

THE EFFECTS OF INTERACTIVE METHOD IN TEACHING ENGLISH GRAMMAR AT THE UPPER SECONDARY LEVEL

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Abstract

The purpose of this study is to study the effects of interactive method in teaching English grammar at the upper secondary level. The research design that was used in this study was nonequivalent control group design, one of the quasi-experimental designs. The instruments used in this study were pretest and posttest. The participants in this study were (72) Grade Ten students from No. (1) Basic Education High School and (81) Grade Ten students from No. (4) Basic Education High School in Magway Township, Magway Region. The two intact groups in each school were assigned into experimental groups and control groups. The participants were pretested before the treatment. The experimental group was taught by using interactive method while the control group was taught by using conventional method. After the treatment period, a posttest was administered to both groups. The collected data was analyzed by using independent samples *t* test. It was found that the students who were taught by interactive method achieved significantly higher scores in grammar achievement test. So, it can be concluded that the interactive method brings positive effects on students' grammar achievement at the upper secondary level. The results of this study provided that interactive method is effective in teaching English grammar.

Keywords: interaction, interactive method, English language, Grammar, Group work

Introduction

No one can deny that language is one of the most important factors in the learning process. Every language is important. Language is one of the most important parts of any culture. It is the primary source of communication. It is not only the method to share our ideas and thoughts with others but also the way by which people communicate with one another, build relationships, and create a sense of community. And so, language is a crucial means for communication and interaction (Flottum, 2017). Among them, English is the world language and so it helps the learners everywhere.

English is the language of international communication. Moreover, English gives access to more entertainment and more access to the internet. And then, English makes it easier to the travel. On the other hand, English can make the learners smarter. Learning English is an important point forward to all of your goals. Moreover, knowing English increases the chances of getting a good job in a multinational company. Of course, people think that learning English, the international language, is the best option. And so, English is an excellent choice (Ilyosovna, 2020).

Mastering English grammar is one of the important components in mastering English. Practically, learners are taught rules of language commonly known as sentence patterns in the teaching of grammar. The knowledge of grammatical rules enables learners to know and apply how such sentence patterns should be put together. In addition, grammar can help them become a better communicator. Grammar also plays a vital role in building confidence when speaking or writing in language. The learners can make the sentences more meaningful and easier to understand with good grammar. Understanding proper grammar allows the learners to communicate more effectively in English.

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Brown (2001) examined that interaction is an important word for language teachers. On the other hand, in teaching English, interactive method helps students not only exchange information, but also gain practical communication skills in the language they are studying. There are many teaching strategies that promote interaction. Teachers use various methods in the classroom to improve the achievement of grammar. Among them, interactive method facilitates collaboration learning technique that potentially enhances the learning experience and acts active cooperation of students.

Purpose of the Study

The purpose of this study is to investigate the effects of interactive method in teaching English grammar at the upper secondary level.

The specific objectives of the study are as follows:

- to find out whether interactive method can affect the students' English grammar achievement or not.
- to compare the grammar achievement of students who are taught by interactive method and that of those who are not.
- to make suggestions and recommendations for the application of interactive method in teaching English grammar at the upper secondary level.

Research Questions

The research questions for the study are as follows:

1. What are the significance differences in the grammar achievement of students who are taught by the interactive method and that of those who are not?
2. What are the differences in the grammar achievement of students who are taught by interactive method and that of those who are not taught by interactive method on word changing items?
3. What are the differences in the grammar achievement of students who are taught by interactive method and that of those who are not taught by interactive method on multiple-choice items?
4. How does the grammar achievement of students who are taught by interactive method differ with that of those who are not taught by interactive method on cloze type items?
5. How does the grammar achievement of students who are taught by interactive method differ with that of those who are not taught by interactive method on rearrangement items?
6. How does the grammar achievement of students who are taught by interactive method differ with that of those who are not taught by interactive method on transformation items?

Definition of Key Terms

The key terms of this study are as follows:

Interaction: Interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people resulting in a reciprocal effect on each other (Brown, 2001).

Interactive method: An interactive method is a form of learning and communicative activity in which students are involved in the learning process and reflect on what they know and what they are thinking (Giorgdze & Dgebuadze, 2017).

English language: English is West Germanic language of the Indo-European language family that is closely related to the Frisian, German, and Dutch (in Belgium called Flemish) (Potter & Crystal, 2024).

Grammar: Grammar is the description of the rules for forming sentences, including an account of the meanings that these forms convey (Thornbury, 1999).

Group work: Group work is a generic term covering a multiplicity of techniques in which two or more students are assigned a task that involves collaborative and self-initiated language (Brown, 2001).

Scope of the Study

This study was restricted to the students at No. (1) Basic Education High School and No. (4) Basic Education High School in Magway Township, Magway Region. The participants in this study were Grade Ten students from selected schools during the (2023-2024) Academic Year.

Review of Related Literature

The Importance of English Language

English is one of the most important languages of the world in numbers of speakers and in its uses for international communication. People think that learning English, the international language, is the best option. Of course, English is an excellent choice. With the help of developing technology, English has been playing a major role in many sectors including medicine, engineering and education, which, in my opinion, is the most important area where English is needed. If one wants to come up in life, knowledge of English is necessary. It is the major window of the modern world. There are many valuable reasons to learn the English language (Baugh & Cable, 2005).

Importance of Grammar

The primary purpose of grammar is to improve the speaking and writing skills of the learner. Further, grammar is thought to furnish the basis for a set of language skills: listening, speaking, reading and writing. In listening and speaking, since learning the grammar of a language is considered necessary to acquire the capability of producing grammatically acceptable utterances in the language, grammar plays a crucial part in grasping and expressing spoken language. In reading, grammar enables learners to comprehend sentence interrelationship in a paragraph, a passage and a text. Grammar allows the learners to put their ideas into intelligible sentences in the context of writing so that they can successfully communicate in a written form. In foreign language learning, grammar instruction holds an important place. Grammar skills will make great contribution to language competence. Without grammar, language acquisition will be confusing. Without grammar skills, learners will fail to use the language correctly knowledge (Mart, 2013).

Interactive Method

An interactive method is a form of learning and communicative activity in which students are involved in the learning process and reflect on what they know and what they are thinking (Giorgdze & Dgebuadze, 2017). It implies very specific and predictable goals. The main goals of interactive methods are:

- stimulation of educational and cognitive motivation;
- development of independence and activity;
- fostering analytical and critical thinking;

- formation of communication skills;
- self-development of students (Yuldashevna, 2019).

The meaning of interactive methods is to achieve a new understanding of a phenomenon or process and an understanding of the connection between phenomenon that previously seemed disparate. Interactive methods are a modern of open discussion that develops the ability to debate, argue and resolve conflicts peacefully (Orshanskyi et al., 2020).

Research Method

This section presented research method including research design, population and sample size, research instruments, data collection procedure, and data analysis.

Research Design

This study aimed to investigate the effects of interactive method in teaching English grammar at the upper secondary level. In this study, a quantitative research method was used to compare the student's achievement in teaching English grammar. The design used in this study was, nonequivalent control group design, one of the quasi-experimental designs.

Population and Sample Size

This study was geographically restricted to Magway Township, Magway Region. The sample schools were No. (1) Basic Education High School and No. (4) Basic Education High School to carry out this study. A sample of (72) Grade Ten students was selected from No. (1) Basic Education High School and a sample of (81) students from No. (4) Basic Education High School (see Table 1).

Table 1 Population and Sample Size

Name of school	No. of Population	No. of Sample
S1	124	72
S2	142	81
Total	266	153

Note. S1= No. (1) Basic Education High School, Magway;

S2= No. (4) Basic Education High School, Magway.

Research Instruments

This study consisted of a pretest and a posttest. Before the treatment, a pretest was used on both groups to measure students' basic grammar knowledge. A posttest was used to measure students' grammar achievement after the treatment.

Procedure

For theoretical information, relevant data was collected through educational journals, books, the internet. Based on these data, literature review was made. In order to carry out an experimental study, the nonequivalent control group design was used. For studying the effects of interactive method in teaching English grammar at the upper secondary level, two schools were selected from Magway and two teachers from these selected schools were requested to cooperate with this study. At the start of the study, the students from each school were divided into two groups, an experimental group and a control group. Both groups were administered the pretest to compare prerequisite entry skills of the groups. The scores of the pretest were compared by using independent samples *t* test to determine group equivalence between the experimental and control groups. According to the *t* values, it was found that the students in both groups were equivalent in grammatical knowledge before the treatment.

The experimental groups were taught with the think-pair-share and jigsaw techniques and the control groups were taught with conventional method of teaching. The treatment duration was two weeks from (24.9.2023) to (7.10.2023). At the end of the treatment period, both groups were administered the posttest. The posttest was administered on October 10, 2023 in both schools. The data was analyzed by using independent samples *t* test. The suggestions and recommendations were made according to findings.

Data Analysis

The data obtained from the posttest was analyzed with Computer-based Statistical Package for Social Sciences (SPSS). The pretest scores of the experimental and control groups were compared by using independent samples *t* test. According to this result, the levels of the two groups were the same before the treatment. Therefore, the posttest scores of the two groups were compared by using independent samples *t* test to find out whether there was a significant difference the two groups from each selected school.

Research Findings

This was concerned with research findings based on the data regarding with the students' grammar achievement.

Findings of Students' Grammar Achievement on the Pretest

For this study, a pretest was administered in order to examine the equivalence of the two groups (experimental groups and control groups) before the treatment period. The data obtained from the pretest were recorded systematically. And then these scores were analyzed by using independent samples *t* test to examine the difference between the two groups (Mills & Gay, 2016). The results can be seen in Table 2.

Table 2 *The Results of *t* values for Students' Grammar Achievement on the Pretest*

School	Group	<i>n</i>	<i>M</i>	<i>SD</i>	<i>MD</i>	<i>t</i>	<i>df</i>	<i>p</i>
S1	Experimental	35	34.94	10.18	1.51	0.61	70	.546 (ns)
	Control	37	33.43	10.88				
S2	Experimental	51	35.80	8.45	0.33	0.20	79	.841 (ns)
	Control	30	35.47	4.63				

Note. S1 = No. (1) Basic Education High School, Magway;

S2 = No. (4) Basic Education High School, Magway.

ns = not statistically significant.

According to the results as shown in Table 2, the mean of the experimental and control groups was nearly the same in each selected school. There were no significant differences between the experimental group and control group of each selected school depending on $p = .546$ and $p = .841$. Based on the results of pretest, comparison of mean between the two groups on the pretest scores can clearly be seen in Figure 1.

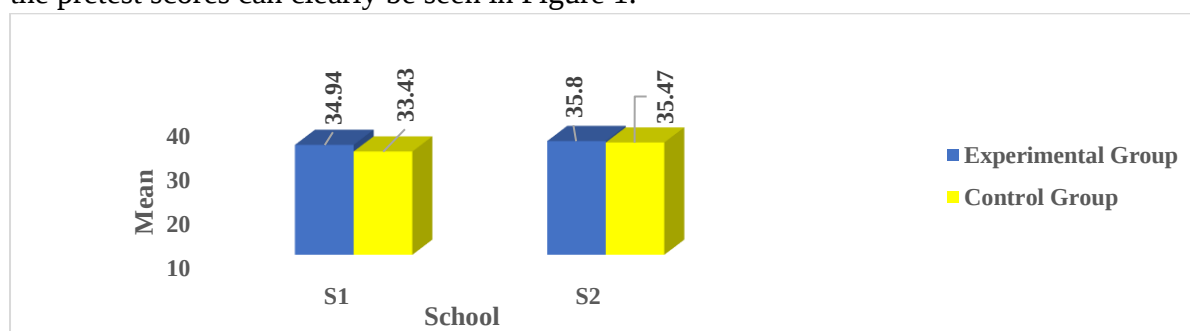


Figure 1. Comparison of mean for pretest scores.

In Figure 1, there was no significant difference between the experimental and control groups for the pretest. This means that the two groups were equivalent. Thus, independent samples *t* test was used to compare the achievement of students on the posttest.

Findings of Students' Grammar Achievement on the Posttest

At the end of the treatment period, a posttest was administered to measure the achievement of students in teaching English grammar. The answer papers were marked and the data obtained from the posttest were recorded systematically. Independent samples *t* test was used to find out the differences between the groups in each selected school (see Table 3).

Table 3 The Results of *t* values for Students' Grammar Achievement on the Posttest

School	Group	<i>n</i>	<i>M</i>	<i>SD</i>	<i>MD</i>	<i>t</i>	<i>df</i>	<i>p</i>
S1	Experimental	35	35.89	9.12	12.11	6.71	70	.000***
	Control	37	23.78	5.93				
S2	Experimental	51	39.92	6.40	11.42	8.50	79	.000***
	Control	30	28.50	4.73				

Note. S1 = No. (1) Basic Education High School, Magway;

S2 = No. (4) Basic Education High School, Magway.

****p* < .001.

The mean of the experimental groups in both schools were higher than those of the control groups. According to the *t* values for overall posttest grammar achievement of S1 and S2 (*t* (70) = 6.71, *p* < .001 and *t* (79) = 8.50, *p* < .001), it showed that there was a significant difference in the achievement of grammar between the two groups on the posttest. The values of mean on the posttest can clearly be viewed in Figure 2.

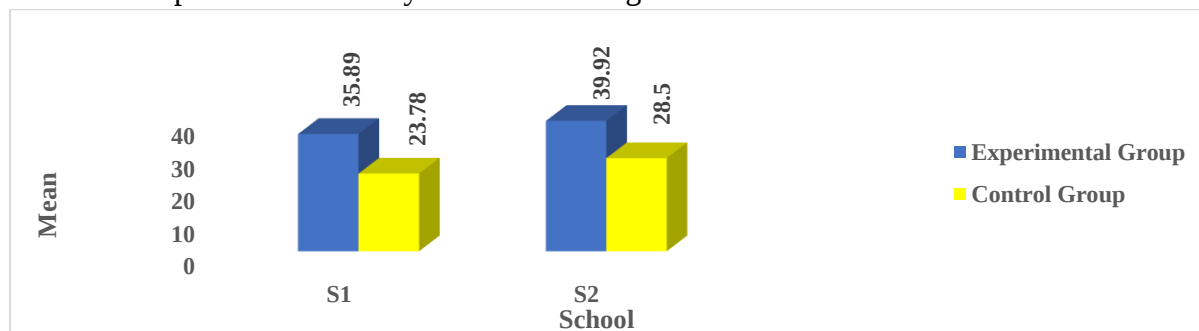


Figure 2. Comparison of mean for overall posttest.

It can be interpreted that interactive method had a significant effect on the grammar achievement of students from two experimental groups. Therefore, the use of interactive method positively contributed to the teaching of grammar at the upper secondary level.

Findings of Students' Grammar Achievement on the Word Changing Items

Table 4 The Results of *t* values for Students' Grammar Achievement on the Word Changing Items

School	Group	<i>n</i>	<i>M</i>	<i>SD</i>	<i>MD</i>	<i>t</i>	<i>df</i>	<i>p</i>
S1	Experimental	35	7.49	2.17	1.98	3.29	70	.002**
	Control	37	5.51	2.84				
S2	Experimental	51	8.14	1.72	1.67	5.02	79	.000***
	Control	30	6.47	.78				

Note. S1 = No. (1) Basic Education High School, Magway;

S2 = No. (4) Basic Education High School, Magway.

p* < .01. *p* < .001.

As shown in Table 4, the mean of the experimental groups was significantly higher than those of control groups. According to t values for scores on word changing items of S1 and S2 ($t(70) = 3.29, p < .01$ and $t(79) = 5.02, p < .001$), it indicated that there was a significant difference in the achievement of grammar between the two groups in both schools on the word changing items.

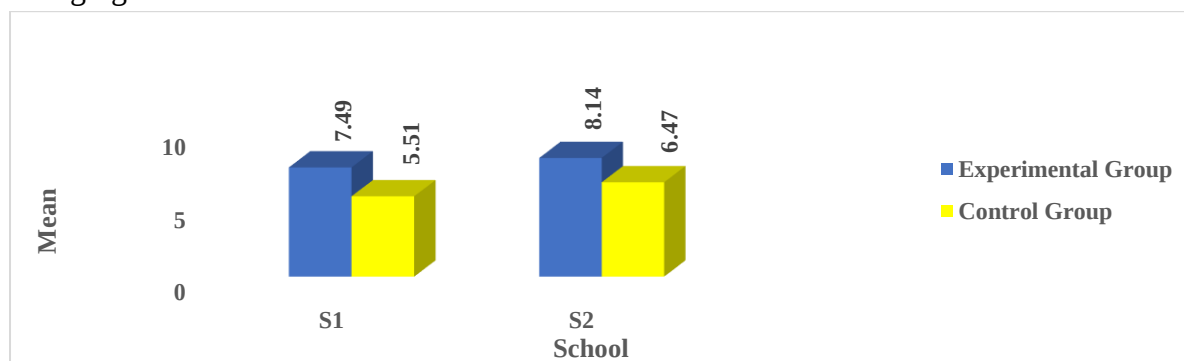


Figure 3. Comparison of mean for word changing items.

It is obvious that students who are taught with interactive method performed better in word changing items than those who are not. Thus, it can be interpreted that interactive method is more effective in learning grammar at the upper secondary level than conventional method.

Findings of Students' Grammar Achievement on the Multiple-Choice Items

Table 5 *The Results of t values for Students' Grammar Achievement on the Multiple-Choice items*

School	Group	<i>n</i>	<i>M</i>	<i>SD</i>	<i>MD</i>	<i>t</i>	<i>df</i>	<i>p</i>
S1	Experimental	35	7.06	1.71	2.2	5.55	70	.000***
	Control	37	4.86	1.64				
S2	Experimental	51	8.78	1.30	3.58	12.23	79	.000***
	Control	30	5.20	1.22				

Note. S1 = No. (1) Basic Education High School, Magway;

S2 = No. (4) Basic Education High School, Magway.

*** $p < .001$.

According to the results as shown in Table 5, it was found that the mean of the experimental groups in both schools was higher than those of the control groups. According to t values for scores on the multiple-choice items of S1 and S2 ($t(70) = 5.55, p < .001$ and $t(79) = 12.23, p < .001$), it showed that there was a significant difference in the achievement of grammar between the two groups from both schools on the multiple-choice items.

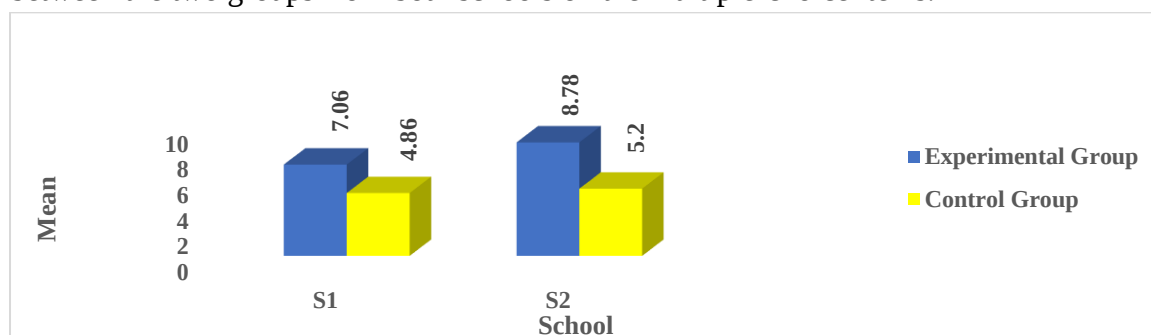


Figure 4. Comparison of mean for multiple-choice items.

It is assumed that interactive method had a positive effect in the students' grammar achievement on the multiple-choice items.

Findings of Students' Grammar Achievement on the Cloze Type Items

Table 6 *The Results of t values for Students' Grammar Achievement on the Cloze Type Items*

School	Group	n	M	SD	MD	t	df	p
S1	Experimental	35	7.34	2.65	2.02	3.14	70	.002*
	Control	37	5.32	2.80				
S2	Experimental	51	8.00	2.16	1.13	2.10	79	.039*
	Control	30	6.87	2.62				

Note. S1 = No. (1) Basic Education High School, Magway;

S2 = No. (4) Basic Education High School, Magway.

* $p < .05$, ** $p < .01$.

In Table 6, the experimental groups' mean was higher than those of control groups. According to t values for scores on cloze type items of S1 and S2 ($t(70) = 3.14$, $p < .01$ and $t(79) = 2.10$, $p < .05$), it found that there was a significant difference between the two groups in both schools on the cloze type items. The value of mean on the cloze type items can clearly be seen in Figure 5.

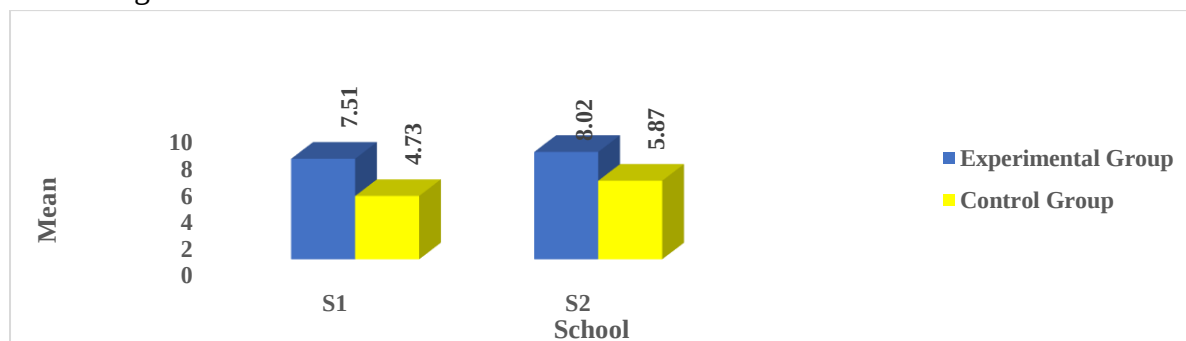


Figure 6. Comparison of mean for cloze type items.

It can be interpreted that interactive method was more effective in cloze type items than conventional method. Therefore, interactive method can improve students' abilities to acquire grammatical knowledge in learning English at the upper secondary level.

Findings of Students' Grammar Achievement on the Rearrangement Items

Table 7 *The Results of t values for Students' Grammar Achievement on the Rearrangement Items*

School	Group	n	M	SD	MD	t	df	p
S1	Experimental	35	7.51	2.29	2.78	4.71	70	.000**
	Control	37	4.73	2.69				
S2	Experimental	51	8.02	1.72	2.15	5.30	79	.000***
	Control	30	5.87	1.85				

Note. S1 = No. (1) Basic Education High School, Magway;

S2 = No. (4) Basic Education High School, Magway.

*** $p < .001$.

In the rearrangement items, the mean of the experimental groups was significantly higher than those of the control groups in both selected schools. According to t values for scores on the rearrangement items of S1 and S2 ($t(70) = 4.71$, $p < .001$ and $t(79) = 5.30$, $p < .001$), it showed

that there was a significant difference between the experimental and control groups from each school on the rearrangement items. It can clearly be seen in Figure 6.

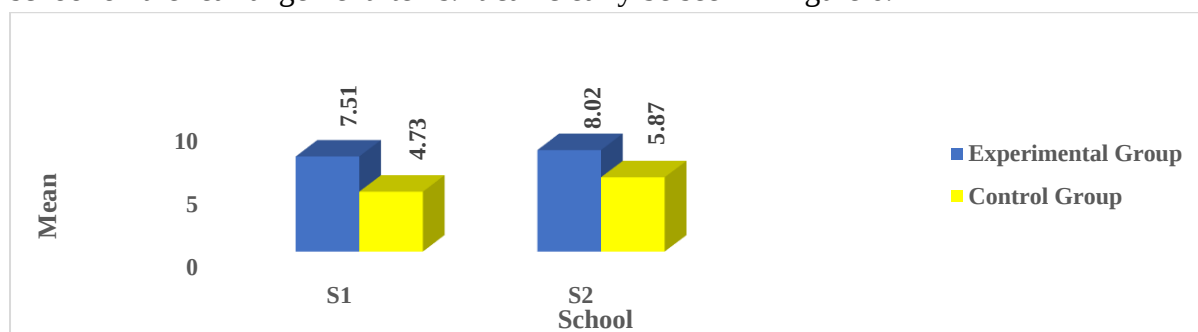


Figure 6. Comparison of mean for rearrangement items.

It is obvious that students who are taught with interactive method performed better in rearrangement items than those who are not. Thus, it can be interpreted that interactive method is more effective in learning grammar at the upper secondary level than conventional method.

Findings of Students' Grammar Achievement on the Transformation Items

Table 8 *The Results of t values for Students' Grammar Achievement on the Transformation Items*

School	Group	n	M	SD	MD	t	df	p
S1	Experimental	35	6.49	2.56	3.14	6.11	70	.000***
	Control	37	3.35	1.74				
S2	Experimental	51	6.98	2.20	2.88	5.70	79	.000***
	Control	30	4.10	2.19				

Note. S1 = No. (1) Basic Education High School, Magway;

S2 = No. (4) Basic Education High School, Magway.

*** $p < .001$.

As shown in Table 8, the mean of the experimental groups was significantly higher than those of control group in both selected schools. According to t values for scores on the transformation items of S1 and S2 ($t(70) = 6.11$, $p < .001$ and $t(79) = 5.70$, $p < .001$), it indicated that there was a significant difference in the achievement of grammar between the two groups from both schools on the transformation items.

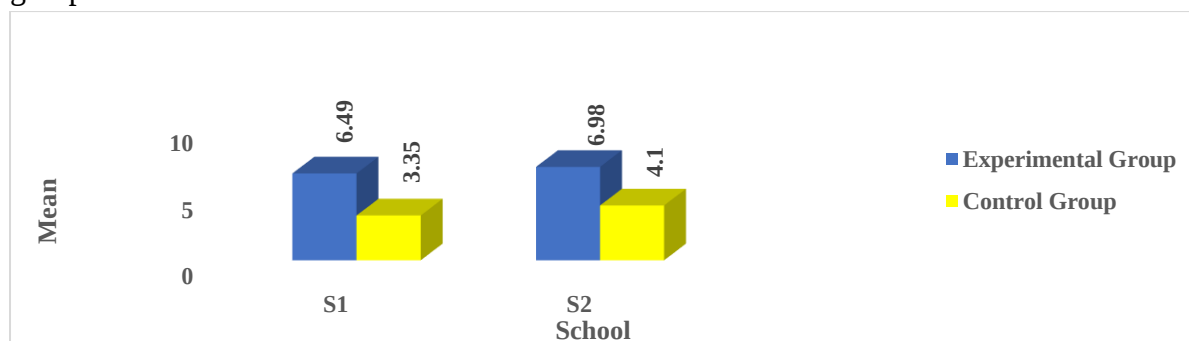


Figure 7. Comparison of mean for transformation items.

Interactive method could bring the students achievement in relation to the transformation items. It can be concluded that the use of interactive method is an effective way in presenting students' thinking skills, ideas and information.

According to these results, it is concluded that the use of interactive method had a significant effect on the grammar achievement of the students. And so, interactive method

positively contributed to English teaching at the upper secondary level. Therefore, interactive method can make effective learning in the grammar achievement of the students.

Discussion and Suggestion

Discussion

This study was carried out to study the effects of interactive method in teaching English grammar at the upper secondary level.

Discussion for Research Question (1)

The scores of posttests were analyzed in detail for the purpose of measuring students' grammar achievement in teaching English Grammar. From the results of the posttest scores on grammar achievement questions, the students who were taught by interactive method were significantly higher than those who were not. Thus, it can be interpreted that using interactive method had a positive effect on the students' grammar achievement.

Discussion for Research Question (2)

The scores of posttests were analyzed in detail for the purpose of measuring students' grammar achievement in teaching English Grammar. From the results of the posttest scores on word changing items, the students who were taught by interactive method were able to retain information and to determine the usage of verbs much longer than the students with conventional method of teaching.

Discussion for Research Question (3)

The mean of multiple-choice items for experimental groups was significantly higher than the scores for control groups in both schools. As the results mentioned above, interactive method can improve students' intention, interest and motivation than conventional teaching methods. And, this method also helped the students to choose possible results.

Discussion for Research Question (4)

According to the means of cloze type items, there was a significant difference between the students' performance who received the interactive method and that of the students who do not. Therefore, interactive method helped students to develop critical thinking and reasoning skills.

Discussion for Research Question (5)

For rearrangement items, there were significant differences between the two groups in both selected schools. According to the results, it is obvious that the use of interactive method can improve students' engagement in the teaching-learning process and increase the achievement of students. And so, interactive method creates an interactive environment and facilitates collaboration learning technique that potentially enhances the learning experience. Moreover, it helped the students to analyze the parts of sentences.

Discussion for Research Question (6)

There was a significant difference between the control and experimental groups on transformation items. It showed that the mean of transformation items for experimental groups was significantly higher than the scores for control groups in selected schools. For this facts, interactive method led to greater communication among members of a learning group when collaboration works well and enhanced the students to study and analyze the sentences carefully in a grammatical way (Yuldashevna, 2019).

According to these findings, students from the experimental group improve not only on the academic performance but also in the social and communication skills. Therefore, this study will be beneficial to some extent in the teaching and learning process of English grammar (Fahim & Seidi, 2013).

Suggestions

Based on the results of this study, some suggestions for English teachers who will use interactive method are offered.

1. The teachers should create interactive environment.
2. The teachers should prepare the lessons well and know the procedure of interactive method and then consider factors such as time duration, size of the class, etc.
3. The teachers should provide students to participate actively in their learning so that learning becomes meaningful and joyful.
4. The teachers should have the grammatical knowledge to give students the grammatical concepts and efficacy to choose the right methods.

Moreover, the following recommendations are suggested for further studies.

1. The studies should be carried out in another townships with a larger sample to obtain more reliable results because this study was geographically restricted two schools from Magway.
2. The studies should be conducted for the different subjects at different levels because this study was conducted within a short period and for English at the upper secondary level.
3. The teachers should apply other interactive activities in further studies.
4. The teachers should conduct further research for both qualitative and quantitative data because this study was conducted only for quantitative data.

According to the research findings, it was found that interactive method has many benefits for education. So, teachers should teach English grammar by using interactive method to promote their pupils' academic performance, to learn from peers and teachers for developing social skills and abilities, and to organize their thoughts.

Conclusion

Based on the finding of the results, interactive method helps the students to improve their learning in various ways. Interactive method can help the students to know more grammatical patterns and to apply the grammatical concepts in a real-life situation. The interactive method can arouse the students' interest and encourage the students to be active participants in the educational process. And so, in the teaching of English grammar, interactive method can be considered as active method. For those facts, interactive method can be effective tool for teaching English to the students.

In the educational process, interactive method provides personal and professional benefits for teachers and personal and educational benefits for learners. By knowing the benefits and usefulness of the interactive method, the teachers should use this method properly and systematically in real situations. The students will understand and get more interest in the lesson taught by interactive method. And so, interactive teaching method is one of the most important areas for improving the training of students in a modern professional educational institution. Thus, interactive method is a special form of teaching methods for improving English grammar and educational process.

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