LEARNING ENGLISH GRAMMAR INTERACTIVELY (ONLINE LEARNING)

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Abstract: *The integration of interactive online learning platforms into English grammar instruction represents a significant advancement in language education. This study examines the effectiveness of these digital tools compared to traditional teaching methods. Employing a mixed-methods approach, the research involved 100 intermediate-level English learners divided into two groups: one receiving traditional instruction and the other utilizing interactive online platforms such as Duolingo, Grammarly, and Quizlet. The study utilized pre-tests and post-tests to measure grammar proficiency, supplemented by engagement data from surveys and platform usage statistics. Results indicate that the interactive online learning group achieved a substantial improvement in grammar proficiency (24% increase) compared to the traditional group (13% increase). Statistical analysis confirmed that the improvements were significant, with interactive learning yielding higher engagement and student satisfaction. These findings suggest that interactive online platforms offer a more effective and engaging approach to grammar education, providing valuable insights for educators and institutions looking to enhance language learning outcomes through technology.*

Keywords*: Interactive online learning, English grammar instruction, Digital learning platforms, Duolingo, Grammarly, Quizlet, Mixed-methods research, Language education, Gamified learning, Real-time feedback*

INTRODUCTION

Learning English grammar is a foundational aspect of mastering the language, yet traditional teaching methods often fail to engage students effectively. In a world where digital technology is increasingly integrated into all aspects of life, exploring innovative teaching methods is essential. Interactive online learning platforms provide a promising alternative to conventional grammar instruction. These platforms offer dynamic, engaging, and personalized learning experiences that can adapt to individual students' needs. Unlike traditional methods that rely heavily on rote memorization and repetitive exercises, interactive online platforms incorporate multimedia elements, instant feedback, and gamified learning modules, which can significantly enhance student motivation and retention. The main objective of this study is to evaluate the effectiveness of these interactive online learning tools in improving English grammar proficiency. By comparing the learning outcomes of students using traditional methods with those using interactive online platforms, we aim to determine whether the latter can offer a more effective and engaging approach to grammar education. This research is particularly relevant in today's educational landscape, where online learning has become more prevalent due to the COVID-19 pandemic and the increasing availability of digital resources. Understanding the potential benefits and limitations of interactive online learning can provide valuable insights for educators seeking to improve their teaching strategies and for institutions aiming to enhance their curriculum. Ultimately, this study seeks

to contribute to the ongoing discourse on educational innovation by highlighting the potential of technology to transform grammar instruction and improve language learning outcomes.

OBJECTIVES

 To evaluate the engagement levels of students using interactive online learning platforms.

 To measure the improvement in grammatical skills among students who use these platforms.

 To compare the effectiveness of traditional and interactive online learning methods.

METHODS

This study employs a mixed-methods approach to evaluate the effectiveness of interactive online learning platforms in teaching English grammar. The participants in this study consist of 100 intermediate-level English language learners, aged between 18 and 25, who were randomly assigned to one of two groups: the traditional learning group and the interactive online learning group. The materials used in the study include three popular online platforms: Duolingo, Grammarly, and Quizlet. These platforms were selected due to their widespread use and diverse range of interactive features. Duolingo provides gamified learning modules that make grammar exercises more engaging through game-like elements such as levels, rewards, and time-bound challenges. Grammarly offers real-time feedback on writing, highlighting grammatical errors and suggesting corrections, which helps learners understand and rectify their mistakes instantly. Quizlet uses flashcards and quizzes to reinforce grammar rules and concepts, allowing for repeated practice and self-assessment.

The procedure of the study is divided into three main phases: pre-test, intervention, and post-test. Initially, all participants underwent a pre-test to establish their baseline grammar proficiency. This test included a variety of multiple-choice questions, fill-in-the-blank exercises, and short writing prompts designed to assess different aspects of English grammar. Following the pre-test, participants in the traditional learning group received instruction through conventional methods such as lectures, textbooks, and written exercises. In contrast, participants in the interactive online learning group used the specified online platforms for a period of eight weeks. During this intervention phase, learners in the online group were required to spend a minimum of five hours per week on the platforms, engaging with the interactive content provided. The platforms' built-in tracking features allowed researchers to monitor and record the participants' activity levels and progress.

At the end of the eight-week period, a post-test identical to the pre-test was administered to all participants to measure their improvement in grammar proficiency. The data analysis involved comparing the pre- and post-test scores of both groups using statistical methods. Descriptive statistics were used to summarize the data, providing an overview of the average scores and standard deviations. Inferential statistics, specifically t-tests, were employed to determine whether there were significant differences in the improvement levels between the two groups. Additionally, engagement levels were assessed through surveys and platform usage data. The surveys included questions about the participants' perceptions of the learning methods, their motivation levels, and their overall satisfaction with the learning experience. Platform usage data provided insights into the frequency and duration of the participants'

interactions with the online platforms, as well as their completion rates for the various exercises and activities.

This mixed-methods approach allows for a comprehensive evaluation of the effectiveness of interactive online learning in teaching English grammar. By combining quantitative data from the pre- and post-tests with qualitative data from the surveys, the study aims to provide a nuanced understanding of how interactive online platforms impact grammar learning outcomes. The integration of multiple data sources and analytical techniques enhances the reliability and validity of the findings, ensuring that the conclusions drawn are well-supported and reflective of the participants' experiences.

Participants: The study involved 100 participants aged 18-25 who were enrolled in an intermediate English grammar course. The participants were divided into two groups: one group used traditional learning methods, while the other used interactive online platforms.

Materials: The interactive online platforms used in this study included Duolingo, Grammarly, and Quizlet. These platforms offer various features such as grammar exercises, instant feedback, and interactive quizzes.

PROCEDURE:

 Pre-test: A grammar proficiency test was administered to all participants to establish a baseline.

 Intervention: Over eight weeks, one group followed a traditional curriculum, while the other group used the interactive online platforms.

 Post-test: At the end of the intervention, a post-test identical to the pre-test was administered to measure improvement.

Data Analysis: The data were analyzed using statistical methods to compare the pre- and post-test scores of both groups. Engagement levels were assessed through surveys and platform usage data.

RESULTS

Pre-test Scores

The pre-test scores showed no significant difference between the two groups, indicating a comparable starting point.

Post-test Scores

The post-test scores revealed that the group using interactive online platforms showed a significantly higher improvement in grammar proficiency compared to the traditional learning group.

The results of this study highlight the significant impact of interactive online learning platforms on improving English grammar proficiency among intermediate-level learners. Initially, the pre-test scores indicated no substantial difference between the traditional learning group and the interactive online learning group, with both groups displaying similar baseline grammar proficiency levels. The average pre-test score for the traditional learning group was 62%, while the interactive online learning group had an average score of 61%. This similarity ensured a fair comparison between the two teaching methods. Following the eight-week intervention period, the post-test scores revealed a marked improvement in both groups, yet the degree of improvement varied significantly. The traditional learning group exhibited a moderate increase in grammar proficiency, with an average post-test score of 75%, indicating a

13% improvement. In contrast, the interactive online learning group showed a substantial enhancement in their grammar skills, achieving an average post-test score of 85%, which represents a 24% improvement from their pre-test scores.

To statistically validate these findings, t-tests were conducted to compare the pre- and post-test scores within each group and between the two groups. The results of the paired t-tests within each group demonstrated significant improvements in both the traditional learning group (t = 5.42, p < 0.01) and the interactive online learning group (t = 8.65, p < 0.001). However, the independent t-test comparing the post-test scores between the two groups indicated a statistically significant difference (t = 4.73, p < 0.001), confirming that the interactive online learning group outperformed the traditional learning group.

Additionally, engagement levels were assessed through both surveys and platform usage data. The survey results revealed that students in the interactive online learning group reported higher levels of motivation and satisfaction compared to their counterparts in the traditional learning group. Specifically, 85% of the students using interactive platforms expressed that they found the learning process more enjoyable and engaging, while only 55% of the traditional learning group reported similar sentiments. Moreover, the usage data from the interactive platforms showed that students were actively engaged with the content, with an average of 7 hours per week spent on the platforms, exceeding the required minimum of 5 hours. This high level of engagement is reflected in the completion rates for the various exercises and activities, with 90% of the interactive group consistently completing their weekly assignments.

The qualitative feedback collected from the surveys also provided valuable insights into the students' experiences with the different learning methods. Students using interactive online platforms frequently mentioned the benefits of real-time feedback, gamified learning elements, and the flexibility to learn at their own pace. These features were highlighted as key factors contributing to their enhanced learning experience and improved grammar proficiency. In contrast, students in the traditional learning group cited a lack of engagement and motivation as primary challenges, often describing the traditional methods as monotonous and less interactive.

Overall, the findings from this study underscore the effectiveness of interactive online learning platforms in teaching English grammar. The significant improvements in grammar proficiency, higher engagement levels, and positive student feedback all point to the advantages of incorporating technology into language education. These results suggest that educators should consider integrating interactive online tools into their curriculum to foster a more engaging and effective learning environment for their students.

DISCUSSION

The findings of this study provide compelling evidence that interactive online learning platforms significantly enhance English grammar proficiency compared to traditional learning methods. The substantial improvement observed in the interactive online learning group can be attributed to several key factors intrinsic to these digital platforms. Firstly, the provision of real-time feedback on grammar exercises and writing tasks enables learners to immediately identify and correct their mistakes. This immediate reinforcement helps solidify grammatical rules and reduces the likelihood of repeating errors. In contrast, traditional methods often

rely on delayed feedback, which can be less effective in reinforcing correct usage. Secondly, the gamified elements of platforms like Duolingo make learning more engaging and enjoyable. The use of game-like features such as levels, rewards, and challenges motivates learners to consistently participate and progress in their studies. This increased engagement is crucial for sustained learning, as it encourages regular practice and the reinforcement of grammar skills over time.

Moreover, the flexibility offered by interactive online learning platforms allows students to learn at their own pace. This self-paced learning is particularly beneficial for grammar study, where different students may require varying amounts of time to master specific rules and concepts. Traditional classroom settings, with their fixed schedules and uniform pace, often fail to accommodate these individual learning needs. The ability to revisit and review challenging topics as needed further enhances the effectiveness of online learning. Additionally, the multimedia components integrated into these platforms, such as videos, audio clips, and interactive exercises, cater to different learning styles. This multimodal approach not only makes learning more interesting but also aids in the retention of grammatical concepts by presenting information in various formats.

The significant difference in engagement levels between the two groups, as evidenced by survey responses and platform usage data, underscores the importance of motivation in language learning. Students in the interactive online learning group reported higher motivation and satisfaction, which are critical factors for successful learning outcomes. The traditional learning group, on the other hand, frequently cited a lack of engagement and the monotonous nature of their learning activities as major drawbacks. This difference in learner engagement is likely a key contributor to the disparity in grammar proficiency improvements between the two groups.

However, it is important to acknowledge the limitations of this study. The participant sample was limited to intermediate-level English learners aged 18-25, which may not fully represent the broader population of English learners. Future research should include a more diverse range of participants, including different age groups and proficiency levels, to validate the generalizability of these findings. Additionally, the study duration was relatively short, spanning only eight weeks. Long-term studies are needed to assess the sustained impact of interactive online learning on grammar proficiency and to determine whether the observed benefits persist over time.

Despite these limitations, the study's findings have significant implications for educators and institutions. The demonstrated effectiveness of interactive online learning platforms suggests that incorporating these tools into traditional curricula could greatly enhance the teaching and learning of English grammar. Educators should consider adopting a blended learning approach, combining the strengths of both traditional and digital methods to create a more engaging and effective learning environment. Institutions should also invest in training teachers to effectively integrate technology into their instruction, ensuring that they are equipped to leverage the full potential of these interactive tools.

In conclusion, this study highlights the transformative potential of interactive online learning platforms in improving English grammar proficiency. The significant improvements in learning outcomes, coupled with higher engagement and motivation levels, underscore the

advantages of these digital tools over traditional methods. As education continues to evolve in the digital age, embracing innovative teaching strategies that leverage technology will be crucial for meeting the diverse needs of learners and enhancing overall educational effectiveness.

CONCLUSION

Interactive online learning platforms offer a promising alternative to traditional grammar teaching methods. Their ability to engage students and provide immediate feedback makes them an effective tool for improving English grammar proficiency. Educators should consider incorporating these platforms into their teaching strategies to enhance learning outcomes.

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