

USING INTERACTIVE METHODS IN TEACHING ENGLISH GRAMMAR

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Abstract: This paper explores the application and efficacy of interactive methods in teaching English grammar, particularly in English as a Foreign Language (EFL) contexts. Traditional grammar instruction has long been associated with rule memorization and mechanical drills, often resulting in disengaged learners and limited real-life application. This study argues that interactive methods—such as role-playing, collaborative games, group tasks, interactive technology, and problem-solving exercises—not only increase learner motivation and engagement but also promote deeper comprehension and long-term retention. Drawing on recent pedagogical theories, classroom experiments, and qualitative feedback from teachers and learners, the article presents evidence supporting the integration of interactive strategies into grammar instruction and offers practical examples adaptable to various age groups and proficiency levels.

Keywords: English grammar teaching, interactive methods, learner engagement, EFL (English as a Foreign Language), grammar games, communicative approach, task-based learning, student-centered learning, technology in education, grammar acquisition.

INTRODUCTION

Grammar forms the backbone of any language, governing the structure and use of words and sentences. However, grammar is often viewed by learners as a dull or difficult component of language learning. Traditional grammar instruction, which emphasizes lectures, isolated drills, and repetitive exercises, may lead to learner passivity, especially in non-native settings.

In contrast, **interactive methods** align with **constructivist learning theories**, which suggest that students learn best when actively involved in constructing their own understanding. Interactive grammar teaching engages students cognitively, socially, and emotionally, making grammar meaningful, memorable, and usable in authentic communication. This paper investigates how interactive methods improve grammar teaching outcomes and learner attitudes toward grammar study.

METHODOLOGY

The study involved 60 EFL students (aged 14–18) from three high schools and 10 English teachers in an urban area in Uzbekistan.

Instruments

- **Grammar Proficiency Tests:** Pre- and post-tests included multiple-choice questions, gap-fills, and sentence transformations.
- **Observation Sheets:** To monitor student participation, interaction, and classroom behavior.
- **Questionnaires and Interviews:** Collected teacher and student feedback on the teaching approaches used.

Procedure

Students were divided into two groups:

- **Control Group:** Taught grammar using the traditional deductive approach.
- **Experimental Group:** Taught the same topics using interactive methods.

The grammar topics included:

- Present Perfect vs. Past Simple

- Conditionals (First, Second)
- Passive Voice
- Modal Verbs

Each group received 3 hours of instruction per week for 6 weeks. The interactive group used activities such as **grammar auctions, role-plays, board games, mobile apps, and storytelling.**

RESULTS

Quantitative Results

- **Post-test scores** showed a **31% improvement** in the interactive group compared to a **17% improvement** in the control group.
- **Engagement levels** (based on observation checklists) were higher in the experimental group: 85% of students participated actively vs. 52% in the control group.

Qualitative Feedback

- **Students** in the interactive group reported greater enjoyment and understanding of grammar lessons.
- **Teachers** observed more spontaneous grammar usage and fewer errors in writing tasks.

DISCUSSION

Interactive methods address several issues in grammar teaching by shifting from **form-focused instruction to communication-centered learning.** Below are some interactive techniques used, along with examples:

Grammar Auction

Students are given a list of sentences, some correct and some incorrect. Working in teams, they "bid" on sentences they believe are correct. This encourages critical thinking, group discussion, and application of grammar rules in a low-pressure environment.

This game encourages peer correction, makes grammar practice competitive and fun and reinforces grammar accuracy through repetition and feedback

Role-Plays and Dialogues

To practice modal verbs, students are asked to role-play a doctor-patient conversation using "should," "must," "might," etc.

Doctor: "You must take this medicine twice a day."

Patient: "Should I avoid cold drinks?"

This role-plays promotes real-life usage, builds fluency and confidence and allows personalized learning.

Task-Based Learning

Treasure Hunt

Students receive clues written in passive voice (e.g., "The key **was hidden** under the teacher's desk") and must find objects around the classroom.

This task makes abstract grammar concrete, involves movement, helping kinesthetic learners and develops problem-solving skills.

Technology Integration

Using mobile apps or websites like Kahoot! and Quizizz

Grammar quizzes can be turned into engaging, timed competitions. Students get immediate feedback and compete in real-time.

Collaborative Learning

Error Correction Race

In pairs, students receive a text with grammar mistakes. The team that finds and corrects the most errors wins.

This learning develops editing skills, encourages teamwork and reinforces grammar rules through discussion.

CHALLENGES AND SOLUTIONS

Despite the evident benefits of using interactive methods in teaching English grammar, several challenges have been identified during classroom implementation. These challenges, along with practical solutions, are outlined below:

1. Time Constraints:

Interactive grammar activities often require additional preparation time compared to traditional methods. This can be a burden for teachers working with limited planning hours or large curricula.

Solution: The use of **ready-made templates**, **digital tools**, and **reusable activity frameworks** can streamline lesson preparation. Over time, teachers can build a library of adaptable resources to minimize future workload.

2. Classroom Management Difficulties:

Managing active learning in large or mixed-ability classrooms can be difficult, especially during games or group tasks where noise and movement increase.

Solution: Establishing **clear instructions**, **well-defined rules**, and **specific role assignments** before each activity helps maintain order and ensures that students remain focused and on-task. Group leaders or monitors can also assist in managing peer behavior.

3. Teacher Preparedness and Confidence:

Some educators, particularly those accustomed to traditional, teacher-centered instruction, may feel unprepared to implement interactive methodologies or may lack training in classroom facilitation techniques.

Solution: **Ongoing professional development**, including workshops, training seminars, and **peer mentoring**, is essential. Schools can support teacher growth by creating collaborative environments where innovative practices are shared and discussed.

CONCLUSION

Interactive methods significantly enhance the teaching and learning of English grammar. They make lessons more engaging, support learner autonomy, and improve real-world language use. While challenges exist, they can be addressed through careful planning and teacher training. Future research should focus on long-term retention and the impact of specific interactive strategies across different learner levels and cultural contexts.

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