

SRSTI 14.15.15

DOI: <https://doi.org/10.62724/202530306>

Kismetova Galiya Nagibudaevna^{*1}

Candidate of pedagogical sciences, Associate Professor,
M. Utemisov West Kazakhstan University, Uralsk, Kazakhstan, galiya-1969@mail.ru,
ORCID ID: 0000-0002-8610-2408

Agniyazova Assem²

Master's student at the Department of Foreign Languages, M. Utemisov West Kazakhstan
University, Uralsk, Kazakhstan, assemagniyazova@gmail.com

THE EFFECTIVENESS OF USING THE WORDWALL PLATFORM IN DEVELOPING STUDENTS' LEXICAL AND GRAMMATICAL COMPETENCES AT THE INTERMEDIATE STAGE OF PHILOLOGICAL EDUCATION

Abstract. This study explores the effectiveness of the Wordwall digital platform in enhancing students' grammatical and lexical competences in English language instruction. The research aimed to assess Wordwall's potential for teaching grammar and vocabulary, design interactive exercises tailored for language learners, and evaluate their impact experimentally. The study was conducted among 96 secondary grade students at School № 7 in Uralsk. Over several weeks, learners in the experimental group used Wordwall-based tasks, while a control group followed traditional methods. Pre- and post-test results showed significant progress: grammar scores improved by an average of 20%, and vocabulary scores by 25%. Interactive formats such as "Matching" and "Missing word" were especially effective, boosting student motivation and engagement due to their game-like features and instant feedback. Although some students encountered difficulties with task complexity, the overall outcome highlights Wordwall as a valuable educational tool. The findings support its integration into regular classroom practice to enhance learning outcomes in grammar and vocabulary acquisition.

Key words. Digital education, Wordwall, grammatical competence, lexical competence, interactive learning, gamification, student engagement.

Кисметова Галия Нагибудаевна^{*1}

Педагогика ғылымдарының кандидаты, доцент, М. Өтемісов атындағы Батыс Қазақстан
университеті, Орал, Қазақстан, galiya-1969@mail.ru, ORCID ID: 0000-0002-8610-2408

Ағниязова Асем²

Шет тілдер кафедрасының магистранты, М. Өтемісов атындағы Батыс Қазақстан
университеті, Орал, Қазақстан, assemagniyazova@gmail.com

WORDWALL ПЛАТФОРМАСЫН ФИЛОЛОГИЯЛЫҚ БІЛІМ БЕРУДІҢ ОРТА КЕЗЕҢІНДЕ ОҚУШЫЛАРДЫҢ ЛЕКСИКАЛЫҚ ЖӘНЕ ГРАММАТИКАЛЫҚ ҚҰЗЫРЕТТІЛІКТЕРІН ДАМУДА ТИІМДІ ҚОЛДАНУ

Аңдатпа. Бұл зерттеу Wordwall цифрлық платформасының ағылшын тілі сабағында оқушылардың грамматикалық және лексикалық құзыреттіліктерін арттырудағы тиімділігін қарастырады. Зерттеудің мақсаты – грамматика мен лексиканы оқытуда Wordwall платформасының мүмкіндіктерін бағалау, тіл үйренушілерге арналған

интерактивті тапсырмалар әзірлеу және олардың әсерін тәжірибе жүзінде бағалау. Зерттеу Орал қаласындағы №7 мектептің 96 орта буын оқушыларының қатысуымен жүргізілді. Бірнеше апта бойы эксперименттік топ Wordwall тапсырмаларын орындады, ал бақылау тобы дәстүрлі әдістермен оқытылды. Алдын ала және қорытынды тест нәтижелері айтарлықтай ілгерілеуді көрсетті: грамматика бойынша орташа нәтиже 20%-ға, ал лексика бойынша 25%-ға артты. «Сәйкестендіру» және «Сөзді толықтыру» сияқты интерактивті форматтар ерекше тиімді болып, ойын элементтері мен жедел кері байланыстың арқасында оқушылардың мотивациясы мен белсенділігін арттырды. Кейбір тапсырмалар қиын болғанымен, Wordwall платформасы пайдалы білім беру құралы ретінде өз тиімділігін көрсетті. Зерттеу нәтижелері оны оқу процесіне енгізуді ұсынады.

Кілт сөздер. Цифрлық білім беру, Wordwall, грамматикалық құзыреттілік, лексикалық құзыреттілік, интерактивті оқыту, геймификация, оқушы белсенділігі.

Кисметова Галия Нагибудаевна^{*1}

Кандидат педагогических наук, доцент, Западно-Казахстанский университет им. М. Утемисова, Уральск, Казахстан, galiya-1969@mail.ru,
ORCID ID: 0000-0002-8610-2408

Ағниязова Асем²

Магистрант кафедры иностранных языков, Западно-Казахстанский университет им. М. Утемисова, Уральск, Казахстан, assemagniyazova@gmail.com

ЭФФЕКТИВНОСТЬ ИСПОЛЬЗОВАНИЯ ПЛАТФОРМЫ WORDWALL ДЛЯ РАЗВИТИЯ ЛЕКСИЧЕСКОЙ И ГРАММАТИЧЕСКОЙ КОМПЕТЕНЦИЙ УЧАЩИХСЯ НА СРЕДНЕМ ЭТАПЕ ФИЛОЛОГИЧЕСКОГО ОБРАЗОВАНИЯ

Аннотация. Это исследование рассматривает эффективность цифровой платформы Wordwall в улучшении грамматических и лексических компетенций учащихся при обучении английскому языку. Целью исследования было оценить потенциал Wordwall в преподавании грамматики и лексики, разработать интерактивные упражнения, адаптированные для изучающих язык, и экспериментально проверить их влияние на результаты обучения. Исследование проводилось среди 96 учащихся средних классов школы №7 города Уральска. В течение нескольких недель учащиеся экспериментальной группы выполняли задания на платформе Wordwall, в то время как контрольная группа обучалась по традиционной методике. Результаты входного и итогового тестирования показали значительный прогресс: средний балл по грамматике увеличился на 20%, по лексике — на 25%. Наибольшую эффективность продемонстрировали форматы «Сопоставление» и «Пропущенное слово», повышая мотивацию и вовлечённость благодаря игровым элементам и мгновенной обратной связи. Несмотря на отдельные сложности, Wordwall подтвердил свою полезность как цифровой образовательный инструмент. Выводы исследования рекомендуют его интеграцию в повседневную педагогическую практику для улучшения результатов обучения.

Ключевые слова. цифровое образование, Wordwall, грамматическая компетенция, лексическая компетенция, интерактивное обучение, геймификация, вовлечённость учащихся.

Introduction. The variety of technologies available for use in learning and teaching languages has grown significantly in the first half of the twenty-first century, and their use in educational organizations all over the world has become part of the routine. It is reasonable to assume that digital technologies are currently receiving a large amount of attention. Some researchers refer to this time as "normalized" [1]. It should be emphasized that advanced technologies, forms, and methods of educational activities in the interactive digital world include the inventive teaching methods utilized in the system of the modern education process[2, p.53]. 21st -century educators can play a significant role in helping 127 students move beyond "technical comfort" and become "tech-savvy" by changing the use of technology from social to more pedagogical [3, p.127]. In the context of modern education, digital technologies have become essential tools for making the learning process engaging, visual, and effective. This trend is particularly significant in language teaching, where maintaining student interest and ensuring practical mastery of grammatical and lexical skills are critical challenges. Numerous studies highlight that interactive digital tools not only boost learner motivation but also facilitate deeper and more sustainable language acquisition. The Kazakhstani Association of Teachers of English (KazTEA) has reported that various applications and platforms, particularly those incorporating gamification, significantly assist educators in assessing students' skills and motivating them to achieve higher proficiency levels. However, despite the widespread adoption of educational technologies, there remains a lack of comprehensive research specifically examining the effectiveness of individual platforms in developing core linguistic competences[4, p.294].

The present study addresses this research gap by focusing on the Wordwall platform, a digital tool that allows educators to design interactive tasks of varying types and complexity. The main aim of the research is to evaluate the effectiveness of the Wordwall platform in enhancing students' grammatical and lexical competences during English lessons. Wordwall for creating engaging, interactive activities such as matching games, quizzes, and word searches tailored to professional vocabulary[4, p.299].

To achieve this goal, the following specific objectives were set:

- To investigate the educational capabilities of the Wordwall platform regarding grammar and vocabulary teaching;
- To design and implement a series of interactive exercises aimed at developing students' grammatical and lexical skills;
- To conduct an experimental study to measure the effectiveness of these exercises in real classroom settings.

By exploring these areas, this research aims to provide practical insights for educators seeking effective digital solutions for language instruction, thus contributing to the advancement of teaching practices in modern educational contexts.

Grammatical competence is the ability of students to understand and use correctly the grammatical constructions of the learnt language. It includes knowledge of grammatical rules and the ability to apply them in oral and written speech. The development of grammatical competence is an important prerequisite for fluency and successful communication.

Lexical competence is the ability of students to effectively use the vocabulary of a foreign language in accordance with the context of communication. It includes knowledge of word meanings, their use in different situations, as well as understanding the nuances and

peculiarities of using lexical units. The richer the vocabulary, the greater the possibility of being skilled in language. Tarigan's statement explains that the role of vocabulary in the language is very important, both as a channel of ideas in writing and orally[5, p.1803].

The formation of these competences is closely interrelated and is a key aspect of learning a foreign language, as it is impossible to achieve full and free communication in the language without a proper level of grammar and vocabulary.

The Wordwall platform is a modern digital tool that allows teachers to create a variety of interactive activities aimed at developing students' language skills. With its simple and easy-to-use interface, Wordwall provides engaging activities that actively involve students in the language learning process. Gamification is a valuable pedagogical tool for enhancing oral communication in English learning. Its ability to motivate, engage, and create a positive learning environment makes it a promising strategy for developing this fundamental linguistic competence[6, p.6453].

Participants

All participants were B1 (intermediate) level students, as determined by a diagnostic Cambridge English Placement Test. This ensured comparable starting points in both control and experimental groups.

In the context of education digitalization, interactive platforms that can increase students' motivation and improve learning quality are gaining particular importance. One such platform is Wordwall, which makes it possible to create a wide range of interactive tasks adapted to different subjects and proficiency levels. The goal of our experiment was to determine how regular use of Wordwall affects academic achievement, motivation, and the development of universal learning competencies among eighth-graders at School № 7 in Uralsk.

Four eighth-grade classes (96 students) took part in the study. They were divided into two equal groups: an experimental group (48 students) and a control group (48 students). For eight weeks, the experimental group systematically used Wordwall tasks in English-language lessons, while the control group continued learning with traditional methods.

To obtain objective results, we carried out pre-tests and post-tests, as well as a questionnaire measuring students' motivation and engagement. In the experimental group, we used various task types: interactive quizzes, puzzles, matching exercises, and mini-competitions between teams.

Research Questions

1. How effective is the Wordwall platform in developing students' grammatical and lexical competences in English language learning?
2. What types of Wordwall exercises contribute most significantly to improving grammar and vocabulary skills?
3. How does the use of interactive digital tasks affect student motivation and engagement during English lessons?

Materials and methods. To evaluate the effectiveness of the Wordwall platform, the following research tools were employed:

1. **Diagnostic Tests (Pre- and Post-Tests):** Standardized grammar and vocabulary tests were administered before and after the intervention to measure students' progress in grammatical and lexical competences. These tests served as the primary quantitative tool for assessing learning outcomes.
2. **Wordwall Platform Exercises:** A series of interactive tasks created on the Wordwall platform (such as "Matching," "Missing word," and "Group sort") were used both as teaching instruments and tools for observing student interaction with the content.

3. Classroom Observation: The teacher maintained observation notes throughout the experiment to document student engagement, task performance, difficulties encountered, and general classroom dynamics during the use of Wordwall exercises.

4. Student Feedback (Informal Interviews and Reflections): At the end of the experiment, students were encouraged to share their opinions about the interactive tasks, which provided qualitative insights into their motivation and perceived effectiveness of the platform.

Procedure

To minimize teacher bias, both groups were taught by the same instructor, using identical classroom routines (except for the digital element in the experimental group). Test items were checked by an external reviewer to ensure consistency and objectivity.

The interactive tasks included:

- “Matching” — students paired vocabulary with synonyms, antonyms, or definitions.
 - “Missing word” — grammar-focused exercises requiring correct verb forms or adjective degrees.
 - “Group sort” — classification tasks by lexical field (e.g., food, travel).
- These activities integrated principles of spaced repetition and immediate feedback, known to enhance long-term retention.

Each English lesson lasted 45 minutes and followed a three-part structure: warm-up (5–7 minutes), main activity using Wordwall tasks (25–30 minutes), and reflection or feedback discussion (8–10 minutes). This structure helped maintain lesson focus and allowed time for metacognitive reflection.

Using the Wordwall platform involves several stages, each of which is important for achieving the educational objectives.

Preparatory stage:

At this stage it is necessary to define the specific learning objectives of the lesson (grammar or vocabulary development) and to select the appropriate teaching material (words, expressions, grammatical structures) to be used in creating the exercises.

The main stage (exercise creation):

Teachers can create activities in which students match target vocabulary with translations, definitions, synonyms, antonyms, word families or images. Such activities provide opportunities for students to notice the meaning of a word and/or its relationship with other words (noticing/elaboration). The “Missing word” and “True and false” templates allow teachers to provide words in new forms or contexts (varied encounters) [7, p.236]. The creation of exercises is done directly on the Wordwall platform. First, the instructor selects the type of exercise (e.g., Matching, Skips, Grouping, etc.), then enters the necessary elements (words, phrases, sentences) to be used in the exercise. For example, to train vocabulary, you can create an exercise ‘Matching’, where students will connect words and pictures, and to develop grammar skills you can create an exercise ‘Missing word’, where students have to choose the correct form of a verb or adjective.

Application stage (in class):

The ready-made exercises can be used during the lesson in different forms of work: individually, in pairs or in groups. It is important to provide students with comfortable conditions for completing the exercises and to organise quality feedback by discussing students' mistakes and achievements. The teacher should also supervise the process of completing the exercises, record the results and analyse the effectiveness of the exercises.

Throughout the experiment, various exercises were created and used, such as ‘Matching’ to consolidate vocabulary on the topics ‘Travel’ and ‘Everyday Life’, as well as

‘Missing word’ to practice grammatical constructions (verb tenses, degree of comparison of adjectives).

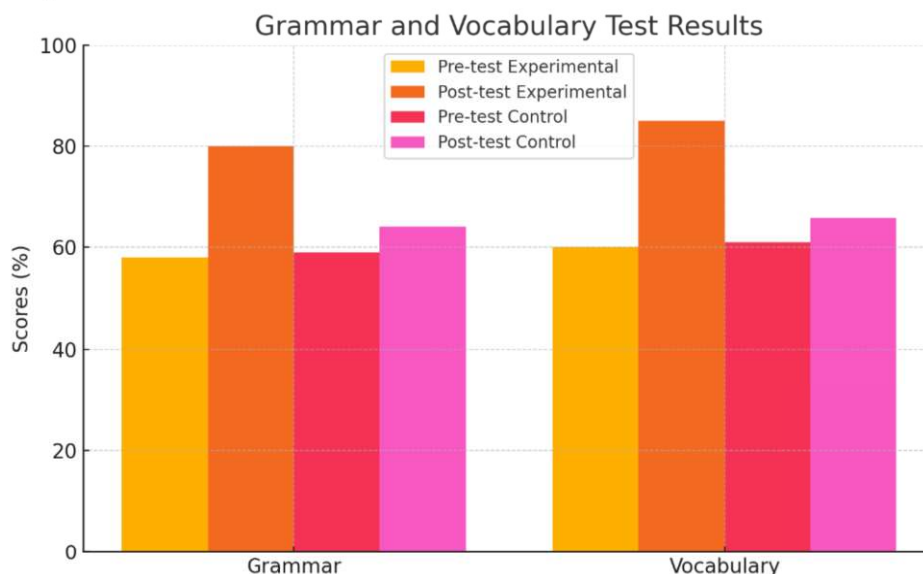


Figure 1. Comparative Test Results for Grammar and Vocabulary

Results and Discussion. Observations showed that students in the experimental group began to collaborate more actively and even initiated peer teaching behaviors. One student noted: “It felt like a game, but I learned the verb tenses faster than before.”

Data analysis showed that students in the experimental group demonstrated a significant increase in academic achievement. Their average post-test score rose by 22 points—markedly higher than the 5-point increase in the control group. Progress was most evident among students who had previously struggled: they tackled tasks with greater confidence and showed more initiative.

Motivation in the experimental group grew by almost two points on a five-point scale. Eighty-nine percent of students said that lessons with Wordwall had become more interesting and engaging, and 92 percent felt the interactive tasks helped them remember material better. Classroom engagement also rose sharply: students participated more actively in discussions, asked questions, and suggested their own ideas.

Thanks to the interactive format and instant feedback, students learned to analyze their mistakes independently, adjust their approaches, and plan further work. Wordwall also promoted the development of communication and cooperation skills: learners worked actively in pairs and groups, learned to listen to each other, and justify their viewpoints.

Lessons with Wordwall took place in a more positive and dynamic atmosphere, reducing fatigue and fostering a positive attitude toward learning. Teachers noted that the platform allowed them to track each student’s progress effectively, identify knowledge gaps, and adjust instruction in a timely manner.

At the beginning and at the end of the experiment, pupils were tested to assess the level of development of their grammatical and lexical skills. In the course of the experiment, the students were also observed and their activity while performing exercises on the Wordwall platform was recorded.

The study showed the following conclusions:

1. Implementing Wordwall in the learning process significantly improves academic achievement, especially among students who previously experienced difficulties.

2. Interactive tasks raise motivation, engagement, and interest in the subject, make lessons more enjoyable, and reduce anxiety levels.
3. Wordwall fosters universal learning competencies: independence, self-monitoring, reflection, and communication and cooperation skills.
4. Fatigue decreases, the emotional climate improves, and a positive attitude toward study is formed.
5. The platform offers broad opportunities for individualizing instruction, formative assessment, and rapid progress monitoring.
6. The positive effect persists after the experiment: students continue using Wordwall for self-review.
7. Wordwall has high potential for scaling and integration into the educational process both in class and in extracurricular activities.

Recommendations

Based on the experiment, we recommend integrating Wordwall into lessons at least twice a week, creating thematic sets of tasks covering key curriculum units, using the platform for formative assessment and mini-competitions, and combining it with traditional methods for comprehensive skills development.

Conclusion. These findings suggest that incorporating Wordwall can help close achievement gaps in heterogeneous classrooms and should be considered not only as a supplementary tool but as a core element in language instruction strategies.

The improvement in scores suggests that the combination of gamification and instant feedback offered by Wordwall supports both extrinsic and intrinsic motivation. Furthermore, students with lower initial results showed the greatest improvement, implying that the platform particularly benefits struggling learners.

The experiment convincingly showed that integrating Wordwall into the educational process of eighth-grade classes at School № 7 in Uralsk not only boosts academic results but also builds lasting interest in learning and develops independence, communication skills, and universal learning competencies. Using digital educational platforms should become an integral part of the modern school, providing high-quality, motivating instruction for every student.

This study confirmed the effectiveness of using the Wordwall platform in the process of forming students' grammatical and lexical competences in English lessons. Thanks to a variety of interactive exercises, students' motivation and engagement were significantly increased, which led to a significant improvement in their language skills. Wordwall.net provides features for creating interactive learning media that can be printed or used online. This web tool is a good quality platform because of its attractive user interface, various and complete features, and affordable pricing. In terms of the user interface, this website looks very simple[8, p.118]. The functionality of the specified digital tools allows students to develop critical thinking, manage learning motivation, develop readiness to master the capabilities of various services and platforms, make classes dynamic, interesting and informative, as well as organize individual, pair and group forms of work[9, p.293].

The most successful were the 'Matching' and 'Missing word' tasks, which promote active learning of lexical and grammatical material. The use of Wordwall platform allows to effectively solve educational tasks, makes the learning process more exciting and effective.

Thus, it is recommended to introduce the Wordwall platform into the daily practice of teaching English, as it contributes to the formation of solid knowledge and skills necessary for students to fully communicate in the target language.

REFERENCES

- 1 Zhorabekova, A.N., Toibekova, B.A., Torybaeva, Z.Z. Application of innovative technologies forming the foreign language future teacher's professional competences. *World Applied Sciences Journal*, (2013): Vol. 22., No. 6., 779–782
- 2 Elemesovna, S.J., Kanatbekovna, Y.Z. Using multimedia technologies in a foreign language lesson for university students. *Aktual'nye issledovaniya*, (2023): No. 21 (151)., 53–57. – (In Rus).
- 3 Yelubayeva, A., Hmyria, L., Yelubayeva, P. Digital educational resources in language teaching and learning: teachers' attitude. *Current Issues in Foreign Language Education – 2023: Proceedings of 1st International scientific conference. Turkistan*, (2023): 125–133.
- 4 Zhanikeyeve, D.E., Zhumabekova, G.B. The role of digital educational resources in teaching professionally-oriented foreign language. *Izvestiya. Seriya: Pedagogicheskie nauki*, (2025): Vol. 76., No. 1. – (In Rus).
- 5 Syamsidar, S., et al. Wordwall on mastery of vocabulary in English learning. *AL-Ishlah: Jurnal Pendidikan*, (2023): Vol. 15., No. 2., 1801–1806.
- 6 Anchundia, L.S.P., Cedeño, C.H.C. Gamification to improve oral communication in English learners: a systematic literature review. *Ciencia Latina Revista Científica Multidisciplinar*, (2024): Vol. 8., No. 6., 6451–6463.
- 7 Moorhouse, B.L., Kohnke, L. Creating the conditions for vocabulary learning with Wordwall. *RELC Journal*, (2022): Vol. 55., No. 1., 234–239. <https://doi.org/10.1177/00336882221092796>
- 8 Jannah, M., Syafryadin, S. EFL students' perspectives on the use of Wordwall.net as vocabulary learning media. *ELT Forum: Journal of English Language Teaching*, (2022): Vol. 11., No. 2., 115–124
- 9 Lazutova, L.A., Piskunova, S.I., Yankina, O.E. The use of modern educational technologies in the process of a teacher of foreign languages' practical training. *Samara Journal of Science*, (2022): Vol. 11., No. 3., 290–294. doi: 10.55355/snv2022113311