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Using resources in English classes effectively

ABSTRACT

In this article I will present ideas about how to search online recourses as a teacher. As language teachers, it was determined to take advantage of it, by implementing Internet resources to give students a different alternative to learn and interact with the language that encourage and maintain learners' attention and the willingness to study with it. In my mind, this is because 21st-century learners prefer to use the internet as a supportive resource, such as the use of virtual dictionaries and material to practice the target language. As we know, teachers have access to a wealth of information on the internet that they may use to create lesson plans. These include websites created especially for educators and students, websites from local and worldwide media, museums, galleries, and other venues. These resources are usable for teachers.

I think that while searching online resources teachers should make sure whether the resource at an appropriate level. Resources must be at the appropriate level for my students to understand them. Academic and university level lectures are excluded, as are those that talk down to the audience. Simply saying, the content must be challenging, ensuring that the concepts presented can be understood. There are several helpful materials on the internet that can improve a teacher's classroom management. Finding the appropriate websites, forums, and online tools may help us plan more easily and enjoyably while also improving the relevance and interest of our courses for today's students. We can also connect with a group of educators who share our viewpoints and are ready to discuss what's working in their classrooms.

Moreover, teachers should consider whether this material get their students' attention. I find that five- to six-minute videos are perfect for holding their attention. Middle school students tend to lose interest in longer videos. Besides, a mundane and monotonous narrative will not hold anyone's attention, including mine. In the case of written sources, length must be considered. We must carefully consider our class time, our students' reading level, and the amount of academic language in the article to determine what will work for our class. Teachers should find websites designed for teachers and learn about the many kinds of websites that are intended to assist classroom teachers and instruction. They should search online for things like lesson plans, exercises, quizzes, handouts, or posters to see the range of resources and sites that are accessible and use the ones that seem to be most beneficial by saving them.

Last but not least while searching for online materials teachers should be careful about the question whether the source is authoritative or the resource was created by a local authority and whether it contains interviews with local authorities. Teachers must search for reputable materials which tend to

be reliable to adapt in the lessons. Utilizing the internet materials allows students to explore learning in new ways and brings the authentic world into the classroom. Teachers conducting online lessons, however, must exercise caution since pupils in these classes sit in front of computers rather than the teacher.

In this piece of writing I will suggest several ideas about using online recourses in our lessons. For instructors, the abundance of internet tools available today may be extremely intimidating. It is now more crucial than ever to give instructors and students complete access to reliable, high-quality online learning tools.

To begin with, when preparing for the lesson, English teachers have the opportunity to use materials from various domestic and foreign sites. For example, if English teachers have difficulty using Internet resources in their lessons and preparing for them, the Media Awareness Network website (http://www.media-awareness.ca/english/teachers) offers detailed lesson plans with step-by-step instructions, as well as materials for self-education and professional development. The site features articles by international practitioners working with Internet technologies and developing their own courses. In addition, the site developers and consultants are available to answer any questions that arise. The site has a special section for parents, which addresses such issues as children's safety when using the Internet, confidentiality, compliance with ethical norms of communication in virtual communities. The site teaches how to analyze and evaluate the information we encounter while working on the Internet. In my future lessons I also plan to apply this online recourse in my ESL classes.

Personally, I used following online recourse several times in my English lessons. Let me provide detailed explanation. Interesting additional information on various topics can be found on the BBC website (http://www.bbc.co.uk). The materials are suitable for the development of elective courses in English on the topics: "Nature", "Flora and Fauna of Planet Earth", "Prehistoric times", "Work of the human brain", "Human body organs", "Space". In addition, students may be given tests in English to help them assess their lifestyle, intelligence, memory, and attention span.

The next idea which I applied in my lesson was using online videos. An additional suggestion is to reverse the class, moving the listening exercise to come before the lesson. Teachers should share a link to a TED lecture, YouTube video, or other video on the students' LMS. Following that, a conversation that presumes everyone has already digested the material starts the lesson. How many times did you view the film, I inquired of my pupils when I first attempted this strategy. The responses varied from 1 to 5. I came to understand that some students were so averse to listening that they wanted to view and watch again anything before class so they could debate it in more detail. This opened my eyes to the potential of using digital tools to support differentiation.

Moreover I would like to highlight positive and negative sides of applying internet resources in the classroom.

In my opinion, the internet, which is made up of millions of computers now, has a significant impact on and enormous potential for education. Additionally, it is extensively and especially utilized worldwide while learning second languages. Although using the internet to study a second or foreign language offers certain benefits, it also has significant drawbacks. However, it is necessary to note certain potential issues before going into its benefits and drawbacks. the Internet is rich in online materials to facilitate integrated lessons. Online resources are mostly on budget and do not require printing cost. For example, during the lessons teachers can use: online access to educational and reference information: electronic dictionaries, encyclopaedias, textbooks, reference books (e.g., Wikipedia, Rubicon); translation of foreign-language information for primary familiarization with the text (for example, online services e.g. Google Translator); online language testing (practice tests, TOEFL practice tests, listening tests, etc.). In addition, the internet also offers the chance to jointly create knowledge by expressing oneself in writing and then analyzing, evaluating, contrasting, and commenting on one's own ideas and those of others.

However, not all the online recourses can be reliable to apply in the lessons. For instance, online encyclopaedias such as Wikipedia has the open nature of the project, resulting in unauthorised and unreliable information, the continuing bias in the coverage of topics and the subjectivity of their coverage, the inefficient work of the project community and the existing opportunities for "pressure" by administrators on ordinary project participants and so-called "administrative arbitrariness". Additionally, using internet recourses can have another limitations by which I mean that issues with internet use are mostly related to the lack of computer availability, lack of online accessibility and training, computer phobia, instructors' and students' unfamiliarity with computers, as well as certain financial requirements. Finally, given the wide range of topics available on the internet, some of them are appropriate for students learning English as a second language. This is still a major issue for parents and kids even if great safeguards are taken nowadays.

In a nutshell, in modern classrooms, there is more student discussion than instructor speak, according to the study activities, since the internet alters how students and professors communicate. The roles of the instructor and the students are also altered, and learning becomes more student-centred. Authentic materials and supplementary resources can be found on the internet. Last but not least, the research show that the internet has beneficial impacts on motivation, offers tools for creative works, and presents chances for cooperation and interaction throughout the learning process. To effectively utilize it in language courses, this is a requirement. However, it should be noted that using the internet alone is insufficient for teaching and learning a second language. In other words, technology cannot replace actual teaching by including all forms of learning and teaching.

I will demonstrate ways of matching materials to learner's needs. To begin with, materials, particularly for-profit textbooks, frequently serve as the foundation for education. Textbooks are the primary means of exposure to foreign languages in EFL contexts. The examination of materials may be a difficult and complicated undertaking. To help them make decisions, evaluators frequently create or employ criteria in the form of checklists. These checklists cover a range of topics, from the textbook's physical characteristics to its guiding pedagogical concepts. Finding the content that most closely meets the demands of the target circumstance is the exercise's desired result.

In my opinion, while environment analysis refers to the contextual aspects that influence course decisions, needs analysis focuses on the needs of the learners of the target language. Situational considerations include things like the amount of time, the teachers' training and experience, and the available materials. For the sake of consistency, I shall refer to all aspects of learners' requirements and situational restrictions as "needs analysis" in this essay. The gaps between the required capacity and the present ability are identified through needs analysis. The justification for needs analysis is that every learner and learning circumstance is different and has its own goals for learning a certain language.

I should mention that there isn't a single, widely accepted method for doing needs analyses since it differs depending on the context, the nature of the course, the extent of the activity, and the available resources and restrictions. The requirements of learners can be determined in a variety of ways by material assessors. The nature of the course, the setting, and the available resources all play a role in determining the optimum utilization. The many needs analysis techniques include interviews (individual or group), observations, questionnaires, tests (placement, diagnostic, accomplishment, proficiency), case studies (individual or group), diary studies, record analyses, and text analyses (e.g., evaluation of learning materials). Teachers must be aware of the unique contributions that each student makes to their learning in order to design learning experiences that will allow all students to connect new ideas. This entails acquiring and analyzing a wide range of data, including information generated from observations of learners and talks with them, their classmates, and families, in addition to statistics concerning accomplishment.

To conclude, finding proper needs entails determining the activities that learners must do, the contexts in which the target language will be used, and the linguistic skills necessary to operate in these contexts and tasks. The most appropriate tool to elicit oral or written feedback from the students

is selected by the materials assessor based on the situation. For instance, students could be required to answer a prompt or a series of questions. In contrast, the materials assessor can conclude that it's crucial to watch student behaviour in action. To achieve the highest level of data dependability, a good requirements analysis makes use of many tools.

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