Integrating A Multimodal Teaching Approach In Teaching Grammar

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Abstract—**Grammar is essential since it maintains language uniformity and makes it legible where it sounds good and exciting. Therefore, inadequate knowledge of grammar may not help in communicating skillfully, which requires a greater depth of understanding and proficiency than the study of grammar offers. Multimodal texts have long been employed in teaching methods ostensibly. The literature on teaching and learning has just lately begun to include multimodal approaches on language and language education. This study uses data collection techniques through literature review; literature review in scientific research is a critical part of the overall steps of the research method. Reviewing previous research can provide reasons for the research hypothesis and an indication of justification for the importance of the research to be carried out. This study confirms that the Multimodal Teaching Approach in Teaching Grammar will improve students' attitudes as a new tool for learning English**

Keywords—Multimodal teaching approach, teaching grammar, EFL context.

A. Introduction

Many educators and researchers have again recognized literature study's academic, linguistic, and cultural benefits. Educators and scholars may find this acknowledgment in many textbooks' publications on literature's role in language classes. Literature is well-known as a rich source for language learning. Literature can help students develop personal, language, and cultural enrichment.

Grammar is studied when learning a new

language. Grammar studies how words interact with one another concerning social and pragmatic functions. It is an essential component of any language when speaking or writing. Grammar is necessary because it keeps language uniform and makes it legible where it sounds good and exciting.

Any language will be completely illegible without grammar. As a result, a lack of grammar knowledge may make it challenging to communicate effectively and

necessity for a greater depth of understanding and proficiency than grammar study provides.

Increasing students' creative thinking could be one method of assisting them in learning grammar. Grammar instruction is designed using a variety of teaching theories (i.e., traditional, mnemonic, immediate-constituent, and interactional). Some of these theories concentrated on the rules, pattern practice, humanistic, and interactional aspects of student learning. However, none of these ideas are based on giving students complete freedom in visualizing the content delivered by the teacher in the most appropriate way.

Literature in the language classroom can motivate language acquisition, help students understand another culture, develop interpretative abilities, and encourage students to express their opinions and feelings. Furthermore, we live in a multimodal society in which visual texts play an essential role in our daily lives. Because multimodal texts are required for the teaching-learning process, changes in communication and the definition of literacy are required.

The theory of multimodality has contributed to our understanding of how different ways of communication create meanings through languages, images, graphs, sounds, gestures, etc. Multimodal texts have been used intuitively in teaching practices for a long time. In the L2 teaching and learning literature, multimodal language and language education perspectives have only recently emerged. A brief examination of teachers' and students' classroom practices reveals, however, that multimodality is something that language teachers have intuitively understood for a long time.

Avoid alienating students who do not want to read. As a result, one of the most powerful technologies for teaching foreign languages is the modular approach.

This research aims to define the essence of the modular approach, identify its essential characteristics and principles, examine the features of the modular system for teaching grammar, and estimate its effectiveness in teaching foreign languages at technical universities.

B. FORMULATION OF THE PROBLEM.

1. What is the definition of multimodal and grammar?

2. What is the process of multimodal teaching?

3. How does the Multimodal Teaching Approach integrate Into Teaching Grammar?

C. RESEARCH PURPOSES

1. To identify definitions of multimodal and grammar.

2. To analyze the process of multimodal teaching.

3. To identify related to Multimodal Teaching Approach in Teaching Grammar.

D. BENEFITS OF RESEARCH

1. Theoretical Benefits.

For further researchers, the results of this study can be used as a reference or as reference for students who want to further develop the Multimodal Teaching Approach to Teaching Grammar.

2. Practical benefits.

It is obtained from previous studies conducted; the results of the previous research can be observed in this study. So, this valuable benefit can provide advice on examined in terms of function.

E. LITERATURE REVIEW

1. Definition of Multimodal

The term "multimodality" is discussed how new technologies are changing communication methods They advocated for a broader definition of literacy than the traditional printed text. They advocated for a new approach to engaging students and using all available resources, especially multimedia technologies. In addition, modalities as different modes of expression aural, visual, gestural, spatial, and linguistic. These other modalities come together in a digital environment in ways that reshape the printed word and image or sound. This combination allows for creativity and meaning-making and can enhance the learning environment. Through technology-induced interactions, multimodality provides resources and opportunities that challenge the traditional forms of communication and teaching (Freyn, 2017).

The term "module," borrowed from computer science, has become firmly established in the basic vocabulary of pedagogy. There are many derivatives of the word "module": modular technology, modular method, modular approach, modular program, unit-modular and modular-rating technology. But in all these cases, it refers to the methodology of developing educational modules for different courses. Regarding the "module" concept, we have come across various definitions in foreign and Russian pedagogical literature.

Understanding the term "module" as a complete unit of a particular academic discipline contributes to forming students' one or several universal and professional competencies stated in the basic education program. Each module always includes sequential testing of students' knowledge and skills.

A teaching module as a unit of the discipline content has relative independence and integrity at the education plan or curriculum level. It determines the logic of the learning process organization. The module is a data bank and the guidelines for learning these data. The contents of a module must meet the requirements of integrity, compactness, independence, and clarity (Ibyatova et al., 2018).

The three practical lectures consisted of a revision of grammar, an oral presentation of a topic, and students choices in the classroom to observe students had done some research on the subject. They had chosen and showed that they could explain it using different multimodal tools and the preparation of a debate in the classroom on the same topic of the oral presentation so that students could improve their verbal skills. So that students were able to analyze multimodal texts in general and visuals in particular, and they could write critically about them.

As explained in the previous paragraphs, multimodality and visual grammar have to address as part of the theory of the course. In addition, as educators, understanding the classroom as a multimodal learning environment in which modes of communication and different languages are present facilitates the teaching-learning process. Therefore, multimodality refers to the diverse ways in which several other semiotic resource systems are coded and co-contextualized in making a text-specific meaning (Lirola, 2010).

In a study of multimodal texts and student motivation, (Thompson & McIlnay, 2019)suggests that employing picture books and other multimodal texts is beneficial in any classroom setting. And its aids students' understanding and comprehension of various modes of information, regardless of their reading level.

2. Grammar

Grammar is the system of a language; sometimes described, grammar is the "rules" of a language, but in fact, no language has rules. However, language does define concepts that exist in the real world. Can we doubt that English learning grammar has never been easy for ESL students? Why? Because firstly, the implied rules deduced by the student change over

time and place. But rules define the semantics of grammatical items, which largely depend on the context. Secondly, context derives from meaning. The problem is that the context is hard to define for the teacher and student alike. It takes as much grammar to understand the importance of the context as it takes to understand the original target sentence (Pfotenhauer, 2019).

Grammar gains prominence in language teaching, particularly in English as a foreign language (EFL) and English as a second language (ESL), without a good knowledge of grammar.

Practically, in grammar teaching, learners are taught rules of language commonly known as sentence patterns. Grammatical rules enable them to understand and apply to put a sentence pattern together. Teaching grammar should also focus on correctly using grammatical items or sentence patterns. In other words, teaching grammar should encompass language structure or sentence patterns, meaning, and use (Widodo, 2006).

Grammar is a heavy subject. If we ask most teachers how they feel about it, they respond with words like "boring" or "difficult," and they recount stories of students who ask for "more grammar" with amused resignation. Grammar has had a chequered history in the evolving world of EFL teaching and learning (Ali, 2019). Grammar with amused evil, without the high status afforded to other elements in the curriculum such as communicative activities, reading, videos, computers, etc.

There was a time, of course, when the study of grammar and translation techniques were the main approaches to language learning. However, the Direct Method changed all that, and Audio-Lingual (and structural-situational methodology) made it strenuous to disguise the grammar to teach. Grammar's decline continued in the first flowering of the Communicative Approach, concerned it seemed to be with practical teaching and unstructured (in the linguistic sense) spontaneous communication. Gradually, the communicative movement has provoked a debate about exactly where grammar fits into the curriculum, and the results of this discussion are now beginning to emerge as a renewed interest in and emphasis on the teaching and study of grammar in the general EFL classroom (Rahman & Ahmed, 2017).

F.   METHODS

This study used data collection techniques through literature review; literature review in scientific research is a critical part of the overall steps of the research method. Reviewing previous research can provide reasons for the research hypothesis and an indication of justification for the study's importance.

G.   RESULTS AND DISCUSSION

Grammar is the study of how words interact with one another in relation to social and pragmatic functions. It is an essential component of any

language when speaking or writing. Any language will be completely illegible without grammar. In addition, grammar is needed since it maintains language uniformity and makes it legible where it sounds good and exciting. Inadequate knowledge of grammar may not help in communicating skillfully, requiring a greater depth of understanding and proficiency than the study of grammar offers. Increasing students' imaginative thinking may be one way to assist the process of learning grammar.

Many teaching theories have been used to design grammar teaching, for instance, traditional, mnemonic, immediate-constituent, transformational generative, and interactional. Some of these theories focused on rules, pattern practice, humanistic aspects, and interactional aspects of students' learning, yet none of these theories were based on giving the students total freedom in visualizing the content delivered by the teacher in the way they find most appropriate for them (Jamal et., al, 2016)

The structure of the module is to be considered. The module comprises cognitive (informational), educational, and professional (activities or practice). The first part aims to equip students with theoretical knowledge, whereas the second part develops professional skills. The advantage of the modular teaching approach is that learners can independently study the proposed program, including goals, objectives, theoretical information, practical exercises, and final tests. The two-part module structure has predetermined the number of its units.

The module always starts with formulating the integrating goal, which should ensure the achievement of the overall goal of learning FL. This part is followed by the information block, which explains the material being studied after using the examples given. This unit saves time that otherwise would be spent searching for the necessary material, and its content helps a teacher explain grammar rules. Working with multimodal texts from the press allows us to establish a connection between the subject and real life, in which multimodality is present daily (on TV, in advertising, in social networks, etc.).

Moreover, this makes students see the connection between multimodal discourse and the society that frames it; consequently, they learn through texts that deal with social issues that might affect their daily lives. In addition, working with the said texts allows the acquisition of competencies necessary for future professionals, such as critical thinking, application of theoretical concepts to the analysis of an authentic text, capacity to write, read and speak in English, etc.

In addition, "multimodality increases convergence of visual, audio, gestural and spatial modes of meaning. In the new communications environment and multilingualism. In the sense that global forces expose us more intimately to different languages in our everyday and educational settings" and to better address the diversity of communications channels and

media and the increasing saliency of cultural and linguistic diversity.

However, grammar has challenged a commonly held assumption that 'the affordances of written, verbal texts far outstrip what can be offered by or offered in conjunction with other modalities. They identified six design elements as integral in the meaning-making process: linguistic, visual, audio, gestural, spatial, and multimodal patterns of meaning.

Many teachers think teaching grammar separately is not favorable to learners since learners only learn how language is constructed. When they are given grammatical rules, the learners often work well on such cases.

Helping learners apply grammatical rules to communicative tasks (for example, writing and speaking) is challenging. However, when they write or speak, learners make grammatical or unnecessary mistakes. Therefore, teachers could benefit from learning some alternative teaching approaches for teaching grammar so that they can integrate grammar or structure into other language skills in such a way that the goal of learning a language is ultimately achieved.

To find out how teachers felt about various styles of teaching grammar. Here, the grammar to practice is based on information -gap or opinion – gap activities. The general framework is given, but the language is not controlled strictly. Several workshops were held in which teachers (and in the least one case, students) were asked to assess several activities (see below) in terms of where they fitted on lines between covert and over; student-centered and teacher-centered; creative and non-creative, and finally helpful and unhelpful.

For most teachers of English, the priority of teaching grammar is to assist learners in internalizing the structures/rules of language, taught in such a way that they can be used for written and spoken communication. For this reason, the two terms practice and consciousness-raising are essential to define in this paper since they play a crucial play in successful grammar teaching.

I .CONCLUSION

In the time of globalization, of impressive developments and great technological wonders, we have to find a way to adapt well to that by using a new product and opening up new paths for learning and teaching. That means dealing with a modular approach in education.

A modular approach would be superior to traditional methods as the student's involvement and motivation would be increased. It would enhance their retaining capacity. It is to be considered an alternative to traditional teaching methods for active participation and better learning of students.

In the present study, mean scores of student's achievements in the experimental group were high,

along with boosting attitudes. This study confirms that the Multimodal Teaching Approach in Teaching Grammar will improve students' attitudes in a new light as a tool to learn English. Then it does so in a way that proposes specific teaching techniques.

It is generally accepted that practice can facilitate accuracy and fluency. In this regard, accuracy focuses on the correct use of language (for example, rules of speech). This can be achieved through controlled and semi-controlled activities or grammar practice, for example. In fluency, after learners master the powers of language, they are required to apply the rules of language in the form of spoken or written language. During fluency-oriented activities, a teacher is necessary to help learners to self-notice or self-correct. Many linguists recommend that errors or mistakes be tolerated at this stage since making mistakes is not disgraceful but natural and typical practice. It is essential to keep in mind that both accuracy and fluency are interdependent.

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