



THE ROLE OF INTERACTIVE GAMES IN TEACHING SPEAKING SKILLS

Abduvaitov Alimardon Shoymardon ugli

Teacher, Department of Teaching English as a Second Foreign Language

Uzbekistan State World Languages of University

E-mail: abduvaitov1501@gmail.com

Annotation. Speaking is one of the most important language skills for successful communication in a second or foreign language. But many students find speaking to be difficult due to anxiety, lack of self-confidence, and not enough practice opportunities. Research has shown that interactive games can be an effective teaching tool in increasing learner engagement, motivation and communication. This study is concerned with the role of interactive games in teaching speaking skills of English language learners. The research investigates the effect of game-based activities on speaking fluency, vocabulary enhancement and student participation. The findings indicate that interactive games foster a supportive learning environment, enhance student motivation, and boost oral communication skills. Therefore, the integration of interactive games into speaking classes can greatly enhance learners' language performance and confidence.

Key words: interactive games, speaking skills, English language teaching, motivation, communicative competence

Introduction

Speaking is a fundamental component of language learning because it enables learners to express ideas, share information, and participate in social interactions. In English language classrooms, developing speaking proficiency is often challenging



due to learners' fear of making mistakes, limited vocabulary, and insufficient opportunities for communication. Traditional teaching methods frequently emphasize grammar and writing, leaving less room for active oral practice.

To address these challenges, educators have increasingly adopted interactive games as a pedagogical tool. Interactive games involve activities that require learners to communicate, collaborate, and solve problems while using the target language. Such games encourage meaningful interaction and reduce the pressure associated with formal speaking tasks.

The purpose of this study is to examine the effectiveness of interactive games in teaching speaking skills. Specifically, the research aims to explore how interactive games influence students' speaking performance, confidence, and classroom participation.

Methods

This study employed a qualitative descriptive approach to investigate the impact of interactive games on speaking skill development. The research focused on observing student engagement and communication during game-based learning activities.

The participants consisted of 30 intermediate-level English language learners aged between 16 and 18 years. The students were enrolled in an English language program and had similar levels of language proficiency.

Data were collected through classroom observations, student interviews, and speaking performance assessments. Interactive games such as role-playing activities, information-gap games, guessing games, and vocabulary challenges were implemented over a six-week period.

Results



The findings indicate that interactive games had a positive impact on students' speaking skills.

First, students demonstrated increased participation during classroom activities. Many learners who were previously reluctant to speak became more willing to communicate when engaged in game-based tasks. The playful nature of games reduced anxiety and encouraged active involvement.

Second, improvements in speaking fluency were observed. Students produced longer responses and showed greater spontaneity in conversations. Interactive games provided repeated opportunities for authentic language use, allowing learners to practice speaking in meaningful contexts.

Third, vocabulary usage expanded throughout the study. Learners frequently encountered and applied new words during gameplay, which contributed to greater lexical variety in their speech.

Finally, student interviews revealed positive attitudes toward game-based learning. Most participants reported that interactive games made lessons more enjoyable and helped them feel more confident when speaking English.

Discussion

The results provide evidence for the effectiveness of interactive games in teaching speaking skills. One of the great benefits of interactive games is that they can provide a low-stress learning environment. Language anxiety is a common barrier in oral communication and games help to reduce this anxiety by redirecting learners' attention from accuracy to communication.

Another important finding is the increase in student motivation. According to motivational theories in language learning, students are more likely to engage in



activities that are enjoyable and meaningful. Interactive games satisfy these conditions by combining educational objectives with entertainment.

Furthermore, the findings align with communicative language teaching principles, which emphasize interaction as a means of language acquisition. Through role-playing, problem-solving, and collaborative tasks, learners actively construct language knowledge rather than passively receiving information.

More exposure to meaningful communication can also account for the rise in vocabulary and fluency. By providing repeated opportunities to engage in interactive speaking activities, learners are able to practice language structures and to achieve automaticity in speech output.

Despite all these benefits, teachers must be careful to select games that match students' proficiency levels and learning objectives. Games that are poorly designed may prioritize entertainment over language learning outcomes. Effective planning and classroom management are still vital to successful implementation.

Conclusion

Interactive games are important for teaching speaking skills because they promote communication, reduce anxiety and increase learners' motivation. The results of this study revealed that game-based activities improve speaking fluency, vocabulary development and classroom participation. Students also become more confident in using English as a medium of communication.

Taking into account these promising results, teachers of English language are recommended to include interactive games in teaching speaking. Future studies can investigate the long-term effect of game-based learning and compare different types of interactive games in different educational contexts.



References

1. Hadfield, J. Intermediate Communication Games. Harlow: Longman.(1999).
2. Harmer, J. The Practice of English Language Teaching (5th ed.). London: Pearson Education. (2015).
3. Richards, J. C. Teaching Listening and Speaking: From Theory to Practice. Cambridge: Cambridge University Press.(2008).
4. Wright, A., Betteridge, D., & Buckby, M. Games for Language Learning (3rd ed.). Cambridge: Cambridge University Press.(2006).
5. Nunan, D. Practical English Language Teaching. New York: McGraw-Hill.(2003).
6. Brown, H. D. Principles of Language Learning and Teaching (5th ed.). White Plains, NY: Pearson Education (2007).