Using the Web 2.0 to enhance teaching english and learning experience in classrooms

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ABSTRACT

The successful technology has been successfully applied for many years. Many ESL students have taken advantage of this to learn to speak fluently. ESL educators are now integrating Web 2.0 into classrooms. According to O'Reilly (2005), this type of technology improves end-user interaction. Therefore, teachers use Web 2.0 and an "engine" based on blogs, wikis and podcasts, with many opportunities for students. Web 2.0 offers students various activities that improve their learning and at the same time motivate them. Power tools are ubiquitous in Web 2.0 and complement the learning process by providing ESL students with an alternative to working with technologies they are familiar with. Classroom technology has been successfully applied for many years. Many ESL students have benefited from this in order to achieve fluency. ESL educators are now integrating Web 2.0 into classrooms. According to O'Reilly (2005), this type of technology enhances the end-user experience. With this in mind, educators are using Web 2.0 and a blog, wiki, and podcast-based engine with many opportunities for learners. Web 2.0 offers the student a variety of activities that enhance their learning and at the same time motivate them. Power tools are ubiquitous on Web 2.0 and augment the learning process by providing ESL students with an alternative to working with the technologies they are familiar with.

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Ingliz tilini o'qitish va sinflarda o'rganish tajribasini kuchaytirish uchun Web 2.0 dan foydalanish

ANNOTATSIYA

Kalit so'zlar:
Web 2.0,
ESL,
o'qitish,
o'rganish,
chet tillari,
texnologiya.

Sinf texnologiyasi ko'p yillar davomida muvaffaqiyatli qo'llanilmoqda. Ko'pgina ESL talabalari ravonlikka erishish uchun bundan foyda olishdi. ESL o'qituvchilari endi Web 2.0 ni sinflarga integratsiya qilmoqdalar. O'Reilly (2005) ma'lumotlariga ko'ra, ushbu turdagi texnologiya oxirgi foydalanuvchi tajribasini oshiradi. Shuni hisobga olgan holda, o'qituvchilar Web 2.0 va o'quvchilar uchun ko'plab imkoniyatlarga ega blog, wiki va podkastga asoslangan dvigateldan foydalanmoqda. Web 2.0 o'quvchiga ularning o'rganishini kuchaytiruvchi va shu bilan birga ularni rag'batlantiradigan turli xil faoliyat turlarini taklif etadi. Elektr asboblari Web 2.0 da hamma joyda mavjud va ESL talabalariga ularga tanish bo'lgan texnologiyalar bilan ishlashning muqobilini taqdim etish orqali o'quv jarayonini kengaytiradi.

Использование Web 2.0 для улучшения преподавания английского языка и опыта изучения в классах

АННОТАЦИЯ

Ключевые слова:
Web 2.0,
ESL,
обучение,
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иностранные языки,
технологии.

Успешная технология успешно применяется уже много лет. Многие студенты ESL воспользовались этим, чтобы научиться бегло говорить. Педагоги ESL теперь интегрируют Web 2.0 в классы. Согласно О'Рейли (2005), такой тип технологии улучшает взаимодействие с конечным пользователем. Поэтому, преподаватели используют Web 2.0 и «движок», основанный на блогах, вики и подкастах, со множеством возможностей для учащихся. Web 2.0 предлагает студентам различные виды деятельности, которые улучшают их обучение, и в то же время мотивируют их. Электроинструменты повсеместно распространены в Web 2.0 и дополняют процесс обучения, предоставляя студентам ESL альтернативу работе с технологиями, с которыми они знакомы.

To understand the concept of how Web 2.0 improves teaching and learning in the ESL classroom, it is important that everyone understands the evolution of CALL. The following article introduces various aspects of working with Web 2.0 and ESL. In addition, every teacher and student should understand and participate in what counts as the core of educational Web 2.0, namely blogs, wikis, and podcasts. Digital Native's need for sharing and connectivity is especially needed, and social media has played an important role. But social media and microblogging are the tools you need to learn English today. Finally, Web 2.0 technologies continue to offer exciting new tools for both foreign language teachers and learners. Some of these tools combine the flexibility of combining video and text with a 3D image and are essential to grab the reader's attention.

At ESL, technology integration has become important, and the integration of computer-assisted language learning (CALL) has played an important role in improving the quality of teaching and learning in the classroom. This is due to the constant presence of CALL in academia, and it focuses on technology (HUBBARD & LEVY, 2006). According to Levy (1997), CALL is defined as the use of a computer in the teaching and learning of languages. He argues that this is an evolution of a strategy that was once called computer-assisted learning (CAI) and technology for advanced language learning (TELL). The use of CALL in ESL has moved away from the behavioral CALL, which was a subcomponent of CAI in the 1950s and 60s. Behavioral CALL focused on repetition and language exercises with grammar explanations and translation tests. This is a good thing to remember as it is not a very convenient strategy and boring for ESL learners.

Then, after the cognitive theory of the 1970s and 1980s, there was a call for communication. Cognitive theorists see learning as a process of discovery, expression, and development. This strategy focuses on computer-based activities rather than using the form itself. The use of text reconstruction procedures and stimuli provides ESL students with the experience of working individually or in pairs. Finally, integrated CALL appeared in the 1990s based on social cognitive perspectives and concerns about the use of language in real social environments. This opens the door to a more diverse use of student-centric ESL technology. The integration in the teaching process began to use task-based projects, project-based methods, and content-based methods.

Today, thanks to CALL, Second Language (L2) learners have become active participants and language explorers. Students also recognize that in order to perform some tasks, they need to use a variety of tools to help them learn L2 easily and effectively (YBARRA & GREEN, 2003). Educators, on the other hand, understood that not only was the source of linguistic information, but training in new technologies was needed to use multimedia properly and accurately.

The strategy of using Web 2.0 in ESL has motivated students who need to empower their personality and sociocultural aspects over a period of time in order to develop fluency. As for the instructor, it gave power tools and novelties to enhance the teaching and learning experience.

The ESL instructor can now create content and share it with everyone in the classroom. Use virtual disk drives to facilitate collaboration between learners from different perspectives and move away from traditional classroom settings. ESL instructors have begun to recognize the classroom environment as a mixed learning environment that allows learners to be in the classroom at the same time as they are at a distance.

To improve the teaching and learning experience, educators need to create an atmosphere that is comfortable for learners who are digital natives. Many second language (L2) learners are part of a generation that Prensky (2001) described as "digital natives". These learners process information differently and the education system does not fit their needs. To be successful in the classroom, ESL learners need to be motivated, and Web 2.0 integration in the classroom environment provides this opportunity.

For the experience of using blogs in higher education level ESL classrooms, it is necessary to state that we have combined some of Campbell's (2003) suggestions. For example, I used Google's Blogger to create several classes of blogs. It's easy and students love it. I use the blog as a course platform and students can collect all the necessary information related to my course. Here, learners can find course outlines and activities,

read their selections, and then answer various posts. In addition, they create various blogs to practice writing as a reflexive model. By creating a diary and sharing it, you can experience the learner's sense of mind and evaluate the text.

In my course, students can share links to videos and practice inserting images and data. Another strategy I use on my blog is to create a student portfolio. Students can combine images, videos and texts with their own experience to develop their own portfolio in a very simple and easy way. In most cases, they use this technique to convert a blog into a web page.

According to Jatkowski and Piipo (2012), "Wiki" is Web 2.0 software that allows collaboration between users of choice by the creator of the wiki. This makes it easy for users to create, edit, and link. Wikis work by prioritizing content over design. Another thing is that Wikis are easy for learners to read and follow up. These are used to combine video and audio to create collaborative websites and empower the community.

The TESOL technology standards (HEALEY, HANSON-SMITH, HUBBARD, IOANNOU-GEORGIOU, KESSLER, and WARE, 2011) open the door to ESL professionals for proper use of wikis. There are four goals that can be considered as an educational tool for ESL classrooms.

Using wikis in the ESL classroom has become an extraordinary tool. Above all, it offers the ESL learner many opportunities to create and expand the learning experience of acquiring a second language (L2). In ESL courses, the use of wikis in collaborative projects, classroom projects, websites, discussion forums and as online educational platforms could be seen. However, it is important to understand that working with wikis requires the integration of an internet platform that allows the ESL learner to explore and build. Wikispaces are a platform with this characteristic. Many courses promote Wikispaces because of their functionality. It's quick, easy, and free. However, researchers like Nakamura (2011) believe that the strength of using a wiki in the ESL classroom could be in using it for collaboration and scaffolding. In addition, the wiki offers the learner the opportunity to write for an audience (HERRELL & JORDAN 2011, BARLEY & CONIAM, 2008).

Social networking refers to an aspect of Web 2.0 that allows users to create links between online presences such as web pages and photo collections (GREEN & HANNON, 2007). Today, people tend to think of social networking as synonymous with Facebook. However, many educators use Ning as a social networking tool for their ESL classrooms. Ning allows educators to create collaborative projects and students to post questions and concerns. This site is perfect for holding all your instructor tools, including notes, videos and podcasts. Students who are absent have no excuse to catch up.

Edmodo, on the other hand, is a private communication platform specially designed for teachers and students to share notes, links and files (SOLOMON & SCHRUM, 2010). This platform is considered the first educational social networking platform. First, it's very attractive and friendly. The color and structure are similar to Facebook. This gives confidence to ESL learners in particular. Through Edmodo, instructors can send alerts, events, assignments and chat with them.

When you think of microblogging, only one word comes to mind. That is Twitter. One of Twitter's main features is to communicate in 140 characters. To generate information, people have generated creative shortcuts. It's a great tool for educators because they can stay in touch with each other for quick advice and information, share

perspectives, and stay in touch. For ESL learners, Twitter offers many ways to improve your communication skills. These strategies include direct tweets, getting to know your tour classmates, collaborative projects, daily learning, and voting. Very suitable for class projects such as spreading news, practicing conciseness, and following news articles.

It is clear that more and more Web 2.0 tools are emerging to improve the ESL class. They provide the necessary strength and reliability to enable the ESL to achieve fluency and the teacher to create different learning scenarios. Every instructor should know the importance of using blogs, wikis, and podcasts. In addition, as Langer de Ramirez (2011) points out, connecting Web 2.0 and ESL to the curriculum will create the necessary connections between TESOL technology standards and ESL teachers and students. Finally, it is important to consider that emerging trends such as gamification and game-based learning are becoming stronger and more comfortable for ESL learners in their quest for fluency. These strategies can be implemented together using Web 2.0. There are many Web 2.0 tools out there waiting to be explored by ESL venturers, teachers or students.

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