## WEB BASED DIGITAL TOOLS AND RESOURCES FOR TEACHING COMMUNICATIVE ENGLISH

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ABSTRACT:

The students of contemporary generation are rightly called 'digital natives'. Nowadays, the all experiences of life of students are mostly associated with web based technology as they immersed in to digital culture. It tremendously necessities the integration of technology mediated teaching and learning as the teachers can greatly maximize students' academic engagement and motivation for learning by utilizing the web based digital tools and resources. Technology incorporation is very pivotal in teaching and learning of language especially for teaching second language like English. There are abundant web based digital tools and resources for teaching and learning of English language especially for enhancement of communicative aspects of English language. Some important web resources like wikis, blogs, social networks, multimedia archives and m-learning etc. are discussed in this paper.
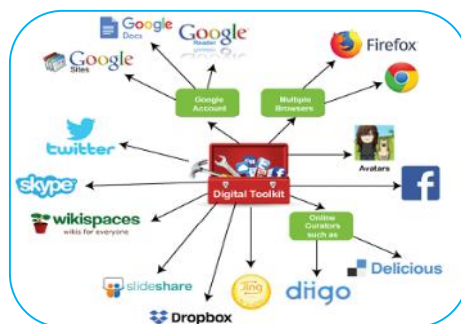
KEY WORDS: *English Language Teaching, Web based tools and Recourses, Digital learning.*

INTRODUCTION:

The students of contemporary generation is rightly 'digital natives' as their life is mostly interconnected with digital culture. Teaching and learning of language especially second language like English necessitates adequate integration of web based digital tools and resources as that can attract much student's attention. The language skills are enhanced by systematic practice on a variety of skills related to listening, speaking, reading, and writing. There numerous strategies that are utilized by teachers in instructional practices to enhance language acquisition that is pivotal in English language learning. Web based modern technology plays a vital role in teaching and learning English as a Second Language (ESL). Students who use web based tools and resources to learn a language are more likely to succeed in academics and communication as it serves as a strong and efficient medium for teaching and learning English. The effectiveness of web based instruction in English as a second language has been extensively studied.

In the context of teaching and learning, the term 'integration' of technology is frequently used. Incorporating technology into the curriculum and including technology into instructional practices to enhance the learning outcome by facilitating varied teaching and learning experiences. Computers are viewed as a crucial teaching device when teachers have easy access, are well-versed in the technology, and have some creative control over the lesson plan. Many language teachers and trainers consider computer technology to be an important aspect of providing students with a high-quality education.

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Kenneth (2005) rightly points out that web based learning is especially interesting for English language learners as it provides a means for students to get access to 'authentic' listening sources about almost any subject that may motivate them to be engaged more in teaching and learning process. The Language learning is quickly identified as a pivotal aspect through web based learning and as new technological advancement that empowers the language learning among current generation (Chinnery, 2006; Godwin-Jones, 2005; Stanley, 2006).

Changing learning environments and new learning methods are being impacted by rapid advances in information and communication technology. Students are more motivated when they use the internet. Using film in teaching helps pupils learn and retain information more effectively. Computers and the internet may be used to help students study more successfully. A wide variety of real-world resources may be found on the internet for youngsters. Learners of a foreign language can engage in social interaction using the socio-cognitive method. Internet-based resources such as exercises and case studies can provide socio-cognitive approaches (Tyagi, 2012).

Using technology as a teaching tool allows pupils to acquire higher-level thinking abilities. The cognitive method allows students to optimize their language exposure and construct their own personal knowledge in a relevant context. Software for text reconstruction and multimedia simulation are two such examples. With the use of multimedia simulation software, students may immerse themselves in virtual environments with a focus on language and cultural immersion. A good application allows pupils to control and interact a great deal, which makes it possible to better handle their language input (Greenhow, Robelia, & Hughes, 2009).

WEB 2.0 EDUCATIONAL RESOURCES AND TOOLS

O'Reilly and Dale Dougherty first used the term 'web 2.0' in 2004 as they were referencing Darci Di Nucci's 1990 use of the phrase. Web 2.0 refers to a new generation of the World Wide Web that allows users to interact and exchange information online. A move from dynamic HTML of the first web generation to a more ordered and static form of web pages may be described as this. It is one of the most distinguishing features of web 2.0 because it encourages user collaboration and interaction. The potential versatile of web 2.0 technology to encourage more active involvement, academic engagement, and sharing among students, a paradigm shift has occurred in how people approach education. Modern educational practices cannot function without Web 2.0 technology, which produce excellent results at all levels of education, from K-12 to postsecondary. Web 2.0 technologies, according to Bates T. (2011), include the following significant educational tools:

- Wiki Resources
- Blogging
- Social Media Tools
- Synchronous Learning Tools
- Multi Media Archives, and
- M- Learning

WIKI RESOURCES

Wikis are a freely expandable collection of interlinked web pages and hypertext system for storing and modifying information and easily edited by any user with a specific web browser client via a markup language and rich-text editor. Anyone in the community may edit or contribute to a wiki, which is a type of collaborative website. Wikis are dynamic and constantly changing web-based environments where readers are authors and editors as well, and it allows multiple users to upload, build, and generate content across global communities (Leuf & Cunningham, 2001). It might be accessible to anybody in the world, or it can be limited to a specific network or community. It is customary for wikis to focus on a single topic or theme. Wikipedia is the finest example of web 2.0 technologies as it is open-source and everyone may contribute. Wikis are essential open source web 2.0 resources that give abundant teaching and learning of English language to get information and knowledge, as well as to

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engage in virtual collaboration and interaction. Wiki resources are highly helpful in language teaching as it can give collaborative resources that students can read, edit and collaborate. Wiki can enhance students reading skills and many other study skills such as skill of referring dictionary, thesaurus and encyclopedia etc. (Reinhold, S. 2006).

BLOGGING

Blogs are online orb electronic diaries that may be updated often. It provides students with public venues where they may communicate and debate the teaching and learning process. Even outside of the four walls of the classroom, it has the potential to create a stimulating environment conducive to learning. More than thousands of blogs are available for teachers to use in their classrooms. There are several ways to utilizes blogging in English language teaching as some are following

- Posting the question and initiating discussions
- Spaces for individual responses as a skill of presentation
- Reflections
- Sharing images for classes, links for additional reading or watching videos
- Exercise for vocabulary and grammar activities
- Writing activities
- Commentary
- Storytelling
- Teachers individualized feedback

SOCIAL MEDIA

Users can create and share user-generated content using the Web 2.0 technology in social media, which is a series of online apps. As every student with any type of digital connection becomes a part of this network, social media networking has become an important part of modern educational methods. In addition to educational social networking sites like Edmodo, Facebook, Twitter, and MySpace, there are many more social media platforms that may be utilized to foster student cooperation and educational conversation. Social media are highly helpful in English language teaching. The following are some important application of social media in language teaching

- Discussion forum for collaboration among students and teachers
- Interactive videos for learning English in real time
- Recorded videos for learning English students own pace and interest
- For sharing additional resources like reading materials, images and videos
- Interesting articles and stories in English
- Resources for enriching vocabulary in English
- Information about instruction, project works, assignments, tasks, etc.
- Links to resources, games, and fun ways to learn English

SYNCHRONOUS COMMUNICATION

Web 2.0 technologies, such as synchronous communication, makes it possible to have online interactive lectures, discussions, seminars, and debates that are either free or for which participants must pay some sort of fees. Quality live lessons and discussion are provided by renowned universities, institutes, and other colloquiums in this online interactive class. Increasing professionalism and bringing education to a worldwide level is facilitated by it. Synchronous communication tools and resources are pivotal in English language teaching and learning as it gives live and interactive resources. It also facilitates online collaborative platforms. Students can present in real time communication platforms and teachers can give instant and effective feedback to the learners. Student's presentation skills in English, conversation practice, listening comprehension skills, listen and respond

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skills in English etc. can be very effectively enhanced by web 2.0 synchronous communication tools and resources.

MULTIMEDIA ARCHIVES

There is a high level flexibility in online interactive classes that facilitate to access at any time and from anywhere to suit the needs of students. Even while there is no interactive and live streaming feature, there are millions of lectures, discussions, talks, and other forms of presentation that can be accessed at any time via YouTube or any other educational tube. You tube itself gives millions of materials for English language teaching and learning that can be used for development of skills of listening, speaking, professional presentation, debating and discussions etc. students can learn English from authentic sources like talks and presentations of native peoples. Students can get clear ides from multimedia archives regarding teaching and learning for learning and practicing English pronunciation, accent training, rhythm and intonation in English.

M- LEARNING

Personal mobile devices, such as i-pads, tablets, and smart phones, can be used to access the internet or any other online network to learn via M-Learning (mobile learning). When it comes to finding educational resources, many people turn to smartphone applications, social media, and websites like SWAYAM, courseera and Udemy etc. There are no limits to where and when students may access educational resources thanks to this technology. Educational institutions may now give curriculum to students on any device, any location, and whenever they need it. Mobile applications and other technologies can be used by students to upload their work. There are lots of mobile application that can be used for development learning and practices of skills of listening, speaking, presentation, talks , skill of writing etc.

The Advantages of web based instruction in communicative English learning

There are several advantages of making and employing web based podcasts for English language teaching and learning. The major objective is that it can deliver real exposure in target language and efficiently sustain the interest and motivation in students. The following are some of the benefits of using podcasts in language instruction:

a.   Self-Directed Learning

Web based content provides the learners possibilities for self-directed learning as per their interest. A study by Seema Jain & Farha Hashmi (2013) indicated that students are highly enthusiastic about the prospect of learning a foreign language through the use of ELT podcasts on a variety of websites. The foreign languages like English can be studied by interestingly by using variety of web 2.0 tools and resources.

b.   Maximizes Exposure to the target language

In terms of language exposure, web based instructions are particularly useful since they provide students real exposure of native speakers' experiences in the target language. Teachers may use web based resources like blogging, social media tool etc. as podcasting to provide students with relevant and genuine material for language learning, and teachers can assess the quality of student-generated content (Stanley, 2006).

c.   Promoting Active Learning

Engaged learning is the hall mark of modern educational approaches as it provides students centeredness in teaching and learning process. Web based instructions can give the learners the effective methods to listen to real resources and to speak and develop their own content. Students can have more fun when learning English if they get more comfortable with new technologies in the language.

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d. Platform for Interaction and Collaboration

Web 2.0 technology tools and resources deliver excellent platform to engage and cooperate among its members including instructors and students. The interaction and collaboration among its members ensures the development of language abilities. There are many benefits of responding to student and teacher podcasting materials.

e. Students Centered Learning

Web based teaching and learning as technological resources may spark the desire in learners to learn new things since it is related with their digital experience. It is necessary for teachers to engage their students in language learning by utilizing the latest technology advances. Seema Jain & Farha Hashmi (2013) reported from their study on podcasting for language teaching that most of the students expressed their full satisfaction on using podcasts and showed improvement in their communication and language skills and students learned new expressions in web-enabled environment and simultaneously jotted down the vocabulary they found difficult to understand.

f. Learning at our own time and pace

The design and maintenance of podcasting is extremely simple process as extensive technological abilities are not necessary for its use in classroom process. An instructor may make web based teaching with easy technique and students can have access to these materials at any time and any location. Teacher may deliver real learning materials via podcasts from authoritative sources. The students may genuinely experience learning English language effortlessly, fast and organically thru effective podcasts.

CONCLUSION

An efficient way to improve the quality of English language is to integrate web based tools and resources with conventional classes. Since teachers and students may both access at any time and from any location, this format is quickly becoming popular among those who offer language instruction online. Teachers can prepare web based resources as their own resources in accordance with the cultural and social background of learners. It may be developed via some technique and it is also affordable as a digital learning tool. It is most suited that students of current generation are 'digital natives' so as podcasting in language learning may increase their interest, motivation and digital exposure.

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