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THE USE OF THE WORDWALL MULTIMEDIA PLATFORM AS A TOOL FOR DEVELOPING PHONETIC COMPETENCE IN ENGLISH LANGUAGE INSTRUCTION

A modern approach to teaching a foreign language requires teachers to search for innovative methods that combine academic effectiveness with a high level of learner motivation. One of the most challenging aspects of mastering English is phonetics. The specificity of English pronunciation, the presence of sounds that have no equivalents in the native language, as well as the discrepancy between the graphic and sound forms of a word (spelling vs pronunciation), require systematic practice. Traditional drilling techniques are often perceived by students as monotonous; therefore, the integration of gamified tools such as Wordwall becomes a relevant solution for creating a dynamic learning environment.

An analysis of recent research papers and publications shows that the issue of teaching English phonetics has been addressed in the works of both domestic and foreign scholars, who emphasize the importance of developing phonemic hearing and correct articulation. Recently, particular attention has been paid to the use of digital tools in education, which contribute to increased motivation and more effective learning outcomes.

Issues of educational digitalization and gamification have been studied by such scholars as N. Morse [2], O. Spirin [4], K. Kapp [1] and others. The problem of forming phonetic competence is highlighted in the works of a great number of scientists, including S. Nikolaeva [3]. However, the potential of the Wordwall service specifically in the context of teaching phonetics requires deeper applied analysis.

The purpose of this article is to highlight the practical possibilities of the Wordwall platform for the automation of the phonetic skills at different stages of an English lesson.

One of the main advantages of Wordwall is its system of ready-made templates that can be adapted to specific learning objectives. In the context of phonetics, these templates help develop several important skills: sound recognition, associating sounds with their graphic representation, correct articulation, and intonation skills.

The use of different types of templates allows teachers to organize learning process according to the principle of gradual progression—from introduction to automation.

The first stage in teaching phonetics is the development of the ability to distinguish sounds. For this purpose, matching and classification templates are particularly effective. For example, in “*Match up*” activities, students match sounds with corresponding words or transcriptions, which helps them form clear associations.

“*Group sort*” templates allow for deeper processing of the material, as students classify words according to phonetic features such as vowel length, consonant type, or pronunciation characteristics. This approach develops analytical thinking and phonemic awareness.

The next important stage is the development of correct articulation. At this stage, templates that stimulate oral production are especially useful. For instance, “*Speaking cards*” encourage students to reproduce sounds and words, reinforcing correct pronunciation.

“*Random cards*” add an element of unpredictability and play, prompting students to react quickly and pronounce words without prolonged preparation. This contributes to the development of automatic skills.

Mastering phonetic transcription plays a separate role in teaching phonetics. In this regard, quiz-type templates are effective, as they allow teachers to check students’ understanding of the relationship between sounds and their graphic representation.

“*Anagram*” activities are also useful, as students reconstruct words or transcription forms. These tasks activate memory and promote better retention through working with word structure.

After acquiring basic knowledge, it is important to bring skills to the level of automaticity. At this stage, game-based templates are particularly effective, as they provide repeated practice in a dynamic format.

For example, “*Gameshow quiz*” activities stimulate competition and increase motivation. Games such as “*Maze chase*” or “*Whack-a-mole*” require quick decision-making, helping to reinforce sound recognition skills at the level of automatic responses.

What is more, phonetics is closely related to listening skills; therefore, it is important to include listening comprehension tasks. “*Missing word*” templates allow students to listen and reproduce what they hear, significantly improving their ability to recognize sounds in real speech.

Interactive elements such as “*Open the box*” can be used for phonetic dictations or prediction exercises, making the learning process more engaging.

Some templates are focused on visualization, which is especially important for explaining articulation. For example, “*Labelled diagram*” tasks help students understand how speech organs function, while “*Find the match*” activities strengthen connections between different aspects of phonetic knowledge.

Experience shows that effective use of Wordwall involves combining different templates within a single lesson. For instance, a lesson may begin with sound recognition tasks, continue with pronunciation practice, and conclude with game-based activities for reinforcement. Such an approach ensures a logical sequence of learning and increases the effectiveness of knowledge acquisition.

In conclusion, Wordwall templates are a powerful tool for teaching phonetics. They make it possible to diversify the educational process, make it more interactive, and focus on the practical application of knowledge. Thanks to their flexibility and variety of formats, teachers can adapt materials to any proficiency level and achieve high results in developing students’ phonetic skills.

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