



Transforming Lexical Learning: VARK Strategies and the Role of Wayground Platform in English Language Teaching

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ABSTRACT

This article explores the transformative potential of VARK (Visual, Aural, Read/Write, Kinesthetic) strategies and the digital platform Wayground in enhancing lexical learning in English language teaching. It discusses the role of Wayground platform by using the VARK strategies and to know students' perception in using Wayground platform in Lexical Studies course in English Education Study Program. The design of this study is qualitative descriptive by exploring the role of Wayground platform integrating with VARK learning style in Lexical Studies course in English Education Study Program. The results of this study show that the VARK strategies can be beneficial to be implemented in Lexical Studies course by applying the Wayground platform. Seven themes are elaborated based on the students' perception of the role of Wayground platform integrated with the VARK learning style in Lexical Studies course. The study synthesizes current research to establish a framework for educators on the effective implementation of these strategies in the classroom.

Keywords: VARK strategies, Lexical learning, Wayground platform, English Language Teaching

Introduction

The increasing globalization and technological advancements have significantly transformed English language education. As English ascends to the status of a dominant global language, the implications for language education policies and practices necessitate thorough examination, as highlighted by (Derakhshan, 2025). The urgency for transitioning pedagogical strategies arises from the need to engage a diverse learner population affected by varying socio-cultural influences and language proficiency levels. Recent trends indicate a shift toward the integration of technology in language education, and this article investigates how VARK strategies an approach addressing different learning styles (visual, auditory, reading/writing, and kinesthetic) can be effectively paired with digital platforms like Wayground to enhance lexical acquisition in English learners.

Study indicates that traditional methods of teaching English often fail to resonate with students' diverse linguistic backgrounds and learning preferences (Mutongoza & Olawale, 2022) The present study aims to fill this gap by introducing an innovative pedagogical framework integrating VARK strategies with Wayground to create immersive and interactive learning experiences. Bahari et al.'s work on adaptive learning algorithms further underscores the potential for personalized education that accommodates varying levels of language proficiency among learners (Derakhshan, 2025). This innovative approach is expected to enhance vocabulary retention and empower learners by fostering self-regulated learning skills (Dixon et al., 2012).

The increasing presence of technology in educational settings necessitates a comprehensive reevaluation of language teaching methodologies. Literature reviews have outlined the numerous benefits associated with technology-enhanced language learning (TELL), including improved engagement and collaborative learning opportunities (Kazmaci et al., 2025; Shadiev & Yang, 2020). However, the rapid growth of educational technology places ongoing pressure on educators to remain informed and adopt best practices that align with learners' evolving needs. Consequently, this study aims to explore the intersection of VARK strategies and technology in vocabulary acquisition, providing a framework that educators can apply in contemporary classrooms.

Additionally, it is critical to consider the pedagogical implications of transitioning to digital language education frameworks. With the advancement of sophisticated educational technologies, as critiqued by Eslit regarding the impact of AI on education (Eslit, 2024), educators face the challenge of navigating these new territories. The proposed integration of VARK strategies with Wayground represents a timely and innovative pedagogical response to the challenges posed by globalization and technological change, striving to enhance English language instruction.

Initiatives leveraging VARK strategies alongside Wayground may lead to significant advancements in learners' vocabulary acquisition, addressing both linguistic proficiency and motivational aspects of language learning (Karim, 2014). Therefore, this study provides a comprehensive framework outlining VARK strategies paired with Wayground and explores

students' perception in using Wayground platform in Lexical Studies course in English Education Study Program.

VARK Learning Styles and English Language Teaching

The VARK model, which categorizes learning styles into Visual, Aural, Read/Write, and Kinesthetic modalities, plays a notable role in shaping educational practices, including English language education. Understanding these diverse learning preferences is important for effective pedagogy, as they can influence both engagement and retention of knowledge among students. Research indicates that when educators tailor VARK strategies to specific learner preferences, it can enhance student interaction and motivation in the classroom environment (Bhayangkara & Firdaus, 2019; Ginting et al., 2022). Moreover, applying VARK-informed practices promotes a more inclusive educational experience that acknowledges the varied learning styles present in a diverse student population (Chinnapun & Narkkul, 2024; Noor et al., 2023).

The VARK model, developed by Neil Fleming, categorizes learning styles into four distinct modalities: Visual (V), Auditory (A), Read/Write (R), and Kinesthetic (K). Understanding these learning styles is essential for educators as it may enhance student engagement and academic success through tailored instructional approaches.

1. Visual Learners (V) prefer graphical representations of information. They learn best when information is presented through diagrams, charts, and images (Nițulescu et al., 2023). This mode of learning allows them to process visual data more effectively, making visual aids a crucial tool in teaching environments. Studies have identified that visual learners often excel in tasks that require spatial awareness and the ability to interpret visual materials (Chinnapun & Narkkul, 2024).
2. Auditory Learners (A) grasp knowledge through hearing and speaking. They thrive in discussions, lectures, and verbal instructions, where listening plays a critical role in their learning process (Loh & Liew, 2016; Paiboonsithiwong et al., 2016). Auditory learners usually benefit from group discussions or teaching through storytelling, where verbal communication enhances their understanding (Khamphaya et al., 2022). Their preference indicates that integrating auditory components into teaching, such as discussions and oral exams, significantly aids their learning (Papanagnou et al., 2016).
3. Read/Write Learners (R) favor text-based input. They learn best through reading and writing activities, including handouts, essays, and articles that allow them to engage with the material written down (Hernandez et al., 2023). This mode suggests that these learners often prefer materials that let them process information through written content, reinforcing their retention and understanding of complex topics (Khanal et al., 2017). Despite being the least favored among the VARK styles by some demographics, there remains an essential requirement for textual resources in learning frameworks (Dini et al., 2023).
4. Kinesthetic Learners (K) are individuals who learn best through hands-on experiences. They prefer physical engagement, such as experiments,

demonstrations, or simulations that involve moving around and touching (Paiboonsithiwong et al., 2016; Panambur et al., 2014), Kinesthetic learners often excel in environments where they can manipulate physical materials, helping them learn through doing rather than just observing or listening. This style has been notably prevalent among medical students, who often require a strong practical component in their education to absorb complex anatomical and procedural knowledge effectively (Kiatthanabumrung et al., 2023).

Emerging studies further illuminate the potential of the VARK model in language acquisition. Putri and Sari (2020) demonstrates how understanding students' learning preferences leads to enhanced educational experiences, a principle applicable to English language teaching Tariq. By incorporating learner-centered approaches, educators can enrich the educational landscape and develop effective strategies for language retention and acquisition that accommodate all students, regardless of their preferred modalities.

In conclusion, the VARK learning styles framework serves as a pivotal tool for educators aimed at enhancing English language instruction. This model provides a structured method for identifying and addressing diverse learner preferences while promoting inclusive and effective educational practices.

The Role of Wayground in Lexical Learning

The integration of Wayground in lexical learning represents a substantial advancement in English language education, particularly in aligning with various learning preferences as delineated by the VARK model. Wayground is an engaging digital platform that employs gamification to foster student interaction and participation in the learning process. This platform can facilitate vocabulary acquisition and retention through its dynamic quiz formats, which are conducive to catering to different learning styles—visual, auditory, reading/writing, and kinesthetic. The gamified nature of Wayground helps enhance student motivation, thereby creating an optimal environment for lexical learning (Khanal et al., 2017).

Moreover, research demonstrates that employing language learning strategies, such as those offered by Wayground, is crucial for improving acquisition processes in English. The ability of Wayground to incorporate immediate feedback aligns with successful strategies for language learning, as existing literature emphasizes the importance of active engagement and practice in language acquisition (Lisnawati, 2018); (Pendidikan Bahasa dan Seni & Dewi Hapsari, 2019).

Additionally, variety in instructional methods—including digital tools like Wayground—has been shown to effectively meet the diverse needs of language learners. Different learners may prefer particular strategies; some may prefer social strategies, while others may benefit from cognitive approaches (Mahalingam & Md. Yunus, 2016). Wayground's multifaceted approach allows for a blend of strategy types, helping develop a more holistic pedagogical framework that encourages student participation and supports varied learning preferences (Putri & Sari, 2020; Tumberayan et al., 2024). By utilizing Wayground, teachers can better tailor their approach to individual learning styles observed in their classrooms, fostering an inclusive learning environment (Sovhar, 2024).

The implications of using Wayground extend beyond merely aiding vocabulary learning; they encompass fostering metacognitive strategies that enable learners to evaluate and adapt their learning approaches. The gamified quizzes can encourage learners to reflect on their understanding and mastery of vocabulary, supporting metacognitive awareness, which has been shown to mediate language learning success (Baybakova & Hasko, 2021; Dinsmore, 2019). By engaging with Wayground, learners not only interact with linguistic content but also enhance their cognitive and affective processes, contributing to a richer language learning experience (Tumbarayan et al., 2024).

Methodology

By using descriptive qualitative design, this study aims to explore the VARK strategies in Lexical Studies course in English Education Study Program and to figure out students' perception in the role of Wayground platform in Lexical Studies course. The respondents of this study were taken from one class of Lexical Studies course from the 2nd semester of 2024/2025. The total of students were 9 people. There were two instruments in this study, the first was the VARK questionnaire in order to identify students' learning style and the interview to figure out students' perceptions on the role of Wayground platform in Lexical Studies course.

The procedures had been conducted in this study. First, the data collected from the questionnaire result and the interview result. Second, the identification of students' learning style were classified after that by conducting the interview to the respondents to know their perception in the role of Wayground platform in Lexical Studies course. From the questionnaire data, the chart would be used to capture students' learning style and in the interview results, there would be the elaboration of each themes in the interview questions.

Findings and Discussion

The VARK Strategies

In exploring the VARK strategies in Lexical Studies course, students are identified their learning style by using the VARK Questionnaire by Neil Flemming as cited by (Karim, 2014). In this questionnaire, 16 statements are portrayed and 9 students as the respondents fill in the VARK questionnaire. The classification is described on the following chart.



Figure 1: The Classification of the VARK Learning Style

From the classification of the VARK learning style, the score of each learning style is depicted clearly. For **visual** category, there is 0 (zero), **auditory** category is 3 respondents (33.3%), **read/write** category is 1 respondent (11,11%), and **kinesthetic** category is 5 respondents (55,5%). Therefore, the dominant category of the VARK learning style is **kinesthetic**.

The kinesthetic category of the VARK Learning Style is characterized by a preference for learning through hands-on experiences, movement, and physical interaction with the environment. Kinesthetic learners often excel when they engage actively with materials, participate in simulations, or conduct experiments, as these methods allow them to connect theoretical knowledge to practical applications. This preference is highlighted by various studies, which suggest that kinesthetic learning is prevalent among students in health sciences and medical fields, indicating its importance due to the necessity of practical skill application (Hattie & O'Leary, 2025; Karim, 2014; Khanal et al., 2017).

Moreover, kinesthetic learners often show a preference for active methodologies such as collaborative projects, role-playing scenarios, or practical exams, which promote direct engagement with the learning material. The intrinsic motivation derived from such hands-on experiences helps these learners internalize information more effectively compared to passive learning strategies like traditional lectures (Nițulescu et al., 2023). Additionally, kinesthetic learners are often categorized alongside unimodal and multimodal preferences, reflecting a spectrum of learning approaches driven by their interactions with their environment and physical activities.

Students' Perception in the Role of Wayground Platform

In the instrument of interview, the respondents are asked 10 questions regarding to the use of Wayground platform in Lexical Studies course by integrating to the VARK learning style. From those 10 questions are classified into 7 themes. They are depicted in the following tables

Table 1. Knowledge and Understanding of Learning Strategies

No	Question in Interview
1	What do you know about the VARK (Visual, Auditory, Reading/Writing, Kinesthetic) learning strategies?

The response from the respondent that is related to the 1st question can be seen from the following extract.

St. 3: The VARK learning strategy is a learning approach that identifies a person's learning preferences based on four main types:

Visual: Learning through pictures, diagrams, and colors;

Auditory: Learning by listening, such as through lectures or discussions;

Reading/Writing: Learning by reading and writing information;

Kinesthetic: Learning directly through practice or physical experience.

This strategy helps the adjustment of learning methods to individual learning styles, making the learning process more effective and personalized.

The first question introduces the concept of VARK learning strategies, suggesting a theme of awareness and understanding among learners regarding different modalities of learning. This establishes a foundational understanding that may impact learners' engagement with materials and tools like Wayground.

Table 2. Knowledge and Understanding of Learning Strategies

No	Question in Interview
2	How often do you use the Wayground platform in the Lexical Studies course? What are the most frequent types of activities you do on this platform?
5	How would you describe your learning experience using Wayground?

The respondent's response to question no. 2 and 5 is portrayed in the following extract.

St. 1. Almost at the end of each topic discussion session in the online lexical studies class, I use the Wayground platform. The types of activities I often do are answering multiple-choice questions and answering essay questions. (Question no. 2)

St. 4. In my opinion, it's very exciting and fun, because the challenge of thinking quickly forces me to truly master the material. (Question no. 5)

The 2nd and the 5th question focused on frequency of use (Question no. 2) and types of activities (Question no. 5), probe the theme of engagement with technology in educational settings. This theme reflects how often students interact with the Wayground platform and the various formats (quizzes, games, etc.) they may encounter.

Table 3. Effectiveness of Tools for Learning Enhancement

No	Question in Interview
3	From your experience, how can Wayground help improve English lexical comprehension?
9	How do you rate the effectiveness of Wayground in helping you master lexical learning? Did you understand lexical learning faster after using this platform?

The response of the respondent toward question no. 3 and 9 is visible in the following extract.

St. 2. Wayground helps to improve my lexical comprehension by providing interactive and varied exercises. Each question is designed to test word meaning, usage in context, and word associations. Features like immediate feedback after answering are very helpful in correcting mistakes and strengthening vocabulary retention. (Question no. 3)

St. 6. I find Wayground very effective. In a short amount of time, I was able to review the material, get immediate feedback, and strengthen my memory of difficult vocabulary. Compared to before, I feel I understand and remember vocabulary faster because my engagement in the learning process has increased.

Questions 3 and 9 delve into the perceived efficacy of Wayground for improving English lexical comprehension. This theme highlights the learners' perspectives on whether Wayground facilitates a better understanding of vocabulary compared to traditional methods. The notion of effectiveness also ties into the inquiry about the speed of comprehension (Question 9), probing how technology affects learning outcomes.

Table 4. Comparison of Learning Methods

No	Question in Interview
4	Do you feel a difference between traditional learning methods and using Wayground?
6	Do you feel that learning English vocabulary through Wayground is more enjoyable than other methods? Why is that?

The respondent's response can be seen below.

St. 5. Yes, I feel it's easier to use Wayground because you just need to click the correct answer instead of having to write it manually by hand. (Question no. 4).

St. 7. In my opinion, it's more enjoyable to use Wayground because I'm the type who understands learning better when I can practice directly. If I just read or listen, sometimes I can't absorb the material well. (Question no. 6)

Questions 4 and 6 revolve around the comparative analysis of traditional learning methods versus using Wayground, as well as the enjoyment derived from each. This theme underscores the learners' subjective experiences regarding the fun factor and differentiated learning experiences associated with digital platforms.

Table 5. Support and Integration of VARK Strategies

No	Question in Interview
7	Do you feel that the VARK learning strategy can support the use of Wayground in English language learning? If so, how does this strategy contribute?

One of the respondents gives response to the question no. 7 that is in relation to the theme.

St. 8. Yes, the VARK strategy is very supportive.

For visual learners, Wayground provides images, colors, and graphics.

For auditory learners, some questions can be adapted to audio or discussed orally.

For reading/writing learners, quizzes rely on reading questions and writing down answers.

For kinesthetic learners, interactive experiences make them more active.

Thus, Wayground can be customized for all types of learning styles.

Question 7 specifically explores the synergy between the VARK learning strategies and Wayground. This highlights a theme of strategic integration where learners may perceive Wayground as accommodating multiple learning styles, thereby enhancing their overall educational experience.

Table 6. Challenges in Learning

No	Question in Interview
8	Mention some challenges you faced when using Wayground to learn English. How are you trying to overcome this?

The respondent gives response to question no. 8 as follows.

St. 9. Some of the challenges I face:

The internet connection is unstable, especially during live quizzes.

Time pressure while working on the questions.

Sometimes there's too much focus on speed rather than understanding.

To overcome this, I usually access exercises outside of class hours, slow down the pace to understand the content of the questions, and ensure a stable internet connection before the session begins

Question 8 addresses the obstacles learners face while using Wayground, indicating a theme of resilience and problem-solving. Understanding challenges provides insight into barriers that may impede learning and showcases strategies that learners adopt to overcome these obstacles.

Table 7. Future Perspectives and Suggestions

No	Question in Interview
10	What are your expectations for the future use of Wayground and VARK strategies in English language learning? Are there any changes you would like to suggest?

One of the respondents elaborates the question no. 10 into the following.

St. 5. In my opinion, there's no need for changes, so far. When I was guided by the lecturer. She had already fulfilled the VARK strategies well for students. For the visual strategy, she used PPT that included interesting images; for the audio strategy, she explained the material in detail on the PPT; for the reading strategy, she also used PPT so that we students could read the material uploaded on SPADA 3 ourselves; and finally, by using the Wayground platform, she was able to optimize learning for students with the kinesthetic strategy.

Finally, question no. 10 aims at the future of utilizing Wayground and VARK strategies in language learning. This inquiry reveals learners' expectations and potential for innovation in educational practices. It fosters a theme of forward-thinking and adaptation within the educational technology landscape.

Conclusion

The integration of the VARK learning style in a Lexical Studies course emphasizes tailoring educational approaches to individual learning preferences—visual, auditory, reading/writing, and kinesthetic. The Wayground platform enhances this by providing interactive quizzes that cater to these diverse learning styles, facilitating vocabulary acquisition and engagement.

Declaration of AI and AI assisted technologies in the writing process

During the preparation of this work the author(s) used [Grammarly] in order to [check the grammar]. After using this tool/service, the author(s) reviewed and edited the content as needed and take(s) full responsibility for the content of the publication.

Authorship Contribution Statement

Jafar Sodiq: Conceptualization, Data curation, Formal Analysis, Funding acquisition, Investigation, Project administration, Resources, Software, Validation, Visualization, Writing – original draft, and Writing – review & editing. **Theresia Cicik Sophia Budiman:** Conceptualization, Supervision, Validation, and Writing – review & editing. **Ajeng Setyorini:** Formal Analysis, Funding acquisition, Investigation, Project administration, Resources, and Software.

Declaration of Competing Interest

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper

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