DEMONSRATING THE KNOWLEDGE OF USING THE INTERNET RESOURCES

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Annotation: Authentic materials, like videos or songs, can be used in online lessons for designing activities for pre, while and post stages of the lesson. There are many kinds of authentic materials that a teacher can use to help students improve their language skills and keep them interested.

Key words: newspapers, magazines, websites, blogs, postcards, and social media videos.

a. How to use online materials in the virtual classroom:

There are now a lot of online resources for teachers to use in the virtual classroom to make lessons more interesting and useful for their students. Using videos and music is a simple way to get the information across and share it with the participants. For example, the teacher might show the students a video clip from YouTube. The students can work in pairs or small groups divided into breakout rooms. After watching a YouTube video, they should talk about it with a group and share their ideas.

Authentic materials, like videos or songs, can be used in online lessons for designing activities for pre, while and post stages of the lesson. There are many kinds of authentic materials that a teacher can use to help students improve their language skills and keep them interested. They come from newspapers, magazines, websites, blogs, postcards, and social media videos. They can all be used for listening, reading, and speaking purposes. But the teacher has to choose them based on the learners' level and needs. For example, in reading classes, the local newspaper article is given out. For the tasks, the students should scan and skim the article. The tasks could be to find the article's synonyms or antonyms for the words highlighted in the text, to fill in the blanks with new words, or to finish the sentences based on information from the article.

b. Lesson ideas using online resources:

i) Lesson idea 1: Using an article taken from the local newspaper to practice reading skill

-The teacher gives the students the article and tells them what to do with it.

-Some definitions and explanations are given, and the students have to find the words and phrases in the article and explain the meaning of words given in bold.

-The first part of the statement is given, and different versions of the second part are shown. Based on the article, students should find the right ending for the second part.

-Some sentences are given with words missing, and the students have to fill in the blanks with words from the article.The teacher should plan the activities ahead of time.

ii) Lesson idea 2: Using Video to create the story

-The teacher shows the video and pauses it halfway through.

-The students work in pairs in the breakout rooms.

-They are asked to make up a story for what should happen in the next part of the video.

-They can share their ideas through telegram groups or another collaborative platform such as using Google.doc or Padlet.

- Each pair of students comes up with an idea for what should happen in the next part of the video.

-At the end, they put everything together and make up the whole story.

c. How resources may be used differently when teaching online versus in a physical classroom:

Both online and offline classes different kinds of resources could be used. For example, it's easier to use authentic materials in online classes than in traditional ones. In online teaching, there are a lot of different resources that can be shared. In offline teaching, the teacher has to physically prepare the materials and give them to the students. When teaching offline, teachers often use copies of handouts or hard copy of newspapers and magazines.

Using realia in offline lessons is better than using it online, especially for people who learn better by touching things. Because they can touch and feel them with their hands. It means that offline teaching with realia is useful and works well. Realia can be used in online classes, but it doesn't always work well. The things used as realia can only be seen and not touched by the students.

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