

## THE ROLE OF WORDWALL TECHNOLOGY TO DEVELOP STUDENTS' SPEAKING SKILL IN ENGLISH CLASSESS

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**Abstract.** *This article examines the pedagogical potential of Wordwall technology in enhancing students' speaking competence in English language classrooms. It highlights the importance of integrating interactive digital tools into communicative language teaching, emphasizing how Wordwall-based tasks promote learner engagement, motivation, and oral fluency. The study explores the theoretical basis of interactive learning, the relationship between gamified digital activities and language performance, and the psychological benefits of learner-centered, technology-assisted environments.*

**Keywords:** *Wordwall, speaking skills, communicative competence, digital learning, motivation, language teaching.*

### INTRODUCTION

Speaking is universally recognized as one of the most essential yet challenging components of foreign language learning. It requires not only linguistic accuracy but also spontaneity, confidence, and pragmatic awareness. In traditional English classrooms, speaking practice often remains limited due to large class sizes, time constraints, and learners' psychological barriers such as fear of making mistakes or lack of self-assurance.

With the rapid integration of information and communication technologies (ICT) into education, teachers have gained new opportunities to design interactive and motivational speaking tasks. Among these tools, Wordwall has emerged as an effective and accessible platform that allows teachers to create digital games, quizzes, and communicative exercises tailored to specific linguistic goals. Its interactive nature transforms routine classroom speaking activities into dynamic learning experiences.

### MATERIALS AND METHODS

Wordwall is a web-based digital tool that enables educators to design customizable learning activities, such as matching games, word hunts, quizzes, sentence builders, and discussion prompts. Unlike traditional printed exercises, Wordwall activities are interactive and visually engaging, which encourages active learner participation [1].

Its interface supports various game formats — for example, “Random Wheel,” “Quiz Show,” “Open the Box,” or “Find the Match” — each designed to combine linguistic content with elements of competition and fun. These features transform

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vocabulary drills or grammar exercises into communicative tasks, where students are encouraged to speak, justify answers, and explain their reasoning aloud.

The pedagogical value of Wordwall lies in its adaptability. Teachers can design tasks targeting specific aspects of speaking: pronunciation practice, short dialogues, descriptive speaking, or spontaneous reactions. For instance, using the “Random Cards” activity, students can draw discussion prompts or situational questions such as “Describe your favorite city” or “What would you do if you were invisible for a day?” This element of surprise and variety stimulates spontaneous oral production — an essential factor in developing real communicative competence.

## **RESULTS AND DISCUSSION**

One of the most powerful contributions of Wordwall technology is its ability to increase learner motivation and engagement. The gamified nature of its activities introduces an element of play, which reduces the anxiety often associated with speaking in a foreign language. When students perceive language practice as a game rather than a test, they are more willing to participate, take risks, and speak without fear of judgment [2].

Moreover, the instant feedback mechanism in Wordwall reinforces positive learning behavior. Students can immediately see their results, celebrate small successes, and correct mistakes on the spot. This immediacy supports the principle of formative assessment, where feedback becomes part of the learning process rather than a post-activity evaluation.

From a psychological perspective, Wordwall supports intrinsic motivation — the natural desire to learn and communicate. Students are drawn to visually appealing tasks that reward creativity and quick thinking. As a result, they stay focused for longer periods and demonstrate greater willingness to interact verbally, even in large or mixed-level classes [3].

Developing speaking skills involves mastering both fluency (the ability to speak smoothly and naturally) and accuracy (the correct use of grammar, vocabulary, and pronunciation). Wordwall activities effectively address both components by combining repetition with creativity.

For example, “Quiz Show” or “Whack-a-Mole” formats allow students to recall and pronounce vocabulary repeatedly while competing with peers. This repeated oral output strengthens pronunciation and memory retention. Similarly, the “Open the Box” or “Sentence Builder” activities encourage learners to construct grammatically correct sentences and express them aloud, which reinforces syntactic accuracy.

Another valuable aspect is collaborative learning. When used in pair or group work, Wordwall tasks stimulate interaction, negotiation of meaning, and peer correction — key features of the communicative approach. Students engage in

spontaneous dialogue, clarify ideas, and support each other, thus transforming digital exercises into authentic conversational exchanges.

The Communicative Language Teaching approach emphasizes interaction as both the means and the ultimate goal of learning a language. Wordwall perfectly aligns with CLT principles by providing a flexible environment where speaking tasks can be both student-centered and contextually meaningful.

Teachers can design discussion-based Wordwall activities such as “Opinion Wheel” or “Role-Play Prompts” to encourage students to express personal viewpoints, debate, or narrate experiences. Such tasks shift the focus from rote memorization to authentic communication, where meaning takes precedence over form [4].

Furthermore, Wordwall’s multimedia capabilities allow teachers to integrate audio clips, images, or short video prompts into speaking activities. This multimodal input enhances comprehension and encourages more natural, context-driven responses. For example, showing a short image sequence and asking students to describe it verbally helps bridge the gap between receptive and productive language skills.

One of the main barriers to speaking in a foreign language is psychological — fear of mistakes, embarrassment, or negative evaluation. Wordwall technology helps overcome these barriers by creating a low-stress learning environment.

When students participate in digital games, their attention is focused on achieving the task goal rather than on linguistic correctness. This subtle shift from “performing language” to “using language” fosters greater fluency and naturalness. The colorful visuals, music, and game-like structure of Wordwall activities further reduce tension, enabling even shy or introverted learners to speak more freely.

In addition, teachers can use Wordwall as a bridge between online and classroom learning, assigning speaking-related games for home practice. This continuity helps students rehearse pronunciation, vocabulary, and sentence patterns at their own pace, thereby increasing self-confidence in live communication.

When combined with reflective feedback and peer evaluation, Wordwall activities promote autonomous learning — students become more aware of their speaking progress and can identify specific areas for improvement.

## CONCLUSION

The integration of Wordwall technology into English speaking classes represents a powerful step toward interactive, learner-centered pedagogy. It revitalizes traditional language lessons by turning abstract linguistic content into engaging, meaningful, and communicative experiences.

Through gamification, visual interactivity, and immediate feedback, Wordwall fosters motivation, reduces anxiety, and builds confidence — essential psychological foundations for successful speaking. Moreover, its flexibility allows teachers to adapt activities to different proficiency levels, learning objectives, and classroom contexts.

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Ultimately, Wordwall is not merely a digital game platform but an innovative pedagogical medium that encourages students to speak, think, and create in English. Its use exemplifies how technology, when grounded in sound methodology, can bridge the gap between theoretical knowledge and real communicative competence — transforming the English classroom into a vibrant space of collaboration, creativity, and authentic language use.

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