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THE IMPACT OF USING MODERN TECHNOLOGY IN TEACHING GRAMMAR TO UZBEK ADULTS AND ITS EFFECT ON WRITING ACCURACY

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ABSTRACT

In this article, the process of teaching grammar by means of modern technologies were analyzed and potential effects on students' writing accuracy were noted. The material and surveys used by foreign researchers and university instructors served as the basis for the results.

KEYWORDS

Grammar, writing, technology, methods, impact, efficiency, foreign language, multimedia, social media, writing accuracy.

INTRODUCTION

Technology has significantly changed our lives. In terms of teaching and learning, implementation of computers, using the Internet, social media tools and visuals made the work of teachers much easier and less time consuming. As Finnegan (2018) states the usage of technology is indispensable and written into education laws and implementation of it is no longer a choice or betterment but a requirement. By incorporating technology, teachers can conduct lessons efficiently, superinducing audio and video format resources.

Grammar is a basis of any language and learning it is essential. Traditionally, there was a stereotype that grammar is meaningless and decontextualized and most learners viewed it as unnecessary and unhelpful. In spite of its importance in the second language learning, grammar has been apt to be problematic and demotivating for learners. However, with the advent of technologies, teaching grammar changed from memorization of rules or dialogues to using authentic audiovisual materials. There are a lot of technology-based grammar programs for the usage of teachers and learners.

LITERATURE REVIEW

Today, technology plays a pivotal role in our lives and year by year is consolidated more and more. It is often regarded that 21st century is the century of technology. It influenced every aspect of our life, mostly changing it for better. Raja and Nagasubramani (2018) described the importance of technology as a keystone of economic growth. They also declared “an economy which is poor in technology can never grow in today’s scenario”. The advent of technology has affected not only social lives of people but also revolutionized the field of education (teaching and learning). Marshall (2002) stated “technology brings new opportunities to access information, to create rich technology-based environments where students experience new and challenging things, and to connect students with new and different people, places, and things. Technology can take us to places we have never been nor are likely to ever go. Technology can connect us with people around the world who offer different perspectives and experiences. These opportunities will result in many types of learning. It is up to classroom teachers, instructional designers, and program developers — essentially every individual involved in education —to ensure that these technology-facilitated opportunities benefit learning and every child’s future”.

TRADITIONAL EDUCATION

In Uzbekistan context, formal education was traditionally focused on school. Teachers conducted lessons following textbooks, using books, preparing notes or relying on their experience. Teaching methodology has significantly changed over the years. As Walia (2012) states “methodology in

language teaching has been characterized in a variety of ways. Within methodology we have methods and approaches, in which methods are the fixed teaching systems with prescribed techniques and practices, and approaches are language teaching philosophies that can be interpreted and applied in a variety of different ways in the classroom”. Grammar translation method, Direct Method and Audio Lingual Method are the methods that are popular in traditional methods of language teaching. The traditional method often puts a considerable accent on the learning of grammar structures and vocabulary, not focusing mainly on basic skills, namely reading, speaking, listening, and writing. As Richards (2006) mentioned “it was based on the belief that grammar could be learned through direct instruction and through a methodology that made much use of repetitive practice and drilling. The approach to the teaching of grammar was a deductive one: students are presented with grammar rules and then given opportunities to practice using them, as opposed to an inductive approach in which students are given examples of sentences containing a grammar rule and asked to work out the rule for themselves”. Implementing teaching in deductive rather than inductive way can probably create “copious rules and paradigms” to the student rather than “letting them to discover those rules inductively” (Brown, 2001).

Computer-assisted language learning

“The impact of technology can be felt in every possible field one such field is Education” (Raja and Nagasubramani, 2018). In traditional method of teaching, learning English was probably boring and not engaging. Some students felt apprehensive learning a second language because of prejudicial view that English is too complicated to master.

Krashen (2002) stated “students acquire language when they are engaged in an activity in which they don’t feel nervous. When the students feel anxious, defensive, frighten and nervous, their effective filter is high like a mental block to the second language acquisition. When their effective filter is low, they feel motivated and free to take risks in the process of second language acquisition. Today, English teachers should have an ability to engage students and motivate them by using different interactive games, music, videos, etc. Considering the technological developments, it is becoming essential to use in educational purposes as well. That assumption can be supported by Lee (2000) “the Internet and the rise of computer-mediated communication in particular have reshaped the uses of computers for language learning”. As computers and mobile phones have become an integral part of our daily life, Computer Assisted Language Learning (CALL) approach appeared. “CALL is a new tool and technique that can help students improve their language skills. This new technology in language education improves learner autonomy, creativity, productivity and teamwork. Interactive pedagogy and computer-aided language learning are used to supervise language learners through language or skill practice, stimulate discussion and interaction, or as writing and research tools” (Benyo, 2020). In Uzbekistan, teachers also started applying Computer Assisted Language Learning (CALL) in language classrooms, and its development is surprisingly fast. “Computer or multimedia-assisted language teaching has become an overwhelming trend and been regarded as a major reform. It is widely acknowledged that modern technology brings about remarkable reform to language teaching” (Asrifan, Cris, K.J. Vargheese, Syamsu, Muhammad Amir, 2020). Using computers

gives an opportunity to an infinite number of resources which can be helpful in improving reading, speaking, writing, listening skills.

Modern technologies in teaching grammar

Grammar is indispensable part of language learning. It plays a very important role in second language learning and teaching. As Cam and Tran (2017) mentioned having language comprehension and language production would be impossible without grammar proficiency. In traditional method of teaching learners are provided with isolated sentences, which are composed of grammatical transformation and repetition (Nunan, 1998). In that case, workbooks may not always give authentic context that can encourage learners to explore the language more and understand the value of the grammar item. According to Turkish researchers, Ilin, Kutlu, Kutluay (2012) “teachers have the freedom to create their own videos using different digital technology tools such as cameras, cell phones, websites and animation software. That is to say, instead of mechanical Fill in the blanks or Write the present form of the verbs exercises in the workbooks, an animated video would be more helpful. Along with these, videos can be of vital benefit in contextualizing the language items. On the other hand, there are also cautious approaches to modern technology tools. In this context, the issues that attract notice are purpose and selection of audiovisual materials and nature of language”. Although there are different technology-based grammar instruction materials and resources, it is very essential to choose them according to the needs of learners (Summerhays, 2020) Grammar Up is an application which is very easy to use. This app consists of grammar rules and multiple choice quizzes, categorized by themes. In this case study, above

mentioned application will be implemented during the lessons.

Writing accuracy

Grammar and writing are usually taught separately, which can be the result of unsatisfied writing accuracy. Some learners can master grammar rules but applying them while writing essays may create difficulties. As Cubillo and Hernandez (2015) claimed “teachers should teach grammar and composition as only one integrated course. The same teacher should be responsible for organizing both areas: grammar and composition so that the mistakes found in students’ writing can be used to teach grammar in context”. Every day teachers are getting access to some new technologies, which join hands with English teaching. Since the traditional teaching method such as the chalk and talk method seems to be outdated, the modern technologies can be used as a supplement to the in-class teaching method to have a vivid atmosphere in the class. It is the need of the hour to integrate new technologies to upgrade the level of English teaching. The modern technologies relax the mind of the students to get into the subject with full involvement rather than a complex task to do. Digital technologies in language learning by multiple intelligence and mixed abilities shift with old methods of teaching (Bahadorfar, Omidvar, 2014). The impact of modern technologies also has on improving writing skills. Moreover, one of the components of literacy is writing. Writing is often used a daily basis, especially, to chat with friends. “Along with the use of technology, e-mails started to be used as asynchronous communication tool. This tool has also been used in developing writing skills” (Kutlu, 2012). As Lee (1996) stated “using e-mail in a writing class can occur over various network as long as

workstations with e-mail software are readily available to the students. This could be in a lab, over a campus network, or across the Internet. There are many reasons why using e-mail is beneficial for the student and the teacher in the writing class”.

Participant Profile

The subject I decided to work with is a graduate of Gubkin Russian State University of Oil and Gas. He is 26 years old. The nationality of my participant is an Uzbek, who was brought up in Moscow. Nowadays, he lives in Bukhara, Uzbekistan. Living in two countries and being a part of two cultures, gave a chance him to enhance his linguistic comprehension. He is multilingual, speaking fluently in Uzbek, Russian and Tajik. Also, he has an intermediate level of English. Although English was a compulsory subject in school and university, due to demotivation to learn a second language and the limited hours of English he couldn't master the language. I get to know that his communication skills is well-developed, however he has some difficulties in terms of grammar rules.

One primary reason why I chose him is that I have known this student for 7 months. He is my dedicated student who has been seriously taking up learning English. I am his General English teacher. According to the interview, I found out that he has an instrumental motivation to study English. He said that he has a purpose to study in Canada to get a Master's degree. It is worth to mention that he has an extroversion personality, who can easily socialize and actively participate in the lessons. He is a combination of visual and auditory style learning, because he can easily remember information which he ever watched or heard. Moreover, he said that he prefers to learn English watching YouTube videos, film, sitcoms, news,

listening to music, podcasts, reading articles related to chemistry.

Research Design

In order to meet the requirements of the present case study according to research question, I designed a four stage research: an oral interview, pre-test and checking essay, four-week instructions and observations of the participant at English classes and a post-test and checking essay.

Stage 1

In order to collect data from the subject and to identify the proficiency of English an interview was conducted from the subject. The interview was composed of 18 questions. Questions were asked related to his background, culture, family, marital status, his experience in studying English, personality and motivation to study. During the interview grammar mistakes were detected and the oral feedback was provided to the subject after the interview. The interview was recorded in the Success educational center with the consent of the participant.

Stage 2

To identify the English grammar proficiency pre-test was conducted by the teacher using englishtestsonline.com website. The pre-test was consisted of 20 questions related to grammar, including tenses, active/passive voice, conditionals, infinitive/gerund, articles, and prepositions. Multiple-choice questions provided had 4 answer options, namely A, B, C, and D. The level of the pre-test was

intermediate. The test was chosen to correspond to the subject who has an intermediate level of proficiency. 20 minute was provided to fulfil the test. In order to check writing accuracy, the subject was asked to bring his latest essay.

Stage 3

At this stage instructions and observations have been carried for four weeks. During four weeks (10 lessons, each about 60-90 minutes) grammatical notions were conducted. Each topic was taught using multimodal presentation, including video and audio materials. Grammar Up application was used to practice and consolidate the topics.

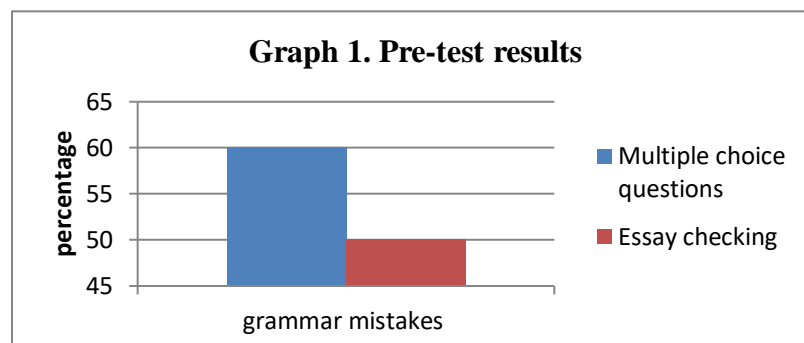
Stage 4

At this stage, post-test was given to the subject. In order to check his improvement, pre-test questions were used. Finally, the participant was required to write an essay in about 150 words within an hour.

Moreover, I asked the participant to fill the survey after the post-test about his thoughts on grammar lessons using modern technologies. The survey was designed by Summerhays (2020) using Likert scale of 1-5.

DATA COLLECTION AND FINDINGS

The collected data was thoroughly analyzed. The results of the pre-test are showed on the graph 1. It manifests the information about multiple choice questions and essay checking. According to the graph, the subject had 60% mistakes on test, while his writing was composed of 50% grammar errors.



In spite of studying English at school and university, the subject started seriously studying 7 months ago. His speaking skill was well-developed. However, during the interview I also noticed a lot of mistakes, which indicated his low proficiency of grammar. For instance, this is a part of the interview:

UD: Do you work or study?

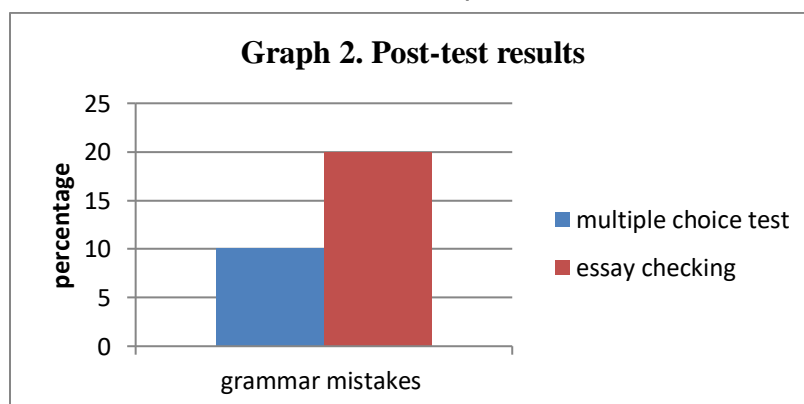
ASH: Neither. I graduate from Gubkin Russian State University of Oil and Gas. Nowadays I planning to enter the university in Canada for a Master's degree.

Furthermore, in order to identify whether improving grammar effects on writing accuracy or

not, one of the latest essays of the subject was analyzed. According to the results, the participant's essay was composed of 50% mistakes. Those grammatical errors are related to articles, prepositions, tenses etc. For example:

These days, it seem seems that due to television and the Internet people is are getting popularity easier.

Graph 2 indicates the results of post-test. It shows that grammar mistakes decreased to 10% in terms of multiple choice tests. Writing accuracy also was improved since the participants mistakes reached only 15%, which reduced by 35% in comparison to the previous essay.



The results of the pre-test and the post-test were compared and analyzed. Table 1 shows that there was

a noticeable increase in the post-test by contrast to the pre-test. The subject had only 8 correct answers

on the pre-test, while after instructions and practice on online platforms the results improved to 18.

In order to answer to the second research question, during the four week instructions Grammar Up application was used to consolidate themes. This app was very helpful not only to improve grammar but also to learn new vocabulary items. Moreover, the

app has grammar rules and questions sorted by topic. Firstly, the participant practiced to answer questions from certain topic. Afterwards, he took mock test and answered to questions randomly from all the topics. The app has a function to set time, e-mail the results to the teacher and show progress of the student, which very helpful for the instructors (See Appendix IV for Grammar Up application).

Table 1. Comparative statistics for Pre-test and Post-test results

	Total number of questions	Pre-test	Post-test	Difference
The number of correct answers	20	8	18	10

The results of the post-test indicate that the usage of digital technologies had a positive impact on the improvement of grammar. Essay was also checked and analyzed. According to the second essay, the participant made fewer mistakes. It means that using online application was effective to develop writing accuracy as well.

The survey was conducted in order to get to know the opinion of the subject in terms of using modern technologies in teaching process. The results of the survey show that the subject was content with lessons. Implementing modern technologies engaged and motivated him.

A: Using Grammar Up is really interesting. Also, the instructor always presents each topic using ppt, video and games, which encourages me to study.

Moreover, the findings are consistent with the results of the case study by Oandasan (2021), who investigated the effectiveness of form-focused grammar instruction and its influence on writing and revealed that the participants of his research also had significant difference in pre and post tests. His study showed that improvement of grammar accuracy resulted in writing proficiency as well.

CONCLUSION

Overall, this case study strengthens the idea that digital technologies have a significant effect on developing grammar proficiency. As Walia (2012)

stated “grammar makes it possible for each one to understand how the mother tongue functions, in order to give him/her the capacity to communicate its thought”. Students who are grammatically accurate are likely to write accurately (Oandasan, 2021). Moreover, comparing statistics show that improvement of grammar had an impact on writing accuracy as well. Using online tests and Grammar Up application helped the subject to make a progress in learning second language. First and foremost, easy access, unlimited practice and immediate feedback were provided. Secondly, the subject was satisfied with teaching method and expressed opinion that he would prefer technology based-grammar lessons to traditional paper and pencils ones (through drills, grammar activities from books). Furthermore, using appropriate audiovisual materials helped the participant to reinforce the view of the target culture and enhance his second language learning. One of the reasons for implementing digital technologies was avoid teaching grammar rules and conduct authentic and meaningful lessons, providing the participant with certain tools for not only linguistic but also social and cultural exposure to the second language.

As a teacher I believe that the research questions discussed in the case study are important these days. However, it is essential to mention that there are a wide range of digital technology tools which need to be researched. This case study included only one Uzbek adult and particular modern technologies. I highly recommend the participant of my case study not to lose motivation, increase the amount of language exposure by independently practicing grammar on online platforms daily and use Grammar Up application in order to consolidate grammar rules.

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