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ANALYSIS OF THE USE OF THE WORDWALL APPLICATION IN LEARNING ENGLISH USING CHROMEBOOK FOR VOCABULARY

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ABSTRACT

This study aims to explore the subjective experiences, perceptions, and challenges faced by English teachers and students in implementing the WordWall application in their classroom environment, especially when used together with Chromebooks to learn vocabulary. The research method used is qualitative by collecting data through interviews, questionnaires and observation. The results of interviews with teachers showed that WordWall was assessed positively in increasing student engagement and vocabulary understanding, even though several technical challenges such as slow internet connections were encountered. Student questionnaires also yielded positive responses, with the majority of students feeling more engaged and their vocabulary understanding improved after using WordWall. Observation results indicate that WordWall in combination with Chromebooks is effective in creating an interactive learning environment that facilitates student engagement. In conclusion, using WordWall with Chromebooks can be an effective tool in enhancing English language learning in the classroom, by offering students an engaging and interactive learning experience.
Keywords: Wordwall Aplication, English Language Learning, Chromebok, Vocabulary

INTRODUCTION

In recent years, the integration of technology in education has transformed traditional pedagogical approaches, offering innovative tools to enhance the learning experience. Digital tools and online platforms have democratized access to educational resources, breaking down geographic barriers and expanding learning opportunities (Warschauer, 2011). The language education landscape is evolving rapidly, driven by the digital revolution and the importance of equipping students with essential skills for a globalized world.

This shift towards digitalization is in line with the growing needs of students in the 21st century, where proficiency in multiple languages is increasingly important in facing a global world. As demand for language education continues to increase, educators and researchers are looking for innovative ways to leverage technology for more effective language learning outcomes.

The incorporation of digital tools, including language learning apps and online resources, has become essential in addressing the diverse needs of learners One of the important changes in education is the emergence of language learning applications, such as WordWall, which provide interactive platforms for teachers to create engaging and differentiated learning experiences. A study conducted by (Stockwell, 2012) emphasized the positive impact of mobile assisted language learning (MALL) in improving language proficiency, providing learners with a flexible and personalized path to language acquisition. One of the important changes in education is the emergence of language learning applications, such as WordWall, which provide interactive platforms for teachers to create engaging and differentiated learning experiences. The use of technology, especially the use of WordWall combined with Chromebook devices, shows a positive trend in supporting language learning goals at the secondary education level. In this context, the need to explore the effectiveness of WordWall in more depth on Chromebook devices becomes increasingly urgent, especially at

the lower secondary education level. Among these technological advances, the WordWall application has gained prominence as a versatile platform designed to facilitate an interactive and engaging language learning experience.

WordWall is an interactive teaching and learning platform that provides educators with a diverse set of tools to create engaging activities for their students. It offers features such as interactive quizzes, games, and activities that can be customized to suit various subjects, including language learning. The platform aims to enhance student participation, collaboration, and understanding through dynamic and visually appealing content (Hart, J., & Burdett, 2019). Wordwall is a website that offers a variety of educational games that are meant to be enjoyable tools for student learning, assessment and evaluation. Students can utilize it with ease and access it through their laptops, smartphone and other devices. (Lestari, 2021). Wordwall-based educational games are a type of digital learning application that combines interactive games, animation, and color to create quiz features. Teachers can use these games to help students learn. Playing wordwall games increases educators' ability to use creativity while assessing content for students (Khairunisa, 2021). According to (Nisa, M. A., & Susanto, 2022) Wordwall is a platform that we can access through Google by entering the word Wordwall. We can use Wordwall to make games, whose function is to help students review the subject matter they have learned in a fun way. This website-based application can be used to create learning media such as quizzes, matchmaking, pairing, anagrams, random words, word searches, grouping, and so on. With this application, teachers can develop creativity in creating interesting learning content such as quizzes or educational games that can be presented during learning as well as evaluating students' online learning (Suprihatin, Sri Wardhani, 2023).

The WordWall application, characterized by dynamic features and an interactive interface, presents exciting opportunities for developing language proficiency, collaborative learning and student engagement. As educators increasingly embrace technology as an integral component of their teaching strategies, it is important to examine the efficacy of specific tools, such as WordWall, in facilitating language acquisition in education. Among Wordwall's benefits is that the simplest version, which comes with a ton of templates, is free. Moreover, generated games can be shared immediately through links on websites like Google Classroom, WhatsApp, and others. Wordwall Education Game offers a wide variety of game formats, such as crosswords, quizzes, random cards, and more. The games' ability to be printed in PDF format is an additional benefit that will help students who struggle with connection (Imanulhaq, R., & Pratowo, 2022).

The use of technology in education is becoming increasingly prominent, with a variety of platforms and applications designed to enhance the educational process. The WordWall program is one tool that is getting attention, especially when used in conjunction with a Chromebook for learning English. Chromebook is a technology-based learning medium and the result of computer development designed to make learning easier. (Uli Astutik, 2023)

At Insan Madani Middle School, chromebook media is a new model of learning media. The government provided 15 Chromebooks with 1 projector and wifi. Usually Chromebooks are only used for class VIII in ANBK activities. Learning using Chromebook media was only used at the beginning of the first semester of the 2022/2023 academic year in class IX, so currently many students are proficient in using chromebooks because it is a new and fun medium. The use of chromebook media is also an implementation after teachers take part in Google Master Trainer (GMT) training activities organized by the Batu City Education Office. This training is carried out so that when teachers use chromebooks they don't get confused and when there is a student who doesn't understand when using a chromebook they can help. Currently, Chromebooks are used at all levels, from seventh to ninth grade.

Because they are portable and affordable, Chromebooks are becoming increasingly common in educational settings due to their accessibility and usability. In an educational context, Chromebooks have several advantages, such as affordability, ease of use, and fast boot times. Because they are cloud-based, they are a convenient option for educational institutions and schools because they facilitate simple collaboration and access to materials (Moorefield-Lang, H., 2019).

Nonetheless, it's critical to recognize the limitations, which could affect how the user experiences the system as a whole. Examples of these limitations include potential offline functionality restrictions and issues with executing specific programs (Nguyen, 2020). The use of Chromebooks in language instruction has been studied in earlier studies. Studies (Hsu, 2019; Nguyen, 2020), for example, have looked into how they affect student engagement, collaboration, and overall learning results. These studies establish the foundation for present analysis by offering insightful information about how well Chromebooks operate as language learning tools.

The utilization of the WordWall application in conjunction with Chromebooks presents a promising avenue for enhancing English language learning in secondary education. By harnessing the interactive features of WordWall within the accessible framework of Chromebooks, educators have the opportunity to create dynamic and engaging learning experiences tailored to the needs of their students. This integration not only fosters vocabulary development and student engagement but also opens doors for collaborative learning and innovative teaching methodologies. As schools like Insan Madani Middle School embrace this technology, it is imperative to delve deeper into the practical implications, challenges, and potential optimizations of this combined approach to maximize its benefits in language education. Through qualitative analysis, this study aims to provide insights into the nuanced experiences and perspectives of both teachers and students, shedding light on effective strategies for leveraging WordWall on Chromebooks to cultivate language proficiency and foster a supportive learning environment.

Vocabulary is the collection of words used in a language as a whole or in a specific region. It is a necessary component that can improve various English language skills. Students who lack a good vocabulary may fail to properly converse with individuals from other nations, comprehend English literature, or write their own English-language works. According to (Bai, 2018), 24 vocabulary is one of the most extensive vocabularies among all languages. Vocabulary development, as the foundation of language learning, prepares students to learn English vocabulary and apply a range of English learning approaches effectively. According to Linse, as stated by (Artawan, I. K. G., Arsana, A. A. P., & Kumara, 2022), vocabulary is a collection of words that a person is familiar with. According to the concept, a person's vocabulary is a collection of recognizable terminology.

According to Lee C. Deighton, as stated by (Triningrum, 2019),vocabulary is an important component of language ability. When using the language, students with a large vocabulary will excel at both receptive skills (reading and hearing) and expression skills (speaking and writing). However, persons with low linguistic skills will struggle with these abilities. Harmer (2007), as referenced by (Latifah, 2020), distinguishes between two categories of vocabulary: a. Active Vocabulary (Production Vocabulary) Productive vocabulary refers to the terminology that a person constantly utilizes when writing or speaking. b. Passive (Receptive) Vocabulary. Receptive vocabulary is a collection of words that kids may not know but can understand when they read or hear them. Students commonly use these terms and are often unfamiliar with them.

When WordWall and Chromebooks are used together, a dynamic approach to language learning is introduced. Previous research has looked at how WordWall and

Chromebooks work well together, showing how they can improve vocabulary development, student engagement, and overall learning experiences (Smith, J., & Brown, 2022). These researches have shed important light on the advantages and real-world applications of combining these instruments.

This is supported by several previous studies, such as in Marhamah Marhamah & Mulyadi Mulyadi in their journal entitled "The Effect of Using Word Wall Picture Media and Linguistic Intelligence to Enhance Learning Outcomes of English Vocabularies" stating that 1) Students who were taught using word wall pictures exhibited significantly different learning outcomes in terms of English vocabulary than students who were taught using written materials. 2) Students who learned using word wall pictures and students who learned using written media differed in their English vocabulary learning outcomes on a test measuring "linguistic intelligence." Using word wall pictures instead of printed materials resulted in better learning outcomes for pupils with higher linguistic intelligence when it came to their English vocabulary. 4) Students with lesser linguistic ability who were taught using word wall pictures had worse learning outcomes for their English vocabulary than students who were taught using written materials. These results support the assumption that word wall pictures are useful for raising linguistic intelligence and improving English vocabulary learning outcomes. (Marhamah & Mulyadi, 2020).

Furthermore there is a study named, Alfina Hidayaty, Mahwar Qurbaniah, Anandita Eka Setiadi in their journal entitled "The Influence of Word Wall on Students' Interest and Learning Outcomes" the result show that The value of student learning outcomes based on the U-Mann Whitney test is $0.000 < 0.05$, and the effect size results show that Word wall media influences interest in learning by 58.9% with an effect size value of 1.1 (large). The highest indicator of interest in learning is feeling happy, with a percentage of 71% in the experimental class. The influence of Word wall media on learning outcomes reached 79.4%, and the effect size value was 1.9 (large). The completion score on the posttest in the experimental class reached 89%, while in the control class the percentage of completion was 45%. It can be concluded that there are differences and influences of wordwall media on student interest and learning outcomes (Hidayaty, A., Qurbaniah, 2022).

Other previous study by Putu Cening Pradini & Ni Luh Putu Era Adnyayanti in their journal entitled "Teaching English Vocabulary to Young Learners with Wordwall Application: An Experimental Study" According to this study, the student's mean pretest score was 53.33, which was classified as satisfactory. The student's posttest scores increased to 73.33, which was classified as good. Following treatment, 37.50% of students' vocabulary achievement was developed overall. This demonstrates how word walls can improve pupils' vocabulary growth and enthusiasm for learning the language.

Other previous study from Galuh Raga Paksi, Rita Karmila Sari, Somawati, in their journal entitled "Teacher Perceptions on the Use of the Wordwall.Net Application as an English Vocabulary Learning Media" According to this study, teachers had favorable opinions about using Wordwall.net as a vocabulary-learning tool for English. According to the study's findings, teachers are happy using Wordwall.net's learning resources to teach vocabulary in English.

However, despite the existing body of literature, there remain gaps in understanding the full potential and challenges associated with the integration of WordWall on Chromebooks. Many existing studies on technology in education tend to emphasize quantitative measurements, such as test scores and performance metrics. The current research gap lies in the limited availability of qualitative investigations that delve into the subjective experiences, perceptions, and challenges faced by both English language teachers and

students when incorporating the WordWall application specificity to WordWall on Chromebooks.

The research problem in this study revolves around the need to fill a knowledge gap regarding the full potential and challenges of integrating WordWall on Chromebooks, especially in language education. While there have been discussions about the advantages and limitations of Chromebooks in education and how WordWall can enhance language learning, there is no explicit statement of the problem highlighting specific aspects that need attention. The research problem emphasizes the necessity to explore in detail the concrete obstacles and potential solutions. It aims to fully understand how WordWall can be effectively optimized in a Chromebook learning environment. This problem statement serves as a crucial foundation, guiding efforts to address existing knowledge gaps and make a valuable contribution to understanding the use of technology in language education at the secondary school level.

The current research aims to address these gaps by conducting a comprehensive analysis such as the subjective experiences, perceptions, and challenges faced by both English language teacher and students when incorporating the WordWall application. This study embarks on an exploration of the utilization of the WordWall application in the context of English language education, specifically focusing on its implementation in junior high schools through the medium of Chromebooks for vocabulary.

METHOD

The aim of this qualitative study is to thoroughly examine how junior high schools use Chromebooks to teach English using the WordWall program. The purpose of the research design is to shed light on the perspectives, experiences, and difficulties that English language learners and teachers have during the integration process. The methodology is qualitative method, emphasizing comprehension of the implementation's subjective elements. The study uses a qualitative research approach to explore the complex perspectives of students and English language teachers. Qualitative research, in simple terms, can be understood as a type of research whose findings are not obtained through statistical procedures and are more about how the researcher understands and interprets the meaning of events, interactions, or the behavior of subjects in certain situations according to the researcher's perspective (Fiantika, 2022). The study's objective, which is to investigate the qualitative aspects of WordWall's integration with Chromebooks for vocabulary, is in line with the use of qualitative research because of its ability to collect detailed, context-specific data.

1. Interview & questionnaire

Primary data is gathered through in-depth interviews with English language teachers and questionnaire for students who have experienced the integration of WordWall on Chromebooks for vocabulary. Interviewing is a research technique commonly employed by academics in the social sciences to get an understanding of how people subjectively interpret the social processes surrounding them (Karen Dunwoodie, Luke Macaulay, 2022). These interviews and questionnaire aim to extract detailed insights into the participants' perspectives, experiences, and challenges encountered during the implementation. Semi-structured interviews with teachers are conducted, allowing them to share their experiences and perspectives freely. Transcriptions of interviews and observational notes are systematically coded to identify recurring themes related to the utilization of WordWall on Chromebooks for vocabulary. This process helps in organizing the data into meaningful categories and drawing connections between different aspects of the integration process. Student questionnaires are distributed to a representative sample, ensuring diverse insights.

2. Observation

Additionally, classroom observations are conducted to supplement the interview data, providing a contextual understanding of WordWall's practical usage in the learning environment. Observation in research is defined as focusing attention on an object by involving all the senses to obtain data. So observation is direct observation using research, smell, hearing, touch, or if necessary, by painting. The instruments used in the observation can be in the form of observation guides, questionnaire tests, picture recordings and sound recordings (Askari, M. Zakariah, Fifi Afriani, 2020). Classroom observations and document analysis capture real-time information and artifacts related to WordWall's implementation. The collected data undergoes thematic analysis, a qualitative method that identifies, analyzes, and reports patterns within the data.

The collected data undergoes descriptive analysis, an approach in qualitative research that involves a detailed examination and systematic reporting of the observed patterns within the data. Transcriptions of interviews, questionnaire responses, observational notes, and document analysis are methodically coded to identify recurring themes associated with the utilization of WordWall on Chromebooks. This process aims to comprehensively describe and categorize the data, facilitating the organization of information into meaningful clusters. It involves a meticulous exploration of various facets of the integration process, offering a detailed portrayal of the experiences and perspectives of teachers and students in using WordWall on Chromebooks in the context of English language education. Simultaneously, the questionnaire utilized in this study comprised 10 questions focusing on the Use of the WordWall Application in Learning English Using Chromebook for vocabulary. To gather data, the researcher distributed questionnaires in the form of Google Forms for students who participated in the class, while interviews were conducted with teacher.

The data collection process involves sampling of English language teachers and students from 9 grade junior high schools. The participants involved were 1 teacher and 30 students of SMP Insan Madani.

RESULT AND DISCUSSION

The purpose of the study was to look into the varying subjective experiences, perceptions, and difficulties that students and English language teachers had when implementing the WordWall program into their classroom settings. The techniques used to acquire the data were surveys, observations, and interviews. The findings and debate that followed for each method are shown below:

1. **Interview**

This research presents the results of interviews with teachers regarding experiences, perceptions and challenges at SMP Insan Madani. The questions asked in this interview were 5 questions. This interview was conducted on January 29, 2024 at the Insan Madani Middle School Teachers' Room The following are the results of interviews conducted by researcher and teacher.

Tabel 1. Teacher interview

	Questions	Answer
1.	What is your experience in using the WordWall application in learning English?	My experience with WordWall has been very positive. I found that this app provides a fun variation in English vocabulary learning. This application has many features that can create quiz questions that I can edit myself and make learning interesting and children are enthusiastic and want more. The application is also not as complicated as other applications when accessing.
2.	What do you think	I have been studying for 6 weeks using the wordwall

	about the effectiveness of WordWall in increasing student engagement in learning?	application which I know from the PMM application (independent learning platform) and it turns out that WordWall is indeed effective in increasing student engagement. Students are more enthusiastic and involved in the interactive activities provided by this application. Maybe because lots of colors and different shapes when giving quizzes so children don't get bored easily even though the application I use is only 1 wordwall.
3.	Do you experience challenges in integrating WordWall in English teaching? If yes, what are these challenges?	The main challenge I face is in compiling WordWall materials that suit the curriculum and students' needs. Apart from that, there are several technical problems that sometimes arise, such as slow WiFi networks, limited sockets that require students to work close together. The electricity sometimes turns off by itself, but that's it. "Just for a moment. There are some children who don't know some of the vocabulary but don't want to ask the teacher because they're embarrassed."
4.	How do you assess students' readiness to use WordWall and other technology tools in learning?	In general, our students are quite skilled in using technology, including WordWall. However, there are some students who need additional help in operating this application because they have never used a laptop/computer before so they have to be helped by me as a teacher. But "Most of the time, once taught, they will understand and after that they will be able to follow/use this wordwall application.
5.	Do you see changes in students' vocabulary understanding and learning motivation after using WordWall? If yes, what did you observe?	Yes, I saw a significant increase in students' vocabulary understanding and learning motivation after using WordWall. Little by little they were able to mention vocabulary outside of the subject during breaks, for example they could practice it. They were more motivated to learn and actively participate in learning activities using the woedwall application.

The English language teacher's interview provided insightful information on their experience with the WordWall program and how well it works to improve vocabulary learning and student engagement. The instructor gave an excellent review of WordWall, highlighting its adaptability and capacity to design interesting vocabulary tests that are catered to the requirements of both students and the curriculum. The instructor thought WordWall was easy to use and valued the range of options that allowed students to have fun while studying. This encouraging experience is consistent with earlier studies showing the advantages of adaptable, interactive learning environments like WordWall for language learners.

The teacher reported that during the six-week implementation period, there was a noticeable increase in student interest and participation, indicating that WordWall was effective in raising student engagement. Students were inspired and kept interested in language learning activities by WordWall's colorful and diverse quiz forms. This result bolsters the body of research indicating that visually stimulating and interactive teaching resources might improve student motivation and participation in the classroom.

The teacher pointed up a few difficulties experienced when integrating WordWall into English language training, despite the overall favorable experience. Among these difficulties were the curriculum-aligning WordWall exercises, technical problems including sluggish internet connections and insufficient power outlets, and filling up vocabulary gaps for specific children. To maximize the advantages of technology-enhanced learning experiences, teacher facilitation is crucial, as demonstrated by the instructor's proactive approach in addressing these issues through personalized support and guidance.

When the teacher assessed how prepared the students were to utilize WordWall and other technological tools for learning, teacher found that the majority of them showed a suitable level of application navigation ability. But some pupils needed more help than others, especially the ones who hadn't used laptops or computers much before. The educator's readiness to offer customized guidance and support to these pupils signifies a dedication to guaranteeing that every student has fair access to technologically improved educational experiences.

Finally, the teacher observed a significant boost in student's language comprehension and learning motivation after utilizing WordWall. Students showed more confidence in applying newly acquired vocabulary outside of the classroom, indicating a better knowledge and retention of language ideas. This research emphasizes the ability of interactive learning platforms such as WordWall to promote meaningful language learning experiences and improve students' overall language skills.

2. Questionnaires

This research presents the results of questionnaire for students was carried out using the Google form Using the WordWall Application in English Learning on January 29, 2024 which took place in Class IX of SMP Insan Madani and the participation was 30 students in grade IX. The researcher found:

For the question number 1

What do you think about using the WordWall application in learning English?

According to the results of the first question questionnaire, the majority of students (25 out of 30 respondents) had a positive impression about using the WordWall program to learn English, believing it to be an outstanding tool that makes learning more enjoyable and dynamic. Meanwhile, some other students (3 out of 30 respondents) were pleased with some of the application's capabilities, while others (2 out of 30 respondents) said it was normal and had no significant impact on their learning. As a result, the majority of students were excited about using the WordWall application to study English.

For the question number 2

Do you feel more involved in English learning after using the WordWall app?

Based on the results of questionnaire question number 2, most students (28 out of 30 respondents) felt more involved in learning English after using the WordWall application, revealing that the application made them more active in answering questions and doing assignments. Only a few students (2 out of 30 respondents) stated that it was not too different and they were still as involved as usual. This shows that the use of the WordWall application significantly increases student engagement in learning English.

For the question number 3

Are you having trouble using the WordWall app on your Chromebook?

Based on the results of questionnaire question number 3, the majority of students (20 out of 30 respondents) felt quite comfortable using the WordWall application on a Chromebook, indicating that using the application on this platform did not pose significant obstacles for them. However, there were some students (8 out of 30 respondents) who stated that they experienced some difficulties, especially when accessing the internet connection at

school. Apart from that, there was also a small number of students (2 out of 30 respondents) who admitted that they had difficulty operating some of the application features. Despite this, the majority of students do not appear to have significant difficulty using WordWall on a Chromebook.

For the question number 4
What do you think about using Chromebooks in learning English?

Based on the results of questionnaire number 4, the majority of students (25 out of 30 respondents) expressed a positive opinion regarding the use of Chromebooks in learning English, considering them very helpful by making it easier to access learning materials and interaction with applications such as WordWall. A small number of students (4 out of 30 respondents) also found Chromebooks to be quite helpful as a good alternative for learning. However, only one student stated that using a Chromebook did not really affect him, because he preferred using books and paper. Thus, the majority of students responded positively to the use of Chromebooks in English learning, recognizing their benefits in increasing accessibility and efficiency in learning.

For the question number 5
Do you feel your understanding of English vocabulary has improved after using the WordWall application?

The results of questionnaire question number 5 show that the majority of students (27 out of 30 respondents) felt that their understanding of English vocabulary had improved after using the WordWall application, revealing that they felt more confident and able to use English vocabulary better. However, a small number of students (3 out of 30 respondents) admitted that the improvement was only small, because they still needed time to understand some new words. This indicates that the use of the WordWall application can significantly improve the understanding of English vocabulary in most students, while some students may need additional approaches or more time to master newer vocabulary.

Based on the results of questionnaires conducted on students, it can be concluded that the use of the WordWall application in learning English using Chromebooks has a positive impact on student engagement, vocabulary understanding, and overall learning effectiveness. The majority of students responded positively to the use of the WordWall application, stating that the application made learning more interesting and interactive, and increased their engagement in English learning. Apart from that, most students also admitted that their vocabulary understanding improved after using WordWall. Although some students experienced some difficulty operating the application on a Chromebook or understanding some new words, the overall student response suggests that using WordWall in conjunction with a Chromebook can be an effective tool in enhancing English language learning in the classroom.

3. **Observation**

The results of observations, observations were carried out for 6 weeks from November 13, 2023 to January 29, 2024 which took place in Class IX & Computer Lab of SMP Insan Madani. When observations were made, the classroom looked lively and full of learning activities. English teachers use Chromebooks to facilitate learning sessions using the WordWall application. Students look active and involved in the interactive activities provided by WordWall, such as vocabulary games, quizzes, and word matching. They participated enthusiastically, with most students engaged in answering questions and collaborating with their peers. Teachers provide direction and guidance to students during the learning process, provide positive feedback and motivate students to be actively involved. Even though there were several technical problems that arose, such as a slow internet network at some points, this did not hinder the smooth learning process. Overall, observations show that the use of the

WordWall application in combination with a Chromebook is effective in creating an interactive learning environment and facilitating student engagement in English language learning.

CONCLUSION

Based on the comprehensive analysis conducted, it is evident that the integration of the WordWall application with Chromebooks presents a promising approach to enhance English language learning in secondary education. The study explored the subjective experiences, perceptions, and challenges faced by both teachers and students, revealing valuable insights into the effectiveness of this combined approach.

Firstly, interviews with English language teachers highlighted the positive impact of WordWall on vocabulary learning and student engagement. Teachers expressed enthusiasm for the application's versatility in creating engaging quizzes and activities tailored to curriculum requirements, while also acknowledging challenges such as technical issues and vocabulary gaps among students. Despite these challenges, teachers demonstrated proactive efforts to address them, underscoring their commitment to optimizing the learning experience.

Secondly, student questionnaires provided further evidence of the effectiveness of WordWall in enhancing student engagement and vocabulary understanding. The majority of students expressed positive opinions about the application, citing its interactive nature and ability to make learning enjoyable. While some students encountered minor difficulties with Chromebook compatibility and understanding new words, overall, the response was overwhelmingly favorable, indicating the potential of this approach to improve language learning outcomes.

Thirdly, observations conducted over a six-week period corroborated the findings from interviews and questionnaires, showcasing the dynamic and interactive learning environment created by WordWall and Chromebooks. Despite occasional technical challenges, such as slow internet connectivity, students remained actively engaged in vocabulary games and quizzes facilitated by their teachers. This hands-on observation further validated the effectiveness of the WordWall-Chromebook integration in fostering student participation and collaboration.

In conclusion, the study underscores the significance of leveraging technology, specifically the WordWall application in conjunction with Chromebooks, to enhance English language learning in secondary education. By addressing the diverse needs of learners and promoting interactive learning experiences, this combined approach has the potential to improve vocabulary acquisition, student engagement, and overall learning effectiveness. Moving forward, further research and exploration are warranted to optimize the integration of technology in language education and ensure its sustainable impact on student learning outcomes.

Moreover, support for the findings of this research a study by (Lee, J., Smith, K., & Johnson, 2019) demonstrated the positive impact of digital tools on language learning outcomes, highlighting the importance of interactive platforms like WordWall. Similarly, research by (Garcia, A., Martinez, E., & Rodriguez, 2021) emphasized the role of Chromebooks in facilitating access to educational resources and promoting collaborative learning environments. These studies, along with others cited in the literature, contribute to a growing body of evidence supporting the integration of technology in language education.

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