tiến cao, đặc biệt trong việc đổi mới phương pháp giảng dạy trong tình hình giảng dạy chương trình GDPT mới.			
2	Sáng kiến có tính áp dụng		
2.1	Có khả năng áp dụng trong phạm vi toàn ngành hoặc rộng hơn	30	
2.2	Có khả năng áp dụng trong đơn vị và có thể nhân ra một số đơn vị có cùng điều kiện	20	20
2.3	Có khả năng áp dụng trong đơn vị	10	
2.4	Không có khả năng áp dụng trong đơn vị	0	
Nhận xét: SKKN có tính áp dụng cao trong các trường học mà phòng học có kết nối Internet và HS có phương tiện.			
3	Sáng kiến có tính hiệu quả		
3.1	Có hiệu quả, đem lại lợi ích kinh tế - xã hội, có tính lan tỏa	30	
3.2	Có hiệu quả, đem lại lợi ích kinh tế - xã hội	20	20
3.3	Có hiệu quả, lợi ích phù hợp với mức độ phù hợp tại đơn vị	10	
3.4	Không có hiệu quả cụ thể	0	
Nhận xét: SKKN có hiệu quả cao trong việc cải tiến phương pháp giảng dạy.			
4	Diễn trình bày		
4.1	Trình bày khoa học, hợp lý	10	10
4.2	Trình bày chưa khoa học, chưa hợp lý	5	
Nhận xét: Trình bày khoa học, hợp lý, đúng theo yêu cầu quy chuẩn.			
Tổng cộng: 70 điểm Đánh giá: ☒ Đạt (≥ 70 điểm) ☐ Không đạt			

Hà Nội, ngày 20 tháng 2 năm 2023

Chủ tịch hội đồng SKKN cơ sở



Lưu Thị Lập

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I. INTRODUCTION

The global COVID-19 epidemic has led schools throughout the world to lock their doors. Approximately 1.2 billion youngsters are out of school across the world. As a result, with the emergence of e-learning, or Online Distance Learning (ODL), in which teaching is done remotely utilizing digital platforms, education has experienced substantial alterations. Several pre-service and in-service instructors were required to move their classes to online instruction in order to continue teaching and learning. This arrangement created significant challenges for teachers teaching an online course for the first time, particularly those learning how to use online platforms.

Previous studies have indicated that teachers employed learning platforms to teach online learning to boost their students' learning. According to Nasution, Surbakti, Zakaria, Wahyuningsih, and Daulay (2021), online learning was used during the COVID-19 pandemic to avoid student interaction, which may transmit the virus. While Brown (2018) stated that teaching online requires a steep technological learning curve and needs to create a much more rigorous instructional design process than is required for face-to-face instruction. This is because one of the main challenges that instructors may have with online education is that it might turn students into passive learners rather than face-to-face learning in which professors can simply monitor students physically. As a result, prior researchers emphasized the use of online learning platforms to improve students' learning and involvement.

Teachers may include active learning into an online English class by using game-based learning, which can improve student interest and engagement while also delivering immediate feedback on performance. Furthermore, the usage of online game-based learning platforms can enable teachers or organizations to set up interesting web-based learning for students in order to keep students interested in learning English. As a result, one of the online game-based learning platforms, Wordwall, is recognized appropriate for teachers to employ in an English

classroom to engage students in language acquisition. It has been shown to be a great digital tool for ESL classroom instruction and learning.

This study focuses on the practice of utilizing Wordwall as a game-based learning platform in an online English classroom, as well as the impact of using Wordwall to promote student engagement. It aimed to identify students' engagement in Wordwall and their impressions of Wordwall.

1.1. Problem Statement

Students are less likely to engage in an online English classroom because it is more difficult for students and teachers to meet face-to-face in an online English classroom. Students who have previously struggled with online learning may find it difficult to learn via online learning. The fact that students are unable to engage in the activities. Taking part in an online classroom will have a detrimental influence on their performance. They will struggle to understand the English lesson and lose interest in learning the language. As a consequence, when pupils begin studying English in a traditional classroom setting, they will struggle to comprehend the English teachings.

Wordwall, an online game-based learning platform, features a range of mini-games that may be used in the classroom to study theory, ideas, and vocabulary. According to Hasram et al. (2021), Wordwall can help and improve students' experiences while also keeping their attention. As a consequence, student involvement in the class can be increased. Furthermore, passive learners may become active when they participate in minigames or quizzes on the Wordwall platform to completely absorb the lesson. As a result, the purpose of this research is to determine the effect of utilizing Wordwall on students' engagement in the ESL classroom and to investigate students' perceptions of using Wordwall in the ESL classroom.

1.2. Research Objectives

The goal of this study is to determine the effect of utilizing Wordwall on students' involvement in the ESL classroom. Furthermore, the researcher conducted this study to investigate students' perceptions of utilizing Wordwall in the ESL classroom.

1.3. Research Questions

This research is conducted based on the following questions:

- i. Does Wordwall enhance students' participation in an ESL classroom?
- ii. What are the students' perceptions of using Wordwall in the ESL classroom?

1.4. Significance of the Research

This study provides both pre-service and in-service teachers with insights on the usage of Wordwall and its influence on students in the English language classroom. Teachers may build more imaginative and dynamic activities to increase students' engagement in the English classroom by investigating the impact of utilizing Wordwall.

1.5. Limitations of the Research

This study has a number of drawbacks. First and foremost, eight participants were unable to attend the online session or join the learning platform used throughout this action study. Throughout my practicum, they were not active in the game-based learning platform from online learning. For example, during the use of Wordwall, some users were unable to participate owing to internet issues and poor device functionality. Several participants were forced to leave the classroom suddenly, while others were unable to access the learning platform. As a result, the researcher's results may be influenced by the unequal number of participants.

Furthermore, because it was their first time studying online, the participants were unfamiliar with Wordwall. As a result, the researcher had to spend a significant amount of time explaining the usage of Wordwall to the participants in order for them to comprehend how it works and carry out the lesson smoothly.

Also, due to the device's unexpected breakdown, the researcher did not video capture the introduction to the online class. The video recording procedure for the opening section of the class could not be captured due to a technical fault with the researcher's recording gear. The video was only taken during the pre-lesson when the teacher presented the use of Wordwall. As a result, the reliability and validity of the data gained from the treatments may suffer as a result.

II. LITERATURE REVIEW

Many teachers are interested in adding game-based learning into online classes in order to increase student engagement. According to Portela (2020), the use of gamification is crucial for enhancing student involvement and interest in a class. Having said that, pupils are more attentive to the online session when they find it entertaining. As a few previous studies have demonstrated, language games can help students build confidence and obtain better outcomes by assisting in overcoming the difficulty of sustaining their attention (Anderson-Cooper, 2020). Adding to that, the usage of games may considerably aid students to better keep their attention as the emphasis of utilizing games can allow students to get better outcomes.

According to the research, games are excellent learning aids because they provide students with a hypothetical environment in which to experiment with many possibilities without fear of failure. When students use the game-based learning platform, they have more opportunity to fix their mistakes, which might boost their enthusiasm in learning the language. In accordance with the findings of Chapman and Rich (2018), they believe that by integrating critical thinking with gaming dynamics, students may utilize online games to solve issues and

participate in interactive learning. Students' cognitive abilities can also be improved by using a game-based learning platform.

Several studies show that incorporating technology into an instructional activity increases the likelihood of students being engaged (Felszeghy et al., 2019). Tapia-Nunez (2021) described student engagement as being involved and actively participating in everyday activities. He argues, however, that while students are engaged during game-based learning, the actual learning process may be hampered since students are typically distracted by the game's goals rather than the topic being learned. This finding varies from Anderson-(2020) Cooper's study, which revealed that games can give possibilities for active student participation, especially when well organized and adapted to students' interests.

According to other studies, employing game-based learning platforms was pleasant, engaging, and motivating, supporting students in retaining their attention throughout class while also boosting their grasp of the content (Cameron & Bizo, 2019). They feel that gaming characteristics improve ESL learners' vocabulary learning experiences by engaging, motivating, and encouraging excitement. Moreover, Green (2020) feels that games may be used in the classroom to promote creativity and collaborative problem solving, as well as to help students comprehend while inspiring them. While game-based learning can improve students' language acquisition while engrossed in the game, students may also sense the potential to be creative, explore, and take action in the game.

III. METHODOLOGY

In order to fulfill the research aims, the researcher used a mixed-methods strategy in this study. The mixed-methods technique was used in this study to gather and evaluate both quantitative and qualitative data. This technique, according to Shorten and Smith (2017), entails a deliberate combination of approaches for data gathering, data processing, and evidence interpretation. This

strategy was utilized by the researcher to acquire a better grasp of the relationships and inconsistencies between qualitative and quantitative data.

For the qualitative technique, video recording was employed, and for the quantitative method, a survey was used. The researcher observed the classroom via video recording because it gave real proof because the video could be replayed to witness the event during the session. This evidence might help the instructor and students have positive feedback dialogues. The video recording will investigate the influence of Wordwall on students in an English classroom. To enhance the quality of data gathering, this study includes conversation transcription from Google Meet to detect student involvement and participation. The transcription from the video recording of the pre-lesson and closing stages, when Wordwall was utilized, was used by the researcher.

The survey for this research was to identify the students' perception of using Wordwall in the ESL classroom.

Part A, Part B, and Part C are the three sections of the survey.

- Part A is where the respondents' information is gathered.
- Part B consists of five questions about using Wordwall in the English classroom.
- Part C has ten items and contains questions about the students' perceptions of the use of Wordwall in the English classroom.

A 5-point likert scale was employed in the poll, with responses ranging from "strongly agree" to "strongly disagree." The tool asked respondents to rate how much they agreed or disagreed with the assertions.

The study was carried out in Hoang Cau High School, with 48 students from Class 10A11 taking part. Thematic analysis was used to examine the data produced from the video transcription equipment, while descriptive analysis was used to study the survey data. The transcription will be abridged and examined depending on the themes discovered. The survey participants' replies are calculated and classified according to each question. The data gathered will provide insights into how Wordwall might increase students' engagement.

IV. FINDINGS AND DISCUSSION

4.1. The Impact of using Wordwall on Students' Participation in the ESL Classroom

The data from the video transcription was collected and analyzed to aid in the achievement of this initial study goal. The study discovered that when Wordwall was utilized, pupils participated and engaged more. It also boosted the student's desire to participate in the English lesson. After the introduction of Wordwall, the number of pupils engaging in the class has grown. Once students complete the game quiz and answer the questions, it encourages their engagement. This demonstrates that students are more interested in classroom activities after using Wordwall. The observation also revealed that when students get more open and comfortable, they become more eager to join and participate in the online classroom. According to the students' responses, the class was engaging, enjoyable, and thrilling. There is no negative response from the students, demonstrating that employing Wordwall can attract students to join and engage in the ESL classroom in the future. This thus confirms that the adoption of Wordwall has increased student involvement in the ESL classroom. This is consistent with the argument made by Felszeghy et al. (2019) that when technology is integrated into an educational activity, students are more likely to remain involved.

4.2. The Students' Perception of using Wordwall in the ESL Classroom

To reach the second research objective for this study, students in Class 10A11 took part in a survey conducted by the researcher to determine their attitudes on the use of Wordwall.

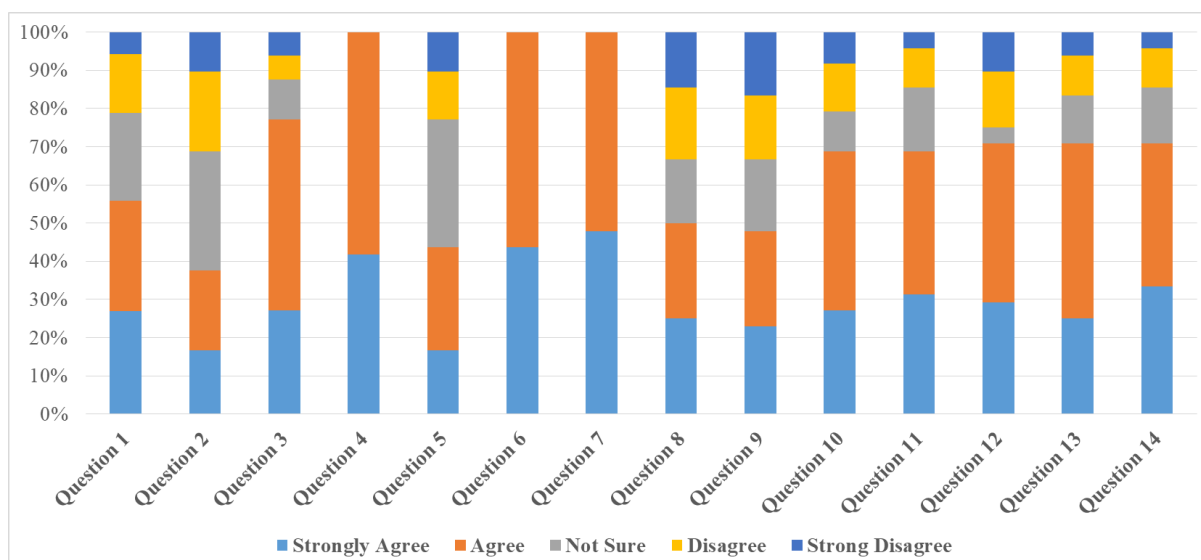


Figure 1. Students' perception of using Wordwall in the ESL classroom

According to Figure 1, 60.5% of respondents feel Wordwall can help them engage in class more successfully. This highlights how, while participating in the exercise, Wordwall may assist in more successfully engaging students in the classroom. Furthermore, 37.5% of respondents believe that Wordwall can help students work independently since it gives clear directions for taking the quiz (77.1%) and provides results soon after completing the quiz (100%). While an equal number of respondents agree (27.1%) and strongly agree (16.7%) that Wordwall can help students acquire confidence while they study English since it allows them to check the leaderboard to see their score (100%), it also allows students to play more than twice (100%). Moreover, 50% of respondents think that Wordwall is good at teaching vocabulary, and 47.9% believe that Wordwall may help students better grasp the lesson. The results demonstrated that using Wordwall improved vocabulary learning and language comprehension. Additionally, 68.8% of respondents believed that Wordwall allows students to engage in interactive learning, and 70.8% said that Wordwall motivates students to participate in class. Moreover, 29.2% of respondents were unsure about the usage of internet data when using Wordwall, while another 70.8% feel Wordwall does not consume a lot of internet data. In addition, 70.8% of respondents agreed that using minigames in Wordwall might encourage students to participate in the classroom since the design of Wordwall is judged fascinating by nearly 71% of

respondents. The majority of students agreed on these points. The overall reaction to the questions regarding the usage of Wordwall in the English classroom was really positive.

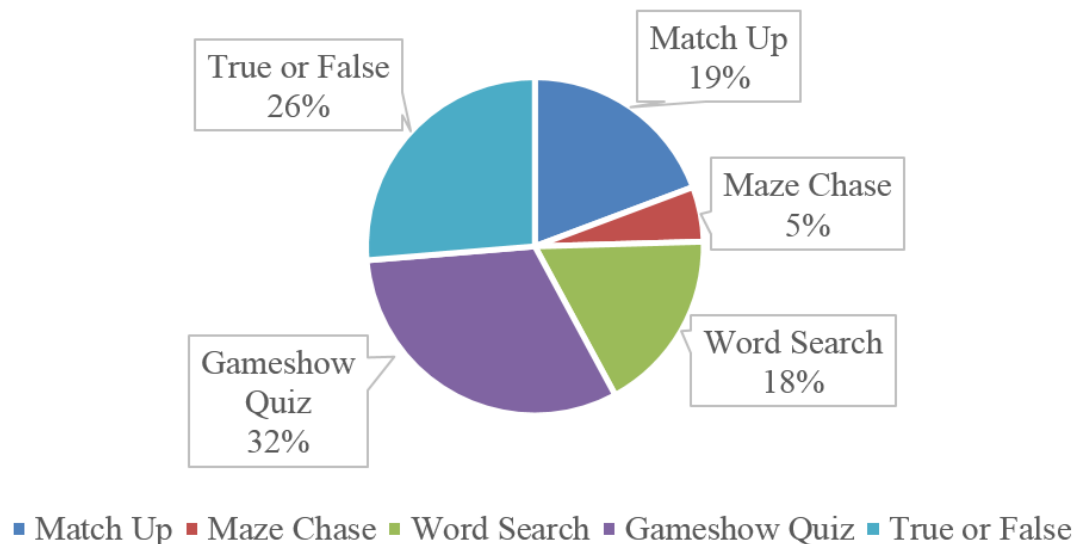


Figure 2. Students' preferences of Wordwall activities.

Figure 2 illustrated the percentage of students that preferred Wordwall activities. It was discovered that 82% of Class 10A11, equivalent 40 people, picked gameshow quiz activity as the primary usage of Wordwall. While 30 (62% of respondents) liked the true or false activity. The match up activity was favoured by 33 respondents (68%), whereas the word search activity was selected by 72% or 34 respondents. Finally, just 45%, or 22LOAN respondents, preferred maze chase activities. The data revealed that students prefer game show quizzes over other activities.

V. CONCLUSION, IMPLICATIONS AND RECOMMENDATIONS

5.1. Conclusion

In conclusion, this study will investigate the influence of utilizing Wordwall on students' engagement in the ESL classroom and how it affects students' participation using video classroom observation and a survey. Based on the findings of the video transcription and survey instruments, it is possible to infer that the implementation of Wordwall has a beneficial influence on enhancing students' involvement in the ESL classroom.

After using Wordwall in the lesson, students are able to actively participate in the discussion of the first research question. Furthermore, students are more likely to respond to questions from the teacher and actively express their opinions. Furthermore, students are more at ease and engaged in classroom discussions, with the majority of students contributing to the answers to the Wordwall questions. Additionally, when Wordwall is used, students are more motivated to learn the lesson. Some students expressed their enthusiasm for the use of Wordwall in the classroom.

For the second research question, the majority of students believe that using Wordwall can help students better understand the lesson because Wordwall provides answers immediately and allows students to play more than twice. Furthermore, the use of Wordwall allows students to work independently because it provides clear instructions for completing the quiz and allows its players to check the leaderboard to see their score without the teacher monitoring them. The researcher also discovered that using Wordwall can help students be more engaged in the classroom by allowing them to participate in interactive learning. Wordwall also engages students and effectively teaches vocabulary.

When Wordwall is used, students become more motivated to participate in class. Students prefer game show quizzes over true or false, match up, word search, and maze chase. According to the data, students enjoy participating in a competitive activity that requires them to be more precise in answering the quiz via the platform.

5.2. Implications

The use of Wordwall in improving students' engagement in the ESL classroom is revealed as a result of this research. According to the findings of this study, half of the students are hesitant to use internet data when using Wordwall. Some students believe that using Wordwall while learning online consumes a lot of internet data. As a result, teachers should prepare a worksheet or use another learning platform that does not consume a large amount of data for students who

are unable to participate in the activity via Wordwall. This is done so that students can get the same information from the lesson and comprehend it better.

Furthermore, the types of Wordwall activity revealed in this study can influence students' interest in learning English. Among the five types of Wordwall activity collected by the researcher from form 1 students, game show quiz activity is the most popular. As a result, it can be concluded that game show quizzes are the most appealing minigames to the students in this study. In fact, in order to improve students' participation in the ESL classroom, teachers should consider designing interactive activities based on their interests.

Overall, this is a small-scale study in which only 48 students served as research samples. As a result, the findings of this study were based on the opinions of specific respondents and did not represent the views of all students in the class or school. This is due to the fact that students from different classes or schools may have different perspectives on the use of Wordwall to improve student engagement in the ESL classroom.

5.3. Recommendations

Further research into the use of game-based learning platforms in the classroom is recommended. To support a wide range of analyses aimed at increasing student engagement in the classroom, different types of learning platforms should be considered. This current study could be expanded to include different types of learning platforms in the classroom for a better result.

Furthermore, semi-structured interviews could be used as a research instrument in this study. This is due to the fact that interviews could assist the researcher in better understanding and exploring respondents' perspectives on the use of Wordwall in the ESL classroom. It is also suggested that relevant open-ended questions be prepared for future research in order to collect more in-depth information from respondents.

Furthermore, because this is a small-scale study, it is suggested that a larger sample size be used in the future to broaden the study. The researcher should

include other classes or schools in future research. This is because a larger sample size can help generalisation become more valid for the data.

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APPENDICES

APPENDIX 1

THE SURVEY

My name is Le Thanh Loan and I am currently studying for how effective Quizizz can help you improve your performance in English summative tests. This questionnaire intends to investigate 12th-grade students' perspectives on the use of Quizizz application in doing mock summative English tests. The researcher will maintain the secrecy of your information. There are two sections in this questionnaire. The first part is deal with background information of the students, and the second part is deal with the statements related to the students' perception of the use of Quizizz as an online formative assessment to practice mock English summative tests. All responses will kept anonymous and no one will be identifiable in the research.

Part 1 – Background Information

1. Name:
2. Gender: ☐ Male ☐ Female ☐ Prefer not to say

Part 2 – Questionnaire

The 14 items in this questionnaire are statements which describe students' perspectives on the use of Wordwall application in learning English in class. Please read each one, decide how well it applies to you, and indicate to what extent you agree or disagree with each statement in this questionnaire. For each item, please click on the option that best represents how closely the statement applies to you. Give only one option for each item. It should take approximately 5 minutes to complete this questionnaire.

Note: SA = Strongly Agree, A = agree, N = Neutral, D = Disagree, SD = Strongly Disagree

Questionnaire items	SA	A	NS	D	SD
1. Wordwall can help to engage you in the classroom more effectively.					
2. Wordwall can enable you to work independently.					
3. Wordwall provides clear instructions for you to complete the quiz.					
4. Wordwall provides answers immediately after finishing the quiz.					
5. Wordwall can assist you in developing confidence as you learn English.					
6. Wordwall allows you to check the leaderboard to see your score.					
7. Wordwall allows you to play more than twice.					
8. Wordwall is effective at teaching vocabulary.					
9. Wordwall can aid you in better understanding the lesson.					
10. Wordwall enables you to engage in interactive learning.					
11. You get more motivated to join the class when Wordwall is being used.					
12. Wordwall does not consume a lot of internet data.					
13. The use of minigames in Wordwall can attract you to participate in the classroom.					
14. Learning English with Wordwall is interesting.					

Part 3 – Wordwall Activities that you like

Which Wordwall activities do you like?

- ☐ True or False
 ☐ Match up

☐ Maze Chase
 ☐ Word Search

☐ Gameshow Quiz

APPENDIX 2

INTERVIEW QUESTIONS

Question 1: *What do you like about using Wordwall in learning English in class?*

Question 2: *What don't you like about using Wordwall in learning English in class?*

Question 3: *Do you think that you engage more in the lessons with Wordwall?*

Question 4: *Do learning English with Wordwall make you understand the lessons more and become more confident?*

Question 5: *Do you think that Wordwall makes English lessons more interesting?*

APPENDIX 3

THE RESULTS OF THE SURVEY

QUESTIONS		Strongly Agree		Agree		Not Sure		Disagree		Strongly Disagree	
		Quantity	Percentage	Quantity	Percentage	Quantity	Percentage	Quantity	Percentage	Quantity	Percentage
Question 1	Wordwall can help to engage you in the classroom more effectively.	14	29,2	15	31,3	12	25,0	8	16,7	3	6,3
Question 2	Wordwall can enable you to work independently.	8	16,7	10	20,8	15	31,3	10	20,8	5	10,4
Question 3	Wordwall provides clear instructions for you to complete the quiz.	13	27,1	24	50,0	5	10,4	3	6,3	3	6,3
Question 4	Wordwall provides answers immediately after finishing the quiz.	20	41,7	28	58,3	0	0,0	0	0,0	0	0,0
Question 5	Wordwall can assist you in developing confidence as you learn English.	8	16,7	13	27,1	16	33,3	6	12,5	5	10,4
Question 6	Wordwall allows you to check the leaderboard to see your score.	21	43,8	27	56,3	0	0,0	0	0,0	0	0,0
Question 7	Wordwall allows you to play more than twice.	23	47,9	25	52,1	0	0,0	0	0,0	0	0,0
Question 8	Wordwall is effective at teaching vocabulary.	12	25,0	12	25,0	8	16,7	9	18,8	7	14,6
Question 9	Wordwall can aid you in better understanding the lesson.	11	22,9	12	25,0	9	18,8	8	16,7	8	16,7
Question 10	Wordwall enables you to engage in interactive learning.	13	27,1	20	41,7	5	10,4	6	12,5	4	8,3
Question 11	You get more motivated to join the class when Wordwall is being used.	15	31,3	18	37,5	8	16,7	5	10,4	2	4,2
Question 12	Wordwall does not consume a lot of internet data.	14	29,2	20	41,7	2	4,2	7	14,6	5	10,4
Question 13	The use of minigames in Wordwall can attract you to participate in the classroom.	12	25,0	22	45,8	6	12,5	5	10,4	3	6,3
Question 14	Learning English with Wordwall is interesting.	16	33,3	18	37,5	7	14,6	5	10,4	2	4,2

Wordwall Activities	Number of students	Percentages
Gameshow Quiz	40	82%
True or False	30	62%
Match up	33	68%
Wordsearch	34	72%
Maze Chase	22	45%

APPENDIX 4

SOME PICTURES ABOUT USING WORDWALL IN ENGLISH LESSONS

