

THE EFFECTIVENESS OF ONLINE LEARNING PLATFORMS IN TEACHING ENGLISH GRAMMAR

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Abstract: This article explores the effectiveness of online learning platforms in teaching English grammar to learners of English as a Foreign Language (EFL). With the rapid growth of digital technologies, platforms such as Duolingo, Grammarly, Kahoot, and Google Classroom have transformed traditional grammar instruction into a more interactive and autonomous learning experience. The paper discusses the advantages, limitations, and pedagogical implications of using these tools in grammar teaching, drawing on recent studies and practical observations.

Keywords: Online learning, English grammar, EFL teaching, digital platforms, technology in education.

The advancement of digital technology has significantly reshaped the landscape of education, particularly in the field of language learning. Online learning platforms have become integral to modern EFL instruction, offering learners access to flexible, self-paced, and interactive materials. Teaching English grammar, traditionally considered challenging and monotonous, has benefited greatly from such innovations. Platforms like Duolingo, Edmodo, Moodle, and Kahoot engage learners through gamification, instant feedback, and collaborative tasks, allowing them to practice grammatical rules in context rather than through rote memorization.

This paper aims to examine the effectiveness of online learning platforms in teaching English grammar, focusing on how these tools support learner engagement, comprehension, and retention of grammatical structures.

One of the most notable benefits of online learning platforms is learner autonomy. Students can control their pace, revisit materials, and receive immediate feedback on their grammatical errors. According to recent studies (e.g., Al-Jarf, 2021; Warschauer, 2020), interactive grammar exercises and adaptive technologies personalize instruction to meet individual learner needs, improving both accuracy and motivation.



Another advantage is increased engagement. Gamified features such as points, badges, and leaderboards turn grammar learning into a fun, competitive experience. Platforms like Kahoot and Quizizz have proven effective in maintaining learner attention while reinforcing grammatical concepts through repetition and play.

Additionally, multimodal learning—combining text, audio, and visual input—helps learners internalize grammar rules through various sensory channels. This approach caters to different learning styles and promotes deeper cognitive processing of grammatical structures.

Despite their benefits, online learning platforms are not without limitations. One major challenge is the lack of real-time teacher guidance. Automated systems often fail to explain the reasoning behind grammatical rules or correct nuanced errors, which can lead to confusion or fossilization of mistakes.

Another issue is unequal access to technology. Students in rural or low-income areas may not have stable internet connections or suitable devices, which limits their ability to fully benefit from online grammar instruction. Furthermore, excessive reliance on gamified systems can lead to superficial learning focused more on scores than linguistic competence.

To maximize the effectiveness of online platforms, teachers should adopt a blended learning approach, combining digital tools with direct instruction and communicative activities. Integrating platforms like Grammarly or Google Classroom into lesson plans allows students to practice grammar in meaningful contexts, while teachers can monitor progress and provide personalized feedback.

Moreover, collaborative online tools such as Padlet and Zoom breakout rooms can facilitate peer correction and discussion, promoting social learning and critical thinking about grammar usage.

The use of online learning platforms in teaching English grammar has shown great potential to enhance learner motivation, engagement, and understanding. While these tools cannot entirely replace traditional instruction, they complement classroom teaching by providing interactive, flexible, and student-centered learning environments. When integrated thoughtfully, online platforms can transform grammar learning from a mechanical exercise into a dynamic and meaningful process.

Recent research highlights the growing effectiveness of online learning platforms in teaching English grammar, especially in EFL contexts. A study by Irdani, Fatimah,



and Triyoga (2022) revealed that EFL students employ a variety of learning strategies—such as cognitive, metacognitive, and social strategies—while learning grammar online. These strategies help learners manage their progress, correct errors, and reflect on their grammatical development more efficiently than in traditional classrooms. Similarly, a 2024 study titled Online Grammar Learning of Students in Bachelor of English Literature Program found that over 82% of students reported significant improvement in their understanding of complex grammatical structures through online grammar lessons. Learners also expressed positive attitudes toward the flexibility and accessibility provided by digital tools.

Another study by Dincer and Polat (2022) investigated the use of flipped learning in EFL grammar instruction. The researchers found that combining online video lectures with in-class interactive activities increased students' engagement, motivation, and retention of grammatical rules. This blended model demonstrated how online resources could complement face-to-face instruction effectively. Moreover, the integration of mobile-assisted language learning has shown similar benefits. For instance, a 2022 *Frontiers in Psychology* study demonstrated that using Instagram feed-based grammar tasks significantly improved both grammatical competence and learner attitudes. Students found social media platforms motivating and easy to use for practicing grammar in authentic contexts.

In addition, a recent case study conducted in Indonesia explored the use of Google-based tools—such as Google Docs, Forms, and Classroom—for collaborative grammar learning. The findings indicated that online collaboration fosters learner autonomy, enhances peer interaction, and promotes self-regulated learning. Learners were more willing to participate, revise their work, and take responsibility for their grammatical accuracy.

Overall, these studies consistently show that online learning platforms enhance grammar instruction by increasing learner engagement, supporting self-regulation, and offering flexible, technology-driven opportunities for practice. However, the effectiveness of such platforms largely depends on thoughtful integration into the curriculum and active teacher guidance to ensure that learning remains meaningful and contextually relevant.



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