



## Web 2.0 and English Language Teaching – A Study

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**Abstract:** *The rapid advancement in Information Technology in recent years has resulted in an extensive search for possible uses of ICT in education. Many teachers across the world, including English language teachers, are now taking innovative steps to integrate technology into their teaching process. In English language teaching, language teachers have an ample number of choices for integrating technology into their classes. One of these is the use of Web 2.0 tool. Though there is no consent on exactly what Web 2.0 is, the term refers to a second generation of World Wide Web, making it available for teachers and students to collaborate and share information online easier. There are many tools of these types on the Internet, making it difficult for language teachers to determine the useful ones for language teaching. The purpose of this research paper is to introduce some of the most useful Web 2.0 tools for teaching English as a foreign language, determined after accurate selection based on practical experiment and experience. This approach is useful and helpful for language teachers to be knowledgeable about the possible uses of Web 2.0 tools to enhance their teaching aspects.*

**Keywords:** *ICT, Web 2.0, English, Foreign Language, Teacher.*

### I. INTRODUCTION

There are thousands of online tools that can be used for second/foreign language learning and teaching (Chapelle & Jamieson, 2008; Garrett, 2009; Godwin-Jones, 2009, 2010; Levy, 2009; Meskill & Anthony, 2010; Warschauer, 2010). The knowledge and awareness of teachers about these tools is the essential of present education system. Wordle as a web 2.0 tool is one of the useful visualized teaching and learning tool.

Using technology in education in general and in language teaching in particular has lots of advantages to students, teachers and classroom. Kargozari and Tafazoli (2011) in a study found that “vodcast” is a valuable means of instruction. They have mentioned that by using some tools such as vodcasts, “students have access to the material of instruction whenever and wherever they liked”. Kulik, Kulik and Bangert-Downs (1991) and Kulik and Kulik (1991) claimed that “students in classes that use computer aided instruction outperformed their peers on standardized test of basic skills achievement by 30 percent on average”.

Baron and Goldman (1994) have found that “student with access to technology learn how to organize complex information, recognize patterns, draw inferences, and communicate findings”. “Studies of students with disabilities show that technology can expand access to educational resources and enhance students’ ability to process and remember information” (Zorfass, Corley and Remz, 1994). David Dwyer (1994) in his study he mentioned that “the use of technology in the classroom improves students’ motivation and attitudes about themselves and about learning. Technology-rich schools report higher attendance and lower dropout rates than in the past.” In psychological point of view, it is possible to say that, students who use technology, they benefit more from pride, confidence and self-esteem in their works. Integrating technology into classroom instruction had so many advantages for classrooms as well as students.

Web 2.0 is a term which is commonly related with applications on the internet which make possible interactive information sharing, collaboration and learning on the World Wide Web. Web 2.0 tools include wikis, web applications, social-networking sites, blogs, hosted services and many others are tools which give its users the ability to communicate with others in a virtual context. Wordle is a web application which is useful for language teaching and learning.

English language teachers are now taking creative measures to integrate technology into their teaching environments. Teachers have a wide range of choices for integrating technology into their classes. One of these choices is the use of Web 2.0 tools. If Web 2.0 is integrated properly into language lessons, teachers can make more engaging, interactive and motivating learning environment in their lessons in the class. Though, there are thousands of these tools on the Internet all of which are not proving for teaching and learning purposes. Hence, it is important to identify appropriate ones for use in language teaching among the available technology alternatives. Our purpose in this research paper is to introduce some of



the most useful Web 2.0 tools for teaching English as a foreign language, determined after a meticulous selection based on practical experiment and experience. Such an approach is useful for language teachers to be knowledgeable about the possible uses of Web 2.0 tools to enhance their teaching involvement.

## II. WEB 2.0 TOOL

Thousands of people have been using the tools Web 2.0 for teaching and learning language. Though there is no compromise on exactly Web 2.0 is, the term refers to a second generation of World Wide Web, making it available for people to collaborate and share information online easier. There are many definitions in the literature defining what Web 2.0 is. However, the definitions can display an extensive variety depending on how you approach Web 2.0. Web 2.0 is "a Web technology that aims to enhance creativity, information sharing and collaboration among users". The key words in this definition creativity, information sharing and collaboration actually represent how they can be used in education, in this case, English language teaching.

Study materials used in traditional classrooms are normally static text based materials. These include main course books, workbooks, lecture notes and handouts etc. All these materials are to a great extent stagnant in essence and language teachers responsible to create interactive and interesting teaching environments. However, the use of Web 2.0 tools can add interactivity to language teaching and learning environments and materials used in these environments. There have been many studies conducted to explore the use of Web 2.0 tools in language teaching. The number of these studies is incessantly increasing since educators and scholars have been seeking to look into different aspects of Web 2.0 tools. However, there is extremely a need for experimental studies to investigate the use of Web 2.0 tools in language teaching in terms of many aspects.

On the Internet, language teachers can find many Web 2.0 tools which can be used in language teaching. These tools as abovementioned can bring dynamism and interactivity to the language teaching and learning environments. If Web 2.0 tools used properly by the teacher in line with the objectives of the language lesson, after a careful planning, it may help the language learning process of the students. The following are some of the Web 2.0 tools than can be used in language teaching for various purposes.

## III. WEB 2.0 TOOLS FOR LANGUAGE TEACHING

### 1. **vialogues.com:**

Vialogues is a tool for making a video-based discussion. Language teachers can use this tool to produce lessons through video. Teachers can also add polls and quizzes and comment on the video lesson. Students can post their views and comments related with the video.

### 2. **www.padlet.com:**

Padlet, it is a virtual notice board that can be used in a several ways depending on the creativity of the language teacher. Like real notice-boards, padlet allows students to post stickies with multimedia instruments. Teachers and students can also export "the digital wall" they produced in a range of formats including pdf, image, csv., etc. and can also share it through social media sites.

### 3. **Google drive:**

Google drive is a cloud-based storage service for storing all kinds of documents. Teachers can use form and document sections of google drive in a range of ways for their work. They can create quizzes and lessons including multimedia elements by using google forms. They can also use document section of google drive for collaborative projects.

### 4. **scoop.it:**

Scoop.it is a content curation tool by which you can publish online publications like an online magazine, journals, books etc. Language teachers can use this tool in several ways including classroom projects. It is so simple to create a professional-look online magazine, journal and books also.

### 5. **www.blendspace.com:**

It is one type of content curation tool. It is an easy-to-use tool for creating lessons including multimedia elements in a few minutes. With the help of this tool, teachers can create a lesson by combining a great variety of resources.

### 6. **www.voxopop.com:**



It is a web based audio tool that allows users to record their speaking on a given topic or subject. Teachers can use this tool mainly for discussions. It is an engaging tool for developing speaking skills of the students using voice recorded answers of them on a given discussion topic. Other students can also listen to the voice recorded answers of their classmates.

#### **7. [www.livebinders.com](http://www.livebinders.com):**

It is a tool that is used for integrating web based resources. Teacher can organize them in a variety of formats. Language teachers can determine different web pages and their content in multiple formats in line with the objectives of the lesson. In other words, teachers can prepare a guided on the internet related to the subject of the lesson.

### **IV. WORDLING AND ENGLISH LANGUAGE TEACHING**

Wordle is one type of data visualization tool. Barret (2010) define data visualization tools as devices which use for representing information in the form of charts, maps, tag clouds, animation or any graphical means that make content easier to understand for the student as well as teachers. Friendly (2008) has mentioned that data visualization serves as a way to communicate information clearly and effectively through visual representation. These tools can help to make the understanding of complex thing easier because they provide data in multi aspects incorporating visual, textual animated input and etc.

Easy access to web 2.0 tools on the web by users without knowing the technology leads to wide application of data visualization tools. Word clouds are one of the most popular forms of data visualization. The frequency of the words in a text determines the size of a word in a cloud. There are some tools on the internet to provide such word clouds such as Wordsift, Tagxedo, Tagul, Tag Crowd and Wordle. Wordle which is created by IBM developer Jonathan Feinberg in 2009 is one of the most popular tools on the internet for generating word clouds. As mentioned in wordle.net, it is really easy to make word clouds you can paste a bunch of text, enter the URL of any blog, blog feed, or any other web page that has an Atom or RSS feed, and enter a del.icio.us user name.

Teachers can use Wordle to improve their instruction manual performances. The integration of wordle into classroom act as an instructional manual that help students using more range of vocabulary in new style which is new to them. The authors recommend using this new mixture of technology and teaching tool in English as foreign / second language classes. Some techniques are provided as follow:

For teaching word order and part of speech, scrambled questions and sentences are useful technique. Teacher can create a range of word clouds using individual questions or sentences. These word clouds can be printed or projected.

### **V. CONCLUSION**

Teachers, particularly language teachers, are becoming more interested in and enthusiastic about integrating ICT into their teaching and learning process. Web 2.0 tools can create a more student oriented language learning environment as they allow students to become producers of their own knowledge rather than passive recipients. Language teachers now have realized that Web 2.0 tools are providing opportunities to enhance and support their students' learning environment. Though, they have to select the most appropriate ones of these tools, most of which are available on the Internet free of cost. The tools may become beneficial for teaching a foreign language in the hands of creative and knowledgeable language teachers. It is hence vital to raise awareness of language teachers about selecting appropriate Web 2.0 tools.

When it comes considering the use of Web 2.0 in language education, teachers should first decide whether these tools would helpful in achieving objectives of the language lesson and whether they meet the pedagogical needs of teaching environment. If these two requirements are met then, Web 2.0 tools can aid to create a more communicative and collaborative language teaching.



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