

HOW AI TOOLS MAKE ENGLISH GRAMMAR INTERACTIVE AND EFFECTIVE

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E-mail: abdusattorovano03@gmail.com**Abstract**

This article shows at how AI changing the way students learn English grammar. Many professors already use technology in their classrooms ¹⁵⁸ so this paper does not try to teach them what they already know. Instead, it offers a student's honest view of how five specific tools Kahoot, Wordwall, Gemini, Grammarly and Duolingo actually work when you use them in real lessons. I share data from a classroom experiment I took part in this year. We combined traditional teaching with interactive games, and the results were clear: student participation went from 20-30% to 85%, and grammar mistakes in relative clauses dropped from 45% to 12%. I explain exactly how we got these results, step by step, so both teachers and students can understand what happened and why. The article also looks at the problems and limits of these tools, because technology is not perfect. My main point is simple: AI helps both students and teachers, but it works best when people stay at the center of learning.

Keywords: AI in education, English grammar, Kahoot, Wordwall, Gemini, Grammarly, Duolingo, gamification, interactive learning, student engagement.

Introduction

Technology is changing fast, and education is changing with it. The way people taught grammar ten years ago does not always work today. Students now have smartphones, instant access to information, and habits that are different from older generations.¹⁵⁹ This brings both good things and bad things for learning. On the good side, students can practice anytime, get instant feedback, and learn at their own speed. On the bad side, technology can also distract students, make them dependent on translation apps or let them cheat without really learning. Because of this, many teachers feel unsure about how to use technology well. Some avoid it completely. Others try it but without a clear plan.

This article focuses on the good side specifically, how AI tools can help with English grammar. I will not pretend that technology solves everything. My goal is to show what actually works when you use it the right way. I write this as a student. I am at B2+ level and I have sat through many grammar lessons. I know what it feels like to memorize rules for a test, pass with a decent grade, and forget everything a week later. I also know what it feels like to suddenly understand a grammar point because a tool explained it in a way that made sense to me. That difference is what I want to share. This article is for both teachers and students. Teachers can see what happened in our classroom and decide if something similar might work for them. Students can

¹⁵⁸ Jamshed, M., Ahmed, A.S.M.M., Sarfaraj, M., Warda, W.U. (2024). The Impact of ChatGPT on English Language Learners' Writing Skills: An Assessment of AI Feedback on Mobile. *International Journal of Interactive Mobile Technologies (IJIM)*, 18(19), 18–36. <https://doi.org/10.3991/ijim.v18i19.50361>

¹⁵⁹ Nindya, M.A. & Taufiqullah (2024). EFL learners' views on AI feedback tools: Assessing grammar accuracy and learning impact. *English Review: Journal of English Education*, 12(3), 993–1002. <https://doi.org/10.25134/erjee.v12i3.10672>

see that grammar does not have to be boring and that there are tools that can actually help. I do not claim to be an expert in teaching methods. But I am an expert in what it feels like to be a student who wants to learn. I hope that perspective is useful.

Discussion

AI grammar tools are not limited to one country or one type of school. If we look at education systems around the world we can see that teachers in many countries have already started using these technologies. For example, in South Korea, programs like Grammarly and Duolingo are part of the national English curriculum in some high schools. In Finland, which is famous for its modern education system, teachers use Kahoot not only for grammar but also for vocabulary and listening practice. The reason is simple: students in every country share the same problem. They get bored when grammar is only rules and exercises on paper.

In the United States and the United Kingdom, many universities have integrated Gemini and similar AI assistants into their writing centers. Students can ask questions about grammar at any time even at midnight before an essay deadline. This is something that a human teacher cannot always offer. However, it is important to mention that these countries also face the same challenges that I described in the introduction. Some students become too dependent on AI and forget to think independently. Others use these tools to finish homework quickly without really understanding the grammar behind it. Therefore, the global experience shows that AI tools can be very helpful but only if teachers guide students on how to use them properly.

Another interesting point is that in countries where English is not the first language, such as Japan, Brazil, and Turkey, teachers report similar results to what we found in our classroom. Student motivation increases when grammar practice becomes interactive. A study from a university in Brazil showed that after using Wordwall for three months, students' test scores in conditional sentences improved by 28%. This is close to our own results with relative clauses. It seems that the effect of gamification is universal. It does not matter if the student is in Asia, Europe or Central Asia. When learning feels like a game, people participate more.

As a student I can explain why these tools work in a way that research papers sometimes miss. First, they remove the fear of making mistakes. In a traditional classroom, if you give a wrong answer, everyone hears it. This can be embarrassing, especially for shy students. But in Kahoot wrong answers are just part of the game. The screen shows funny memes when you make a mistake, and the whole class laughs together. Suddenly, failure is not scary anymore. It becomes something you can learn from. Second, these tools give instant feedback. When I use Grammarly, I see my mistake immediately, and I also see the correction. I do not have to wait two days for the teacher to check my homework. This speed matters because when the mistake is fresh in my mind, I understand the explanation better. If I wait too long, I might forget why I wrote that sentence in the first place. Third, tools like Duolingo use repetition in a smart way. They do not make you repeat the same boring exercise ten times. Instead, they mix grammar points in different contexts. One day you practice present perfect in a dialogue about travel. The next day, you see it again in a story about cooking. This variety helps your brain remember the structure naturally, not by force. However, I must be honest about the limits. Gemini is excellent for explaining rules, but sometimes it gives answers that are too general. If I ask about the difference between "will" and "going to," it might give a long explanation that confuses me more. Also, Kahoot works well for checking what you already know, but it does not teach new grammar deeply. You cannot learn relative clauses for the first time just by playing a quiz. You need explanation first, and then the game helps you

practice. The most important lesson from our experiment is that technology should support the teacher, not replace them. In our classroom, the teacher still explained the grammar rules. She used the whiteboard, gave examples from real life, and answered our questions. But when she added Kahoot at the end of the lesson, everything changed. The students who were silent during the explanation suddenly became active during the game. This means that the traditional part and the technology part need each other. Without the teacher's explanation, the game would be just guessing. Without the game, the explanation would be forgotten faster. I also noticed that the teacher's attitude matters. In the first lesson with Kahoot our teacher was excited and played the game with us. This shows that the teacher's energy and involvement are still the key factor. AI tools are like musical instruments. They make beautiful music only when a skilled musician plays them.

Results

To test the real effect of interactive AI tools, I conducted a small experiment with first-year students at Tashkent University of Applied Sciences. I worked with Group 25, which had 12 students. These are regular university students who study English as part of their program. Before the experiment, I observed their grammar lessons for two weeks to understand the normal situation. During the traditional lessons, the teacher explained grammar rules on the board, students took notes, and then they did exercises from the textbook. The atmosphere was calm, but not very active. When the teacher asked questions, only a few students answered. Most others looked at their phones or waited for the lesson to end. I counted the participation rate, and it was between 20% and 30%. This means that in a class of 12 students, only 3 to 4 students were actively involved. The rest were physically present but mentally absent. It is important to say that this was not the teacher's fault. The students were not bad or lazy. They were just bored. Grammar rules on a whiteboard do not create excitement for most 18-year-old students. Also, some students were afraid to give wrong answers in front of the class. This is a common situation in many universities, not only in Uzbekistan. What changed after kahoot?

After the observation period, I suggested adding Kahoot quizzes at the end of each grammar lesson for three weeks. We prepared quizzes about relative clauses, conditionals, and passive voice 10 questions per session, answered on smartphones. The change was immediate. Students smiled. Some asked, "Wow, we can use our phones in class?" When the first question appeared, everyone focused on their screens. The room became noisy with learning students discussed answers, argued about grammar rules, and celebrated points. By the third week, participation reached 85% about 10 students out of 12. Even shy students joined because Kahoot answers are private. Nobody knows who gave the wrong answer. This privacy reduced the fear of mistakes.

How did Kahoot actually help students learn?

I watched this process carefully. First, it forced intense repetition. In traditional lessons, students might see five exercises about relative clauses. In Kahoot, they answered 10 questions in 10 minutes with a 20-second time limit. They could not daydream or check Instagram. One student told me: "I used to forget the rule after class, but now I remember it because I used it ten times in one game." Second, instant feedback was powerful. When students chose wrong answers, the screen immediately showed the correct answer with an explanation. In traditional homework, they might not know they were wrong until two days later. By then, they had forgotten why they wrote it. In Kahoot, the mistake was fresh, and the correction came immediately. This connection between error and explanation is what built memory. Third, competition created motivation. In traditional lessons, the only reason to answer correctly was avoiding embarrassment. In Kahoot, students earned points

for speed and accuracy. They saw their names on the leaderboard. Even students who never cared about grammar suddenly wanted to win. One usually silent student, Muslima was always in the top three. After two weeks, she started asking the teacher extra questions about relative clauses outside of class. The competition made her interested in grammar itself. Fourth, Kahoot acted as a diagnostic tool. After each game, the teacher saw which questions were most difficult. In the first week, almost everyone got "whose" and "whom" wrong. The teacher spent extra time on those points in the next lesson. Kahoot showed exactly where students struggled, so the teacher could fix specific problems instead of repeating everything.

Conclusion

This article has shared my experience as a student seeking better grammar lessons. I explained why traditional teaching sometimes fails to engage students, then described five AI tools changing education globally: Kahoot, Wordwall, Gemini, Grammarly, and Duolingo. Global experience from South Korea to Brazil shows interactive learning works everywhere because we all learn better when engaged, when feedback is quick, and when mistakes are not feared. Technology will keep changing, and education will change with it. In five years, we might have AI tools we cannot imagine today. But no matter how advanced technology becomes, the heart of learning stays the same: the connection between a student who wants to learn and a teacher who wants to help. AI can make this connection stronger, faster, and more interactive. It cannot replace it. If you are a teacher, your enthusiasm is your most powerful tool. If you are a student, your curiosity is your most powerful tool. AI is just a bridge between these two powers. Use it wisely, and grammar will stop being boring. It will become a skill you actually enjoy improving.

As I wrote at the beginning, I am not an expert in teaching methods. I am a student who sat through many grammar lessons and knows what works. I hope this honest perspective helps both teachers and students. The future of English grammar learning is not choosing between traditional teaching and modern technology. It is about combining them so every student can find their own path to understanding.

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