



TEACHING ENGLISH GRAMMAR TO A2 LEVEL LEARNERS THROUGH INTERACTIVE METHODS

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ABSTRACT

This study provides a comprehensive analysis of teaching English grammar through interactive methods with a particular focus on A2 level learners. While traditional approaches emphasize rule memorization and controlled practice, interactive methods prioritize communication, collaboration, and contextualized usage. Therefore, this article explores theoretical foundations, practical classroom strategies, and empirical outcomes associated with interactive grammar teaching. The findings reveal that such methods not only improve grammatical accuracy but also significantly enhance fluency, motivation, and learner autonomy. Consequently, the study argues for a balanced pedagogical model that integrates interaction with explicit instruction.

Introduction. It is essential to recognize that grammar forms the structural backbone of any language. Without a solid understanding of grammatical rules, learners cannot produce meaningful and accurate sentences. However, despite this importance, grammar teaching has long been criticized for being overly theoretical and disconnected from real-life communication. In many classrooms, learners are still exposed to traditional methods that focus on explanation, repetition, and written exercises. As a result, although students may know grammatical rules, they often fail to apply them effectively in spoken or written communication [5, 58-63].

Therefore, modern language pedagogy increasingly emphasizes the

need for interactive teaching methods. In contrast to passive learning, interactive approaches engage learners actively in the learning process. In other words, students become participants rather than mere recipients of knowledge. This shift is particularly important for A2 learners, who are at an intermediate stage of language development and require opportunities to practice language in meaningful contexts.

According to the Common European Framework of Reference for Languages, A2 learners can understand simple sentences and frequently used expressions related to areas of immediate relevance. However, they often struggle with constructing grammatically accurate sentences and maintaining coherent communication.



Consequently, teaching strategies must address both form and function simultaneously. In this regard, interactive methods serve as an effective bridge between grammatical knowledge and communicative use [1].

From a theoretical perspective, interactive grammar teaching is supported by several influential linguistic and psychological theories. For instance, Michael Long argues that language acquisition occurs through interaction, particularly when learners are required to negotiate meaning [4]. This process helps learners notice gaps in their knowledge and refine their grammatical competence. Similarly, Stephen Krashen emphasizes the importance of comprehensible input, suggesting that learners acquire grammar naturally when exposed to meaningful language slightly above their current level [2, 409-431]. Moreover, Lev Vygotsky highlights the role of social interaction and scaffolding, where learners develop their abilities through collaboration with more knowledgeable peers or teachers [6].

In addition to theoretical support, interactive methods encompass a wide range of practical classroom techniques. Firstly, role-playing activities are highly effective in encouraging learners to use grammar in simulated real-life situations. For example, students can practice past tense forms by narrating events in a "travel experience" scenario. Not only does this promote grammatical accuracy, but it also enhances fluency and confidence.

Secondly, language games represent another powerful tool in interactive grammar teaching. Games such as

"grammar auction," "sentence race," or "find someone who" transform learning into an enjoyable experience. As a result, learners become more motivated and less anxious about making mistakes. Furthermore, games provide immediate feedback, which reinforces learning.

Thirdly, pair and group work activities play a crucial role in developing communicative competence. Through collaborative tasks, learners exchange ideas, correct each other, and negotiate meaning. Consequently, grammar becomes embedded in communication rather than isolated from it. For instance, students working together to describe pictures must use appropriate verb forms, prepositions, and sentence structures.

In addition, task-based learning (TBL) offers a structured framework for interactive grammar teaching. In this approach, learners complete meaningful tasks that require the use of specific grammatical structures. For example, planning a class event may involve using future forms such as "going to" or "will." Therefore, grammar is learned inductively through use rather than deductively through explanation [3, 456-461].

Moreover, technology-enhanced interactive methods have gained increasing importance in recent years. Digital tools such as online quizzes, interactive whiteboards, and language learning applications provide additional opportunities for practice. Platforms like Quizlet and Kahoot!, for instance, allow teachers to create engaging grammar activities that combine competition with learning. As a result, students remain

actively involved and receive instant feedback on their performance.

Nevertheless, despite the numerous advantages of interactive methods, certain challenges must be considered. Firstly, such methods require careful planning and time management. Teachers must design activities that are both engaging and pedagogically effective. Secondly, classroom control can become an issue, especially in large groups. Additionally, there is a risk that fluency may be prioritized over accuracy, leading to fossilization of errors if not properly addressed.

However, these challenges can be mitigated through a balanced instructional approach. For example, teachers can combine interactive activities with focused grammar

instruction and corrective feedback. In this way, learners benefit from both communicative practice and explicit knowledge. Furthermore, scaffolding techniques, such as modeling and guided practice, can help learners gradually achieve independence.

The results of this study clearly demonstrate the effectiveness of interactive grammar teaching. Learners who participated in interactive activities showed noticeable improvement in their ability to use grammatical structures correctly in communication. In particular, they demonstrated increased fluency, greater confidence, and higher motivation. In contrast, learners exposed only to traditional methods showed limited progress in communicative competence.

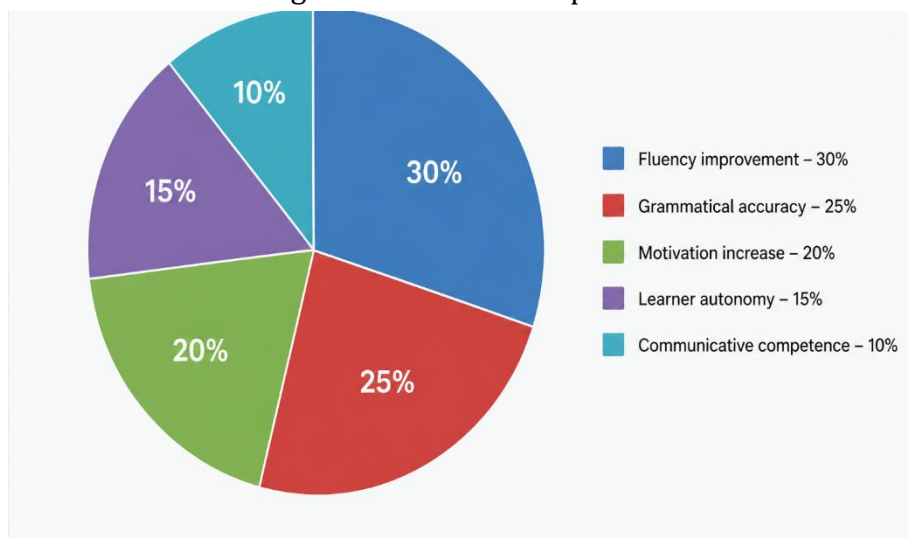


Figure 1. Distribution of Learning Outcomes Achieved through Interactive Grammar Teaching

The pie chart illustrates the proportional impact of interactive grammar teaching on different learning outcomes. As can be observed, fluency demonstrates the highest level of improvement (30%), followed by grammatical accuracy (25%) and

motivation (20%). This distribution suggests that interactive methods not only enhance learners' ability to use grammar correctly but also significantly improve their communicative performance. Furthermore, the development of learner autonomy (15%) and communicative competence (10%) confirms the comprehensive and



learner-centered nature of this pedagogical approach.

Moreover, the study highlights the positive impact of interactive methods on learner autonomy. Because students are actively involved in the learning process, they develop a sense of responsibility for their own progress. They also become more aware of their strengths and weaknesses, which enables them to adopt more effective learning strategies.

In addition, interactive grammar teaching contributes to the development of higher-order thinking skills. Through problem-solving tasks and collaborative activities, learners engage in analysis, evaluation, and creativity. Consequently,

language learning becomes not only a linguistic process but also a cognitive and social experience.

Conclusion. In conclusion, it can be firmly stated that interactive methods represent a highly effective approach to teaching English grammar at the A2 level. Not only do they enhance grammatical accuracy, but they also promote fluency, motivation, and learner autonomy. Therefore, educators should integrate interactive techniques into their teaching practice while maintaining a balance between communication and accuracy. Ultimately, such an approach leads to more meaningful, engaging, and successful language learning outcomes.

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