Wordwall Whiz: Employing Wordwall to Enhance Writing Skill Among Esl Learners in Primary School

Nurul Hafidzah Nasrudin[1], Valarmathi Krishnan[1], Thivyah Thiruchelvan[1], Melor Md Yunus[1,*]

1   Faculty of Education, Universiti Kebangsaan Malaysia, Bangi, Selangor, Malaysia

ABSTRACT

The "Wordwall Whiz: Employing Wordwall to Enhance Writing Skills Among ESL Learners in Primary School" invention uses digital learning tools to help young ESL learners become more proficient writers. With Wordwall, an adaptable online tool, educators may design interactive tests and activities that are specific to the linguistic requirements of their pupils. Students interact with English writing assignments in a lively, engaging, and interactive manner when Wordwall is included into the primary school curriculum. This enhances their comprehension of grammar, vocabulary, sentence structure, and creative expression. The main objective of the project is to offer a solution to typical ESL problems, such as limited exposure to English outside of the classroom, detachment in traditional writing exercises, and difficulty in understanding grammatical ideas. In addition to increasing motivation, learners gain a better understanding of language patterns through interactive learning games. The invention also promotes peer evaluation, collaborative learning, and immediate instructor assessment, which improves the learning environment and makes language acquisition more interesting. Pre- and post-implementation examinations were carried out to see how well Wordwall improved ESL writers' abilities. The findings showed that students' writing fluency, inventiveness, and self-assurance in their use of English had significantly improved. With its adaptability to various learning situations worldwide, this innovation provides a scalable and economical option for teaching ESL in elementary schools.

Keywords: Writing skills; Wordwall; interactive learning; digital tools; language acquisition.

1. Introduction

As a unique global issue in the field of education especially at the upper primary classes, the growth of the writing skills of ESL pupils is a challenge. This is a multifaceted activity and the child has to combine all the linguistic features including the grammar, lexicon, and syntax which is a challenge to a young learner who is learning English as a second language [8]. To address these challenges there has been a gradual shift in the enhancement of the use of digital tools to teach languages as a way of making the classes interactive. Wordwall is one of the tools in the context of this research; that helps the teacher to create various and unique learning activities with a focus on the development of language skills in order to engage pupils more actively [20]. It is a digital tool that significantly enhances the development of all core language skills which are listening, speaking, reading and writing.

The improved utilisation of technology in education has also been driven by the adoption of online learning especially during the COVID-19 period. With reference to the relevant literature, it can be pointed out that to avoid disruption of education process many educators started using digital platforms, and it has been revealed that the use of such tools as Wordwall, for instance, can enhance acquisition and development of language and writing skills [5]. The platform has many available games and activities, ranging from matching games, quiz games, and word search, some of these can be programmed to focus on specific language features constitution which may include vocabulary, grammar or construction phrases [15]. The various activities provided by Wordwall tool can also help to improve ESL learner's ability to process spoken language and enhance their listening comprehension [12]. This specifically refers to the games like audio-based quizzes, matching exercise and gap filling task in Wordwall. These kinds of activities are valuable for ESL learners in the primary schools since they require improved, lively, and practical pedagogy that enhances pupils' writing skills.

Despite the significance of all language skills, writing is highly essential in ESL education as it has close links to learning outcomes of learners regarding language development and learning needs. Nonetheless, studies indicate that most of the young ESL learners are poor in writing since they have low vocabulary and poor syntactic knowledge [8]. These challenges are hardly addressed in conventional approaches to teaching, simply because the methods do not necessarily capture the learners' attention, and as a result, can hardly offer adequate practice and feedback time [14]. Interactive tools such as Wordwall have the capacity to redefine teaching and learning in writing classroom through enhancing the pedagogy with more practice, encouraging the students to learn on their own, and offering timely feedback [20].

The research proposal seeks to establish the impact of Wordwall in improving the quality of writing of the primary school ESL learners. More precisely, it aims to find out whether the use of Wordwall can enhance the pupils' writing behaviour and performance, as well as their engagement and learning of relevant vocabulary and proper grammar. Further, concerning students-teacher perception of Wordwall in the learning-teaching process, the study will reveal the effectiveness of the application in enhancing ESL instruction.

More specifically, this research will address a gap in the literature by examining the effectiveness of Wordwall for ESL learning in primary schools. The desired contribution is that the results will offer specific strategies for educators looking for novel approaches to English early writing instruction for young ESL learners.

1.1 The Integration and Effectiveness of Wordwall in ESL Writing

Teaching writing in English is challenging, particularly for school learners, due to its complexity and the need for strong vocabulary, grammar, syntax, and coherence skills. Students often struggle to express their ideas effectively, hindered by limited vocabulary and low motivation. Studies, such as those by Imran and Almusharraf (2023), highlight Wordwall as an interactive tool that enhances vocabulary, fosters creative writing, and promotes step-by-step skill development. Wordwall's gamified features engage learners, making writing practice more enjoyable and productive. According to Sawitri, Dewi, and Astuti (2019) [17], using Wordwall games can significantly improve students' descriptive writing skills.

Vocabulary mastery is critical before tackling writing, as noted by Putri and Wahyuni (2019). Wordwall offers an AI-based platform that supports language learning in a fun and interactive manner. Research, including Ozdemir's (2021) study with EFL learners, demonstrates the tool's

effectiveness, showing significant improvements in writing skills through pre- and post-tests. Wordwall also supports self-directed learning, helping students independently practise writing skills.

While prior studies affirm Wordwall's benefits in EFL contexts, this research focuses on its effectiveness for ESL primary learners, particularly Year 6 students in Malaysian schools. The study aims to fill this gap, examining how Wordwall enhances vocabulary acquisition and writing abilities while engaging young learners and supporting teachers in the classroom.

Flavell's Metacognition Theory provides a framework for enhancing ESL learners' writing skills using Wordwall. It emphasises metacognitive knowledge, where students understand their learning processes, challenges, and techniques like brainstorming to improve writing. Metacognitive regulation involves planning, monitoring, and evaluating strategies, enabling students to track progress and refine their approaches effectively.

1.2 The Effectiveness of Wordwall to the Development of Primary Students' Writing Abilities

Despite determining how Wordwall can contribute to the teaching writing for the ESL learners, this study also aims to analyze the effectiveness of Wordwall to the development of primary learners' writing ability. The researcher would like to see if there are any significant progress of learners' writing after Wordwall is used in the teaching and learning activity. Based on the previous studies related to the integration of Wordwall in teaching writing, one of its strengths is the ability to engage students as Wordwall fosters a more interactive and dynamic learning environment. Besides that, studies show that students using Wordwall tend to score higher in writing assessments, with improved vocabulary, grammar, and organization of ideas compared to traditional methods.

The integration of Wordwall in teaching and learning is also suggested as it promotes self-directed learning, allowing students to practice writing skills independently. Interactive platforms like Wordwall help address students' challenges in vocabulary and structure, which are critical components of writing proficiency [11]. The use of Word Wall media was found to enhance students' motivation and writing proficiency, enabling them to generate more ideas and express themselves more clearly (Sawitri, Sudirman, and Paramartha 2019) [18]. Based on the previous studies, it has proven that Wordwall does benefit the students in terms of mastering vocabulary. It is an interactive tool that gives solutions to teaching and learning activities. Teachers can utilize Wordwall to design customized games and quizzes, making it easier to assess students' understanding of lessons [21]. As we know, there are four main skills that are the foundation of mastering the English language. Those skills are listening, speaking, reading and writing. As one of the productive skills, writing is the most difficult task for the students to acquire (Durmuş, 2013; Erol, 2006). In this case, the very basic foundation to develop is vocabulary. It is definitely a kick start to mastering the language.

As stated by Moody *et al.,* (2018), the procedures of expanding one's vocabulary comprises noticing, retrieving, and creatively using specific terms which are also supported by Kanellopoulou *et al.,* (2019). Furthermore, the previous studies also shown that the students who used Wordwall (AI-based application) in writing English had a better score than the class who utilized printed English textbooks or did not use Wordwall (AI-based application). This is also supported by Amri & Sukmaningrum (2023) [2] in their study which depicted how Wordwall, when it was used as a learning tool, could effectively improve students' writing skills in a variety of settings.

The findings of the study corresponded with most of the past studies. Not only that, based on the study conducted by Banu Ozdemer also implied that the acquired results reveal that interactive word wall practices have statistically significant effects on the writing skills of those who learn Turkish as a foreign language. The use of Wordwall significantly improved students' writing abilities by engaging them in interactive and gamified learning experiences, leading to higher post-test scores, supported

by Amri, M., & Sukmaningrum, E. (2023) [2]. It is expected that the study will contribute to the widespread use of word wall activities in the activities to be planned, especially to improve vocabulary acquisition and written expression skills in the process of teaching Turkish as a foreign language. This shows that Wordwall does benefit the learners in enhancing their writing skills. However, none of the prior research has specified the ESL primary learners as target participants of the studies. Hence, the present study aims to analyze the effectiveness of Wordwall to intermediate Year 6 primary learners in Malaysian school.

2. Methodology

2.1 Research Design

The study employs a quasi-experimental design to explore cause-and-effect relationships without random assignment. Participants are divided into pre-existing groups (experimental and control) allocated based on specific traits or circumstances. Pre- and post-tests assess the intervention's impact on writing skills, focusing on changes between groups. While this approach enhances ecological validity and is cost-effective, it is more prone to biases and confounding variables compared to randomised experiments.

2.2 Research Sample

The sample includes 40 primary school children divided into experimental and control groups to minimise confounding variables such as age, gender, or prior knowledge. The experimental group receives Wordwall-based instruction, while the control group follows conventional teaching methods. Performance comparisons between the groups after the intervention assess the tool's effectiveness in enhancing writing skills.

2.3 Research Instrument

The study uses structured writing prompts and holistic scoring rubrics to evaluate writing performance across organisation, vocabulary, coherence, and grammar. Holistic scoring provides an overall assessment of writing quality, offering an intuitive evaluation, though it may lack detailed feedback. Writing tasks are aligned with participants' grade level and include descriptive, narrative, or opinion-based prompts.

2.4 Research Procedure

Both groups complete a pretest to establish baseline writing proficiency. The experimental group uses Wordwall for writing exercises over a defined period, while the control group continues with traditional methods. Post-test results from both groups are analysed to identify improvements in writing performance, attributing any observed differences to the intervention.

3. Results

3.1 Scatter Plot for Control Group (Pre-test vs. Post-test Scores)

The plot (Figure 1) compares pre-test and post-test scores, showing most pupils with consistent performance as data points cluster along the "No Change Line" (y = x). A few pupils improved (above

the line) or declined (below the line), but these variations are minor and balanced, resulting in no overall change in mean scores. The general trend indicates stability in group performance.
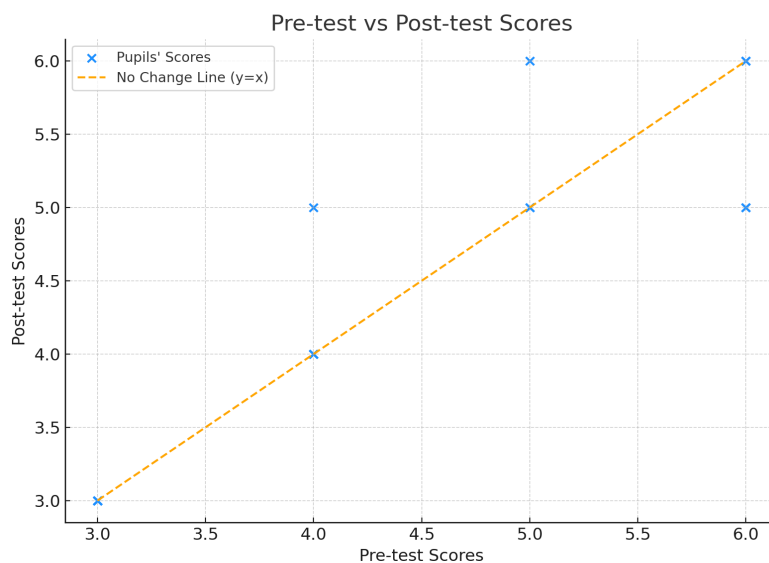
Fig. 1. Scatter plot for control group (Pre-test vs Post-test)

3.2 Scatter Plot for Experimental Group (Pre-test vs. Post-test Scores)

The scatter plot (Figure 2) highlights an upward trend, with most data points above the "No Change Line," indicating improved post-test scores for nearly all pupils. This pattern underscores the intervention's effectiveness in enhancing student performance, with only a few exceptions.
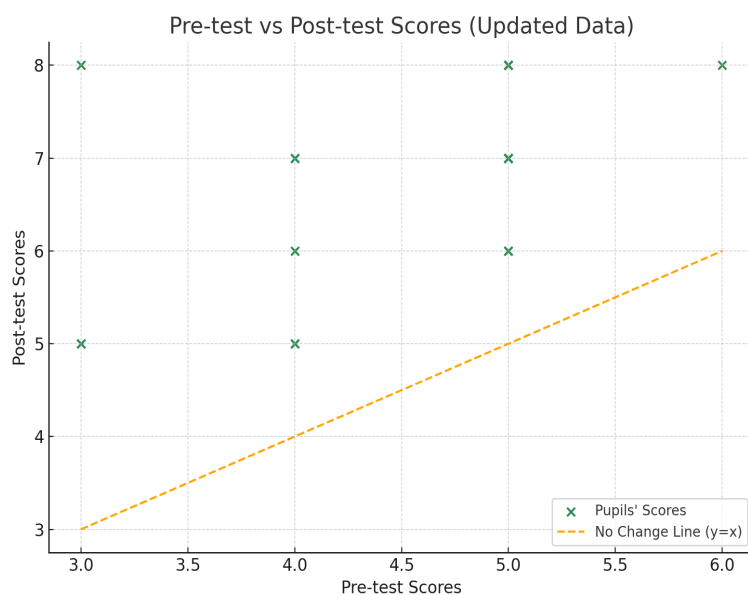

**Fig. 2.** Scatter plot for Experimental group (Pre-test vs Post-test)

3.3 Comparison between both groups (Pre-test vs. Post-test Scores)

The research evaluated the impact of Wordwall on ESL primary learners' writing skills by comparing two groups. The original group, taught using traditional methods, showed no

improvement, with pre-test and post-test mean scores remaining at 4.15 and no statistically significant difference (t (19) = 0.00, p = 1.00). In contrast, the updated group, which used Wordwall, demonstrated a significant improvement from a pre-test mean of 4.50 to a post-test mean of 6.75, with a statistically significant difference (t (19) = -7.24, p < 0.001). The average improvement of 2.25 points underscores Wordwall's.
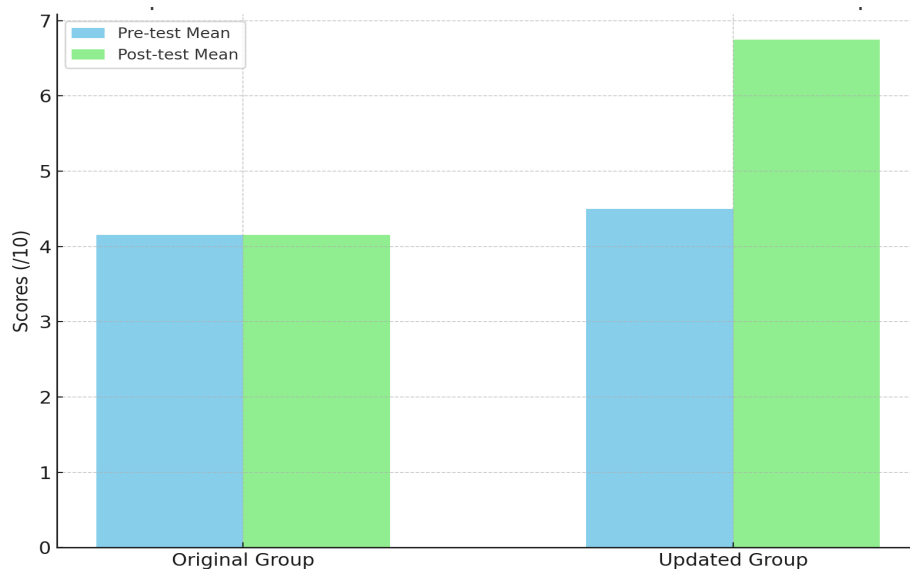
Fig. 3. Comparison between Control group and Experimental Group
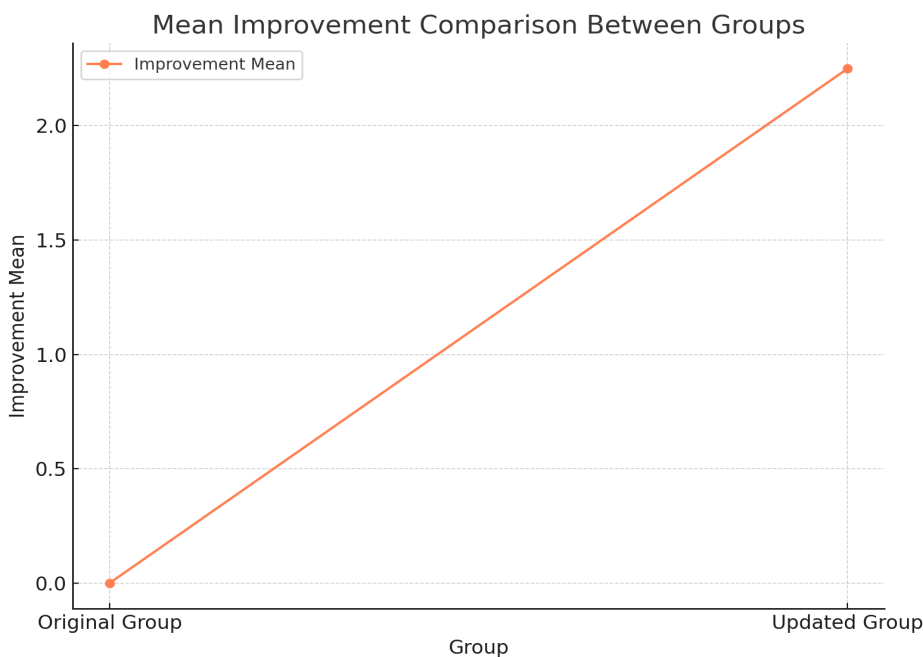
Fig. 4. Mean Improvement Comparison Between Groups

4. Conclusions

This study explored the effectiveness of Wordwall as a digital tool for enhancing writing skills among ESL learners, particularly primary school students. As a technology-integrated educational platform, Wordwall bridges the gap between traditional teaching methods and modern digital tools, fostering active learning [3].

The findings demonstrated that integrating Wordwall into the teaching and learning process positively impacted students' writing abilities, as evidenced by improvements in post-test scores. Wordwall effectively facilitated the teaching of descriptive writing, making the learning process enjoyable and boosting student engagement [16]. Students demonstrated notable improvements in organizing and expressing ideas in written form after being exposed to Wordwall activities [6].

The tool's interactive and gamified nature fostered engagement, supported vocabulary acquisition, and encouraged structured writing practices, making it a valuable resource for both students and teachers. In addition to drawing students in, the Wordwall's eye-catching design and flexibility to incorporate many activities improved their comprehension of the subject matter [10]. Wordwall provides interactive templates that promote vocabulary development and engage students through gamified activities [9].

However, the study also highlighted certain limitations, including a small sample size, a focus on short-term outcomes, and the exclusive emphasis on writing skills. Despite these constraints, the research underscores the potential of technology-driven solutions to address challenges in language education, particularly for young learners. Future research is needed to build on these findings by exploring Wordwall's long-term effectiveness, its impact on other language skills, and its adaptability to diverse educational contexts. By addressing the limitations and leveraging its strengths, this line of inquiry can contribute significantly to advancing ESL education, offering practical insights for educators and policymakers aiming to integrate innovative technologies into language instruction. The study reaffirms the importance of embracing digital tools like Wordwall to create engaging, effective, and inclusive learning environments.

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