



A PEDAGOGICAL DECISION-MAKING IN INTEGRATING INTERACTIVE AUDIO-VISUAL TOOLS INTO VOCABULARY INSTRUCTION: EVIDENCE FROM ENGLISH TEACHERS

Harizah Zafirah¹, Nyimas Triyana Safitri², Hidayati³

¹harizahzafirah2@gmail.com, ²Triyana@unja.ac.id, ³Hidayati@unja.ac.id

¹Universitas Jambi, Muaro Jambi, Jambi, Indonesia

²Universitas Jambi, Muaro Jambi, Jambi, Indonesia

³Universitas Jambi, Muaro Jambi, Jambi, Indonesia

ABSTRACT

The integration of interactive audio-visual tools into vocabulary instruction involves a series of pedagogical considerations that shape how teachers select, use, modify, and assess digital resources in classroom practice. Therefore, this study aims to examine the process of teachers' pedagogical decision-making when integrating interactive audio-visual tools into vocabulary instruction. Employing a descriptive qualitative research design, this study collected data through semi-structured interviews with two English teachers, and the data were analyzed using Braun and Clarke's (2006) thematic analysis approach. The findings revealed four interconnected processes of teachers' decision-making, including the selection of digital tools aligned with instructional objectives, the integration of interactive tools into vocabulary learning activities, the adaptation of technology use to students' needs and classroom conditions, and the evaluation of digital tools in supporting vocabulary instruction. Overall, the findings indicate that technology integration in vocabulary instruction is not merely a process of adopting digital tools, but rather a contextual practice shaped by teachers' ongoing pedagogical decisions and instructional considerations.

Keywords: Pedagogical Decision-Making, English Teachers' Experiences, Audio-Visual, Vocabulary Instruction

A. INTRODUCTION

Vocabulary knowledge serves as a fundamental component of English language learning because it enables students to comprehend spoken and written texts while communicating their ideas effectively. In EFL contexts, particularly in Indonesia, vocabulary development becomes increasingly important due to students' limited opportunities to encounter and use English outside the classroom (Sato & Loewen, 2022). Therefore, classroom instruction plays a crucial role in providing meaningful language exposure and facilitating learning experiences that support the development of lexical knowledge required for listening, speaking, reading, and writing (Nation, 2024). However, successful vocabulary acquisition involves more than memorizing word meanings. Teachers also need to support students in developing various dimensions of vocabulary knowledge, such as pronunciation, spelling, grammatical forms, collocations, and contextual word use. Previous studies (Susanto et al., 2022; Lutfiyah et al., 2022; Utami et al., 2024) have indicated that many EFL learners experience difficulties in these areas, resulting in limited vocabulary use and reduced confidence in English communication.



Nevertheless, these challenges should not be viewed as unavoidable barriers. Instead, they highlight the need for teachers and curriculum developers to implement instructional approaches that actively engage students with vocabulary in meaningful and authentic contexts (Rintaningrum, 2023). Furthermore, the effectiveness of vocabulary instruction does not depend solely on the selection of instructional media. Rather, it is influenced by teachers' pedagogical decisions in designing learning experiences that effectively facilitate students' vocabulary development (Chung, 2022).

As educational practices continue to evolve, technological advancements have created new opportunities for enhancing vocabulary instruction through a wider range of digital resources. Recent developments in educational technology have enabled teachers to incorporate various interactive audio-visual tools, including Canva, Wordwall, Kahoot, Bamboozle, and other similar digital applications, that integrate text, images, audio, animations, and interactive activities within a single learning environment (Godwin-Jones, 2021). These multimodal learning environments provide students with multiple representations of vocabulary, enabling them to connect word meanings with pronunciation, visual representations, and contextualized examples simultaneously (Oliveira et al., 2021). This approach is supported by the Cognitive Theory of Multimedia Learning, which suggests that combining verbal and visual information promotes deeper cognitive processing and strengthens vocabulary retention (Mayer, 2002). Previous studies have consistently reported that interactive audio-visual tools contribute positively to students' vocabulary acquisition while enhancing their engagement, motivation, and long-term retention (Teng, 2023; Alhazmi, 2024). More specifically, teachers can utilize Canva to present vocabulary through visually appealing designs, illustrations, animations, and multimedia content that facilitate students' understanding and sustain their classroom engagement (Widiarti et al., 2024; Hafidzin et al., 2024). Likewise, Wordwall and other gamified applications enable teachers to transform vocabulary practice into interactive learning experiences that encourage active participation, promote healthy competition, increase students' motivation, and reinforce vocabulary mastery through immediate feedback and repeated practice (Jannah & Syafryadin, 2022; Widyaningsih et al., 2023; Nurammida et al., 2024). Collectively, these findings demonstrate that the pedagogical value of interactive audio-visual tools extends beyond technological features, providing teachers with diverse opportunities to create more engaging and meaningful vocabulary teaching experiences.

Although interactive audio-visual tools offer substantial pedagogical benefits, their effectiveness is not determined by the technology itself but by how teachers purposefully integrate them into classroom learning. To achieve meaningful learning outcomes, teachers need to ensure that the selected technologies align with pedagogical objectives, students' learning characteristics, and classroom conditions (Ahmed et al., 2022). In practice, this involves making a series of pedagogical decisions, including selecting digital tools that best support specific vocabulary objectives, determining the most appropriate stage of learning for their implementation, adapting activities to students' proficiency levels and technological resources, and evaluating whether the learning activities successfully promote students' vocabulary development. For example, a teacher may choose Canva to introduce new vocabulary through visual illustrations and animations, while Wordwall or Kahoot may be employed during practice activities to reinforce vocabulary through interactive games and immediate feedback. These decisions demonstrate that effective technology integration extends far beyond the ability to operate digital applications (Wulandari et al., 2024).



This perspective is reflected in the Technological Pedagogical Content Knowledge (TPACK) framework, which emphasizes that successful technology integration requires teachers to combine technological knowledge, pedagogical knowledge, and content knowledge when designing learning experiences (Mishra & Koehler, 2006). Rather than selecting digital tools based solely on their technological features, teachers are expected to consider how each tool can best represent vocabulary content and support appropriate teaching strategies to achieve intended learning outcomes. Similarly, the Technology-Enhanced Language Learning (TELL) perspective argues that technology should function as a pedagogical resource that facilitates meaningful interaction, authentic language use, and active student engagement rather than serving as the focus of instruction itself (Shadieff & Wang, 2022). Consequently, understanding technology integration requires examining not only the digital tools teachers employ but also the pedagogical reasoning that shapes their decisions before, during, and after the learning process.

Previous studies have provided valuable evidence regarding the use of multimedia applications and interactive audio-visual tools in supporting vocabulary learning. Most studies have focused on examining students' vocabulary achievement, motivation, engagement, retention, and perceptions following the use of digital platforms such as Canva, Wordwall, Kahoot, and other similar applications (Teng, 2023; Alhazmi, 2024; Widiarti et al., 2024; Jannah & Syafryadin, 2022; Widyaningsih et al., 2023; Nurammida et al., 2024). Collectively, these findings have enriched current understanding of the pedagogical benefits of technology-enhanced vocabulary learning.

While these studies offer important insights into the educational value of interactive audio-visual tools, comparatively less attention has been given to the pedagogical processes through which teachers integrate these technologies into vocabulary learning. In particular, there remains limited understanding of how teachers determine the selection of appropriate digital tools, integrate them into different stages of learning, adapt their use to students' learning needs and classroom conditions, and evaluate their implementation throughout the learning process. Understanding these pedagogical decisions is important because meaningful technology integration extends beyond the use of digital applications themselves. Rather, it involves teachers' continuous efforts to align digital resources with pedagogical objectives, vocabulary learning goals, students' characteristics, and classroom contexts. As teachers make these decisions before, during, and after classroom instruction, they shape how technology is transformed into meaningful learning experiences that support students' vocabulary development.

Against this background, the present study explores how English teachers make pedagogical decisions when integrating interactive audio-visual tools into vocabulary learning at an English course institution in Jambi, Indonesia. Specifically, the study examines how teachers select appropriate digital tools, integrate them into different stages of vocabulary learning, adapt their implementation according to students' needs and classroom conditions, and evaluate their use throughout the learning process. Rather than examining the effectiveness of specific digital platforms or students' responses to their use, this study seeks to understand the pedagogical reasoning that underlies teachers' decisions during technology integration. By examining these interconnected pedagogical decisions, the study provides a more comprehensive understanding of technology integration from the perspective of teachers' classroom practices. The findings

are expected to contribute to the growing literature on Technology-Enhanced Language Learning by illustrating how pedagogical considerations shape the integration of interactive audio-visual tools in vocabulary learning. In addition, the findings may provide practical insights for English teachers, teacher educators, and educational institutions seeking to strengthen pedagogically informed technology integration in English language classrooms.

B. METHOD

To investigate how English teachers make pedagogical decisions when integrating interactive audio-visual tools into vocabulary instruction, this study adopted a descriptive qualitative design. This design was appropriate because the study aimed to explore teachers' instructional reasoning and classroom practices rather than evaluate the effectiveness of specific technologies. The research was conducted at an English course institution in Jambi City, Indonesia, where technology-supported English instruction was routinely implemented. Participants were recruited through purposive sampling (Creswell, 2013) based on their experience with technology-enhanced vocabulary instruction. Two English teachers participated in the study according to three inclusion criteria: (1) at least one year of experience teaching English vocabulary, (2) regular use of interactive audio-visual tools (Canva, Wordwall, Kahoot, Bamboozle, etc.) during vocabulary instruction, and (3) willingness to participate voluntarily. To ensure confidentiality, the participants were assigned the pseudonyms Teacher 1 (T1) and Teacher 2 (T2).

Data were collected through semi-structured interviews to explore the pedagogical reasoning underlying teachers' instructional decisions. The interview protocol was developed from the research objectives and relevant literature, focusing on four aspects of pedagogical decision-making: selecting, integrating, adapting, and evaluating interactive audio-visual tools during vocabulary instruction. Each face-to-face interview lasted approximately 60 minutes and was audio-recorded with participants' informed consent. During three interviews, participants voluntarily shared classroom video recordings to clarify their explanations. These recordings were used solely as contextual references and were neither collected nor analyzed because consent for classroom observation had not been obtained. Interview recordings were transcribed using a clean verbatim approach, and transcript accuracy was verified through member checking (Doyle, 2007).

Interview data were analyzed using Braun and Clarke's (2006) thematic analysis to identify patterns in teachers' pedagogical decision-making. The analysis followed six recursive phases: familiarization with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report. The findings were interpreted primarily through the Technological Pedagogical Content Knowledge (TPACK) framework (Mishra & Koehler, 2006), while Technology-Enhanced Language Learning (TELL), Multimedia Learning Theory, and Social Constructivism informed the discussion where relevant. The trustworthiness of the study was established using Lincoln and Guba's (1985) criteria. Credibility was enhanced through member checking (Doyle, 2007). Transferability was supported by providing rich descriptions of the research context and participants. Dependability was strengthened through transparent documentation of the research procedures, while confirmability was ensured by grounding interpretations in participants' accounts and maintaining an audit trail linking the research objectives, coding process, themes, and findings.

C. FINDINGS AND DISCUSSIONS

Findings

This study explored how English teachers made pedagogical decisions when integrating interactive audio-visual tools into vocabulary instruction. The findings are derived from semi-structured interviews with two English teachers, identified as Teacher 1 (T1) and Teacher 2 (T2) to preserve participant confidentiality. Analysis of the interview data resulted in four interconnected themes that reflect successive stages of teachers' pedagogical decision-making throughout technology-supported vocabulary instruction. These themes include (1) selecting interactive audio-visual tools based on instructional objectives, (2) integrating digital tools into vocabulary instruction, (3) adapting technology use to students' learning needs and classroom conditions, and (4) evaluating the use of interactive audio-visual tools to support vocabulary instruction. Together, these themes demonstrate that teachers' pedagogical decisions extended beyond the simple adoption of digital technologies and encompassed continuous instructional considerations before, during, and after classroom implementation.

Selecting Interactive Audio-Visual Tools Based on Instructional Objectives

Technology integration began with teachers' deliberate selection of interactive audio-visual tools that aligned with instructional objectives, students' learning needs, and the pedagogical affordances of each platform. Rather than relying on a single application, both participants selected different digital tools because each served a distinct instructional function within vocabulary instruction. Their choices were therefore informed not by the popularity of individual platforms but by how effectively each could support specific learning activities.

Both participants identified EA Smart Apps as the primary platform for vocabulary instruction because it offered a wide range of built-in activities, including timed quizzes, picture drawing, book activity, and jumbled-word exercises. Other platforms, including Canva, Wordwall, Kahoot, and Bamboozle, were incorporated to support different stages of instruction. While EA Smart Apps functioned as the principal instructional platform, Canva was mainly used to design visually engaging learning materials, whereas Kahoot, Wordwall, and Bamboozle were employed to reinforce vocabulary learning through interactive quizzes and game-based activities.

"The one I use most often is EA Smart Apps, followed by Wordwall and Kahoot."
(T1)

"The main tool is EA Smart Apps because it already provides many interactive activities such as timed quizzes, picture drawing, book activity, and jumbled-word exercises." (T2)

The selection of learning materials within these platforms likewise involved careful pedagogical consideration. Instead of adopting ready-made activities without modification, both teachers reviewed the available content to ensure that it aligned with lesson objectives and students' English proficiency levels. Particular consideration was given to vocabulary difficulty so that the selected activities corresponded with students' CEFR levels before being implemented in the classroom.

"Besides the topic, I look at the difficulty level and whether it matches the students' CEFR level, such as A1, A2, B1, or B2. The vocabulary in the quiz should match the students' ability or at least not be too difficult for them." (T1)

The findings further indicate that artificial intelligence was incorporated during lesson preparation to assist in developing instructional materials. AI was primarily used to generate initial quiz questions before they were transferred to platforms such as Kahoot. However, AI-generated content was not adopted directly. Instead, teachers reviewed and revised the generated materials to ensure their suitability for instructional objectives and students' learning needs, demonstrating that AI functioned as a supporting resource rather than replacing teachers' pedagogical considerations.

"If I have time, I create my own quizzes. And also for practical reason i use AI to helps me generate questions while still check for it before I put them into Kahoot." (T1)

Overall, the findings suggest that selecting interactive audio-visual tools constituted the initial stage of teachers' pedagogical decision-making. Decisions were shaped by instructional objectives, students' proficiency levels, the pedagogical affordances of different platforms, and the suitability of available digital resources for vocabulary instruction. These findings highlight that technology integration originated from purposeful instructional planning rather than the simple selection of accessible digital applications.

Integrating Interactive Audio-Visual Tools into Vocabulary Instruction

The second stage of teachers' pedagogical decision-making concerned how interactive audio-visual tools were incorporated into vocabulary instruction. Rather than functioning as stand-alone learning resources, digital applications were purposefully integrated into different stages of the lesson to support vocabulary learning. Teachers therefore made deliberate decisions regarding the timing, instructional purpose, and classroom implementation of technology to facilitate students' understanding and participation throughout the learning process.

Both participants introduced new vocabulary through visual representations before engaging students in interactive learning activities. Although they relied on different digital platforms, they followed a comparable instructional sequence in which target vocabulary was first presented, explained, and contextualized prior to practice. T1 primarily used Canva to display vocabulary items accompanied by pictures and example sentences, whereas T2 preferred EA Smart Apps because it combined visual presentations with interactive learning activities. These instructional choices demonstrate that visual support was intentionally used to establish students' initial understanding of new vocabulary before practice activities were introduced.

"I usually use Canva to introduce new vocabulary. For example, when teaching the topic of personality." (T1)

"In my experience, using pictures to introduce new vocabulary is much more engaging for students, and I prefer to use EA Smart Apps since it also provides an activity book." (T2)

After presenting the target vocabulary, both teachers incorporated interactive audio-visual tools into the practice stage through quizzes, games, and collaborative learning activities. Rather than depending solely on textbook-based exercises, they selected platforms such as Kahoot, Wordwall, Bamboozle, and EA Smart Apps to provide students with opportunities to practise newly introduced vocabulary. Learning activities were done in individual, pair, and group formats according to instructional objectives and classroom conditions. Competitive and collaborative elements were deliberately incorporated to encourage active participation while enabling students to apply vocabulary in meaningful learning tasks.

"We divide learning into three stages: presentation, practice, and closing. We usually use interactive audio-visual tools more during the practice stage for student to practice the vocabulary they have learned. Through wordwall or bamboozle, students can review the vocabulary in a more engaging way." (T1)

"Activities can be done individually, in pairs, or in groups, depending on the number of students in the class." (T2)

Technology integration also remained closely accompanied by teacher guidance throughout classroom activities. Rather than allowing digital platforms to direct the learning process independently, both teachers continued to explain vocabulary, clarify instructions, respond to students' questions, and facilitate classroom discussions whenever difficulties emerged. Students frequently sought clarification from their teachers while simultaneously discussing answers with their peers, indicating that technology served to enhance interaction rather than replace the teacher's instructional role.

"Most students ask the teacher directly. They also often discuss the answers with their group members during activities." (T1)

Taken together, these findings suggest that integrating interactive audio-visual tools involved a series of interconnected pedagogical decisions regarding when, why, and how technology should be used during vocabulary instruction. Digital tools were not implemented as isolated technological interventions; instead, they were systematically incorporated to support vocabulary presentation, guided practice, and continuous teacher–student interaction throughout the instructional process.

Adapting Technology Use to Students' Learning Needs and Classroom Conditions

The third stage of teachers' pedagogical decision-making involved adapting the use of interactive audio-visual tools to accommodate students' learning needs and classroom conditions. Rather than implementing technology in a fixed or predetermined manner, both teachers continuously adjusted their instructional strategies in response to classroom realities, available resources, and students' learning experiences. These adaptations demonstrate that technology integration remained a flexible instructional process aimed at maintaining alignment with pedagogical objectives.

One key adaptation involved balancing digital technologies with traditional instructional resources. Although both participants regularly incorporated interactive audio-visual tools into vocabulary instruction, neither relied exclusively on digital platforms. Instead, they

deliberately combined technology with conventional learning materials, including textbooks, worksheets, whiteboards, and classroom discussions. T1 integrated paper-based activities to reduce students' screen time and sustain engagement, whereas T2 viewed technology as a complementary resource that supported instruction built around teacher explanations and printed materials.

"We use them every day and in almost all classes. However, we also combine them with paper-based materials such as books and worksheet games. This helps students avoid boredom and reduces screen time." (T1)

"Technology is used to support learning, not to replace other learning tools." (T2)

Teachers also adapted their instructional decisions when unexpected situations disrupted planned technology-supported lessons. Instead of postponing instruction or abandoning lesson objectives, they modified classroom activities according to the resources available at the time. T1 described reorganising learning activities and encouraging students to share devices during a power outage, while T2 replaced technology-supported tasks with book-based learning or group discussions when technical difficulties or adverse weather affected classroom implementation. These responses illustrate that flexibility was considered essential for sustaining learning despite technological constraints.

"Once there was a power outage during a lesson. As a solution, we changed the learning activities and shared the available devices." (T1)

"The challenges are usually technical problems or bad weather. When this happens, we change to book-based activities or group discussions." (T2)

Beyond addressing technical challenges, teachers also adapted technology use to preserve meaningful classroom interaction. Even when digital platforms played a central role in instruction, students continued to seek clarification directly from the teacher while engaging in discussions with their classmates during learning activities. Teachers consistently maintained their role as facilitators by providing explanations, clarifying instructions, and guiding students throughout the lesson. This indicates that technology was adapted to strengthen, rather than diminish, opportunities for teacher–student and peer interaction.

Ultimately, these findings indicate that adapting technology use represented an integral stage of teachers' pedagogical decision-making. Teachers continuously modified the integration of interactive audio-visual tools in response to students' learning needs, classroom conditions, and unforeseen instructional challenges. Rather than dictating classroom practice, technology remained responsive to pedagogical priorities and was adjusted to ensure that instructional objectives continued to be achieved.

Evaluating the Use of Interactive Audio-Visual Tools to Support Vocabulary Instruction

The final stage of teachers' pedagogical decision-making involved evaluating whether the integration of interactive audio-visual tools effectively supported vocabulary instruction. Evaluation extended beyond measuring students' academic performance, as teachers continuously examined students' participation, vocabulary understanding, and overall learning

progress to determine whether the selected digital tools fulfilled their intended instructional purposes.

Both participants relied on immediate classroom evidence to evaluate the effectiveness of technology-supported learning activities. Interactive platforms such as EA Smart Apps, Kahoot, and Wordwall enabled teachers to monitor students' responses through quiz results and classroom participation during lessons. Rather than functioning solely as assessment tools, these platforms provided timely feedback that informed subsequent instructional decisions and helped teachers identify areas requiring further support.

"Technology makes classes more interactive, helps me explain the material, and supports assessment. From quiz results, teachers can see how well students understand the lesson." (T1)

"The quiz results help me know whether students have understood the vocabulary. If their scores are still low, I usually review the material or give additional practice." (T2)

In addition to quiz performance, teachers evaluated students' learning through continuous classroom observation and institutional reporting practices. Daily learning reports documented lesson content, students' strengths, areas requiring improvement, and classroom activities, enabling teachers to monitor vocabulary development over time while communicating students' progress to parents. These findings suggest that teachers drew upon multiple sources of evidence rather than relying on a single assessment method when evaluating technology-supported instruction.

"Besides chapter tests and quizzes, we are required to make daily learning reports for parents. The reports include the lesson topics, students' strengths, areas that need improvement, and videos of classroom activities." (T2)

Teachers also regarded students' ability to apply newly learned vocabulary in authentic communicative contexts as an important indicator of instructional effectiveness. Performance-based activities, including storytelling, speeches, and presentations, were used to assess whether students could meaningfully use target vocabulary beyond digital practice activities. In several cases, students also incorporated digital resources while preparing these tasks, indicating that technology continued to support vocabulary learning beyond classroom instruction.

In conclusion, these findings indicate that evaluating technology integration constituted the final stage of teachers' pedagogical decision-making. Evaluation was informed by multiple sources of evidence, including classroom participation, quiz performance, continuous observation, institutional learning reports, and authentic language performance. Rather than evaluating technology as an end in itself, teachers examined how effectively it contributed to achieving instructional objectives and informing subsequent instructional decisions.



Discussions

This study demonstrates that integrating interactive audio-visual tools into vocabulary instruction is fundamentally a process of pedagogical decision-making rather than technology adoption. Across the findings, teachers did not treat digital applications as instructional solutions in themselves. Instead, they continuously made pedagogical considerations about which technologies to use, how to position them within the lesson, how to adapt them to classroom realities, and how to evaluate their contribution to students' vocabulary learning. This pattern reflects the central premise of the Technological Pedagogical Content Knowledge (TPACK) framework, which argues that effective technology integration emerges from teachers' ability to integrate technological, pedagogical, and content knowledge in response to instructional contexts rather than from technological competence alone (Mishra & Koehler, 2006).

The findings indicate that teachers' decisions began long before technology entered the classroom. Rather than selecting applications because they were innovative or widely used, teachers first considered the pedagogical affordances of each platform in relation to lesson objectives, students' English proficiency, and the intended vocabulary learning activities. For example, visual presentation tools were selected when students needed support in understanding unfamiliar vocabulary, whereas game-based platforms were reserved for vocabulary practice and reinforcement. Teachers also evaluated AI-generated quiz materials before classroom implementation to ensure that vocabulary difficulty corresponded with students' CEFR levels and instructional goals. These practices illustrate that technology selection was driven by pedagogical reasoning instead of technological preference, demonstrating how teachers enacted TPACK by aligning digital resources with content requirements, learning objectives, and students' needs. Similar conclusions have been reported by Molle et al. (2021) and Jannah & Syafryadin (2022), who argue that successful technology integration depends on the pedagogical alignment of digital resources. However, whereas previous studies primarily examined the effectiveness of technology-enhanced vocabulary learning, the present study extends existing literature by revealing the instructional reasoning that shapes teachers' technology choices before classroom implementation.

Teachers' subsequent decisions concerned not only which technologies to use but also how they should be embedded within the instructional sequence. Interactive audio-visual tools were intentionally positioned to support different stages of vocabulary learning rather than being used throughout lessons without clear pedagogical purposes. New vocabulary was first introduced through pictures, contextual examples, and visual representations before students participated in technology-supported practice activities. This instructional progression reflects Multimedia Learning Theory, which proposes that learning is enhanced when verbal explanations are meaningfully integrated with relevant visual representations because learners are able to construct richer mental connections between words and their meanings (Mayer, 2002). By establishing students' conceptual understanding before introducing interactive practice, teachers reduced the cognitive demands associated with unfamiliar vocabulary and enabled students to focus on applying newly acquired words during subsequent learning activities. Likewise, the integration of Kahoot, Wordwall, Bamboozle, and EA Smart Apps during practice reflects the principles of Technology-Enhanced Language Learning (TELL), where technology serves to extend opportunities for interaction, retrieval practice, and immediate feedback instead of merely replacing traditional classroom instruction (Chung, 2022). While previous studies consistently report that multimedia and game-based platforms



improve vocabulary achievement and learner engagement (Perez, 2022; Teng, 2023; Alhazmi, 2024; Rintaningrum, 2023), the present findings provide a more nuanced explanation by showing how teachers strategically sequence different technologies to support the cognitive and pedagogical demands of vocabulary instruction.

D. CONCLUSION

Integrating interactive audio-visual tools into vocabulary instruction can be viewed as a process of pedagogical decision-making rather than merely the adoption of digital technologies. Evidence from the participating English teachers indicates that technology integration involves a continuous process of selecting, integrating, adapting, and evaluating digital tools based on instructional objectives, students' learning needs, and classroom conditions. This study highlights that the educational value of interactive audio-visual tools does not primarily derive from the technology itself, but from teachers' professional considerations in aligning technological affordances with pedagogical purposes. By emphasizing teachers' pedagogical decision-making, this study contributes to a deeper understanding of technology-supported vocabulary instruction in EFL contexts and offers insights for future research exploring how teachers' instructional decisions shape meaningful technology integration across diverse learning environments.

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