

Analysis of feedback shows that using primary sources in such capacity is effective though demanding as students have to think in terms of historical perspective and act out the part of another character. At the same time working with primary sources creates meaningful learning experience for students and builds historical empathy, develops historical context, boosts creativity and develops critical thinking.

References:

1. Engaging Students with Primary Sources. Smithsonian National Museum of American History. Kenneth E. Behring Center. Available at: <https://historyexplorer.si.edu/sites/default/files/PrimarySources.pdf>
2. Goblirsch, M. Primary source use in high school history classrooms: Categories, frequency, and assessment. Honors Program Theses. 2010. Available at: <https://scholarworks.uni.edu/hpt/27>
3. Waring, S.M., Hartshorne R. Conducting Authentic Historical Inquiry: Engaging Learners with SOURCES and Emerging Technologies. Teachers College Press, 2020. 208 p.

**THE BENEFITS OF WEB-BASED LANGUAGE LEARNING
TOOLS FOR LEARNERS AND TEACHERS**

Кулик С.А.

*кандидат наук із соціальних комунікацій,
асистент кафедри романо-германської філології
Тернопільський національний педагогічний університет
імені Володимира Гнатюка
м. Тернопіль, Україна*

Пежинська О.М.

*кандидат філологічних наук,
доцент кафедри романо-германської філології
Тернопільський національний педагогічний університет
імені Володимира Гнатюка
м. Тернопіль, Україна*

Nowadays, the access to the Internet means more than staying connected and sharing information. It has revolutionized the very approach to education making full use of online teaching tools the key trend in language learning in the 21st century. The move towards digitalization of education has also been triggered by the COVID-19 pandemic in early 2020 forcing governments of different countries to look for the ways of continuing educational process during lockdowns and virus-caused self-isolation requirements [4]. In terms of online language teaching this has led to the

fact that today learners are not only content consumers; they have become content creators too.

Teaching English as a foreign language has been significantly enhanced due to the emergence of web-based technologies. The analysis of existing online teaching tools dealing with language learning materials allows us to single out the following categories: general websites providing linguistic inputs, blogging platforms, communication tools, project-based learning tools and learning management systems [3, p.143].

Language educators can use available content for such learning objectives:

1) English articles, videos and other linguistic inputs can be used to broaden the students' knowledge in the sphere of linguistics and social and cultural peculiarities of the countries under study. In terms of language skills, these can be applied for developing students' both reading and listening comprehension skill.

2) Communication tools (chats, messengers, etc.) enable language learners to both enhance their written and oral communication skills and promote collaborative learning during a video conference. While communicating in virtual classroom online with a teacher or discussing the tasks with each other in English students learn to cope with their language-speaking barrier too.

3) Blogging platforms enable learners to practice their speaking skills by means of sharing their personal experiences. *"Writing for a purpose, i.e. self-expression and self-reflection in blogs for professional development has encouraged them to produce language more fluently"* [2, p. 777]. The content created in this way is a reliable source of information for both a student and teacher. On the one hand, a student can reflect on mistakes dealing with language choice, pronunciation and intonation peculiarities (in audio and video blogs) etc. On the other hand, digital content created by students enables teacher to analyze their typical mistakes and thus, decide what areas of knowledge and language skills training require extra attention from a language instructor.

4) Project-based tools represent sites with technology that allows students to create their learning projects, including digital story videos or presentations. The use of these tools has a sufficient motivational potential too, allowing learners to reflect on the result of their work and analyze the pace of progress they have made.

5) Learning management systems represent a virtual language-learning environment comprising a wide array of corresponding materials for teaching grammar, language use, phonetics etc. In addition, educators can send and receive students' assignments using these web-bases tools. With all the necessary materials at hand, students can study when and where they find it possible and convenient. This, in its turn, establishes a positive attitude to the process of learning a foreign language too.

The innovative character of web-based language learning technologies resonates with the digitalization trends in education all over the world. Another benefit of using such technologies is defined by their learners' learning anxiety reduction potential. Students tend to become more active and motivated while using familiar online content platforms for learning a foreign language. It should be noted

that the climate of trust, the feeling of safety and emotional warmth, the psychological atmosphere of acceptance and collaboration, the creation of positive emotions and the situation of success, encouragement of learners and student-oriented approach are the key preconditions of combating learners' anxiety [1, с.63]. The latter can be easily achieved due to the smart combination of online learning tools and a language instructor's competence.

At the same time, web-based language learning technologies facilitate teacher's work that he/she normally spends for preparing teaching materials due to:

- the use of automated testing tools,
- the ability to quickly update existing materials,
- the option of sharing student-generated content for mutual analysis and assessment,
- the possibility to adapt learning materials according to the level of learners.

Another advantage of using WBLL tools is that they can serve the basis for successful synchronous and asynchronous distance learning since a teacher can both extend his/her professional activity beyond the physical space of the classroom and let the learners study when it suits their schedule.

It can be concluded that web-based language-learning tools comprise a wide range of innovative and interactive educational methods, which reflect current trends of foreign language learning and have sufficient advantages for both educators and students.

References:

1. Рудик, Н. М. До проблеми подолання мовного бар'єру у процесі спонтанної комунікації іноземною мовою студентів гуманітарних факультетів. Науковий вісник Південноукраїнського національного педагогічного університету імені К. Д. Ушинського. 2019. № 1. С. 59-65.

2. B.Montera-Fleta, C. Perez-Sabater. A research on blogging as a platform to enhance language skills.

URL: <https://www.sciencedirect.com/science/article/pii/S1877042810001400?via%3Dihub> (Дата звернення 10.05.2022)

3. Ngo Cong-Lem. Web-Based Language Learning (WBLL) for Enhancing L2 Speaking Performance: A Review.

URL: <http://www.journals.aiac.org.au/index.php/all/article/view/4638> (Дата звернення 10.05.2022)

4. Distance learning strategies in response to COVID-19 school closures. UNESCO COVID-19 Education Response Education Sector issue notes April 2020. URL: <https://unesdoc.unesco.org/ark:/48223/pf0000373305> (Дата звернення 10.05.2022)