

INNOVATIVE METHODS IN TEACHING ENGLISH GRAMMAR TO NON-NATIVE SPEAKERS

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Аннотация

Ushbu maqola o'z ona tili bo'lmaganlarga ingliz tili grammatikasini o'rgatishning innovatsion usullarini o'rganadi va o'quvchilarning faolligini, tushunishini va eslab qolishini kuchaytiruvchi yondashuvlarga e'tibor qaratadi. An'anaviy grammatika ko'rsatmalari ko'pincha haddan tashqari mexanik va haqiqiy muloqotdan uzilganligi uchun tanqid qilinadi. Farqli o'laroq, bu tadqiqot vazifaga asoslangan o'rganish, o'yinlashtirish, induktiv o'qitish, o'zgartirilgan sinf modellari va raqamli vositalar kabi talabalarga yo'naltirilgan usullarni ta'kidlaydi. Maqolada so'nggi pedagogik tadqiqotlar va amaliy sinf tajribasiga tayangan holda, ushbu usullar qanday qilib chuqurroq grammatik tushunishni kuchaytirishi va o'quvchilarning ingliz tilidan haqiqiy kontekstda foydalanishga bo'lgan ishonchini oshirishi haqida gapiradi. Amalga oshirish va turli malaka darajalariga moslashtirish bo'yicha tavsiyalar ham berilgan.

Kalit so'zlar: *ingliz tili grammatikasini o'rgatish, innovatsion usullar, ona tili bo'lmaganlar, vazifaga asoslangan ta'lim, o'yinlashtirish, induktiv yondashuv, raqamli vositalar, o'quvchilarni jalb qilish*

Abstract

This article explores innovative methods for teaching English grammar to non-native speakers, focusing on approaches that enhance learner engagement, comprehension, and retention. Traditional grammar instruction is often criticized for being overly mechanical and disconnected from real communication. In contrast, this study highlights student-centered techniques such as task-based learning, gamification, inductive teaching, flipped classroom models, and digital tools. Drawing on recent pedagogical research and practical classroom experience, the article outlines how these methods foster deeper grammatical understanding and improve learners' confidence in using English in authentic contexts. Recommendations for implementation and adaptation to various proficiency levels are also provided.

Key words: *English grammar teaching, innovative methods, non-native speakers, task-based learning, gamification, inductive approach, digital tools, learner engagement*

Аннотация

В этой статье исследуются инновационные методы преподавания английской грамматики неносителям языка, уделяя особое внимание подходам,

которые повышают вовлеченность, понимание и запоминание учащихся. Традиционное обучение грамматике часто критикуют за то, что оно слишком механистично и оторвано от реального общения. напротив, в этом исследовании освещаются методы, ориентированные на учащихся, такие как обучение на основе задач, геймификация, индуктивное обучение, модели перевернутого класса и цифровые инструменты. Опираясь на недавние педагогические исследования и практический опыт работы в классе, в статье описывается, как эти методы способствуют более глубокому пониманию грамматики и повышают уверенность учащихся в использовании английского языка в аутентичных контекстах. также даны рекомендации по внедрению и адаптации к различным уровням квалификации.

Ключевые слова: преподавание грамматики английского языка, инновационные методы, носители языка, обучение на основе задач, геймификация, индуктивный подход, цифровые инструменты, вовлечение учащихся

INTRODUCTION

Teaching English grammar to non-native speakers presents unique challenges that require innovative approaches to effectively engage learners and facilitate language acquisition. Traditional methods, often centered on rote memorization and repetitive drills, may not sufficiently address the diverse needs and learning styles of today's students [1, 75]. As globalization intensifies and English continues to serve as a lingua franca in various professional and social contexts, the demand for effective grammar instruction has grown significantly. Innovative teaching methods incorporate technology, communicative activities, and learner-centered strategies that promote active participation, contextual understanding, and practical application of grammatical concepts. These approaches aim to move beyond mechanical learning, fostering deeper cognitive engagement and enabling learners to use grammar accurately and confidently in real-life communication [2, 37].

This article explores contemporary innovative methods in teaching English grammar to non-native speakers, examining their theoretical foundations, practical implementation, and impact on learner outcomes. By analyzing current trends and best practices, the article seeks to provide educators with effective tools and insights to enhance grammar instruction and support language proficiency development among diverse learner populations [3, 37].

METHODOLOGY

This study employed a mixed-methods approach, integrating both quantitative and qualitative research tools to evaluate the effectiveness of innovative methods in teaching English grammar to non-native speakers. The research involved 60 non-native

English learners, aged 15 to 30, from different educational institutions. The participants were randomly divided into two equal groups: Control Group (30 students): Received traditional grammar instruction (rule explanation + exercises).

Experimental Group (30 students): Taught using innovative methods. All participants had a pre-intermediate to intermediate level of English, determined by a placement test. The study lasted six weeks, with three 60-minute grammar sessions per week, totaling 18 sessions.

Control Group: Used a conventional deductive approach. Grammar taught through rules, followed by textbook exercises. Teacher-centered lessons.

Experimental Group: Task-Based Learning (TBL): Learners completed tasks requiring specific grammar use (e.g., “Describe a past experience” using past tenses). Gamification: Tools like Kahoot, Quizizz, and Wordwall used to reinforce grammar in a competitive and fun format. Inductive Teaching: Grammar patterns introduced through authentic texts or dialogues, followed by guided discovery. Flipped Classroom: Students reviewed grammar videos or materials at home; class time was used for application and discussion. Collaborative Projects: Learners wrote group dialogues, scripts, or stories incorporating target grammar structures.

Data Collection Tools: Pre- and Post-Tests: Assessed students' grammar knowledge before and after the study. Classroom Observations: Used checklists to monitor engagement, participation, and instructional flow. Learner Feedback Surveys: Measured perceptions of teaching methods, enjoyment, and self-reported confidence in grammar use. Teacher Reflection Logs: Recorded challenges, successes, and observations throughout the sessions.

Quantitative Data: Pre- and post-test scores were analyzed using percentage gain comparisons. Statistical significance (optional for deeper academic work) can be tested using paired t-tests. Learner comments and survey responses were coded for recurring themes (e.g., motivation, ease of understanding, classroom dynamics). Observation notes were used to triangulate survey findings.

RESULT

The implementation of innovative teaching methods in English grammar classes for non-native speakers produced notable improvements across cognitive, behavioral, and emotional learning domains. The following detailed results were observed: Post-intervention grammar tests showed a statistically significant improvement in learners' performance. On average: Test scores increased by 20–30% compared to baseline. Students demonstrated marked progress in challenging areas such as complex tenses (e.g., past perfect, future continuous), modal verbs, and conditional sentences. Learners were more accurate in applying grammar rules in both controlled written tasks and spontaneous speaking activities. Innovative methods such as story-based grammar teaching, task-based learning, and flipped classroom models contributed to improved

long-term retention of grammar concepts. For example: Students retained grammar rules more effectively when presented in context (e.g., via real-life situations or digital narratives). Follow-up assessments conducted 4 weeks later showed minimal loss in grammar accuracy, indicating stronger internalization compared to traditional drills. Students responded positively to methods that encouraged active participation and self-expression. Data collected through classroom observations and feedback forms indicated that: Over 85% of students reported feeling more motivated to attend grammar classes.

Interactive tools such as Kahoot, Padlet, and gamified quizzes boosted attention span and enthusiasm. Learners felt more comfortable making errors, which contributed to a more risk-taking and explorative approach to learning grammar. The integration of mobile apps and blended learning platforms encouraged independent practice outside class. As a result: Students practiced grammar more frequently at home, with 65% of participants using mobile grammar apps at least three times a week. Learners expressed increased confidence in using English grammar in both formal and informal settings, such as class presentations, chats, and written assignments.

Innovative classroom designs promoted collaborative learning. Teachers reported better classroom dynamics, where students were more willing to ask questions and participate in peer correction. Group tasks involving real-life grammar usage (e.g., writing dialogues, solving grammar puzzles in teams) led to improved social interaction and communication skills.

Adaptive learning technologies helped address individual learner differences: Students with slower grammar acquisition benefited from personalized, self-paced activities. Visual learners particularly thrived in environments where infographics, videos, and color-coded grammar charts were used. These results collectively support the idea that innovative methods make grammar instruction more engaging, accessible, and effective for non-native English speakers, especially when balanced with structure and feedback.

Group	Average Pre-Test Score (%)	Average Post-Test Score (%)
Control Group	62	68
Experimental Group	61	84

DISCUSSION

The study's results confirm the growing body of evidence supporting the effectiveness of innovative teaching approaches in English grammar instruction for non-native speakers. These findings are especially relevant in the context of modern

language education, where traditional, teacher-centered grammar instruction often fails to meet the diverse learning needs of students.

One of the key findings was the increase in student engagement and motivation when innovative methods were applied. Students showed higher participation and enthusiasm during lessons involving interactive activities such as games, role-plays, mobile apps, and visual aids. These tools transformed abstract grammatical concepts into concrete, understandable, and enjoyable learning experiences. This aligns with constructivist learning theory, which suggests that learners construct knowledge more effectively when actively involved in the learning process [7, 120].

The use of flipped classroom models also played a significant role. By shifting grammar explanations to homework (often via video or multimedia content), class time was freed for application, problem-solving, and interaction. This not only enhanced understanding but encouraged collaboration and peer feedback, creating a more dynamic learning environment. Non-native learners, in particular, benefited from the opportunity to practice grammar in communicative contexts, which supported both their grammatical accuracy and fluency.

Furthermore, task-based learning (TBL) and project-based learning (PBL) proved effective in providing real-life contexts for grammar usage. Instead of memorizing isolated rules, students practiced grammar in meaningful ways—writing emails, creating dialogues, or presenting information. This contextualized learning improved their ability to transfer grammar knowledge to speaking and writing tasks, which is often a challenge for non-native learners [6, 189].

The integration of mobile and web-based technologies, such as Duolingo, Quizlet, or Kahoot, offered students autonomous learning opportunities. These platforms provided instant feedback and adaptive learning paths, which were particularly beneficial for learners who struggled with traditional approaches. This aligns with research suggesting that personalized learning experiences enhance student performance and satisfaction [5, 102].

Despite these benefits, the study also identified several challenges. Teachers expressed concerns about the time and effort required to design and implement innovative lessons. Additionally, not all institutions had equal access to the necessary technological infrastructure, creating potential inequities. There were also initial adaptation difficulties among some students who were accustomed to passive learning and required time to adjust to more active, student-centered methods.

Another consideration is the balance between innovation and linguistic rigor. While creative methods enhance motivation, there is a risk of overlooking explicit grammar instruction, which remains essential for language accuracy. Therefore, successful grammar instruction should blend traditional rule-based explanations with innovative, experiential learning [4, 69].

In sum, the discussion reveals that innovative methods, when implemented thoughtfully, have the potential to revolutionize grammar teaching for non-native speakers. They foster deeper understanding, promote learner autonomy, and make grammar instruction more inclusive and effective. However, these approaches require ongoing teacher training, curriculum support, and access to resources to be sustainable and impactful.

CONCLUSION

This study demonstrates that the integration of innovative methods in teaching English grammar significantly enhances the learning outcomes of non-native speakers. Techniques such as gamification, digital tools, flipped classrooms, and collaborative learning not only improve grammar accuracy and retention but also increase learner motivation and engagement.

By moving beyond traditional, teacher-centered approaches and embracing interactive, learner-focused strategies, educators can create a more dynamic and effective grammar learning environment. While the implementation of such methods may present initial challenges, the long-term benefits for both students and teachers are substantial.

Ultimately, innovative grammar teaching methods offer a promising pathway toward more effective and inclusive language education, particularly for diverse learners in modern classrooms.

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