THE USAGE OF NEARPOD AND MENTIMETER IN ENHANCING WRITING ABILITIES OF EFL LEARNERS

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INTRODUCTION

Writing is so a vital skill that every ESL learner should acquire. Because it plays a major role in documentation and written communication. So governments in every country pay a particular attention to enhance writing skills in ESL in order to develop many important fields such as economy, medicine and etc. On the grounds that good writing skill can help to improve such fields increasingly to sign vital contracts between our country's companies and foreign ones.

However, some mentors consider teaching writing efficiently as an intricate process for them owing to some reasons. They know that being a good writer in ESL requires a lot of knowledge, critical thinking and creativity. It should be admitted that being proficient in Grammar does not mean advanced writing proficiency. Uptill now, grammar translation, direct method, communicative language teaching have been used as the most beneficial methods for teaching writing. Nevertheless, these methods can not be met demands of digital learners who are such kinds of learners who prefer gaining knowledge on any science or any language in a digital way, namely with advanced online technologies. That's why, several linguists suggest using Nearpod and Mentimeter in teaching writing process.

Literature review

Most foreign language scholars suggested to use Nearpod and Mentimeter as seen from the below mentioned statements. Especially, they are really useful to increase writing ability in second language teaching. There are some preferences of using Mentimeter to help teachers to teach writing skill effectively. B. L. Moorhouse and L. Kohnke (2020) stated that several pedagogical benefits of using Mentimeter are available in the EAP/ESP classroom, including increasing interaction and engagement, soliciting opinions and formatively evaluating student understanding [2]. Teachers can get these benefits by creating various tasks and activities based on teaching writing in second language.

The interaction figure of Nearpod has discrepancies among the interaction levels among three tiers, in which the interaction between learners and the teachers seems to be higher than between learners and contents or between learners and learners [3]. Furthermore, Nearpod activities let learners have more room for creativity. Learners

can consolidate their old lessons and expand their grammatical and lexical repertoire by rewinding lecture videos.

Research mehodology

The main objectives of the research are:

a) to study impact of usage of Nearpod and Mentimeter in teaching writing on enhancing writing abilities of EFL learners.

b) to take some advantages and disadvantages into consideration so as to organize writing lessons with the help of Nearpod and Mentimeter.

Research questions

➢ What is the impact of Nearpod and Mentimeter in enhancing writing skills of pupils?

➢ What are the pros and cons of integrating Nearpod and Mentimeter in writing classes?

Research design

This research is conducted based on the descriptive qualitative research method. According to Muhammad Nazir (1998) [28] stated that "Descriptive is a method of examining the status of a group of people, an object, a set of conditions, a system of thought or a class of events in the present" .

In descriptive qualitive research, firstly a brief information about the research and its objectives is given. The reason why, Nearpod and Mentimeter should be required to use while teaching writing in EFL is described according to data collected as a result of research methods like observation, interviews and a poll. This part of the work can help ESL teachers how much significance of online tools in the example of Nearpod and Mentimeter.

Sampling

In this research, the subjects of this study are a teacher and pupils on nineth grade at school number 4 in Yangiarik district. Particularly class 9 that consists of 8, 4 female, 4 male, and the teacher is a female. To conduct this research, the class was divided into two groups.

The object of this study is English learning process of writing skill at 4 public school in Yangiarik district (Khorezm). In this research, the writer uses descriptive qualitative research. The method of collecting data is interview. The techniques for analyzing data, are data reduction, data display and conclusion drawing/verification.

The materials of teaching writing in 4 public school in Yangiarik district are taken from work book entitled "Prepare" publisher by, Cambridge university press, internet, and other materials.

The writer investigates 2 groups and 2 interviews in teaching writing learning. The writing were taught in two ways, traditional teaching and digital teaching.

Data collection and discussion

In data collection process, the researcher has tried to test the efficiency of these digital tools by utilizing them in writing classes. To distinguish the difference between digital teaching writing and traditional teaching writing, two same grade groups were selected:

Experimental Group A

This group was intended to be taught writing classes for 2 months with the help of Nearpod and Mentimeter.

Control Group B

This group was intended to learn writing classes with traditional learning methods for 2 months.

After they had finished the writing course, they were interviewed. Each interview lasted 10-15 minutes. The interview was about the influence of Nearpod and Mentimeter in teaching writing skills in EFL which can be helpful to improve writing abilities in EFL. All interviews were conducted based on an interview protocol. The time and place for the interview was arranged, taking the participants' preferences into consideration. The interviewees were informed that the interviews were only used for this study purposes. The only instrument for data collection was an interview. The feedbacks which were taken during the interview are generalized.

Finally, the researcher gave her conclusions based on all of them and some recommendations were suggested to employ Nearpod and Mentimter while teaching writing for teachers.

Data analysis and discussion

Based on the carried research interviews, it was found that the usage of Nearpod and Mentimeter is efficient in teaching writing skills in EFL. In the following paragraphs, the differences between traditional teaching and teaching writing in EFL via Nearpod and Mentimeter are described.

According to the responses of the interviewees, Firstly, Nearpod and Mentimeter helped to organize their opinions properly to achieve the cohesion and coherence of the written text owing to the tasks which were done in Nearpod related to matching the sentences to teach the learner how to provide coherence and cohesion. As it is an actual fact that cohesion and coherence are the vital backbones of writing. Beatriz. L. Gómez (2019) said that cohesion can be expressed through the grammar and through the vocabulary in a text, so we can establish two different kinds of cohesion: grammatical cohesion, which can be realized through reference, substitution, ellipsis and conjunction; and lexical cohesion, which can be expressed in reiteration and in collocation [1]. Nearpod and Mentimeter were useful to teach grammatical cohesion and lexical cohesion with a mixed variety of activities. As a result, the participants in

Experimental group may across much fewer mistakes related to grammar and vocabulary than ones in Control Group. Secondly, those participants told that they made much fewer errors in spelling and punctuation in Nearpod rather in traditional teaching. Because their teacher organized lesson teaching materials and activities for writing lessons via Nearpod and Mentimeter. Especially, they thanked the feature of editing in Nearpod activities such as Colloborate board and open-ended questions to learn writing without any spelling and punctuation mistakes. Thirdly, they admitted that they had a great interaction in Nearpod and Mentimeter lessons. On the grounds that they can increase interaction between a teacher and students or students with students. Additionally, they can provide a chance of grabing pupils' attention to themselves via their unique features which encourage students to participate online sessions. Having taken the learners' interests in digital literacy, teachers can succeed in engaging them in foreign language learning environment. Otherwise, they may try to utilize their mobile phones in the purpose of chatting in social networks, making funny videos for their social networks and watching wasteful things.

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