Pre-service teachers' perspectives on the use of Wordwall in vocabulary teaching

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Article Info	Abstract
	This study examines prospective English teacher students' perspectives on the use of Wordwall in vocabulary learning. The selection of Wordwall was based on its ability to provide interactive and varied features that are effective in increasing student engagement. The focus on vocabulary learning reflects its vital role in developing overall language proficiency. The research participants were prospective teachers who were in the transition phase between learning and teaching practice, enabling them to share informed reflections on the use of digital media. Using a descriptive qualitative approach, data were collected through semi-structured interviews with final-year students who had experience using or observing the use of Wordwall during teaching practice. The results of the study indicate that Wordwall is perceived as an engaging, interactive, and easy-to-use learning platform that can increase student participation and encourage teacher creativity. The findings also show that Wordwall facilitates the design of more diverse and enjoyable learning activities while strengthening pedagogical skills relevant to the demands of 21st-century education. Wordwall also contributes to the professional development of prospective teachers by providing opportunities to explore digital media and reflect on their teaching practices. These findings contribute significantly to the development of teacher education curricula, particularly in the integration of digital media for effective vocabulary teaching.

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INTRODUCTION

Vocabulary mastery is a fundamental aspect of learning English as a foreign language (EFL). According to Sakkir et al. (2024), students with a wide range of vocabulary are generally more capable of understanding texts clearly, writing effectively, speaking fluently, and listening efficiently. This highlights vocabulary as the core foundation for developing all language skills. Vocabulary not only serves as an element in sentence formation but also as a bridge between understanding and expressing meaning in both spoken and written communication. Although the importance of vocabulary is widely recognized, vocabulary instruction in various learning contexts still faces challenges, particularly in areas lacking adequate technological and digital infrastructure.

Despite its vital role, vocabulary has not yet become a central focus in classroom instruction. It is often embedded into reading, writing, or listening activities, rather than taught explicitly and systematically. As a result, students tend to acquire vocabulary in isolation without understanding the full context of its use. Furthermore, some teachers still rely on traditional methods such as memorizing word lists or drilling textbook-based exercises. As stated by Sakkir et al. (2023), the vocabulary learning methods still used by teachers generally involve memorizing word lists without meaningful context. This approach often leads to boredom and disengagement among students, limiting the potential for active and meaningful learning.

Vocabulary is essential for the development of the four core language skills: reading, writing, listening, and speaking. However, when it is not taught explicitly, students may struggle to understand the meaning of words within authentic contexts. Sari (2024) explains that unstructured vocabulary instruction often leads to superficial understanding, where students know words but do not understand how to use them appropriately in sentences or communicative situations. This limitation not only affects their academic performance but also reduces their confidence in using English during interactions. Therefore, it is important to adopt a vocabulary teaching approach that is engaging, meaningful, and aligned with the learning characteristics of today's students. Such an approach should actively involve learners and encourage them to explore vocabulary through real-life contexts.

To support meaningful and engaging vocabulary learning, digital media has become an increasingly attractive option for many students. One such medium that is well known and increasingly used in vocabulary learning is Wordwall. This platform provides various types of activities, such as quizzes, word matching, and simple games that can be tailored to the learning material. With an attractive display and easy-to-use interface, Wordwall helps create a more enjoyable and less monotonous learning environment. Nisa (2022) indicates that "Wordwall is able to increase student enthusiasm and engagement because it introduces an element of play into the learning process." This shows that the interactive elements offered by Wordwall are able to meet the needs of learners who tend to be more active and visual. Additionally, according to Reviana et al. (2022), "Wordwall can be used both online and offline, making it easy to implement in various learning conditions." This flexibility makes Wordwall relevant not only for school settings but also for students who require adaptive and easily accessible learning materials whenever needed. Given its growing popularity and alignment with students' digital learning preferences, several studies have explored how Wordwall is perceived and experienced in vocabulary teaching contexts

Several studies have examined students' perceptions of using Wordwall in vocabulary learning. Jannah and Syafryadin (2022) showed that students perceived Wordwall as an enjoyable tool that supported their learning process. This aligns with the findings of Anjani et al. (2023), who reported that Wordwall promoted student engagement, particularly when used as an interactive formative assessment. Saputra et al. (2024) also found that Wordwall was easy to use and contributed to creating a more enjoyable classroom environment. In the context of foreign language learning, Alfares (2025) emphasized that digital platforms like Wordwall align with the learning preferences of today's learners, who tend to be active and visually oriented. Additionally, Saputra et al. (2024) noted that Wordwall facilitates active student participation in technology-based learning, while Haviza and Efendi (2024) highlighted that its interactive and gamified features help create a fun and engaging experience, which further strengthens students' positive perceptions of this platform in classroom contexts.

Several studies have also highlighted the potential impacts experienced by students after using Wordwall in vocabulary teaching. Bouzaiane and Youzbashi (2024) emphasized that game-based platforms like Wordwall foster meaningful learning experiences that can be adapted into instructional practices. Rubykania et al. (2025) found that students showed increased enthusiasm

and initiative during activities involving Wordwall, which may support their development as more confident and proactive educators. Hasram et al. (2021) also observed that the use of Wordwall significantly boosted students' motivation and active participation in learning. Based on these findings, such increased motivation and engagement may contribute to a greater sense of teaching confidence and readiness among pre-service teachers, particularly when applying interactive media like Wordwall in their own teaching contexts. Furthermore, Reviana et al. (2022) and Sakkir et al. (2022) noted that Wordwall can be used as an effective instructional tool that supports interactive and student-centered learning. While these studies are promising, most were conducted at the school level and used quantitative methods. Therefore, this research aims to explore how pre-service English teachers experience Wordwall in terms of both classroom implementation and its contribution to their professional development.

While the use of Wordwall has gained popularity in recent years, especially in vocabulary teaching, many existing studies have yet to address the perspective of those who are preparing to become future educators. This gap in focus becomes particularly relevant when considering how pre-service teachers experience and interpret the integration of digital tools in their teaching practices. Previous studies have generally focused on the effectiveness of using Wordwall in vocabulary teaching at the elementary or secondary school level, and most have employed quantitative methods. However, there have been few studies that specifically explore the perceptions of English education students as active users of Wordwall. In fact, as learners and future educators, their insights are essential for understanding how this digital media is perceived and utilized in real learning contexts. Therefore, this study aims to fill that gap through a descriptive qualitative approach to gain a deeper understanding of students' experiences with Wordwall in vocabulary teaching.

Building on this research gap, the present study seeks to explore how English education students interpret the use of Wordwall in vocabulary teaching. As active users and prospective teachers, their perspectives are important to examine in order to determine the extent to which this digital platform impacts vocabulary instruction and student engagement. Through a descriptive qualitative approach, the study is expected to offer an in-depth portrayal of both their perceptions and the real impacts they experience while using Wordwall. The findings are anticipated to inform the development of more relevant and engaging vocabulary teaching strategies, particularly for digitally native learners. Furthermore, by capturing their direct experiences, this study may contribute to the professional preparation of future English teachers.

Given the importance of exploring students' experiences and perspectives as both learners and future educators, this study investigates their views on the use of Wordwall in vocabulary teaching. It also examines how the implementation of Wordwall influences their teaching experience and contributes to their professional development. The findings provide valuable insights for the effective integration of digital media into vocabulary instruction within teacher education programs.

METHODS

This study employed a qualitative approach with a descriptive research design. This approach was chosen because it was considered suitable for exploring in depth the perceptions and experiences of participants regarding a phenomenon in its natural context. According to Creswell (2014), qualitative research is used to explore and understand the meanings that individuals or groups assign to social or human issues. In this study, the focus was on the perspectives of pre-service English teachers regarding the use of Wordwall in vocabulary teaching and the impacts they experienced through its use. A descriptive design was used to present a systematic, factual, and accurate depiction of the phenomenon based on data obtained directly from participants. Rather than testing hypotheses, this research aimed to understand the phenomenon from the participants' perspectives in a holistic and contextual manner.

The participants in this study were eighth-semester students from the English Education program at Semarang State University (UNNES). They were selected using purposive sampling, a technique for deliberately choosing individuals based on specific criteria relevant to the research objectives (Sugiyono, 2015). The selection criteria included being an active student in the English Education program, having completed the Teaching Practice Program (PPL), and having experience using Wordwall specifically in vocabulary teaching during their teaching practicum. Eighth-semester students were considered appropriate because they had sufficient academic exposure and practical teaching experience, including the use of digital tools in real classroom settings. These experiences

were expected to enable them to reflect deeply on their perceptions and teaching practices. The study involved 10 participants, which was deemed sufficient to obtain in-depth and varied data in accordance with the qualitative approach. This number was determined by referring to the principle of data saturation, a condition where no new information or themes emerge during the data collection process (Creswell, 2014).

The main instrument in this qualitative research was the researcher. This aligns with Sugiyono's (2015) statement that the researcher is a key instrument in qualitative research, because the researcher determines the focus, selects informants, collects data, and interprets data. The researcher's active involvement in the entire data collection and analysis process was therefore essential to ensure the depth and accuracy of the information obtained. In addition to the researcher as the primary instrument, this study also utilized an interview guide as a supporting tool. The guide was developed based on the research problems and objectives, focusing on two main aspects: pre-service teachers' perceptions of using Wordwall and the impacts they experienced in vocabulary teaching. The interview questions were semi-structured, allowing the researcher to follow the conversation flexibly while staying aligned with the research focus. This format enabled participants to share their experiences openly and in depth.

Data collection was conducted through semi-structured interviews, allowing the researcher to obtain rich and detailed information while following a guided structure. This method was chosen for its flexibility and its ability to explore participants' responses more deeply depending on the context. According to Moleong (2017), semi-structured interviews give informants the freedom to answer broadly and allow researchers to dig deeper into the information that emerges during the interview. All interviews were conducted online via WhatsApp video calls to accommodate the participants' time and location flexibility. Before each session, the researcher scheduled the interview based on the participants' availability and explained the purpose and flow of the session. During the interviews, the researcher took detailed notes to accurately capture the participants' responses. These notes served as the basis for interpreting the meaning of each response in a more comprehensive and contextual manner.

The data obtained from the interviews were analyzed using thematic analysis. This method was chosen because it allows researchers to identify, organize, and interpret patterns or themes that emerge from qualitative data. Braun and Clarke (2006) explain that thematic analysis is a flexible and useful method for analyzing qualitative data in a detailed and systematic way. The analysis in this study followed six phases: (1) becoming familiar with the data by reading the interview notes repeatedly, (2) generating initial codes manually, (3) searching for potential themes, (4) reviewing and refining the themes, (5) defining and naming the themes, and (6) producing a final report that represents the findings clearly and coherently. This process ensured that the data were interpreted meaningfully while staying grounded in the participants' actual responses. The following section provides a detailed description of how each of these six phases was applied in this study, including the specific steps taken and examples drawn from the interview data.

The first stage was conducted by familiarizing oneself with the interview data to develop a comprehensive understanding of the participants' answers. The researcher read all ten interview transcripts at least three times to fully understand their content and context. During the initial reading, the researcher marked statements that reflected participants' views on the use of Wordwall in vocabulary teaching, such as "The children also became more active and enjoyed using it" (R7) and "I think they are very enthusiastic. Some of them even ask to play in every meeting. They prefer active learning rather than just sitting quietly in class." (R10). These initial notes helped the researcher identify areas that could potentially be the focus and guide the coding process in the next stage.

After thoroughly understanding the data, the researcher conducted the coding process (initial coding) on data segments relevant to the research focus. Coding was done manually by marking sentences or phrases containing important information from the participants' answers. One quote could be given more than one code if it contained more than one main idea. For example, the statement "The children also become more active and enjoy using it." (R7) was coded as student engagement and positive response. The quote "Wordwall has many features. So, that's my first impression, right? Many of its features can be used for learning. And it's interesting and not boring either." (R8) was coded as easy to use, attractive in appearance, and practical to use. Meanwhile, the quote "Yes, I'm much more confident. Because I'm no longer teaching while monologuing, but with the help of engaging media that captures students' attention." (R5) was coded as increased

confidence, classroom management support, and increased student focus. This process resulted in an initial list of codes representing the main ideas in the data, which then became the basis for the next stage of analysis.

After the initial code list was compiled, the researchers grouped codes with related meanings into categories, then identified potential themes in line with the research focus. For example, several codes related to student engagement, positive response, and gamification elements were combined into the category "Media Interactivity," which then developed into the theme Wordwall as an Engaging and Interactive Medium. A similar process was applied to other codes, such as increased teaching confidence, classroom management support, and student focus improvement, which were grouped into the category "Support for Teaching Confidence" and subsequently formulated as the theme "Enhancing Teaching Confidence." This categorization simplifies data analysis without losing the original meaning, allowing the analysis to focus on the main themes relevant to the research questions.

Once the potential themes were established, the researchers conducted a review to ensure that each theme truly reflected the data and was relevant to the focus of the study. This process was carried out by re-examining the interview excerpts in each category to see how they corresponded to the formulated themes. Overlapping themes or those with overly broad meanings were separated or adjusted to be more specific. For example, the theme "Wordwall as an Engaging and Interactive Medium" was reviewed to ensure that all codes included within it were indeed related to aspects of interactivity and student engagement, while the theme "Enhancing Confidence in Teaching" was re-verified with quotes demonstrating increased self-confidence and classroom management support. This review also ensures that each theme directly contributes to answering RQ1 or RQ2, so that no theme is outside the context of the research.

In the next stage, the researcher clearly described the core meaning of each theme that had been established and ensured that each had clear boundaries. The theme "Wordwall as an Attractive and Interactive Medium" was defined as a positive perception of Wordwall that is able to present more lively vocabulary learning through visual and gamification elements. The theme "Ease of Use and Accessibility of Wordwall" included the view that this platform has user-friendly features, an attractive interface, and can be used practically in various learning conditions. The theme "Student Engagement and Participation" described the increase in activeness, enthusiasm, and interaction of students during learning. For RQ2, the theme "Increasing Confidence in Teaching" explained how Wordwall supports readiness, classroom management, and student focus that contribute to the confidence of novice teachers. The theme "Encouraging Creativity in Lesson Design" reflected the opportunity for teachers to design varied learning activities that suit the characteristics of students. Finally, the theme "Gaining Practical Experience in Using Digital Media" included direct experience in utilizing technology for learning, thus improving technology adaptation and readiness to face future professional demands.

The final stage involves compiling the research findings into a systematic narrative in the Findings and Discussion sections. Each theme that has been formulated is presented with an in-depth explanation, supported by direct quotes from relevant participants to reinforce the interpretation of the data. The findings are presented by directly linking the themes to the research questions so that readers can see the connection between the data obtained and the research objectives. Additionally, each theme is discussed within the framework of theory and previous study findings to provide a strong academic context. The researcher ensures that the final report not only describes the data but also provides a rigorous interpretation of the meaning behind it, highlights implications for vocabulary teaching, and contributes to the professional development of novice teachers in the digital age.

This study followed ethical research principles to ensure the rights and comfort of all participants. Before the data collection began, participants were informed about the objectives, procedures, and voluntary nature of their involvement in the study. They were asked to provide informed consent as a sign of agreement to participate. To maintain confidentiality, all participants' identities were anonymized using codes, and the collected data were used solely for academic purposes. According to Creswell (2014), researchers must respect participants' privacy, protect their identities, and obtain their permission before collecting any data.

FINDINGS AND DISCUSSION

This study aimed to explore the experiences of pre-service English teachers in using Wordwall as a digital tool for vocabulary instruction. Drawing on interview data, the findings offer insights into how this platform supports both student learning and the teachers' professional development. All interviews were conducted in Indonesian, and the excerpts presented in the findings have been translated into English for reporting purposes. The analysis is organized around two main research questions: the first focuses on the effectiveness of Wordwall in enhancing students' vocabulary learning, while the second examines its influence on the teaching experience and professional growth of the pre-service teachers.

Pre-Service English Teachers Perceive The Use Of Wordwall In Vocabulary Teaching

The findings of this study reveal various perceptions and experiences of pre-service English teachers in using Wordwall as a vocabulary teaching tool. Overall, Wordwall is perceived not only as a platform that facilitates the delivery of material but also as one that enhances student engagement through interactive and enjoyable learning. Based on interview data, several themes emerged that reflect the effectiveness of Wordwall in the classroom, particularly in terms of student involvement and vocabulary learning outcomes. The following section discusses these aspects in more detail in response to RQ1.

Wordwall as an Engaging and Interactive Media

Most participants in this study described Wordwall as an engaging and interactive learning medium. The visual features available on the Wordwall platform are considered capable of creating an enjoyable learning experience and motivating students to learn vocabulary. The game format offered by Wordwall makes the learning process less monotonous, so that students are more enthusiastic and actively involved in class.

One participant, R7, said that using Wordwall made students more active and interested in the material being taught. She said:

> *"The children also become more active and enjoy using it." (R7)*

A similar view was expressed by R6, who explained that the game elements in Wordwall create a more enjoyable learning atmosphere. According to her, the gamification approach helps students understand the material better because they feel interested and entertained. R6 said:

> *"They seem happier because it's a game. Wordwall is based on games—gamification, you know." (R6)*

R6 also highlighted the students' enthusiasm when using Wordwall, especially because of its game-like appearance. She said:

> *"The students seem enthusiastic and they become more active in class. Even when there's new material, they like to ask, 'Will we use Wordwall again after this?' So it significantly influences student engagement." (R4)*

These three statements reinforce the finding that Wordwall can facilitate vocabulary learning in a more interactive way. For prospective teachers, using game-based media like Wordwall not only helps increase student participation but also provides a more contextual and enjoyable learning experience. By relying on attractive visual displays and varied game mechanics, Wordwall becomes an alternative learning medium that can reduce student boredom with conventional methods.

Wordwall Ease of Use and Accessibility

Many participants felt that Wordwall was an easy-to-use and flexible learning tool. The platform provides a variety of features and ready-to-use templates, making it easy for teachers to create teaching materials without requiring advanced technical skills. Wordwall's accessibility, which can be used online, as well as its simple and practical appearance, also supports efficient teaching in various situations.

R8 revealed that Wordwall has many features that can be used to teach vocabulary. She also considered this medium to be quite interesting and not boring:

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"Wordwall has many features. So, that's my first impression, right? Many of its features can be used for learning. And it's interesting, and not boring either." (R8)

R7 also mentioned that creating questions on Wordwall is very easy and straightforward. She explained:

"In my opinion, creating questions on Wordwall is really easy. Additionally, one of its advantages is that children become more active and enjoy using it." (R7)

Quotes from R7 and R8 reinforce the finding that Wordwall is not only visually appealing but also technically superior and efficient to use. Wordwall can be used quickly and practically without compromising the quality of learning. Therefore, the ease and accessibility of this platform make it one of the top choices for prospective teachers in teaching English vocabulary.

Student Engagement and Participation

Wordwall is considered capable of increasing student engagement in the vocabulary learning process. Many participants said that the classroom atmosphere became more lively and students were more enthusiastic when Wordwall was used. The interactive and game-based features on this platform encourage students to participate actively, both individually and in groups. This creates a learning atmosphere that is not only fun, but also strengthens students' focus and attention to the material.

R1 shared her experience of using Wordwall in group activities in class. According to her, students became more active because they were directly involved in choosing and playing the games:

"It's fun because the students become interactive. For example, they choose number 5, and then a theme like fairy tales appears. So it's not rigid, it's more attractive." (R1)

R10 expressed a similar sentiment. She explained that Wordwall successfully made students more enthusiastic and encouraged them to participate in every learning session:

"I think they are very enthusiastic. Some of them even ask to play in every meeting. They prefer active learning rather than just sitting quietly in class." (R10)

R2 also highlighted how Wordwall allows students to be more physically and cognitively involved in the learning process. She said:

"They are quite interested because it involves physical activities. So it's not just teacher-centered, but also student-centered. The children can move around, touch the vocabulary, and interact directly." (R2)

These three quotes show that the use of Wordwall in vocabulary teaching encourages active student engagement. This platform not only creates a fun atmosphere but also makes the classroom more dynamic and participatory. For prospective teachers, student engagement is an important indicator in assessing the effectiveness of a learning medium.

The Influence of Wordwall on Teaching Experience and Professional Development

Beyond its impact on student learning, the use of Wordwall also significantly influenced the teaching experience and professional development of pre-service teachers. Through direct involvement in designing and implementing Wordwall during their teaching practice, participants reported growth in self-confidence, pedagogical creativity, and readiness to face the challenges of technology-integrated instruction. The next section elaborates on how this platform supports the professional competencies of future teachers, as addressed in RQ2.

Gaining Confidence in Vocabulary Instruction

The use of Wordwall in vocabulary learning is considered to have a positive impact on the confidence of prospective teachers in managing their classrooms. This platform helps them feel more prepared and calmer when teaching, especially since students show active and enthusiastic

responses. The availability of supporting media also reduces nervousness and provides better control over classroom dynamics.

R5 explains that Wordwall helps her direct students' focus and create a more orderly learning environment, making her feel more confident as an educator:

"Yes, I'm much more confident. Because I'm no longer teaching while monologuing, but with the help of engaging media that captures students' attention. So, their focus isn't just on me as the teacher, but also on the material. I also don't have to constantly remind students who aren't focused, because they're already interested on their own." (R5)

R1 also indicated that using Wordwall helped her adapt to technological developments in education, which directly increased her confidence when teaching:

"Yes, I am more confident. In this digital age, we as prospective teachers must be able to collaborate with technology. We cannot fall behind students who are already familiar with technology. So, it is important to adapt to trends." (R1)

R9 added another perspective by emphasizing that Wordwall helps reduce communication pressure when teaching, especially for prospective teachers who feel less confident speaking at length in front of the class:

"Yes, it's quite confidence-boosting because the app helps. They just need to guide and set up the app, without forcing students to memorize a lot of vocabulary. Since the app already explains and provides instructions, they don't need to explain everything in detail." (R9)

These three quotes demonstrate that digital media like Wordwall not only facilitate learning but also contribute to building the mental and emotional readiness of prospective teachers. With the support of interactive technology, they become more confident in managing the classroom and delivering material in an engaging and structured manner.

Fostering Creativity in Lesson Design

The use of Wordwall encourages prospective teachers to be more creative in developing vocabulary learning strategies. The features offered by this platform allow them to explore various types of games, tailor materials to student characteristics, and combine digital activities with other relevant learning approaches. Through this process, Wordwall not only functions as a tool but also as a medium that stimulates innovation in teaching practices.

R8 stated that Wordwall indirectly encourages teachers to creatively adapt teaching materials to students' needs. She explained:

"Yes, especially for teachers, because teachers are also required to be creative in order to adapt to their students." (R8)

Meanwhile, R3 emphasized the importance of developing the use of Wordwall through a combination with reflective or narrative activities so that learning does not become monotonous. She explained:

"In my opinion, it's more about combining Wordwall with discussions or reflections after the game, so students can better understand the various features and not feel bored. For example, animals or plants. Plants are 'flowers,' right? From the word 'flower,' they might be able to develop it further and create a story." (R3)

Both perspectives show that Wordwall provides space for prospective teachers to design more varied vocabulary learning. The creativity that emerges is not only limited to the selection of game formats but also involves the teacher's ability to develop follow-up strategies that enrich the learning process for students.

Expanding Practical Experience with Digital Tools

The use of Wordwall during teaching practice provides valuable practical experience for prospective teachers. This platform helps them to better understand and become familiar with digital media, which is now an integral part of the world of education. Through direct interaction with teaching technologies such as Wordwall, participants feel better prepared to face the demands of the teaching profession in the modern era.

One participant, R4, emphasized that Wordwall provides a new experience while introducing her to innovative approaches in teaching:

"Yes, definitely. It's a new experience because now we're in the age of technology, and Wordwall can be part of innovation in teaching." (R4)

This statement indicates that the use of Wordwall not only facilitates vocabulary teaching but also strengthens students' readiness to adapt to advancements in educational technology. Through the hands-on experience gained during field practice, they feel more confident and equipped with relevant skills to tackle the challenges of being a teacher in the future.

Discussion

The findings of this study reveal various perspectives of pre-service English teachers regarding the use of Wordwall in vocabulary teaching. In general, Wordwall is perceived as a learning medium that is not only visually appealing but also functional and relevant in supporting vocabulary learning in the digital era. These findings reinforce the idea that integrating technology into learning is essential for increasing students' learning motivation while also supporting teachers' professional development.

One of the main points that emerged from the interviews is how Wordwall creates an enjoyable and interactive learning experience for students. Most participants described Wordwall as a tool that motivates students due to its attractive visuals and engaging gamification format. Shiva stated that, "the children also become more active, they enjoy using it more," while Ami added, "They seem to enjoy it more because it's a game, right? Wordwall is game-based—it's gamification." The use of games in language learning has indeed been proven to encourage students' active participation, as noted by Miftahul Sari and Syafryadin (2022), who stated that "Wordwall.net is an edutainment website in which there are multiple game choices designed for vocabulary practice."

Game-based learning not only creates a fun atmosphere but also sparks student enthusiasm. Avril mentioned, "The students seem enthusiastic and they become more active in class. Even when there's new material, they like to ask, 'Will we use Wordwall again after this?'" This reinforces the statement by Nurul Haviza and Zuhri Efendi (2024), who stated that "Wordwall.net allows for more interesting and customized teaching, increases student involvement in the vocabulary learning process." Student enthusiasm and active participation are key indicators in assessing the effectiveness of a learning medium. With a lively learning atmosphere, students' attention to the material also increases.

Furthermore, the ease of using Wordwall is one of the aspects highly appreciated by pre-service teachers. The platform is considered flexible, offering a variety of features and templates that can be used without requiring advanced technical skills. Fatwa stated, "Wordwall has many features… and it's interesting, also not boring." Shiva emphasized, "In my opinion, creating questions on Wordwall is really easy." This technical simplicity is crucial in supporting the confidence of pre-service teachers, especially when they are still learning to manage the classroom and technology. This aligns with the opinion of Nova, Lailatus Sa'adah, and Yohana Triana Ina Weran (2024), who noted that "Teachers can utilize various effective and efficient learning platforms to enhance students' vocabulary."

Student engagement in learning through Wordwall was also a key highlight. Many participants believed that the platform encourages students to interact actively, both in group and individual activities. Alda said, "It's fun because students become more interactive… not stiff, more attractive." Salsa added, "Some of them even ask to play it at every meeting." Such engagement aligns with Alfiah, Santosa, and Kusuma's (2021) view that "Engagement here is more than just students participating in learning activities and listening to the material presented by the teacher." Through Wordwall, students do not merely become passive listeners but participate physically and cognitively in the learning process, as Pursa expressed: "So it's not entirely teacher-centered; there's also student-centeredness. The kids can move, touch the vocabulary directly, like that."

These findings show that Wordwall holds great potential in supporting student-centered learning approaches. The platform allows students to be directly involved in the learning process, which in turn enhances their focus and interest in vocabulary material. This is especially important given the characteristics of young learners, who easily get bored and have a short attention span, as mentioned by Putu Cening Pradini and Ni Luh Putu Era Adnyayanti (2023): "Young learners have characteristics that can receive new information quickly but lack concentration span and easily get bored during the learning process."

From the perspective of professional development, the use of Wordwall also contributes to increasing the confidence of pre-service teachers in teaching. The medium is considered capable of providing mental and emotional support, especially when facing dynamic classrooms. Endrat stated, "I feel much more confident… their focus is not only on me as a teacher, but also on the material." This shows that the presence of digital media helps reduce the burden of one-way communication and creates a more collaborative teaching experience. A similar view was expressed by Dhea: "I feel confident enough because the app helps. I just need to guide and set up the app, without having to force students to memorize a lot of vocabulary."

In addition to providing confidence, the use of Wordwall also encourages pre-service teachers to be more creative in designing vocabulary lessons. The platform provides space for exploring various types of games, as well as combinations with other approaches such as discussion or reflection. Fatwa emphasized that teachers must be creative to adapt to students' needs, while Yekti stated: "I think it's more about combining Wordwall with discussion or reflection after the game… making up stories." Such creativity is valuable in avoiding monotonous learning and encouraging the formation of richer and more varied teaching strategies.

Wordwall is also considered to provide meaningful teaching practice experiences for pre-service teachers, especially in terms of using digital media in the classroom. Avril mentioned that Wordwall gave her a new experience and introduction to innovative teaching approaches: "So it's also a new experience because now is the era of technology, and Wordwall can be part of innovation in teaching." This kind of practical experience helps pre-service teachers develop relevant technological skills, which are crucial in facing the modern education world that increasingly relies on digital media. Through direct interaction with technology, they become better prepared to face the challenges of the teaching profession, both technically and pedagogically.

Overall, the findings of this study show that Wordwall functions not only as a teaching aid but also as a means to improve the quality of vocabulary learning and teacher professional development. For pre-service teachers, Wordwall opens space for digital media exploration, builds self-confidence, fosters creativity, and encourages active student participation. In other words, this platform supports the creation of an interactive learning environment that is responsive to the challenges of learning in the digital era. However, it is important to note that the effectiveness of Wordwall greatly depends on the creativity and readiness of the teacher in utilizing it. This medium does not automatically create effective learning without the active involvement of the teacher. Therefore, continuous training and reflection are key for pre-service teachers to optimize the sustainable use of technology.

Furthermore, this study opens space for deeper exploration regarding the integration of other digital media in the context of vocabulary learning and language teaching in general. Wordwall is just one example among many available platforms, and the positive experiences shared by the participants can serve as a foundation for developing more inclusive and adaptive technology-based learning models. Considering all the findings above, it can be concluded that Wordwall has contributed positively to students' learning experiences and increased the professional readiness of pre-service teachers in facing future teaching challenges. The use of Wordwall in vocabulary teaching has been proven to support interactive, engaging, and accessible learning principles while fostering relevant pedagogical competencies in the digital age.

CONCLUSION

This study examines the perspectives of prospective English teachers on the use of Wordwall in vocabulary learning. The findings indicate that Wordwall is perceived not only as an engaging and interactive learning medium but also as a tool that supports student participation, facilitates the teaching process, and promotes the professional development of pre-service teachers. Through its user-friendly features and game-based format, Wordwall enables them to design creative and student-centered vocabulary learning activities.

The study also highlights that the effectiveness of Wordwall largely depends on teachers' ability to integrate the platform meaningfully into the learning context. Although Wordwall offers numerous advantages, its success ultimately relies on pedagogical decision-making, classroom adaptability, and reflective teaching practices. Therefore, the active involvement of pre-service teachers is essential to ensure that digital tools like Wordwall are fully optimized in classroom settings.

In conclusion, Wordwall has shown significant potential in enriching vocabulary instruction while equipping prospective English teachers to meet the demands of 21st-century education. The positive experiences shared by participants emphasize the importance of ongoing digital literacy training, creativity, and professional reflection in teacher education programs. However, this study is limited by its relatively small sample size and focus on a single institution, which may affect the generalizability of the findings. Future research is encouraged to involve a more diverse range of participants and explore the integration of other digital platforms in language learning contexts.

FUNDING STATEMENT

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