

INTERNET RESOURCES IN THE CONTEXT OF DISTANCE LEARNING**Baibulatova Aidana Kuanyshkyzy**aidana201099@bk.ru

a 4-year student with a major in “Foreign Languages: Two Foreign Languages”

the L.N. Gumilyov Eurasian National University, Nur-Sultan, Kazakhstan

Scientific supervisor – G.A. Doszhan

Internet resources in teaching English has been popularized for the last one year, since COVID-19’s present situation changed many facets of society, including politics, healthcare, and education. In particular, the education sphere has undergone significant changes in the last 13 months: educational institutions all over the world have switched from conventional to online learning formats. As a result, the need for internet-based outlets has risen in the teaching of various subjects such as physics, biology, and foreign languages. The importance of internet resources in teaching foreign languages is critical, since the internet provides one-of-a-kind tools for studying a foreign language by creating a natural language atmosphere [1].

The aim of this paper is to clarify the effectiveness of the various web-based sources in teaching English language skills and share with the assignments to the usage and implementation of online resources in teaching foreign language.

First of all, the power of the web-based sources could not be rejected in teaching English language, since online sources always provide an opportunity to teach and enhance all four skills:

By the help of video calls, teachers might have live conversations with their students, just as they would in a physical classroom. The most popular apps for video conferencing are considered to be Zoom, WebEx and Microsoft Teams. Also, teachers may utilize Google Meeting Chats and Hangouts, that allows them to include subtitles, making it easier to understand each other during the conversation [2].

Teacher may start the conversation with simple questions like “How do you feel today?”, “How was your day”. Then she/he can choose one topic for discussion. The topic which was chosen by us was “online learning”.

First, teacher illustrates the brief definition of this term, and gives his/her view about the issue. Then, she divides students into two groups and demonstrates the Rubrics for speaking task, which is given on the Table 1.

Table 1. Rubrics for speaking task

	<i>3 points</i>	<i>2 points</i>	<i>1 point</i>
Fluency and coherence	-able to speak at length -organizes ideas logically -signposts appropriately -expresses and justifies own opinion freely -discusses and speculates the topic without long pauses -speaks without repetition	-able to speak at length -organizes ideas logically -signposts appropriately -expresses and justifies own opinion freely -makes some pauses -makes 2-3 repetition	-able to speak at length -have some logical errors -signposts appropriately -expresses and justifies own opinion freely -makes some pauses -makes 2-3 repetition
Lexical resource	-uses 2-3 idioms -uses	-uses 1 idiom -uses	-no idioms -cannot

	synonyms and paraphrases sentences easily -right collocation -academic words instead of simple words	synonyms and paraphrases -right collocation -academic words instead of simple words	paraphrase the words - simple words
Grammatical range and accuracy	-uses 2-3 perfect tenses correctly -able to construct complex and compound sentences -uses range of grammar constructions, 2 passive sentences, 2 if sentences -corrects his/her own grammar mistakes	-uses one perfect tense correctly -able to construct complex sentences -uses range of grammar constructions, 1 passive sentence, 1 if sentence -corrects his/her own grammar mistakes	-cannot use perfect tenses correctly -able to construct simple sentences -cannot use range of grammar constructions, 2 passive sentences, 2 if sentences -more than 3 grammar mistakes Pronunciation /3
Pronunciation	-accuracy in pronouncing individual sounds -able to put correct word stress -right intonation -the speech is not monotone pitch	-able to put correct word stress -right intonation -the speech is not monotone pitch	more than 3 pronunciation mistakes

The rubrics that is demonstrated on the Table 1 is the criteria for speaking task, assessing the students' performance by checking fluency, coherence, pronunciation, lexical resource, grammatical range and accuracy. After that the teacher explains the task:

The Group A should discuss the advantages of the online learning, while the Group B should speak about disadvantages of learning online. Teacher should make sure that all students can express their thoughts about the topic. At the end of the lesson, teacher should summarize all the views and give marks according to the rubrics.

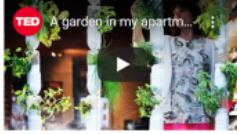
Moreover, teachers may record and send voice messages to the learners on apps, such as like WhatsApp, Telegram and Facebook Messenger. This has the advantage of encouraging your students to listen to their own words, evaluate what they said, and see if they need to develop their language skills and grammar abilities [3].

Furthermore, pedagogues might teach listening skills by providing links with the videos on YouTube, Ted.com and BBC podcasts. Also, teachers should encourage students to use the subtitles and annotations on these websites to help them recognize unfamiliar terms and explain portions of the videos that they didn't understand. Google Classroom could be used to share with the link. On the Picture 1, which is given below, the sample Ted Speech video and the constructed quiz on the Google Form as the listening comprehension are given to the students:

Picture 1. The Podcast listening and quiz

Podcast listening
A garden in my apartment.

Watch this video.



Where in her apartment was the "farm" located?

Мой ответ

What kind of project is this?

Мой ответ

Britta Riley feels very independent.

true

false

not given

As it is demonstrated on the Picture 1, teacher might attach the video on the Google Classroom page or send the link of the video via messenger and check the listening comprehension by self-constructed quiz on the Google Forms. The quiz was constructed in order to check the students' comprehension on listening.

With the abundance of papers and eBooks available online, improving students' literacy skills and expanding their vocabulary might be easier. Teachers might look at the British Council site for a variety of short stories, and search the internet for topics that concern their students. For example, the short story "Little Red Riding Hood" from the British council source might be implemented to improve students' reading skills:

The reading task can be divided into three steps: pre-reading, while-reading and post-reading.

Pre-reading task will be linked with vocabulary, and teacher should ask the learners to think about the synonyms for the following words: forest, delicious, meet, arrive and large.

While-reading activity is illustrated on the Picture 2:

Picture 2. While reading activity

**While-reading:
Do the matching task:**

Granny, what big eyes you have!	All the better to hear you with!
Granny, what big ears you have!	All the better to eat you with!
Granny, what a big nose you have!	All the better to see you with!
Granny, what big teeth you have!	All the better to smell you with!

As it is shown on the Picture 2, while-reading activity could be demonstrated on the screen of a computer via online conferences, like Zoom or Microsoft Teams. While-reading activity is based on the matching task, students should match the given sentences with each other in appropriate way.

Then, during the post-reading activity, students should answer the following questions:

1. Where did Little Red Riding Hood go?
2. What she had in her basket?
3. Who lives in a house behind the trees?

4. Why did the wolf run to Granny's house?
5. Where was a woodcutter?

These questions are devoted to the students. They should answer to the question, after reading the story "Little Red Riding Hood".

Writing is also simple: students can submit their teacher mini-essays or any kind of homework assignment via email or online learning platforms. Teachers may also use Google Docs or Google Slides to work in real-time, that allows them to find and check mistakes.

There are plenty of multimedia tools available to support teachers in teaching your writing skills. Cambridge English's Write and Improve is a free application that provides immediate reviews on the work. In addition, Grammarly, a browser plugin that functions as an automatic spell checker, is also available. Try the Hemingway App if you want a more advanced interactive writing tool that not only shows mistakes but also lets you enhance the readability and elegance of your text.

Conclusion

As a result of the worldwide pandemic that infected all aspects of human life, the need for web-based services has risen for the past 13 months. Education has also begun to embrace new forms of teaching and learning that rely more heavily on data obtained from the internet. The aim of this article was to demonstrate the value of using online resources to teach English language skills: reading, listening, speaking and writing. WebEx and Zoom were suggested to practice speaking online, while podcasts from Ted Talks are recommended to enhance the listening comprehension of the students. Moreover, the short story from British council source is recommended to develop learners' reading skills. Finally, Grammarly and Hemingway App are underlined as an efficient source to improve writing skills.

Literature

1. Vladimirova L.P. Internet at the lessons of a foreign language. // IYASH. 2002, No. 3. P. 39 – 41
2. <https://oxfordhousebcn.com/en/6-benefits-of-learning-english-online/> web source
3. Strasser T. (2012). Mind the App! Inspiring internet tools and activities to engage your students. Helbling Languages.

UDC 372.881.111.1

FEATURES OF LEARNING ENGLISH IN REMOTE MODE

Baikhozhayeva Aizhan Turekhanovna

aizhan.baikozhaeva@gmail.com

a 4-year student with a major in "Foreign Languages: Two Foreign Languages"
the L.N. Gumilyov Eurasian National University, Nur-Sultan, Kazakhstan
Scientific supervisor – R.U. Latanova

In the new context of the global pandemic, when the whole world was engulfed in such a harsh word, Covid-19, we were put on new directions. We faced new words, new attitude to life, to values. We used to hear about distance learning, that we use it for those who went to study in other countries according to academic mobility for one or two semesters, but we didn't think it would affect each of us. In a short time, we switched to a new type of training. Last year we, the third-year students of the Education Program "Foreign language: two foreign languages", had teaching practice at schools in Nur-Sultan city and had to take the baton for teaching English the students of many schools in a new way.