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TEACHING GRAMMAR THROUGH MODERN TECHNOLOGIES

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Abstract. The integration of modern technologies into language education has significantly reshaped the teaching and learning of grammar in English as a Foreign Language (EFL) and English as a Second Language (ESL) contexts. This article provides a critical review of recent literature on the use of digital tools such as Computer-Assisted Language Learning (CALL), Mobile-Assisted Language Learning (MALL), artificial intelligence (AI), and gamification in grammar instruction. The findings indicate that technology-enhanced grammar teaching improves learner engagement, provides immediate feedback, and supports individualized learning pathways. However, challenges such as unequal access to technology, insufficient teacher training, and over-reliance on automated systems remain significant barriers. The study concludes that effective grammar instruction requires the integration of modern technologies with communicative, task-based, and learner-centered pedagogical approaches.

Keywords: Grammar teaching; modern technologies; Computer-Assisted Language Learning (CALL); Mobile-Assisted Language Learning (MALL); artificial intelligence in education; gamification; EFL/ESL instruction; digital pedagogy; technology-enhanced language learning; learner autonomy.

Annotatsiya. Zamonaviy texnologiyalarning til ta’limiga integratsiya qilinishi ingliz tili chet tili (EFL) va ingliz tili ikkinchi til (ESL) kontekstlarida grammatika o‘qitish va o‘rganishni sezilarli darajada o‘zgartirdi. Ushbu maqola Computer-Assisted Language Learning (CALL), Mobile-Assisted Language Learning (MALL), sun’iy intellekt (AI) va gamifikatsiya kabi raqamli vositalarning grammatika o‘qitishdagi qo‘llanilishiga oid so‘nggi adabiyotlarni tanqidiy ko‘rib chiqadi. Natijalar shuni ko‘rsatadiki, texnologiya asosida boyitilgan grammatika o‘qitish o‘quvchilarning ishtirokini oshiradi, tezkor fikr-mulohaza (feedback) taqdim etadi va individual o‘quv yo‘llarini qo‘llab-quvvatlaydi. Biroq, texnologiyaga tengsiz kirish imkoniyati, o‘qituvchilarning yetarli darajada tayyorlanmaganligi va avtomatlashtirilgan tizimlarga ortiqcha tayanish kabi muammolar hanuzgacha jiddiy to‘siqlar bo‘lib qolmoqda. Tadqiqot xulosasiga ko‘ra, samarali grammatika o‘qitish zamonaviy texnologiyalarni kommunikativ, vazifaga asoslangan va o‘quvchiga yo‘naltirilgan pedagogik yondashuvlar bilan integratsiya qilishni talab etadi.

Kalit so’zlar: Grammatika o‘qitish; zamonaviy texnologiyalar; Kompyuter yordamida til o‘rganish (CALL); Mobil yordamida til o‘rganish (MALL); ta’limda sun’iy intellekt; gamifikatsiya; EFL/ESL ta’limi; raqamli pedagogika; texnologiya asosida boyitilgan til o‘rganish; o‘quvchi mustaqilligi.

Аннотация: Интеграция современных технологий в языковое образование значительно изменила преподавание и изучение грамматики в контексте английского как иностранного языка (EFL) и английского как второго языка (ESL). В данной статье представлен критический обзор современной литературы по использованию цифровых инструментов, таких как компьютерно-опосредованное изучение языков (CALL), мобильное изучение языков (MALL), искусственный интеллект (AI) и геймификация в обучении грамматике. Результаты показывают, что обучение грамматике с использованием технологий повышает вовлечённость учащихся, обеспечивает немедленную обратную связь и поддерживает индивидуализированные траектории обучения. Однако такие проблемы, как неравный доступ к

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технологиям, недостаточная подготовка преподавателей и чрезмерная зависимость от автоматизированных систем, остаются серьёзными барьерами. В исследовании делается вывод, что эффективное обучение грамматике требует интеграции современных технологий с коммуникативными, ориентированными на задания и учащихся педагогическими подходами.

Ключевые слова: Преподавание грамматики; современные технологии; компьютерно-опосредованное изучение языков (CALL); мобильное изучение языков (MALL); искусственный интеллект в образовании; геймификация; обучение EFL/ESL; цифровая педагогика; обучение языкам с использованием технологий; автономия учащегося.

Grammar teaching has traditionally been associated with rule memorization, translation exercises, and mechanical drills. However, modern pedagogical approaches increasingly emphasize the importance of meaningful communication and contextualized language use. Researchers such as Celce-Murcia (1991) and Richards and Reppen (2014) argue that grammar should not be taught as isolated structures but as a communicative resource embedded in authentic language use. Nassaji and Fotos (2011) further highlight that both explicit instruction and implicit learning play important roles in second language grammar acquisition.

The emergence of Computer-Assisted Language Learning (CALL) has transformed grammar instruction by introducing interactive and multimedia-based learning environments. Chapelle (2003) explains that CALL provides opportunities for input enhancement, interaction, and feedback, all of which are essential for language acquisition. In digital environments, learners can practice grammar through interactive exercises, online quizzes, and automated feedback systems that allow for immediate correction of errors. Bikowski (2018) emphasizes that technology not only supports grammar practice but also enables personalized learning experiences that adapt to individual learner needs. Recent systematic reviews confirm that CALL-based grammar instruction generally leads to improved learner outcomes, especially when integrated with sound pedagogical strategies (Bahari & Gholami, 2024).

Mobile-Assisted Language Learning (MALL) has further expanded access to grammar instruction by allowing learners to engage with content anytime and anywhere. Mobile applications provide short, repetitive grammar exercises that enhance retention and encourage continuous practice. In addition, gamification has become an important trend in grammar teaching. By incorporating game-like elements such as points, rewards, and levels, gamified learning environments increase student motivation and engagement. Aisyiyah et al. (2024) found that technology-integrated and game-based grammar instruction significantly improves learner participation and performance, particularly among younger students.

Artificial intelligence has also introduced new possibilities in grammar instruction. AI-powered tools such as grammar checkers, intelligent tutoring systems, and conversational chatbots offer real-time corrective feedback and personalized learning support. These systems help learners identify grammatical errors and improve accuracy independently. Research on large language models and AI-based educational systems shows that these technologies can enhance writing and grammar development in EFL contexts (Caines et al., 2023; Xiao et al., 2025). However, scholars also caution that excessive reliance on AI tools may reduce critical thinking and deep grammatical understanding if not properly guided.

Despite these advantages, several challenges remain in the implementation of modern technologies in grammar teaching. One major issue is the digital divide, which creates unequal access to technological resources among learners. Another challenge is the lack of adequate teacher training in effectively integrating digital tools into grammar instruction. Without proper pedagogical guidance,

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technology may be used in a superficial or unstructured way. Furthermore, over-dependence on automated systems may limit learners' ability to internalize grammatical rules. Klimova et al. (2023) emphasize that successful technology integration depends not only on the availability of tools but also on pedagogical design and institutional support.

Overall, the literature suggests that modern technologies have a positive impact on grammar teaching when used in combination with effective instructional strategies. Technology enhances engagement, provides immediate feedback, and supports learner autonomy. However, it should be viewed as a complementary tool rather than a replacement for traditional teaching methods. The most effective grammar instruction occurs when technology is integrated with communicative, task-based, and student-centered approaches. Future research should focus on long-term learning outcomes of AI-assisted grammar instruction and strategies for improving teacher preparedness in technology-rich educational environments.

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