

Effectiveness of WordWall Interactive Instruction in Social Studies: A Lesson Exemplar

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DOI: <https://doi.org/10.47772/IJRISS.2026.100600604>

Received: 10 June 2026; Accepted: 16 June 2026; Published: 30 June 2026

ABSTRACT

This study examined the effectiveness of Word-wall–based interactive instruction on the academic performance and perceptions of Grade 7 students in Social Studies. Using a quasi-experimental and descriptive-correlational research design, the study employed quantitative methods such as mean, standard deviation, paired samples t-test, and Pearson Product–Moment Correlation Coefficient to analyze pre-test and post-test scores and students' perceptions in terms of concept retention, motivation, and engagement. Results revealed that while both groups had comparable pre-test performance, the experimental group exposed to Word-wall–based instruction showed a statistically significant improvement in post-test scores, unlike the control group, which demonstrated minimal gains. Students' perceptions of WordWall were generally positive, with the strategy rated effective in enhancing concept retention, motivation, and engagement. Correlation analysis further revealed a significant but negative relationship between students' academic performance and their level of perception, indicating that lower-performing students tended to perceive the Word-wall–based instruction more favorably. These findings suggest that WordWall serves as an effective instructional scaffold, particularly for learners who require additional support. Overall, the study concludes that Word-wall–based interactive instruction enhances both cognitive and affective learning outcomes and is a valuable learner-centered teaching strategy in Social Studies. The study recommends integrating interactive digital tools into regular instruction, providing institutional support for technology-enhanced learning, and conducting further research to explore long-term and cross-subject effects of interactive instructional strategies.

Keywords: word-wall, social studies, academic performance, interactive instruction, quasi-experimental, descriptive-correlational

INTRODUCTION

Encouraging creativity among students in higher education is essential for fostering innovation and adaptability in today's rapidly evolving landscape. Creativity encompasses the generation of new, original ideas or products that are both unique and valuable (Dow, 2022). Recognized as a vital competency for the 21st century, creativity plays a significant role in driving innovation and entrepreneurship (Egan et al., 2017). It is increasingly acknowledged that creativity can be cultivated within higher education settings through targeted teaching strategies. As teaching creativity is inherently complex and multi-dimensional, it is crucial to design engaging activities that capture students' interest and stimulate their creative potential (Beghetto, 2021).

The teaching of Social Studies in contemporary classrooms continues to face significant challenges, particularly in maintaining students' interest and enhancing meaningful understanding of concepts (Te, 2022). Many students often perceive the subject as difficult, abstract, or overly reliant on memorization, which leads to low participation and limited retention of lessons. Traditional teaching strategies, which are mostly lecture-based, sometimes fail to engage learners effectively in an era where students are highly exposed to digital technologies and interactive media (Do et al., 2024). As a result, there is a growing need for innovative instructional approaches that can transform passive learning into active and participatory experiences. This situation prompted the researcher to explore the effectiveness of using digital tools such as Wordwall in delivering Social Studies lessons. From the

perspective of the teacher, this study emerged from firsthand experiences in the classroom, where students showed minimal enthusiasm during discussions and struggled to recall key concepts from previous lessons.

Despite efforts to simplify topics and provide examples, many learners remained disengaged, often relying on memorization rather than understanding. These challenges highlighted the need for more dynamic and interactive teaching strategies that align with students' interests and learning styles (Thelma et al., 2024). The integration of Wordwall as an interactive instructional tool was seen as a potential solution to address these concerns, as it offers game-based activities that can motivate students, improve engagement, and enhance concept retention. Thus, this study was conducted to evaluate its effectiveness and to develop a lesson exemplar that can support teachers in creating more engaging and meaningful Social Studies learning experiences.

Gamification has emerged as a promising pedagogical approach for fostering creativity in educational settings (Bagher Katibi et al., 2021). Some studies have demonstrated that incorporating elements of joy and playfulness through gamification can significantly enhance students' creative abilities (Krath et al., 2021; Alt & Raichel, 2020). Gamification can foster both individual and collaborative creativity and enhance creative problem-solving skills among students (Parjanen & Hyypia, 2019; Taesotikul et al., 2021). Despite these insights, much of the recent research has focused on gamification within online learning environments which highlight a gap in understanding its application in traditional face-to-face classes (Nadi-Ravandi & Batooli, 2022; Pozo-Sanchez et al., 2022). Gamification involves integrating game-like elements such as badges, levels, and narratives to motivate and engage individuals across various activities (Huang et al., 2024). By mirroring the experiences associated with video gaming, gamification has demonstrated its effectiveness in driving behavioral change (Hadi Mogavi et al., 2023; Bassanelli et al., 2022).

One effective gamified - learning tool is Wordwall, an online game-based platform designed for interactive student engagement (Oviliani & Susanto, 2023). This media allows students to participate in games while remaining focused on educational content, as it requires them to complete tasks aligned with the material set by their teachers. In addition to capturing students' attention, Wordwall fosters interaction between educators and learners. According to Tatsa (2022), Wordwall offers several advantages, including free basic options with a variety of templates. Teachers can easily share games via platforms like WhatsApp or Google Classroom. The software supports various game types, such as crosswords, quizzes, and random cards, catering to diverse learning preferences. Additionally, games created on Wordwall can be printed in PDF format, providing convenient access for students with limited internet connectivity. Wordwall is designed to incorporate a range of activities that keep students actively engaged, contributing to a positive learning environment (Rahman et al., 2023). A pleasant atmosphere in the classroom is known to enhance learning effectiveness, making Wordwall a valuable resource for educators seeking to improve student outcomes.

In the Philippines, game-based learning media is also recognized as helpful tools, especially WordWall, which is being adapted by many teachers across the country. In a recent study, it is revealed that Wordwall is a useful tool in teaching one of the subjects in social studies, like the Edukasyon sa pagpapakatao (Cabiguin, 2025). It was used to interactively teach students specific topics of the subject and keep them entertained all throughout the process. Truly, this app is very helpful in keeping students alive in the class. Aside from that, this app was also adapted primarily by some teachers working in different public schools in the country. There was even a study conducted to test its effectiveness in building vocabulary of the students (Pegarro & Maghuyop, 2025). It was seen helpful especially in those challenging parts like the learning acquisition skills and figurative analysis. It was also hailed as one of the most effective gamified tools for learning (Pegarro & Maghuyop, 2025). Though it possesses beneficial elements, further research is still recommended to explore its long-term effects and broader applicability.

Thus, this study aims to fill the existing gap by evaluating the effectiveness of Wordwall as a gamified learning tool specifically in the context of teaching social studies. By exploring its impact on student engagement, comprehension, and retention in this subject area with the help of the teachers who experienced this firsthand, the research will provide valuable insights into the viability of Wordwall as a resource for educators seeking to enhance their teaching methods and improve student outcomes. In particular, this study will assess how the interactive features of Wordwall influence students' motivation and participation during social studies lessons. It

will examine whether the gamified elements, such as points, badges, and competitive challenges, create a sense of achievement and encourage students to take a more active role in their learning. Additionally, the research will investigate how Wordwall facilitates collaborative learning experiences which allows students to work together to solve problems and engage in discussions about the material.

Wordwall is an innovative platform that enhances learning by integrating gamification, which boosts student enthusiasm and simplifies the teaching process. For social studies students, it is crucial to grasp the meanings of the concepts and terms they encounter, and Wordwall effectively facilitates this meaningful learning experience. Although research on the effects of gamification contexts is still limited, this study aims to explore how the use of Wordwall influences students' performance in social studies.

Engagement is a key element in technological platforms for social studies education. According to Çil (2021), Wordwall functions as a gaming platform that promotes interactive and personalized learning through straightforward activities such as matching terms with images, linking concepts to sounds, and solving word puzzles. This gamified approach makes Wordwall an engaging tool that not only aids students in mastering terminology but also helps them connect visuals with concepts and recognize vocabulary pronunciation (Çil, 2021).

Furthermore, Hasram et al. (2021) highlight that the rapid advancement of technology has led to the widespread adoption of gamification, particularly through mobile applications. This trend enables interactive learning experiences, as many teachers utilize these applications as supplemental materials. With the majority of students having access to cell phones, gamification becomes an effective strategy for enhancing vocabulary engagement and comprehension. Thus, Wordwall emerges as a valuable resource for enriching vocabulary engagement and understanding within the social studies' instructional framework, seamlessly integrating technology and modern pedagogical approaches. Hasram et al. (2021) also highlights that Wordwall assists students in structuring their acquired vocabulary, ultimately helping them to develop their own vocabulary dictionaries. This enables students to independently grasp the meanings of terms and effectively apply their knowledge. Thus, Wordwall emerges as a valuable resource for enriching vocabulary engagement and understanding within the social studies' instructional framework.

When it comes to teaching and learning vocabulary in social studies, Digital Game-Based Learning (DGBL) encourages students to master the material using platforms like Wordwall. This platform offers a variety of engaging games, including multiple-choice questions, fill-in-the-blank exercises, and matching activities, which effectively enhance motivation and focus (Abidah et al., 2023; Safitri et al., 2022). As a gamification tool, Wordwall supports vocabulary practice, making it a vital resource for social studies' instruction. These interactive applications not only facilitate vocabulary acquisition but also keep students motivated and engaged in their educational pursuits (Phuong, 2020).

However, students, especially in the primary level, often face challenges with vocabulary comprehension that can hinder their reading skills and may also be a problem later on in learning concepts in social studies (Wang & Yamat, 2019). Traditional teaching methods may lack the engagement necessary to inspire students which can result in ineffective learning experiences when motivation is low (Sidek & Rahim, 2015). Therefore, teachers need to adopt innovative and effective strategies to boost student motivation and address gaps in vocabulary understanding (Mohamad et al., 2018). Mastery of new vocabulary is essential for improving students' writing and listening abilities that can help them in learning new concepts in social studies. The online game Wordwall has been demonstrated to enhance student interest in language learning which encourages active participation. By gamifying vocabulary retention through activities like matching words to images, Wordwall effectively captivates learners' interest and promotes vocabulary expansion (Hasram et al., 2021).

The rapid advancement of digital technology has significantly transformed educational practices particularly through the integration of innovative game-based platforms such as Wordwall. This transformative shift reflects a broader trend toward utilizing digital tools to enhance learning experiences, especially in teaching social studies. Wordwall stands out as a dynamic educational resource that incorporates various gamification elements including quizzes, leaderboards, and interactive drag-and-drop games to create vibrant and engaging learning environments

which can be very helpful for both teachers and students in teaching social studies. By incorporating game-like features, Wordwall in teaching social studies, not only captures students' attention but also promotes active participation in the learning process. The use of quizzes allows for immediate feedback which can help reinforce knowledge and facilitating mastery of content in learning social studies.

Numerous studies substantiate the positive educational outcomes associated with the use of Wordwall, indicating its effectiveness as a powerful learning tool in social studies. For instance, research conducted by Dhaifi et al. (2024), Dwiningrum et al. (2024), and Belvin Gulo et al. (2024) provides compelling evidence that the implementation of Wordwall leads to measurable improvements in key areas such as student motivation, engagement, and academic achievement in teaching social studies. Dhaifi et al. (2024) investigates the effectiveness of the Wordwall platform in promoting student engagement in various educational settings, especially in social studies area. The findings indicated that the gamified elements of Wordwall, such as interactive quizzes and competitive leaderboards, significantly boosted students' enthusiasm for learning. The study concluded that integrating such digital tools into teaching social studies not only enhances motivation but also cultivates a more positive learning atmosphere which lead to improved academic performance in social studies.

Moreover, Dwiningrum et al. (2024) focused on the impact of Wordwall on student achievement across different subjects, particularly social studies. By analyzing test scores before and after the implementation of the platform, the researchers found a notable increase in students' understanding and retention of material. The study highlighted that the interactive nature of Wordwall allowed for personalized learning experiences, catering to diverse learning styles and paces. As a result, students were better equipped to grasp complex concepts, fostering a sense of autonomy in their learning. The researchers emphasized the importance of adopting digital gamification strategies as a means to enhance educational outcomes and promote sustained interest in social studies.

Another one is that study of Belvin Gulo et al. (2024) who conducted a comprehensive analysis of how Wordwall influences student motivation and engagement in various learning environments. Their research included diverse participants from multiple educational backgrounds, providing a broad perspective on the platform's effectiveness. The findings revealed that students using Wordwall exhibited higher levels of engagement and motivation compared to traditional learning methods. Through interactive features such as games and collaborative activities, students were not only more attentive but also developed a more positive attitude towards their subjects. The study concluded that Wordwall plays a crucial role in creating a dynamic learning environment that encourages both intrinsic and extrinsic motivation leading to improved educational outcomes in social studies.

These studies observe that students who interact with Wordwall's gamified features often display higher levels of enthusiasm for their studies, indicating that learning can become a more enjoyable and immersive experience. Additionally, Al-Aziz et al. (2025) and Alfares (2025) take this analysis further by demonstrating that Wordwall does not just contribute to enhanced engagement but also significantly elevates academic performance, particularly in challenging subjects such as mathematics, language acquisition, and in history. This enhanced performance is attributed to the interactive nature of the platform, which aids in breaking down complex concepts into more digestible parts, allowing learners to grasp and retain information more effectively.

In alignment with these findings, the work of Bouzaiane and Youzbashi (2024) and Kocabatmaz and Saraçoğlu (2024) emphasizes the broader implications of gamification in education beyond mere academic success. Their research highlights how the engaging nature of tools like Wordwall fosters critical thinking skills and nurtures essential competencies that are vital in the 21st century, especially in learning concepts in social studies, such as problem-solving, collaboration, and adaptability. Rather than just being passive recipients of information, students are empowered to actively engage with content, thus developing a more profound understanding of the subject matter.

This growing body of evidence illustrates not only the educational benefits of gamified learning platforms but also highlights the potential for these tools to reshape the educational ground in social studies and making learning more relevant and effective in an increasingly digital world.

Theoretical Background

This study is anchored on the Cognitive Constructivism Theory of Piaget and supported by Self-Determination theory by Ryan and Deci.

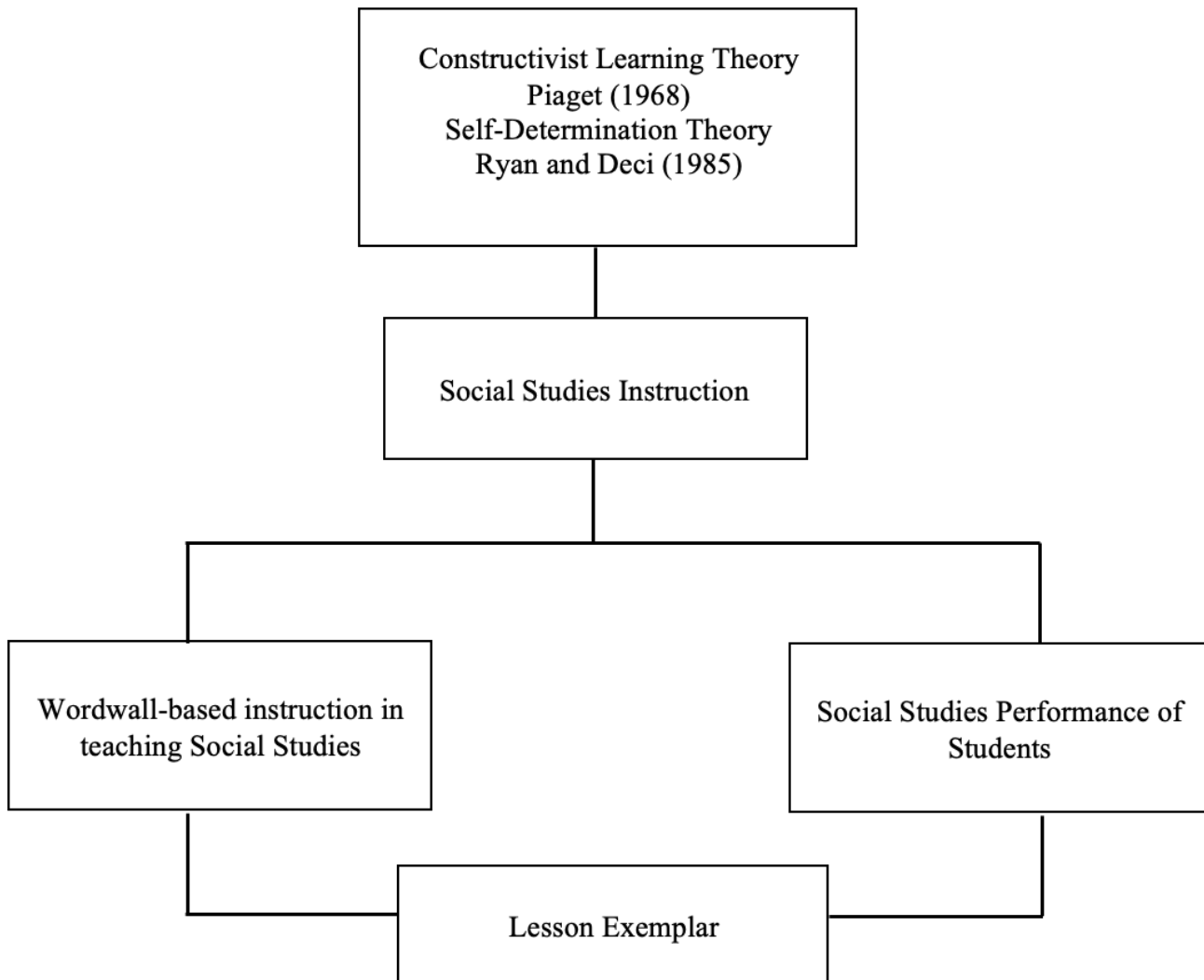


Figure 1. Schematic Diagram of the Theoretical Framework of the Study

Cognitive Constructivism Theory. Cognitive Constructivism is a learning theory proposed by Jean Piaget in 1968. This theory emphasizes the importance of learning as an active and constructive process where learners actively engage in the new knowledge upon the foundation of the pre-existing knowledge. It is believed that teachers who embrace constructivism encourages their learners to explore and question the world around them, rather than merely memorizing facts and figures. In the context of a digital learning environment, platforms like Wordwall facilitate this interactive learning by providing opportunities for exploration and collaboration. Wordwall's gamified features allow educators to design activities that promote inquiry-based learning (Al-Khreshe, 2022). It is where students can investigate social studies topics through quizzes and games that require critical thinking and problem-solving. For example, teachers can create scenario-based games that simulate historical events or social issues, encouraging students to explore various perspectives and apply their knowledge to real-world situations. This approach aligns with constructivist principles, as students engage in hands-on learning that fosters deeper understanding. Constructivist approaches enhance student engagement and retention of concepts by encouraging learners to take charge of their educational journeys. It has been demonstrated in the study of Belvin Gulo et al. (2024) that active engagement strategies, such as those employed in interactive game-based learning, significantly improve student outcomes. By integrating Wordwall into social studies instruction, teachers can employ collaborative group activities where students work together to solve problems or answer questions, thereby promoting social interaction and peer learning. This collaborative element not only helps students articulate their understanding but also allows them to challenge and refine their ideas through discussion.

Self-determination Theory. Self-Determination Theory, developed by Edward Deci and Richard Ryan in 1985, focuses on the intrinsic and extrinsic motivations that drive human behavior and learning (Ackerman, 2018). According to SDT, fulfilling the basic psychological needs for autonomy, competence, and relatedness is crucial for fostering motivation and engagement (Ackerman, 2018). In educational settings, this means that when students feel a sense of ownership over their learning (autonomy), experience success in completing tasks (competence), and connect with their peers through collaborative activities (relatedness), they are more likely to engage deeply with the material. In relation to this, the use of Wordwall as an interactive instructional tool aligns well with these principles. By allowing students to select activities and compete in friendly games, Wordwall provides a platform that fosters motivation and engagement. It has been shown that incorporating elements that satisfy these psychological needs can lead to improved academic performance and personal investment in learning (Carmona-Halty et al., 2019). Thus, utilizing Wordwall in teaching social studies can not only enhance concept retention but also promote a motivating classroom atmosphere conducive to learning.

The theories outlined above provide a strong foundation for the effective implementation of Wordwall-based interactive instruction in social studies education. However, several factors can influence the outcomes of this instructional approach. These variables include the quality of instructional design, the alignment of Wordwall activities with curriculum goals, the level of student engagement and motivation, and the diverse learning styles present in the classroom. Additionally, the teacher's proficiency in utilizing digital tools, their beliefs about technology's role in education, and their ability to foster a collaborative learning environment are critical. In a general sense, how well the educational program integrates interactive technologies into its broader instructional framework can significantly impact the success of Wordwall as an educational resource. By understanding and addressing these factors, educators can optimize the use of interactive instruction to enhance students' learning experiences and academic performance

Statement of the Problem

This study aims to determine the effectiveness of Word-wall based interactive instruction on junior high school students performance in social studies as basis for the development of lesson exemplars at an International School in Bacolod City, Negros Occidental for School Year 2025 – 2026.

Specifically, this study seeks to answer the following questions:

1. What is the academic performance of the control group and experimental group in social studies prior to and after the implementation of Word-wall based interactive instruction?
2. Is there a significant improvement on the social studies performance of the students from their pre-test to the post-test scores?
3. To what extent do the Grade 7 students perceive the Word-wall based interactive instruction in terms of:
 - 3.1. concept retention;
 - 3.2. motivation; and
 - 3.3. engagement?
4. Is there a significant relationship between the academic performance of Grade 7 students and their level of perception of Word-wall based interactive instruction in terms of:
 - 4.1. concept retention;
 - 4.2. motivation; and
 - 4.3. engagement?
5. Based on the findings, what lesson exemplars can be developed?

Statement of the Null Hypothesis

At 0.05 level, the hypothesis will be tested:

Ho1: There is no significant improvement on the academic performance of the students from their pre-test to the post-test scores.

Ho2: There is no significant relationship between the academic performance of Grade 7 students and their level of perception of Word-wall based interactive instruction.

METHODOLOGY

Design

This study employed pre-experimental with correlational method design. An experimental design is used to collect data and thoroughly examine the effectiveness of Word-wall based interactive instruction on Grade 7 students in social studies as basis for the development of instructional materials. Pre-experiments represent the simplest type of research design, where either a single group or multiple groups are observed following an intervention meant to induce change (Research Connections, 2019). Correlational research design is appropriate for this study since it provides numerical data for correlation analysis, especially to comprehensively investigate the relationship between the level of academic performance of high school students and the level of effectiveness of Word-wall based interactive instruction among them. Although experimental designs adhere to fundamental experimental procedures, they primarily focus on the subjects receiving the treatment without comparing them to a non-treatment group. Specifically, this study will implement a two-group pre-test and post-test design quasi-experimental design, measuring the dependent variable both before and after the introduction of the independent variable. By employing this design, the study aims to provide insights into how the integration of Wordwall in teaching social studies impacts student learning outcomes. This research will contribute valuable information for the development of instructional materials at Lamblight International School aimed at enhancing educational practices for the 2025–2026 school year.

Participants

The participants of the study were the 24 grade 7 students enrolled at an International School at Bacolod City, Negros Occidental, Philippines for the school year 2025-2026. No sampling technique was used since the researcher used complete enumeration provided that they will be qualified as participants based on the criteria set for the study.

Table 1 Distribution of the Participants

Group	Male	Female	Total
Control Group	5	7	12
Experimental Group	5	7	12
Overall Total	10	14	24

Inclusion Criteria. The participants were selected based on the following criteria: 1) they belong to either of the year level, regardless of age and gender; 2) they are currently enrolled for the school year 2025 – 2026; 3) they are willing to participate in the study; 4) they have signed the informed consent; and 5) they are willing to do the survey with the presence of a guidance counselor.

Exclusion Criteria. There are other grade levels, like the senior high school, that will not be included to this study. Moreover, all the prospective respondents who do not satisfy the mentioned inclusion criteria will automatically be excluded from participating in the study.

Data Gathering Tools

The main instrument used in this study will be the diagnostic tests in pursuant to Deped Order No. 8, s.2015

“Policy Guidelines on Classroom Assessment, for the K to 12 Basic Education Program” and a researcher-made questionnaire. It is referred to as the revised assessment tool composed of a set graded passages administered to the entire class and to individual students, which was designed to determine a students’ comprehension level. To determine the level of comprehension achievement between two groups, the pre – test and post – test will be used. This testing kits are a collection of resources that includes the questionnaires, table of specifications, and answer keys. This was designed as a 50 – item reading comprehension test that was administered in groups to students primarily in Grade 7. The goal of this test is to find out those students who need more testing or more likely to benefit from the Word-wall based interactive instruction.

Furthermore, the researcher-made questionnaire determined the level of effectiveness of word-wall based interactive instruction in social studies. This instrument was created to better fit the purpose of the study. Validation was conducted by three jurors with doctoral degrees in Social Studies, using Good and Scates validation form, resulting in a score of 4.96 indicating "excellent" validity For reliability, the instrument will be pilot tested in a private school in Cebu city. The results were analyzed using Cronbach's Alpha, which measures the internal consistency of the items. 0.91, 0.93, and 0.90 were the computed values interpreted as “very good” which confirm the reliability of the instrument for the conduct of the study.

Each student was evaluated based on the following scale:

Table 2. Instrument parameter scale

Scale	Response	Ranges of Mean	Interpretation
5	Strongly Agree	4.21 – 5.00	Highly Effective
4	Agree	3.41 – 4.20	Effective
3	Somewhat Agree	2.61 – 3.40	Moderately Effective
2	Disagree	1.81 – 2.60	Slightly Effective
1	Strongly Disagree	1.00 – 1.80	Not Effective

Data Gathering Procedure

Pre-Data Gathering. The data collection will commence by obtaining permission from the Dean of Graduate Studies of Education at the University of the Visayas, followed by a letter to the Division Superintendent and the school principal for distributing questionnaires and conducting the study. Parental consent will also be obtained before engaging students in the study, and provide clear explanations regarding how any information obtained from their involvement would be handled with the utmost confidentiality and used to further the study's objectives. The researcher submitted a proposal to the Institutional Review Board (IRB) to ensure ethical guidelines were followed and participants were protected.

Actual Data Gathering. After all the approvals have been granted, a pre-test will be given to the selected Grade 7 high school learners. The learners were divided fairly; one group served as the control group and the other group as the experimental group. Before the experimentation, a pre-test was administered to both groups. The control group was exposed to the traditional mode of learning. The experimental group was also given the traditional method of teaching and was exposed to Word-wall based interactive instruction focusing on the lecture discussion on History.

In the first week, the researcher will visit the respondents to introduce the study and explain its purpose, as well as to obtain permission to use the classrooms and involve the selected students in the study. The pre-test was then administered to all participating students, both in the control group and experimental group.

In the second and third week, the students will be divided into two groups: the experimental group and the control group. The experimental group received Word-wall based interactive instruction in addition to traditional method, while the control group received only the traditional method of teaching. The teacher in charge of Araling Panlipunan 7 handled both groups for the traditional instruction from 4:00 PM to 5:00 PM, Monday to Friday, throughout the week. By the end of the second week, ten (10) hour sessions had been conducted for the control group and experimental group.

On the fourth week, another session will be conducted to supplement learning for both groups. The teacher in charge of Araling Panlipunan 7 handled both groups for the traditional instruction from 4:00 PM to 5:00 PM, Monday to Friday, throughout the week. By the fourth day of the fourth week, fourteen (14) hour sessions had been conducted for the control group and experimental group.

On the last day of the fourth week, a post-test was administered to all students involved in the study to determine the effectiveness of Word-wall based interactive instruction.

Post-Data Gathering. All data the data gathered will be organized, analyzed and interpreted. Moreover, the answered questionnaires will be kept in the cabinet of the researcher in which nobody could access without her permission. However, these questionnaires will be shredded after a year or after the publication of the study

Data Analysis

The study utilized the mean, standard deviation, and Pearson Product Moment Correlation Coefficient. The mean and standard deviation were utilized to determine the extent of academic performance of students. The same statistical analysis will also be used to determine the level of effectiveness of wordwall-based interactive instruction in social studies. Additionally, the pearson's r was employed to determine the relationship on the extent of academic performance of high school students and the level of effectiveness of wordwall-based interactive instruction in social studies. Additionally, to compare the significant improvement of the two tests, a paired sample T-test was utilized to compare the means of two, and only two, unrelated, independent groups to determine if there is a statistically significant difference between them. The mean and standard deviation was utilized to determine the academic performance of students based on their pre-test and post-test scores. This is to ensure accurate results from the Mean Percentage Scores of the students.

Ethical Consideration

The study was conducted according to the guidelines of the Declaration of Helsinki. It has been approved following the protocol of the Research and Ethics Committee of the University of the Visayas with Reference No. 2026-0203 dated April 30, 2026. The research involved university students participating voluntarily in an online survey. Before completion of the questionnaires, an accompanying cover letter explained the confidentiality and purpose of the study, the potential objectives, and the voluntary participation. No financial incentives were provided for participating in the study. The authors declare no conflict of interest.

RESULTS AND DISCUSSIONS

This chapter contains the presentation, analysis, and interpretation of the data on the effectiveness of Word-wall based interactive instruction on junior high school students in social studies as basis for the development of lesson exemplars at Lamblight International School in Bacolod City, Negros Occidental for School Year 2025 – 2026.

Pre-test and Post-test Performance of the Learners prior to and after the Implementation of Wordwall Interactive Instruction

This part presents the academic performance of the control group and experimental group in social studies prior to and after the implementation of Word-wall based interactive instruction based on their pre-test scores and post-test scores using descriptive statistics particularly the mean and standard deviation.

Table 3. Pre-test and Post-test scores of the students prior to and after the Implementation of Word-wall Based Interactive Instruction

Group	Pre-test		Post-test	
	Mean	SD	Mean	SD
Control Group	44.25	0.87	44.83	0.58
Experimental Group	45.25	0.75	49.42	0.67

Table 3 shows that both groups had comparable pre-test performance in Social Studies, with the control group

obtaining a mean score of 44.25 (SD = 0.87) and the experimental group 45.25 (SD = 0.75) indicating similar academic levels prior to the intervention. After the implementation, the control group displayed only a slight improvement in mean score (44.83, SD = 0.58) suggesting minimal change under traditional instruction. In contrast, the experimental group demonstrated a notable increase in post-test mean score to 49.42 (SD = 0.67) reflecting a substantial improvement in performance. This difference suggests that the Word-wall-based interactive instruction was more effective in enhancing students' academic achievement in Social Studies than the conventional approach.

Some studies support this finding which shows the effectiveness of word-wall-based and interactive instruction in improving the academic performance of the students. Huda and Kusumawanti (2024) explained that word walls support students' vocabulary development by providing consistent visual exposure to key terms and their meanings across lessons. They emphasized that interactive use of word walls encourages students to actively engage with academic language helping them better understand and apply concepts. This approach was found to be particularly effective in content areas such as Social Studies where comprehension of subject-specific vocabulary is essential for deeper content understanding (Ratih et al., 2025).

Similarly, Reinhart (2024) explained that interactive word walls allow students to see relationships among words and concepts as they are actively used during instruction. Learners are able to connect new information with prior knowledge strengthening conceptual understanding by continuously referencing and manipulating the words. This active engagement helps improve both retention and comprehension as students are more likely to remember and apply vocabulary that is meaningfully integrated into lessons.

Montante (2025) further supported these findings by demonstrating that explicit and interactive vocabulary instruction leads to significant gains in students' academic achievement across subject areas. Their work reinforces the findings of Reinhard (2024) and his view that when students actively engage with vocabulary and clearly understand word meanings, they are better able to connect concepts and retain information. These studies highlight that structured and interactive approaches such as word walls strengthen comprehension and overall learning by making vocabulary instruction more meaningful and accessible to learners.

Davis and Arend (2023) strengthened this line of research by reporting that instructional approaches which emphasize meaningful interaction with words result in substantial gains in student learning. Their study supports the idea that active engagement with vocabulary such as discussing, applying, and revisiting words enhances comprehension and retention complementing earlier findings on interactive word walls. Building on this, Javed (2023) concluded that active and interactive instructional methods are more effective than traditional teaching approaches in promoting deeper understanding and higher academic performance. These studies reinforce the value of interactive strategies like word-wall instruction in improving learning outcomes of the students.

Significant Improvement on the Academic Performance of the Students based on their Pre-test and Post-test scores

This part presents the significant improvement on the academic performance of the students based on their pre-test and post-test scores using inferential statistics particularly the paired samples T-test.

Table 4. Significant Improvement On The Academic Performance Of The Students Based On Their Pre-Test And Post-Test Scores

	t-value	p-value	Mean difference	SE Difference	Result
Control Group	2.03	0.067	0.583	0.288	Reject Ho
Experimental Group	12.95	<.001	4.167	0.322	Accept Ho

Note: Significant at 0.05

Table 4 presents the results of the paired samples t-test examining the improvement in students' academic performance based on their pre-test and post-test scores. For the control group, the computed t-value of -2.03 with a p-value of 0.067 exceeds the 0.05 level of significance, indicating that the difference between pre-test and

post-test scores is not statistically significant despite a small mean difference of -0.583 . This suggests that the traditional instruction did not lead to a significant improvement in students' academic performance. In contrast, the experimental group obtained a t -value of -12.95 with a p -value less than $.001$, which is statistically significant reflecting a large mean difference of -4.167 . This result indicates a significant improvement in the post-test scores of students exposed to the Word-wall-based interactive instruction demonstrating its effectiveness in enhancing academic performance.

Montante (2025) explained that explicit and interactive vocabulary instruction significantly enhances students' academic achievement by deepening understanding and promoting meaningful engagement with content, which aligns with the significant improvement observed in the experimental group. Similarly, a study by Fikri et al. (2025) found that interactive strategies such as word walls lead to greater gains in students content understanding and vocabulary development compared to traditional instruction. Their findings support the idea that the significant improvement in the experimental group's post-test scores can be attributed to the use of Word-wall-based interactive instruction.

Similarly, Huang et al. (2022) emphasized in their study that active and interactive learning strategies are more effective than traditional methods because they engage learners in higher-order thinking and meaningful participation which can lead to deeper understanding and improved academic performance. Supporting this claim, Davis and Arend (2023) reported in their study that instructional approaches encouraging meaningful interaction with words result in substantial gains in student learning. These findings parallel the significant results of the experimental group in the present study reinforcing that Word-wall-based interactive instruction effectively enhances the academic performance of the students while conventional instruction yields limited improvement.

The studies gathered above imply that Word-wall-based interactive instruction is a highly effective pedagogical approach for improving the academic performance of the students. The consistent emphasis on explicit vocabulary instruction, meaningful interaction, and active engagement suggests that students learn more effectively when they are encouraged to connect concepts, think critically, and actively use academic language. This explains the significant improvement observed in the experimental group and highlights the limitations of traditional instruction in promoting deeper understanding. Consequently, the findings imply that teachers and curriculum designers should integrate interactive vocabulary strategies, such as word walls, into regular classroom instruction to promote sustained learning gains, improve comprehension, and enhance overall academic achievement, particularly in content areas like Social Studies.

Extent of Perception of the Wordwall Interactive Instruction in terms of Concept Retention

This part presents the extent of perception of the students of the word-wall based interactive instruction in terms of concept retention using descriptive statistics particularly the mean and standard deviation.

Table 5. Extent of Perception of the Word-wall based Interactive Instruction in terms of Concept Retention

Indicator	Mean	SD	Verbal Description
1. I can easily recall the social studies concepts learned through WordWall activities.	4.54	0.66	Highly Effective
2. The use of WordWall has helped me remember important facts and dates in social studies.	3.96	1.04	Effective
3. I often forget the concepts taught in social studies after using WordWall.	3.17	0.87	Moderately Effective
4. I struggle to connect new social studies ideas to previous lessons presented through WordWall.	2.88	1.03	Moderately Effective
5. The effectiveness of WordWall in helping me retain concepts varies by the topic.	4.38	0.97	Highly Effective
Total	3.78	0.91	Effective

Note. 4.21-5.00-Highly Effective; 3.41-4.20-Effective; 2.61-3.40-Moderately Effective; 1.81-2.60-Slightly Effective; 1.00-1.80-Not Effective

The table presents the extent of perception of students in Word-wall–based interactive instruction in terms of concept retention and reveals an overall positive evaluation. The total mean score of 3.78 (SD = 0.91) verbally described as Effective indicates that the strategy generally supports the ability of the students to retain Social Studies concepts. Students strongly agreed that WordWall activities help them easily recall concepts with a mean score of 4.54 and that the effectiveness of WordWall varies by topic but remains highly beneficial with a mean of 4.38 which both rated Highly Effective. Moderate agreement was observed in negatively framed indicators related to forgetting concepts as shown in its mean score which is 3.17 and difficulty in connecting new ideas to prior lessons with a mean of 2.88 suggesting that while some challenges exist and they are not severe. Overall, the results imply that Word-wall–based interactive instruction effectively enhances concept retention among students particularly in recalling key ideas and supporting memory of lesson content.

The positive perception of the students towards Word-wall–based interactive instruction in terms of concept retention is supported by some empirical findings taken from various studies. Fikri et al. (2025) emphasized that interactive vocabulary practices improve long-term retention by allowing learners to repeatedly encounter, process, and apply key concepts in meaningful contexts. This supports the present finding that students found WordWall effective in recalling concepts and facts in Social Studies. Similarly, a related study by Raheem (2022) found that word walls enhanced students’ ability to retain and recall content-area concepts, as learners were better able to connect new ideas with prior knowledge. Their studies affirm that Word-wall–based interactive instruction is effective in strengthening students’ concept retention and consistent with the overall rating reflected in the table.

Another explanation of the findings can be anchored on the role of active engagement in strengthening memory and understanding. From a theoretical perspective, Damanik and Khan (2025) explained that vocabulary and concept retention improves when students meaningfully interact with words through discussion, visualization, and repeated use, rather than through passive memorization. This explains why students perceived WordWall as effective in helping them recall concepts and facts as the strategy promotes repeated exposure and active processing of content. Similarly, a study by Reinhart (2024) showed that interactive word walls support concept retention by helping learners organize information and see relationships among ideas across lessons. These findings suggest that the effectiveness of Word-wall–based instruction in concept retention stems from its ability to actively engage students, reinforce prior knowledge, and support long-term memory, consistent with the results reflected in the table.

The findings imply that Word-wall–based interactive instruction serves as an effective instructional strategy in enhancing students’ concept retention in Social Studies by promoting active engagement and meaningful interaction with content. Students’ generally positive perceptions suggest that visual and interactive vocabulary tools help reinforce learning, support recall of key ideas, and facilitate connections between past and new concepts, although effectiveness may vary by topic. Consequently, this approach can be considered a valuable supplement to traditional instruction particularly for strengthening memory and understanding in content-heavy subjects. In conclusion, integrating WordWall activities into classroom instruction can improve students’ retention of concepts and overall learning experience supporting its continued and expanded use as an interactive teaching strategy.

Extent of Perception of the Wordwall Interactive Instruction in terms of Motivation

This part presents the extent of perception of the students of the word-wall based interactive instruction in terms of motivation using descriptive statistics particularly the mean and standard deviation.

Table 6. Extent of Perception of the Word-wall based Interactive Instruction in terms of Motivation

Indicator	Mean	SD	Verbal Description
1. WordWall activities make me excited to learn more in social studies.	4.42	0.72	Highly Effective
2. I feel more motivated to participate in class discussions due to WordWall interactive lessons.	4.17	0.96	Effective
3. I find WordWall activities to be less engaging than traditional teaching methods.	2.71	0.86	Moderately Effective

4. I have little motivation to complete assignments using WordWall.	2.50	0.88	Moderately Effective
5. My motivation to study social studies remains the same, regardless of whether WordWall is used.	4.42	0.72	Highly Effective
Total	3.64	0.83	Effective

Note. 4.21-5.00-Highly Effective; 3.41-4.20-Effective; 2.61-3.40-Moderately Effective; 1.81-2.60-Slightly Effective; 1.00-1.80-Not Effective

The table shows that students generally have a positive perception of Word-wall–based interactive instruction in terms of motivation. The overall mean of 3.64 verbally described as Effective indicates that WordWall contributes positively to motivating students in Social Studies. High mean scores for items such as excitement to learn more for a mean score of 4.42 and increased motivation to participate in class discussions with a mean score of 4.17 suggest that WordWall activities make lessons more engaging and stimulate active participation. Indicators reflecting lower engagement or motivation, such as finding WordWall less engaging than traditional methods ($M = 2.71$) and having little motivation to complete WordWall assignments ($M = 2.50$) were rated Moderately Effective which implies that these concerns are present but not dominant among most students. Overall, the results suggest that Word-wall–based interactive instruction effectively enhances students’ motivation particularly by making learning more enjoyable and encouraging participation in classroom activities.

The positive motivational impact of Word-wall–based interactive instruction can be explained by its ability to actively engage students and make learning more enjoyable and participatory. The high ratings for excitement and classroom participation indicate that students are more motivated when lessons involve interactive and game-like elements, rather than passive learning. This finding is supported by Sia et al. (2023) who concluded that active learning strategies significantly enhance student motivation and engagement because learners are directly involved in the learning process. Similarly, a study by Harmon, Fikri et al. (2025) found that interactive tools such as word walls increase students’ interest and motivation by encouraging participation, collaboration, and repeated interaction with content. These studies help explain why students in the present findings perceived WordWall as effective in motivating learning despite some moderate concerns reinforcing its value as a motivational instructional strategy in Social Studies.

Sia et al. (2023) elaborated that active learning strategies are effective because they shift students from passive recipients of information to active participants in the learning process. In his review of research, he explained that activities requiring students to interact, discuss, and respond such as interactive digital tools enhance motivation by increasing students’ sense of involvement and ownership of learning. When learners are actively engaged, they demonstrate higher interest, persistence, and willingness to participate, which explains why students in the present study felt more excited and motivated during WordWall-based lessons.

Furthermore, Fikri et al. (2025) emphasized that interactive tools like word walls increase student motivation by making learning more dynamic and visually stimulating. Their study found that when students repeatedly interact with key terms through games, discussions, and collaborative activities, they become more confident and willing to participate in class. This interactive exposure not only supports understanding but also fosters enjoyment and curiosity, leading to increased motivation. These findings support the present results, showing that Word-wall–based interactive instruction effectively motivates students by encouraging participation, engagement, and enthusiasm for learning Social Studies.

Extent of Perception of the Wordwall Interactive Instruction in terms of Engagement

This part presents the extent of perception of the students of the word-wall based interactive instruction in terms of engagement using descriptive statistics particularly the mean and standard deviation.

Table 6. Extent of Perception of the Word-wall based Interactive Instruction in terms of Engagement

Indicator	Mean	SD	Verbal Description
1. I feel actively engaged during lessons that incorporate WordWall.	4.58	0.58	Highly Effective
2. WordWall's interactive features help me participate more in social studies lessons.	4.25	0.94	Highly Effective

3. I often find myself disengaged when using WordWall for social studies work.	1.71	0.69	Not Effective
4. I prefer to learn social studies through lectures rather than interactive WordWall activities.	2.83	0.87	Moderately Effective
5. My level of engagement in social studies varies with different types of WordWall activities.	4.71	0.46	Highly Effective
Total	3.62	0.71	Effective

Note. 4.21-5.00-Highly Effective; 3.41-4.20-Effective; 2.61-3.40-Moderately Effective; 1.81-2.60-Slightly Effective; 1.00-1.80-Not Effective

The table indicates that students generally perceive Word-wall–based interactive instruction as effective in enhancing their engagement in Social Studies. The overall mean score of 3.62 described as Effective suggests that WordWall activities positively support students’ active involvement during lessons. High ratings for feeling actively engaged with a mean of 4.58 and increased participation through interactive features with a mean score of 4.25 which imply that WordWall successfully promotes student involvement and interaction. The very low mean for disengagement, with a mean score of 1.71 described as Not Effective indicates that most students do not feel disengaged when using WordWall, reinforcing its engaging nature. Although some students showed moderate preference for traditional lectures with a mean score of 2.83 and the high mean for varied engagement across different WordWall activities which is 4.71 highlights the flexibility and appeal of interactive formats. Overall, the findings suggest that Word-wall–based instruction effectively enhances student engagement by encouraging active participation and sustained interest in Social Studies lessons.

The findings indicate that Word-wall–based interactive instruction effectively enhances student engagement by actively involving learners in the learning process and sustaining their interest in Social Studies lessons. The high levels of perceived engagement suggest that interactive features encourage participation, reduce disengagement, and cater to varied learning preferences. This result is supported by Paramole (2024) who emphasized that active learning strategies promote higher levels of student engagement because learners are directly involved in meaningful tasks rather than passive listening. Paramole (2024) explained that student engagement increases when instructional strategies require learners to actively participate rather than passively receive information. In his review of research on active learning, he emphasized that activities involving interaction, collaboration, and immediate feedback encourage students to think critically and remain focused during lessons. This explains why students in the present study reported high engagement during WordWall-based lessons, as the platform promotes active involvement through quizzes, games, and interactive tasks rather than lecture-based instruction.

It is also found that interactive word walls foster greater student involvement by stimulating participation, discussion, and repeated interaction with content-area vocabulary (Schuneman, 2022). Schuneman (2022) specifically highlighted the role of word walls in increasing engagement by making learning more visual, interactive, and learner-centered. Their study showed that when students regularly interact with key terms through activities such as matching, categorizing, and discussion, they become more attentive and willing to participate in class activities. This sustained interaction helps reduce disengagement and supports the finding that students in the present study rarely felt disengaged when using WordWall.

Similarly, Joshi et al. (2023) found that digital interactive tools significantly enhance student engagement by offering varied and flexible learning activities that accommodate different learning styles. Their study emphasized that technology-based instruction keeps students engaged by allowing them to actively respond, explore content at their own pace, and receive immediate feedback. This supports the current findings that students’ engagement varied positively with different types of Word Wall activities, suggesting that diverse interactive formats help maintain interest and active participation in Social Studies lessons.

The findings imply that Word-wall–based interactive instruction is a valuable strategy for enhancing student engagement in Social Studies, as it actively involves learners, minimizes disengagement, and accommodates diverse learning preferences. The high levels of perceived engagement suggest that students respond more positively when lessons are interactive, dynamic, and varied, rather than purely lecture-based. This has important implications for classroom practice indicating that teachers should integrate interactive digital tools like Word Wall to foster sustained attention and participation. In conclusion, Word-wall–based instruction effectively

promotes student engagement by encouraging active participation and interest supporting a more learner-centered and engaging instructional environment that can enhance overall learning outcomes.

Relationship between the Academic Performance and the Level of Perception of Wordwall Interactive Instruction

This part presents the significant relationship between the academic performance of Grade 7 students and their level of perception of Word-wall based interactive instruction using inferential statistics particularly the pearson's r.

Table 7. Relationship Between The Academic Performance And The Level Of Perception Of Word-Wall Based Interactive Instruction

Pair of Variables	r -value	Strength of Correlation	p - value	Decision	Remarks
Academic Performance and Concept Retention	0.53	Strong (Low positive)	0.08	Accept H0	Not Significant
Academic Performance and Motivation	0.55	Weak (negative)	0.05	Reject H0	Significant
Academic Performance and Engagement	0.62	Very Weak (Low negative)	0.01	Reject H0	Significant
<i>Note. Significant at $p < 0.05$</i>					

The table presents the relationship between students' academic performance and their level of perception of Word-wall-based interactive instruction using Pearson's r. The computed correlation coefficients show mixed results across the variables: for concept retention ($r = 0.53$, $p = 0.08$), the relationship is moderately positive but not statistically significant since the p-value is greater than 0.05, leading to the acceptance of the null hypothesis; for motivation ($r = 0.55$, $p = 0.05$), the relationship is statistically significant as the p-value meets the 0.05 threshold, resulting in the rejection of the null hypothesis; and for engagement ($r = 0.62$, $p = 0.01$), the relationship is also statistically significant with a p-value less than 0.05, leading to the rejection of the null hypothesis. Despite inconsistencies in the table's labeling of correlation strength and direction, the positive r-values indicate that as students' perceptions of Word-wall-based instruction in terms of motivation and engagement improve, their academic performance also tends to improve. Overall, the results imply that motivation and engagement are meaningfully and significantly linked to academic performance, while concept retention, although positively related, does not show a statistically reliable connection.

This means that students' motivation and engagement influenced by Word-wall activities are significantly related to better academic performance, showing that when students are more interested and involved, they tend to perform better in class. However, even though concept retention shows a positive relationship, it is not strong enough to be considered reliable, meaning it may not consistently affect academic performance. Overall, Word-wall instruction helps improve performance mainly by increasing students' interest and participation, rather than just helping them remember information. The relationship between academic performance and students' level of perception of Word-wall-based interactive instruction means that the two variables move in opposite directions. Specifically, as students' academic performance increases, their level of perception toward the WordWall-based instruction tends to decrease, while students with lower academic performance tend to report higher levels of perception of the strategy. This suggests that lower-performing students may benefit more from or appreciate the Word-wall-based interactive instruction because it helps them understand lessons better and stay engaged, whereas higher-performing students may rely less on the strategy or perceive it as less impactful to their learning.

The significant relationship between academic performance and students' level of perception of Word-wall-based interactive instruction suggests that students' achievement and their perceptions of the strategy are meaningfully connected. The negative relationship indicates that students who perform lower academically tend to perceive WordWall as more helpful and favorable, possibly because interactive and visual supports make lessons easier to understand and more engaging for them. Interactive word walls particularly benefit struggling learners by improving comprehension and confidence leading to more positive perceptions of instruction (Fikri et al., 2025). This idea is further explained by Yiirn and Chen (2023) in which they noted that active learning strategies are often perceived more positively by students who need additional support, as such approaches reduce

cognitive load and increase participation. This supports the present finding that lower-performing students may value Word-wall-based interactive instruction more highlighting its role as an effective intervention tool for learners who require greater instructional scaffolding.

Another explanation for the significant relationship is that the perceptions of students about instructional strategies may depend on how much support they feel they need to succeed academically. Lower-performing students may view Word-wall-based interactive instruction more positively because it provides structure, visual cues, and repeated exposure to key concepts, which help reduce learning difficulties. This is supported by Reinhart (2024) who found that interactive word walls serve as scaffolding tools that help learners organize information and build connections, making lessons more accessible for students who struggle. In addition, Morsi and Sivakami (2025) emphasized that explicit and interactive vocabulary instruction is especially beneficial for students with weaker prior knowledge often leading to more favorable perceptions of the strategy. These studies help explain why students with lower academic performance may report higher levels of perception toward Word-wall-based instruction as they experience greater instructional support compared to higher-performing peers who may not rely on such tools as heavily.

However, a contrasting explanation suggests that students with higher academic performance may, in fact, develop more positive perceptions of instructional strategies because they are better able to recognize the instructional value and learning benefits of such approaches. From this perspective, high-performing students may perceive Word-wall-based interactive instruction favorably because it allows them to deepen understanding, refine vocabulary use, and reinforce prior knowledge. This view is supported by Sanjaya et al. (2024) who emphasized that academically successful students are more likely to engage metacognitively with instructional tools and appreciate strategies that enhance clarity and structured learning.

Another study conducted by Ziernwald et al. (2022) found that high-achieving students tend to report stronger motivation and more positive perceptions of instructional methods because they are confident in using learning strategies effectively. These studies contradict the present negative correlation by suggesting that, under different conditions or contexts, higher academic performance can be associated with higher levels of instructional perception highlighting that student perceptions are complex and influenced by motivation, self-regulation, and learning context.

The significant relationship between academic performance and students' level of perception of Word-wall-based interactive instruction implies that learners' achievement levels influence how they experience and value the instructional strategy. The negative relationship suggests that Word Wall is particularly meaningful for students who need greater instructional support, highlighting its role as an effective scaffolding tool that can help bridge learning gaps. At the same time, the contrasting explanations in literature indicate that perceptions of instructional strategies are complex and shaped by learners' needs, motivation, and prior achievement. In conclusion, Word-wall-based interactive instruction should be viewed as a flexible and inclusive teaching approach that can be especially beneficial for lower-performing students while still offering learning support for higher achievers when appropriately designed and implemented.

CONCLUSION

Based on the findings from Table 3 up to the analysis of the relationship between academic performance and students' level of perception of Word-wall-based interactive instruction, it can be concluded that the use of Word Wall had a positive and meaningful impact on learning of students in Social Studies. The results showed that while the control group demonstrated minimal improvement, the experimental group exhibited a significant increase in post-test scores, confirming the effectiveness of Word-wall-based interactive instruction in enhancing academic performance. Students exposed to the intervention also reported generally positive perceptions in terms of concept retention, motivation, and engagement, indicating that Word Wall helped them recall concepts, increased their interest and participation, and kept them actively involved during lessons. These findings collectively suggest that Word Wall serves as an effective instructional tool that supports both cognitive and affective aspects of learning.

Furthermore, the significant relationship between academic performance and students' level of perception highlights that learners' achievement levels are closely linked to how they experience and value the instructional

approach. The negative correlation implies that lower-performing students tended to perceive Word-wall–based instruction more favorably, suggesting that the strategy provided needed support, structure, and engagement for improving their learning experience. Overall, the study concludes that Word-wall–based interactive instruction is a valuable and flexible teaching strategy that not only improves academic performance but also enhances students’ retention, motivation, and engagement, making it particularly beneficial for diverse learners in the Social Studies classroom.

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