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THE ROLE OF HIGH TECHNOLOGIES IN TEACHING ENGLISH GRAMMAR

Fayzullayev Jamoliddin Qo`chqor og`li
The Assistant Teacher of Philology Faculty
in Alfraganus University

Abstract
Despite significant developments in language teaching methods in past years, language teachers also face the challenge of determining the status of teaching grammar (Ellis, 2003, 2006). Grammar should be taught or create a situation where language learners can naturally learn grammar (Ellis, 2006). In this view, teachers should be well aware of the differences between grammar knowledge and grammar competence. Grammar may be described as the comprehension of sentence structure patterns and grammar as a tool in producing spoken and written texts (Richards & Reppen, 2014). Teachers use recognizable technology for teaching purposes, despite the difficulty of this factor. The technology used for teaching grammar has been the prominent subject of classical and contemporary language teaching studies. Luckily, a wide range of technologies ranging from low-tech, interactive technologies, high-tech options, and increasingly intelligent future options can adapt to meet the learning goals.

Introduction

Many of the problems are associated with teaching grammar from a meaning-based and communicative viewpoint and teaching English. They are more reliably and effectively, including the technology use (Bikowski, 2018). Over the last few decades, numerous studies have uncovered essential data on technology usage in education. Initially, the US Department of Education emphasised the value of utilising technology and the internet for educational purposes (Smerdon et al., 2000). However, the increasing issue in grammar instruction by computer-assisted language learning (CALL) is focused on the teacher's, learner's, or both's underlying learning and methodological expectations and the state of technology at the moment (Bikowski, 2018).

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The trend's evidence is the numerous studies investigating the teachers' perspectives and beliefs (Deng & Lin, 2016; Nurusus et al., 2017; Rijt et al., 2019; Watson, 2015). Some studies also focus on teaching grammar methods, approaches, and models for various education levels (Mammadova, 2016;Matkasimova & Makhmudov, 2020; Mufanti et al., 2019; Nugraha et al., 2016). Despite that, some researchers investigate grammar teaching from specific educational, technological tools such as animated sitcoms (Saeedi & Biri, 2016), grammar checkers (Vernon, 2000), pop culture (Werner, 2020), and games (Hedberg, 2010).

Although extensive research has been carried out on the given theme, only a few (if any) studies exist that highlight the technology for teaching grammar in tertiary education in Indonesia. English teaching in Indonesia provides an interesting context on how students and teachers perceive technology in grammar classes, which remains unknown. The teacher's and students' viewpoints on using technology in grammar class are investigated in this article. This study aims to ascertain the attitudes of Indonesian tertiary-level EFL grammar instructors and students about the use of technology in their teaching-learning processes. Retooling the classroom.

As new instructional models grow in popularity, students and faculty are asking to have more technology integrated into their classes and classrooms. Learning spaces must be redesigned from the ground up to meet today’s student and faculty needs

The intended use of an architectural space and the entirety of the physical space - from furniture and lighting to acoustics and electricity - must be considered to maximize the effectiveness of modern instructional models and the technologies that support them. Designers must carefully consider the mix of space available and the different types of instruction each room can support.

When rethinking learning space, many institutions find it difficult to dedicate rooms to specific instructional styles. Instead, they opt for flexible classroom spaces that can support a variety of pedagogical styles and class structures, and that can be adapted as styles and needs change. Such classrooms require more square feet per person than traditional classroom designs to provide sufficient room for a variety of class configurations.

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Furniture must be easily moved and configurable, and provide adequate surface space to balance student technology - notebooks, tablets, smartphones and e-readers - as well as books, papers and group work.

Tables and chairs might be on casters or easily folded and stacked. Tables might also be in a variety of shapes that lend themselves to different configurations for individual or group work.

Multiple writing surfaces and display areas, whether low-tech portable whiteboards or high-tech interactive whiteboards, can be included, alongside group tables with one flat-panel display each or a main presentation area with at least two screens for displaying both static and interactive content simultaneously.

Zone lighting systems and window shades help provide optimal conditions for viewing content from a digital projector. The size of a space as well as its acoustic qualities (from the types of flooring and ceiling materials to ambient noise from an HVAC system) should be considered to determine whether a microphone and speakers are necessary.

A solid infrastructure must be in place to support technology-enabled learning. While there may be specific requirements for server and storage infrastructure depending on the particular technologies deployed, the presence of end-user computing devices in the classroom elevates the importance of both network and power. Teachers and technology integration within the umbrella term 'ICT,' the word that one can understand applies to instructional technologies. The teacher typically uses One-to-many technology in front of the classroom. It may include school-specific technology (e.g., digital whiteboards), as well as technologies that are used throughout formal and informal lines (e.g., games), and it may include stand-alone and online, interconnected technologies (Livingstone, 2012). Teachers are expected to recognise that the facets of technology-facilitated learning, if any, are helpful in any given situation in this scenario. ICT or stated as 'technology,' offers various benefits. For example, it improves students' learning outcomes (Livingstone, 2012). Students' learning improvement is possible through the improvement of learning engagement.

The term "technology-enhanced learning" (TEL) refers to the educational application of technology. It applies to particular places where teachers can use technologies to improve things. It tackles the technology usage, developing the contexts where its instructional programs are done, optimising teaching

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methods, and enhancing student learning outcomes (quantitatively and qualitatively) (Kirkwood & Price, 2014). TEL's demonstrated advantages are focused on the fact that educators who have trained to incorporate technology into current curricula educate better than others that never have.

In addition, teachers' and students' perceptions about digital technologies can improve due to the differences in classroom practice and the increased use of technology (Christensen, 2002). Most teachers who had access to and knowledge of technology did not use it in their courses. Teachers are classified into two groups when it comes to technology use. The first group would result in more successful and productive instruction and increased student motivation when teachers have an optimistic outlook toward technology incorporation and believe in incorporating technology into teaching (see Beeland, 2002; Reiser, 2002). On the other hand, the second group argues that using technology will distract and interfere with students' learning attention (Lavie, 2005).

The majority of teachers think integrating technology into their classrooms would benefit their students (McKnight et al., 2016). However, teachers' ability to use technology effectively is limited by a dearth of productive interactions. Teacher consideration in integrating technology into EFL grammar teaching Chai and Koh (2017) suggest a two-phase TPACK learning design model (STLDM) with scaffolded TPACK learning design. Teachers' insight into the design of technology-integrated lessons is the first phase. Teachers will help students determine targets, evaluate learners, prepare to learn tasks, and select media/creating ICT-based tools. The critical concern in technology tools is whether technology tools can interpret the subject to build a more effective pedagogy. The issues could include common misunderstandings and the benefits and limitations of current teaching approaches. The application of technological solutions should be dependent on whether or not the use of technology can improve current methods of teaching particular subjects.

The second phase enables instructors to create ICT-based resources for lesson planning by creating instructional activities and selecting media. To begin, the teacher should research the most effective student-centred learning strategies. Additionally, teachers must anticipate potential difficulties and provide critical support to their students' learning processes.

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In conclusion, designing instructional activities and selecting media/creating ICT-based resources may be used to develop student-centred teaching and learning activities facilitated by technology and decide how to assess students' learning and learning processes (Chai & Koh, 2017). In terms of grammar teaching, Richards and Reppend (2014) assert that teachers and students may use technologies and the internet to introduce various language usage into the classroom, enabling them to be introduced to and communicate with various spoken and written texts.

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