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**ВЕБ 2.0 ТЕХНОЛОГІЇ ДЛЯ МАЙБУТНІХ УЧИТЕЛІВ  
ІНОЗЕМНОЇ МОВИ ПОЧАТКОВОЇ ШКОЛИ**

*Розглянуто проблему використання Веб 2.0 технологій у педагогічній практиці підготовки майбутнього вчителя іноземної мови початкової школи. Охарактеризовано технології, що сприяють формуванню навичок і вмінь аудіювання, читання, письма, говоріння та професійної діяльності.*

**Ключові слова:** технології Веб 2.0, інтерактивні можливості вебсередовища.

ТАТЬЯНА ЗУБЕНКО, ГАЛ СПРИНГМАН

**ВЕБ 2.0 ТЕХНОЛОГИИ ДЛЯ БУДУЩИХ УЧИТЕЛЕЙ  
ИНОСТРАННОГО ЯЗЫКА НАЧАЛЬНОЙ ШКОЛЫ**

*Рассмотрена проблема использования Веб 2.0 технологий в педагогической практике подготовки будущего учителя иностранного языка начальной школы. Дана характеристика технологиям, способствующим формированию навыков и умений аудирования, чтения, письма, говорения и профессиональной деятельности.*

**Ключевые слова:** технологии Веб 2.0, интерактивные возможности вебсреды.

TATYANA ZUBENKO, GAL SPRINGMAN

**WEB 2.0 TOOLS FOR FUTURE FOREIGN  
LANGUAGE TEACHERS OF PRIMARY SCHOOLS**

*The article is devoted to the problem of Web 2.0 technologies' application at the training of future foreign language teachers of primary schools. It characterizes technologies that help to develop listening, reading, writing, speaking skills and professional activity.*

**Key words:** Web 2.0 technologies, interactive web opportunities.

For the past 8 years many Web 2.0 technologies were developed and are constantly evolving with the growth of technology in general.

At the beginning of 2010 we found about 300 sites which offer new interactive web opportunities. Web 2.0 is a buzzword in the educational world nowadays. It was introduced by Tim O'Reilly at the Web 2.0 2005 conference. There are a lot of interpretations of Web 2.0 with more than 9.5 million citations in Google [4].

The term «Web 2.0» (pronounced «web two point Oh») was conceived to describe a new breed of websites that use newer web authoring tools, are low learning curves (for the user) and support a collaborative environment. They are usually free and just all done in a web browser [8].

**The formulation of the problem.** Many of the Web 2.0 'social' sites are not filtered or moderated, so there may be undesirable material for young students in particular. This is one of the main Web 2.0 challenges for educators. New technologies promise to change the nature of pedagogy and the practice of teaching.

**Object.** The object of our article is to analyze the process of digitalization and mediatization of foreign language learning and teaching from the pedagogical point of view, to characterize those Web 2.0 tools that are useful for teaching and learning foreign languages and to describe the experience of using them in the educational process.

**Presentation of the main material.****What have we learned, what shall we ask next?**

**What have we learned?** At the First Annual Digital Media and Learning Conference — held at the University of California, San Diego, in February 2010, Prof. Sonia Livingstone called for a critical reassessment of «**What have we learned, what shall we ask next**» [2].

The digitalization and mediatization of learning and teaching, and in our case of foreign language teaching and learning, necessitate a wider critical perspective on the current trend of integrating Web 2.0 tools into primary schools classrooms in general and in foreign language classroom in particular.

Echoing Prof. Livingstone's question, here are the main lessons we have learned: the lessons are based on both Dr. Tatiana Zubenko's and Gal Springman's vast experience in teaching English language to non-native speakers, initiating and implementing English language projects, from kindergarten to university, in Ukraine, Israel, Japan, Finland, China, Palestinian Authority and running training seminars and workshops to foreign languageteachers.

1. Contrary to the current trend in integrating technology into classrooms, successful technology — enabled teaching and learning depend on a comprehensive approach. Technological, social and personal variables are interwoven. Pedagogical and didactic considerations should be prioritized over technological ones in curricular planning.

2. In nowadays diverse learning environments, we should embrace emergent pedagogy. Developing foreign language proficiencies is experiential by nature, rather than algorithmic, thus teaching with Web 2.0 tools cannot be fully structured and learning should be always adjusted.

3. Foreign language learning serves as litmus test that might indicate students' achievements in other disciplines. A right choice of Web 2.0 tools and web-based learning environment, by a well trained foreign language teacher, can enhance empowering remedial measures.

**What shall we ask next?** Given the lessons learned — some questions highlighting core issues that should be addressed when integrating Web 2.0 tools into foreign language classes in primary schools:

**a. What is the «critical age»?** The critical age for foreign language teaching varies from country to country and sometimes from one municipality to another. It is relevant to the issue of the integration of Web 2.0 tools, as well. From our experience, although kids live in technology saturated environments from early age, tools should be carefully selected and heavily mediated by an experienced teacher, adapted to the relevant age group. Foreign language learning requires a certain mastery in one's mother tongue, therefore the age threshold is quite clear.

At early age and during the first steps in foreign language acquisition, more «passive absorption» is advised, through songs, familiar comics/animation etc.

**b. Is Grammar important?** In many primary schools grammar lessons are an important component in the teaching/ learning process. From our experience, it is more important to encourage active and interactive oral and written conversations of students with native speakers ( from short chats and casual dialogues, to longer meaningful conversations). Among Web 2.0 tools there are very good options enabling such communications. In primary schools interpersonal and intergroup group communication should be transparent, tutored and developing from intragroup to intergroup communication, all in gated learning environments. It is required not only for safe conversations, but mainly from pedagogic considerations. Learning environments and Web 2.0 tools that help develop creativity are as important (some experts say that they are more important) as Grammar drill generators. If you have «What to say», you will be more motivated to learn «How» to say it correctly.

**c. Is visual language a contributing factor in developing verbal language?** For the «digital natives» the convergence of visual and verbal modes of expression is natural. Most of them, certainly in intercultural dialogues, intuitively better understand situations and events from visual clues that act as cognitive scaffolding in the process of deciphering the verbal description. From our experience, it is the teachers that should adapt themselves and develop visual literacy in specially designed workshops.

**d. Is Vygotsky still relevant in the 21st century?** «New words, old ideas» is how Prof. Larson [3] defined the predictions of some technology — enabled education theorists. Web 2.0 tools are relevant only within the framework of pedagogical, social , cultural and psychological contexts.

From our experience, skilled operators of technology are not necessarily skilled learners of knowledge, or creators of meaningful content. Emphasizing the technological know-how is a barrier to intercultural fruitful fluent dialogues. Teacher trainers and designers of web-based learning environments, should bear that in mind.

**e. Is traditional schooling system obsolete?** Some technology experts predict that in our digital age, schools and universities will become obsolete and that the web and its tools will replace traditional education. From our gained insights from field work and research, educational institutions are still vital, certainly for primary school students. In nowadays diverse societies schools are still the best locus for hanging-out. Though, in order to be relevant, schools should switch curricula from knowledge dissemination to nurturing skills and competences.

That requires:

- integrating web- based environments like Snowblog CT netcity, into existing schooling systems, as embedded change centers;
- initiating teacher training sessions, preparing teachers for the new role of tutors and facilitators in the new web-based environments.

**f. Are Web 2.0 tools in primary schools- a paradigm strategic shift, or just a necessary added — on subject?** There is no doubt that Web 2.0 tools and in general the new media literacies, should be integrated across the curriculum and the different disciplines, in primary schools. In this respect, it is more than just an added-on subject.

Dr. Niel Selwyn, from the Institute of Education at the University of London, suggests in his overview of the educational implications of Web 2.0 technologies for schools that there is a tendency in education for exaggerated reaction to technology [6].

In his recent book about primary schools and ICT [5], he and his colleagues argue that the «technology-first» mentality of technology professionals and school administrators, is at the root of many of the problems and tensions experienced today by many teachers.

It seems that at this point in time, without the completion of a comprehensive large scale serious teacher's training program, it is not yet a paradigm shift either.

In order to widen our critical perspective, two major issues should be considered:

1. Prof. Henry Jenkins lists the skills students need to acquire in the new participatory 21st century culture [1]. Without the tutoring and support of a well trained teacher, most students, especially in primary schools will not develop these skills by self learning. Even the state of the art Web 2.0 tools will not be sufficient for that mission without a pedagogical comprehensive framework.

2. A year long research study of over 600 pupils in primary schools across England published this year [5], provides pupil's perspective: Outside school pupils heavily engage in Web 2.0 tools and applications such as gaming, chatting, emailing and social networking. Most of the pupils accept the need for school ICT to be more serious, looking for more help from their teachers.

Professor Lyudmila Smirnova regards the problem of education and Web technologies from another point of view. The convivial technological revolution associated with computers, quickly evolving computer hardware and software and internet tools, has passed the innovative edge from teacher to student. For the first time, we have to anticipate that student learning capabilities will exceed those of most faculty. This changes the equation of teaching, and thus teacher preparation, dramatically. She discusses this shift to bottom-up innovation and its implications for pedagogy. In particular, she considers the theory of educational recidivism, set forth the tendency of teachers and learners to adopt the educational approaches that dominated their own learning and experience rather than to adapt to innovative learning approaches, technologies and theories. The result is that the state-of-the art of teaching may fail to keep up with the state-of-the art of learning. As both teacher and learner fall back on their respective dominant modes, the disjuncture between them becomes an even widening rift. How can teachers teach in a mode of student learning when they themselves are not conversant or comfortable with that mode and may not even recognize its importance given their own tendency to fall back on the approaches they know best? This rift is evident in the emerging cultural shift enabled by internet applications [4].

The terms that best capture the gap are Web 2.0 versus Web 1.0 thinking. Web 1.0 thinking or «flat thinking» represents an advance over prior generations that used computers merely as modern typewriters or employed other stable and independent activities. Even avid learning of these static

tools stopped far short of using the computer as a complex interactive learning tool. Web 1.0 introduced the user to the internet and to web-based learning activities ranging from e-mail communication, webpages and Webquesting and other uses of conventional search engines. These strategies exponentially advanced communication and information acquisition beyond prior approaches. Web 2.0 represents another level of multiplicative learning potential [4].

The result of these approaches is the creation of learning communities having a culture of collaboration and creative exchange of ideas and projects in global communities of learners in the world classrooms without walls. They are tools for depth communication, collaborative and mutual learning and the building of social consensus and culture creation. The potential for moving from individual to social learning exists with such tools. While teenagers and even younger children become adept at such tools through their own face-to-face and online peer groups and personal experimentation, there is no comparable context for such rapid innovative learning for teachers. Even in teacher training, the students in training are likely to be several learning generations behind the children they will be teaching, even if they are ahead of the faculty. This inversion of learning has profound implications on many fronts. It promises to change the nature of pedagogy and the practice of teaching. It confounds the relationship between student and teacher in terms of understanding. It threatens to expose students to classroom learning environments that are light years behind the thought style and learning capability of students. And it creates a communications gap. The net effect will be to push teachers back onto their comfortable turf. If one cannot keep up, then the only recourse is to restrict learning to modes that are within the competency and comfort zone and under the control of faculty [4].

Web 2.0 environments offer a dynamic, permanently evolving, interactive web platform that gives free and open access to diverse participants. As a result, Web 2.0 facilitates

- individual and collective productivity,
- creative authorship and interaction with data published on the web,
- multi-modal interpersonal, group and public communication,
- active participation,
- advanced levels of collaborative learning,
- social networking that provides for a sense of connectedness and relationship [4].

For learning foreign languages we propose to implement those Web 2.0 tools that develop communicative, writing, listening and reading skills.

#### **Audio Tools.**

*Voki* (<http://www.voki.com>) is a speaking avatar to speak your text, to introduce the project or give short assignments, uploads your audio. The students can share their answers by creating a Voki.

*Blabberize* (<http://blabberize.com>) makes your uploaded photo to speak moving the mouth in time to the speech, records or uploads your audio.

*Audacity* (<http://audacity.sourceforge.net/>) free open software for recording and editing sounds.

*Xtranormal* (<http://www.xtranormal.com>) makes movies, customize dialogs. Interactive, allows for creativity and works for students who have many different learning styles.

*Yodio* (<http://yodio.com>) adds your voice to your photos or presentations, creates from your phone or computer and embeds at any website.

*PhotoFace* (<http://host-d.oddcast.com>) uses your own photo or avatar, uploads your audio, records directly or uses texts to speech for your personal message. Great for giving feedback to students.

*English Central* (<http://www.englishcentral.com>) provides you with interesting stories for listening comprehension and helps you to practice speaking English with interesting video clips, learn new vocabulary and improve your pronunciation in a fun and effective new way.

*ESLvideo.com* (<http://www.eslvideo.com>) provides you with songs, stories for listening comprehension and free ESL video quizzes and resources for ESL/EFL students and teachers.

#### **Communicative (Speaking) Tools.**

*Skype* (<http://www.skype.com>) provides online communication between people all over the world.

*Voice Thread* (<http://voicethread.com>) is used for asynchronous communication, allows students to upload pictures, videos and add voice recordings for each picture, to receive comments.

*Ustream* (<http://www.ustream.tv>) allows speakers from all over the world to communicate with your students.

*ooVoo* (<http://try.oofoo.com/>) provides video chat with up to six family members or friends at once.

### **Writing Tools.**

*Google Docs* (<http://docs.google.com>) is used for student collaboration, study, writing, and group projects.

*Facebook* (<http://www.facebook.com>) is used to write messages. It breaks down barriers and gives all students a voice.

*Twitter* (<http://www.twitter.com>) is social networking that enables you to share, learn, connect with a network of people based on your interests, professionally and personally.

*Wiki* (<http://www.wiki.com>) allows to collaborate and edit writing assignments, offers a way to have access to writing outside the classroom, but still lets monitor what's being typed.

*Wordle* (<http://www.wordle.com>) allows you to paste any written content into the tool, increases the efficiency of the writer while allowing creativity.

*Wallwisher* (<http://www.wallwisher.com>) is used to produce a student-created online newspaper, to brainstorm story ideas.

### **Reading Tools.**

*Storybird* (<http://storybird.com>) is a site that allows the user to create an online book with beautiful colour illustrations and pages. Storybirds are short, visual stories that you make with family and friends to share and (soon) print.

*Awesome Highlighter* (<http://www.awesomehighlighter>) can be used as a web note taking or reading comprehension tool.

*Tikatok* (<http://www.tikatok.com>) is a site where we can store and print as many books as we would like.

*Wetpaint* (<http://www.wetpaint.com>) is designed to promote collaboration, sharing of resources and authoring skills that support development of higher order skill.

### **Professional Networking Tools.**

*WiZiQ* (<http://www.wiziq.com/>) gives opportunity to organize online conferences, classes, tutorials, workshops, sessions, has voice, video, whiteboard and presentations areas and helps teachers to develop their professional skills.

*Ning* (<http://www.ning.com>) allows communication in a variety of ways from files-sharing, multimedia, text and chat, provides busy educators with a way to share lessons and projects with the entire district without the hassle of meeting in a classroom. *Snowblog CTnet* city is a new intercultural virtual community, built by Gal Springman some years ago at Ning as a friendly diverse virtual urban neighborhood — under construction by its own participants. It is innovative, and taking 'social networking' to its next phase: from mass communication, mainly motivated by social co-presence and characterized by casual discourse, to high quality peer-generated content. Though virtual by nature, it is planned to be a vibrant intercultural neighborhood, composed of diverse urban sights, places and faces from different cities around the globe, through personal narratives and documentations ( as text, photos, short videos). Thus, facilitating a real and authentic display of today's urban life, created by each participant.

*Google Wave* (<http://wave.google.com>) has simultaneous editing ability, allows to plan trips, organize projects, take notes by a select group of people who are on a «wave» together. It has a lot of potential.

*Wikispaces* (<http://www.wikispaces.com>) is serving as a place for teachers and students to share ideas and information and to distribute resources through text, links, and documents.

*Edu 2.0* (<http://www.edu20.org>) allows the teacher to create an on-line learning environment, to upload lessons, assignments and resources.

*Edublogs* (<http://edublogs.org>): teacher uses a blog as class website, students use blogs to display projects (Flash, Animoto), share opinions, and results of research.

*Google Apps* (<http://www.google.com/apps>) allows students and staff to work anywhere at anytime, comment, correct, collaborate and share.

*Diigo* (<http://www.diigo.com>) allows teams of educators to share sites and build a community of learners.

*Second Life* (<http://secondlife.com>) gives students a place to create three dimensional interactive learning objects and stage events that can be shared by a world wide audience.

*Disney* (<http://dep.disney.go.com>) provides teachers with the tools they need to engage, inform, and inspire learners of all types [7].

**Conclusion.** The paradigm strategic shift will happen, only when a well trained teacher will use ICT applications as part of a comprehensive systemic approach, meeting a more mature and better prepared pupil. All concerned parties are responsible to make this happen. The changes in digital learning and learners lead to the need to reform education, in particular the reorganization of educational provision away from campus-based institutions towards online environments and spaces.

**Perspectives of further researches.** As we already said about 300 sites offer new interactive web opportunities and not all of them are classified and analyzed by educators. We have always remember that skilled operators of technology are not necessarily skilled learners of knowledge or educators. So we have a lot of work to do to choose those Web technologies that are suitable for teaching process.

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