

## THE ONLINE RESOURCES FOR TEACHING GRAMMAR

Internet technologies commonly appear in education nowadays. Teachers that are making an effort to effectively implement the technologies into the classroom are, unfortunately, facing technological challenges, though. Still, education distinguishes its innovative forms of online teaching and impresses us with a variety of digital tools that facilitate teaching and enhance learning. Accordingly, it may seem that any other distinct form of online teaching could offer a similarly developed learning environment, but English lessons through Internet Technologies provide both teachers and learners with highly beneficial and attractive conditions that lead to a significant improvement of the learners' level of English. In the 21st century, the technologies are becoming more and more significant in everyday life and as a result, people are starting to be increasingly more dependent on these technologies. This tendency can be observed in almost every aspect of life and education is not an exception. Students all over the world cannot imagine their studies without the internet, using notebooks, tablets or smartphones during lessons is very common these days in almost every level of education. At colleges, lyceums, institutes and universities, the majority of homework assignments or administrative operations are done via the internet and at the same time the vast majority of information and study materials can be found on the internet. Additionally, the majority of youth uses internet for playing games, doing research for school or university, browsing and creating own web pages online. In relation to youth and social activity, Holec (2005) agrees that young people want more opportunities to create their own media and to express their views as important members of a civil society. Similar finding also stated by Lepper (2013) that young users usually access the Internet to play, find out their world, engage with various identities, communicate themselves through own web pages, extend relationship with friends and family, and get socialized. In 'Internet and teens' identityformation

The available resources for grammar on the Net can broadly be categorized into two main types: information-based and teaching resources. These are sites which provide: information on grammar items including lists of grammar items, Frequently Asked Questions (FAQ) on correct grammatical usage, online grammar clinics/help centers/forums inviting questions with responses assured and also explanations of grammar rules with appropriate examples and teaching resources including lesson plans, worksheets and activities, tasks or exercises.

We would like to focus on the second area, namely, the teaching resources or materials available for grammar teaching and learning and share some pointers on the use of these resources, in particular, for individualized instruction and independent learning by students. A careful selection and adaptation of available resources needs to be carried out in order to ensure that students learn to put to appropriate use their understanding of grammar to communicate meaningfully, appropriately and fluently.

The ones is on teachers to integrate the available resources into their present instructional program. The general approach and underlying principles shaping the nature of the content of sites vary. There may be a structured series of individual, uncontextualized sentences in a number of so-called grammars 'quizzes' for easy and fast review or practice. These could include multiple choices, matching, word ordering, changing word forms, classification, fill-in-the-blank, sentence/clause/phrase manipulation, sentence completion and creation. Other sites, however, offer tasks requiring more independent student research where the responses are essentially student-generated. For instance, students have to search the Web as a corpus for available data in where they collect and analyse examples of words or phrases used in authentic communication. The purpose of using the resources available is of central concern: whether for remediation or as enrichment and extension activities.

Ultimately, teachers need to exercise discretion in the appropriate selection and adaptation of resources or materials so as to maximize the potential of the resources on the Net. The resources should provide for flexible, self-pacing opportunities in order to meet the specific needs and address particular areas of weaknesses of students. The sites may provide for language tasks from a range of competence levels and different entry points. The use of a range of stimuli from text, graphics and sound (where available) in resources is to be carefully integrated in order to provide not only a variety of learning experiences but also cater to a range of learning styles and approaches to language learning. Some students require a visual stimulus in the form of graphic illustration which may be present as a trigger or stimulus for response to the text. Others may prefer a format of filling up tabular forms or in the form of a chart. Knowledge of the linguistic terms and grammar rules alone does not necessarily imply ability in knowing how to use the language appropriately and effectively. Tasks which merely engage students in scoring in purely structured tests or quizzes do not necessarily help develop students' proficiency or ability in using language effectively and appropriately in a communicative context.

There is a need for materials or resources with a certain degree of authenticity and realism that parallel as closely to real life as possible the use

of language. Sufficient contextual information and background material need to be included.

There is a need to consider if the online resources merely test or teach students grammar items. Not all sites consistently provide quick diagnosis and prompt feedback given to responses. Related to the issue of teaching through providing an enjoyable and worthwhile learning experience is the motivational factor that prompts the use of the resource, namely, whether there is the 'value addedness' of the material in helping students acquire a better understanding and use of language as compared to existing print and audio-visual resources.

The Net has broken down the walls of time and space, giving every individual the ability to be a lifelong learner. We need, through teacher selectivity, monitoring, and appropriate adaptability or modifications, to provide opportunities and sufficiently prepare our students to work independently. Students, as research has shown, learn best through exploration. We, as language teachers, must consider how to expand their space and opportunities for learning. When students become actively engaged in discovering information for themselves, they will be able to solve problems and learn on their own. Then only can we say that we have effectively used information technology to expand and enhance independent learning in our classrooms and made it an integral part of classroom instruction.

#### REFERENCES

1. Hackbarth, S. The educational technology handbook: A comprehensive guide. –L., 1998.
2. Maddux, C.D. The state of the art in web-based learning. Computers in the schools. –L., 1996.
3. Holec, Henri. Autonomy and Self-directed Learning: Present Fields of Application. –S., 2005.
4. Kelsen, Brent. Teaching EFL to the iGeneration. –NY., 2009.
5. Lepper, Mark R. Motivational Considerations in the Study of Instruction. –B., 2013.