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## THE ROLE OF ONLINE RESOURCES IN THE PROCESS OF ENGLISH LEARNING

**Annotation.** The paper deals with the importance of online resources in learning the English language, particularly while teaching English grammatical rules. Communicative skills encompass knowledge of grammar, its application, and the appropriate use of vocabulary, as well as the use of appropriate language vocabulary to convey meaning in a socially acceptable manner. In recent years the issue of the importance and practicality of using Internet resources has been raised more and more in the field of teaching English, which involves not only an analysis of the use of new technical means but also a study of the positive and negative aspects of introducing innovative forms and methods of teaching. Modern methods of teaching English are associated with ongoing technological progress, as well as with technological updating of the learning process. The latest advances in high technology and the spread of the global Internet network open great opportunities for foreign language teachers, methodologists, and students to further improve the learning process. The specificity of teaching English grammar using internet resources lies in the improvement of students' grammar knowledge and skills. Given the limited access to online grammar resources or the absence of English lessons at school, the researchers assume that it directly affects students' grammar learning. Based on the given statement the authors experimented with the secondary school students to measure the effectiveness of using internet grammar resources.

**Keywords:** experiment, students, grammar knowledge, skills, internet resources, grammar test

**Introduction.** The teaching of grammar is considered imperative and has entered the language-teaching laboratory. Therefore, teachers have been using a variety of different ways to teach grammar in the classroom, and teachers are increasingly using internet resources as one of their educational tools. The use of Internet resources in the classroom and extracurricular activities has many indisputable advantages. "Internet resources are helpful tools to upgrade listening, writing, speaking, and reading skills" [1, 5]. However, there are also some drawbacks to using Internet resources. "It is also hard both for students and teachers to differentiate between reliable and unreliable online resources that can lead to miscomprehension" [2].

In the book: "Analyzing the Grammar of English" defines grammar in this way": In essence, grammar is the analysis of the elements of language that convey meaning. These elements include sounds (phonetic), individual words (lexicon), elements of the constitutive meaning of words (morphology), words to phrases, the arrangement of words into clauses and sentences (syntax), alliteration (rhyme), and the appropriate overall application of all these things in a given situation (phonetics)" [3].

"Internet resource is an integral part of education which changed the traditional method of teaching" [4]. Smaldino, Russel, & Heinrich point out that the Internet provides a wealth of resources for students around the world to access [5]. It contains a variety of media such as text, audio, graphics, animation, video, and downloadable software. It provides a simple way to navigate, making it easy to move between and between documents." An information warehouse provides communication without borders, online interactive learning, and opportunities for electronic/online research [6, 607].

English teaching materials cannot meet the needs of different majors at different levels, most English teaching materials only for the text appears in a knowledge point scattered introduction of grammar knowledge, cannot establish a complete grammar system" [7]. Therefore, to perfect the disadvantages of traditional English grammar teaching, it is necessary to apply Internet resources to English grammar teaching.

The Internet cannot only help them deepen their memory of grammar knowledge but also extend the use of grammar beyond the classroom so that grammar from obscure information into life-like knowledge can improve their learning interest. In addition, from the perspective of educational psychology, it can simultaneously transmit knowledge through vision and hearing; and can make the acceptance rate of knowledge reach 65% [8]. "Relying on network resources to learn the learning style so that students in a relaxed environment to learn grammar rules, but also implicitly in the voice, intonation correction and imitation, improve students' communication skills" [9].

Lin summarizes the advantages of teachers using the Internet to teach students English:

1. Access to a wide range of resources.
2. The ease and speed with which information is made available to a large number of students.
3. Aesthetic layout and graphics.
4. Links to many other sites [10].

Students can search for such sites online, or teachers can recommend specific sites online. For example, S. Ramanathan provides language teachers and language learners with a list of websites, some of which are related to language learning issues, others use language as a medium for discussing culture or current events, and others look for native speakers [11, 233].

Teaching resources may include discovery learning, worksheets, and interactive quizzes. This is important so that teachers can meet the needs of students. Here's a brief overview of some of these resources:

1. Online Grammar Clinic: <http://www.whitesmoke.com/grammar-chacker/>

When users can send their articles for proofreading or asking grammar questions, they can get answers from an expert or ESL teacher.

2. References: [www.eslgold.com/grammar.html](http://www.eslgold.com/grammar.html)

References are Internet Grammar resources that provide reference spots on the Web. It interprets Grammar rules with appropriate examples and exercises. The material can be in the form of handouts, exercises, and podcasts.

3. Discovery learning: <http://www.iei.uiuc.edu/grammarsafari/journal.html>

Discovery Learning is a Web site that provides Grammar logs or query tasks. Here, students can browse web pages for collection, then analyze and explore the grammar patterns used in real-world communication.

4. Interactive quiz: <http://www.saywhatesl.com/quizes.html>

Interactive quizzes are Internet Grammar resources that provide feedback on the answers to online questions. The quiz is presented in a variety of forms, including multiple choices,



matching, word ordering, changing word format, classification, filling in the blanks, sentence/phrase manipulation, sentence completion and sentence creation.

Moreover, Salzman once mentioned grammar journalism: In grammar journals, students must browse the web and use the FIND feature to complete blank journal jobs [12]. Students collect one or two examples to copy and paste into a word processing window here, where the student analyzes the example (bold or capitalized words or phrases that fit the description) on the journal page. The student then pastes the example sainted into the grammar log page. In this case, students can add grammatical analysis, restate sentences, provide comments, and include sample sources. Once the form is completed, students can print out the grammar log page and submit it to the teacher. The students are asked to visit the Grammar Safari web page, which is: [http://www.iei.uiuc.edu/grammarsafari/journal\\_modals.html](http://www.iei.uiuc.edu/grammarsafari/journal_modals.html)

“Internet resources have diverse and permanent educational environments that meet modern requirements of contemporary society to reach effective learning results” [13].

However, in this process, the use of Internet resources in the background of English grammar teaching still has some problems to deal with. Wei Liu also published an article “Flexible processing of curriculum resources in English teaching”, the article has focuses on the use of network resources to make courseware to teach grammar is not a good choice, the reason is 1. Many teachers think more about how to make courseware design beautiful and easy to make English teachers relax in the study of grammar teaching materials. The production of courseware is time-consuming. 2. If the way to use network resources in the classroom is incorrect, it will cause mistakes, affect the teaching process, cannot complete the teaching tasks [14, 64].

**Methodology and research methods.** Quantitative research involves measuring the results of the tests during the experiment and making statistical comparisons. It uses randomized samples and allows us to exclude personal bias while collecting and forming the results. Qualitative research collects teachers’ and students’ suggestions to improve teaching English grammar at schools, which is non-numerical data, and seeks to interpret meaning from this data. In addition, the author used self-constructed grammar tests, with the help of the methodologist at the educational center. It provides insights into the problem or helps to develop ideas or hypotheses for potential quantitative research. The quantitative approach allows reaching a higher sample size, the data collected gives greater credibility because the statistical analysis has more depth to review. In addition, it helps to collect information quickly when there is a high number of participants.

The type of data that the researcher collected is primary. The main tools of data collection during the experiment were tests and the survey which obtained answers by using Google Forms format.

- experimental: organizing and conducting a pedagogical experiment; monitoring the state of teaching English grammar in an educational center with Internet grammar Resources; considering the quality of pedagogical experience of practicing teachers who helped the researcher during the experiment.

The students were taught with the direct method; according to the educational policy of the educational center and additionally, internet grammar resources were used during their studying. Both groups of students attended twenty English lessons in sum (thirty-three hours) during the experiment. Among the twenty lessons, students passed four grammar lessons (seven different grammar topics). After each grammar lesson, the grammar test was conducted for both groups, and results were collected.

The research began with Tests. At the beginning of the experiment, both experimental groups were tested on English grammar knowledge, to compare their results with the final test at the end of the experiment. After the grammar knowledge test was conducted, the experiment began. The authors want to remind readers that fourteen students who participated in this research before the experiment took a placement test, according to the Educational Center’s policies and then were distributed to those two groups according to their level (Elementary).

The purpose of this experiment was to find out to what extent is teaching English grammar with the use of internet resources is effective.

1. Researchers started to teach both experimental groups with internet grammar resources in grammar lessons. Used materials: Solutions Elementary coursebook. Internet grammar materials: Grammar Worksheets.

2. Test what learners learn after each grammar lesson. The researcher conducted tests to both experimental groups. The tests included forty-five grammar questions, based on the topics, which students learned that day. The question types were different, multiple-choice, fill in the gaps, complete the sentence put the words into the correct order, etc.

3. After four lessons of teaching grammar using internet resources, and collecting all four tests, the researcher started to calculate the mean (average) to identify whether it was effective, if yes, then, to what extent students improved their grammar skills

Experiment hours: The researcher taught twenty English lessons; there were four grammar lessons (one lesson is one hour and forty minutes).

The two main approaches were used to teach grammar: explicit and implicit. An explicit approach involves the use of two methods: Deductive and Inductive.

#### **Discussion and observation.**

Step 1: Student's first test to check grammar knowledge.

Table 1 - Experiment. First Grammar Test Results

No	Group 1	Score	Average	Group 2	Score /45	Average
1	Student 1	15		Student A	18	
2	Student 2	15		Student B	25	
3	Student 3	18		Student C	25	
4	Student 4	22		Student D	32	
5	Student 5	24		Student E	33	
6	Student 6	29		Student F	37	
7	Student 7	32		Student G	38	
Total		155/315	49%		208/315	66%

The researchers took classes with both experimental groups (the first experimental group at 2 p.m. and the second experimental group at 4 p.m.). The grammar knowledge level of the two experimental groups of students was tested by providing a grammar test.

Results: The first group of students got one hundred and fifty-five points in sum out of three hundred and fifteen questions, while the second group of students got two hundred and eight points out of three hundred and fifteen questions. In percentage, the first group collected forty-nine percent out of one hundred, and the second group got sixty-six percent on average. The purpose of the test was to identify participants' grammar knowledge level and collect scores to compare these scores with the final test at the end of the experiment, to see, to what extent it was effective to teach students using internet grammar resources.

Step 2. The researchers started teaching both experimental groups and implemented Internet grammar resources into their studying process. Four grammar lessons were taught.

Table 2 - First Lesson's Test Results

No	Group 1	Score / 45	Average	Group 2	Score /45	Average
1	Student 1	20		Student A	27	
2	Student 2	22		Student B	29	
3	Student 3	24		Student C	32	
4	Student 4	27		Student D	34	
5	Student 5	27		Student E	34	

6	Student 6	29		Student F	38	
7	Student 7	31		Student G	41	
Tot		180/315	57%		235/315	74%

The researchers used textbooks and grammar internet resources to teach grammar topics. Lesson's topics: Be, Possessives, and Pronouns. At the end of the lesson, the researchers took an examination of the grammar topics, which students learned that day.

Results: The first group of students got one hundred and eighty points in sum out of three hundred and fifteen questions, while the second group of students got two hundred and thirty-five points out of three hundred and fifteen questions. In percentage, the first group collected fifty-seven percent out of one hundred, and the second group got seventy-four percent in average out of one hundred.

Table 3 - Second Lesson's Test Results

Nº	Group 1	Score / 45	Average	Group 2	Score /45	Average
1	Student 1	23		Student A	31	
2	Student 2	23		Student B	33	
3	Student 3	25		Student C	34	
4	Student 4	26		Student D	35	
5	Student 5	27		Student E	35	
6	Student 6	27		Student F	38	
7	Student 7	30		Student G	42	
Tot		181/315	57%		248/315	79%

The researchers used textbooks and grammar internet resources to teach grammar topics. Lesson's topics: Have got and articles. At the end of the lesson, the researchers took an examination of the grammar topics, which students learned that day.

Results: The first group of students got one hundred and eighty-one points in sum out of three hundred and fifteen questions, while the second group of students got two hundred and forty-eight points out of three hundred and fifteen questions. In percentage, the first group collected fifty-seven percent out of one hundred, and the second group got seventy-nine percent out of one hundred on average.

Table 4 - Third Lesson's Test Results

Nº	Group 1	Score / 45	Average	Group 2	S c o r e /45	Average
1	Student 1	21		Student A	23	
2	Student 2	23		Student B	27	
3	Student 3	23		Student C	27	
4	Student 4	23		Student D	28	
5	Student 5	25		Student E	30	
6	Student 6	27		Student F	34	
7	Student 7	31		Student G	39	
Tot		173/315	54%		208/315	66%

The researchers used textbooks and grammar internet resources to teach grammar topics. Lesson's topic: Present Simple: Affirmative and Negative. At the end of the lesson, the researchers took an examination of the grammar topics, which students learned that day.

Results: The first group of students got one hundred and seventy-three points in sum out of three hundred and fifteen questions, while the second group of students got two hundred and

eight points out of three hundred and fifteen questions. In percentage, the first group collected fifty-four percent out of one hundred, and the second group got sixty-six percent on average.

Table 5 - Fourth Lesson's Test Results

No	Group 1	Score / 45	Average	Group 2	S c o r e /45	Average
1	Student 1	16		Student A	23	
2	Student 2	18		Student B	23	
3	Student 3	19		Student C	24	
4	Student 4	21		Student D	25	
5	Student 5	22		Student E	28	
6	Student 6	30		Student F	33	
7	Student 7	34		Student G	41	
Tot		159/315	50%		197/315	62%

The researchers used textbooks and grammar internet resources to teach grammar topics. Lesson's topic: Present Simple: Questions. At the end of the lesson, the researchers took an examination of the grammar topics, which students learned that day.

Results: The first group of students got one hundred and fifty-nine points in sum out of three hundred and fifteen questions, while the second group of students got one hundred and ninety-seven points out of three hundred and fifteen questions. In percentage, the first group collected fifty percent out of one hundred, and the second group got sixty-two percent on average.

The researcher designed these exam questions: by recording the students' test scores after each study session and then observing how well the students learned grammar using online grammar resources

### Step 3. Student's Final Grammar Test at the end of the Experiment

Table 6 - Placement Test Results

No	Group 1	Score / 45	Average	Group 2	Score /45	Average
1	Student 1	23		Student A	27	
2	Student 2	19		Student B	23	
3	Student 3	20		Student C	28	
4	Student 4	20		Student D	33	
5	Student 5	24		Student E	30	
6	Student 6	30		Student F	39	
7	Student 7	28		Student G	34	
Total		164/315	52%		214/315	68%

Students were given another certified grammar test, which was similar to the previous one based on the types of questions and topics. Students were unable to come and pass it, and the researcher created an online Google forms test and shared access to both groups of students to identify the results.

Results: The first group of students got one hundred and sixty-four points in sum out of forty-five questions, while the second group of students got two hundred and fourteen points out of forty-five questions. In percentage, the first group collected fifty-two percent out of one hundred, and the second group got sixty-eight percent on average.

The purpose of this test is to see if students' English grammar skills improve after using online grammar resources.

### Final Step: Comparing the results

Table 7 - Comparison of the results

No	Group 1	First test Score / 45	Last test Score / 45	Group 2	First test Score / 45	Last test Score / 45
1	Student 1	15	23	Student A	18	27
2	Student 2	15	19	Student B	25	23
3	Student 3	18	20	Student C	25	28
4	Student 4	22	20	Student D	32	33
5	Student 5	24	24	Student E	33	30
6	Student 6	29	30	Student F	37	39
7	Student 7	32	28	Student G	38	34
	Total:	155/315	164/315	Total:	208/315	214/315
	Average	49%	52%	Average	66%	68%

In this table, the readers can see the results of the first grammar test and final grammar tests of both groups. The first group, before the experiment, got 49% on average, and after studying with additional grammar internet resources, got 52% on average, which shows the readers improved their grammar knowledge by 3%. The second group, before the start of the experiment, got 66% right answers on average, and after studying with the same internet grammar resources, showed the results of 68% correct answers on average, and showed an improvement of 2%.

These results can support and determine that using internet resources in Grammar teaching can be effective for 2 or 3%, even though the experiment finished earlier because of COVID-19. It could have even more positive influence if the experiment had not finished so earlier than it was expected.

**Conclusion.** Teachers and students agree that proficient grammar knowledge: 1. Need to spend more time on practice; 2. Prepare/participate in practical activities; 3. Teach English grammar in more interesting ways to make it more creative. For example: formulate a teaching structure suitable for Students, add grammar games select suitable network resources for students, etc. Students also made some useful suggestions: 4. Install Wi-Fi in schools and allow the use of phones, because many students do not have internet, they cannot access the learning materials in time. 5. Give the teacher knowledge about the child's psychology; 6. Be more patient; 7. Lead the student to watch English movies/videos. The teacher also advises this opinion: 8. Avoid choosing an entertaining grammar teaching video. Teachers/students who actively participated in and gave suggestions in this study contributed to the future benefit. These suggestions are based on the current situation of students/teachers in English learning/teaching in Kazakhstan.

The findings of 14 secondary school students at the Kazakhstan Language Center in the second stage of the experiment supported the expected hypothesis. In addition, the use of online resources for teaching English grammar has proven to be useful through the experiment over time. Both experimental groups of students performed well during the second stage, the experiment showed an increase in grammatical knowledge. These results can support and determine that using internet resources in Grammar teaching can be effective for 2% or 3%, even though the experiment finished earlier because of COVID-19.

The main advantage of this paper is that Kazakhstan is in online learning for the reasons of COVID-19, this is the first large-scale unified online learning of students in Kazakhstan's schools, so this experience is very beneficial to this study.

In the process of learning grammar, the vivid network of grammar resources satisfies the students' curiosity, the interesting teaching contents improves the students' learning interest, the real English environment improves the students' language expression ability, and the online learning meets the students' exploration and discovery desire. With the increasing popularity of the Internet, students are required to have a strong basic ability to use English in the actual

language environment. However, because Kazakhstan has not popularized the use of network resources to assist English grammar teaching, students lack a real language environment when learning English grammar, which is boring and difficult to understand. The characteristics of network resources, such as immediacy, sharing, knowledge richness, and diversity, can meet the needs of young people and are very popular among students. Therefore, it is suggested that teachers should reflect on and carry out scientific and reasonable teaching innovations in line with the background of the Internet era and explore/implement how to use Internet resources to assist English grammar teaching. English grammar workers should increase the use of network platforms in actual teaching, guide students to use network learning resources correctly and innovate the classroom structure/teaching mode. Largely, the active role of the Internet in teaching should be used to meet the students' requirements for English learning.

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### **АҒЫЛШЫН ТІЛІН ОҚЫТУ ПРОЦЕСІНДЕГІ ОНЛАЙН РЕСУРСТАРДЫҢ РӨЛІ**

**Аңдатпа.** Мақалада ағылшын тілін үйрену үдерісіндегі, атап айтқанда, ағылшын тілінің грамматикалық ережелерін оқытуда онлайн ресурстардың маңыздылығы қарастырылады. Қарым-қатынас дағдылары грамматика және грамматиканы қолдануды білуді, сондай-ақ мағынаны әлеуметтік қолайлы түрде жеткізу үшін тиісті тілдік лексиканы пайдалануды қамтиды. Соңғы жылдары ағылшын тілін оқыту саласында интернет-ресурстарды пайдаланудың маңыздылығы мен мақсаттылығы туралы мәселе көтерілуде, ол жаңа техникалық құралдарды қолдануды талдауды ғана емес, сонымен қатар инновациялық формалар мен оқыту әдістерін енгізудің оң және теріс аспектілерін зерттеуді көздейді. Ағылшын тілін оқытудың заманауи әдістері қазіргі технологиялық прогреспен, сонымен қатар оқу үдерісінің технологиялық жаңаруымен байланысты. Жоғары технологиялардың соңғы жетістіктері және ғаламдық интернеттің таралуы шет тілі мұғалімдеріне, әдіскерлерге және студенттердің өздеріне оқу үдерісін одан әрі жетілдіруге үлкен мүмкіндіктер ашады.

Интернет ресурстарын пайдалана отырып, ағылшын тілі грамматикасын оқытудың ерекшелігі – оқушылардың грамматикалық білімдері мен дағдыларын жетілдіру. Оқушылардың мектепте ағылшын тілі сабақтарында онлайн грамматикалық ресурстары аз немесе мүлдем жоқ екенін ескере отырып, зерттеушілер бұл оқушылардың грамматикалық біліміне тікелей әсер етеді деп болжайды. Осы мәлімдемеге сүйене отырып, авторлар жоғары сынып оқушыларымен онлайн грамматикалық ресурстарды пайдаланудың тиімділігін өлшеу үшін эксперимент жүргізді.

**Түйін сөздер:** эксперимент, студенттер, грамматикалық білім, дағдылар, интернет ресурстары, грамматикалық тест.

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### **РОЛЬ ОНЛАЙН-РЕСУРСОВ В ПРОЦЕССЕ ИЗУЧЕНИЯ АНГЛИЙСКОГО ЯЗЫКА**

**Аннотация.** В статье рассматривается значение онлайн-ресурсов в процессе изучения английского языка, в частности, при обучении английским грамматическим правилам. Коммуникативные навыки включают знание грамматики и применение грамматики, а также использование соответствующей языковой лексики для передачи значения социально приемлемым способом. В последние годы вопрос о важности и целесообразности использования интернет-ресурсов все чаще поднимается в сфере обучения английскому языку, что предполагает не только анализ использования новых технических средств, но и изучение положительных и отрицательных аспектов внедрения инновационных форм и методов обучения. Современные методы обучения английскому языку связаны с непрекращающимся технологическим прогрессом, а также с технологическим обновлением процесса обучения. Последние достижения высоких технологий и распространение глобальной сети Интернет

открывают перед преподавателями иностранных языков, методистами и самими студентами большие возможности для дальнейшего совершенствования учебного процесса.

Специфика обучения грамматике английского языка с использованием интернет-ресурсов заключается в совершенствовании грамматических знаний и умений учащихся. Учитывая тот факт, что учащиеся имеют небольшое количество интернет-ресурсов по грамматике или даже не имеют их на уроках английского языка в школе, исследователи предполагают, что это напрямую влияет на изучение грамматики учащимися. Основываясь на данном утверждении, авторы провели эксперимент со школьниками средней школы, чтобы измерить эффективность использования интернет-ресурсов по грамматике.

**Ключевые слова:** эксперимент, студенты, знание грамматики, навыки, интернет-ресурсы, грамматический тест.

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