



USING GAMES AND INTERACTIVE METHODS FOR TEACHING ENGLISH AT A2 LEVEL

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Abstract: The effective teaching of English at the A2 level requires methods that go beyond traditional teacher-centered instruction and instead focus on communication, motivation, and learner engagement. This article examines the role of games and interactive methods in English language teaching at the A2 level, drawing on sociocultural theory, second language acquisition principles, and communicative language teaching (CLT). Through a literature review and classroom observations, the study highlights the benefits of integrating games—both digital and traditional—into the classroom. Findings indicate that interactive activities not only increase learner motivation but also facilitate the acquisition of vocabulary, grammar, and communicative skills. However, their success depends on careful design, alignment with learning objectives, and teacher readiness. The article concludes that games and interactive methods should be considered central to A2-level pedagogy, providing opportunities for meaningful communication and long-term retention.

Keywords: A2 level, language games, interactive methods, communicative competence, ESL/EFL pedagogy, learner motivation

Introduction

The teaching of English as a foreign or second language has evolved considerably over the past decades. While traditional grammar-translation and direct methods once dominated, contemporary pedagogy has shifted toward learner-



centered and communicative approaches. At the A2 level—classified as *elementary* in the Common European Framework of Reference for Languages (CEFR)—students are expected to handle simple interactions, understand basic texts, and express needs in familiar contexts. Achieving these competencies requires more than rote learning; learners must engage in meaningful communication to consolidate language structures.

Games and interactive methods represent one of the most effective tools for achieving these outcomes. According to Harmer, games lower anxiety, encourage risk-taking, and make practice more memorable. Wright, Betteridge, and Buckby argue that language games provide “a context in which language is immediately useful and meaningful,” which is particularly valuable for A2 learners who often struggle to transition from controlled practice to authentic communication[1].

In addition to traditional classroom games such as role-plays and vocabulary bingo, technology has broadened opportunities for interactive learning. Applications like Kahoot, Quizlet, and Flipgrid allow for gamified practice, self-paced review, and collaborative speaking tasks. This integration of technology into pedagogy aligns with what Prensky refers to as “digital game-based learning,” which caters to the needs of digital-native learners.

The present study aims to analyze the benefits and challenges of using games and interactive methods for teaching English at A2 level, offering both theoretical perspectives and practical applications.

Methods and Results

The study was based on a qualitative research design involving two main components: a review of relevant literature and classroom observations in EFL settings at the A2 level. Academic works by Krashen (1982), Vygotsky (1978), Harmer (2007), and others were analyzed to provide theoretical grounding. Additionally, A2-level English classes were observed in both secondary and tertiary



contexts, focusing on how games and interactive methods were applied in practice [2].

The literature review revealed strong theoretical support for interactive methodologies. Krashen's *Affective Filter Hypothesis* emphasizes the role of motivation and low anxiety in language acquisition, both of which are fostered by games. Vygotsky's *Zone of Proximal Development* (ZPD) highlights the importance of social interaction and scaffolding, which are central to collaborative game-based tasks. CLT also supports games as they simulate real-life communication scenarios [3].

The classroom observations confirmed these theoretical insights. The main results were as follows:

Motivation and Engagement: Students displayed greater enthusiasm and willingness to participate during game-based activities compared to traditional drills. Even shy learners contributed actively during team-based competitions[4].

Vocabulary and Grammar Retention: Learners demonstrated improved recall when practicing vocabulary through memory games, word puzzles, and digital quizzes. Grammar structures practiced through role-play scenarios were more effectively retained than those taught through isolated exercises.

Speaking Confidence: Interactive activities such as role-plays, dialogues, and storytelling games encouraged spontaneous speech. Students showed increased fluency and reduced hesitation in oral tasks.

Technological Support: Digital platforms like Kahoot and Quizlet enhanced engagement, while Flipgrid encouraged speaking practice outside the classroom. Learners reported that gamified tasks felt "less like studying" and more enjoyable [5].

Teacher Adaptation: The effectiveness of games depended heavily on the teacher's ability to design, facilitate, and debrief the activities. In some cases, poorly structured games led to off-task behavior and limited language use.



Discussion

The results underscore the importance of games and interactive methods as integral, not supplementary, elements of A2-level English instruction. Unlike traditional methods that emphasize accuracy through repetitive drills, interactive activities balance accuracy with fluency. This balance reflects Krashen's (1982) assertion that comprehensible input combined with low-anxiety interaction accelerates acquisition [6].

One significant finding is the motivational power of games. Students at the A2 level often experience a plateau: they have surpassed the beginner stage but may lack the linguistic resources for more advanced communication. Games reframe language practice as play, reducing stress and increasing participation. This aligns with Vygotsky's (1978) sociocultural perspective, in which learning occurs most effectively through collaborative, meaningful activity.

Technology adds another dimension. Digital game-based learning platforms provide immediate feedback, adaptive practice, and peer collaboration. For example, Kahoot fosters quick-thinking responses in a competitive format, while Quizlet allows for spaced repetition of vocabulary—an evidence-based method for long-term retention. However, reliance on technology also introduces challenges, such as unequal access to devices and potential overemphasis on competition rather than collaboration.

Despite these challenges, games can be adapted for nearly every aspect of A2-level instruction:

Speaking: Role-plays, information-gap activities, and debate games encourage learners to negotiate meaning.

Listening: Interactive listening tasks with quizzes or reaction games enhance comprehension.

Reading: Jigsaw reading and storytelling games promote comprehension and sequencing.



Writing: Collaborative story-building or “chain writing” games develop creativity and accuracy.

Nevertheless, teachers must carefully plan these activities. Games must align with lesson objectives and be followed by reflection and feedback. Otherwise, the risk of superficial engagement outweighs the benefits. Teacher training in game-based pedagogy is therefore essential.

Conclusion

This study concludes that games and interactive methods are highly effective in teaching English at the A2 level. They enhance learner motivation, improve vocabulary and grammar retention, and foster communicative competence by simulating authentic interaction. Digital tools further expand opportunities for personalized and engaging practice, bridging classroom instruction with learners’ digital habits.

However, effective implementation requires methodological awareness. Teachers must ensure that games align with curricular goals, support language practice rather than distract from it, and are inclusive of all learners. Challenges such as infrastructure, teacher readiness, and overreliance on entertainment-oriented activities must be addressed.

Ultimately, games and interactive methods should be regarded as core components of modern pedagogy for A2 learners. Future research should explore their long-term impact through empirical studies, as well as their role in developing 21st-century skills such as collaboration, creativity, and digital literacy alongside linguistic competence.

References

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