

**UNIVERSIDAD INTERNACIONAL DE LAS AMÉRICAS
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**THESIS SUBMITTED FOR THE DEGREE OF BACHELOR OF ENGLISH
TEACHING.**

**THE USE OF THE GAMING APP “WORDWALL” TO IMPROVE GRAMMAR AND
VOCABULARY SKILLS FOR 5-1 STUDENTS AT ESCUELA DE YERBABUENA, TRES
RÍOS, FIRST TRIMESTER, 2025**

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Dedication

I want to dedicate this investigation to my mom who has been an immense support in every single area of my life. She made me the person who I am right now, and all my efforts are for her because of her love, attention, and support since I was a child. Secondly, I would like to dedicate this work to my girlfriend who has been by my side, showing me that I am a lot more than I think, and she has been helping me since the first day of this process with love and patience. Also, I want to thank the students of Escuela de Yerbabuena and their English teacher that had helped me for years to become a better teacher and also made this investigation possible. Lastly, my dad that, even if he is not physically here with us anymore, he is watching proudly at me in Heaven; my goals and dreams are all for him and I want to take this space to dedicate my research to the person that desired me to become a great professional. To these important people, thank you for shaping me into a better man and professional.

Abstract

The main purpose of this investigation is to identify and demonstrate how the implementation of gaming apps, WordWall in this case, can improve in many ways the grammar skill for students in the classroom, allowing them to find a better understanding of the rules that it includes and, additionally, helping them to have a more complex and extended lexicon. To reinforce this basis, a sequence of interviews was made to students that are coursing the fifth grade in Escuela de Yerbabuena. Furthermore, these interviews pretend to show how the learners react to the usage of WordWall and how do they perform when using it.

Moreover, for this investigation it was considered aspects such as the zone in which the research was made, the level of English that the students present and how familiarized they are with apps that could refine they vocabulary and grammar at the same time. On top of that, this analysis took an educational approach as it tries to build a more elaborated idea of strategies to boost the students' knowledge alongside the basic language skill, grammar and the vocabulary.

Resumen

El objetivo principal de esta investigación es identificar y demostrar cómo la implementación de aplicaciones de juegos, en este caso WordWall, puede mejorar de muchas maneras el aprendizaje gramatical de los estudiantes en el aula, permitiéndoles comprender mejor las reglas que incluye y, además, ayudándolos a tener un léxico más complejo y extenso. Para reforzar esta base, se realizó una serie de entrevistas a estudiantes del quinto grado de la Escuela de Yerbabuena. Complementario a eso, estas entrevistas pretenden mostrar cómo reaccionan los estudiantes al uso de WordWall y cómo se desempeñan al utilizarlo.

Adicionalmente, para esta investigación se consideraron aspectos como la zona en la que se realizó la investigación, el nivel de inglés que presentan los estudiantes y qué tan familiarizados están con aplicaciones que podrían refinar su vocabulario y gramática al mismo tiempo. Además, este análisis tomó un enfoque educativo ya que trata de construir una idea más elaborada de estrategias para impulsar el conocimiento de los estudiantes junto a la habilidad básica del idioma, gramática y el vocabulario.

Chapter I

Introductory Framework

With the arrival of the technological era in which humanity is living, people have become more knowledgeable about how important and useful it is for every single area, and this, of course, includes the learning process of a foreign language. In addition to that, the recent pandemic era that had people confined inside their homes, encouraged an urge to apply technology to schools and high schools that were not prepared for this kind of situations, struggling with a lack of strategies to make classes dynamic and help the students to learn and have fun at the same time, especially to young learners who are always in need of funny activities during the lessons securing their attention. Alongside this problem, many platforms, apps and games have arrived to give a helping hand to educators and facilitate how the lessons are taught. With the arrival of tools, WordWall was one of the most useful gaming apps during those years and, nowadays, it has been particularly useful to teachers that came back from the COVID 19 pandemic.

Referring to WordWall, it is an app made to aid professors when they desire to create activities that could be applied not only digitally but face-to-face as well. Moreover, this tool allows the teachers to prepare fun games for their students, no matter their age, taking advantage of technology to make a more entertaining environment inside the classroom now that education centers are back to their normality.

This investigation intends to find how the usage of this very gaming app could be used during the learning process to young students that are still learning the basics of grammar of the English language, and, at the same time, they improve their vocabulary since it is very clear that many students are lacking in these areas because of their struggle learning during the last 5 years. Moreover, it analyzes the performance of the students specifically in a public institution in which,

usually, students struggle more to acquire the necessary and basic information to have favorable grammar skills and better lexicon, this becoming a common problem inside most classrooms.

Finally, since grammar and vocabulary are two of the most affected areas when young students are learning a new language, WordWall aims to improve these skills constantly with its enormous number of games already made and the ones that the educators can add manually without much of a problem.

1.1 Problem Statement.

For this investigation it was intended to find how grammar could be improved with the usage of the tool WordWall for young learners that struggle to understand how this skill works. Additionally, the target audience was learners between twelve and fourteen years old that are part of a public School. This is because the author of this investigation found out how the learners between this age gap lack of the necessary knowledge focusing on vocabulary and basic grammar, showing how they are not prepared to express themselves as they should in any English-speaking environment.

Unfortunately, many students do not show any sign of interest in learning grammar or acquiring new vocabulary as they should, leading to constant mistakes when using the language that do not allow them to perform better when using this basic skill. This, unluckily, is boosted by the teachers that do not reinvent their methodologies, strategies and tools, using the same old ways to teach that do not fit with this new generation of students that present a big need for technology.

In addition, the students involved in the investigation live in a similar environment in terms of the economy and with full access to the Internet, which is the only requirement to use the app. Additionally, it is pretended with this investigation to show proof that the implementation of WordWall could help these students to fully improve their grammar with games made by the teacher in hand.

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The results of this research aim to provide a better understanding to colleagues about the importance of developing more strategies and teaching methods that take advantage of the technology which is constantly evolving around society. As a result, it is pretended to impulse present and future professors to add this kind of activity to make classes more dynamic and entertaining to learners, no matter their age.

1.2 Investigation Objectives

1.2.1 General Objective:

To analyze how the gaming app WordWall contributes to improving the grammar skills and acquisition of vocabulary of 5-1 students at Escuela de Yerbabuena during the first trimester of 2025.

1.2.2 Specific Objectives:

1. To describe the initial grammar proficiency level of 5-1 students alongside their vocabulary level before incorporating the gaming app WordWall into their learning process.
2. To implement interactive grammar-focused and vocabulary-based activities using WordWall to observe how students engage and participate in the learning process.
3. To evaluate the effectiveness of WordWall in improving students’ grammar skills and vocabulary through the observation of their progress and elaboration of the post-test.

1.3. Justification of the study.

In this chosen topic, it was found that its importance will lead to the knowledge in teaching explicitly with the use of gaming apps to improve grammar and vocabulary during the lessons. Therefore, it will provide information regarding how the process was fulfilled and what people could learn from it. Its’ main point is to get to know in full detail how this application of WordWall could establish a new way to improve the lessons for young learners, applying

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methodologies already used and mix it with the many games that teachers can create to develop a better understanding of grammar as it also contributes to the acquisition of vocabulary.

Since some years ago, the English language has had an especially important impact on society. For that reason, it is necessary to learn the language as soon as possible. Nowadays, more companies from different countries are looking for expansion, using English as the first language of communication and one skill in which many people truly lack is clearly grammar.

Grammar is one of the most important skills that every single person should have when writing and even talking; however, when people are learning English as their second language, they struggle to learn its proper use and some basic rules, leading them to have knowledge enough to communicate, but they do not possess the skills to express themselves as they should with simple tasks, for example.

In addition, investigating more deeply into this problem, it was found that the students between an age gap of 10-13 years old present many complications to develop a proper use of grammar, and this is mostly because they do not show interest in this skill, having a lot more enjoyment for listening or speaking activities during the learning process. Moreover, this lack of interest is supported by the methodology that the teachers present to those students, not showing dynamic activities that could really catch the attention of the teenagers.

This leads to an obstruction to those learners that do not really enjoy the language at all, being forced to pay attention to activities that they do not find fun and slowly disliking the subject since they cannot get immersed during the lessons that the professor is giving.

As a result, this research intends to show proof that the implementation of tools such as WordWall could facilitate the lessons for the teachers and students, using games that could take advantage of the dynamic in class and develop an increasing interest to students that do not feel

motivated at all to learn grammar because of how difficult it might be for them. For this, the app WordWall can be used to improve the grammatical and lexicon problems that many learners can show with interesting and funny games that easily facilitate the teachers’ work with games such as crosswords, puzzles based on word search and activities in which the students can memorize/learn the correct spelling of words that they usually struggle with when learning grammar. Moreover, activities such as quizzes in which the students can interact and compete to show the correct use of grammar in sentences is also another form in which WordWall helps to solve this problem as the learners acquire new vocabulary related to the topic that the educator is working with.

Investigating this topic, the author aims to provide a better and more complex view of the importance of creating dynamic classes that make use of technology. In this case WordWall as a gaming app, to improve the grammar in young students that are looking forward to finding enjoyment inside the classroom and, additionally, do not have the level of vocabulary that they must have for their age. Furthermore, it is pretended to show to future researchers that a good use of the tools that the pandemic let for teaching could be applied too after the return to classrooms now that the new generations have different needs from the ones people had 15 years ago. Additionally, it is a must for the teachers in this era to have the capacity to constantly improve on their work when it comes to teaching a foreign language such as English. In this case, taking into consideration that the strategies used take part of a big role inside the process of understanding the language. In this case, adding WordWall to their lessons to eliminate the problems that many students have when learning grammar based on a certain topic, leading the app and the educators that use it to connect more easily with the young students and their needs of games like puzzles, questionnaires and quizzes made specifically to improve these areas in which the students are lacking understanding.

1.4 Antecedents

WordWall is an app made to facilitate the work of teachers around the world to improve and teach all the basic skills of any language around the world. This app was first introduced to students during the year 2006 in the United Kingdom as an idea that one of the founders had trying to do an activity in which the learners had to pretend that they are on a TV game show so, he programmed the game and tested it with the students. Eventually, this idea evolved slowly until it reached what everybody knows today during 2016, finally becoming an app that was well received for teachers around the world because of how easy it was to use and the facilitations it provides to students and professors.

Moreover, apps like this one were extremely useful during the pandemic years, allowing the teachers to find enough tools to make classes more entertaining to all their students and especially helped them to develop better skills, especially grammar that is one of the most affected skills for learners at first. As it was stated by M. Guzmán, (2022) “The implementation of more didactic resources is needed for the learners to have better bases”. This makes a clear point about how important it is to add more dynamic activities during the classes to improve the experience that the students could have, and, at the same time, developing better bases to them. Therefore, the addition of gamification during the lessons could be a useful form of helping students to develop better skills that could represent an improvement during the teaching process. According to Carvajal, Andrea (2022), “Through play, children can develop physical and cognitive abilities such as psychomotor and mental abilities. Through games, children explore and understand the unknown world around them.” This quote emphasizes how truly relevant the usage of gamification is for young learners since it could help to develop essential aspects for the students as they have fun and acquire a better understanding of the impact of certain topics.

Additionally, it is well known that the effectiveness of these methods is always influenced by the way in which the educator imparts the lessons. This leads to a common problem that many teachers refuse to make dynamic classes since they are not really interested in changing their form of teaching, forcing the students to adapt to the same old methodologies that are not working for many young learners. According to García, Jennifer (2020), even though the student is the one who will acquire knowledge to put it in practice afterwards, the teacher can positively and powerfully influence on them as well as negatively by his/her attitude and way to perform the class. This aims to demonstrate the big impact that the educators can generate by refusing to the change and, at the same time, showing an incorrect attitude towards the students that struggle with their classes and, as a result, failing to learn basic aspects of the language because of the lack of help that many of them receive. Likewise, it is relevant to emphasize that the finding of new ways of teaching to improve lessons are extremely important to catch the attention of the learners as they acquire knowledge that, in this specific case, is shown for grammar as a skill to communicate and acquire vocabulary. Additionally, Nenohai et al (2022) states that “by integrating the activities of WordWall into the process of learning, teachers can stimulate an interactive and dynamic learning environment that nurtures students' writing skill.” This quote emphasizes how truly useful WordWall could be for the learning process, demonstrating that the dynamic activities and games that could be done in the app can facilitate the educators’ job when the group is exposed to new vocabulary or even when they are learning new grammar rules that they do not know at all.

Furthermore, according to an investigation made by Fallas, Gabuardi (2021), “learners must be exposed to different learning processes that contribute to the development of the linguistic skills” proving that, as professors, it is their duty to ensure that all of their students’ develop the proper skills to communicate by using different methods to teach alongside new ways to make innovative

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lessons that contribute to their different needs and ways of learning. To complement this information, it is important to mention an international analysis made by Anindya, Fidela (2024) named “The use of WordWall media in teaching English vocabulary for young learners: A systematic review.” in which it was stated that WordWall media is utilized for English language learning to enhance students’ comprehension of English vocabulary, reducing their need for dictionaries or teacher provided word definitions. This statement emphasizes how the implementation of WordWall as a teaching tool could be the perfect helping hand to those teachers that look for an improvement of the lexicon and grammar of the students, allowing them to let aside the usage of the dictionaries that some of the young students do not know how to use properly, especially those coursing the early years in an educational system.

1.5 Scope

This investigation can help people in the future to have a better understanding about how the implementation of gaming apps could lead young students to learn and improve not only grammar but acquisition of vocabulary as they find entertainment and joy during the learning process, securing a good environment as learners. Additionally, the researcher analyzes how a group of chosen students performs with the implementation of some games made in WordWall to have a full view of the usefulness of the app in students inside an educational environment when trying to improve grammar and vocabulary. This will be achieved by implementing the games, as it was already stated, and by analyzing questionnaires given to the students involved with those games in an attempt to consider how much they learned and if they enjoyed playing those games as a post-test to prove the hypothesis already stated of the usefulness of WordWall as a helping tool during

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the lessons. Finally, the overall purpose and main goal of the research is to prove how a more technological approach to the students who have problems learning grammar and new vocabulary might help them to find more facilities when they are receiving classes that they usually do not enjoy.

Chapter II

Theoretical Framework

For this chapter, relevant elements are going to be exposed to show proof of the utility that WordWall as a teaching tool has inside the classrooms. To achieve this, several theories alongside with important concepts are going to be discussed to find a better understanding of this analysis, taking an approach based on information already analyzed by researchers interested in this topic. Complementary to that, most of the information that is going to be shown is based on previous investigations referring to the importance of WordWall, technology during lessons and how this contributes to a more efficient learning process for young students. As for the approach to be taken by the researcher, it is going to focus on experimental research since the information and its results are going to be taken from the efficacy of the application. However, some previous analyses are going to be used to reinforce the information resulting from the research. Moreover, “*The use of WordWall media in teaching English vocabulary for young learners: A systematic review*” by Anindya, Fidela, 2024 was used as a main source of information because of its relevance and relation to this investigation.

2.1 Literature Review

For starters, does the implementation of gaming apps really help students as they are learning English? Contrary to what many people believe, the use of apps such as WordWall might contribute a lot to learners as they study a new language, helping to gain a better understanding of how English works and how it is when a non-native speaker is trying to communicate with other people. This outdated belief forced many young learners to adapt to the old methods of teaching that are effective, but not as they could since they are not evolving with the passing years and the constant evolution of technology. This thesis will show how the addition of the gaming app WordWall to the learning process inside a class might be useful to educators when teaching

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grammar for the acquisition of English as a second language. Additionally, the investigation intends to show a clearer view of the advantages of adding gaming apps as a tool to complement the methods used inside a classroom to reinforce the knowledge already acquired by the students between an age gap of 12 and 14 years old. Therefore, relevant key points of this implementation will be shown to clarify the contribution of gaming apps, WordWall in this case, to demonstrate the usefulness that educators would find in these applications.

2.1.1 Technology inside classrooms and its contributions.

As for the first main point of this research, the usage of technology inside the class is going to be discussed. With the passing of the years and the constant evolution of the technology, multiple areas of the teaching process have been benefited by this same progression, receiving tools that help to facilitate the learning of a new language, such as English, highlighting the customization of the students’ learning, the motivation to learners and more importantly, what it consists of.

Additionally, the relevance of a more dynamic and striking class is going to be discussed, taking into consideration the ages and interests that the young students of the new generation present, technology being one of the most important parts of their everyday life. Moreover, the present generation of students considers many of the old methods obsolete just because they lack activities that can catch their attention at their fullest. Adding technological devices and methods that consider apps as a tool to review the topics already seen in class facilitate the growth in learners and, at the same time, boosts their collaboration during the lessons, creativity and it increases their interest in learning.

Therefore, the need of a modernization when it comes to teaching, adapting to the students’ necessities as they learn English grammar and highlighting the potential presented by the many tools exposed to learners and educators plays a major part when any professor desires to make

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lessons more entertaining and adapt them to the learners. However, exposing the students to new teaching techniques or old ones that were modified to include technology might present difficulties for some students so, the importance of analyzing the students and considering their diverse types of learning alongside with their other necessities is a must when trying to add these kinds of methods. In addition, as it was analyzed by the Grand Canyon University (2023) in their article *How Using Technology in Teaching Affects Classrooms*, “teachers and administrators should carefully evaluate each new technology to determine whether it will indeed support intended learning outcomes and enable students to master the lesson plan.” This reinforces the evidence of how relevant it is to know the students’ necessities and adaptability to these methods, taking into consideration that not every student can easily adapt to some activities that include technology, this acting as the main reason for the educators to take a moment to find the perfect balance between using the ordinary methods of teaching and the ones based on technology as a helping tool. Likewise, teachers can find more benefits in the addition of tools that technology provides inside the class and, at the same time, improving lessons to make things more dynamic to young learners that sometimes struggle to find interest in classes; considering that this problem obstructs classes, especially when it involves kids and teenagers.

The addition of any sort of technological device inside a classroom is always a powerful help to any class that involves learning a second language. From TV screens to digital books and even projectors, the implementation of these tools always represents a helping hand to any teacher facilitating not only their work but improving the students’ understanding of the topics by presenting facilities that some of them consider striking to their heads. More importantly, using a laptop with a projector can help the professor to display PowerPoint or Canva presentations, this acting as a tool that stimulates the learner’s right hemisphere of the brain, helping them to develop

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more creativity as they study English with visuals that manages to catch their attention easily.

Applicating these presentations as a form of stimulation to their creativity, young learners can find enjoyment as colorful slides present the topics, allowing the teachers to be able to include more interactions between the students while the topics are presented to the students. Furthermore, these PowerPoint/Canva presentations contribute to the addition of participation during classes, allowing the professors the chance to assign a reading order between slides to ensure that the students are paying attention to the class, acting as a form of practice of their reading and speaking skills.

Complementary to that, using these presentations as homework for learners to review the topics previously given by the educator is an especially useful form of using technology as a tool to teach English.

Another useful form of encouraging the use of technology for students inside a learning environment is the implementation of podcasts to improve students’ vocabulary and listening skills. Nowadays, podcasts are something that many people around the world recommend to learn English easily, making this an immensely popular way of acquiring knowledge and understanding the language since there are many podcasts with different levels of complexity. Additionally, one effective way to implement them in classrooms is assigning the listening of one simple podcast related to the topic that was covered and then, during the lessons, ask questions based on what the learners were supposed to understand from it. In Inez De Florio-Hansen’s book, *Teaching and Learning English in the Digital Age*, Pag 221, the usage of podcast is listed as one of the most frequent forms of teaching English while using technology as a helping tool to teach and learn the language. Moreover, podcasts are always an easy way of adapting learning to present usage of technology in students’ everyday life. Of course, not every student has the facility to enter a podcast

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and listen to it, however, it is the teacher’s responsibility to give the proper explanation to the students so they can have access to it.

Related to the example previously showed, using movies or videos in front of the class occasionally helps to motivate students to learn and pay attention to the movie, taking into consideration their level of English, obviously, but presenting to them vocabulary that can help them to develop better communication skills. Adding this kind of activity represents relaxation to students and encourages them to pay attention to what they are seeing if the teacher decides to ask questions at the end of the video or movie about key details that contribute to what the students learned.

One of the many benefits that technology inside the classrooms represents is how it could be customized to help and facilitate the learning of any student. This is achieved by the implementation of tools that can easily be molded into the students’ needs, attempting to make things more accessible to the learners with the passing of the lessons. In addition, using these tools provides the adaptability that is needed to ensure the understanding of the topics covered in class by the professor. On top of that, teachers can adjust the progression of the students based on their present level of English, emphasizing how certain technological tools can help the educator to measure the advance that the students have during the lessons and so, have a more specific view of how apt the learner is to continue with harder task and topics.

To be more precise, if a student is struggling to understand a specific topic, the educator can use videos on the PC or TV screen as an attempt to make things easier for that student, in case their type of learning is focused on visual aids. However, if the student has a type of learning related to listening, the teacher can use music in a different approach. The same goes for students with the kinesthetic type of learning; allowing the professor to use games that could use technology as a tool

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to create a game that involves moving, playing, and reinforcing the knowledge in which the learner is lacking.

Considering this information, an investigation conducted by the Arizona State University recommends the use of apps such as Kahoot, which is one of the most famous applications used around the world for customizable questionnaires to put into practice the learners’ knowledge about a certain topic. Additionally, the same article shows the app named Padlet; an app that is based on a digital bulletin board where students can post notes, links, images, and videos, allowing collaboration and interaction between students and professors. This app promotes a learning environment in which not only the teacher, but the students can contribute to customize the way in which they are learning, having the chance to use or customize the digital wall as the teacher decides, and it can be used to reinforce the lessons. Another app mentioned by this article is Socrative. This one allows the educator to evaluate the level of learning by doing quizzes, like Kahoot, but it helps teachers to grade the students immediately, saving time and effort to the educators to focus and customize the lessons to achieve better strategies to instruct the students.

2.1.2 Motivation in education.

One of the most essential elements that influences the learning process is motivation. The relevance of a motivated student is crucial, and, for this reason, it is necessary for any educator to find ways to motivate the learners with different activities. More importantly, the educators’ duty is to find the proper approach to make students feel interested and invested in the topics that are presented to them during the lessons. For this reason and related to this investigation, the usage of technology inside the classroom represents a big motivation to most of the students since the new generation of teenagers feels more attracted to technological tools, taking into consideration that

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they live in a modern era that uses technology as a priority, utilizing cellphones, laptops, iPads and Smart TVs with frequent use.

Moreover, it is essential to make a reference to a publication made by the Oxford University Press for its digital magazine *Using technology to motivate learners. (2022)*, “technology is not inherently motivating for learners: how it affects their motivation depends on how it is used”. This quote from their article takes a quite precise approach on how educators should find the proper way to utilize technology inside a learning environment since it is not about simply using technology to motivate the students, it is about finding the proper way to catch their attention with activities that involve these tools but, at the same time, helping them to develop better and efficient skills as they acquire knowledge. Contrary to what many people believe, using PowerPoint presentations one after another is not the right way to motivate students, as educators, it is a must to find the proper balance between these tools and other forms of teaching to secure progress for every student and not only focusing on the use of technology just for the sake of it.

On top of that, it is relevant to mention that motivation in class is intertwined with the participation of the students during lessons. The fact that young learners take with such importance the utilization of multiple tools which involve technology to motivate themselves during the lessons is quite relevant to identify since it could secure the active interaction between the students and teachers. Moreover, ensuring a motivated student is a teacher’s task to secure the learner’s participation and comprehension of the topics covered in class. For this, the professor must include activities that not only promote the active participation of the learners but, at the same time, encourage the group to pay attention to the class as they receive the lesson.

Consequently, it is relevant to highlight how the addition of video games to the lessons can contribute to the learning process of young students, catching their attention , and, at the same time

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stimulates their brains with things that they enjoy. In addition, this usage of gaming apps might represent an evolution to didactic activities previously used by professors in schools and high schools.

2.1.3 Videogames during the learning process.

Nowadays, technology has evolved to an incredible point that people could not imagine a couple of years ago and, alongside with the technology, the needs of the students have evolved, having different demands that need to be covered differently from the way they were covered in the past. For this, a solution that took a significant role during the pandemic is the usage of gaming apps to help students, catching their attention as they develop social skills by interacting with classmates and, at the same time, promoting collaborative learning. For example, Xun Ge and Ifenthaler (2016) define educational games in their research *Designing Engaging Educational Games and Assessing Engagement in Game-Based Learning* as those intentionally designed for the purpose of education, or those entertainment games that have incidental or educational values. Educational games are designed to help people understand concepts, learn domain knowledge, and develop problem solving skills as they play games.

Spaulding (2012) states that educational games are games specifically designed to teach a certain subject, expand concepts, reinforce development, understand a historical event or culture, or learn a skill.

Additionally, it is well known that young students from the current generation prefer video games in many aspects, considering that they find games as hobbies or even a relevant aspect in their daily lives. Furthermore, this relation that some teenagers have for video games could be

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applied to teaching a new language, cooperating with the methods that the educators must make classes more dynamic and even more productive as the students find joy as they learn.

For instance, implementing video games as a tool to reinforce the knowledge in class can contribute to the gaining of more motivation to the learners, giving students a reason to feel excited to learn and compete against other classmates to show how much they learned. In addition, it is recognizable that the students at these ages enjoy playing games and find activities like this as a valuable experience to learn and have fun, adding dynamism to the lessons, which is one of the most important benefits that games in classes offer. Moreover, the dynamism that the games provide to the classes is a tremendous help to secure a better learning environment, taking advantage of the enjoyment that teenagers have for these activities which motivates them to talk and contribute actively in class to win those games.

Besides that, there are plenty of video games that nowadays are focused on helping the students to develop better skills as they are having fun. There is a widespread belief that identifies video games as negative hobbies for students but, it was found by an investigation led by Murray (2012) that “Video games can be effective in classroom settings because 91% of school-age children are familiar with them”. This researcher shows proof that students are quite familiar with this form of education, demonstrating that they are also willing to see these types of activities implemented in an educational environment. Additionally, the evolution of these games can be a valuable tool for teachers to put into practice what the students learned in class, being able to analyze and comprehend which aspects there are missing as they have fun and learn. In this case, a notable number of games can be used to improve the grammar in any specific topic, boosting the learners’ lexicon with an enrichment of words that they could adapt to their vocabulary, especially for the young ones that are slowly learning new words with every topic covered during the lessons.

Taking into consideration the many aspects that benefit from the use of video games in classrooms as a tool to improve the knowledge already acquired in the lessons, the social skills are one of the most benefited by this usage. Using games for educational purposes not only helps students to enhance their knowledge but to promote more social interaction between the students that, in many cases, avoid interacting with a certain group of students, this being the case with teenagers that are not mature enough to put this aside. Luckily, the usage of these games can widely increase the social interaction between young learners, proving a solution to this problem and increasing the interaction between learners. Moreover, promoting a wholesome environment inside the class for every student to help each other as they work in pairs or groups is one of the most relevant aspects to take into consideration when acting as an educator for young learners, so it is undeniable that implementing activities or video games inside the classroom to boost the social interactions and skills is a strong necessity that every educator should have.

Guzmán (2022) states that “teachers can use different strategies, methods, and techniques to improve student participation.” Finding the proper techniques to help the students to feel comfortable enough to participate in the games is one of the most relevant aspects while applying them since it promotes the need and enjoyment that every learner involved should feel as the activities progress”.

2.1.4 Collaborative learning as a key point to learn.

Moreover, the addition of games involving groups or pairs, as it was previously mentioned, promotes the development of more interactions in classes. Using Kahoot, as an example, to answer questions in groups could foster the learners to communicate actively, trying to find the answers as they discuss their ideas about things they know. Another useful method for this is the use of “7 Little Words”, encouraging the students to help each other to form words related to specific topics

after receiving clues to have a better idea of the word that they need to formulate, acting as the perfect way to have the learners developing better social skills and putting into practice what they learned.

Related to the previous point, developing collaborative learning is an aspect that comes with the application of gaming apps. Education Endowment Foundation (2021) states that “collaborative learning involves pupils working together on activities or learning tasks in a group small enough to ensure that everyone participates. Pupils in the group may work on separate tasks contributing to a common overall outcome or work together on a shared task.” Taking into consideration this statement, the relevance of associating activities and gaming apps that involved collaboration with the lessons is a useful form of ensuring a better and more comfortable environment for the students, boosting their motivation, and allowing them to find joy during the lessons as a group. Nevertheless, having this type of approach implemented during the lessons requires a well-designed plan to apply, avoiding conflict between students as some of them might not be able to participate effectively since other students decide to take the spotlight and take a leading role for the others. Because of that, educators must think carefully about the groups formed before starting the game, analyzing that every student has the possibility to contribute to the activity and avoiding some of them be left behind by the other classmates.

In addition, it is recommended that using groups of 3 or 5 students in these games can contribute to the development of the activity since a balanced group of students can facilitate the progression of the mediation activities. To illustrate, in a group of twenty students, doing a well-balanced division of four groups of five pupils to complete a game on WordWall about guessing a profession is an efficient way to apply the activity since every student can have the opportunity to speak by taking obligatory turns while they review the topic. Additionally, the teacher can supervise

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that every student involved in the activity is sharing ideas with the rest to assure the flow of the activity and allowing learners to help each other with feedback and corrections.

Having explained the importance and the usefulness that gaming apps provide to the educators as they are instructing the pupils, WordWall is a useful tool that can boost every student’s knowledge as it motivates them with interesting games.

2.1.5 WordWall to boost English skills.

Since the arrival of the pandemic during the year 2020, educators were forced to implement new methods to teach English as a second language allowing many educational apps to take more relevance during this period. This need of creating new strategies to teach led educators to start using gaming apps with more frequency to make classes more dynamic for young learners and this gave WordWall the opportunity to shine because how easy it is to use, how it incorporates playful learning and how it could be adapted to the different English levels. Additionally, WordWall has been used since its launch in 2016 with the same base: embracing the ludic learning, but it was until 2020 that it became more useful for teachers around the world, facilitating the usage of listening, speaking, writing, and reading for the virtual classes. But, when schools returned to normality and classes went back to presential, some teaching methods that included this gaming app stayed to modify the old methods and adapt the new needs that the students develop during the pandemic.

According to the information provided by WordWall’s website, WordWall allows teachers to create interactive games and printed materials for their students. Teachers simply enter the content they want. This information is crucial to demonstrate how the gaming app works and what its purpose is in education. Moreover, with more than eighty million resources made around the words, thirty-four templates available and forty-three languages supported, WordWall has become

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one of the most useful tools to be incorporated during classes to improve English skills. On top of that, WordWall has been constantly evolving to adapt more templates of games to its extensive list, allowing teachers to create more and better activities that can be efficiently applied to any topic that the educator wants to reinforce with this app.

In addition, WordWall can be used for any situation as its games can be used to develop areas in which students are lacking while they are having fun playing the games designed by the teacher or simply reused by the other games posted by colleagues around the world. This, of course, demonstrates how adaptable the app is to the learners’ needs, emphasizing their different types of intelligences and, at the same time, working to make them feel comfortable enough with games that can make them feel motivated to participate actively in class and compete with other classmates in a healthy manner. Besides, one of the many priorities that WordWall has is the facilitation that it provides to all the teachers, giving the perfect opportunity to implement these games during classes in case they are not able to use a physical worksheet. In fact, WordWall could be the perfect tool to be used when teachers notice that the students are having trouble with the subject, adding simple yet efficient games to catch the teenagers’ attention after giving the theoretical explanation of the topics.

Accessing WordWall is one of the advantages of the app as well since it could be used by any device, no matter if it is a cellphone, an iPad, or a computer. People simply need to access the website wordwall.net and then follow these steps:

1. Firstly, select login by entering an e-mail address and a password.
2. Select the activity that the user desires to develop.
3. Follow by that, choice one of the many templates available.

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4. Then, customize the game to your own preference.
5. Select done and set the timer, speed, and level of the activity.
6. Lastly, upload the game to the site.

Once the steps are done, the educator can apply the activity during the class. However, it is relevant to state that WordWall is an app that requires internet connection, so the educator needs to be connected to the web before applying the game. Moreover, and considering this detail, WordWall is the perfect tool to use in class as an additional option to motivate the students since students at such an early age and teenagers are more attracted to dynamic classes that are followed by games of their liking. According to Tuzzahra (2024), the Word Wall web application not only serves as a learning evaluation tool, but also as a means for daily assignment creation and teachers can utilize it online or by downloading and printing selected games. Therefore, the advantages that this app provides to both learners and educators open a world of possibilities that can enrich the learning process since its games can be used to physical worksheets in case the classroom lacks a projector or TV screen.

Additionally, since WordWall is an app that allows full customization of the templates provided, the educator can decide whether the activity is based on listening, writing, reading, or speaking, emphasizing the diversification of activities in class. As teachers, it is a priority to take into consideration what the students need and how to cover these areas, especially in public education since the number of lessons per week are reduced, and the attention that the professors can provide to every student is not the same that the students of a private school can have. That is why every teacher can take the chance of developing different activities in WordWall to concentrate on specific areas of the students’ learning, ensuring that the learners feel helped by these games.

2.1.6 Gamification as a form to improve lessons.

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Hence, the implementation of WordWall in lessons can be a great step for every teacher to engage in ludic learning to the classes that they are giving. Ludic learning focuses on creating fun, yet academically rigorous classroom experiences. Ludic pedagogy combines the related concepts of fun, play, playfulness, and positivity to establish a context for a positive, effective learning environment (Boise State University (2023)). Effectiveness of the ludic learning depends on the way in which the educators decide to apply it; however, its usage could become a reason for the students to feel better in classes, specifically to the young learners that tend to get bored in classes when there are no fun activities to do for two hours, as an example. For this reason, WordWall promotes the usage of ludic learning for students, adding gamification which is one of the most useful and efficient forms of applying mediation activities inside the classroom.

Therefore, gamification is defined by the University of Waterloo (2024) as the integration of game elements like point systems, leaderboards, badges, or other elements related to games into “conventional” learning activities to increase engagement and motivation. On the other hand, this same article posted by the University of Waterloo states that game-based learning, in contrast, involves designing learning activities so that game characteristics and game principles are inherited within the learning activities themselves. Evidently, the educator must take into consideration in which of these types of learning they are going to base their lessons, since WordWall provides the tools to make games for both kinds. However, knowing the difference can provide a better understanding about how to cover some areas in the classroom and, consequently, giving the chance to the educators to choose if the topic allows them to use game based learning or gamification.

For this reason, WordWall encourages every teacher to add activities that can be designed to cover the areas that are difficult to cover with some students. To illustrate, if the teacher is working with young students and is trying to cover the topic of address, he/she can use WordWall to make a

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map and so, the students have to choose from the options given which is the address to get to a specific place in town, basing the activity in the practice of speaking or reading. Another example that could be used is the creation of memory games based on irregular verbs, so the learners must carefully read the verbs and the correct form of conjugation, practicing their grammar and their speaking skills if the activity is done in groups. Complementary to those examples, the students can benefit in many forms thanks to these types of activities that can be adapted to the topic at hand.

Considering this important aspect, WordWall also shows a great flexibility to adapt games to distinct levels of English, not only focusing its games for young learners, but for teenagers and adults, demonstrating a bigger adaptability in comparison to many apps that only work for the older pupils or the younger ones. To secure this, WordWall offers the customization already explained in previous points to develop games that can be fun and effective for every student involved in the lessons as it takes into consideration activities that can be customized from the easiest to the hardest depending on the creativity of each professor. Therefore, when designing an activity or simply considering which one to use, the professor must analyze if the activity serves its purpose, thinking about how it could benefit the students. According to TEFL trainer, in its article *How can I adapt games and activities to all levels and ages?* (2023), “For higher level lessons (B1-C2), games and activities should be specifically designed to enable further practice of a topic or recapping previously acquired knowledge.”; referencing how relevant it is to take into consideration the correct application of games based on the students level, which is one of the advantages that WordWall has, the presentation of filters as teachers are searching for a game based on the level of English that the group has. This being a tremendous help since the educator can simply look for a game for his/her fifth-grade students and the app will demonstrate a list of games that was marked with the filter “fifth grade.”

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Referring to the customization that WordWall provides to the games available, the four main English skills can be put into work with every activity. For example, using games that emphasize grammar can develop better writing skills as the same time students can find a more accurate view of how the topic is developed through the activity. Additionally, games including the memorization of words can help to develop better reading and speaking skills in case the activity is done orally. Because of this, WordWall intends to cover all the areas that a teacher should cover during the lessons, taking advantage of the different templates available in its website so every single educator that desires to implement this app as a helping tool can always find something to use or create by themselves. Moreover, covering the different areas with activities that can contribute to the learning process and, consequently, help the students’ necessities can be a reason for them to find the motivation needed in class, so it can be easier to work with them, this acting as one of the main focus points for WordWall that intends to emphasize this help to any student’s needs.

WordWall, as an app, contributes to any student's needs during classes, promoting the cover of the ludic learning as it helps the educators to adapt their activities in a way in which every student in class benefits. Additionally, the app intends to function as a helping hand to teachers as it develops the evolution of methods already established with original approaches to the several types of students.

2.1.7 WordWall’s dynamism applied during the classes.

It is important to clarify that WordWall took more relevance during 2020 as a response to educators trying to reinvent their lessons since they were forced to change the activities and dynamics that they used to do during a normal class but when the pandemic ended, this tool stayed for many professors around the world to take advantage of its use. Additionally, this educational app based on games is the perfect tool to work with the multiple intelligences presented by the

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students, the teaching methods used by the teachers and how the evaluations of the activities may differ since it can easily modify the dynamics of the class when the teachers decided it is required. With this arrival, the majority of professors that began using this app found a new way to adapt their lessons differently, using technology as a helping tool to modify the way in which they structured the lessons, covering up the important task of accustoming their techniques to teach with new evaluation forms.

During lessons, WordWall provides support to the methods that teachers usually apply in classes as an innovative form of formulating the structure of the lesson with activities that not only are used to develop better skills, but with motivating games that contribute to every pupil form of learning. Moreover, the evolution of the lessons provided by many teachers is something undeniable now that the world is living through the electronic era and, with this evolution of lessons, educators had to find innovative approaches for the students of the new generation. Quoting Hoque (2016), a “teaching approach is a set of principles, beliefs, or ideas about the nature of learning which is translated into the classroom. An approach is a way of looking at teaching and learning.” In addition, having the correct approach to the students is crucial and this represents a conflict for many teachers that are not able to find the proper way to deal with most of the students’ difficulties with activities that are not as efficient as they should. Having the wrong approach to teach is one of the many struggles that professors have with student of this new generation, not using the correct forms to catch the students’ attention during their lessons and for this problem, WordWall can take the lead to be used with different activities that can evolve the functionality of every activity required in class with the approach needed specifically.

Being able to develop activities dynamically helpful for students that can cooperate with their needs, and adapting to the several types of learning is a big WordWall’s advantage are a must.

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To achieve this, WordWall uses the many templates that must provide flexible games to teachers in case they want to use the app for a specific method of teaching such as the grammar translation method or lexical approach, both being two of the most used methods when exploring what WordWall offers.

2.1.8 Teaching methods for EFL learners.

Considering that English is one, if not, the most important language in the world, the understanding of its relevance to the people is quite undeniable. Hence, the urge of learning English as a second language became a priority to most of the people that want to have better opportunities however, not every person learns the same way so, the investigation of the several methods of teaching has become quite useful to most of the teachers. Likewise, knowing which method and approach to use with certain groups or pupils can facilitate the way in which the class is given and, additionally, improve its efficiency. The State University of New York, University at Buffalo, (2024) defines that teaching methods are the broader techniques used to help students achieve learning outcomes, while activities are the different ways of implementing these methods. The important part to be considered while applying a certain method is to know if the method truly is affecting the learners in a positive way and to see if the activities applied are effective enough. WordWall may be an especially useful app to use in class, but the teacher must be sure if the activity or game applied is the best option for the method used during the lesson.

Thus, some of the methods that receive a real benefit from the implementation of WordWall are the following:

1. Communicative approach

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2. Grammar translation
3. Task-based learning
4. The Direct Method
5. Active learning
6. Gamification

Since WordWall is a gaming app whose focus is the development of simple games for learners no matter their age, any teaching method gets most benefited from this is gamification. This method is based on the implementation of games to help pupils learn the topic and reinforce the knowledge already required. According to Acosta (2024), “The utilization of gamification in education serves as a strategic method to activate students' participation by harnessing both their intrinsic and extrinsic motivations.”, this makes reference to the relevance of applying this method during classes, considering that the usage of games as a base of learning can be efficient for young learners, especially teenagers. Moreover, contemplating the focus of this method, one can understand the clear relation that WordWall has with gamification, acting as one of the many approaches to teach English. In addition, A. Carvajal (2022) states that gamification in the classroom can't be just a game. It is not free time but rather taking the subject curricula and applying it through a game.

Likewise, the grammar translation method is heavily boosted by WordWall. The main goal of this method is to develop the ability for learners to read in the chosen language that is pretended to learn, in this case English. Moreover, the method is clearly based on the assumption that language consists of structures and lexicon, and it is learned by studying those elements and using them to translate sentences and longer texts (Richards & Rogers, 2001). Being able to use games that work specifically with this method not only can make things easier inside the classroom, but it

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can boost the learners’ adaptability to the language as they contextualize the grammatical part of the sentence or text they are reading, improving the learners’ reading skills.

2.1.9 Multiple Intelligences.

With this in mind, the professors must consider if the activity used is the most accurate and efficient for every student since the various kinds of intelligence play a leading role in this application of games. In addition, WordWall offers games to boost aspects that some students do not usually work with other activities; however, knowing the types of multiple intelligences that the learners have can contribute to a better and more structured lesson plan/activities during the class, securing that every person involved can gain a benefit from these games. Therefore, the teacher’s duty when using WordWall is to analyze if the game that is going to be used, truly apports to the pupil’s educational formation as they consider the multiple intelligences in class, or if it provides a solution to the struggles that a student present.

Additionally, it is quite relevant to state the definition of multiple intelligences. In the book *Frames of Mind (1983)*, Howard Gardner exposed his theory about the multiple intelligences that humans have. In his theory, he stated that humans possess several types of intelligence which come with every individual when they are born. Moreover, Gardner exposed that there are eight types of intelligence. These being the following:

1. Linguistic Intelligence (word smart)
2. Logical-Mathematical Intelligence (number/reasoning smart)
3. Spatial Intelligence (picture-smart)
4. Bodily-Kinesthetic Intelligence (body smart)
5. Musical Intelligence (music smart)

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6. Interpersonal Intelligence (people smart)
7. Intrapersonal Intelligence (self-smart)
8. Naturalist intelligence (nature smart)

Going back to WordWall and its usage related to these intelligences, the app can promote the development of games focused on specific kinds. For example, the most common case of this is the exploitation of WordWall’s facilities to create games for linguistic intelligence since it is quite related to the association of words and how they work, specifically with games based on the memorization of these words or games based on reading. Both intrapersonal and interpersonal can be worked during the lessons with games made in WordWall, basing these activities on the socialization or self-evaluation of every individual depending on the activity proposed. In addition, games based on roulettes can be used to develop activities focused on role plays; in other words, having words on a roulette related to the topic can be used to spin it and, the words that they got, can be utilized to improvise a role play in front of the class, this acting as a bodily-kinesthetic activity.

In fact, WordWall provides enough resources and material to make useful and efficient tools to enhance lessons for students with distinct types of intelligence. However, one of the multiple intelligences that can not be developed similarly to the others is the naturalist since it forces the educator to take the students to an open space outside the classroom and, since no TV screens or projector can be used, the teacher has to find the way to demonstrate the game in front of the group, obstructing the flow of the activity.

2.1.10 Types of evaluation using WordWall.

Once the teacher has taken into account the points and aspects previously explained during the application of WordWall in class, the analysis of the effectiveness of the game is observed and,

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with this, the teacher would find two possible outcomes, this being done is self-evaluation for students, allowing them to work with their feedback but with some help of the teacher, working in groups to cooperate and give feedback to the other classmates or simply going for the direct evaluation, which is the most appropriate approach to analyze the improvement in the students. Fortunately, the gaming app provides the freedom to every teacher to decide which type of evaluation could be used, depending on the type of activity applied, and how it influenced the learning process of the students as they gather knowledge and review the topics in an enjoyable form.

Self-evaluation is defined as students judging the quality of their work, based on evidence and explicit criteria, for the purpose of doing better work in the future. (C. Rolheiser & J. Ross, 2013).

Applying self-evaluation after a WordWall game would depend on the rules of that activity, but the teacher can mold the game in case he/she desires to conclude the activity with this kind of evaluation. Moreover, self-evaluation after this kind of activity can help to develop a critical thinking on the learners, allowing them to find out their own mistakes to slowly improve.

In addition, the app presents the flexibility enough for the educator to evaluate the different areas and skills that he/she desires to analyze in the learner. From reading to writing, WordWall promotes the teachers to measure the different skills that must be analyzed when learning a new language, so every educator can have the chance to adapt their evaluation process according to the students’ needs and, consequently, adapting the activities applied in class to be used in the most accurate way for the pupils that are evaluated. Moreover, analyzing the possibilities and advantages to apply WordWall as an evaluation of skills can give the professor a clearer view of the areas in which some of the students are not showing the expected progression. As an example, if the group

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is struggling to understand the topic of irregular verbs, the teacher can use WordWall to present a game of Hangman so the students can try to guess the word letter by letter. With this game, the educator can measure the understanding that every student involved in the activity has.

Analyzing the importance and utility of WordWall to evaluate the learners during the lesson with the games that WordWall can provide, it is relevant to emphasize the two areas in which this research is focusing directly, this being grammar and vocabulary.

2.1.11. Acquisition of grammar and vocabulary.

One of the many benefits that WordWall provides is the facility to focus on one specific area as the educator creates the game. As the teachers apply the activities in the classroom, they can decide which area can be emphasized, going for a listening activity to improve the hearing of the learners or a writing activity to develop better grammatical bases as they have fun. Therefore, it is fundamental to identify how WordWall could affect the lessons when it is used to improve grammar and the vocabulary that the students have since these two areas of English are basic to have a correct used of the language as people try to communicate with others. Considering the functionality of WordWall, these two areas are two of the most beneficial in terms of their use during a class since many activities that can be done with the app are more related to grammar and vocabulary than to other skills. However, other areas can benefit from its use but, for this research, the relevance and contributions to grammar are going to be prioritized.

Naturally, grammar is one of the most important parts of the English language and, because of this, it is fundamental that every learner must know the correct use of it. Nevertheless, students struggle to develop efficient and complete grammar skills since they find the grammatical structures of English ,one of the most difficult things about the language. For this reason, a certain amount of

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the non-native English speakers, as an overall, dislike grammar. As a reference to this, a study named *Improving ESL Learners’ Grammar with Gamified-Learning (2019)* conducted by H. Hashim, K. Rafiqah & M. Yunus intended to demonstrate how ludic learning based on games (gamification) might help to solve the complications that many students have as learning English since “Grammar has been an intricate component to master due to its nature of complexity.”

For this, the implementation of gaming apps such as WordWall to facilitate the learning of grammar is a relevant thing to consider as tutors or teachers if the students are not able to understand a certain topic. Moreover, WordWall introduces games that can easily adapt to the learners’ necessities when it comes to acquiring knowledge based on grammar structures or the simple acquisition of vocabulary to improve lexicon. Games such as hangman, memory cards, words search, or quiz competitions are perfect dynamic solutions that WordWall provides to every educator that is looking for a game-based activity to solidify the students’ knowledge. In addition, these games can be used as a tool to reinforce the vocabulary learned by the students during activities. Emphasizing games like the ones previously mentioned and others such word completion and true or false can efficiently be a helpful resource to develop better lexicon.

The Cambridge dictionary defines grammar as the study or use of the rules about how words change their form and combine with other words to make sentences.

The Oxford dictionary states grammar as the whole system and structure of a language or of languages in general, usually taken as consisting of syntax and morphology (including inflections) and sometimes also phonology and semantics; grammar was one of the seven liberal arts. (2005)

Additionally, since the covering of grammatical structures is one of the most complicated topics for young learners, educators need to find dynamic forms to explain them while helping the students to feel more interested in the lessons. The use of proper grammar in English can secure

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good communicative skills; however, ESL students mostly find lessons based on grammar boring or quite complicated to follow, acting as a big obstacle to teachers when trying to give the lessons. Moreover, the biggest problem when teaching grammar is usually when teachers are explaining verbal tenses to young students since this topic requires lots of attention for how complicated it might turn to these learners and so, a big number of the student population see the topic with laziness or with a clear lack of interest. As it was already stated before, the lack of interest in students does not allow them to have any kind of motivation during the classes towards grammatical structures. As a solution to this, the gamification that WordWall aims to provide to educators pretends to solve this problem with dynamics and activities easy to follow for teenagers, kids and even adults.

Another beneficial point that WordWall promotes is the usage of the games to improve their writing skills alongside their knowledge related to grammar, covering various areas at the same time, so the teachers can relax about using different activities to cover areas that are mostly complicated to develop. In addition, games that encourage the students to be creative and put into practice their grammar skills can easily help the teachers when trying to evaluate this skill and, at the same time, help the students to develop more interest in what they are doing during the activity. Hence, better writing skills also help the students to be able to express their ideas properly, being WordWall one app that encourages these learners to start expressing themselves in several activities, contemplating the emphasis that the professor intends to give to this.

Complementary to that statement, the vocabulary, it is also worked with activities that emphasize the productive area of the teenagers, considering that lexicon development is a priority to be worked when teaching EFL. Through grammar games, students are expected to master writing skills in balance. (Mansur, 2020). Adding games during lessons to improve the vocabulary

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acquisition for students can be an easy task to achieve since it promotes more efficiently the gaining of words that, normally, pupils do not truly intend to acquire when they are not interested in the class at all. Additionally, a common problem that the acquisition of better English vocabulary presents is that not every school around Costa Rica teaches subjects in which grammar is the main focus, this being the case of public schools that only teach English as the subject and forces the educator to embrace every English skill at the same time during short lessons, in comparison to private Schools that focus these skills in separate subjects, allowing the teachers to emphasize the acquisition of vocabulary. Lexical problems have arisen, broken when people need to learn how to use the correct words. (C. Cordero, 2024).

In addition, it is relevant to mention that vocabulary acquisition can be improved by using games like spelling bees, fostered by WordWall. These kinds of games contribute to a better enrichment of the learners’ lexicon as they also cover more topics. To exemplify, tutors can do a spelling bee game based on achievements of famous people, so learners must spell different words related to the topic, embracing group’s motivation, vocabulary acquisition and social interactions that are quite related to the speaking skill, in this case. Likewise, spinning roulettes with words related to this topic can be used as an activity in which the pupils have to create a story and so foster the students’ creativity when writing and expressing their ideas. Furthermore, a simple yet useful game that can be used to develop better listening skills with a reinforcement of vocabulary is the application of activities involving music. This can be done by handing students a sheet of paper with the incomplete lyrics of the song, so they must listen to the song a couple of times, attempting to complete the lyrics.

As a conclusion, this chapter is utilized to show how WordWall, as a tool to improve English, contributes to the students learning as it boosts both grammar and the vocabulary that they

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have, these two areas being very problematic to young learners because of lack of interest and having trouble with their English bases. Additionally, WordWall concentrates its use to develop better and more efficient activities that the teacher can create or simply use the ones that people posted, having a big selection of these games to put into practice with the learners. Then, the application of these activities contributes to the students’ motivation to work and learn since most of teenagers dislike grammar for how complicated it might become for them, proving how relevant the use of technology is to the new generation of students, fostering the evolution of many English teaching methods.

Chapter III

Methodology framework

During this chapter, the investigation intends to demonstrate the methodology used during the investigation to have a better understanding of the development of this research, exposing through different points and characteristics how the method used can define and reinforce the main objective of the investigation and its research question. Moreover, it is relevant to state what a

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methodology is and its importance for this chapter. The Cambridge Dictionary states that a set of methods is used in a particular area of study or activity. This demonstrates how the term can be used to show the process involved when doing research or analysis of a certain topic, considering the many aspects that are considered during the process and how the investigation evolves.

Moreover, the approach used during the recollection of data is going to be explained and, at the same time, the group of students that will be used to perform the research alongside with how this analysis will be put into practice. Additionally, some tables are going to be used to demonstrate the evolution of information gathered and how it is pretended to evolve during the time period that the researcher will work with the group. Finally, the recollection of data is explained with an intent to show proof of the development of the information gathering process.

3.1 Research approach.

For this investigation, the qualitative method is going to be applied with the Action Research Method taken into consideration. However, the quantitative method will also be applied in some parts, so the investigation is going to use a mixed research approach. The mixed approach specifically considers the recollection of data based on the acquisition of grammar and new vocabulary when it comes to using gamification as a tool to reinforce the knowledge already acquired during the learning process. Therefore, this method facilitates the measurement of the utility of using games as WordWall during the lessons when the educator decides that activities like this one are required inside the classroom, so the students can have an entertaining time learning about a certain topic and putting into practice what they learned during the lesson. For the qualitative method, the researcher is going to apply different interviews to the students involved in this analysis to measure their understanding and performance during the activities proposed. Additionally, this method tries to acquire the different opinions of the group involved to

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comprehend if they, as the students, feel that adding games during classes help them to have a better time inside the classroom and, once this information is gathered, the researcher is going to interview the English teacher of that group to have a different perspective and opinion of this method to teach, attempting to align it with the specific objectives of the research.

However, it is relevant to state what the qualitative method is during an investigation before using it. The National Library of Medicine (1996) defines the qualitative method as research that focuses on understanding a research query as a humanistic or idealistic approach. In addition, the qualitative method is considered less accurate in comparison to the quantitative method since it lacks any numeric interpretation of the results; however, it presents efficiency to demonstrate personal beliefs and opinions related to the topics that are asked through interviews, surveys or even the simple observation of the group behavior during the lessons. The University of Texas at Arlington (2024) states that “it focuses on the "why" rather than the "what" of social phenomena and relies on the direct experiences of human beings as meaning-making agents in their everyday lives.”. This shows a clearer view of the basis that the type of research has; demonstrating that its focus for the investigation is the reason for the results, acting as the perfect method to analyze results related to social criteria or opinions that cannot be measured by numbers or percentages. Moreover, this form of research intends to understand the significance of the experiences of the students as they learn, since they are the ones that can describe whether the activities or methods really help them to understand the topics involved.

On the other hand, the quantitative method is going to be used as an attempt to measure the students’ level of grammar and their knowledge based on the vocabulary related to a certain topic by the usage of the pre-test and then, by using a post test similar to the test applied before the recollection of data to comprehend if the students advance with their current knowledge on the

areas studied or if they did not show any improvement with them. This is going to be measured by using two games that pretend to expose the students to WordWall, and, at the same time, it pretends to have the students showing if they have an efficient level of grammar and vocabulary when they are exposed to certain topics, in this case, the usage of simple present.

Related to this, it is quite relevant to describe what a quantitative method is and why it contributes to this research and its objectives. In addition, Babbie, Earl R. in *The Practice of Social Research* (2010) states that it is used to “emphasize objective measurements and the statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, and surveys, or by manipulating pre-existing statistical data using computational techniques. Quantitative research focuses on gathering numerical data and generalizing it across groups of people or explaining a particular phenomenon. This contributes to the idea of how important the use of this method is in the investigation presented, demonstrating that, for measuring the level of knowledge of grammar and vocabulary in the students, simple surveys will not be useful, having a bigger need to use statistics to clarify and understand if they truly show progress after using WordWall in the learning process. Moreover, the application of this method in both pre and post test can show proof of the difference between the previous state of knowledge in the students and the present state after the implementation of WordWall, something that the quantitative method cannot show properly as it is required.

Therefore, this investigation is going to be based on these two types of methods, taking into consideration the opinions of the students after being able to execute the different activities related to the focus of the investigation and also measuring if the application of WordWall will be useful for the learning process, trying to answer to the research question that is already stated in Chapter I.

3.2 Research design.

For beginners, the entire strategy is based on the implementation of WordWall during the lessons to improve the grammar knowledge of students and the acquisition of better vocabulary, this being applied as a strategy to develop better understanding of the English language since many educators struggle to reinforce these areas during the early years of learning English as a second language for their students. This app allows teachers to develop games that can be used to reinforce the learner’s understanding of a certain topic already covered during the classes, facilitating the learning process, since it can take advantage of the need of young students to use technology during the lessons to catch their attention. For this, the activities involve a fifth-grade group, so the students are supposed to have acceptable knowledge of grammatical issues applied to certain topics and with that, they are supposed to have an intermedium level of vocabulary for their age. Also, the usage of gamification as a strategy to facilitate the learning process can contribute to a better acquisition of grammar and improvement of lexicon. According to AMISA (2024) “It helps learning become more interactive, and students are encouraged by the desire to reach that next level or collect rewards.”, demonstrating that this method of teaching can impulse the learners to be motivated and make classes, in this case the research, easier and more accessible.

As the first important point of the execution of this investigation, the researcher will make an account on wordwall.net to start investigating the app and the different games that can be applied and how they can be executed. In addition, the app presents a long list of different activities that can be done for grammar and vocabulary acquisition such as:

1. Quizzes
2. Anagrams
3. Flashcards

4. Random Cards
5. Crosswords
6. Find the match
7. Complete the sentence
8. Matching pairs

In addition, the researcher will determine if it is better to apply a pre-test to measure which games are the best for the group and the different topics that they will be working on. However, it will aim to find if some games are more enjoyable to the group because of their age and their current knowledge, so it is expected to use these games as a pre-test to understand or comprehend if those activities are more suitable for the learners. Additionally, these games are chosen as a pre-test since they are easier to do for them and the chances for the students to have done these activities before. These activities are the following, and they intent to measure their present level of knowledge in both grammar and vocabulary, since it is quite relevant to state this before starting to conduct any survey allowing the investigation to be aligned with the objectives stated in chapter #1. The activities that will be used during the lessons are the following:

1. Complete the sentence (for grammar)
2. Matching pairs. (for vocabulary)

Once these activities are used during the class, understanding whether they benefit the students or not for both grammar and vocabulary, the researcher is going to measure the information already covered and then, consider which games can be applied during the recollection of information, since they can facilitate this gathering of data and make the learning more suitable for the group of students. After that and having chosen the different games that can be used during the process, the researcher will give a class focused on a very specific topic. but focusing on the

grammatical part and the acquisition of vocabulary, equally since the topic is supposed to be covered during the previous year, the researcher will only review it and then start explaining the activities to the group that will be used for this investigation. This will be done by using some minutes to introduce them to the app and the games involved; however, and since not every student has a cellphone in the classroom due the schools’ rules, the activities that will be involved will be done by using a projector. This process will be repeated two times to ensure the acquisition of better results on the investigation and to help the learners to have a full opinion on the experience. After covering this recollection of data, the analyst will apply some interviews to every student in the classroom to gather their opinions in their own words, expressing if they enjoy the games and what they will change about the way in which the app is used during the class alongside a short quiz to measure the students’ state of knowledge on grammar and vocabulary as it is mentioned in the specific objective #3. Followed by that, a short interview to the English teacher will be applied to comprehend her opinion on this kind of games or activities.

Moreover, the design used considered the constant participation of the students, promoting active learning, so the fifth-grade students can show their knowledge of grammar and vocabulary at the same time. The emphasis on the acquisition of better grammatical and vocabulary knowledge related to the topics covered is a priority to answer the research question, analyzing whether these activities give positive results or not when they find themselves in an environment where they can play and compete as they learn or review topics.

3.3 Information resources

The participants involved in this investigation as the sample are a fifth-grade group that is formed by 15 students of the Yerbabuena’s School, located in Tres Ríos, Cartago. However, the clarification of what a sample is will be quite relevant to identify and understand why it is important

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during the research. The sample in this research is a fraction taken from the entire population to be investigated, allowing the researchers to have a bigger gap of facilities when trying to collect the information. The National Library of Medicine states that “Sampling is the method you use to pick individuals out of the group to study them. This can be done randomly, by convenience or even self-selected. The goal of sampling is to approximate the characteristics that are relevant to the research question about a larger population. The sample must be representative so that researchers can make inferences about the larger population”.

Since it is a public school in a small town, it offers 5 English lessons per week with a duration of 40 minutes per lesson, accumulating a total of 3 hours and 20 minutes during the week. It is relevant to state that the group is made up of 15 students, but two of them present learning problems, forcing the researcher to exclude them from the investigation since they are working on a different topic in comparison to the rest of the group involved. In addition, this group is chosen since they are quite open to the idea of being able to help the researcher by acting as the sample.

According to the English teacher of this group, the students present a basic English level in which two students have greater facilities to write, speak and produce sentences. Although it is mentioned by her that the group has had problems with grammatical structures since they were in second grade.

3.4 Analysis Categories

3.4.1 Gaming apps for English teaching.

Gaming apps to learn English can be defined as technological tools that can be used to teach or learn the English language. These apps offer a wide variety of games and forms to implement dynamic and more interesting classes for young and older students. In addition, this investigation

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uses the gaming app WordWall to facilitate the acquisition of grammar and the improvement of vocabulary.

3.4.2 Interactive grammar and vocabulary activities.

Related to the previous point, interactive teaching can facilitate the way in which the educators can present a lesson or activity to the group of students. TalktoTeach (2020) states that interactive teaching is a method whereby learning is understood as a co-creative process. In addition, the usage of interactive teaching can become an immense help to educators that are looking to have more entertaining classes that are not only based on the typical activities. For these research purposes, interactive activities are going to be used as a helping tool to develop better and stronger bases of grammar for the students and, at the same time, they will act as a form to improve the learners' vocabulary.

3.5 Data Collection instruments.

To extract the information needed to complete the investigation, the researcher will make two pre-tests to ensure that the students are well familiar with the app WordWall and one post-test to measure the results that were taken. The first pre-test will be divided into two parts, one of them will focus on the measure of the level of English grammar for the fifth graders, so the analysis can be executed smoothly and without many complications that can obstruct the evolution of the activities planned; this will be done by using a game based on completing the sentences proposed by the researcher. The second part of the pre-test will focus on measuring the level of vocabulary knowledge that the students have for the topic that will be introduced to them by using a game in WordWall based on matching pairs related to vocabulary shown in the learning process. The second

pre-test will be done with the intention of understanding the students’ feelings related to the idea of using games during the lessons and how they feel about the idea of this method being implemented for classes.

3.5.1 Pre-Tests #1 and #2

The first pre-test will be done during the first class to have a complete idea of the grammar and vocabulary knowledge that the students had before the recollection of data. This test intends to develop a better idea about how the learners that are involved in the sample can perform during the real test, using a short quiz based on completing sentences for grammar structures to have a better understanding if the students can use the correct conjugation of the verbs that the sentences ask them to complete, and then a game of matching pairs to test their vocabulary knowledge related to the specific topic that will be covered as it will be stated in the specific objective #1. Then, a second pre-test will be done based on how the students feel about including games and technology inside the classrooms, moreover, trying to analyze what they expected about this kind of activities (check Appendix A). According to the Encyclopedia of Quality of Life and Well-Being Research (2014). Pretesting is the stage in survey research in which survey questions and questionnaires are tested on members of target population/study population, to evaluate the reliability and validity of the survey instruments prior to their final distribution. This step is a must to do before doing the real test since it can show the current state of the sample and their opinions on the matter hand in hand. If a problem occurs during the pre-test, it will most likely happen during the application of the test if the researcher doesn’t look for a way in which these problems can be avoided. Additionally, the

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questionnaires will be made in Microsoft Word and will be printed for the students to complete it.

The questions that will be included will be formulated in basic English so the kids can comprehend at its fullest what they are asked about and, at the same time, the investigator will explain to them the meaning of the questions one by one.

3.5.2 Post Test #1 and #2

Once the recollection of data is done, to evaluate if the app helped the students as it is stated in the objectives of this investigation, the researcher will make a post-test to understand the students’ experience as the activities are applied and if they considered that applying activities involving WordWall can help them to comprehend the subject better and, at the same time, improving their grammar since that will be the main focus of the investigation (see Appendix B). For this, surveys quite similar to the pre-test #2 are conducted with the thirteen students involved as the sample of the analysis to determine if they really get benefited by the usage of the app. Additionally, another post-test will be done to collect the data based on their current level of grammar and vocabulary knowledge after the application of WordWall during the lessons. This post-test is quite similar to the pre-test #1 but with more difficult questions, so the analyst can have a deeper idea of whether the students were benefited by WordWall or not. After that, the investigator will do a short interview to the teacher to develop a more exact understanding of her opinion once she sees the app being applied during the classes. According to the APA Dictionary of Psychology made by the American Psychological Association (2018) a post-test is defined as an assessment carried out after the application of some intervention, treatment, or other condition to measure any changes that have occurred. Post-tests often are used in research contexts, in conjunction with pre-tests, to isolate the effects of a variable of interest. A post-test is relevant to execute, since it presents

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the changes and effects of the application of the test, demonstrating whether the investigation is a success or a failure, depending on the students’ opinions in this case.

3.6 Data Collection Process and Data Analysis

The investigation will be done during the first trimester of 2025 in Escuela de Yerbabuena, a public school located in San Rafael, La Unión, Cartago. The investigation will last 5 weeks, in which 3 will be used for the data recollection and the rest to the pre-test and post-test. Additionally, before starting the investigation, the researcher will talk to the group and explain to them the dynamic that is going to be applied during the weeks and then a consent will be sent to the parents of every student so they can be informed about the activities and the investigation in which the learners are going to be studied; all of them agree.

Once this is done, the researcher will apply a quiz as the pre-test to analyze the different levels of grammar and vocabulary in the group. This quiz will be made as short practice to have a better idea of the students’ difficulties to apply the correct grammar rules specifically for the topic in which they have to use simple present as they also review vocabulary related to this topic. Moreover, this quiz will be explained once by the investigator, but the students will manage to complete it by themselves without the help or intervention of the researcher. After it is applied, the second pre-test will be used to analyze and comprehend the sample’s experiences related to educational games and their feelings to the possibility of using this type of resource during the classes.

Followed by that, the teaching period will begin with the introduction of different practices involving production and the development of the uses that both simple present can have.

Additionally, the lessons will not involve a deep introduction as it is when the students learned about these two topics in the past. However, if the students have the need of a deeper explanation of

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the topic, several examples are given in order to show them how the verbal tenses work, these examples are based on real life situations that can help the learners to have a complete understanding of the development of the different ways in which the simple past and simple present can be applied in their daily lives.

After this is executed, the post-test will be applied to have a better idea of the results received by the investigation. Therefore, this post test will be applied strategically the following week after ending the teaching period so the students can express properly their opinions and their experiences about WordWall inside the classroom. The post-test will be done to be quite like the pre-test #2, referencing the questions previously used to find a contrast in the opinions that every student has after the application of the games and the lessons.

3.7 Timeline of activities

Next, to demonstrate how the process will be scheduled, the following chart is going to demonstrate how the investigation will be applied during the seven weeks. Moreover, the investigation will be done during the first trimester of 2025.

Table #1

Schedule of Activities in Chronological Order, 2025

The usage of the gaming app “WordWall” to improve the English skill grammar and vocabulary for 5-1 students in Escuela de Yerbabuena, Tres Ríos, first trimester, 2025

Week	1	2	3	4	5
Pre-Test #1					
Pre-Test #2					
Introduction to simple present					
Activities based on applying simple present for grammar.					
Activities based on applying simple present for vocabulary.					
Post-Test #1					
Post-Test #2					

Note: Elaborated by the researcher.

Chapter IV

Data Analysis

This chapter intends to represent a complete analysis of the data recollection process for the investigation conducted with students of the section 5-1 in Escuela de Yerbabuena, Tres Ríos, Cartago. For this, the analysis tries to demonstrate and show how the usage of the app WordWall could impact the students of the group previously mentioned when they are exposed to new vocabulary and, at the same time, they are improving their grammar knowledge with different games made specifically to reinforce the different topics used. Additionally, this section shows an

in-depth analysis of the class observation made before the teaching process and the recollection data, taking into consideration the students’ previous level of grammar state and their level of vocabulary related to the topic of “feelings and emotions” which is a topic that they worked during the first quarter of fourth grade, and they are supposed to recall properly. Moreover, an analysis of the students’ knowledge related to the existence of games to improve English was also made alongside a couple of tests to measure their current understanding of simple present. Once this was applied, two lessons were given to explain to the students how simple present works and then a recapitulation of feelings and emotions. The first one is based on explaining the simple present completely and the second class to reinforce the topic about feelings and emotions. After that, a post test was done to understand the learners’ opinions on the usage of WordWall and then two tests to measure whether the students had improvements or if they don’t. By analyzing this data, this chapter will address the research questions proposed at the beginning of the investigation, offering evidence and conclusions regarding using WordWall to improve the students’ knowledge of vocabulary and improving their grammar.

4.1 Analysis and Interpretation of the Results

The following section shows all the instruments used during the classes as the pre-tests, specifically the survey in which the students share their knowledge and ideas related to the usage of games to learn English, the tests to analyze their comprehension on simple present and feelings and emotions. In addition, it covers the first lesson which was focused on practicing reading tasks and lesson #2 focused on listening and writing activities that were intended on practicing the topics covered. Followed by that, the post-tests are presented with their corresponding questionnaires and quizzes.

4.1.1 Class observation.

The researcher visited Escuela de Yerbabuena in Tres Ríos, Cartago to apply the instruments and conduct the investigation. He observed a fifth-grade group, more specifically group 5-1 that is conformed by 13 students, both males and females. The first lesson took 40 minutes, but it was useful enough to have a complete understanding about how the group works during the English classes. The researcher used a chart to have a better comprehension of the student’s behavior during the class and different criteria related to the group teaching process. These criteria are presented as:

1. Students’ behavior during the classes.
2. Interaction between students and teacher.
3. Knowledge and application of grammar properly.
4. Usage of technological devices.
5. Overall performance of the group during the lesson.

The first criteria evaluated were students’ behavior during the class. The first sub-criteria were related to the students' interest in the topic of the day. The evaluation categories to evaluate the students were: actively engaged, occasionally engaged, rarely engaged, and not engaged. For this one, the researcher chose rarely engaged, since the students seemed to be distracted, not paying attention, and very talkative about other topics.

The first criteria used in the observation of the class was students’ behavior during the classes. Moreover, the first sub-criteria were students’ interest on the topic. The evaluation categories used to measure this were actively engaged, occasionally engaged, rarely engaged and not engaged at all. For these criteria, the researcher chose occasionally engaged since some of the students were not paying attention and were not interested in the topic or in the teacher, even though she was trying to make a dynamic class. However, most students were paying attention and seemed

interested in answering the educator questions when she asked something. The next sub criteria that were taken into consideration were based on how focused the students remained during the lessons. For this, the categories used were consistently, occasionally, rarely and not all. After observing the group, the researcher understood that the students were occasionally focused during the class since many of them were trying to pay attention, but a pair of students were chatting and distracting the rest of the group and even the teacher that was forced to separate those students to make the lesson less difficult to give.

Followed by that, the next criteria were covered. This one was about the interaction of the students with the teachers, trying to comprehend how the relation between those students and the educator works during the classes since most of the students seemed to have a good relationship with her, showing respect for the teacher except for the students that were constantly interrupting the class.

For starters, the first sub-criteria measures if the teacher supports the students with constant participation and if the students contribute to the pace of the class with active participation. The evaluation category that was marked was “frequently” since the educator tried to make a dynamic class by asking constant questions to every student, so they can participate actively. However, not every learner wanted to participate, thus they were acting shy because of the researcher being carried out during the lesson, then the class was interrupted by them a couple of times, not allowing the rest of the group to participate properly. The rest of the evaluation categories were occasionally, “rarely” and “not all”. In addition, the second sub criteria were defined by the quality of the interactions between the students and the teacher. This one being divided into four categories that evaluate the quality of them; high-quality, moderate quality, minimal interactions and no interactions were chosen to this category and the one that the researcher found was moderate-

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quality interactions since most of the class went smoothly and the students were willing to interact with the professor with active participation and correct answers to the teachers’ questions.

Additionally, the next criteria are knowledge and application of grammar properly, this one based on the measure of the learner’s’ actual level of knowledge and how much they perform on activities that involve grammar structures. The criteria only had one sub criteria which is “students apply grammar correctly during the activities”, being divided into four categories that intend to measure this specific criterion. The categories used were all of the students, most of the students, few students and no students. The third option was chosen since the big majority of students presented problems communicating using grammar correctly with only a few exceptions of three students which were using grammar correctly when answering the teachers’ questions.

Next, the criteria are the usage of technological devices in the classroom. For this criteria, two sub-criteria were selected with the first being “the classroom possesses devices to facilitate the lessons’ flow”, and for this, the categories selected were three or more devices, two devices, one device and no devices. After the observation, the researcher found that the classroom possesses a TV screen and a speaker to use them together. However, and related to the second sub-criteria which were defined by the teacher using these devices, none of them were used during the lesson and it seemed they are not used regularly. The rest of the categories were “frequently”, “occasionally” and “rarely”. Moreover, after asking the teacher, she mentioned that the school has more devices, but if one teacher needs to use them, he or she has to ask the Principal for it since these devices are of common use for the other teachers.

The last criteria used in the observation was the overall performance of the group during the lesson. This one was divided into one sub-category that pretends to understand how the students perform during the lesson, and it also was divided into the sub-categories: excellent, good, regular

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and poor. After analyzing the class and the students’ reaction to the class, it was found that the students present regular performance; especially after observing that many students struggled to work with grammar and failing some activities that the teacher proposed to work.

Table #2 Class Observation

Criteria	Evaluation category			
Students’ behavior during the classes.				
Students’ interest in the topic.	Actively engaged	Occasionally engaged	Rarely engaged	Not engaged at all
Students remain focused throughout the lesson	Consistently	Occasionally	Rarely	Not at all
Interaction between students and teacher				
Teacher encourages student participation	Frequently	Occasionally	Rarely	Not at all
Quality of interactions between students and teacher	High-quality exchanges	Moderate-quality exchanges	Minimal interactions	No interactions
Knowledge and application of grammar properly.				
Students apply grammar correctly during activities.	All the students	Most students	Few students	No students
Usage of technological devices				
The classroom possesses devices to facilitate the lessons’ flow.	3 or more devices.	2 devices	1 device	No devices
The teacher uses technological devices during the lesson.	Frequently	Occasionally	Rarely	Not at all

Overall performance of the group during the lesson.				
General student performance.	Excellent	Good	Average	Poor

Table 1. Class observation survey. Researcher’s creation

4.1.2 Video games to learn English survey.

Applying the survey to understand the students’ opinions on using videogames to learn or improve English was a crucial part on this investigation, since it gave a better idea to the researcher about the learner’s position on using this kind of tools to learn. Moreover, it helped the researcher to comprehend in a better way how to use the activities made in WordWall with the sample. The survey consisted of six questions related to using video games during the lessons, taking into consideration different questions that tries to measure the students’ opinions to these tools. In addition, on the day on which the survey was conducted, not every student was present, two students were absent, but the rest of the group was willing to be part of the investigation, so the survey was applied to eleven students. This one was printed on a sheet and given to the eleven students to complete it. Once it was provided to the students, the researcher began reading the different questions one by one and translating it to the learners so they can understand properly the questions and answer them. All of the questions were measured on a scale from one to five in which 1 means that the students are strongly disagree, 2 means disagreement with the statement, 3 stands for a regular position with the statement, 4 means that the students agree and 5 represents strongly agree.

For starters, the first item used in the survey was based on how much the students enjoy playing video games. The question aims to have a better idea of the students’ relationship with using games and how much they are related to playing them no matter its kind. It is relevant to mention that it was noticeable that none of the students demonstrated disagreement with enjoying games and

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most of them stated that they enjoy playing games. For this, only one student (9,09%) expressed a regular position to enjoy videogames. Three students (27,27%) expressed that they agree with enjoying videogames and that they really play them often. Additionally, seven students (63,64%) of the sample marked that they are strongly agree with the statement “I enjoy playing videogames”.

I ENJOY PLAYING VIDEO GAMES

■ Strongly disagree ■ Disagree ■ Neutral ■ Agree ■ Strongly agree

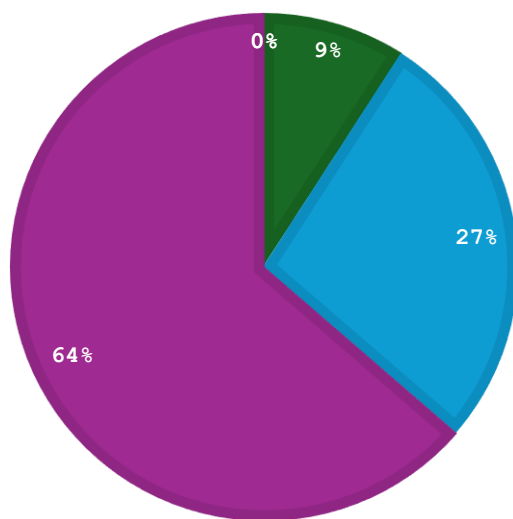


Figure #1. Information taken from a physical survey applied. Researcher’s creation.

The next item was focused on the students’ knowledge on videogames that are specifically designed to help people to learn English, in this case, WordWall. For this question, three students (27%) stated that they disagree with this statement. Another three students (27%) showed a neutral position in relation to the statement. Moreover, many of the students marked that they strongly agree with the statement, clarifying that they are quite related to video games that are used to improve English in students. No student marked that they strongly disagree or agree with the previous statement.

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These responses demonstrated that the majority of the students are familiar with games made specifically to improve or learn a new language such as English, facilitating the introduction of WordWall for them during the teaching process in which they will be exposed to these kind of activities or games.

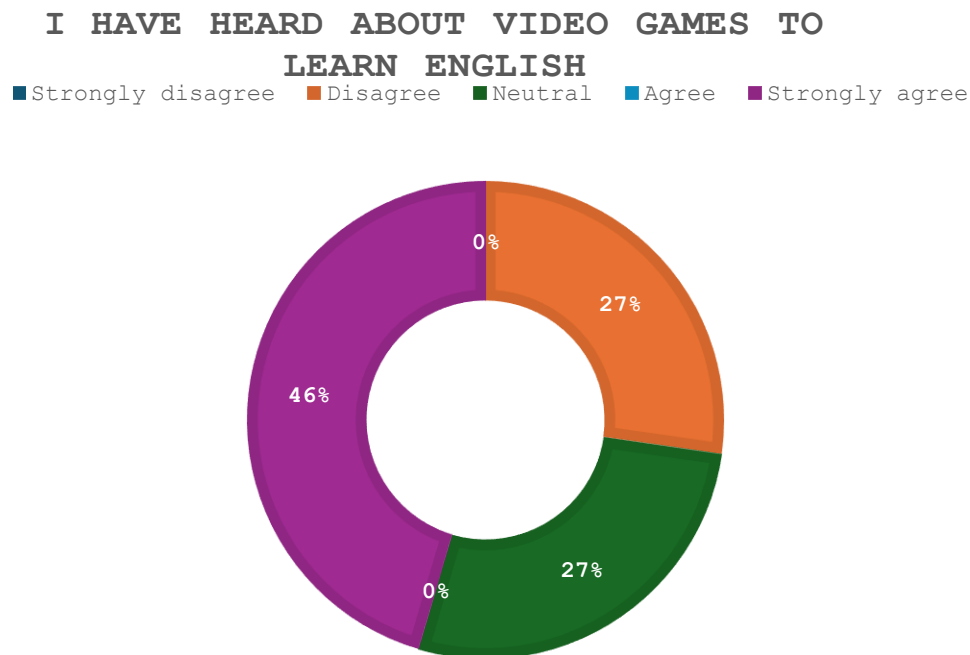


Figure #2. Information taken from a physical survey applied. Researcher’s creation

Followed by that, the next statement was “learning a new language using a video game could be fun for me”. This specific item intends to analyze the students’ opinions on how fun it could be for them to implement games during the classes, allowing the teaching process to be reinforced with different tools like WordWall to make lessons more dynamic and enjoyable for the learners. In this statement, one student marked disagreement (9%), another student (9%) also marked neutral and another learner in the sample chose strongly “agree2 (9%) to state their opinion. However, eight students (73%) expressed that they agree with the statement.

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The answers collected demonstrated that the students are open to the idea of using video games to learn English, so their opinions are quite positive about including these tools for lessons.

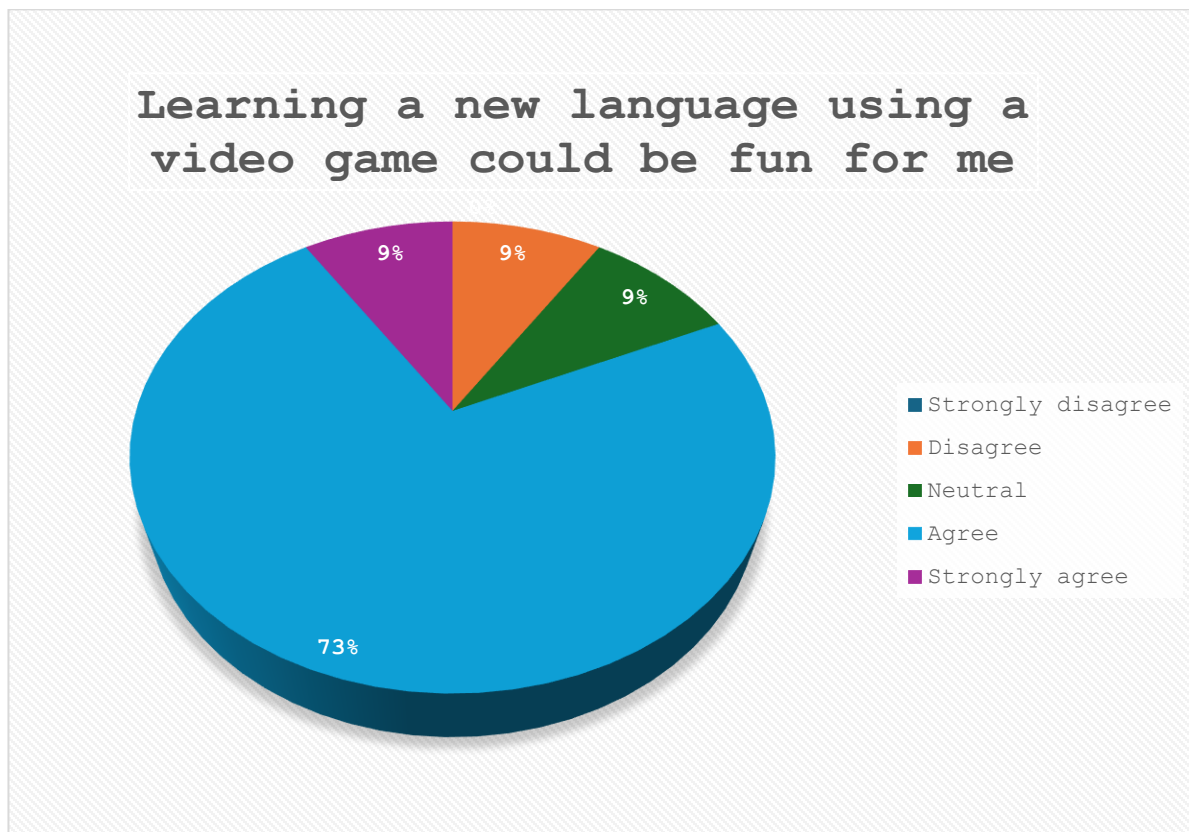


Figure #3. Information taken from a physical survey applied. Researcher’s creation

The next statement used in the survey was focused directly to the test if the sample has any interest in using videogames to improve their English during the lessons as a helping tool to make classes more dynamic to them. For this statement, two students (18%) showed disagreement with the statement showing that they are not really interested in using games during the classes. Then, four students (37%) showed a neutral position to the statement, since they did not agree to the idea but also not against it. Additionally, two students (18%) demostarted that they agreed with using videogames during the class. However, three learners (27%) marked that they strongly agreed with

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trying videogames to improve their English, expressing a complete desire to implement these kind of activities to the lessons.

The answers demonstrated that the sample has different opinions and interests that differ between them, expressing that the majority are interested in using games during the lessons but less than a half of the students have no desire on using these kind of activities.

I would like to try videogames that can make my English better.

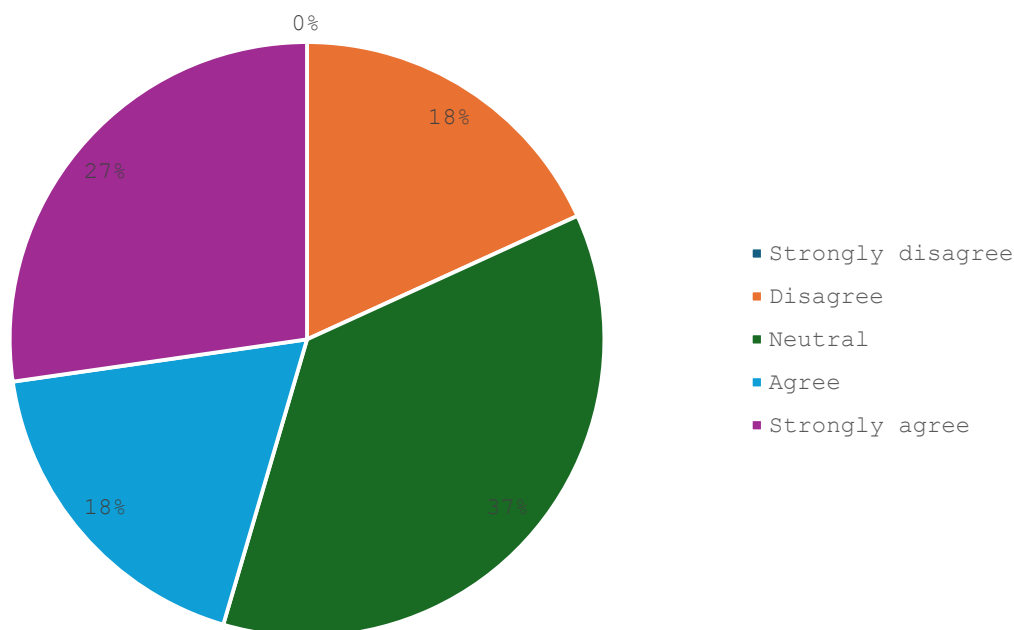


Figure #4. Information taken from a physical survey applied. Researcher’s creation

Followed by that, the sample worked with the next statement, “I want video games to be used during the English lessons.” This statement showed different opinions from the students since every option was marked by at least one of them. First, one student (9%) expressed that there was no interest at all in adding these activities to the lessons by marking the option of strongly

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“disagree”. Second, one student (9%) answered that he/she disagrees with wanting video games in classes. Another student (9%) marked the neutral option, proving that adding these activities is not something that would affect or benefit the group. However, for the agree option, two students (13%) marked this option to show that they want these activities being used during the lessons and, six students (55%) chose a strongly agreement to the statement, showing that they want to include videogames for the English classes. Moreover, the statement truly showed the students’ opinions and how much divided the sample is in terms of wanting to have these games applied in the classroom.

I WANT VIDEO GAMES TO BE USED DURING THE ENGLISH LESSONS

■ Strongly disagree ■ Disagree ■ Neutral ■ Agree ■ Strongly agree

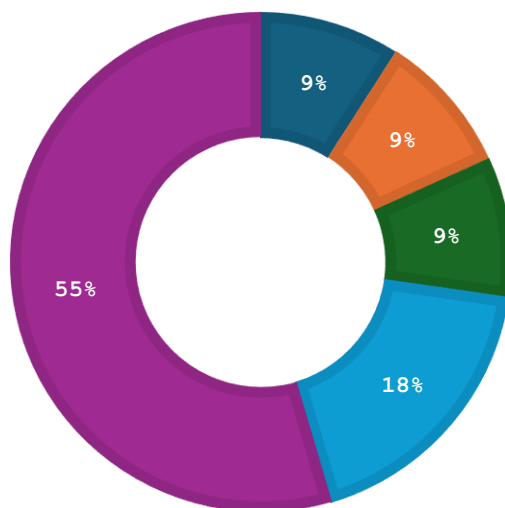


Figure #5. Information taken from a physical survey applied. Researcher’s creation

The final statement in the survey intends to find out if the sample considers whether the video games can help them to understand the topics or if they don’t. To achieve this, the statement

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says, “playing video games during the lessons can help me to understand better about the topics.” In addition to that, no student stated that they strongly disagree with the statement but, three students marked that they disagreed (27%), five students (46%) marked a neutral opinion about it, one student (9%) stated agreement about videogames helping them to understand more about the topics and, finally, two students (18%) marked that they are strongly agree about the statement.

PLAYING VIDEO GAMES DURING THE LESSONS CAN HELP ME TO UNDERSTAND BETTER ABOUT THE TOPICS

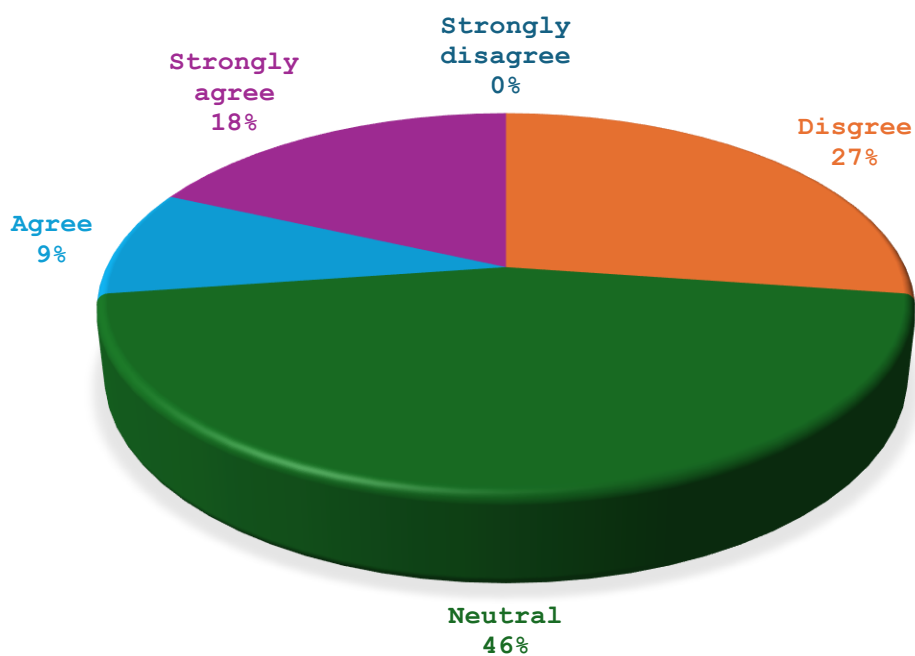


Figure #6. Information taken from a physical survey applied. Researcher’s creation

4.1.3 Pre-task evaluation

Once the survey about the usage of video games inside the classroom to recollect the students’ opinions on this topic was applied, the pre-task was done to have a better comprehension about the students’ current level of knowledge in grammar and vocabulary. The application of the pre-task contributed to having a more complex idea of the students’ needs and understanding of the different topics used during the recollection of data process. These topics being simple present and feelings and emotions. These topics are apparently known by the students, since they had worked with them during previous years. However, the pre-task evaluation intends to have a better insight of how familiar the students are with the topics previously mentioned.

First, the researcher started the evaluation by using the topic “feelings and emotions”, using his computer and a TV that the classroom possesses to share screen and, with this, giving the full group a complete sight of what is happening in the computer. Once this was done, the researcher showed the group an activity made in WordWall in which the students must match the pairs, connecting the correct name of the emotions with the different images that represent that emotion. In addition, the researcher did not give any explanation about the topic and told the students to try to remember the names without sharing the answers with the rest of the classmates.

The activity consisted of 10 different feelings and emotions that the students have already known and, since only 11 students were presented that day, one of the students did not participate but answered one question related to the topic once the activity was done. For starters, the researcher gave each student a name of the emotions, so they had to go in front of the class and use the computer to drag the name given to them to the matching image. The list of emotions used is the following:

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1. Sad.
2. Angry.
3. Sleepy.
4. In love.
5. Happy.
6. Confused.
7. Shy.
8. Worried.
9. Hungry.
10. Sick.

The activity was conducted for 10 minutes since the students took their time to answer.

However, many of the students used less than a minute to match the name to the correct image.

Most of the students got the answers correctly but two students had problems with the game since the first student had to match the word “angry” and he confused it with “hungry”, mistake that was immediately corrected by his other classmates that claimed that it was wrong before the researcher tried to correct him. After that, the student in front of the class corrected the mistake by himself and placed the word “angry” with the correct picture by himself. Followed by that, the next mistake found was with the word “sick” since one student matched it with the image of “shy”, however, he thought the answer was right and went to her sit and the rest of the group did not interrupt her like they did the first time with the previous mistake. The researcher explained the mistake and even though the learner had problems finding the correct answer, she did after some rethinking for a couple of seconds. More importantly, the group performed well and showed great control of the topic to demonstrate that they have minor details to improve but these mistakes are not complicated to work with and only need reinforcement of vocabulary in general.

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To represent the results of the pre-task based on feelings and emotions, the following graphic is going to demonstrate how the students performed during this section. For this, the number of students that successfully completed the task proposed by the researcher and the ones that did not are going to be shown, so a clear understanding of their performance can be seen before the application of the lessons.

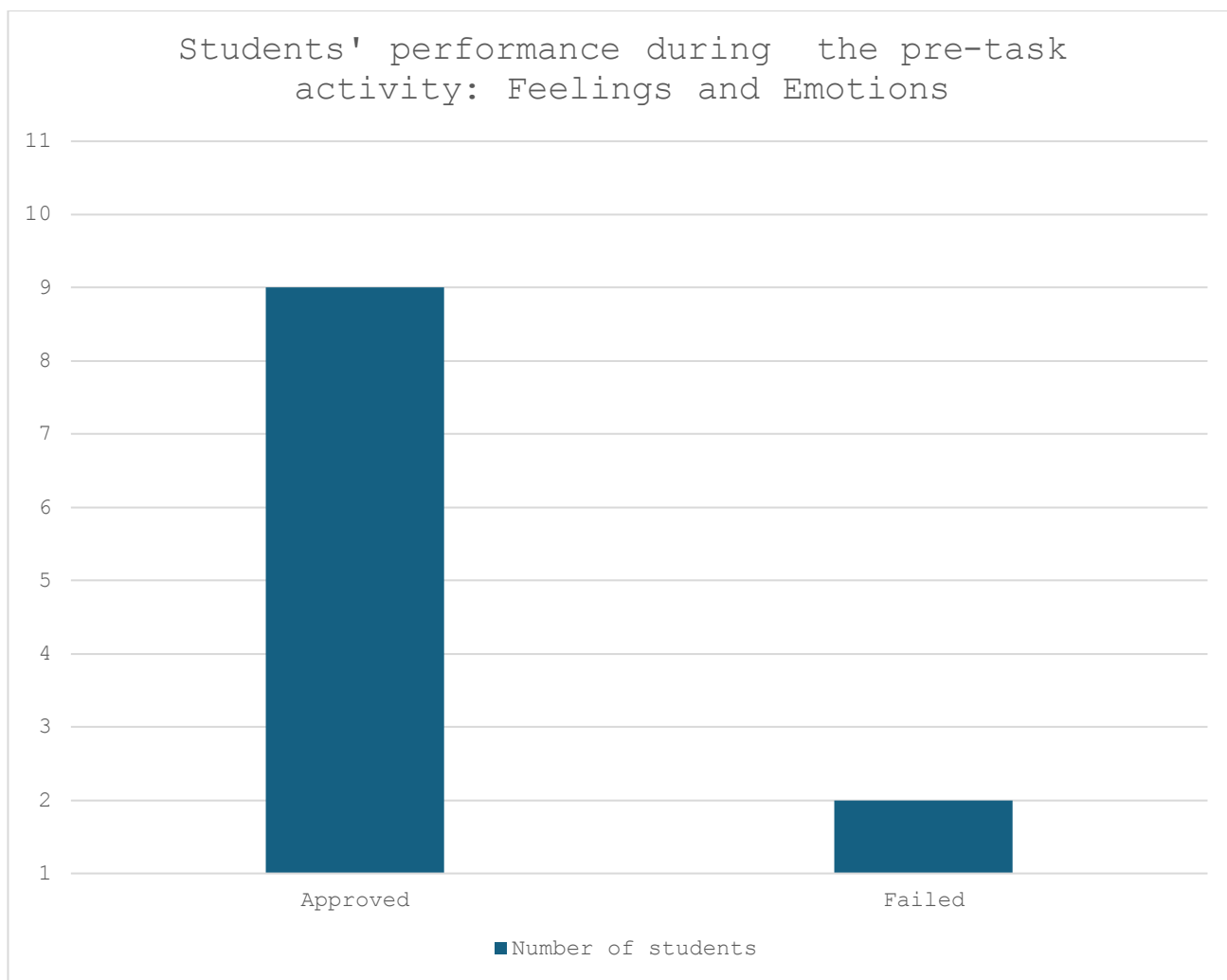


Figure #7. Information taken from a physical survey applied. Researcher's creation

The graphic demonstrates how most of the students managed to successfully complete the task used except for the students that had problems when they had to go in front of the

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classroom to do the activity; specifically, the ones that failed to complete the words “sick” and “angry”. Additionally, the students used in the sample did not have many difficulties completing the activity since they had great knowledge on this topic and so the group managed to work with ease on every turn that they took to play.

The next stage of the pre-task evaluation was done on another day, taking a lesson of 40 minutes once again. This time, it was focused on the usage of simple present and took the same process that the feelings and emotions game took, using the computer and the TV screen to show the group the activity in a bigger scale. In addition to that, 12 students were used in the game since one of them left the classroom during the first minutes of the activity and did not participate at all. The game used this time was “unjumble”, based on arranging the words in the sentences. Additionally, the sentences were done in simple present, so the students can practice their knowledge on grammar. Nevertheless, the students seemed confused and expressed that they have not worked with this topic in the past. The researcher talked to the teacher in charge of the group, and she clarified that the group indeed had worked with the topic in the past but with answers like “Yes, I do” and “No, I don’t” in other topics, so that was the first time that the students had worked with simple present as a topic. However, the researcher applied the activity, so that they had a better understanding of the group level of comprehension of simple present. Once the activity began, the group worked together to arrange the different sentences in the correct order, but got all the 10 sentences wrong and showing a poor performance during the activity by arranging sentences such as “I drink don’t Coca-Cola”, “friends eat pizza with him”, “She loves dance with to me” or “We every morning run.”. After this poor performance by the group, the researcher understood that the group struggled too much with the topic, so he had to focus on this topic with more complexity to improve their grammar level and, at the same time, their understanding of this relevant topic.

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Moreover, it is quite important to mention that the activity took the full lesson since the students struggled a lot to complete the 10 sentences.

Similarly to the pre-task based on the previous topic, a graphic to show the students’ performance during the activity is going to be displayed to have a more accurate understanding of their knowledge before applying it to any lesson.

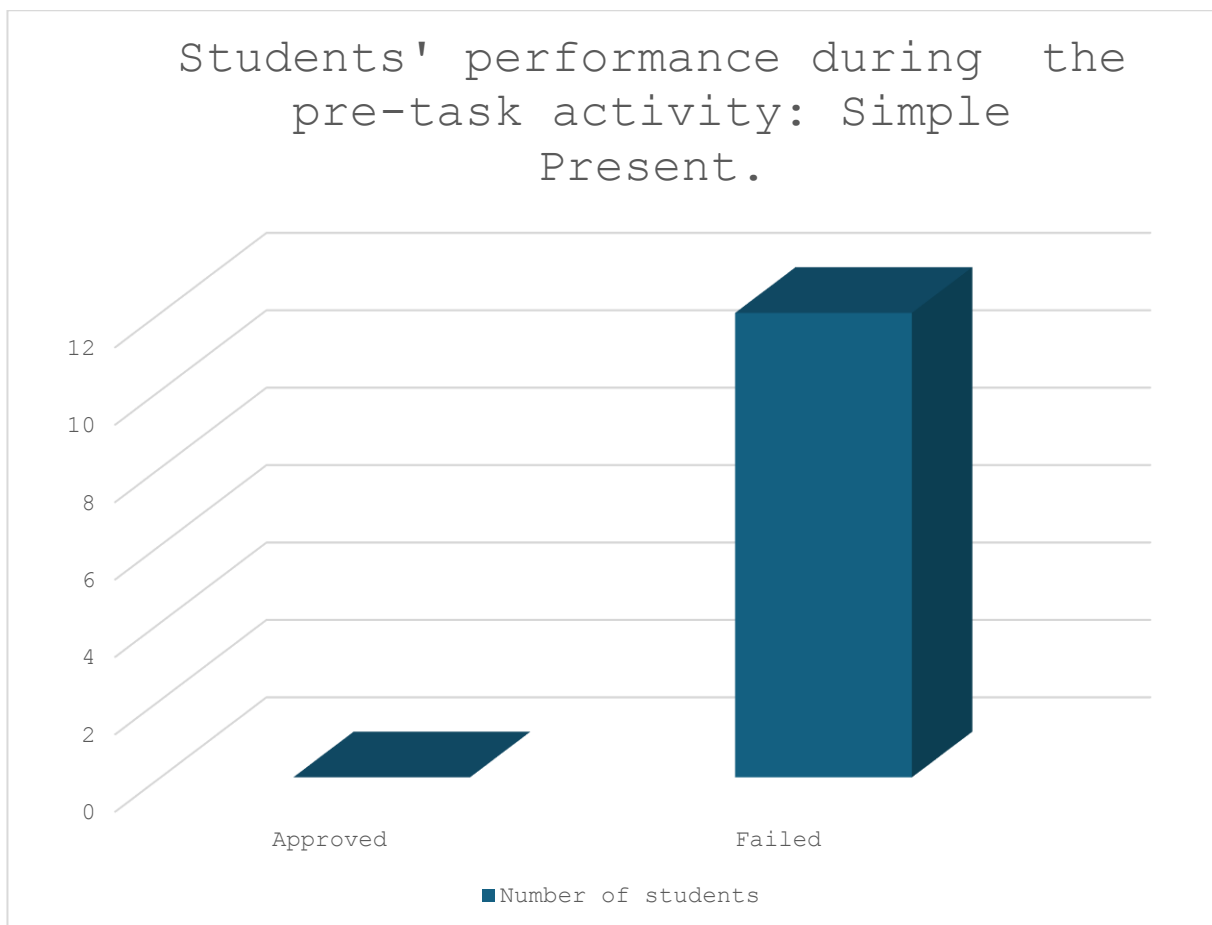


Figure #8. Information taken from a physical survey applied. Researcher's creation

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The previous figure intends to show how the students had a poor performance during the activity, and how they were not able to complete it without the researcher’s help. Moreover, the students had problems with every single sentence that was used in the activity and that is the main reason for them to have such poor performance in the activity proposed. The group’s performance helped the researcher to comprehend that the students needed a lot of emphasis in this topic once the groups starts working with it.

In conclusion, the pre-task evaluation helped the researcher to have a better and more complex comprehension of the group’s needs and current level when it comes to applying grammar in sentences that are in simple present, and their current level of vocabulary related to a simple topic such as feelings and emotions. Moreover, these students seem to understand the task that they are supposed to do, but they struggle to connect words and formulate questions and sentences in positive and negative, so the researcher had to give a class focusing on simple present since the very beginning during the first lesson, since the learners are not fully prepared to work with a topic like this one. However, with the students lacking in this area and with clear complications to work with this topic, the results could be more specific after using WordWall, since they don’t possess any understanding of how to use simple present at all.

4.1.4 Lesson #1: Simple Present (Modeling and practice)

The class consisted of 3 lessons (2 hours overall), so the researcher had the opportunity to explain the topic with the time needed and without any interruption. On the day the class was given, every student was present, so the 13 learners were in the classroom. In addition, the researcher decided to explain the topic by using the board and not going for a technological approach, since not every student might understand the topic properly by using a PC. Another relevant point to mention is that he used the English Translation Method, since the group does not have a good

performance at all, so the analyst went for this approach to ensure a more efficient performance in the students ,and, at the same time, a better understanding. To start the class, the researcher asked the students if they had any idea about what was the verb “is”; a student participated by replying in Spanish saying “verbal”; however, two students raised their hands and said, again, in Spanish, that it is a “verbo” demonstrating that they are a little bit more aware of the topic’s nature, and how it works. Followed by that, the investigator wrote in the board the name of the topic and an arrow to the word “verb”, so the students could match the idea. Once this was done, the analyst explained that a verb is any action that we can do or perform, and they proceeded to explain that simple present comes from that, actions that people perform daily as routines, allowing students to associate the idea of simple present to daily routines that they do. Followed by that, the researcher wrote down the meaning on the board and asked the students to write the information in their notebooks and then make a quick review of the information that he explained, and the students seemed to understand the usage of the simple present perfectly, since they replied without much complication to the questions.

Having explained the usage of the simple present, the analyst proceeded to ask the students to name some verbs to write down on the board as examples. Some students named examples in English, but the majority of the group did not want to give examples, doubting about a possible answer so the investigator told them to name some in Spanish and then translate it to English together which worked well since more students said a couple of verbs that can be used as examples such as “run”, “sing”, “play” and “eat”. In addition, the learners began participating more actively during the lesson, since that part and seemed more willing to ask specific questions about the topic, reviewing what these verbs are since four students did not understand that part.

After that, the researcher started to give a quick review of the personal pronouns to assure that the students can match them with the conjugation of verbs later. The students named all the pronouns without much complication and so, the analyst wrote them in the board to explain how to formulate positive sentences in simple present by matching the pronouns with the use of “s” and “ies” at the end of certain verbs, depending on the pronoun or subject involved in the sentence. In addition, the learners understood how to conjugate the verbs after two explanations, since two students were distracted and did not pay attention, forcing another explanation. However, the group managed to comprehend how the simple present works in positive sentences. Therefore, the researcher did some examples using the different verbs that the students gave him and wrote them on the board, so the students could have them in the notebooks. One of the examples involved the verb “study”, so the researcher told the students to conjugate that verb in simple present for the pronoun “he”, so to test if they know the correct form and, unexpectedly, one student answered “studies” after the other classmates said “studys”, so the investigator took time to explain the different exceptions such as “carries”, “copies”, “cries” and “accompanies”

Next, the investigator wrote down on the board a list of fifteen verbs, so the students had to conjugate them depending on the pronoun/subject that the sentence has. Consequently, the students worked with that for 15 minutes and once they finished, they went in front of the class to write their answers. The majority of the students had their answers right except for the two students that were not paying attention to the explanation the first time, since they conjugated the verb “clean” without any change for the pronoun “he”, leaving the answer as “He clean.” Additionally, the other student wrote on the board “I writes”, so the group realized the errors and said the correct conjugations so the investigator could change their answers.

Followed by that, the analyst introduced to the students how to write simple present in negative by matching the pronouns to “does not” and “do not”, and then he gave some examples for them to see how it is used. They seemed to understand how it works quickly and only one student asked the investigator why the verbs using he, she or it in the sentences do not use the “s” at the end of the correct form, so the researcher gave the explanation about this rule and the group understood it easily. After that, the researcher finally explained how to make questions by using simple present, and the students did not show problems to understand how it works. For this, he used the same examples previously used for positive and negative sentences, so the learners could associate the changes easily having positive responses since the students did not have complications to work with those examples.

To wrap up the lesson, the investigator finally introduced WordWall to the group as a form of review the topic that was worked during the three lessons. In this activity, the TV screen and the computer were required as usual. Additionally, the students seemed excited to work with this activity that was based on choosing the correct conjugation of the verb inside more complicated sentences that involved an increased difficulty. The students had to read the different sentences and drag with the mouse the correct form of the verb to the blank space; having 13 different sentences to work with so every student had the opportunity to go in front of the class and complete one of the sentences proposed. Therefore, almost all of the students had their answers correct except for one of them that chose “I *doesn't know* how to play the guitar” but, once again, the group participated to correct the mistake together.

To conclude, lesson 1 helped the students to understand how the simple present form of verbs works, and for the investigator, it helped him to comprehend properly that most of the students are able to perform in an efficient way during the lessons and specifically with this topic in

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which they were confused since the very beginning. Moreover, the results of lesson one contributed to the investigator to see that WordWall could be used perfectly as a tool to reinforce the students’ knowledge in this case.

4.1.5 Lesson #2: Feelings and emotions (Modeling and practice)

On the day on which the class was given, three students were absent, so there were only 10 students in the classroom. In addition, that day the group only had one lesson, so the time was minimum. However, the researcher chose this lesson to be focused on feelings and emotions, since it is a topic that the students are quite related, and so they needed little reinforcement to be worked during the only English lesson that the group had during the day.

The class started with the investigator asking the students if they knew what a feeling and what an emotion were, attempting to see if the learners could express the difference between these two terms. The group seemed quite willing to participate ,since almost every student raised their hands to reply. Some of them said that feelings are “what we can feel”, other said that it is “what we have inside our heart”, and some replied in Spanish by claiming that feelings are “sentimientos.” With this mentioned, the researcher wrote on the board the meaning for both words, stating that emotions are generated as sensations in the body and feelings were defined by mental thoughts and influenced by emotions. After that, the analyst asked the students to tell him some examples of feelings and emotions, emphasizing the difference between the two concepts, but some students placed “cold” and “hot” as emotions, so the investigator had to explain once again the difference between them to understand which was finally comprehended after another explanation.

Followed by that, WordWall was used once again to reinforce the students’ knowledge of the topic by doing an activity in which their vocabulary was tested. The activity used was focused

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on arranging the letters in the correct order, so the students could form the name of the feeling or the emotion, putting into practice their vocabulary knowledge. Moreover, the game consisted of 20 feelings and emotions that they had to work with after listening to the correct pronunciation helping the students to work with a listening activity and, at the same time, a writing activity that involved these two areas. The group performed excellently during the activity and only struggled with some words such as:

1. Curious which was spelled like “Cuiruos”
2. Impressed, spelled like “Imperssed”
3. Stressed that was spelled like "Stersesd”
4. Thirsty which was spelled “Tirsthy”

Once this was done and to end the lesson, the researcher asked the students the difference between the concepts mentioned at the beginning of the lesson to ensure that they all knew it correctly.

As a conclusion to lesson 2, the group answered perfectly well to using WordWall once again, since they managed to work with words that helped them to see vocabulary related to the topic of feelings and emotions, and, at the same time, improve the vocabulary that they already possessed. Additionally, different areas of the main English skills were worked such as listening and writing, demonstrating that the app could be adjusted to the needs in the moment.

4.1.6 Post tasks.

Once the lessons were given, two post-tasks were carried out by the researcher: one focused on simple present and the other one on feelings and emotions. This was applied to measure the level of performance that the students had after the lessons focused on those two topics and to

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comprehend if the learner had any evolution in grammar and vocabulary. As for the first post task, the analyst presented the same game that the students did during the pre-task, called unjumble in which the learners had to arrange the different sentences considering the correct form of these same sentences. However, some of them were changed to ensure that the students demonstrated a better performance in comparison to the last time they did the activity. Moreover, on the day on which the activity was applied, 10 students were in class and the rest were absent, and since the activity had 10 different sentences divided into positive, negative and questions, the investigator decided to make the game as a group, so everybody could participate and share their ideas about the sentences. In addition to that, the students present seemed quite positive about their improvement and answered the questions smoothly and without many complications; however, some noticeable mistakes were found during the activities since a couple of students were confused about arranging “Wh” questions that are in simple present. For example, in the question “What do you like to do?” the learners struggled to complete, but made it after a few tries since answers such as “Do you like what to do?” and “Do what you like to do?” were given during the process. Consequently, the researcher reminded the students the correct order for the “wh” questions, and the students easily understood what to do. In contrast to the pre-task, the students showed an improvement and a good performance during the activity, showing an increased knowledge about the topic that they were not sure how to work with.

In addition, since the post task was conducted as a group activity, no evaluation chart was used, but WordWall allows the users to record the scores in a leaderboard; in the pre-task, the students got a 57 out of 100 points since in the game they were helped by the researcher all the time, but in the post task they managed to get a 91 out of 100 points, demonstrating that they had an

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improvement over their knowledge. The results/effectiveness of the activity will be displayed in the following figure:

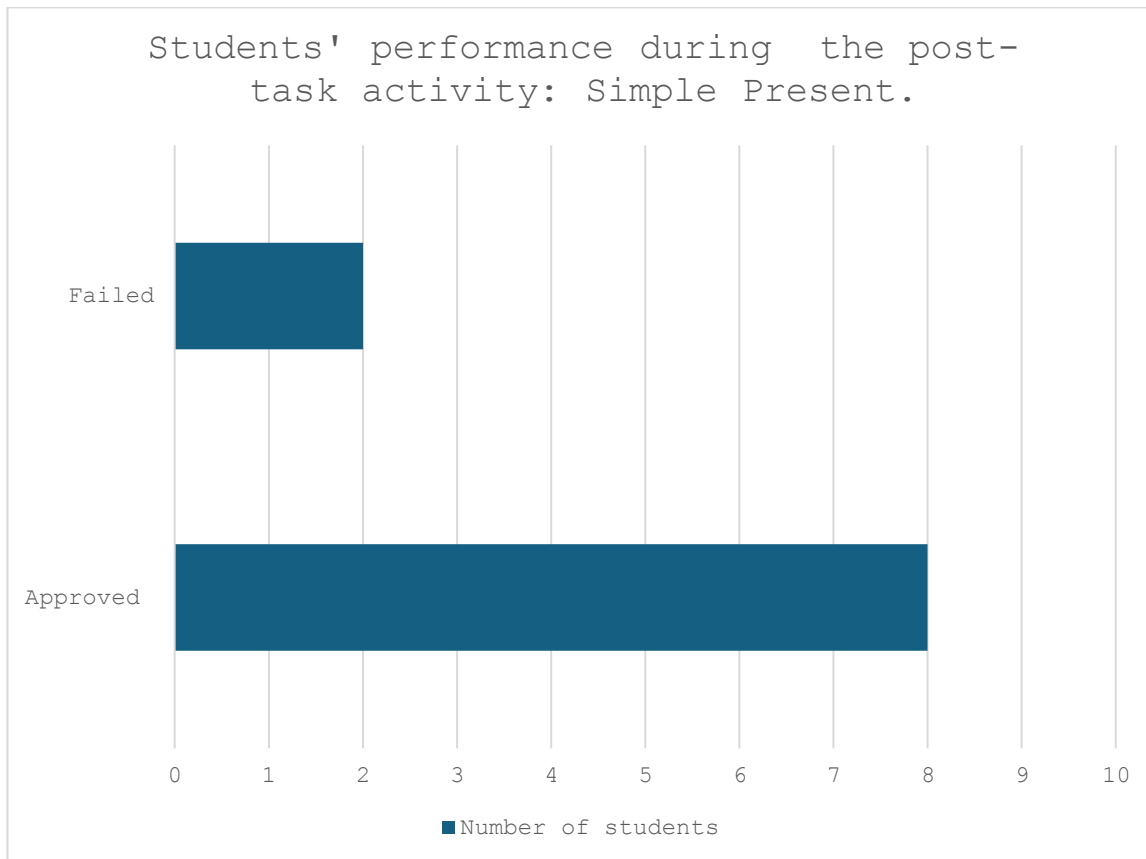


Figure #9. Information taken from a physical survey applied. Researcher's creation

The figure states that most of the students had an acceptable performance and managed to complete the activity with the knowledge that they gained during the lessons focused on the topic of simple present. However, the students as a group had some problems with some sentences and so, WordWall gave a 91 out of 100 as a final score. This was the result of a couple of mistakes found during the game, since two students were confused about doing questions, affecting the overall score of the group during the activity

Followed by that, the second post task activity that was applied was based on feelings and emotions, but it was applied during another day in which 11 students were present. In this activity, the students worked in WordWall with an activity named “open the boxes” in which the students have come in front of the classroom and by using the TV screen and the PC, selecting one box in the screen, and then dramatizing it in front of the class, so the rest of the group had to guess which feeling or emotion it was; however, once they had done that, the student had to write down on the board a sentence related to the topic, so they could put into practice the vocabulary that every student had acquired during the lessons. In addition, the learners did not show any complication doing this activity and managed to play the game with ease; except for one student that had problems to write the sentence and also did not want to write a more complex one than what he already wrote, this being “I am sad.”. In contrast, the rest of the group managed to write long sentences like the researcher asked. Some examples of these sentences are:

1. I am happy because today is my birthday.
2. It is hot on the beach.
3. My mom is confused about tonight.
4. We are sick and we are not playing.
5. I am in love with my girlfriend.

To demonstrate the students’ performance, the following figure pretends to give a clearer view to readers how many students approved the task and how many students did not since it is quite relevant to state the students’ real performance to measure if they truly had any improvement after using WordWall.

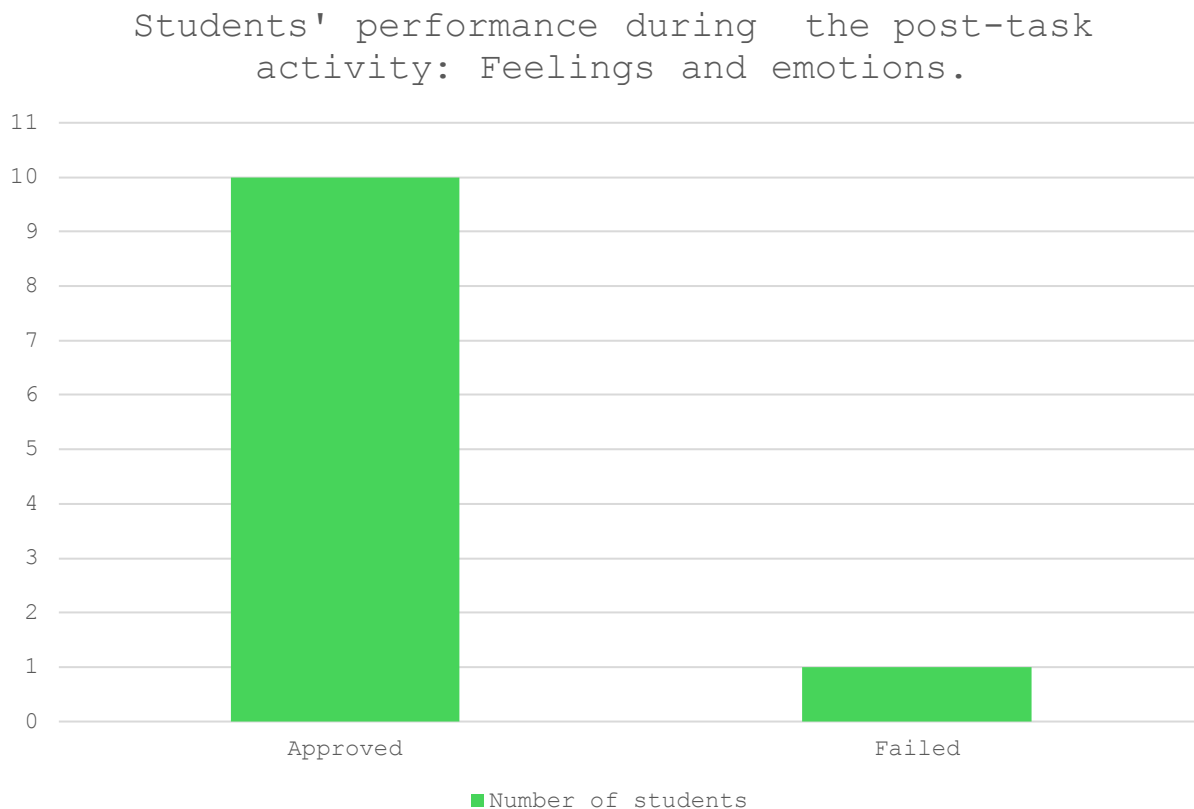


Figure #10. Information taken from a physical survey applied. Researcher's

To elaborate more in this figure, the researcher found a minor improvement in the students' vocabulary since most of them had efficient performance for both pre and post tasks; however, it was considered that one student failed the activity since he refused to write the sentence even though it was stated that it had to be done, so the investigator took this case as a student who failed the activity proposed. Overall, the rest of the group showed minor improvements, as it was already stated before, with some words that troubled them during the pre-task.

After applying these two post tasks, it was concluded that the students had an improvement over the different areas in which the researcher decided to work. For example, in the topic of simple present, the students showed a real improvement over their previous knowledge, which was almost none, proving that adding WordWall as a tool to reinforce their knowledge using simple video

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games focused on the topic could make the class more dynamic and more efficient in terms of reinforcement of grammar and vocabulary, as it was stated in the objectives of this investigation. Additionally, for feelings and emotions, the students had a very efficient performance during the pre-task activity, but with some minor mistakes in vocabulary that had to be covered to improve the way in which they wrote some words for this topic. As a result, the students manage to improve some of these problems by also reinforcing their knowledge in vocabulary with the post-task based on relating the feelings/emotions by dramatization and then by writing in the board the words that they had problems to spell the last time. Once again, a graphic is going to be displayed to demonstrate the students’ development, comparing their performance during the pre-task activity and then during the post-task activity, pretending to explain if the students had a clear improvement or not.

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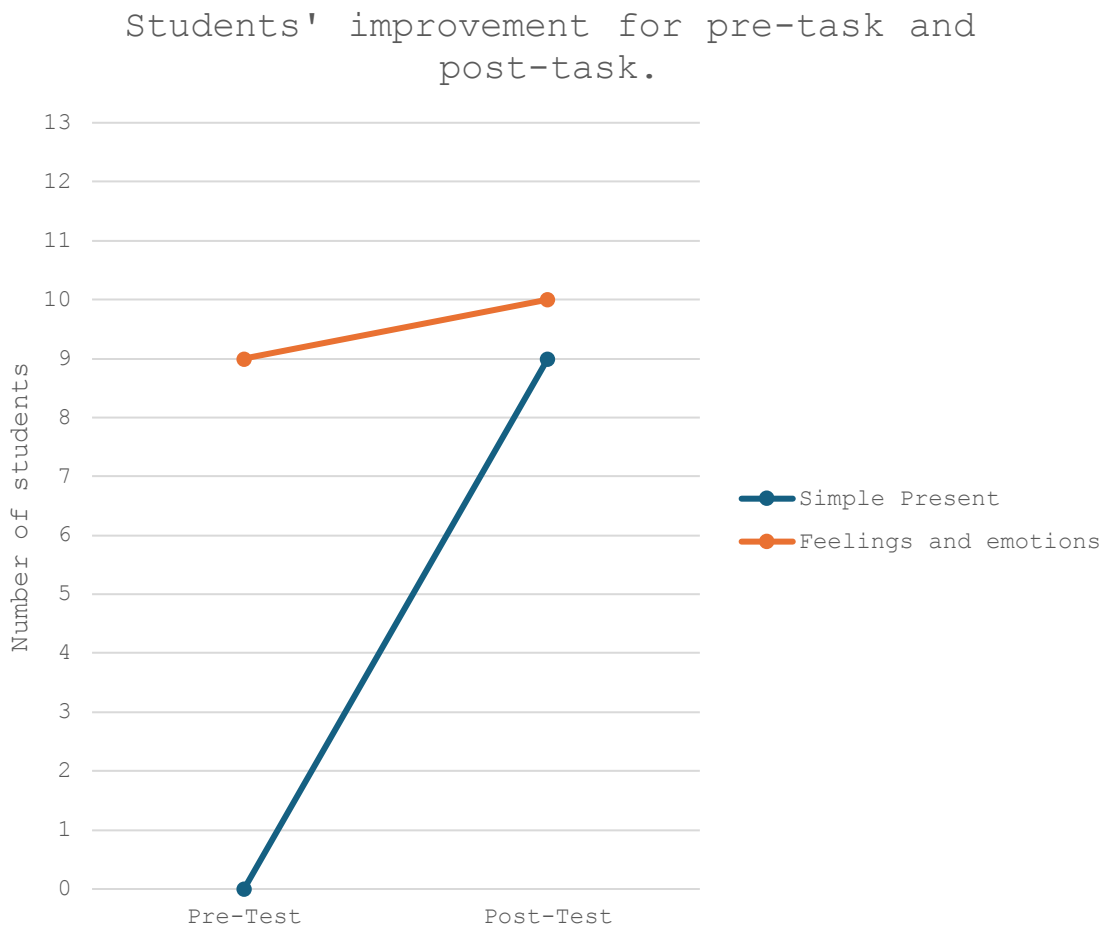


Figure #11. Information taken from a physical survey applied. Researcher's

It is quite relevant to state that the results are based on the different number of students that were present during the days on which the pre and post-test were applied, leaving a couple of learners out of the sample during the recollection of data. However, the results were positive, and they showed that the number of learners that passed the post-test activities were bigger than the actual number of students during the pre-test, so it was clear the benefit that most of the students had after using WordWall.

4.1.7 Final opinion survey.

The final opinion survey was conducted to gather the students' reflections on using WordWall as a tool to reinforce grammar and vocabulary. The survey aimed to recollect the

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different perspectives from the learners after they used the app, the effectiveness of the lessons and overall impact on the students. The survey was composed of 9 statements in which the sample had to mark if they agree or disagree with those allegations and 4 open answer questions that the students had to complete to express their feelings related to video games and WordWall as a tool.

As for the first question, it was intended to understand if the students had enjoyment after using WordWall during the lessons. In addition to that, the results showed mixed opinions regarding the usage of the app with no students marking that they disagree with the statement “I had fun playing the games that the teacher used. One student (11%) marked disagree, two students (22%) stated that they feel neutral about the statement, three learners (34%) expressed agreement while another three students (33%) marked that they feel strongly agree with the statement. The results demonstrated different perspectives and opinions based on the sample’s experiences with the different games applied with a total of 6 students saying that they had fun and only 3 of them stated that they did not.

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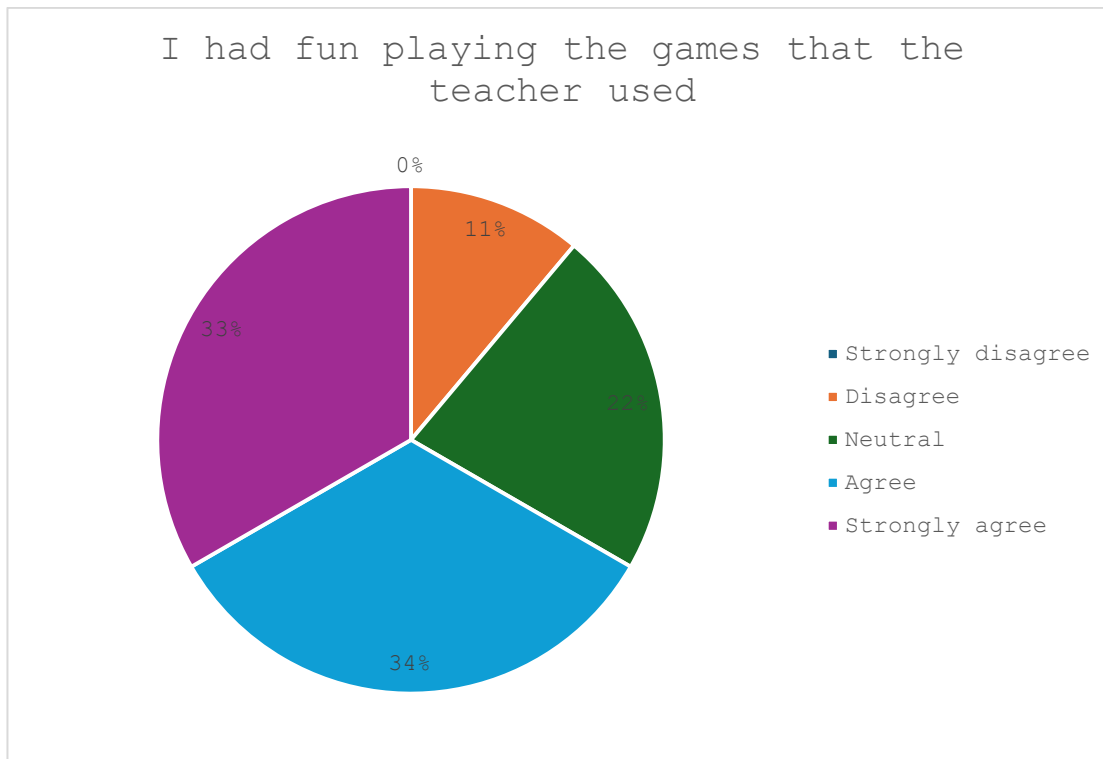


Figure #12. Information taken from a physical survey applied. Researcher’s creation

Next, the second question of the survey was “the games helped to understand the topics.”. In this one, no students marked that they strongly disagreed, three students (33%) marked disagree, one student (11%) marked the neutral option, one student (11%) expressed agreement and four of them (45%) marked that they strongly agree with the statement. As a result, the group again showed mixed opinions regarding the app, but this time focused on the understanding that they gained after using the app since almost half of the group stated that the app did not help them to understand the topics, emphasizing that the explanation before the activities was clear enough so the activities did not reinforce their knowledge at all.

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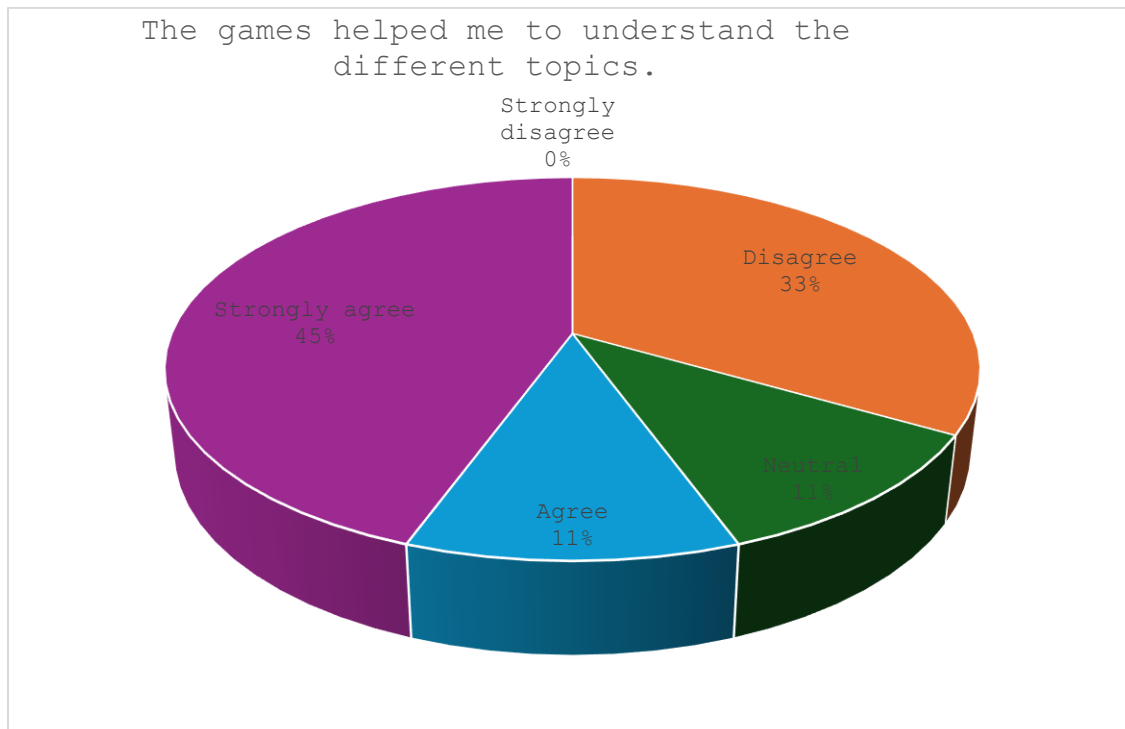


Figure #13. Information taken from a physical survey applied. Researcher’s creation

Thirdly, it was analyzed if the group believed the games could be used more frequently in class. In this case, no student showed a strong disagreement with the statement, one student (11%) marked the disagree option, another student (11%) established a neutral opinion on the matter, two students (22%) stated that they agreed with the previous statement and lastly, five students (56%) marked their strong agreement about the use of games frequently during the lessons. Moreover, answers are more one-sided in comparison to the previous statements since most of the students are more than interested in using games in class to have a better understanding of the topics.

I consider that games can be used more frequently in class

■ Strongly disagree ■ Disagree ■ Neutral ■ Agree ■ Strongly agree

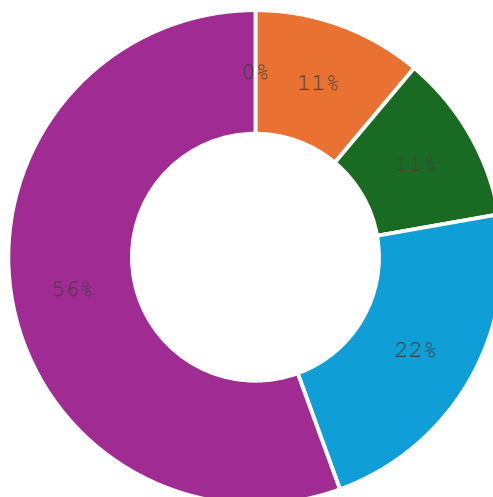


Figure #14. Information taken from a physical survey applied. Researcher’s creation

Then, the fourth statement was based on the students’ agreement with using games to make the English lessons more entertaining. This time the answers were quite contradictory to the previous ones since a total of 45% of the students (4) stated that they strongly disagree with the statement, 22% of the group (2) also marked that they disagreed with that, while as for neutral, agree and strongly agree options had a total of 11% each (1 student per answer). The analyst found a clear contradiction to the previous replies, since the students considered during the third statement that more games should be used during the lessons, but in this case, they expressed that they believed that using these games in the English classes are not entertaining at all, having a clear contradiction to what they expressed previously during the application of the survey.

Learning English with games can make the lessons more entertaining

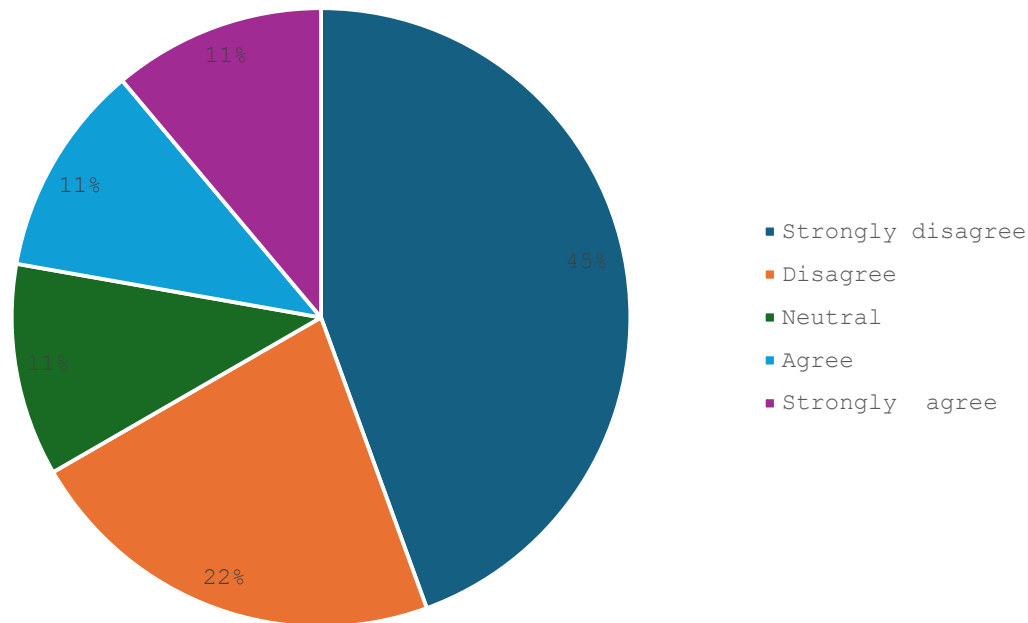


Figure #15. Information taken from a physical survey applied. Researcher’s creation

The next statement used was “I learned new vocabulary by using these games.”. Here, students gave negative answers with a total of 3 students (34%) sharing that they strongly disagree with the statement, other 3 learners (33%) stated that they disagreed with it, two students (22%) marked the neutral option, one student (11%) agreed with the statement and no student showed a strong agreement on the matter. The results reinforce the conclusion related to the statement previously mentioned in which they did not feel like their vocabulary was reinforced since they already got a clear explanation, and so, they believed that their vocabulary was not improved.

I learned new vocabulary by using these games

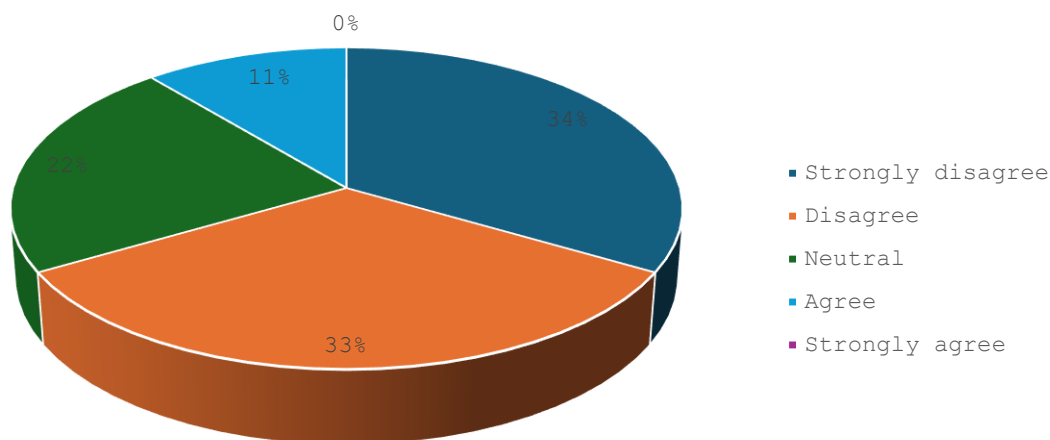


Figure #16. Information taken from a physical survey applied. Researcher’s creation

The statement followed by that was based on how easy it is for the students to understand simple present when the teacher uses these games. This time, the students did not give any answer related to “strongly disagree”; however, two students (22% each) answered they disagreed and neutral options. In addition, a total of four students (45%) answered that they agreed with the statement and only one student (11%) said that he strongly agreed with it. For this case, the group considered that WordWall managed to help them improve their knowledge in the use of simple present, since the majority gave a positive answer about the statement.

Simple present is easier to understand when the teacher uses games to make me participate.

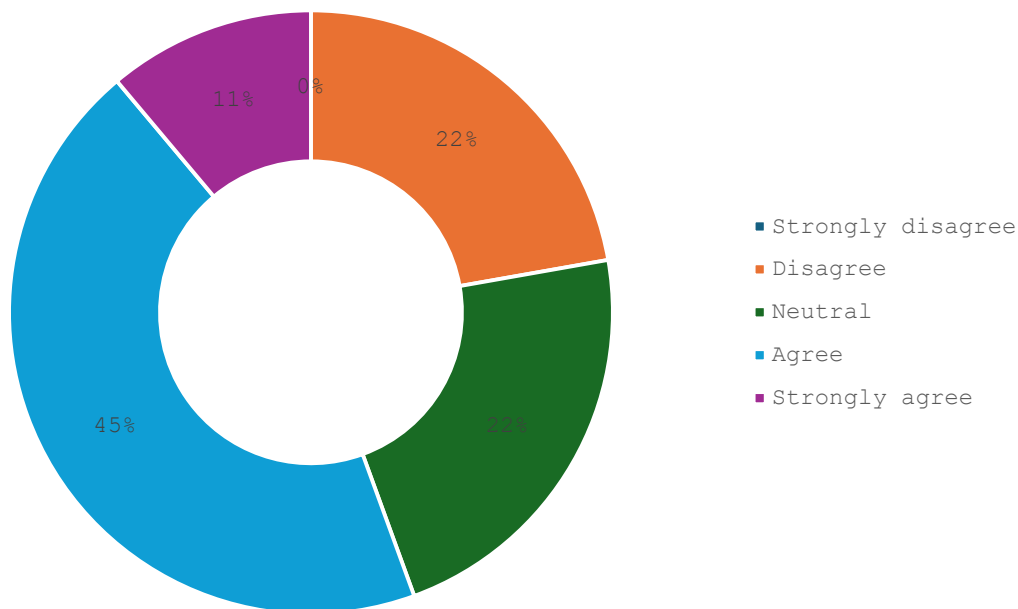


Figure #17. Information taken from a physical survey applied. Researcher’s creation

The seventh statement was related to the motivation that the students can have after using games in WordWall. The answers were quite one-sided in this statement, with a total of 5 students (56%) answering that they agreed with it and for the rest of the answers, they had one vote (11% each). The researcher found with these answers that the majority of the students found motivation in using games like the ones proposed, reinforcing theories that were exposed during the theoretical framework.

I feel motivated when the teacher uses games after explaining a topic.

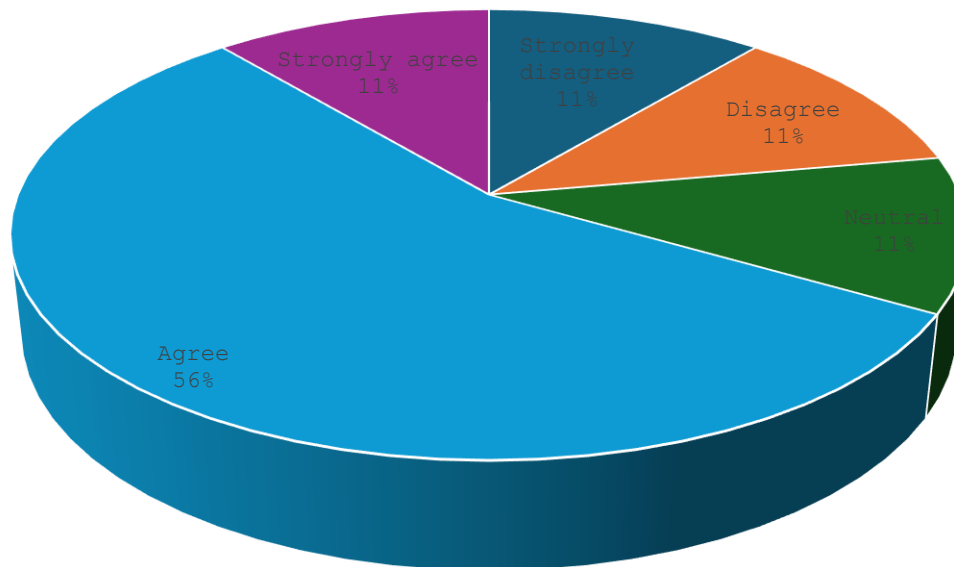


Figure #18. Information taken from a physical survey applied. Researcher’s creation

Next, the statement established was about the confidence and relaxation that the students can have after using the games proposed in WordWall. Here, two students (22%) stated that they strongly disagree, one student (11%) marked disagree, no student marked strongly agree but both neutral and agree had tied answers with 3 each (33% and 34% respectively). Here, the sample gave significant answers about how they felt while using the app while, once again, giving contradictory answers about what they replied in the previous statement, since the majority here said that they did not feel confident, but in the previous statement they said they felt motivated.

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Playing games with my classmates helps me to feel relaxed and more confident about the topics.

■ Strongly disagree ■ Disagree ■ Neutral ■ Agree ■ Strongly agree.

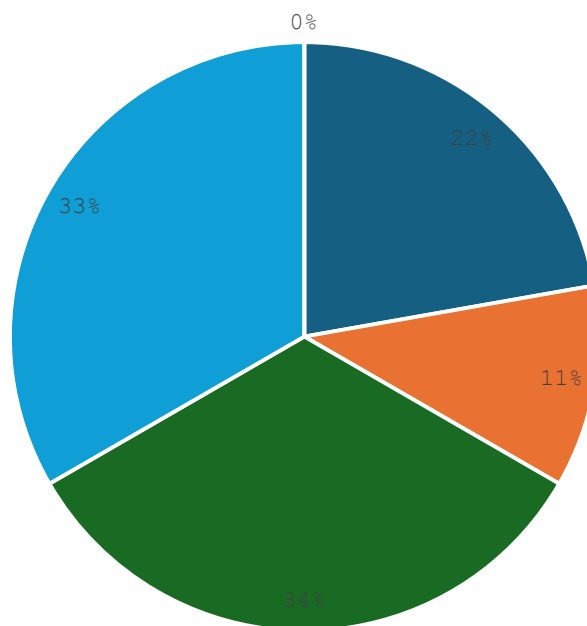


Figure #19. Information taken from a physical survey applied. Researcher’s creation

As for the final statement, the students were asked if they wanted to learn more vocabulary using these games in WordWall. In this case, mixed opinions were given since both strongly disagreed, and disagree had one vote each (11%), the neutral option had three votes (34%) and the last two options, agree and strongly agree, had two votes each (22%). Again, the different answers helped the investigator to understand that many of the students were comfortable enough to work with WordWall to learn new vocabulary, but still there were two students that were not really convinced about using it.

I want to learn new vocabulary after playing games in WordWall

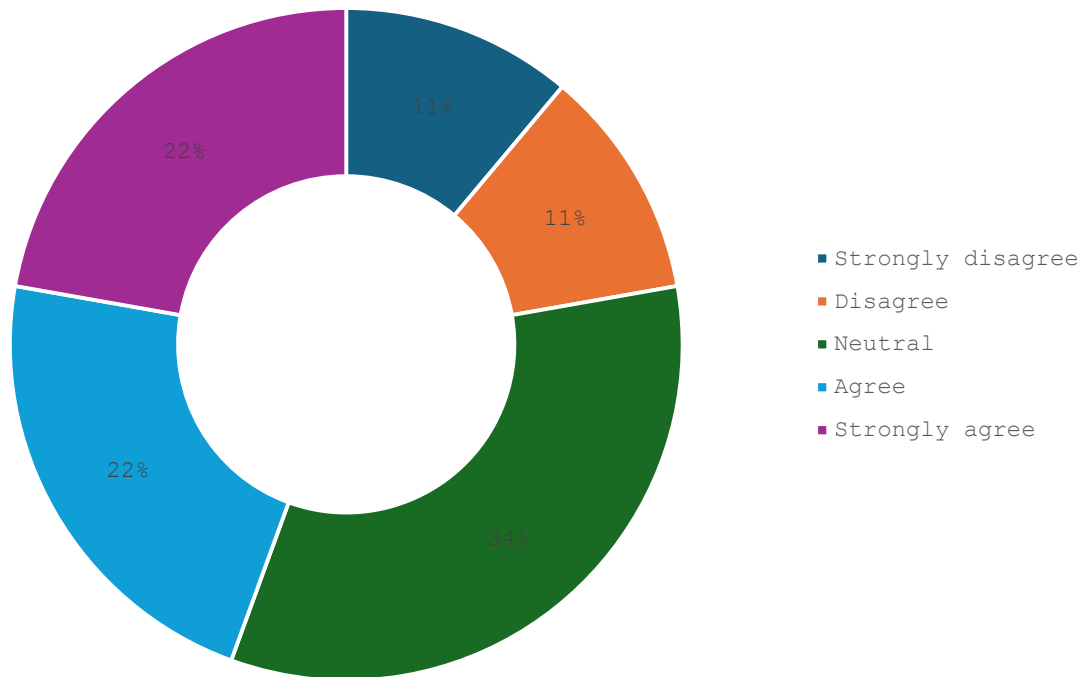


Figure #20. Information taken from a physical survey applied. Researcher’s creation

After this part of the survey was applied, the students had to answer different questions related to using WordWall to improve both grammar and vocabulary. These questions were open answers, so the students were able to reply whatever they wanted according to what they were asked, obviously.

The first question made was about the frequency in which WordWall was used during the lessons, asking specifically: “Do you want to use WordWall more often?”. The answers received were not complex at all, and so the students only replied with “yes, I do” or “no, I don’t”, same case with the rest of the questions moving forward. Here, 7 students commented that they would like to use it more frequently as only 2 of them gave a negative answer. With this, it was proven that the

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students enjoyed using the app but not all of them did, allowing the analyst to comprehend that these games had a positive effect in the students’ experiences and helping them to feel with a more open mind to add WordWall to lessons if the teacher wants to.

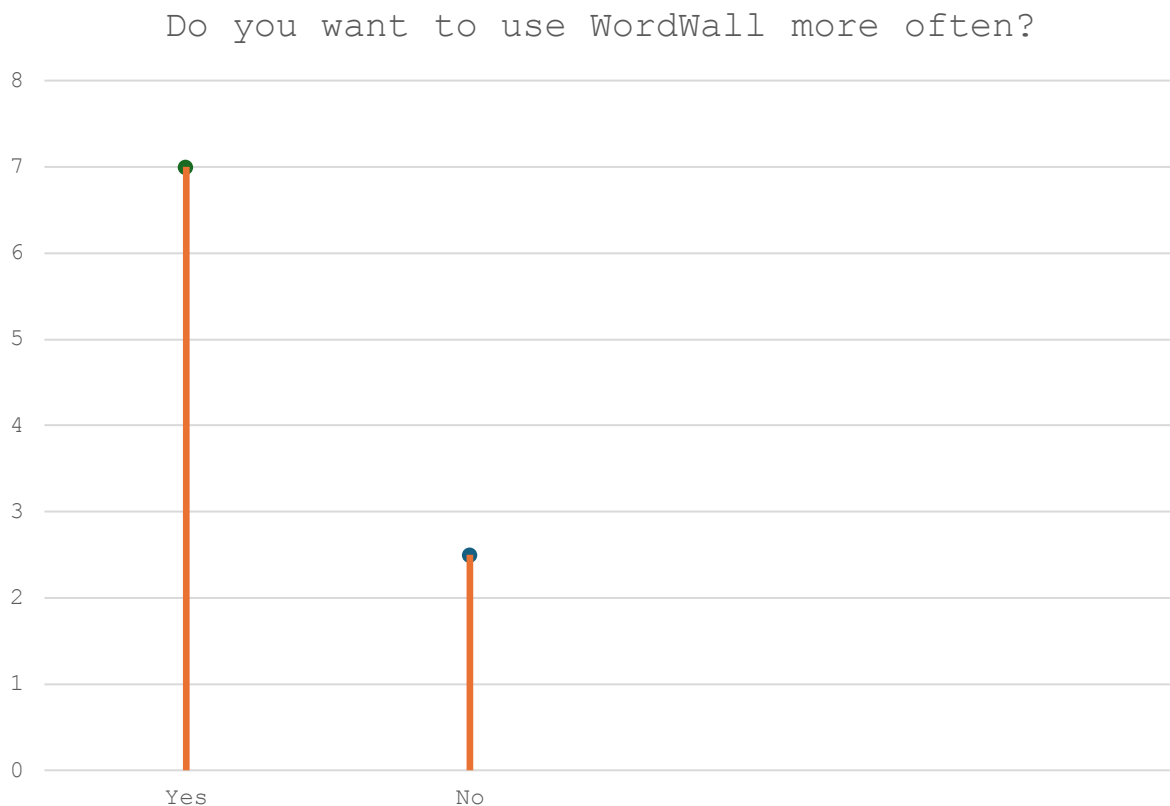


Figure #21. Information taken from a physical survey applied. Researcher’s creation

Followed by this question, the students were asked if they believed that using WordWall’s games to the lessons could make it easier to understand and follow; a total of 8 students answered that they believed using these games could facilitate the classes while only one student replied negatively. In fact, and since most of the students agreed with using WordWall as a tool to reinforce the topics, a better understanding of the students’ position related to using the app was able to be analyzed, demonstrating that they felt positive about the app’s benefits.

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Do you think that using WordWall in the classroom can make the lessons easier to follow?



Figure #22. Information taken from a physical survey applied. Researcher’s creation

Next, a question related to simple present, the topic in which the students had more complications, was done as an attempt to see if the students considered that WordWall could be a great tool to improve their current knowledge related to the topic and all of the 9 students gave a positive answer. Contrary to previous answers during the first statements, the students expressed as a group that they believed that WordWall helped them with efficiency to understand how the verbal

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tense worked and how to apply it. The group also commented that the app was a great help for them since “*it made things easier with practices that were fun.*”

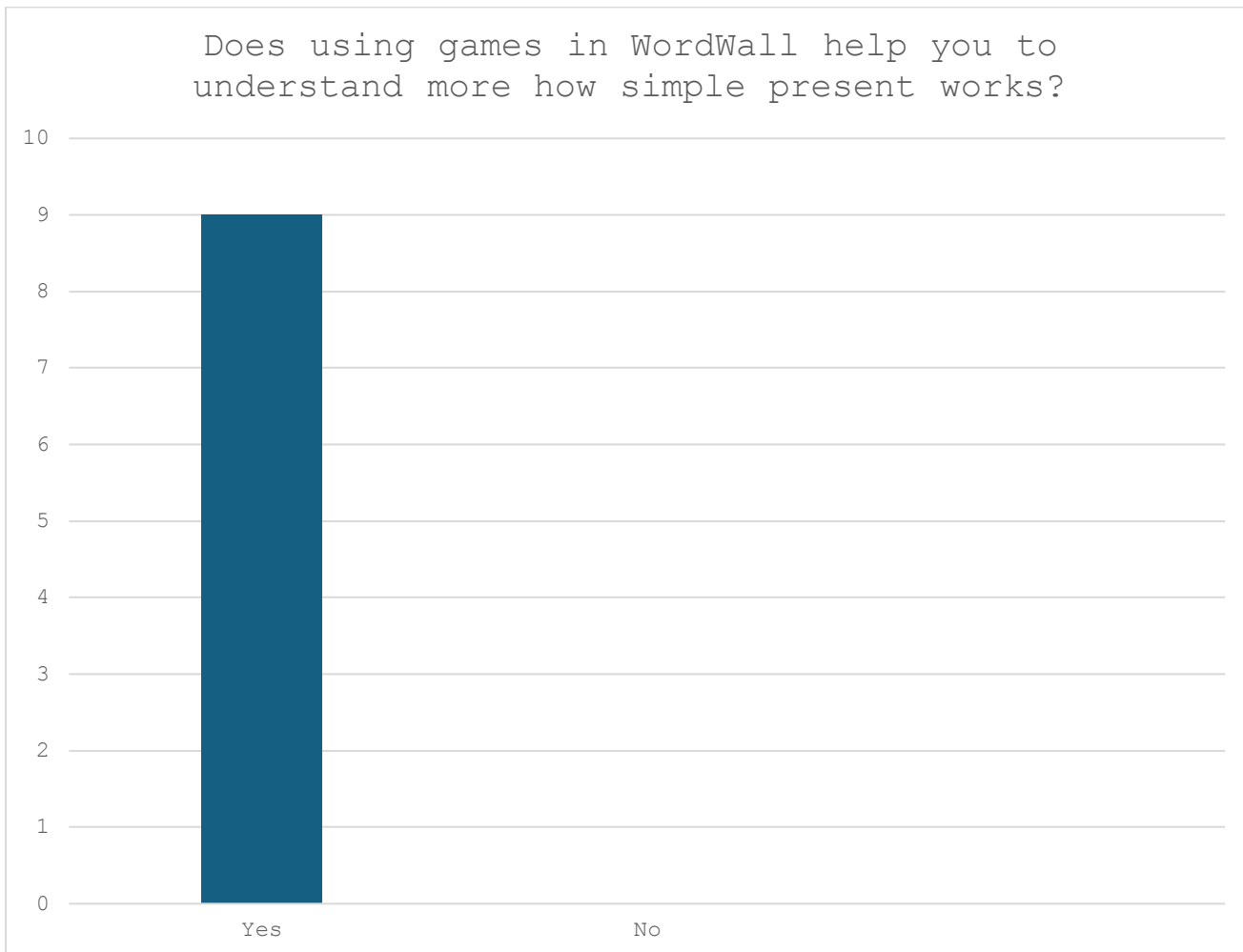


Figure #23. Information taken from a physical survey applied. Researcher’s creation

Finally, the last question was asked, and it was focused on using WordWall as an overall tool to learn or improve grammar and vocabulary. However, the students were also asked to say the reason for them to say yes or no. This time, 8 students answered that they wanted to use the games in the future to improve their grammar and vocabulary while only one of them gave a negative answer. According to their reasons, most of the students replied that their reason was because the games were fun, and they would like to play them again. Some other students simply stated that

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they would like to use the app again because they “like them a lot”. As for the student that replied with a negative answer, he/she did not write a reason and only wrote “No, I don’t”.

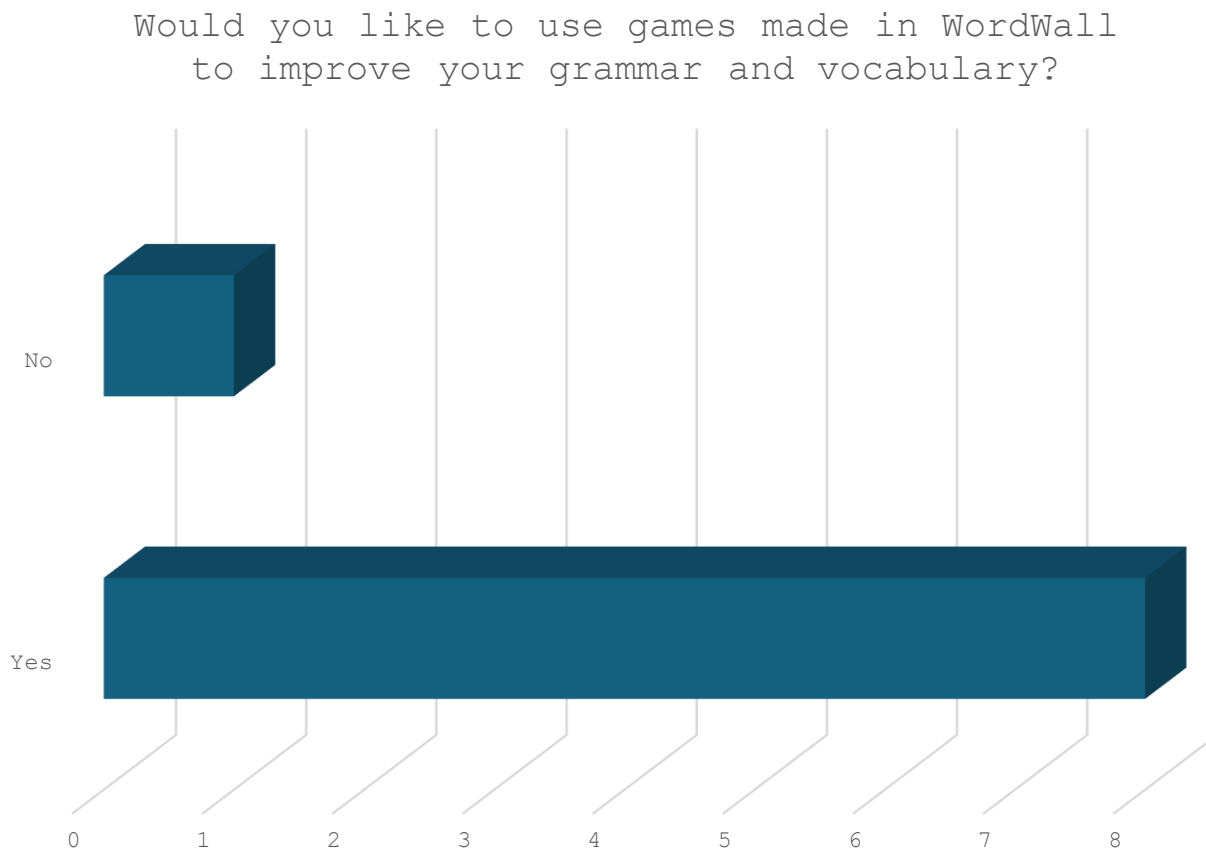


Figure #24. Information taken from a physical survey applied. Researcher’s creation

As a conclusion to this section, the final opinion survey showed that many of the students enjoyed using WordWall and their experiences with the app helped to gain the knowledge that it was expected, allowing the students to clarify this in their answers. However, some of the statements and questions proposed showed contradictory answers that were not coherent enough with the rest of the questions made during the survey. In addition, the positive response of the group

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helped the researcher to comprehend that the sample is willing to try different WordWall games in the future, and so to acquire a better knowledge in regards of grammar and vocabulary. Overall, with most of the group sharing their positive opinion based on the activities that they did, the negative responses helped the researcher to understand that the activities used may need improvement or a more elaborated game to catch the learners’ attention. Addressing these problems, the investigator could further enhance the games' effectiveness and engagement, ensuring that all students feel supported in their learning journey.

Chapter V

Conclusions and recommendations

5.1 Purpose of the conclusion.

This chapter will explain the conclusions obtained through the investigation and the reasons for the use of the instruments applied during the recollection of data process. The explanation of the conclusions will be given by the objectives established in Chapter I, referring them as different conclusions are given in relation to those specific objectives.

Additionally, it is relevant to state that some recommendations will be given for future researchers that desire to investigate this topic deeply. These recommendations are focused on explaining how to improve the lessons using WordWall as a tool during the class, and how the app can work with more efficiency for young learners that need to have a better understanding of certain topics in terms of grammar and the acquisition of vocabulary.

5.2 Conclusions.

After using WordWall for the group 5-1 of Escuela de Yerbabuena, it was found that the app can be used for students as a tool to reinforce their grammar and vocabulary during the English lessons; however, it was also concluded that using this app as the main source of activities or practice can be negative, since it may not contribute to the students’ motivation and, in fact, it could become boring if the learners are playing these videogames constantly.

Over-using the app can cause negative effects to the learners since young students are always in need of different activities that make them feel more active in the classes or simply in learning a new topic. For this, it was concluded that it is a teacher’s task to find the correct balance during the lessons to make the students comfortable enough to do these games and, at the same

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time, try to find activities that can be used to cover the students’ needs all the time. Luckily, WordWall provides different games and tools for educators to create enough activities to cover this same need. In essence, applying technology during the classes provides different opportunities for the teachers to develop a more effective and flashy lesson to every student occasionally, since over-using this type of tools can obstruct the students’ interest on the class, and so, they can get bored pretty quickly.

More importantly, the learners used during the recollection of data demonstrated different opinions related to the app (figure #12). From positive opinions to negative ones that describe WordWall as something that is not needed in the students’ opinions. The final survey managed to give enough conclusions to the researcher, showing that using technology during classes is a need that most students possess; however, some students are more into a traditional teaching that can give them a more accurate learning process than a technology-based approach. In addition, when the app was used, the students took advantage of the facilities that it provides, and they found a tool that helped them to improve their English grammar, proving the relevance that these tools can have to impact the students need of reinforcement for certain topics that could be hard for them to follow as it was stated during graphic #17. Moreover, in terms of vocabulary, the learners showed a slight improvement in the topic used, feelings and emotions, since many students had a pretty good knowledge on the topic, so their improvements were little, but they were influenced by their current knowledge. Additionally, the group of students acquired minor improvements such as the understanding about how to write words properly or even find the difference between some words such as “sick”, “hungry” and “angry”, which were words that they failed to spell correctly previously during the pre-test. The students also demonstrated a slight improvement in the way in which they use the vocabulary after working with the activity based on the writing sentences, since

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some of them had problems using the vocabulary properly. However, the students considered that they did not have any improvement after using the app (figure #16). Even though the students that had problems spelling some words or that struggled to make the difference between some words like it was the case with “angry” and “hungry”, managed to learn the difference and recognize them during the post-task. Thus, the students always demonstrated their interest in using WordWall, but that same interest was reduced after using it so often (figure #20).

5.2.1 To describe the initial grammar proficiency level of 5-1 students alongside their vocabulary level before incorporating the gaming app WordWall into their learning process.

For this objective, two topics were chosen, in which one of them was focused specifically on grammar, and the other on vocabulary acquisition, these two were simple present and feelings and emotions respectively. To describe their initial level of knowledge for these topics, the pre-task was applied to measure their grammar and vocabulary state alongside the survey (Appendix 1), which was fully focused on their opinions related to use games in classes. However, when analyzing the results of the pre-task, the results showed that the students did not possess any previous knowledge related to simple present, and so, their performance during the pre-test was quite poor, failing to use completely the game proposed by the researcher. For this, it was concluded that the sample needed a more intense lesson regarding the topic to ensure that they can develop better results after the teaching process was finished. However, the lack of knowledge in the students provided evidence to help the investigator to have a better insight of the students’ progress and, at the same time, it helped the students to use WordWall as a tool to make their grammar performance way more effective than it was during the pre-task.

As was previously stated in Chapter IV, pre-task section, the students struggled a lot to work with this topic since they had no idea about how to conjugate the verbs properly, and so, they failed

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to complete the activity proposed by the researcher to measure their level of grammar. Alongside that, the lack of knowledge on their behalf proved that the students indeed needed a tool to help them to have better understanding of this matter, allowing the analyst to comprehend that the group needed a deeper insight of the topic, and, at the same time, activities that could help them to feel more motivated to work with.

On the other hand, vocabulary was also measured with a different topic, feelings and emotions, and here the students demonstrated great control and an efficient performance with the activities as they were stated in Chapter IV, but still, some minor mistakes were found and needed to be covered with the activities proposed by WordWall. In addition, the students showed mistakes that could be easily improved and did not force the researcher to work that much with the students like in the case of grammar.

In summary, the students demonstrated an immense contrast between their level of grammar and vocabulary during the pre-task, same that was measured as an overall average performance that needed to be improved quite a lot during the lessons imparted. For grammar, students did not complete the task that the investigator used with lots of mistakes that emphasized their bad performance and for vocabulary, the group managed to complete the ten items proposed in the activity, failing in minor mistakes that were covered later.

5.2.2 To implement interactive grammar-focused and vocabulary-based activities using WordWall to observe how students engage and participate in the learning process.

The investigator implemented WordWall during the lessons managing to catch the students’ attention, since they found the activities as fun games that could motivate them after the explanation of the topics, and so they reinforced what they just learned during the class. These interactive games were used with the technological tools provided by the school to motivate the group even more as

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flashy games to do after giving the topic. Therefore, the students expressed their enthusiasm as they worked with the app the first times, stating that they had not used activities like these before, and also asking to use them more often and, managing to catch their attention like that, the researcher found the proper approach to work the topics by using the app and so, securing the learners active participation during the lessons.

Additionally, when using WordWall during the lessons, the analyst supported the active participation that can also work as an approach to comprehend the students position regarding using the app during the lessons. Moreover, when the app was applied, the students had to go in front of the class to use the computer and, on the TV screen, the rest of the group could see what the classmate did, also supporting the idea of participating to help the student in front of the class or to say if the answers were wrong. At the end of each game, a leaderboard was displayed for the students to see how they performed and motivate them to improve and have better results. However, because of the time, they were forced to play each game just once even though the majority of the group were willing to repeat the games and have better results.

In fact, WordWall is a very dynamic and useful app that had great results on each student, since all of them seemed to have a better performance during the activities, and so, prove that the app allows the teachers to reinforce knowledge, as it was done by the researcher when the different topics were applied. In addition, during chapter four of the investigation, in the lesson section, the researcher stated that the students seemed positive about using these tools and collaborated with it to ensure a dynamic and entertaining time for the students. Moreover, the app did not represent any difficulty for the students since all of them were familiar with using a computer, and since WordWall is very easy to use, the group did not need much introduction to the application. On the other hand, the result of each of the responses was surprising because WordWall was applied in real-

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time allowing the teacher to observe and analyze the strategies, reactions, and analysis that the students showed, which was important for a teacher when instructing his students. When the app was used, the classroom intersected with the method and practice of teaching (pedagogical knowledge) in order to present and guarantee learning from the material taught to students during the teaching process.

5.2.3 To analyze the effectiveness of WordWall in improving students’ grammar skills and vocabulary through the observation of their progress and elaboration of the post-test.

After using WordWall during the lessons, it was clear to the investigator that the students were willing to try to app more times and, with that, being able to develop a better understanding of certain topics thanks to the games that the app facilitated. Additionally, the app made a positive impact in the students, since it was established by the students during the pre-test that most of them were aware of the existence of video games that could be used to learn English (figure #2), so the effectiveness of the app was influenced by the interest that the group expressed during the lessons. In fact, the students stated during the post-test phase that they would like to try WordWall more often to improve the English grammar and vocabulary since those have been areas in which they struggle a lot.

Thus, WordWall could impact the students with effectiveness after measuring their progress. Grammar, which is an area in which they were struggling, had a significant improvement after using the app, since most of them managed to show that their performance was better than the first one that the group had when they first introduced to WordWall, and during the last opinion survey, the students replied that they believed that the app helped them to improve their grammar (figure #23). Moreover, the last activity was applied without the help of the researcher, so every student had to work by their own to demonstrate their improvements , allowing the fulfillment of the objective to

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be established during Chapter I. To achieve this, the students’ reactions alongside their performance were measured once again, so the researcher could have a more accurate idea of their needs and how WordWall could help them more than it had already done. Consequently, the effectiveness of the app was involved by the different aspects which every learner had during the recollection of data process, analyzing their progress in simple present understanding. In terms of behavior, the students expressed their interest, enjoyment and their motivation to play the games proposed (figure #12): however, after using the app for more than three times in different opportunities, but consecutively, the group lost their interest slightly, expressing that they wanted to work with WordWall outside the classroom at least. As a result, the researcher denied the petition, but the students completed the games without complaints.

As for the vocabulary part, the students seemed glad and entertained doing the activities related to the topic in which acquisition of vocabulary was the focus point. During the activities, the students worked motivated and showing interest in reviewing the topic in which they worked during previous years. In addition, the group of learners stated that they did not acquire much vocabulary using the activities (figure #16), but it was because they had a great control of the topic, so they did not have complications to work with this vocabulary. However, the researcher exposed them to new vocabulary that they did not know. Thus, they could develop new words that were unknown for them such as “intrigued” and “molested”, which are words that most of the students did not know before the researcher told them about them.. Still, most students expressed that they would like to work with WordWall more often to improve their vocabulary (figure #21), since the application was useful enough for them.

Finally, the students had a clear improvement over their grammar basis and their vocabulary acquisition, because they all demonstrated during the post-task section a development in the process

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once WordWall was applied. Moreover, great retention is obtained since students absorbed learning in different ways like it was stated previously, some visually through images exposed to them in the vocabulary activities included, and others remembering most of the words that were found in previous activities or simply hearing during the games. At the same time, the group also showed great retention and understanding of simple grammar rules related to the topics used during the lessons. Consequently, the investigator could identify the effectiveness of the app after being used.

5.3 Restatement of the Research Question

For starters, it is relevant to clarify the research question that was used for this investigation: How can grammar and vocabulary acquisition be improved by the implementation of the gaming app WordWall to non-native speakers between the age gap of 10 and 12 years old in Escuela de Yerbabuena during the first trimester of the year 2025? During the recollection of data and analysis of the same, it was exposed how relevant it was for the students to possess good and efficient grammar skills alongside vocabulary that could facilitate the students form of expressing themselves. Since the first instrument was applied during the class observation, it was easy to identify the students’ problems with grammar structures and minor vocabulary that needed to be covered with better explanation during classes or more efficient activities that could motivate the students to learn and improve their English.

Then, during the application of activities, the students showed their interest in playing with WordWall in the lessons, emphasizing their motivation obtained once the group was exposed to the app. In addition, the students managed to demonstrate great understanding after using the games proposed by the researcher, giving positive responses that could easily prove if the hypothesis of WordWall usage was successful in improving the students’ knowledge of grammar and vocabulary. Then, during the post test phase, the students had proven that using the app could provide

significant improvement during the lessons, and because of that, their needs could be fulfilled properly as they had fun and also enjoyed the learning process, securing a more motivating environment during the lessons. For this reason, considering the projections of the investigation and the results obtained, it could be stated that the research question did not require any change, thus it could stay the same as it was stated during the first chapter.

5.4 Recommendations

The results of the investigation had given the investigator a perspective that led him to write some recommendations to future colleagues that could get interested in doing research on this topic about how WordWall helps during classes. Additionally, it is important to state that these recommendations were made based on the experience that the researcher had during the recollection of data so, these recommendations can facilitate the process to investigators in the same situation.

Firstly, it is important to clarify that time is an important factor to consider, since public schools have fewer lessons than private schools. As a result, this lack of classes can obstruct the researcher during the process, forcing the investigators to take more days and weeks to apply the pre-test, post-test, pre-task and post-tasks that are required to complete the investigation. As a result, it is highly recommended to consider the time and lessons to have better control of the days and not being forced to extend the time provided by the schools.

In terms of lessons, it is quite relevant to understand that not every student feels comfortable enough to work with these kinds of activities, so it is a researcher must to comprehend this and avoid over-using the app, since it could become a boring activity to the students.

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Related to this, the investigators must analyze the different students’ needs a try to apply activities like these ones, but regularly, not repeatedly, since it could take a negative impact on the learners and so affect the effectiveness that WordWall could have for them.

Lastly, it is relevant to state that the researchers must find the proper games that can get adapted to the group and take fully advantage of the app’s services, since it could not benefit every student with one simple activity. For this, the investigators or teacher must use WordWall’s tools to create games and activities that can be adapted to the students’ necessities every single time, so students that have a listening-based learning can have the same benefits that a visual-based learning student has.

Appendixes

Appendix A

Instructions: Circle the number that best represents your opinion to the following sentences in which 1 is the lowest and 5 the highest.

1 = Strongly Disagree	2 = Disagree	3 = Neutral	4 = Agree	5 = Strongly agree
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1) I enjoy playing video games.

1 2 3 4 5

2) I have heard about video games to learn English.

1 2 3 4 5

3) Learning a language using video games could be fun for me.

1 2 3 4 5

4) I would like to try video games that can make my English better.

1 2 3 4 5

5) I want video games to be used during the English lessons.

1 2 3 4 5

6) Playing video games during the lessons can help me to understand more about the topics.

1 2 3 4 5

Appendix B

Instructions: Circle the number that best represents your opinion to the following sentences in which 1 is the lowest and 5 the highest.

1 = Strongly Disagree	2 = Disagree	3 = Neutral	4 = Agree	5= Strongly agree
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1) I had fun playing the games that the teacher used.

1 2 3 4 5

2) The games help me to understand the different topics.

1 2 3 4 5

3) I consider that games can be used more frequently in class.

1 2 3 4 5

4) Learning English with games can make the lessons more entertaining.

1 2 3 4 5

5) I learned new vocabulary by using these games.

1 2 3 4 5

6) Simple present is easier to understand when the teacher uses games to make me participate.

1 2 3 4 5

7) I feel motivated when the teacher uses games after explaining a topic.

1 2 3 4 5

8) Playing games with my classmates helps me to feel relaxed and more confident about the topics.

1 2 3 4 5

9) I want to learn new vocabulary after playing games in WordWall.

1 2 3 4 5

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Instructions: Please read the following questions and answer them. Remember ***THERE ARE NO BAD ANSWERS*** so answer them honestly.

A) Which game did you enjoy the most?

B) Do you want to use WordWall more often?

C) Do you think that using games in the classroom can make the lessons easier to follow?

D) Does using games in WordWall help you to understand more how simple present and simple past works?

E) Would you like to use games made in WordWall to improve your grammar and vocabulary? Why?

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