

16. Swertz C. Medienkompetenz und digitale Bildung aus medienpädagogischer Perspektive. *Medienimpulse*, 2017. 16 S. [in German]

УДК 373.5.091.33:004]:811.111

DOI: 10.31652/2786-9083-2024-4-22-29

Олена Мельницька, асистент кафедри англійської філології Вінницького державного педагогічного університету імені Михайла Коцюбинського

<https://orcid.org/0000-0002-0397-9352>

olena.melnytska@vspu.edu.ua

Ольга Кудельська, асистент кафедри англійської філології Вінницького державного педагогічного університету імені Михайла Коцюбинського

<https://orcid.org/0000-0002-7314-5812>

olha.kudelska@vspu.edu.ua

DEVELOPING GRAMMAR COMPETENCE IN SECONDARY SCHOOL STUDENTS VIA INTERACTIVE APPS (BAMBOOZLE, QUIZZIZ, GENIALLY)

The principal focus of this paper is developing grammatical competence with interactive platforms. It illustrates how grammar plays a crucial part in the process of learning a foreign language, acting as a tool for students to subsequently join words together to form phrases and construct coherent sentences.

The purpose of this research is to thoroughly examine and evaluate the fundamental ideas behind improving secondary school pupils' grammar proficiency and enabling this process with the aid of interactive technology. Throughout the study, we have viewed how well interactive technologies in general and such platforms/applications as Bamboozle, Genially, Quizziz specifically can assist in teaching grammar to secondary school students. Since these interactive apps and platforms capture students' interest and boost their desire to participate in the learning process, the level of motivation among students increases considerably. The educational process can be tailored to each student's unique needs with this interactive approach to grammar instruction. Assignments are chosen based on students' interests and knowledge levels, and students receive immediate feedback that helps them reflect on their mistakes, improve their skills, and address any weaknesses. Grammar instruction is a difficult procedure that is accompanied with complex and detailed explanations that typically leave students perplexed and deterred from further learning. Due to students' short attention spans and difficulty maintaining focus, they quickly find these grammar lessons tedious and exhausting.

Additionally, the article focuses on the different ways that interactive technologies now recommend working with video/audio content, tests, quizzes, etc. Furthermore, this article outlines realistic challenges that students may face when dealing with interactive technologies and offers ways of overcoming these problems.

We have come to conclusion that incorporating interactive technologies into the English grammar learning process greatly enhances its quality and makes it more engaging and compelling.

Keywords: grammatical competence; interactive technologies; interactive platforms; interactive applications; teaching grammar; secondary school.

РОЗВИТОК ГРАМАТИЧНОЇ КОМПЕТЕНТНОСТІ УЧНІВ СЕРЕДНЬОЇ ШКОЛИ ЗА ДОПОМОГОЮ ІНТЕРАКТИВНИХ ПРОГРАМ (BAMBOOZLE, QUIZZIZ, GENIALLY)

У статті зосереджено увагу на розвитку граматичної компетентності в учнів середніх класів за допомогою інтерактивних платформ. Дана робота ілюструє вирішальну роль граматики у процесі вивчення іноземної мови, оскільки знання граматики допомагає студентам з'єднувати слова, утворювати фрази та будувати зв'язні речення.

Метою цього дослідження є ретельний аналіз та оцінка фундаментальних ідей, що лежать в основі покращення опанування граматичного матеріалу учнями середньої школи та полегшення цього процесу за допомогою інтерактивних технологій. Під час дослідження ми проаналізували як інтерактивні технології в загальному, так платформи та додатки, як Bamboozle, Genially, Quizizz зокрема, можуть сприяти засвоєнню граматики учнями середньої школи. Оскільки ці інтерактивні програми та платформи здатні зацікавити студентів і підсилити їх бажання брати участь у навчальному процесі, рівень мотивації серед студентів значно зростає. Завдяки цьому інтерактивному підходу до вивчення граматики навчальний процес можна пристосувати до індивідуальних потреб кожного учня. Завдання вибираються на основі інтересів і рівня знань студентів, і студенти отримують миттєвий зворотний зв'язок, який допомагає їм обдумати свої помилки, покращити свої навички та усунути будь-які недоліки. Навчання граматики – це важка процедура, яка супроводжується складними та детальними поясненнями, які зазвичай спантеличують і демотивують учнів. Оскільки обсяг часу коли студенти можуть бути максимально зосередженими є досить малим, уроки граматики стомлюючими та виснажливими.

Крім того, в статті описані різні види взаємодії студентів з відео-/аудіо-контентом, тестами, вікторинами, тощо. Дана стаття також окреслює цілком реальні проблеми, з якими студенти можуть зіткнутися при роботі з інтерактивними технологіями, і пропонує шляхи їх подолання. В ході дослідження ми прийшли до висновків, що застосування інтерактивних технологій значно покращує процес вивчення граматики англійської мови та робить цей процес більш привабливим і захоплюючим для учнів.

Ключові слова: граматична компетентність; інтерактивні технології; інтерактивні платформи; інтерактивні додатки; навчання граматики; середня освіта.

The relevance of the paper is determined by the significance of interactive technologies used in teaching English grammar to secondary school students. In the context of learning a foreign language, grammar has been the focus of intense debates and disputes for many years. By mastering grammatical structures learners can communicate effectively and error-free in a foreign language. Gaining proficiency in each grammatical unit results in the development of pertinent language skills and abilities. There are numerous approaches and techniques for studying the grammatical features of the language in the current foreign language teaching methodology. Using interactive technology in English classes is one of the approaches that is of particular interest.

Problem statement. Grammar is considered to be a vital part of any language learning. It is challenging to stick to a particular order and structure, as well as to efficiently explain the notions, when one does not possess a solid understanding of grammar. The foundation of skills such as writing, speaking, listening, and reading is a mastery of grammatical principles, which is frequently disregarded. Further language learning is impossible if this component is overlooked. Students of all age groups typically struggle to become proficient in grammar when learning a language. Conventional approaches, such as rote learning without contextual application, have come under growing criticism for failing to promote authentic language learning. These outdated methods frequently fall short of giving students the skills they need to use the language in everyday situations. It is even more complicated for secondary school students due to their age and level of development. At this critical stage, students already have rudimentary knowledge of the language, but they need a deeper understanding of grammar in order to further improve their language skills.

Thus, teachers have to come up with a variety of instructional tactics to promote active learning of grammatical concepts because they recognize the significance of grammar in secondary school students' education. Grammar instruction, however, improves students' writing skills and their capacity to handle real-world

communication scenarios when it is conducted in a contextually relevant way, especially within the context of authentic discourse. Innovative and captivating interactive technologies are proven to be more successful in helping younger learners acquire grammar as educational paradigms change. In addition to igniting students' interest, it streamlines the learning process and makes grammatical topics more approachable and pleasurable for them.

Research analysis. Emerging research and changing pedagogical approaches have led to major changes in the way grammar is taught in recent years. The importance of grammar as a fundamental element of comprehensive language learning is emphasized in modern language training. Bentsen claims that a deeper understanding of language acquisition is shown by contemporary alternative approaches, such as contextualized grammar training, which is founded on the application of deductive and inductive methods of presenting principles [3]. The Philippine scholars actively support the inductive approach since it enables pupils to independently infer grammar rules through the analysis of examples. Students gain independence and a deeper comprehension of the subject matter as a result. Although this approach is more learner-centered, it typically takes longer [1]. Most of recent studies promote the idea of combining contemporary approaches since students are all different and educators should adapt and modify their teaching strategies to fit the needs and circumstances of each group of students. What works for one student group might not work for another; it might be overly complicated and ineffective [2].

The purpose of this paper is to delineate the effectiveness of interactive technologies in teaching English grammar to secondary school students. Thus, the study aims to accomplish **the following tasks**:

- analyze and review contemporary theoretical approaches to studying grammar in the context of secondary school;
- study interactive technologies and their possibilities for improving the teaching of grammar in English lessons;
- investigate the role of grammatical competence in the process of learning English by secondary school students;
- provide methodological recommendations regarding the selection of interactive technologies and their optimal use during grammar learning.

Presentation of the core material of the research. Language proficiency is determined by equally developed key skills. Communicative competence, which is closely related to *grammatical competence*, is an important aspect of this development. The capacity to correctly agree tenses, comprehend and use particular structures, phrases, and sentences, and construct a range of sentence forms are all components of grammatical competence. Thus, it entails learning the rules, being aware of the language's morphology and syntax, and having an internal nonverbal awareness of the language's grammatical structure. The methodical development of lexical, morphological, syntactic, phonological, and orthographic elements of the language in order to produce coherent and meaningful assertions is what defines the development of grammatical competence [7].

There are two commonly accepted categories of grammatical skills – *receptive skills* indicate the ability to understand the grammatical structure of speech while listening or reading whilst *reproductive skills* signify the use of grammatical structures in one's oral and written speech. The acquisition of grammatical knowledge occurs due to grammatical material appointed by the curriculum at the appropriate stage of education.

Grammatical awareness refers to the capacity to examine and comprehend the processes involved in developing one's own grammatical competence, as well as to consciously record and identify grammatical structures in both written and spoken language, as well as their characteristics and patterns in development and operation. Additionally, this awareness entails the ability to assess one's own speech patterns and language proficiency as well as to examine one's own speech for grammar errors [13].

There are various approaches to the formation of grammatical competence. *An implicit approach* does not imply that rules are considered in detail. This approach can use a structural or communicative method. On the contrary, *an explicit approach* deals with a detailed explanation of grammar rules. This approach resorts to the deductive method (explaining the rule before completing the exercise and providing examples) or the inductive method (studying the rules after completing the exercise and detailed regard of the examples). *A differentiated approach* combines different methods depending on the level of education. To exemplify, the inductive method is appropriate enough for the elementary level, the inductive and deductive methods are used interchangeably at the intermediate level, and the deductive method is apt to the upper-intermediate or advanced levels.

The formation of grammatical competence undergoes two stages:

1. *The familiarizing stage* involves explanation of the function of a new grammar structure, showcasing of how to use target grammar in typical language situations, checking learners' understanding, phonetic analysis of a structure, and formulation of rules for creating this structure;
2. *The implementation stage* occurs at the sentence and text levels. The stage comprises diverse exercises and tasks, as well as the use of various educational tools that help consolidate students' grammatical competence [13].

Teaching grammar entails studying a lot of principles that are indispensable to comprehend the language, but even when students are familiar with all of them, they still struggle to properly grasp grammar. Therefore, a teacher's primary goal should be to experiment with different methods of teaching grammar in order to create a more conducive learning environment where students may more readily pick up new structures and try out every potential way to use them in the context.

We have examined and presented effective methods for teaching grammar to secondary school pupils in this study. *The communicative approach* is aimed at developing oral communication skills while actively using target grammar structures. The major goal of communicative grammar teaching is to help students use the target language in real communicative situations. Consequently, students are actively involved in the process of learning using target grammar to communicate and solve

problems, enriching their vocabulary during real communication, enhancing their listening skills. Nevertheless it is worth noting that communication prevails here making the focus on grammar more limited which may lead to a lack of deep understanding of grammar. *The direct approach* turns out to be advantageous as well since it refrains from using learners' native language with the principal focus on foreign language that facilitates the natural perception of the language. As a result, students acquire the language the way native speakers do. Yet the direct approach may be challenging for learners requiring a more structured approach and written analysis. Furthermore, grammar structures are not given sufficient attention paving the way to difficulties in writing.

The Total Physical Response (TPR) approach is an interactive method of teaching grammar in English classes that emphasizes engaging students in active physical activity to improve understanding and memorization of grammar rules and structures. Movements and actions make it easier for kinesthetic learners to understand and reproduce grammatical concepts. It comprises explanation of rules, visualization, physical activity, reproduction, group work and feedback. On the other hand, this approach may be less effective for learning some abstract grammatical concepts that are difficult to express through physical actions.

The aforementioned methods are thought to be reliable and effective in the teaching of English. Despite this, using computer technology in the classroom is essential these days to increase student motivation and engagement. In the context of distant learning, this requirement has become particularly pertinent. The following strategies can be used to implement interactive tools and apps:

- a) *teaching blogs* that provide the necessary materials to prepare students for learning, such as links to textbooks, maps, videos, presentations and assignments for lessons;
- b) *multimedia presentations* such as interactive quizzes, games and tasks; it increases the quality of visual materials and productivity of learners, and creates conditions for students' autonomous learning;
- c) *interactive tests* developed in compliance with recommendations of the Ministry of Education and Science of Ukraine, which can be used during face-to-face and remote classes. Teachers have an opportunity to edit tests and set grading criteria;
- d) *participation in online olympiads and contests* on specifically designed websites, which allows students to test their knowledge and receive honors without leaving home. This immensely facilitates students' participation even under certain circumstances that do not allow offline presence [12].

Giving concise, understandable explanations while conducting grammar is among the most crucial elements. If the content is very complicated, students may easily become confused, especially those who are just beginning to master grammar. For this reason, the most important thing is to explain grammar principles in plain terms without unnecessary complications. Students are more inclined to follow the rule when they comprehend it. The diversity of activities and exercises is another key

factor. Offering students a variety of assignments keeps them interested in what they are studying and allows them to apply what they have learned in different ways. Learning becomes more applicable when students participate in role-playing games or assignments where they discuss themselves using novel grammatical structures [11]. Additionally, as students use grammar rules in various circumstances, exercises that integrate learning new vocabulary with grammar help them comprehend the subject matter better. Playing games works particularly well with children and teenagers who are fascinated by the learning process and constantly search for something new. Grammar instruction can become more dynamic and less conventional with the help of games. For instance, a board game where students must use grammar rules to accomplish certain objectives or a role-playing game where they act out various roles using the appropriate grammatical structure are the recommended options. Interactive technologies expand the choice of activities that will be engaging and beneficial for a certain group of kids. We have looked at a few interactive websites and apps that are recommended for helping secondary school students improve their grammar skills. Here are a few examples of them:

An interactive and entertaining educational website called *Bamboozle* assists students in learning English grammar. Numerous chances for in-depth comprehension and material replication are offered by this platform. Group interaction, a range of game formats, aesthetic appeal, customization, and the chance to be evaluated are the main characteristics.

Teachers can build assessment quizzes, lesson plans, interactive films, and passages using *Quizzis*, a widely used interactive application. In addition to multiple-choice and fill-in-the-blanks exercises, learners can respond with open-ended drawings, surveys, word clouds, and audio and video replies. Additionally, the platform offers higher-order thinking exercises that foster students' creativity and critical thinking. Reordering, drag and drop, drop-down, hotspot, categorize, and labeling activities are some examples of how these can be provided. The platform is easy to use and allows students to participate using any device. This greatly increases the enjoyment and interest level of learning even the most complex grammatical structures.

A range of games and challenges, tests and surveys, presentations, courses, infographics, digital publishing, movies, and team templates are all available on *Genially*, a cloud-based platform for interactive animated material. Because using the service does not require any programming or design knowledge, the platform is incredibly organized. By enabling the uploading of media files from Dropbox, Google Maps, Infogram, YouTube, and Twitter, the visual aids enhance the content of any presentation.

We have concluded that teachers may face some challenges when incorporating interactive technologies into English instruction. A reliable Internet connection, the availability of technical equipment and learners' access to it, and the students' level of knowledge and interests should all be considered in order to avoid such circumstances. A teacher must have a thorough understanding of how to help students use a particular

app or platform and maintain track of students' progress and comments to offer chances for future development. Additionally, keeping an eye on technological advancements is essential to avoid unanticipated problems. Such a multifaceted approach to the use of visualization boosts student enthusiasm, guarantees a deeper understanding of language, and encourages students to employ recently taught and successfully practiced communication structures.

Conclusions. In this study, we have shed light on the more effective methods of teaching grammar to secondary school pupils. As one of the fundamental abilities of learning English, grammatical competence development is important. A few different kinds of interactive platforms and applications have been discussed, along with how to use them in foreign language instruction. Using the additional elements that the modern world offers us to encourage pupils to complete various projects in an engaging and interactive manner is vital.

In order to effectively engage students in the educational process, we have also paid attention to methodological considerations that should be taken into account while using interactives in the classroom. This paper also highlights how crucial it is for modern teachers to make use of interactive technologies to help secondary school students stay engaged, productive, and most importantly, assist them in acquiring English grammar in the most efficient way. As a result, we have concluded that integration of interactive technologies into teaching English grammar to secondary school students helps create a more dynamic and effective English language environment.

СПИСОК ВИКОРИСТАНИХ ДЖЕРЕЛ

1. Andilab, D., & Amante, E. Grammatical Competence and Grammatical Knowledge of Senior Secondary Students in the New Normal: Learning Interventions. *Journal of Ongoing Educational Research*, 1(2), 2024.
2. A'yun, I. L. Q. Teaching and Learning English Grammar through Discourse for EFL Students. *Journal of Development Research*, 3(2), 2019. p. 89-98.
3. Bentsen, L. G. To teach, or not to teach grammar? - Teachers' approaches to grammar teaching in lower secondary school (Master's thesis), 2017.
4. Damaris C.B., Ginneth P. Ch., Revista L. Communicative Grammar: An Effective Tool to Teach a Second Language in Today's Classes. Costa Rica: Universidad Nacional, 2013. p.267-283
5. Karamysheva I.D. Contrastive grammar of English and Ukrainian languages. 3d ed. Vinnytsia: Min. of education and science, youth and sport of Ukraine. Nova Knyha, 2017. 322 p.
6. Labinska B., Tumak O. Implementation of grammar-translation method of teaching foreign languages in english textbooks of Bukovyna. 12th ed. Kyiv: Min. of education and science of Ukraine, 2019. 200 p.
7. Mahdiuk O. Theoretical basis for the development of foreign grammatical competence in the process of students of philological specialities training. *Молодь і ринок: щомісячний науково-педагогічний журнал. Дрогобицький державний педагогічний університет ім. Івана Франка, голов. ред. Примаченко Н., редкол. Скотна Н., Андрушкевич Ф., Євтух М. [та ін.]. Дрогобич, 2019. – № 5 (172), – С. 45-49.*
8. Буровицька А. І. Використання сучасних онлайн ігор у процесі вивчення іноземної мови. ЧНУ ім. Петра Могили, Миколаїв, 2019. 100 с.
9. Гурський І. Ю. Збірник наукових праць студентів та молодих учених «Сучасні філологічні дослідження: традиції та інновації». Умань: ВПЦ «Візаві», 2019. С. 68-73.
10. Козлова Г.М. Методичні рекомендації і завдання з проведення тренінгу «Чи знаємо ми інтерактивні методи навчання?» для викладачів учасників тренінг-курсу «Сучасні освітні технології». ОНЕУ, 2016. С. 33-36.
11. Кудельська, О., & Мельницька, О. ОСОБЛИВОСТІ ВИКОРИСТАННЯ ІНТЕРНЕТ-ОСВІТИ У ПІДГОТОВЦІ ВЧИТЕЛІВ АНГЛІЙСЬКОЇ МОВИ. *Психолого-педагогічні проблеми сучасної школи*, (1(7), 2022,

98–104. [https://doi.org/10.31499/2706-6258.1\(7\).2022.261214](https://doi.org/10.31499/2706-6258.1(7).2022.261214)

12. Томіліна Ю. М. Гейміфікація уроку англійської мови як засіб підвищення ефективності навчання в умовах онлайн навчання/ за ред. Ніколаєнко С.М., Шинкарук В.Д., та ін. К.: НУБІП, Київ, 2021. 296 с.
13. Хоменко Е.Г. Граматика англійської мови: навч. посібник. 3-тє вид., випр. Київ : Знання, 2013. 606 с.
14. Чорнобай В.Г. Інтерактивне навчання англійської мови: комунікативні ігри, таблиці та схеми. Дніпро, 2020. 15 с.

REFERENCES

1. Andilab, D., & Amante, E. Grammatical Competence and Grammatical Knowledge of Senior Secondary Students in the New Normal: Learning Interventions. *Journal of Ongoing Educational Research*, 1(2), 2024.
2. A'yun, I. L. Q. Teaching and Learning English Grammar through Discourse for EFL Students. *Journal of Development Research*, 3(2), 2019. p. 89-98.
3. Bentsen, L. G. To teach, or not to teach grammar? - Teachers' approaches to grammar teaching in lower secondary school (Master's thesis), 2017.
4. Burovytska A. I. Vykorystannia suchasnykh onlain ihor u protsesi vyvchennia inozemnoi movy. ChNU im. Petra mohyly, Mykolaiv, 2019. 100 s. [in Ukrainian].
5. Chornobai V.H. Interaktyvne navchannia anhliiskoi movy: komunikatyvni ihry, tablytsi ta skhemy. Dnipro, 2020. 15 s. [in Ukrainian].
6. Damaris C.B., Ginneth P. Ch., Revista L. Communicative Grammar: An Effective Tool to Teach a Second Language in Today's Classes. Costa Rica: Universidad Nacional, 2013. p.267-283
7. Hurskyi I. Yu. Zbirnyk naukovykh prats studentiv ta molodykh uchenykh «Suchasni filolohichni doslidzhennia: tradytsii ta innovatsii». Uman : VPTs «Vizavi», 2019. S. 68-73. [in Ukrainian].
8. Karamysheva I.D. Contrastive grammar of English and Ukrainian languages. 3d ed. Vinnytsia: Min. of education and science, youth and sport of Ukraine. Nova Knyha, 2017. 322 p. [in Ukrainian].
9. Khomenko E.H. Hramatyka anhliiskoi movy: navch. posibnyk. 3-tie vyd., vypr. Kyiv : Znannia, 2013. 606 s. [in Ukrainian].
10. Kozlova H.M. Metodychni rekomendatsii i zavdannia z provedennia treninhu «Chy znaiemo my interaktyvni metody navchannia?» dlia vykladachiv uchasnykiv treninh-kursu «Suchasni osviti tekhnolohii». ONEU, 2016. S. 33-36. [in Ukrainian].
11. Kudelska, O., & Melnytska, O. OSOBLIVOSTI VYKORYSTANNIA INTERNET-OSVITY U PIDHOTOVTsI VChYTELIV ANHLIISKOI MOVY. *Psykhologo-pedahohichni problemy suchasnoi shkoly*, (1(7), 2022, 98–104. [https://doi.org/10.31499/2706-6258.1\(7\).2022.261214](https://doi.org/10.31499/2706-6258.1(7).2022.261214) [in Ukrainian].
12. Labinska B., Tumak O. Implementation of grammar-translation method of teaching foreign languages in english textbooks of Bukovyna. 12th ed. Kyiv: Min. of education and science of Ukraine, 2019. 200 p.
13. Mahdiuk O. Theoretical basis for the development of foreign grammatical competence in the process of students of philological specialties training. *Molod i rynek : shchomisiachnyi nauково-pedahohichnyi zhurnal. Drohobyskyi derzhavnyi pedahohichnyi universytet im. Ivana Franka, holov. red. Prymachenko N., redkol. Skotna N., Andrushkevych F., Yevtukh M. [ta in.]. Drohobych*, 2019. – № 5 (172), – s. 45-49.
14. Tomilina Yu. M. Heimifikatsiia uroku anhliiskoi movy yak zasib pidvyshchennia efektyvnosti navchannia v umovakh onlain navchannia/ za red. Nikolaienko S.M., Shynkaruk V.D., ta in. K.: NUBIP, Kyiv, 2021. 296 s. [in Ukrainian].