

Eureka Journal of Language, Culture & Social Change (EJLCSC)

ISSN 2760-4926 (Online) Volume 2, Issue 4, April 2026



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THE USE OF INTERACTIVE METHODS IN TEACHING FOREIGN LANGUAGES

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Abstract

This article examines the role of interactive methods in foreign language teaching, emphasizing their effectiveness in promoting active learning, enhancing language skills, and fostering student engagement. It explores the evolution of language teaching methods, focusing on the transition from traditional teacher-centered approaches to more communicative, student-centered practices. Key theories such as Communicative Language Teaching (CLT), Task-Based Learning (TBL), and collaborative learning are discussed, highlighting their impact on language acquisition. The article presents various interactive methods, including group work, role-plays, and project-based tasks, and their application in the classroom. Through literature review and practical examples, the study shows that interactive methods improve students' speaking, listening, and intercultural communication skills while boosting motivation and learner autonomy. However, challenges like classroom management, time constraints, and technology integration are also addressed. The article concludes that while interactive methods offer substantial benefits, their successful implementation requires careful planning and adaptation to diverse teaching contexts.

Keywords: Interactive methods, foreign language teaching, task-based learning, communicative language teaching, group work, student motivation, classroom management, technology integration.

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Аннотация

В данной статье рассматривается роль интерактивных методов в обучении иностранным языкам, с акцентом на их эффективность в активном обучении, развитии языковых навыков и вовлечении студентов. Исследуется эволюция методов обучения языкам, с фокусом на переход от традиционных методов, ориентированных на преподавателя, к более коммуникативным, ориентированным на студента подходам. Обсуждаются ключевые теории, такие как Коммуникативное Обучение Языкам (CLT), Обучение, основанное на заданиях (TBL), и коллективное обучение, подчеркивая их влияние на усвоение языка. В статье представлены различные интерактивные методы, такие как групповая работа, ролевые игры и проектные задания, а также их применение в классе. На основе анализа литературы и практических примеров показано, что интерактивные методы способствуют улучшению навыков говорения, восприятия на слух и межкультурной коммуникации, а также повышают мотивацию и автономию учащихся. Однако также рассматриваются проблемы, такие как управление классом, ограничения по времени и интеграция технологий. В статье делается вывод о том, что несмотря на значительные преимущества интерактивных методов, их успешная реализация требует тщательного планирования и адаптации к различным условиям преподавания.

Ключевые слова: интерактивные методы, обучение иностранным языкам, обучение, основанное на заданиях, коммуникативное обучение языкам, групповая работа, мотивация студентов, управление классом, интеграция технологий.

Annotatsiya

Ushbu maqola chet tilini o'qitishda interaktiv usullarining rolini o'rganadi, ularning faol o'rganishni rag'batlantirish, til ko'nikmalarini oshirish va

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talabalarning faolligini ta'minlashdagi samaradorligini ta'kidlaydi. Maqolada til o'qitish usullarining rivojlanishi ko'rib chiqiladi, ayniqsa, an'anaviy o'qituvchi markazlashtirilgan yondashuvlardan kommunikativ, talaba markazlashgan yondashuvlarga o'tish jarayoniga e'tibor qaratilgan. Kommunikativ til o'qitish (CLT), vazifaga asoslangan o'rganish (TBL) va hamkorlikda o'rganish kabi asosiy nazariyalar muhokama qilinadi va ularning tilni o'zlashtirishga ta'siri ta'kidlanadi. Maqolada guruh ishlari, ro'l o'ynash va loyiha asosidagi vazifalar kabi turli interaktiv usullar taqdim etilib, ularning darsda qo'llanilishi ko'rsatiladi. Adabiyotlar sharhi va amaliy misollar orqali o'rganish shuni ko'rsatadiki, interaktiv usullar talabalar nutqini, tinglash va madaniyatlararo muloqot ko'nikmalarini yaxshilaydi, shu bilan birga motivatsiyani oshiradi va o'quvchilarning mustaqil o'rganishiga yordam beradi. Biroq, sinf boshqaruvi, vaqt cheklovlari va texnologiyalarni integratsiya qilish kabi muammolar ham ko'rib chiqiladi. Maqola shunday xulosaga keladi: interaktiv usullar katta foyda keltirsa-da, ularning muvaffaqiyatli qo'llanilishi ehtiyotkorlik bilan rejalashtirishni va turli o'qitish kontekstlariga moslashishni talab qiladi.

Kalit so'zlar: interaktiv usullar, chet tilini o'qitish, vazifaga asoslangan o'qitish, kommunikativ til o'qitish, guruhda ishlash, talaba motivatsiyasi, sinfni boshqarish, texnologiyalarni integratsiya qilish.

Introduction

Foreign language teaching has evolved dramatically over the past few decades, shifting from traditional, teacher-centered approaches to more dynamic, student-centered methods. In the past, language instruction primarily focused on rote memorization of vocabulary and grammar, with little emphasis on meaningful communication. While these methods laid the foundation for language learning, they often left students struggling with real-world language use, especially when it came to speaking and listening skills. As global communication continues to

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expand and diversify, language educators have turned to more interactive teaching strategies to bridge the gap between classroom learning and real-life communication.

Interactive methods, which prioritize active student engagement, collaboration, and practical language use, have gained significant attention in recent years. These methods encompass a wide range of teaching strategies, including task-based learning, group discussions, role-plays, and project-based tasks. They aim to foster a more communicative environment in which students not only acquire linguistic skills but also develop cognitive, social, and intercultural competencies. The shift towards these interactive methods has been informed by various theories in second language acquisition (SLA), most notably communicative language teaching (CLT), collaborative learning, and task-based language teaching (TBLT).

This article explores the use of interactive methods in foreign language teaching, highlighting their theoretical underpinnings, practical applications, benefits, and challenges. It examines how these methods enhance language acquisition, improve student motivation, and foster a more engaging and dynamic classroom environment.

Methods

The research for this article was conducted using a mixed-methods approach that combined qualitative and quantitative data collection methods. The study consisted of four main components: a comprehensive literature review, surveys, classroom observations, and teacher interviews. Each component provided valuable insights into the prevalence, effectiveness, and challenges associated with interactive methods in foreign language teaching.

1. Literature Review: A thorough review of existing literature on interactive methods in language teaching was conducted. This included theoretical works on communicative language teaching, task-based learning, and collaborative

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learning, as well as empirical studies that examined the effectiveness of these methods in different educational settings. The literature review served as the theoretical foundation for understanding the significance of interactive teaching methods and their role in language acquisition.

2. Survey: A survey was distributed to 50 foreign language teachers across various educational institutions, including secondary schools, universities, and private language institutes. The purpose of the survey was to assess the frequency and effectiveness of interactive methods in language classrooms, as well as to identify the challenges teachers face when implementing these methods. The survey included both closed and open-ended questions, covering topics such as the types of interactive methods used, their impact on student engagement, and the obstacles encountered in the classroom.

3. Classroom Observations: Classroom observations were conducted in five language classrooms where interactive methods were being implemented. These observations focused on the types of interactive activities used, the level of student engagement, and the effectiveness of these methods in promoting language learning. Observations were conducted in both small and large classes to assess the adaptability of interactive methods in different classroom settings.

4. Teacher Interviews: Semi-structured interviews were conducted with 10 foreign language teachers to gain in-depth insights into their experiences with interactive teaching methods. The interviews aimed to explore teachers' perspectives on the benefits and challenges of using interactive methods, as well as their strategies for overcoming these challenges. The interviews provided a more personal and qualitative understanding of how these methods are applied in practice.

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Results

The results of the study revealed several key findings regarding the use of interactive methods in foreign language teaching. These findings highlight both the benefits and challenges associated with these approaches, as well as their impact on language acquisition and student motivation.

1. Prevalence of Interactive Methods: According to the survey, 80% of teachers reported using interactive methods regularly in their language classrooms. The most commonly used techniques included group work (78%), role-playing (70%), and task-based activities (65%). In addition, 45% of teachers reported incorporating technology-based interactive methods, such as online language platforms and virtual exchanges with native speakers, into their lessons.

2. Impact on Student Engagement and Motivation: Classroom observations indicated that interactive methods significantly increased student engagement and participation. In classrooms where role-playing and group discussions were used, students were more likely to actively participate, ask questions, and engage with their peers. Teachers noted that these methods helped reduce the anxiety often associated with language learning, particularly speaking in a foreign language. Students who engaged in interactive activities appeared more motivated and less afraid of making mistakes.

3. Improvement in Language Skills: Both teachers and students reported noticeable improvements in language skills, particularly in speaking and listening. Teachers observed that interactive methods allowed students to practice language in meaningful contexts, thus improving their ability to use the language in real-life situations. Students demonstrated greater fluency in speaking tasks, and many reported feeling more confident using the language outside the classroom. Additionally, listening comprehension improved as students

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participated in discussions and role-playing exercises that mimicked real-world conversations.

4. Challenges Faced by Educators: Despite the positive impact of interactive methods, the study also revealed several challenges in their implementation. One of the primary concerns raised by teachers was classroom management. In larger classes, it was often difficult to ensure that all students were actively involved and had equal opportunities to participate. Teachers also reported challenges in managing group dynamics, with some students dominating discussions while others remained passive. Additionally, time constraints were cited as a significant obstacle. Teachers found it challenging to fit interactive activities into the rigid timeframes of the curriculum, particularly in classes with a heavy focus on grammar and vocabulary.

Teachers also expressed concerns about the integration of technology into interactive methods. While technology offers many benefits, such as facilitating virtual exchanges and providing access to a wide range of language resources, technical issues such as connectivity problems and unfamiliarity with digital platforms often disrupted the flow of lessons. Finally, the varying proficiency levels of students in heterogeneous classrooms posed a challenge for teachers. Differentiating tasks and providing support for students at different levels of proficiency required additional time and effort.

Discussion

The results of this study align with existing research on the effectiveness of interactive methods in language teaching. Interactive approaches, such as task-based learning and communicative language teaching, emphasize the importance of authentic language use and meaningful communication. According to Ellis (2003), task-based learning enhances language acquisition by engaging students in real-world tasks that require them to use the target language for practical

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purposes. Similarly, communicative language teaching, as described by Hymes (1972), emphasizes the importance of interaction in language learning, with a focus on fluency rather than accuracy.

The findings also support the notion that interactive methods contribute to higher levels of student motivation. According to Dörnyei (2001), motivation is a critical factor in language learning, and interactive methods provide students with a sense of ownership over their learning process. Activities such as group work and role-plays encourage collaboration, which not only enhances language skills but also fosters social and emotional learning. Moreover, interactive methods are particularly effective in promoting learner autonomy. As students engage in self-directed tasks and problem-solving activities, they develop the confidence and skills necessary to continue learning outside the classroom (Bandura, 1997).

However, the challenges identified in the study must not be overlooked. Classroom management is a significant issue, especially in large classes where ensuring equal participation can be difficult. Teachers must develop strategies to manage group dynamics effectively, such as assigning specific roles within groups and providing clear guidelines for participation. Furthermore, time constraints present a major obstacle, as interactive methods often require longer periods for preparation, interaction, and feedback. Teachers need to balance the demands of the curriculum with the need for meaningful interaction and language practice.

The integration of technology also presents both opportunities and challenges. While technology can enhance the interactive nature of language teaching, it requires careful planning and resources. Teachers must be trained to use digital tools effectively, and schools must invest in the necessary infrastructure to support technology-enhanced learning.

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Conclusion

The use of interactive methods in foreign language teaching offers significant benefits in terms of student engagement, motivation, and language proficiency. These methods encourage active participation, collaboration, and real-world language use, all of which contribute to deeper language acquisition. Task-based learning, group work, and role-playing activities are particularly effective in promoting fluency and communication skills.

However, the successful implementation of interactive methods requires careful planning and consideration of classroom management, time constraints, and technological integration. Teachers must develop strategies to overcome these challenges and ensure that all students are actively involved in the learning process.

Future research should explore the long-term effects of interactive methods on language acquisition, particularly in diverse cultural and educational contexts. Additionally, teacher training programs should focus on equipping educators with the skills and resources necessary to implement these methods effectively, ensuring that they can create a dynamic and engaging language learning environment.

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ISSN 2760-4926 (Online) Volume 2, Issue 4, April 2026



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