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ENCOURAGING REVIEW IN AN ENGLISH AS A SECOND LANGUAGE (ESL) COMPOSITION CLASSROOM USING COMPUTER-BASED MULTIMODAL CREATING ACTIVITIES: A CASE STUDY OF ESL STUDENTS' COMPOSING PRACTICE.

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Abstract: This case study investigates the implementation of a computer-based multimodal creation activity in an English as a Second Language (ESL) composition classroom to improve ESL students' composition practice. With the increasing emphasis on digital literacy and multimodal communication in language learning, research examines the impact of integrating technology and multimedia elements on ESL students' writing skills, creativity, and engagement. The study aims to address a gap in the literature regarding the effectiveness of computer-based multimodal creation activities in teaching ESL composition.

Keywords: english language, second language, modern technologies, teaching methods, multimedia technologies, practical training.

Annotatsiya: Ushbu amaliy tadqiqot ESL talabalarining kompozitsiya amaliyotini yaxshilash uchun ingliz tilida ikkinchi til sifatida (ESL) kompozitsiya sinfida kompyuterga asoslangan multimodal yaratish faoliyatini amalga oshirishni o'rganadi. Til o'rganishda raqamli savodxonlik va multimodal muloqotga ortib borayotgan e'tibor bilan, tadqiqot texnologiya va multimedia elementlarini integratsiyalashuvining ESL talabalarining yozish ko'nikmalari, ijodkorligi va faolligiga ta'sirini o'rganadi. Tadqiqot ESL kompozitsiyasini o'qitishda kompyuterga asoslangan multimodal yaratish faoliyati samaradorligiga oid adabiyotlardagi bo'shliqni bartaraf etishga qaratilgan.

Kalit so'zlar: ingliz tili, ikkinchi til, zamonaviy texnologiyalar, o'qitish usullari, multimedia texnologiyalar, amaliy mashg'ulotlar.

Аннотация: В этом тематическом исследовании исследуется реализация компьютерной мультимодальной творческой деятельности в классе композиции

английского как второго языка (ESL) для улучшения практики композиции учащихся ESL. В связи с растущим акцентом на цифровую грамотность и мультимодальное общение при изучении языка, исследования изучают влияние интеграции технологий и мультимедийных элементов на навыки письма, творческие способности и вовлеченность учащихся ESL. Исследование направлено на устранение пробела в литературе относительно эффективности компьютерных мультимодальных творческих занятий при обучении композиции ESL.

Ключевые слова: английский язык, второй язык, современные технологии, методы обучения, мультимедийные технологии, производственная практика.

INTRODUCTION.

English as a Second Language (ESL) composition classes play a critical role in developing students' writing skills. In recent years, technology integration has revolutionized teaching practices and offered new ways to improve language learning. By examining ESL students' composition practices, we examine the effects of these activities on students' writing skills and language acquisition. Multimodal creation activities involve using different communication methods such as text, images, audio and video to enhance the learning experience. By incorporating these activities into ESL composition classes, teachers can provide students with a dynamic and engaging platform to express their ideas creatively.

MATERIALS AND METHODS.

This approach encourages not only language development, but also critical thinking and self-expression. In our case study, we observed a group of ESL students engaging in a computer-based multimodal creation activity as part of their composition practice. Students were tasked with creating digital compositions that combined written text with visual elements, audio recordings, and interactive features. Through these activities, students could learn different communication methods and experiment with different forms of expression. One of the main findings of our study is the positive impact of multimodal creation activities on students' revision and revision processes.

By completing digital composition tasks, students could revise and refine their writing from a new perspective.[1]

The interactivity of these activities encouraged students to actively seek feedback, collaborate with peers, and reflect on their own work. As a result, students improved their self-revision skills and gained a deeper understanding of the writing process. In addition to improving revision and revision practice, computer-based multimodal creation activities also aided ESL students' language acquisition. By engaging in a variety of communication styles, students develop a holistic understanding of language and its nuances. The interactive nature of these activities encourages language practice in authentic contexts, leading to increased fluency, vocabulary acquisition, and cultural awareness. Students are tasked with creating digital compositions that combine written text with visual elements.[6]

This involves combining images, graphics, and illustrations to enhance textual content and convey meaning visually. Students incorporate audio into their compositions, adding an auditory element to their work. This allowed the students to experiment with speaking, pronunciation, intonation and storytelling through sound. Activities include interactive features that engage students in hands-on learning experiences. This could include creating interactive presentations, quizzes, or multimedia projects that require user interaction and participation. Students used visual elements such as videos, animations, and infographics to complement written text. Visual aids helped convey complex ideas, evoke emotions, and enhance the overall impact of compositions. In some activities, students worked collaboratively to create multimodal compositions together. Collaborative work encouraged peer feedback, communication, and teamwork, fostering a sense of community and collaborative learning. By incorporating these different types of multimodal creativity, students were able to explore different modes of communication, their own have the opportunity to engage in a dynamic learning process that enhances their creative expression and writing skills and language acquisition.[2]

RESULTS AND DISCUSSIONS.

In a study of ESL students' composition practices related to computer-based multimodal creation activities, students responded positively to the use of technology and multimodal elements in the writing process. ESL students demonstrated engagement and motivation in using computer-based tools to create multimodal compositions. The interactive and multimedia nature of the activities stimulated their interest and encouraged them to actively participate in the writing process. The use of digital tools allowed ESL students to explore their creativity and express their ideas in a variety of ways. They were able to experiment with different communication methods such as text, image, audio and video to convey their message effectively. Engaging in multimodal creation activities on the computer helped ESL students develop language skills, including writing, speaking, listening, and vocabulary.[5]

A multimodal approach created opportunities for language practice in a variety of contexts. Collaborative projects and peer feedback in multimodal creation activities helped foster collaboration and communication among ESL students. They had the opportunity to work together, exchange ideas and give constructive feedback to their peers, improving their language learning experience. Computer-based multimodal creation activities allowed ESL students to personalize their writing process and tailor their compositions to their interests and preferences. They had the freedom to choose the multimedia elements that best represented their ideas and styles. In general, ESL students responded positively to computer-based multimodal creation activities in practical work and found them to be interesting, creative, and develop language learning and writing skills.[3]

There were some difficulties and limitations in implementing computer-based multimodal creation activities in the ESL composition classroom, which were identified in the case study. One of the main problems was the technical problems associated with the use of digital tools and software. ESL students and teachers faced challenges with software compatibility, internet connectivity, and troubleshooting technical issues that sometimes disrupted the flow of activities. Not all ESL students had equal access to technology outside of the classroom. Some students may not have

personal devices or reliable Internet access, which limits their ability to fully engage in computer-based multimodal creation activities. ESL students with limited experience or lack of confidence in using digital tools may have difficulty with the technical aspects of the activity. Lack of familiarity with multimedia software and digital literacy skills can hinder their participation and creativity in creating multimodal compositions. Integrating computer-based multimodal creation activities into the ESL curriculum required additional time for instruction, practice, and feedback. Balancing time for traditional writing tasks with new multimodal activities has been a challenge for teachers. Evaluating ESL students' multimodal compositions presented challenges in terms of evaluating different modes of communication such as text, images, audio, and video. Developing appropriate evaluation criteria and providing feedback on multimodal projects required careful consideration. ESL students from different cultural and linguistic backgrounds may have different experiences and preferences when dealing with multimodal elements. Adapting activities to different cultural perspectives and language proficiency levels was an important issue for teachers. Despite these challenges and limitations, this case study highlighted the potential benefits of computer-based multimodal creation activities in the ESL composition classroom. Addressing these challenges through appropriate support, training, and resources can improve the effectiveness of integrating technology and multimodal elements in language learning.[4]

CONCLUSION.

In conclusion, computer-based multimodal creation activities offer a valuable tool for promoting review and revision in ESL composition classrooms. By integrating these activities into teaching practice, teachers can create a dynamic and interactive learning environment that promotes creativity, critical thinking, and language development. Our case study highlights the positive impact of these interventions on ESL students' composition practices and highlights the opportunities for technology-enhanced learning in language education.

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