

INTERNET LEARNING SITES AS RECOURSES FOR LANGUAGE LEARNERS

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Abstract: *In today's world, there are numerous educational programs that encourage individuals to learn foreign languages, business management, and personal development skills that are crucial for everyday life. This article presents a list of beneficial free websites for assessing language proficiency, as well as some sites that require a monthly fee. Additionally, it provides a detailed analysis of these websites and their advantages*

Key words: *Mondly, resources, languages, DuoLingo, websites, interactive lesson, virtual dictionaries, Learnalanguage.com, ESOL Courses*

Аннотация: *В современном мире существует множество образовательных программ, которые поощряют людей изучать иностранные языки, управление бизнесом и навыки личного развития, которые имеют решающее значение для повседневной жизни. В этой статье представлен список полезных бесплатных сайтов для оценки уровня владения языком, а также некоторые сайты, которые требуют ежемесячной платы. Кроме того, он предоставляет подробный анализ этих веб-сайтов и их преимуществ.*

Ключевые слова: *Mondly, ресурсы, языки, DuoLingo, веб-сайты, интерактивный урок, виртуальные словари, Learnalanguage.com, курсы ESOL.*

Annotatsiya: *Bugungi dunyoda odamlarni chet tillarini, biznesni boshqarish va kundalik hayot uchun muhim bo'lgan shaxsiy rivojlanish ko'nikmalarini o'rganishga undaydigan ko'plab ta'lim dasturlari mavjud. Ushbu maqolada tilni bilish darajasini baholash uchun foydali bepul veb-saytlar ro'yxati, shuningdek, oylik to'lov talab qilinadigan ba'zi saytlar keltirilgan. Bundan tashqari, u ushbu veb-saytlar va ularning afzalliklarini batafsil tahlil qiladi*

Kalit so'zlar: *Mondly, resurslar, tillar, DuoLingo, veb-saytlar, interaktiv dars, virtual lug'atlar, Learnalanguage.com, ESOL kurslari*

In the modern era, individuals learning a new language tend to favor digital resources such as virtual dictionaries and online materials. The ability to effectively learn a language not only relies on employing effective strategies, but also on utilizing appropriate language resources. Identifying one's own learning style and selecting suitable sources, tools, and methods can greatly enhance success in language acquisition. This paper will explore several beneficial websites and online platforms for language learners. Learning a foreign language can be accomplished through various methods, but it is crucial to select the right materials and resources that can facilitate the learning process. The primary objective is to identify which sources are appropriate and

beneficial for efficient learning. Before delving into language learning, it is important to identify reliable tools that can aid in the process. To determine which resources to use, it is essential to gauge students' interests and their proficiency in the language they wish to learn. While learning a new language can be challenging and time-consuming, there are methods to make the process less stressful. One such method is through the use of language learning tools and apps that are both engaging and interactive. Mondly, for instance, is an excellent tool due to its user-friendly interface and variety of lessons available in different languages such as Polish, Indonesian, Tagalog, Thai, English, Spanish, French, and German. Additionally, one of its best features is that it can be used from the reader's native language. additional lessons for advanced learners. Another option is LearnALanguage.com, which offers resources for 19 different languages. By utilizing their vocabulary lists and verb conjugation charts, learners can memorize over 1400 words. Additionally, LearnALanguage.com provides free courses in nine different languages. This article discusses resources available for those who struggle with the complex German grammar. It suggests using a free resource aimed at beginners and those who find German grammar challenging. Another helpful tool is the Deutsch Akademie, which offers audio clips and interactive lessons, as well as in-person courses in Berlin and other parts of Central Europe. Additionally, Deutsche Welle provides courses for all levels from beginner to advanced. The article discusses how websites that offer video-based learning can be useful for language acquisition. It suggests that watching TV can be an effective way to learn a language, as it provides exposure to everyday speech and the sounds of the target language. One such website is Streema, which offers TV streaming from over 100 countries in multiple languages. Another option is FluentU, which prov but are unaware of the benefits of online ESOL courses. These courses offer free lessons without the need for registration and cover a wide range of topics and skill levels. They are generally more effective than offline courses. Another website, English at Home, provides lessons in spoken English, vocabulary, and grammar. While some activities are basic, such as choosing the correct answer, they are still useful for self-study. Additionally, there are websites and applications that allow learners to write blog posts in their target language without paying any fees. One example is DuoLingo, which is especially helpful for South Korean students who can learn English while using their native language as a reference. The study discovered a significant outcome in the search for resources that provide language learning courses, both paid and free. These courses offer a wide range of materials including videos, audios, and other resources related to the target language. They are not limited to teaching speaking and grammar but also include the ability to write blog posts. The benefits of using information and communication technologies in the research process have been proven. These technologies provide learners with the ability to work independently with the necessary information and create a positive psychological environment for learning. They also allow for personalized and controlled self-guided activities, resulting in a more humane

educational experience .The utilization of online tools and the internet within education has the potential to positively impact the learning process. It is important to note that when it comes to teaching foreign languages, speech activity can only be effectively taught through live communication with a partner. Although computer programs and CD-ROM disks can offer interactive experiences, they can only provide quasi-communication with a machine rather than a living person. However, computer telecommunications can enable students to engage in live dialogues with native speakers. It is crucial to integrate cultural competence into foreign language education as communicative competence is closely linked with linguistic and regional competence. This means that students should have the opportunity to learn about the culture of the country where the language is spoken and be taught how to respect its manifestations in order to engage in effective intercultural interaction. topic of oral speech and reading can be most effective. Although textbooks and teaching aids help with this task, true understanding is not fully achieved. Therefore, teachers must consider the didactic properties and functions of each teaching aid when planning lessons. When using the Internet, it is important to determine the purpose for its use, such as integrating network materials into the curriculum or allowing students to independently search for information for projects. The goal of all these tasks is to develop communicative competence in students, and by understanding the specifics of the subject and the capabilities of the Internet, teachers can determine which resources are most suitable for their didactic tasks. According to language teachers, Google was the most frequently used online tool, a finding that aligns with a study by Chen in 2008, which also found that search engines were among the top three tools used by EFL teachers in Taiwan. Teachers primarily used Google to obtain information related to teaching. Research by Sparrow, Liu, and Wegner in 2011 suggested that people are inclined to use Google when faced with difficult questions and rely on remembering where to find information rather than recalling it. In May 2013, comScore reported that Google ranked first with 13.4 billion searches out of approximately 20 billion explicit core online searches. This is because Google provides immediate access to information in various formats. One participant noted that they preferred using Google over going to the library because they could easily find what they were looking for by typing keywords into the search bar. YouTube ranked second among the top three used by responding teachers. They reported that they obtained videos on YouTube and incorporated them in language activities in the classroom. According to Brook , YouTube is an online resource that facilitates language pedagogy and provides authentic content used to supplement textbook materials. It is essential that teachers link language learning with real language in authentic materials as these media provide a great source of rich language input, and they can enhance students' motivation thus eventually improving learning outcomes In addition, the integration of audiovisual media in language teaching provides multisensory stimulation, which is effective and optimal for learning. It is

not surprising that Facebook was one of the top three applications most used by language teachers. Lian asserts that “social networking is firmly installed as a major means of communication [and] information-dissemination...” . In Thailand, there are almost 18.5 million Facebook users . This growth is driven by the younger generations . Suthiwartnarueput and Wasanasomsithi argued that Facebook served as an attractive and convenient tool for collaborative learning. Students’ learning can be constructed during the interaction and collaboration . According to Google, roughly 60 percent of people spend less time talking in real life than online . It is plausible to suggest that having recognized this technological trend, teachers have to stay abreast of technologies to engage today's students and to increase their participation. Although a total of 20 online resources and applications were identified by language teachers, less than half had used 17 of these technologies for language teaching. Even worse, less than 5% of the language teachers had used the following 9 applications: Skype, Hot Potatoes, Slideshare, speaking exercises, Blackboard, Pinterest, Tumblr, writing exercises, and reading exercises.

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