The Role of Using Wordwall Games in Developing Students' English Language in Private Schools: Teachers' Perspective

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Abstract

This study aimed to investigate the role of using the Wordwall games in developing students' English language skills (listening, speaking, reading and writing) and areas (vocabulary, grammar and pronunciation) from teachers' perspectives. To achieve this goal, the teacher sample was chosen purposefully as participants who teach the English language for basic stage in the private schools in Amman. The population of the study consisted of all the English language teachers at the basic stage in the private schools in Amman. The sample consisted of 60 male/female teachers who teach English language for the basic stage in the private schools in Amman. The data was collected through an electronic and a paper questionnaire. The instrument consisted of seven sections, including the four language skills (listening, speaking, reading and writing) and the three language areas (vocabulary, grammar and pronunciation). The results showed that there were no statistically significant differences at $p = 0.05$ between the means of teachers' perspectives toward using the Wordwall games in teaching English language skills (listening, speaking, reading and writing). The results of the study also showed that the speaking skill obtained the highest mean of all skills (listening, reading and writing) with a high degree of agreement. There were no statistically significant differences at $p = 0.05$ between the means of teachers' perspectives toward using the Wordwall games in teaching English language areas (vocabulary, grammar and pronunciation). Finally, the results of the study revealed that vocabulary obtained the highest mean of all areas (vocabulary, grammar and pronunciation) with a high degree of agreement. A set of related recommendations were included in the study.

Keywords: Wordwall games, English language skills, English language areas, Teachers' perspective

INTRODUCTION

English language proficiency is paramount in the contemporary global landscape due to its role as the primary medium for international communication and collaboration. English language proficiency is the universal language around the world. All English language activities such as interactions are effective methods of learning English. English

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enables students to be professional in their interaction and collaboration and ideas. It also allows them to share useful knowledge and provide a meaningful conversation with others (Mckay, 2012). English language requires making efforts in order to know how to speak and understand it.

English language skills include several effective competencies that enhance communication in both written and spoken structures. These skills include reading, writing, listening, and speaking. Strong reading comprehension allows students to read and understand English texts and analyze ideas. Writing is the second English skill which helps students to explain information on different topics. Listening is the third English skill that enables students to comprehend spoken language in order to receive a meaningful message. Finally, the effective speaking skill allows students to replay the message fluently, clearly and confidently, and engage in significant conversations with others (Powers, 2010).

English language includes three main areas for effective English proficiency. Vocabulary is the first area and it refers to the understandable and known English words and phrases. It enables others to introduce the message and convey meanings in English dialogue. Grammar refers to the principles and rules that build the structure of English sentences, clauses and phrases. It is useful to build accurate sentences, avoid misunderstanding in a conversation and produce grammatically correct English language (Powers, 2010).

Teaching and learning methods are essential keys in education, giving teachers skills to guide their students in learning English skills and areas. These methods create several engaging approaches that facilitate students' learning of the subject matter. Effective teaching skills include knowledge, problem solving, and decision-making. Teachers' skills should be developed as the teacher needs much to improve and enhance his/her knowledge about applying effective skills in the classroom (Anilkumar, 2023). These methods involve a wide range of activity that aims at achieving learning results. Teaching processes cover building of lesson plans, writing effective learning outcomes and giving meaningful feedback to students (Evaluation, 2023).

Online games are useful as a supplementary tool in teaching English lessons that enhance students' learning of English language at school, with the intention to improve and develop memory with practical applications. There is a benefit to the online games' websites and applications as they are effective at developing each student's English language abilities in order to achieve the learning goals. It complements the Wordwall games which takes into consideration raising the level of students' in their learning through offering technology (Hasram et al., 2021). Therefore, teachers should have good knowledge of this subject in order to practice and apply recent and effective strategies in the teaching process such as the Wordwall.

According to Widhiatama and Brameswari (2024), using the Wordwall application includes several elements which makes it a successful strategy for teaching and learning the English language in the classroom. As a result, it consists of interactive activities and tasks that actively involve students in active learning. These consist of quizzes and matching games activities that may all be tailored to each student's requirements to

achieve particular language learning goals. Teachers may modify activities to be appropriate for their students, which improves their curriculum because of flexibility within the Wordwall game. Students may find the lessons more attractive, engaging and relevant as a result.

Wordwall games is a learning tool utilized by teachers during the learning process. Teachers' perspectives about employing the Wordwall games application in learning the English language are essential in motivating students' learning and building an effective learning environment. Wordwall implementation is a crucial strategy that fosters innovation in the field of education and is utilized as a supplementary tool which contains a lot of useful activities. Teachers can retain self-motivation and enthusiasm for teaching and focus instead on encouraging a love of studying in their students. Wordwall games can be used in the classroom to develop teachers' engagement, motivation, and teaching results. Thus, Wordwall games should be used in classroom instruction as it is effective strategy for teaching (Arsini et al., 2022).

Teachers' comfort levels and feelings while utilizing technology in the classroom, as well as their prior expertise, can all have an impact on how they understand and use the Wordwall games strategy. In addition, teachers may have positive perspectives toward using Wordwall games after providing feedback by attributing Wordwall games to English language classrooms. As with this teaching strategy, teachers may facilitate their teaching process through integrating Wordwall games into their lessons by reducing difficulties with motivation, cooperation, and continuous professional competitions (Arsini et al., 2022).

Private schools focus offer effective and modern strategies while teaching to each student's preferences. They also have more control to oversee their curriculum and teaching strategies than do public schools. In order to boost student's engagement, support learning outcomes, and maintain competitive in the educational field, innovative teaching strategies like Wordwall games are being used. Additionally, private schools are typically engaged in professional development to provide highly effective implementation of these strategies to excel in education (Zughoul, 2021). Private schools confirm strong and quality education, keep flexibility in curriculum design, enhance students' learning, meet parental expectations for new teaching processes, and use these strategies to maintain a competitive advantage in the educational landscape (Sweis et al., 2020). These strategies like Wordwall games may have strongly focused on language learning. Moreover, private schools in Jordan adopt technology while teaching by employing effective and modern methods such as the Wordwall games strategy that enhances students' ability to learn English and build an attractive and interactive environment during the learning stage (Alhabahba et al., 2016).

Teachers should meet students' needs in the teaching of a variety of language skills, set effective learning outcomes, and provide supportive activities and games. Wordwall games is an effective strategy that may help teachers to facilitate teaching language activities and exercises to fit the specific learning requirements and enhance their students' experiences. Therefore, teachers may develop their students' interests through

checking grammatical understanding using Wordwall activities like quizzes, promoting reading comprehension, or building vocabulary with interactive matching games. This utilization enables teachers to efficiently scaffold their practicing experiences, giving students specialized and targeted support in their language-learning journey (Pradini & Adnyayanti, 2022).

 Teachers may implement innovative pedagogical and empirical supportive approaches that promote students' active learning. Teachers may increase student engagement, collaboration, and knowledge retention by providing attractive aspects in their English language lessons. Additionally, teachers may enhance the levels of students that require more help and motivation, and give timely interventions that scaffold students' learning. Therefore, the use of Wordwall games not only develops English language-learning outcomes but also builds a motivated learning environment that supports students' overall academic success and advances their language proficiency (Rodriguezet al., 2023).

THIS STUDY

From the researchers' experience as instructors of English as a foreign language for a long time, a notable weakness has been identified in students' English language in both public and private schools in Jordan. Despite the fact that English has become a necessary tool for entering local and global labor markets. Moreover, numerous studies have revealed a lot of challenges facing teachers in teaching English language skills. These challenges include not using computer-based modern teaching methods like Wordwall games, relying too much on memorization and indoctrination, not having enough time to teach, not having enough qualified teachers, and not keeping up with the curricula for the educational environment.

Teaching English as a global common language is mandated by the nature of time and the social, scientific, professional, and technical changes in the majority of Arab countries. Nasreddin (2018) conducted research on the usefulness of gamification in the learning process, and the findings showed that gamification is a useful tool for energizing students and boosting their motivation. However, even with all of its appeal and potential advantages, it is still necessary to conduct an empirical evaluation of Wordwall games' effectiveness in promoting language learning and competency. Thus, assessing Wordwall games' usefulness as a tool for improving language learning outcomes including its capacity to encourage deep engagement may offer insightful feedback and facilitate adaptive instruction in the language classroom. This is the main issue the current study attempts to solve. The research suggested looking into the perspectives of teachers on the use of Wordwall games in the classroom. Electronic educational Wordwall games may help in breaking the content up into manageable chunks that demand an answer and provide instant feedback. This keeps the focus on the learning objective and encourages students to play more, with the option to replay educational digital game programs that guarantee learning all the way to mastery. The purpose of this study is to examine the role of using the Wordwall games strategy in developing students' English language skills (listening, speaking, reading and writing) and areas (vocabulary, grammar and

pronunciation) from teachers' perspectives in private schools in Amman. It seeks to answer the following two research questions: 1) What are the English language teachers' perspectives toward using the Wordwall games strategy in developing English language skills (listening, speaking, reading and writing) for students in private schools in Amman? and 2) What are the English language teachers' perspectives toward using the Wordwall games strategy in developing English language areas (vocabulary, grammar, and pronunciation) for students in private schools in Amman?

The results of this study may motivate English language teachers to use the Wordwall games strategy to teach English language skills (listening, speaking, reading, and writing) and areas (vocabulary, grammar, and pronunciation). In addition, it may motivate the school teachers to use different ways to teach the English language to students in Jordan. Moreover, Wordwall games represent a unique systematic support for previous research on the development of language by using the Wordwall games strategy. Moreover, this study may motivate the English language supervisors of the English language to adopt using the Wordwall games strategy by teachers in schools to support the English language educational process.

The current study may encourage curricula designers to focus on the Wordwall games strategy in English language textbooks. Curricula designers are advised to take note of the Wordwall games strategy because it may promote active learning, improve social interaction, stimulate capacity for higher-order thinking, encourage equality and inclusion, enhance motivation and engagement, and get students ready for difficulties they may face in the real world.

By incorporating strategies like Wordwall games into their lesson plans, teachers may gain a number of advantages. Firstly, by adding fun and excitement to the learning process, these gamified and interactive exercises can raise student engagement. Better knowledge retention and overall learning outcomes are frequently the results of enhanced participation. Second, Wordwall Games give instructors and students instant feedback, which may enable them to evaluate students' comprehension and modify their lessons promptly. Teachers may quickly rectify misunderstandings and offer further guidance when necessary thanks to this real-time feedback loop. Overall, teachers can benefit from the implementation of Wordwall games through increased engagement, improved assessment practices, enhanced differentiation, and professional growth.

Additionally, in order to engage students and make the teaching and learning process entertaining, students in this study must employ the Wordwall games strategy as an educational tool. This may also help students improve their skills in language and domains. Additionally, teachers now have the chance to employ cutting-edge, student-popular teaching and learning resources. It could also enhance the way they instruct their students. Because students have more opportunities to use technology when studying and learning English, teachers should be knowledgeable in digital technologies such as Wordwall games.

THEORETICAL BACKGROUND

The Wordwall Application

Wordwall is a pedagogical approach that combines language learning and teaching strategies with the use of the educational technology of its platform. Wordwall includes collections of terms that are shown around the classroom and may be crucial terms for the pupils to know. It is devoted to displaying high frequency phrases, such as sight words or terms that are often used in your class, that are essential for pupils to comprehend and utilize. It should be understood that utilizing this tool can encourage pupils to study English and make the evaluation process easier for teachers (Tsinakos & Lazou, 2023).

According to Skalmoski (2011), Wordwall activities is a visual organizer that displays commonly used terms in an age-appropriate manner. They are organized into groups and categories. Learning words fast throughout the school day was the initial purpose of Wordwall. It was later improved by other researchers and used to teach commonly used terms. Currently being developed are interactive Wordwall activities (like Wordwall.net) that work with Web.2.0 technologies. According to Harmon et al. (2009), Wordwall activities is educational resources made up of words that are used as conversation starters and visually supported in the classroom as part of the reading environment.

The Wordwall strategy is integrated into language teaching by applying a number of important pedagogical ideas. It offers a large variety of game styles that are advantageous and engaging for the intended audience, which in this case is elementary school students. While some games have learning benefits but a minimal enjoyment aspect, it is important to choose a game that is both engaging and effectively meets the learning goals. Certain games do not have enough educational value to be used in conjunction with learning objectives. The effective integration of learning theory into mobile learning requires careful content selection in order to successfully combine education and enjoyment, raise teachers' interests, and increase their willingness to instruct (Harmon et al., 2009).

The use of Wordwall games can be effective in English language classes. Teachers should integrate the important components of the Wordwall games strategy, including beneficial and promoting interdependence, students' responsibility, pair and group processing. These elements may be creatively and successfully incorporated into the teaching structure and resources. Adequate time for instruction of the Wordwall games strategy components are obviously necessary for the deployment of Wordwall games strategy structures, and this is especially true in environments where students come from a variety of linguistic and cultural backgrounds (Gavilanes, 2024).

The Wordwall games strategy refers to the use of interactive and gamified activities provided by the Wordwall platform to enhance language learning. This strategy involves incorporating various types of games and activities, such as matching games, quizzes, word searches, and puzzles, into the curriculum to engage students and make the learning process more enjoyable and effective. Teachers should encourage active learning, reinforce language skills like vocabulary, grammar, reading, and listening, and provide rapid feedback to students by utilizing Wordwall interactive features. Through dynamic and interesting educational experiences, the Wordwall games strategy aims to

enhance overall language competency, raise student motivation, and accommodate a variety of learning styles (Anwar, 2023).

Differentiated instruction and Wordwall game methods have garnered a lot of attention lately since educators and teachers think that these strategies are critical in promoting student motivation and participatory learning. It demonstrates that English language instructors believe that using the Wordwall games method in an organized manner is a successful teaching technique that may raise students' learning engagement levels, develop their social awareness and cultural sensitivity, and satisfy their fundamental educational goals (Raheem, 2022).

English Language Skills

Proficiency in English is essential for success, as it is a worldwide language that needs to be acquired. Students studying English have to be aware of various cultures globally (Nguyen & Vo, 2021). Technology is essential for improving English language proficiency because it makes instruction more efficient and interesting (Honarzad & Rassaei, 2019). Learners may enhance the way they speak at any time and from any location with the help of natural speaker models and customized practice sessions. Being proficient in English may lead to a multitude of opportunities, including the ability to interact with people from many cultural backgrounds, access a wide array of resources, and improve the potential for employment. The four skills of English language learning are among the many areas in which students should be proficient (listening, speaking, reading, and writing).

The listening skill refers to the ability to accurately receive, comprehend, interpret, and respond to spoken messages in the communication process. It includes taking statements at face value, interpreting the speaker's intentions, tone, and feelings, and paying close attention to prevent becoming sidetracked. In order to teach any language, listening is a crucial component. Among other benefits, active listening guarantees understanding and enhances speaking correctness. Podcasts, TV episodes, movies, music videos, and recordings may all enhance the listening experience (Fussalam et al., 2019).

The speaking skill refers to the ability to express knowledge, ideas, and information clearly and effectively through spoken language. It is possible to acquire this skill through social interaction. It requires integrating listening with other language components, as well as comprehending, processing, and generating. The best way to describe speaking fluency and accuracy which are thought to be the main objectives of learning EFL is language usage. Speaking is not the main focus of most English language classes; instead, other skills are developed. This is the hardest of the four language skills, but if students can communicate on a basic level, there are many resources available to help them get better at speaking, including voice chats like those found on social media (Prayuda, 2021).

Since reading is a brain function that requires time to develop, it is one of the most significant language abilities in the English language. For learners, it is quite beneficial. Understanding spoken language is not the only prerequisite for teaching a language. A deeper awareness of the culture is made possible by reading comprehension, which also helps students detect written signals and write more easily. Among English language

learners, reading comprehension is perhaps one of the least developed communication abilities, and it involves a difficult processes where psychophysiological mechanisms allow the reader to engage with the written text. Along with a large vocabulary that facilitates understanding, reading fluency, (fluid reading of material at the proper pace and with appropriate expression), is also essential. Through analysis, evaluation, and reflection on texts, readers with critical thinking abilities are able to draw connections and decipher deeper meanings from texts (Pikulski & Chard, 2005).

The writing skill is the ability to communicate ideas, facts, and concepts in writing in an understandable and efficient manner. It requires structure, which entails logically organizing writing with a distinct beginning, middle, finish, and clarity, which guarantees that concepts are communicated simply with appropriate language and syntax to produce content that is cohesive and error-free. Extensive vocabulary adds to the writing's depth, and the right style and tone guarantees that it is acceptable for the context, audience, and goal. Using literary methods and expressive language creatively, brings uniqueness and engagement to the forefront (Jubhari et al., 2022).

English Language Areas

English language areas include all of the many aspects of language skills required for understanding and communication. These include speaking, writing, listening comprehension, reading comprehension, grammar, pronunciation, fluency, and vocabulary. Grammar ensures that sentences and phrases are formed correctly, whereas vocabulary proficiency permits the interpretation and application of words and phrases. Fluency allows for fluid and quick communication, while pronunciation makes speech more comprehensible and clearer. Writing abilities are the ability to communicate ideas coherently in writing, whereas reading comprehension is the comprehension of written materials (Burt et al., 2003).

The three main components of the English language are pronunciation, grammar, and vocabulary. The first significant one is vocabulary which is characterized as words that are utilized in a certain tongue. Acquiring a broad vocabulary is essential to effective communication and is a basic part of language proficiency (Rabadi, 2016). Increasing one's vocabulary is a vital and continuous task for language learners. Any language acquisition process includes the structural component of learning vocabulary (Bani Abdelrahman, 2013).

The second major language area is grammar which is defined as the ways that words can be put together to make sentences. Grammar is the examination of words and their interplay within language. It acts as an unseen force guiding the arrangement of words into coherent sentences. Given its pivotal role, grammar determines how words are structured based on sentence formation. By deciphering sentence structures, grammar aids in comprehending and applying them in daily scenarios for effective communication, fostering clarity and coherence (Dalil & Harrizi, 2013).

Pronunciation stands as the third major English language area. As highlighted by Gilakjani (2012), proficient pronunciation can compensate for errors in other language areas, ensuring clear understanding, whereas poor pronunciation may hinder

comprehension, despite flawless grammar. Pronunciation serves as the cornerstone of speaking proficiency, marking the initial and pivotal step in its development.

Teachers' Perspectives

Perspectives can be shown as a subset of social reasons for activity or as a kind of learned motives. According to Turan et al. (2022), the phrase refers to a state of psychological preparedness or anxious mental preparation that enables one to react either positively or negatively to people, things, circumstances, or symbols in the surrounding environment that elicit this reaction. Institutions and colleges were eager to consider their students' educational perspectives and provide them with an educational attitude toward their teaching and work by supporting them with educational experiences because perspectives play a significant role in predicting individuals' responses to certain social stimuli.

In a learner-centered approach, teachers need to be aware of the importance of media resources. Instructors should choose the medium based on the material demands of their students in order to meet the learning purpose. Furthermore, the media has a beneficial influence on how teaching and learning is conducted. The process of teaching and learning may make use of a wide variety of media that are readily available nowadays. It is indisputable that this amazing equipment has an influence on human lives. An attempt has been made to outline the advantages of utilizing mobile phones for language acquisition. Language learners can have effective contact with teachers and other students by using mobile technology for language learning (Shahzad et al., 2020).

According to Arnbjornsdottir (2013), the teacher's job is crucial in helping the students grasp the English lessons they have learned in class so that they will not only be understood right away but the new information will also be retained. To this end, teachers should use instructional media to inspire and motivate their students to learn more. However, it is possible to see teachers' perceptions of employing technology in the classroom as a deterrent element that increases their confidence. Teachers should feel at ease utilizing technology and have a favorable outlook on its use to enhance student accomplishment (Kim, 2002).

Review of Related Studies

Al-Sharafat and AbuSeileek (2012) explored how using website games to teach fifth-grade English vocabulary as a foreign language (EFL) affects the development of learners' communication skills (reading, writing, speaking, and listening), as well as the impact of different website game types (context, word search, compound words, recognition, synonyms, and antonyms) on students' communication abilities. While there were no statistically significant differences between the experimental and control groups for oral abilities (speaking and listening), it was discovered that the experimental group outperformed the control group in written skills (reading and writing). The results of the study also showed that the greatest indicator of students' future success on the communication skills exam was their average word search game scores. An additional finding suggested that the experimental group had a better degree of retention.

Asiri (2019) explored how learners and teachers of English as a Foreign Language (EFL) are encouraged to use gaming components. It can motivate pupils to participate more actively in their education. Although this concept is supported by a plethora of free and informal web tools, not all EFL teachers are eager to implement gamification. This study intends to analyze three key characteristics: attitude, perceived utility, and perceived social impact. These variables may influence their behavioral intents to utilize gamified applications. This study, which uses a sample of 157 female EFL teachers, is quantitative in nature. The data was collected through a questionnaire, the results of which indicate that attitude, perceived usefulness, and perceived social influence are significant predictors of teachers' behavioral intentions to use gamification.

Harahsheh (2019) investigated how lower basic school instructors in Jordan utilize educational games in the classroom by using a questionnaire to gather information. The study's findings indicated that primary school instructors use educational games to a modest degree. It also suggested activating training programs to support teachers' roles by utilizing educational games and promoting game play among students.

Hasram et al. (2021) examined how teachers and students feel about increasing vocabulary acquisition by using the Wordwall strategy. The study also sought to examine how different racial, socioeconomic, and mobile device experiences affected students' learning outcomes. The use of online games in vocabulary acquisition by year 5 children was examined through a qualitative case study. Semi-structured focus group interviews, document analysis, and classroom observations were used to gather the data. Twenty year 5 pupils were chosen from a Malaysian district's suburban school. The results showed that both teachers and students had a good experience incorporating internet games.

Yogi (2021) investigated how teachers and students felt about using the Wordwall games strategy to improve English language students' writing skills. This study aims to determine the impact of Wordwall media on academic achievement and student involvement. The researcher employed quantitative research methods in this study. He used a sample of 24 SMPN 2 Way Tenong grade 8 students in 2020–2021 for his research. After teaching them through Wordwall activities and administering a pre-test, the writer handed them a post-test based on the outcome of the computation and data analysis utilizing the t-test procedure. When using Wordwall game to teach writing skills, students' average score was greater than when using direct teaching and teachers had positive perceptions toward using the Wordwall games strategy.

Baber (2021) explored how teachers implemented the Wordwall games strategy in English reading lessons and how they felt about it. The premise of the study was that instructors' reading habits and literacy levels affect the way their pupils acquire literacy. The purpose of the study was to ascertain the perspectives, knowledge, and viewpoints of primary teachers on teaching reading in topic areas for students in kindergarten through fifth grade. For the academic year 2021–2022, the quantitative component was restricted to primary instructors teaching kindergarten classes through to grade five. Zoom focus groups were used for data collection for the study's quantitative component. The study's conclusions implied that primary school instructors who work with children

in kindergarten through fifth grade often have a good understanding of reading education and a favorable attitude toward incorporating instructional reading into other subject areas.

Pradini and Adnyayanti (2022) investigated teachers' use of the Wordwall games strategy to improve students' vocabulary. The purpose of the study was to determine whether employing Wordwall increased or improved the vocabulary of young learners. The study is quantitative in nature. A quantitative presentation of the pre- and post-test results were made. According to the study, the student's mean pretest score was 53.33, which was classified as satisfactory. The student's posttest scores climbed to 73.33, which was classified as good. Following treatment, the overall proportion of pupils' vocabulary improved. The study recommended that teachers need learning media that are more creative and attract students' attention and motivation to learn.

Putri and Zulherman (2022) demonstrated how primary school students and teachers' enthusiasm in using Wordwall as a game-based learning tool is closely related to the idea of gamification in learning. By using a survey method and a sample of up to 90 elementary school students, this research expands the basic theory of the Technology Acceptance Model (TAM) by incorporating external variables of perceived enjoyment and habit. The objective is to determine the elementary school students' interest in learning with the concept of gamification through the use of the Wordwall application. In order to see the outcomes of the tested independent variables, the data is processed using SEMPLS. The TAM model used in the study was successful in meeting relevant predictions; thus, the research suggests that habit and perceived enjoyment become the driving factors. Along with the final review, the study also focuses on the suggested model contribution, which influences the stated hypothesis predictions through primary school students and the teachers' adoption of a digital game-based learning platform.

Mohinakhon and Teacher (2022) conducted a study that investigated the perspectives of English language learners and teachers in teaching vocabulary through useful games. With the use of this online resource, around 150 kids had experience learning new terms. As a formative evaluation at the conclusion of each theme, this was conducted among junior students from two separate institutions for no more than two weeks. The outcome demonstrated that unconventional teaching strategies are more effective than conventional ones. Students who were given paper-based tests were reluctant to study new material, and their actual knowledge was not very significant. The study recommended that using the Wordwall online application inspires pupils to improve their vocabulary, and teachers had positive perspectives toward it.

Jannah and Syafryadin (2022) examined how English language teachers and students feel about using the Wordwall games strategy to raise students' vocabulary. The purpose of the study was to investigate students' perceptions of utilizing Wordwall.net for English vocabulary acquisition, given there is currently little research in Indonesia in this area. Twenty-nine eighth-grade students from one of the junior high schools in Bengkulu Tengah served as the sample for this survey research study. A closed-ended survey was used to get the data. Through the use of the Likert scale, a quantitative analysis was

conducted. According to the study's findings, the majority of students and teachers had a favorable opinion of using Wordwall.net to advance students' vocabulary.

Hidayaty et al. (2022) examined how teachers and students feel about the role that Wordwall games strategy has in developing students' outcomes. The purpose of the study was to ascertain how Wordwall media affects student engagement and academic performance. The study employed a quasi-experimental and descriptive design with a nonequivalent control group design as its experimental methodology. Using a straightforward random sample technique, the experimental and control groups were identified. The experimental class received Wordwall media treatment, while the control group was given media box questions. Multiple-choice questions were used as the data collecting tool for pretest-posttest learning outcomes. In the meantime, a questionnaire utilizing the Linkert scale was used to gauge enthusiasm in learning. The investigation concluded that there were variations and that Wordwall media has an impact on students' and teachers' interests and academic performance.

Synekop et al. (2023) explained how English language teachers feel about adopting the Games-Based-Learning (GBL) strategy. The study aimed to investigate teachers' perspectives on GBL as well as possibilities and challenges in an EAL setting. Data were gathered for the study through interviews and surveys. Eight EAP instructors at universities provided the survey data. Out of the survey participants, four engaged in interviews to investigate the benefits and drawbacks of GBL. While topic analysis and description were employed for the examination of the qualitative data, descriptive statistics were used for the numerical data. The study's findings indicated that social influence, attitude, and usefulness all have an impact on how GBL is used.

Noftariani (2023) investigated how to use the Wordwall application as the teaching medium based on the Wordwall application method as the differentiated learning technique in order to boost students' desire for acquiring English vocabulary. It does this by using a qualitative approach and Classroom Action Research. A Likert scale was utilized to examine the data gathered from diagnostic tests and motivation questionnaires for pupils. The results indicated that teaching through the digital media of the Wordwall application can be an appropriate way to increase students' motivation in English class, particularly in implementing the Wordwall method as the differentiated strategy that adjusts the teaching process based on students' characteristics and ability.

Rodriguez-Escobar et al. (2023) conducted a study to investigate the perspectives of English language teachers toward the use of the Wordwall strategy in students' learning of vocabulary. This qualitative study looks into the perspectives of seven pre-service English as a foreign language instructors from Chile on the use of Wordwall.net as a vocabulary-acquisition resource in their classes. Interviewees evaluated Wordwall practicality, effectiveness, visual attractiveness, and benefits for teaching and learning vocabulary in semi-structured interviews. The data collected from the interviews was carefully organized, scrutinized, and elucidated using theme analysis. Based on the study's results, pre-service EFL instructors thought that Wordwall was a great resource for teaching and learning English vocabulary, as well as for providing feedback that went above and beyond traditional methods.

Rosidah et al. (2024) investigated how using Wordwall boost's kids' enthusiasm for learning English. This school action research study aims to give an account of how continuous peer workshop and tutor training has improved teachers' ability to create interactive learning resources such Wordwall. In the study, the two-cycle school action research technique was used. The study included six instructors as participants. Documentation, interviews, field notes, and observations are a few of the techniques utilized to gather data. The results of the study were used to create two cycles for this continuing training, each consisting of four parts (planning, implementation, observation, and reflection). This demonstrated an improvement in the instructor's capacity and interest to create Wordwall educational materials. The study's findings may be used as a guide when it comes to enhancing teachers' skills through ongoing training, particularly for those working in primary schools.

Concluding Remarks

The previous studies emphasized the significance of employing Wordwall game strategies in English language instruction. Previous findings yielded affirmative outcomes regarding the effectiveness of Wordwall game strategies in enhancing English language skills and areas across all academic levels, spanning from elementary to secondary education. However, the role of the Wordwall strategy on elementary school pupils' conversational abilities has not received much attention in the literature. The research employed a descriptive approach utilizing a questionnaire as its primary tool. The questionnaire was designed to be accessible for assessing various English language skills and areas. The study sample consisted of teachers, specifically those teaching at private schools within the basic education stage, spanning from first grade to tenth grade. The objective of the study was to gauge teachers' viewpoints regarding the efficacy of Wordwall game strategies in enhancing students' English language proficiency across English skills and areas.

Participants

The sample of the study consisted of all English language male and female teachers who teach in private schools in Amman, Jordan. They were 60 teachers during the second semester of the academic year 2023/2024. The sample of the study consisted of 60 English language male and female teachers. The sample included most of the majority of the study.

Table 1: The Distribution of the Population and Sample of the Study

Source	Number	Gender		Percentage
		Male	Female	
Population	180	120	60	66.70%
Sample	60	40	20	33.33%

Method of the Study

The quantitative descriptive method was used in the investigation. It is based on investigating English language male/female teachers' perspectives toward using the

Wordwall games strategy in teaching English language. Teachers responded to the questionnaire items. The teachers in the sample were specifically selected from the population of the study. Each of them had taught English language for two months using the Wordwall games. The investigator created hard copies and gave them to English language instructors, so they could become acquainted with the survey. They later responded to the electronic version of the survey.

Instrument of the Study

Teachers' perspectives served as the foundation for the investigation. The researchers created a questionnaire as the study tool to gauge the role of the Wordwall games strategy in developing students' English skills (listening, speaking, reading and writing) and areas (vocabulary, grammar and pronunciation) in the basic stage from English language female and male teachers' perspectives. The questionnaire was developed by the researchers. It aimed at investigating teachers' perspective toward using the Wordwall games strategy in developing students' English language skills and areas. The questionnaire covered all language skills and included 70 items (10 items for each of the language skills and areas).

The survey questions where about how teachers' perspective regards using the Wordwall games strategy to help students improve their English language proficiency and other skills of study. The items of the questionnaire were based on the five-point Likert scale, including strongly agree (5), agree (4), neutral (3), disagree (2), and strongly disagree (1). The degree of agreement for each item was calculated by subtracting the higher limit (5) by the lower limit (1), so the length of each of the three periods was 1.33. There were three degrees as follows: Low = 1 – 2.33, Moderate = 2.34 – 3.66, and High = 3.67 – 5.

Validity and Reliability of the Instrument

The researchers created the study instrument to look at how Wordwall Games helps students in Amman improve their students' English skills (listening, speaking, reading and writing) and areas (vocabulary, grammar and pronunciation) from the viewpoints of English language female and male teachers. A group of eight experts, comprising three TEFL experts, three English language experts, an English language supervisor, and an English language instructor, evaluated the tool. They were requested to verify the questionnaire's structure, applicability, and clarity. They made various remarks and recommendations, including adding certain items. The researchers took into account their remarks and recommendations. The range of Alpha for the questionnaire items should be between 0.75 and 0.95 in order to guarantee reliability. Therefore, the "Alpha Reliability Coefficient" was used to quantify the reliability of the questionnaire in order to ascertain whether the items were consistent, dependable, and connected to each other. As shown in the table below, the correlation between the overall mean and the items was 0.85, indicating the reliability of the instrument, which indicated that the instrument was reliable.

Procedures and Data Analysis

This study was carried out during the second semester of the academic year 2023/2024. The researchers followed a series of steps after receiving approval from the ministry of education and Al al-Bayt University to conduct this study. They include the following:

1. Male and female teachers were chosen purposefully of the study by the researchers.

2. In order to give teachers of English an overview of the study, the researchers visited 10 schools.

3. Teachers reviewed the questionnaire items after receiving a hard copy from the researchers so they could become acquainted with them. Afterwards, the researchers used social media platforms like Facebook, WhatsApp, and Telegram to provide English language teachers the link to the electronic questionnaire.

4. The findings of the questionnaire were given to a statistician for analysis. The statistical package for social sciences (SPSS) was used to examine the study's data. To ascertain whether there were statistically significant differences between the means regarding teachers' perspectives toward using the Wordwall games strategy to teach English skills (listening, speaking, reading and writing) and areas (vocabulary, grammar and pronunciation) to their students, means standard deviations, degree of agreement, and One-way ANOVA were analyzed. Additionally, the study instrument was analyzed using the five-point Likert scale by calculating the means and standard deviations of each item as well as the total mean.

FINDINGS

The first question was, "What are teachers' perspectives toward using the Wordwall games strategy in teaching English language skills (listening, speaking, reading, and writing) in Jordan?" To answer this question, the perspectives of the instructors about the use of the Wordwall games strategy in teaching English language skills (listening, speaking, reading, and writing) in Jordan were obtained using means and standard deviations.

Table 1: Results of One-way ANOVA of English Language Teachers' perspective toward Using the Wordwall Games Strategy in Developing English Language Skills (Listening, Speaking, Reading, and Writing)

Rank	Domain	Mean	SD	Df	F	Sig.
1	Reading	4.17	.540		5.539	
2	Speaking	4.06	.555			
3	Listening	4.06	.555	3		.090
4	Writing	3.81	.592			
	Language Skills	4.01	.593			

Table 1 shows that "Reading" obtained the highest mean 4.17, while "Writing" ranked last with a mean of 3.81. Table 4 also showed that the total mean was 4.01. Table 4 demonstrated little variation in the means of students' English language proficiency that may be attributed to the implementation of the Wardwall games strategy in English language instruction. One-way ANOVA shows there were no statistically significant differences in the means of English language teachers' perspectives toward using

Wordwall games in developing students' language skills. The following tables provide the computed means and standard deviations for each item and for each skill.

1. Teaching the Listening Skill

Table 2: Means and Standard Deviations of the English language Teachers' Perspectives toward Using the Wordwall Games Strategy in Developing Listening Skill

Rank	Item	Mean	SD	Degree
1	Enhancing students' listening comprehension	4.10	.730	High
2	Helping students to understand the meanings of the vocabulary while listening	4.05	.790	High
3	Helping students' listening in working cooperatively while listening	4.02	.813	High
3	Helping students to keep unfamiliar words in mind while listening	4.02	.770	High
5	Giving students' the opportunity to express their thoughts and opinions after they listen	4.00	.736	High
5	Electing main ideas of the listening texts by the students	4.00	.713	High
7	Achieving the learning objectives of the listening activities	3.98	.651	High
8	Helping students in getting high grades in the listening test	3.97	.736	High
7	Extending the time of the listening learning from any place	3.97	.758	High
10	Encouraging students to retain added information while listening	3.95	.769	High
	Total Mean	4.01	.638	High

Table 2 showed that item 1 "Enhancing students' listening comprehension" received the highest mean (4.10), while item 9 "Encouraging students to retain added information while listening" ranked last with a mean of 3.95. This table also shows that the total mean of all items in the listening skill was 4.01.

2. Teaching Speaking

Table 3: Means and Standard Deviations of the English Language Teachers' Perspectives toward Using the Wordwall Games Strategy in Developing the Speaking Skill

Rank	Item	Mean	SD	Degree
1	Helping students in producing comprehensible sentences with correct grammar in the speaking activities	4.22	.761	High
2	Developing students' ability to communicate with each other	4.20	.755	High
3	Increasing students' fluency while speaking	4.17	.806	High

4	Developing ideas while speaking	4.03	.780	High
5	Extending the time of the speaking learning from one place	4.00	.689	High
5	Accomplishing the learning objectives of the speaking activities	4.00	.781	High
5	Helping students to communicate in a relaxed comfortable environment	4.00	.803	High
8	Helping students in improving their speaking performance level in the test	3.98	.770	High
8	Enhancing students' vocabulary acquisition while speaking	3.98	.748	High
10	Improving students' satisfaction about their speaking performance	3.97	.823	High
	Total Mean	4.05	.555	High

Table 3 showed that item 3 "Helping students in producing comprehensible sentences with correct grammar in the speaking activities" received the highest mean 4.22, while item 5 "Improving students' satisfaction about their speaking performance" ranked last with a mean of 3.97. This table also showed that the speaking skill mean as a whole was 4.05.

3. Teaching the Reading Skill

Table 4: Means and Standard Deviations of the English language Teachers' Perspectives toward Using the Wordwall Games Strategy in Developing the Reading Skill

Rank	Item	Mean	SD	Degree
1	Strengthening students' reading skills	4.32	.676	High
2	Enhancing the efficiency of the students' reading concepts	4.30	.696	High
3	Helping students' reading in a relaxed comfortable environment	4.27	.710	High
4	Improving students' communication through the reading activities	4.23	.810	High
5	Raising students' motivation to read text	4.20	.755	High
6	Helping students in improving their reading comprehension	4.18	.748	High
7	Extending the time of the reading learning from any place	4.12	.846	High
8	Helping students read cooperatively	4.08	.829	High
9	Inspiring students in appreciating reading	3.98	.770	High
10	Achieving the learning objectives of the reading activities	3.97	.823	High
	Total Mean	4.17	.540	High

Table 4 showed that item 10 "Strengthening students' reading skills" received the highest mean 4.32, while item 7 "Achieving the learning objectives of the reading activities" ranked last with a mean of 3.97. This table also shows that the reading mean as a whole was 4.17.

4. Teaching the Writing Skill

Table 5: Means and Standard Deviations of the English language Teachers' Perspectives toward Using the Wordwall Games Strategy in Developing the Writing Skill

Rank	Item	Mean	SD	Degree
1	Developing students' ability to write sentence with correct grammar	3.98	.676	High
2	Helping students use correct punctuation marks while writing	3.92	.829	High
3	Helping students to work cooperatively while writing text	3.90	.752	High
4	Helping students improve their writing performance in the test	3.85	.709	High
5	Assisting students in improving writing texts	3.80	.819	High
6	Helping students in writing texts in a relaxed environment	3.78	.761	High
7	Achieving the learning objectives of the writing activities	3.77	.927	High
8	Helping students organize their sentences while writing	3.75	.836	High
9	Raising students' motivation to write text	3.72	.804	High
10	Developing students' ideas while writing	3.62	.783	High
	Total Mean	3.81	.592	High

Table 5 showed that item 4 "Developing students' ability to write sentence with correct grammar" received the highest mean 3.98, while item 8 "Developing students' ideas while writing" ranked last with a mean of 3.62. This table also showed that the writing mean as a whole was 3.81.

The second question was, "What are the English language teachers' perspectives toward using the Wordwall games strategy in developing English language areas (vocabulary, grammar, and pronunciation) for students in private schools in Amman?" To answer the question, means and standard deviations of the instructors' viewpoints on how Wordwall games affect the instruction of grammar, pronunciation, and vocabulary in Jordanian English language classrooms were calculated, and are shown in Table 6.

Table 6: Results of One-way ANOVA of English Language Teachers' Perspectives toward Using the Wardwall Strategy in Developing English Language Areas (Vocabulary, Grammar, and Pronunciation)

Rank	Domain	Mean	SD	Df	F	Sig.
1	Vocabulary	4.19	.603		15.134	.000
2	Pronunciation	4.10	.575	2		
3	Grammar	3.65	.572			
	Language Areas	3.98	.628			

Table 6 shows that "Vocabulary" obtained the highest mean 4.19, while "Grammar" ranked last with a mean of 3.65. The table also shows that the total mean was 3.98. The results showed a slight variance in students' means of English areas attributable to the application of the Wordwall games strategy in teaching the English language. One-way

ANOVA shows that there were statistically significant variations in the means of teachers' perspective toward using Wordwall games strategy in teaching language areas at P =0.05 level. Scheffe test was used as shown in table 7.

Table 7: Pairwise Multiple Comparisons Post Hoc Tests Using Scheffe Method between English Language Areas (Vocabulary, Grammar, and Pronunciation)

Variable		Mean Difference	Std. Error	Sig.
Vocabulary	Grammar	.548*	.107	.000
	Pronunciation	.095	.107	.672
Grammar	Pronunciation	-.453-*	.107	.000

Due to applying the Wordwall games strategy in teaching English language areas, there were statistically significant differences between the means of English language teachers' perspectives in grammar, on the one hand, and each of vocabulary and pronunciation, on the other hand, in favor of the latter skills toward using Wordwall games in developing students' language areas, as shown in Table 7. Means and standard deviations of each item in each area were calculated as shown in the following tables.

1. **Teaching Vocabulary**

Table 8: Means and Standard Deviations of the English Language Teachers' Perspectives toward Using the Wordwall Games Strategy in Developing Vocabulary

Rank	Item	Mean	SD	Degree
1	Helping students in working together to define words they have not known before	4.42	.696	High
2	Assisting students in understanding words based on context	4.40	.669	High
3	Helping students use derivations in vocabulary activities	4.28	.783	High
4	Assisting students' achievement their vocabulary acquisition level in the test	4.20	.777	High
5	Helping students spell words correctly in vocabulary activities	4.18	.792	High
6	Helping students in using collocations in vocabulary activities	4.15	.899	High
7	Enhancing students in using unfamiliar words effectively	4.13	.747	High
8	Helping students realize the intended meaning of vocabularies (connotations)	4.12	.739	High
9	Extending the time of vocabulary learning from any place	4.03	.843	High
10	Achieving the learning objectives of the vocabulary activities	4.02	.823	High
	Total Mean	4.20	.603	High

Table 8 shows that item 2 "Helping students in working together to define words they have not known before" received the highest mean 4.42, while item 7 "Achieving the

learning objectives of the vocabulary activities" ranked last with mean of 4.02. This table also shows that the vocabulary mean as a whole was 4.20.

2. **Teaching Grammar**

Table 9 Means and Standard of the English Language Teachers' Perspective toward Using the Wordwall Games Strategy in Developing Grammar

Rank	Item	Mean	SD	Degree
1	Helping students in using parts of speech correctly	3.82	.676	High
2	Helping students in changing sentences from one form to another	3.72	.715	High
2	Enhancing students' ability in differentiating between tenses in grammar activities	3.72	.666	High
4	Helping students' expressing grammatical functions	3.68	.725	High
5	Helping students in understanding grammatical functions in context	3.67	.729	High
5	Assisting students in using comparative and superlative adjective degrees in their sentences	3.67	.752	High
7	Assisting students in improving their grammar achievement	3.63	.758	Moderate
8	Extending the time of the grammar learning from any place	3.62	.739	Moderate
9	Helping students in using the correct prepositions and conjunctions in grammar activities	3.60	.764	Moderate
10	Allowing students in correcting sentence and phrase structures	3.55	.790	Moderate
	Total Mean	3.65	.572	Moderate

Table 9 showed that item 1 "Helping students in using parts of speech correctly" received the highest mean 3.82, while item 4 "Allowing students in correcting sentence and phrase structures" ranked last with mean of 3.55. This table also shows that the grammar mean as a whole was 3.56.

3. **Teaching Pronunciation**

Table 10 Means and Standard of the English Language Teachers' Perspective toward Using the Wordwall Games Strategy in Developing Pronunciation

Rank	Item	Mean	SD	Degree
1	Assisting students in realizing intonation	4.28	.739	High
2	Helping students' pronunciation of sentence correctly	4.27	.800	High
3	Encouraging students in pronouncing words and phrases correctly	4.25	.773	High
4	Helping students in practicing reading text at different speed	4.08	.720	High
5	Aiding students in learning word stress	4.05	.790	High

6	Raising students' motivation in using vowels	4.05	.832	High
7	Helping students in improving their performance in pronunciation test	4.05	.723	High
8	Helping students' differentiate among the pronunciation of words	4.05	.699	High
8	Focusing on producing sounds accurately	3.98	.873	High
10	Achieving learning objectives of the pronunciation activities	3.93	.778	High
	Total Mean	4.10	.575	High

Table 10 showed that item 3 "Assisting students in realizing intonation" received the highest mean 4.28, while item 7 "Achieving learning objectives of the pronunciation activities" ranked last with mean of 3.93. This table also shows that the pronunciation mean as a whole was 4.10.

DISCUSSION

The first question focused on the role of the Wordwall games strategy in developing students' skills in the basic stage from English language teachers' perspectives in Amman. The findings of this study revealed that "Reading" obtained the highest mean, while "Writing" ranked last with a low mean. For the overall mean, the results similarly showed a high degree of agreement. Additionally, the results showed little variance in the means of the students' English language competency, which might be related to the approach of using Wordwall games in teaching the English language.

These findings explained keep teachers are actively teaching English language skills by employing the Wordwall games strategy. Students benefit from the Wordwall games strategy in ways that go beyond just grabbing their interest and promoting greater participation in the classroom. They are fully aware of the need for and need to further their education. The study also examined the views of educators on the independent application of the Wordwall game strategies.

The results of this study on the listening skill demonstrated that the Wordwall games strategy was highly effective in helping students retain information and recall words and phrases while listening. Additionally, employing the Wordwall games strategy aided students in meeting their objectives of the English listening lessons.

The results also showed that students learned listening skills in a comfortable environment when they used the Wordwall games strategy. In addition, it improved the students' ability to listen. This strategy also did a great job of motivating students to understand language as they listened. Teachers found this strategy to be helpful in imparting listening skills to their students. Moreover, it gave students the ability to arrange their ideas and experiences while they listen. Additionally, it improved students' ability to pass the listening exam and learn how to listen anywhere, at any time.

When it comes to the speaking skill, the Wordwall games strategy is highly effective in helping students to improve their pronunciation. Additionally, it increased their speaking performance. It also aided them in learning how to talk casually in ordinary settings. As a result, the goals pertaining to the speaking lessons were met. Furthermore, it helped

students to do better in speaking while they were being tested. Finally, it made pupils more successful on the speaking test.

In the reading skill, the Wordwall games strategy was a great way to increase students' enjoyment of reading assignments and it aided in their comprehension of the material. Additionally, it made it easier for students to learn to read anywhere, at any time, and in a comfortable environment. As a result, it increased the students' reading imagination efficiency. Moreover, employing the Wordwall games strategy improved the students' communication during reading classes and increased their willingness to learn to read. Finally, it made it possible for student groups to collaborate and read together.

In the writing skill, students were able to write texts in a calm environment and improve their ability to apply imagination due to the Wordwall games strategy. Additionally, it improved their ability to compose and proofread English phrases. After applying the Wordwall games strategy, students were able to write and converse with one another. As a result, it met the goals of the writing lesson. Moreover, it made it possible for students to collaborate and work in groups while learning to write at any time and in any place.

These findings are in line with Yogi (2020) that the Wordwall games strategy effectively improves students' ability to write in a foreign language. This conforms to the conclusion of Baber (2021) that the Wordwall game strategy helps learners improve language learning and facilitates their reading abilities. These findings are also in line with Synekop (2023) that using the Wordwall games strategy is an important step in the learning process and a very popular application to develop and practice English language learning.

The findings of this study agreed with Hidayaty et al. (2022) that using Wordwall games strategy is very helpful at improving students' and teachers' academic performance and engagement. The results of this study are in harmony with Putri and Zulherman (2022) that the Wordwall games strategy significantly affects students and teachers' enthusiasm. Moreover, the results of this study were in line with Harahsheh (2019) that the use of the Wordwall games strategy influences students' performances positively, and teachers also have a positive attitude toward using the strategy in supporting and promoting language learning while teaching the English language.

In this study, the second question aimed to investigate teachers' perspectives toward the Wordwall games strategy in teaching English language areas (vocabulary, grammar and pronunciation) for the basic stage in Amman. In order to address this question, the Wordwall games strategy's means and standard deviations for the English language instruction areas of vocabulary, grammar, and pronunciation in Amman were computed. The responses to the second question revealed that teachers who taught the three language areas of vocabulary, grammar, and pronunciation using the Wordwall games strategy had a high total mean, with means squares ranging from 4.19 to 3.65. The results demonstrated that the means of the perspectives of English language teachers on the application of the Wordwall games strategy in teaching English language areas, did not differ in a way that was statistically significant at $P. = 0.05$.

In terms of vocabulary, the Wordwall games strategy assisted students in learning definitions for terms they were unfamiliar with. Subsequently, it enabled students to

acquire and learn new vocabulary. In addition, it assisted the students in identifying words based on context or voice tone. It also helped students understand the intended meaning of the language. It also made it simpler for students to use new words in vocabulary exercises. Moreover, it also fulfilled the learning objectives of the vocabulary lessons and assisted students in improving their performance in vocabulary acquisition tests.

In grammar, the Wordwall games strategy helped students become more proficient in grammar by helping them to use nouns, verbs, adjectives, and adverbs, among other parts of speech. It also achieved the learning objectives for the grammar sessions. In addition, it made it easier for the students to discern between various tenses. Moreover, it improved students' performance in grammar tests. It also enabled the students to use the proper prepositions and conjunctions in their grammar courses. Furthermore, it allowed students the opportunity to add the superlative and comparative adjective degrees as well as alter sentence and phrase structures in their work.

In pronunciation, the Wordwall games approach helped students pronounce phrases more accurately. It also increased the students' self-assurance while uttering the words in public. In addition, it helped students distinguish between long and short vowels. Moreover, it also satisfied the learning objectives of the pronunciation classes. Furthermore, it enhanced students' performance in the pronunciation test by helping them distinguish between various word pronunciations.

The current findings of the study agreed with Hasram et al. (2021) that teachers' perspectives toward the Wordwall games strategy are favorable as a means in developing students' English language vocabulary. The findings of this study were also in line with Pradini and Adnyayanti (2022) that teachers have positive perspectives after using the Wordwall games strategy to improve students' vocabulary. Finally, the results of this study were in line with Mohinakhon and Teacher (2022) that using the Wordwall online application inspires students to improve their vocabulary, and teachers had positive perspectives toward it.

CONCLUSION

According to the analysis that was presented in the discussion, the study's findings showed that there were no statistically significant differences in the means of English language teachers' opinions regarding the use of the Wordwall games strategy in the instruction of English language skills and areas. The means of English language teachers' perspectives regarding the use of the Wordwall games strategy in teaching the English language did not differ statistically significantly. The teachers felt that using the strategy had a very positive effect on the development of students' vocabulary, grammar, pronunciation, speaking, listening, and writing skills. Using the Wordwall games strategy had a positive impact on students' English language skills since they had enough time to consider the tasks, come up with their own answers without worrying about making mistakes, and then receiving feedback. Finally, they confidently started a conversation.

Teachers may draw the following conclusions about the role of the Wordwall games strategy in assisting students in improving their English language skills (listening, speaking, reading, and writing) and areas (vocabulary, grammar, and pronunciation) based on the study's findings. It demonstrated that using the strategy helped teachers create engaging learning environments and mentor students, encouraging them to take an active role in their language acquisition and to become more than just consumers of the teacher's perspectives after using the Wordwall games strategy.

Encouraging students to openly communicate their wants and views to one another as well as to discuss ideas among themselves keep the classroom dynamic and engaging. The teaching of English language skills and subject areas is enhanced by the use of the Wordwall games strategy, which gives the teacher the ability to guide classroom debates. As a result, the students' oral and writing abilities increase. By building a solid understanding of the Wordwall games technique, it helps students get beyond obstacles brought on by shyness, humiliation, and fear.

Teachers may utilize Wordwall, an excellent learning tool, to construct engaging and enjoyable English language learning activities with entertaining exercises. Wordwall increases students' drive to study English while assisting them in learning English skills and areas. Additionally, the investigator offers recommendations for the use of Wordwall as an instructional tool. The instructor or teacher should be aware of the prerequisites for using Wordwall, such as an appropriate laptop or smartphone with a strong internet connection. If the media, the helpful online resources and the connections are strong, learning will proceed at its best.

In terms of the teaching and learning process toward employing the Wordwall games strategy for teaching English language skills and areas of study for the basic level, this study's results included recommendations that private school instructors may use. Since teaching English language skills and areas using Wordwall games strategy is an easy and fun approach to teach students, the Ministry of Education should support private schools in training their English language teachers to use this strategy in the classroom. Educational supervisors ought to encourage teachers to use the Wordwall strategy in their classes. Teachers should focus on using the Wordwall games strategy regularly in their English language courses as it assists English language learners in engaging in the educational process and solving problems. Other strategies like Wordwall games should be used in future studies that employ different teaching approaches, to examine how teachers perceive their usage in teaching topics and English language proficiency at the basic and secondary private and public-school levels.

The current study has certain limitations. The participants were 60 male/female teachers of the English language. They should have taught English skills and areas using the Wordwall games strategy in teaching English language for the basic stage in the schools of the Directorate of private education in Amman. The study was conducted in private schools in Amman / Jordan. The study was conducted during the academic year 2023/2024. The strategy of teaching used by the basic stage English language teachers was limited to using the Wordwall games strategy. The sample teachers would have used this strategy for two months prior to this study. The current study was limited to English

language skills (speaking, listening, reading and writing) and areas (vocabulary, grammar, and pronunciation).

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