SELECTING ACCURATE ONLINE TOOLS TO TEACH ENGLISH AS A SECOND LANGUAGE TO DIFFERENT AGED STUDENTS

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Abstract: The main target for the L2 instructors is to use accurate social or media techniques or educational websites that can help the learners investigate their language skills as effectively as possible. It would be not only a guess if is said that language skills should be harmonious with modern tools when the educator wants to give life for the lesson process. From the experience of a number of teachers, even using possible technological tools, it has to be right place to utilize them since conducting the lesson more with those websites can cause exaggeration or lose the meaning of the aim of the topic.

Key words: applying technology, ESL, conducting a lesson, communicative approach (CLT)

Introduction

The philosophy of modern approach to every single field of human activity cannot be perceived without technology or digital tools and devices, similarly, teaching language is also not exception. The materials created by pedagogues currently available on web sites became popular around the world (Isbell & Reinhardt, 2000). After having been acquainted with a large number of digital tool, which are applicable in the language teaching process, I am planning to utilize at least one tool for each lesson. However, it is preferable to identify the appropriateness of that particular device or software or the website regarding to the lesson content as Sokolik (2014) mentioned whether teachers create their own materials with the support of a software available on the Internet or select the existed ones several features must be taken into consideration and the essential one is to question if particular digital technology can be relevant to that particular classroom. In the research was held one of the Universities of the U.E.A as Engin (2014) noted students' questioned the reliability of the flipped classroom activities as they were intended to teach content to each other with the help of the sutdent-created videos. In that situation the solution wuold be teacher's control and support before students' demonstrate their vidoes to the class. Bill Gates (2011) quotes in the gatesnotes.com: "Technology is just a tool. In terms of getting the kids working together and motivating them, the teacher is the most important".

Main Part

In the material designing it would be preferable to apply variety of power point or videos prepared utilizing different websites such as Canva, VideoScribe, storyboardthat etc. For assessment also, some suitable tools, for instance, socrative, polleverywhere, edupuzzle.com and many other amazing websites will be helpful. I would encourage my student to interact more with the help of social websites on English but giving clear instructions and contribution. Meanwhile, if that assessment is going to be project work, I would intend to be in the role of controller to avoid the situations which has been mentioned earlier in Engine's article.

Once I design the lesson integrating technology, I need to be attentive to the sequence of the lesson bearing in mind to improve students' receptive and productive competence along with their linguistic and critical thinking skills. . No matter to what purpose we, teachers, tend to apply technology in our lessons it is advisable to take the content and the conditions into account.

Rapid emergence in ICTs (Information and Communication Technologies) are exerting a considerable impact on the learning styles along with teaching strategies. Ellis (1997) affirms as language learners tend to swiftly lose their drive and ambition, effective language teachers are supposed to be passionate and inventive. FB integrated instruction may enhance students' interest, motivation and encourage collaboration between foreign language learners (Harrison and Thomas *et al.*, 2009). The use of instructional technology is simply one aspect of providing students with the best possible learning environments and chances to satisfy language learning requirements. However, due to the explicit statement of Simjanoska (2017) one cannot ensure an increase in students' learning and attentiveness in the classroom solely by utilizing a certain technology instrument. In the future, I am not pretty sure about the integration of technology in my classes since so far I have read several pieces of research on this matter. Alas, none of the researchers are completely certain about the efficacy of technology-oriented classrooms, when it comes to the findings of their research. However, although technology can *enable* learning, it does not necessarily *ensure* learning (Kirkwood & Price, 2005). It is still an inquiry to me "How do researchers account for the fact that students' academic success is closely related to CALL? " I do not doubt students' inclination toward a multimodal environment but improvement of the learning process.

The future includes contradictory premises what is right today could turn out to be wrong later, or vice versa. Who knows, I will become a digital teacher with fragile hope. Egbert (2005) set out clear guidelines on the use of technology in the classroom:

1. Use technology to support the pedagogical goals of the class and curriculum
2. Make the technology accessible to all learners
3. Use the technology as a tool
4. Use technology effectively

5. Use technology efficiently

I cannot claim the precise data that have been researched by me, however, I feel the difference between my teaching style and students' participation in both technologies integrated and non-integrated sessions. When it comes to the efficiency of the lessons, it is in both situations related with the competence, preparedness and teaching skills of a teacher. It is a teacher who delivers the knowledge, whether he or she possess the technology or not the primary aim and reason of conducting classes is to make aware a learner of intended theme. Consequently, technological devices and tools become nothing more than equipment in a hand of the master to interact the audience into the process.

Among most of the technologies, I would like to address storyboarding.com site for writing, reading as well as speaking process. This site can help the productivity of the learners in the term of constructing the stories with different opportunities in the website for instance images, characters. Eiserman and Blatter (2013) stated that storyboarding can provide comprehension of the contexts around story creation, story-telling, story presentation during team-oriented environment. Storyboarding through reading skills I prefer to use both while and post activity to know the learners most understanding regarding to the topic. Regarding to the researches by Dobao (2012) in Spain among intermediate language learners that they gave the illustration to replace into sequential order and create a story with adding appropriate images and this study proved that collaborative work supported with shorter joining with accurate texts.

AAdditionally, utilizing this tool for writing process in the while lesson procedure can assist to the problem solving along with improving writing skill. In this operation the students can use the site templates as well as characters to demonstrate written work and creative way of doing activity by avoiding conventional manner (traditional way of writing) and jumping to unconventional one. Second technological tool is that I am going to utilize VoiceThread in order to construct digital stories. The reason why I choose is to provide with comments into images and enable the learners into discussion process by calling on them through created link of the assigned task in the site, they can send their comments for the pictures or video as written or audio messages or doodling tool. The operation of usage the digital stories into the lesson can encourage the students through language learning along with higher order thinking (Nelson, 2006). When it comes to the assessment process, I mostly adress mentimeter.com and Kahoot.it to check the learners understanding through pols,quizies, true/false questions apart from this story presentation the site Storyboarding can work one option duartion of the lesson to catch their creative attention into learning.

Conclusion

So, it is important to state the difference between modern learners and those in recent history. They tend to be engaged more in TELL (technology-assisted learning language) than in traditional classes. However, while applying this approach, a teacher should take into consideration "deep language acquisition and

meaningful practice" (Rance-Roney, 2008, p.29) to meet the objectives of the lesson.

It is noticeable that VoiceThread appealed our attention to be promising as an effective tool for assessment. However, Michelle Pacansky-Brock (2010) counted a number of other beneficial sides of the application for language learning which is advisable to be acquainted with.

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