

# CURRENT SITUATION OF LEARNING ENGLISH GRAMMAR AND THE SUGGESTION OF APPLYING TECHNOLOGY IN TEACHING ENGLISH GRAMMAR FOR STUDENTS OF THAI NGUYEN UNIVERSITY OF ECONOMICS AND BUSINESS ADMINISTRATION

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## Abstract

In the 4.0 era, the integration of technology into English language teaching becomes popular in the world in general and in Thai Nguyen University of Economics and Business administration in particular. As advanced technologies are becoming more and more available, English language teachers can take a lot of advantage of these advances to help students to approach the lessons easier.

With this current tendency, the English grammar teaching methodology has to be changed to be suitable for the situation, as Chapelle, C. A. (2001) states, "As we enter the 21st century, everyday language use is so tied to technology that learning language through technology has become a fact of life with important implications for all applied linguists, particularly for those concerned with facets of second language acquisition."

With the above facts, the authors have conducted a study to identify the current situations of teaching and learning English grammar of lecturers and students of Thai Nguyen University of Economics and Business administration (TUEBA); and suggest some solutions to enhance both the teaching and learning of this language.

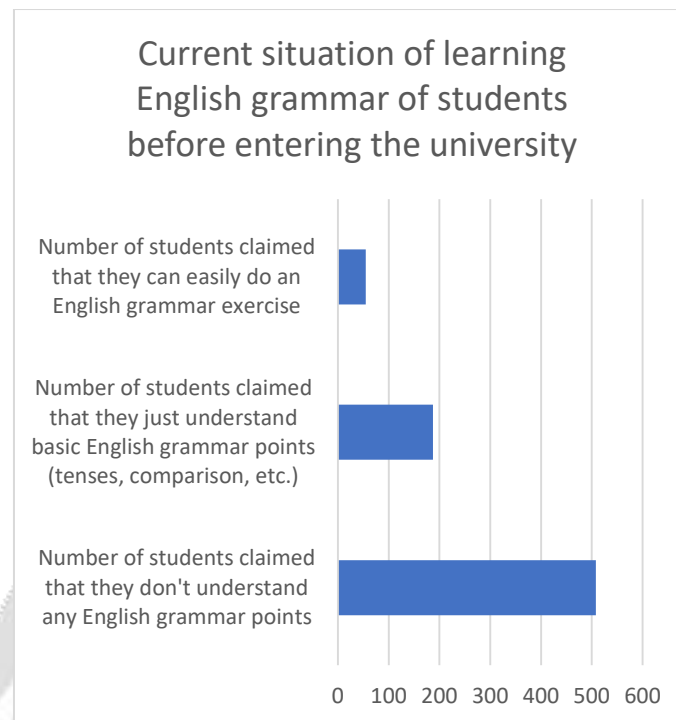
**Keywords:** *English grammar, technology, Thai Nguyen University of Economics and Business administration, TUEBA*

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## Current situation of learning English of TUEBA's students

Because TUEBA's students are non-major students, at the beginning of the study, we conducted a survey, asking 750 first-year students about their English learning before entering the university. After having collected the data, we found out that the majority of students had studied English for at least 3 years, in which 79.7% of the students claimed that they had studied English for about 7 years at their middle and high schools, 14.2% of the students said that they had studied English for about 3 years before entering the university, only 6.1% told they had studied another language or had never studied English at their middle or high schools. This means a majority of TUEBA's first-year students have studied for a period of time, but when being asked what they think about learning English grammar, we already collected the data as presented in the following table:

*Table 1.1: Current situation of learning English grammar of students before entering the university*



Only 55 students said that they could easily do an English grammar exercises, 187 students they might do some of the basic English grammar points, and a large number (508) students claimed that they couldn't do anything related to English grammar. They explained that they are non-major students and when they were at their middle and high schools, they just focused on their sets of 3 main subjects (like maths- chemistry- physics, maths- chemistry- biology, etc.) in order to prepare for the university entrance exam; another common reason collected is that because the teachers hadn't made them find it interesting to learn English, they couldn't understand anything related to English grammar although they had studied English grammar for a long time. This means that most of the students don't have to right motivation to learn English.

### **Current situation of English grammar teaching**

Grammar is usually taught by using traditional method. Lecturers present the rule of a grammar point, after that they give some examples to illustrate the uses of the grammar point and finally, students will do the exercises to practice those uses. Grammar lesson seems complex and boring to students, and teaching grammar is a real challenge to lecturers. Teachers mainly rely on blackboard to convey the knowledge to students.

Recently, with the fast development of technology, lecturers are facilitated with a lot of online and offline tools to help with their teaching process, they can use offline application software to present the grammar rules such as Microsoft powerpoint, Prezi and so on, with the appearances of audio-visual supports, lecturers can more easily attracts students' interests in learning; furthermore, after asking the lecturers about the most frequently-used online application, we have found out 2 most frequently-used one are Quizizz (<https://quizizz.com>), Moodle (<https://moodle.com>). Moodle can help lectures structure the full course of teaching and learning a language in which students can join in to self-study the given knowledges, practice and do the tests, which are all designed by the lecturers; meanwhile Quizizz helps students instantly practice a language point with the support of audio-video effects, students actively join in a race to find out the person with the most correct answers.

With such above useful online and offline tools, lecturers are date-by-date recognize the importance of applying advanced technology in their teaching process.

### **The application of technology in teaching English grammar**

Many researchers have showed the advantages of technology in language teaching and learning. Roblyer and Edwards (2000) states, "Technology-based methods have successfully promoted several kinds of motivational strategies that can be used individually or in combination." The kind of intrinsic motivation, according to Cole, P.G. and Chan, L.K.S. (1994), helps students to have the right motivation in learning a language.

The audio- visual and interactive features of advanced technology may influence the eagerness to acquire a new language as suggested by Pask-McCartney (1989), “The visual and interactive features of many technology resources seem to have focus students’ attention and encourage them to spend more time on learning tasks.”

Roblyer and Edwards (2000) also states, “Computer-based practice may motivate students to do the practice they need. Computers don’t get patient or give disgusted look when students give wrong answers”; “...unlike feedbacks from an instructor or tutor, the feedback from computers can remain unbiased, accurate and non-judgmental, irrespective of students characteristics or the nature of the student response” (Mason & Bruning, (2005)).

Technology can facilitate the teachers and saves their time by giving immediate, accurate and individual feedbacks to students. By this way, students will feel it is more confidential, which means they do not feel embarrassed as the teachers give their study results that everyone in the class will know them.

In a broader view, students can use computers connected to the internet as a source of useful information, they can easily search for the models of the structures or vocabulary which they haven’t learnt or remembered, this will shorten the time they spend on re-reading the books or asking their lecturers. Not only students but also the lecturers benefit the tremendous resources in which the materials and knowledge are provided freely, accurately and available.

As Hegelheimer & Fisher (2006) says, “Technology can be instrumental in creating an innovative online grammar resource aimed at raising learner awareness of troublesome grammatical features.” and according to Barr (2006), “Computer enhanced grammar teaching and learning, using computer technology to teach grammar to first- year students achieved the success.”, we can see that technology does not only help students to study English grammar better but also help the teaching process of lecturers easier.

## Conclusion

With the effectiveness of technology in grammar teaching and learning, computer with all the multimedia can be effectively used for teaching and learning of English grammar with the facilitating of graphic images, sounds and videos. All of those facilitators can be used to help lecturers in grammar teaching making the grammar lessons become more effective and interesting; this can help students to be more positively participating in the lessons and helps them get a higher result in learning English language. The use of technology in language teaching and learning is very crucial.

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