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INTERACTIVE METHODS TO ENHANCE ENGLISH GRAMMAR: THEORY OVERVIEW

In the modern world, where clear expression is crucial in academic success, career pursuits, and everyday life, fostering proficient grammar skills in English learners is essential. Strong grammar skills are fundamental for effective communication, both written and spoken.

A range of studies have explored innovative approaches to teaching grammar in the English language context. M. Velecela and Z. Velecela advocated for the use of communicative activities to make grammar instruction more engaging and effective. They emphasized the use of interesting and communicative grammar activities [7]. L. Li, N. An and N. Dao proposed specific teaching methods to improve grammar instruction. L. Li focused on the implicit grammar teaching approach, suggesting such methods as exemplification, translation, and situational methods [4]. N. An and N. Dao, on the other hand, recommended integrating grammar instruction into language skills teaching, with a focus on contextual teaching strategies [1].

W. Hanafiah compared the effectiveness of the Conventional Teaching Method and Interactive-based Teaching Method in improving learners' Grammar and Speaking competences in English classrooms. The study found that the Interactive-based Teaching Method, which utilized small group work, was more effective in enhancing both competences [3].

N. Odehova, Y. Nevska, and V. Perlova conducted an experimental study on the impact of cooperative learning on grammar skills, comparing pair work and group work [5]. The results indicated that both modes were effective in promoting accuracy, with no significant difference between them. The study suggested that incorporating both pair work and group work into grammar instruction can be beneficial, but further research is needed to optimize their effectiveness. The research confirmed the effectiveness of cooperative learning in grammar instruction, encouraging teachers to consider incorporating these methods into their teaching practices. The positive outcomes of the study suggest the potential benefits of cooperative learning for students' grammar skill development [5].

A. M. Elizalde-Rivera and M. I. Criollo Vargas conducted a study on the use of collaborative learning techniques (further on – CoLTs) to enhance English grammar competence among eighth-grade students. The researchers defined CoLTs as recipes, where teachers provide instructions (directions) but students need the actual ingredients (learning tasks) to work with. These techniques act as guidelines for teachers, allowing them to be creative and adapt them to student needs. CoLTs help students develop individual and group skills by working together and sharing the workload to achieve learning goals [2].

The first example is the Learning Cell Technique, where students create questions about the topic and then work in pairs asking and answering them. This technique encourages students to think critically, formulate questions, and check their understanding. It is also beneficial for grammar skills because students practice forming questions with

correct structures. This method motivates them to work together, discuss concepts, test their understanding, and correct each other. They also develop interpersonal skills like giving feedback and interacting without shyness. Research suggests students are more likely to ask questions and reveal confusion with a peer than with a teacher. There, the teacher's role is to monitor pairs or small groups, answer questions, and keep them focused. This technique can lead to students volunteering answers more often, asking and answering questions more accurately, improving sentence structure, developing communication skills, and staying focused during activities [2].

Affinity Grouping is another CoLT where students brainstorm ideas and then organize them into groups. Students first generate ideas about a topic and write them down. Then, they sort the ideas into categories to create coherent sentences. This technique helps students break down complex topics and build connections between individual pieces. It also encourages collaboration and building group consensus. This can improve student relationships, build trust within the group, and develop brainstorming and categorization skills. Traditionally, such a technique has been used to teach grammar in declarative sentences and subject-verb agreement. While students might struggle initially, the more they use it, the better the results are. Affinity grouping can be particularly helpful when students need to reach a consensus on something difficult, like a research topic [2].

The third CoLT mentioned was Word Webs which involves placing a central word or concept in the middle of a shape and then drawing lines connecting it to related ideas. This technique helps students generate a list of related ideas and then organize them visually. They can show connections, and hierarchies, support ideas with examples, and build arguments. Students can also use word webs to summarize information and remember key facts. This technique has been used to teach imperatives (commands) and declarative sentences about daily routines. There, students can be motivated by the visual aspect and the creativity involved in making the webs. Overall, word webs are a more engaging way to learn grammar compared to traditional methods [2].

The research results indicated a significant improvement in the students' English grammar competence, specifically in producing different types of sentences and overcoming limitations in understanding grammatical structures. This suggested that CoLTs can effectively develop individual and team skills, enhance relationships, and improve classroom dynamics [2].

These studies collectively highlight the importance of making grammar instruction engaging and relevant to students' language learning experiences.

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