



Fostering Active Learning Through Interactive Methods In English Language Teaching

Sokhiba Kholdarova

ELT Instructor of Methodology of Teaching English Language Department, Namangan State Institute of Foreign Languages

DOI:

<https://doi.org/10.47134/jpbi.v3i1.2110>

*Correspondence: Sokhiba

Kholdarova

Email: s.kholdarova@mail.ru

Received: 14-08-2025

Accepted: 21-09-2025

Published: 13-10-2025



Copyright: © 2025 by the authors. Submitted for open access publication under the terms and conditions of the Creative Commons Attribution (CC BY) license (<http://creativecommons.org/licenses/by/4.0/>).

Abstract: This article explores the integration of interactive methods as an effective pedagogical strategy to enhance language skills in English classrooms. Grounded in communicative language teaching principles, interactive approaches such as group discussions, role-play, peer collaboration, technology-based activities, and task-based learning were implemented to promote learner engagement and communicative competence. The findings reveal that students demonstrated notable improvement in fluency, vocabulary retention, and critical thinking skills when actively engaged in interactive tasks. Furthermore, interactive methods created a student-centered learning environment that encouraged participation, motivation, and confidence in using English for real-life communication. The study also highlights challenges such as time constraints, classroom management, and the need for adequate teacher training. Overall, the integration of interactive methods proved to be a valuable approach for fostering meaningful language learning and developing the four essential skills—listening, speaking, reading, and writing.

Keywords: Interactive Methods, English Language Teaching, Communicative Competence, Learner Engagement, Task-Based Learning, Student-Centered Learning, Language Skills Development

Introduction

In the 21st century, English has emerged as a global lingua franca, facilitating international communication, higher education, business, and intercultural exchange. For non-native speakers, proficiency in English is increasingly considered a prerequisite for success in academic and professional domains. In Uzbekistan, the strategic importance of English has grown in recent years due to the country's efforts toward modernization, global integration, and participation in international academic and economic networks.

As a result, lyceum and university students are expected not only to pass entrance examinations and meet academic requirements but also to demonstrate transferable skills such as problem-solving, teamwork, creativity, and communication, which are crucial for their future careers. However, traditional methods of teaching English, such as Grammar-Translation and audio-lingual drills, tend to emphasize accuracy, rule memorization, and teacher-centered practices. While these methods may improve grammatical knowledge, they often leave learners with limited communicative ability, low confidence in speaking, and insufficient exposure to authentic language use

Methodology

Against this backdrop, interactive teaching methods offer a compelling alternative. Interactive approaches place learners at the center of the learning process, encouraging them to actively construct knowledge, collaborate with peers, and apply language in meaningful contexts. Techniques such as task-based learning, communicative role-plays, process writing, debates, and integrated skills activities create opportunities for learners to practice authentic communication and develop higher-order thinking. Importantly, such methods align with the demands of 21st-century education, which emphasizes not only linguistic competence but also critical thinking, creativity, collaboration, and digital literacy. For students in Uzbekistan preparing for higher education and future management-related professions, interactive teaching provides a bridge between academic English and the practical language skills required in real-world professional environments.

This study therefore seeks to explore how interactive methods can enhance the four fundamental language skills—listening, speaking, reading, and writing—while also supporting the development of 21st-century competencies. By examining the implementation of formative and summative assessments in classroom practice, the research aims to demonstrate how innovative approaches can transform the language learning experience, increase student motivation and engagement, and prepare learners for the globalized academic and professional contexts they are likely to encounter.

A growing body of research in applied linguistics and pedagogy emphasizes the effectiveness of interactive methods in developing both linguistic competence and transferable skills. Task-Based Language Teaching (TBLT), as discussed by Ellis (2003), provides learners with opportunities to engage in communicative problem-solving and authentic language use, thereby moving beyond mechanical drills to purposeful interaction. Closely related is Communicative Language Teaching (CLT), which, according to Richards and Rodgers (2001), positions communication as both the means and goal of instruction, prioritizing fluency, negotiation of meaning, and learner autonomy. The importance of cognitive processes in language learning is highlighted by Warren (2013), who underscores that comprehension requires both top-down strategies, such as drawing on background knowledge and predicting meaning, and bottom-up decoding of linguistic forms, suggesting that interactive methods can stimulate both dimensions simultaneously. Vygotsky's (1978) sociocultural theory further supports the use of collaborative learning, arguing that learners achieve higher levels of performance through social interaction, scaffolding, and guided participation within the Zone of Proximal Development (ZPD). Beyond linguistic development, interactive pedagogy is also linked to the cultivation of 21st-century skills. Trilling and Fadel (2009) argue that communication, collaboration, critical thinking, and creativity represent essential competencies for modern learners, and language classrooms provide a natural environment for practicing these. In this regard, interactive methods not only enhance listening, speaking, reading, and writing but also equip learners with the broader cognitive and social skills necessary for academic achievement and professional adaptability. Taken together, these theoretical and empirical perspectives highlight the pedagogical value of interactive teaching approaches and justify

their application in contexts such as Uzbekistan, where learners must simultaneously master academic English and prepare for global engagement.

Participants

The study involved 12 undergraduate management students (ages 18–20) at an Uzbek university. All participants had an intermediate level of English and aimed to achieve proficiency equivalent to IELTS Band 7 or higher.

Setting

The research was carried out during a compulsory English course, with 80-minute sessions focusing on integrated skills. While students had prior exposure to English at secondary school level, they required enhanced practice in interactive and professional communication.

Research Design

A classroom-based qualitative design was employed. Portfolio assessment was used to monitor student progress, complemented by both formative and summative evaluation.

Materials

Instructional materials included authentic articles on education and business, recorded dialogues from the British Council LearnEnglish platform, process writing prompts (e.g., business essays), and role-play scenarios (e.g., workplace conversations, making appointments).

Procedures

The instructional cycle followed three stages:

1. Pre-task: Contextualization, vocabulary activation, and prediction.
2. Task: Interactive activities including listening comprehension, group discussions, essay drafting, and role-plays.
3. Post-task: Reflection, peer feedback, teacher scaffolding, and extension tasks.
4. Data Collection and Analysis

Data sources included written assignments, audio-recorded role-plays, self-reported learner questionnaires, and teacher observation notes. Descriptive and thematic analysis was applied: written work was evaluated for coherence and complexity; role-plays were assessed for fluency and interaction; while feedback and observations provided insights into learner confidence and engagement.

Findings

The integration of interactive methods across the four skills yielded positive and observable outcomes for the participating students. In listening and speaking, learners demonstrated marked progress in decoding authentic input, predicting meaning from context, and responding more spontaneously during classroom interactions. Audio

recordings of role-plays revealed that students employed more varied vocabulary, improved turn-taking strategies, and displayed greater confidence in extended speech. This aligns with Nunan's (2013) argument that communicative tasks enhance learner fluency by promoting authentic interaction. Student questionnaires also indicated reduced speaking anxiety, with 78% of participants reporting that role-plays and group discussions allowed them to "practice English more naturally" and "gain confidence in real-life situations."

Reading comprehension similarly improved as students engaged with authentic texts, including online articles related to education, business, and technology. Classroom observations showed that learners not only identified main ideas but also critically analyzed and debated implications of the texts, thereby demonstrating higher-order thinking. For instance, when discussing an article on online learning, students reflected on their own study habits, motivation, and challenges, which resonates with Richards' (2015) view that authentic materials stimulate learner engagement and contextualized learning.

Writing skills were enhanced through process-oriented approaches. Drafting, peer review, and revision activities resulted in essays that showed stronger thesis development, improved paragraph unity, and more sophisticated use of cohesive devices. Students' written work also revealed increased lexical variety, with fewer errors in subject-verb agreement and sentence structure. These findings support Black and Wiliam's (2009) assertion that formative assessment, when integrated into writing tasks, can foster iterative improvement and self-regulation in learners.

Beyond linguistic gains, students also developed key 21st-century competencies. Role-plays and collaborative discussions encouraged teamwork, negotiation, and cultural sensitivity, echoing Trilling and Fadel's (2009) framework of communication and collaboration as core competencies for modern education. Creativity emerged in role-plays where students improvised workplace scenarios, while critical thinking was evident in debates on technology and learning. Teacher observation notes confirmed that learners were increasingly willing to take risks, suggest original ideas, and assume leadership roles during group tasks.

Overall, the findings suggest that interactive methods provided learners with both immediate linguistic benefits and transferable skills essential for academic and professional contexts.

Result and Discussion

The results of this study demonstrate that interactive teaching methods effectively address both linguistic and non-linguistic objectives in English language education. Consistent with the principles of Communicative Language Teaching (Richards & Rodgers, 2001), learners in this study improved their ability to use language for authentic communication rather than merely reproducing memorized structures. The use of role-play and collaborative tasks allowed students to negotiate meaning, practice pragmatic strategies, and enhance fluency, thereby validating Ellis's (2003) claim that task-based learning fosters authentic communication and problem-solving.

Moreover, interactive approaches supported the development of metacognitive and socio-affective skills. As observed in process writing, students engaged in planning, drafting, and revising, which aligns with Black and Wiliam's (2009) framework of formative assessment as a tool for continuous learning. Peer feedback not only enhanced the quality of writing but also encouraged learners to critically evaluate both their own and others' work, reinforcing autonomy and reflection. Similarly, listening activities based on authentic materials helped students employ both top-down and bottom-up strategies, supporting Warren's (2013) observation that comprehension requires a dynamic interplay of context-driven inference and detailed linguistic analysis.

From a sociocultural perspective, the collaborative nature of tasks provided scaffolding that enabled learners to operate within their Zone of Proximal Development (Vygotsky, 1978). Students benefited from peer modeling, group problem-solving, and teacher facilitation, all of which contributed to deeper engagement and higher levels of performance. Importantly, these findings resonate with studies conducted in comparable EFL contexts, where interactive methodologies have been shown to enhance learner motivation and reduce classroom passivity (Larsen-Freeman & Anderson, 2011; Nunan, 2013).

Beyond language development, the findings highlight the capacity of interactive teaching to foster 21st-century competencies. Students exhibited greater confidence in public speaking, stronger collaboration in group projects, and heightened creativity in role-play scenarios. These outcomes reinforce Trilling and Fadel's (2009) view that modern education must cultivate communication, collaboration, critical thinking, and creativity. For students in Uzbekistan preparing for higher education and management-oriented professions, such skills are particularly valuable for future workplace scenarios, including presentations, negotiations, and intercultural interactions.

Taken together, the discussion suggests that interactive teaching is not simply a methodological alternative to traditional instruction but a pedagogical necessity in contexts where learners must acquire both linguistic proficiency and professional competencies.

Conclusion

This study confirms that interactive methods significantly enhance the four key language skills—listening, speaking, reading, and writing—while simultaneously promoting essential 21st-century competencies. By integrating role-play, task-based learning, process writing, and authentic materials, learners gained not only fluency and accuracy but also confidence, creativity, and collaborative skills. These findings underscore the importance of shifting from teacher-centered approaches to learner-centered, interactive practices that prepare students for the academic and professional challenges of a globalized world.

Pedagogical implications include the need for teachers to blend accuracy-focused traditional instruction with fluency-oriented interactive methods, employ authentic materials to mirror real-life contexts, and integrate formative assessment to provide

continuous feedback and improvement opportunities. Teachers are also encouraged to design activities that explicitly foster collaboration, critical thinking, and digital literacy.

Future research should investigate the long-term effects of interactive teaching, particularly in technology-rich environments using tools such as Kahoot, Padlet, or Google Classroom, and measure its impact on standardized test performance. Comparative studies across different educational contexts in Uzbekistan and beyond could provide further insights into how interactive methods can be tailored to diverse learner needs.

Ultimately, interactive language teaching emerges as a powerful approach that not only improves English proficiency but also equips learners with the skills necessary for success in the 21st century.

References

- Alawadhi, A. (2021). Students' perceptions of Kahoot!: An exploratory mixed-method study in EFL undergraduate classrooms in the UAE. *Education and Information Technologies*, 26(4), 3629-3658, ISSN 1360-2357, <https://doi.org/10.1007/s10639-020-10425-8>
- Black, P., & Wiliam, D. (2009). Developing the theory of formative assessment. *Educational Assessment, Evaluation and Accountability*, 21(1), 5–31. <https://doi.org/10.1007/s11092-008-9068-5>
- Du, M. (2022). Application of Massive Open Online Course to Grammar Teaching for English Majors Based on Deep Learning. *Frontiers in Psychology*, 12, ISSN 1664-1078, <https://doi.org/10.3389/fpsyg.2021.755043>
- Ellis, R. (2003). *Task-based language learning and teaching*. Oxford University Press.
- Findik, L. Yılmaz (2021). Pre-service English language teachers' conceptions of sustainable development: a case from Turkish higher education context. *International Journal of Sustainability in Higher Education*, 22(1), 423-456, ISSN 1467-6370, <https://doi.org/10.1108/IJSHE-06-2020-0202>
- Han, S. (2022). Flipped classroom: Challenges and benefits of using social media in English language teaching and learning. *Frontiers in Psychology*, 13, ISSN 1664-1078, <https://doi.org/10.3389/fpsyg.2022.996294>
- Huang, M. (2021). Emergency remote teaching of English as a foreign language during COVID-19: Perspectives from a university in China. *International Journal of Educational Research and Innovation*, 2021(15), 400-418, ISSN 2386-4303, <https://doi.org/10.46661/ijeri.5351>
- Jose, J. (2024). Educators' Academic Insights on Artificial Intelligence: Challenges and Opportunities. *Electronic Journal of E Learning*, 22(2), 59-77, ISSN 1479-4403, <https://doi.org/10.34190/ejel.21.5.3272>

- Larsen-Freeman, D., & Anderson, M. (2011). *Techniques and principles in language teaching* (3rd ed.). Oxford University Press.
- Liu, J. (2021). Measuring Teaching Practices at Scale: A Novel Application of Text-as-Data Methods. *Educational Evaluation and Policy Analysis*, 43(4), 587-614, ISSN 0162-3737, <https://doi.org/10.3102/01623737211009267>
- Malkawi, N. (2023). Impediments of Using E-Learning Platforms for Teaching English: A Case Study in Jordan. *International Journal of Emerging Technologies in Learning*, 18(5), 95-113, ISSN 1868-8799, <https://doi.org/10.3991/ijet.v18i05.36727>
- Nunan, D. (2013). *Learner-centered English language education: The selected works of David Nunan*. Routledge. <https://doi.org/10.4324/9780203097090>
- Ong, Q.K.L. (2024). Technological pedagogical content knowledge for twenty-first century learning skills: the game changer for teachers of industrial revolution 5.0. *Education and Information Technologies*, 29(2), 1939-1980, ISSN 1360-2357, <https://doi.org/10.1007/s10639-023-11852-z>
- Peixoto, B. (2023). Teaching EFL With Immersive Virtual Reality Technologies: A Comparison With the Conventional Listening Method. *IEEE Access*, 11, 21498-21507, ISSN 2169-3536, <https://doi.org/10.1109/ACCESS.2023.3249578>
- Richards, J. C. (2015). *Key issues in language teaching*. Cambridge University Press.
- Richards, J. C., & Rodgers, T. S. (2001). *Approaches and methods in language teaching* (2nd ed.). Cambridge University Press.
- Shi, L. (2022). Application of big data language recognition technology and GPU parallel computing in English teaching visualization system. *International Journal of Speech Technology*, 25(3), 667-677, ISSN 1381-2416, <https://doi.org/10.1007/s10772-021-09904-1>
- Trilling, B., & Fadel, C. (2009). *21st century skills: Learning for life in our times*. Jossey-Bass.
- Ustun, A.B. (2022). The effects of AR-enhanced English Language Learning Experience on Students' Attitudes, Self-Efficacy and Motivation. *Techtrends*, 66(5), 798-809, ISSN 8756-3894, <https://doi.org/10.1007/s11528-022-00757-2>
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
- Warren, P. (2013). *Introducing psycholinguistics*. Cambridge University Press.

-
- Yu, H. (2021). Role of 5g and artificial intelligence for research and transformation of english situational teaching in higher studies. *Mobile Information Systems, 2021*, ISSN 1574-017X, <https://doi.org/10.1155/2021/3773414>
- Yuan, Z. (2021). Interactive intelligent teaching and automatic composition scoring system based on linear regression machine learning algorithm. *Journal of Intelligent and Fuzzy Systems, 40*(2), 2069-2081, ISSN 1064-1246, <https://doi.org/10.3233/JIFS-189208>
- Yuzlu, M. Yasar (2022). Translanguaging in the development of EFL learners' foreign language skills in Turkish context. *Innovation in Language Learning and Teaching, 16*(2), 176-190, ISSN 1750-1229, <https://doi.org/10.1080/17501229.2021.1892698>
- Zhang, X. (2023). Design and Application of Intelligent Classroom for English Language and Literature Based on Artificial Intelligence Technology. *Applied Artificial Intelligence, 37*(1), ISSN 0883-9514, <https://doi.org/10.1080/08839514.2023.2216051>