

Teaching English Grammar Through Automated Essay Scoring Systems: Can It Be Possible?

It is an undeniable fact that language teaching is a complex activity, and grammar is an important aspect of it, defined as the science of language (Jasmina, & Farmonovna, 2023). The structure and system of a language, presented in the form of syntax and morphology, define the grammar of any language (Habibi, 2021). Teaching grammar consists a challenge for English language instructors as numerous are the cases where students lose interest and become demotivated resulting in poor performance and lack of engagement.

Various methodologies have been suggested for teaching English grammar, but inductive and deductive methods are more familiar due to their distinct features for effective grammar instruction (Mahdi & Ismail, 2023). Blašković (2022) stated that deductive teaching is most common for teaching the grammar of the first language, whereas inductive teaching is preferred for teaching grammar when a language is taught as a second language.

On the one hand, deductive teaching is teacher centered where teacher tells rules and principles of sentence formation – syntax. Students are asked to form sentences as per rules given to them (Ismail et al., 2023). Teacher remains active participant in the class helping learners to construct new sentences as per rules taught to them because it is difficult for students to construct new sentences independently without contextual learning experiences (Kim & Won, 2020). Studies of Latifjono'g'li (2022) and Lafta (2019) have stated that learning of rules and regulation has always been a difficult task for students and memorized rules forget after a few days. However, inductive teaching is a student-centered teaching, where teacher plays the role of a guide and facilitator (Mahdi & Ismail, 2023). It is modern teaching approach for teaching English grammar and it helps to engage all the participants in the class (Abdukarimova & Zubaydova, 2021).

While teaching through inductive approach, examples are given first and students are required to derive rules and principles from the examples. Students may have more contextual learning experiences through inductive teaching and it may have long term effect on the learning and create more positive effect on them at this level (Benitez-Correa et al., 2019). Learners may remember rules derived from given examples by

comparing them with their contextual setting (Habibi, 2021). In the era of Artificial Intelligence's (AI) domination in education, there might be a way of transforming teaching grammar practices.

Automated Essay Scoring (AES) systems are computer-based tools that use natural language processing (NLP), machine learning (ML), and other AI technologies to evaluate and score written texts, typically essays, in a way that mimics human graders. These systems assess various aspects of writing, such as grammar, coherence, vocabulary, content relevance, and structure. Some examples of such tools are Grammarly and Criterion that are cost-effective and can be easily used; the only action required is creating an account. The use of these tools can be advantageous not only to students who can have more opportunities to practice writing at their own pace, get immediate feedback and revise essays based on the feedback but also to instructors as they can decrease their workload and free up time to concentrate on the content of students' work and teach higher level writing skills. Finally, administrators can benefit from the utilization of such tools as they can make data driven decisions and easily monitor district, school and classroom writing performance.

What advantages do these tools offer?

AES tools can be an effective way of English language instruction, especially for non-native speakers of English as they can urge personalized learning through highlighting automatically grammar errors, suggesting corrections, rules explanations and identification of patterns of errors. Therefore, students will be able to revise their draft multiple times and improve their writing skills through trial and error. On a second level, these tools can promote formative assessment as instructors can utilize them for low-stakes writing tasks to monitor students' grammar development over time and eventually create material based on pupils' errors which will encourage the inductive teaching approach to grammar.

Non-native speakers can receive immediate feedback instantly which can lead to greater student engagement. Thus, more frequent student practice can be achieved, reinforcing grammatical concepts through application. Error analysis teaching method can also be applied as these systems can generate reports showing common grammatical mistakes among student body. This could also assist instructors as they can gather data in order to compose targeted grammar exercises. Finally, the use of

such tools can encourage the flipped classroom model since students can submit essays outside classroom, review automated grammar feedback and prepare themselves for complex grammar topics discussions in class.

How can AES tools be used?

It is crucial for the instructors to select tools that can be used and accessed by all the students. Another significant issue is that teachers need to be familiarized with such tools in order to implement them appropriately into their teaching practice. Some suggestions for in-class implementation of AES systems could be writing workshops where students write short paragraphs or drafts, get instant AES feedback and then through group work they correct and discuss grammatical issues. Additionally, grammar-focused revision tasks could be another effective way of utilizing these tools as after an initial AES review, pupils are requested to particularly revise grammar-related errors. Finally, through these tools, grammar practice can be gamified as AES feedback can be used as part of a points-based or badge-earning educational initiative in order to encourage revision and engagement.

All things considered, AES system tools can revolutionize grammar teaching through groundbreaking teaching techniques that will make your teaching innovative and intriguing. Notwithstanding, there are certain limitations to bear in mind as these systems may misidentify nuanced errors of lack context. Another significant issue is that some systems do not provide error explanation, which hinders deeper understanding. Over-reliance on AES systems should be avoided as it may have the opposite results; students may be demotivated as creative writing could be discouraged through reduced teacher-student interaction.

It is crucial to remember that AI technology and all of its benefits are here to assist us as instructors and lead us to create a contemporary educational ecosystem; they are not a replacement for teacher feedback. Proper and effective use of such tools is the key for successful implementation.

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