WEB 2.0 TOOLS –AS A WAY DIRECTION FOR STUDENTS TOWARD THE TRUSTED AND RIGHT SOURCES WHILE TEACHING A LANGUAGE ONLINE

Doniyorbek K.Ahmadaliev[1], Chen Xiaohui[2], Sardor U.Dadabayev[1], Zhe Zhang[2]

1. Andijan State University
2. Northeast Normal University

Abstract— **Web 2.0 tools are covering all features of the language teaching activities in the view of social network. As students learning a language, there would be demand for a supply to further increase their comprehension of using language. In this purpose, seeking to browse on the web they will come up some unnecessary links where they will waste valuable time and may become get followed on unspecialized web sites. The aim of this paper is to find a solution which prevents for such derelictions. jQuery Ajax methods have been used voluminously for making it possible and explained extensively.**

Index Terms— **Web 2.0, ESL, jQuery, AJAX, DOM, XML.**

I. INTRODUCTION

On the community of ESL domain, Web 2.0, as a tool, has become common. Web 2.0 tools are covering all features of the language teaching activities in the view of social network [4]. Although there is existing awe and apprehension about their effects, it is inevitable to find that more and more language educators are using Web 2.0 tools in their teaching [7]. As students learning a language, there would be demand for a supply, for example video and audio materials to improve their listening comprehension, text and some illustrate to develop reading and video chats to practice speaking skills with advanced peers. In this purpose, seeking to browse on the web they will come up some unnecessary links where they will waste valuable time and may become get followed on unspecialized web sites. In order to avoid such dereliction, educators and web developers are to lead their users into trusted and right sources. These kinds of sources can be found easily, including Palabea (http://www.palabea.com), Live Mocha (http://www. livemocha.com), and Babbel (http://www.babbel.com) [5], where educators will highlight related feeds for their

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Doniyorbek K.Ahmadaliev, Informatics, Andijan State University., Andijan, Uzbekistan

Chen Xiaohui, School of Computer Science and IT, Northeast Normal University, Changchun, China.

Sardor U.Dadabayev, Informatics, Andijan State University. Andijan, Uzbekistan

Zhe Zhang, School of Computer Science and IT, Northeast Normal University, Changchun, China.

students. Mentioned sites have made using web 2.0 tools such as blogs, wikis, social networks, and mashup [1] must be used on our web language courses.

The emergence of Web 2.0 technology provides an opportunity to develop online learning tools enabling students to not only participate in online activities more actively, but also to learn from their colleagues. The use of blogs and Wikis are examples of ways to utilize Web 2.0 technology in online learning environments. Many researchers have reported that Web 2.0 based learning tools or systems provide effective platforms for collaborative learning and knowledge sharing [3]. However, in a Learning Management System (LMS), the use of blogs or Wikis mainly offers a supplemental place separated from the main learning content and materials for students to share or construct their knowledge. We believe that Web 2.0 technology should be able to provide a more intuitive way for students to learn and to interact at the same time when they focus on learning multimedia materials. Traditionally, in physical classrooms, students get used to making annotations and notes on paper-based textbooks or handouts. Taking notes is a common learning behavior. Brown and Smiley [9] indicated that students who take notes or make annotations would study better. Moreover, making meaningful annotations on reading materials benefits not only for annotators but also for future readers (Marshall, 1997; Wolfe, 2002). The growth of online learning programs changes the way students gain knowledge [8].

II. TECHNICAL ANALYSIS

Providing all sources on a single window which particular web course content located is quite impossible if our teaching service was powered by traditional web technologies. In order to make follow the student interaction on the web pages, the version handling of each web page, under the link, offered all saved source of interaction, chronologically planned, displaying date, time, author and changes made in the text by means of coding. With the help of web 2.0 tools it can be done above mentioned features using little memory of user's device and internet speed. As using client-side programming language JavaScript and Document Object Model such as jQuery and Ajax selected region of the page

area will be reloaded, instead of the full page. In other words, AJAX (Asynchronous JavaScript and XML) is a JavaScript-based communication technique between the client (browsers) and the server (web servers) that can be used with other technologies like jQuery, JavaScript, HTML5, and CSS3 to create faster, dynamic, user-friendly, and highly interactive web sites. Conventional web applications are synchronous, which means when users submit a form or send a request for information, they have to wait for the server to complete the process and send the information back to the browser. When the information is received by the browser, the complete page is refreshed with the updated information. In the case of web applications developed using AJAX, while users are working on a web page, data entered by the user or request for the new information is sent to the server seamlessly without any interruption in the workflow. When data is returned from the web server, only a portion of the web page is updated with the new information [2]. Ajax will fetch an amount of portion of a particular web site where data formatted in XML, JSON, HTML, and even TEXT. While JavaScript supports XML and JSON this structured data can be transformed easily to the web application. After fetching the structured data successfully, then JavaScript uses Document Object Model to locate new incoming information to the required place.

III. CLAIMS ON USING AJAX-JQUERY FOR DIRECTING

The first claim is that working educators and web developers collaboratively. Many educators are discovering how Web 2.0 tools, such as educational blogs, wikis, and podcasts, could provide students with opportunities for greater learner control, active construction of knowledge, and access to collaborative learning environments [6]. The article presents programmatic solution of leading learners toward the source material where indicated and suggested by educators in advance. Finding useful information from web blogs and taking some key words from remote article and providing as a reference that key word and linking this source with its URL. The main language learning environment includes basic structure of topics. As every topic is having basic materials including reading, listening and also has directing tool as well. This tool must be attached with properties which enriched by significant blogs, social networks and form environments as mentioned above "Fig 1".
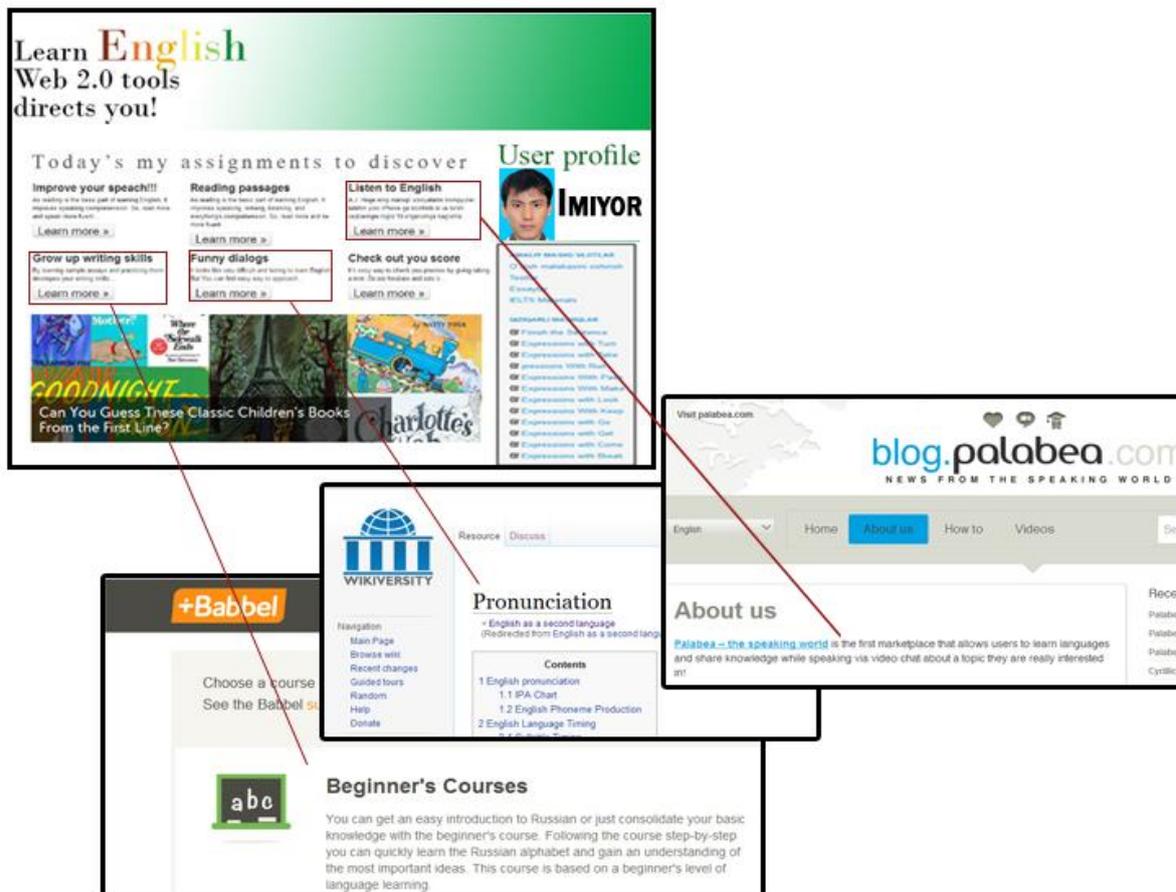

Fig 1. Attaching data from remote sources

Once attached remote data does not need to be updated or upgraded. When the remote web sites change their blog, linked portion data is also renewed. The main database belongs to the user profile stores URL and key word (related topic).

I. CODE IMPLEMENTATION

In order to build required environment in this study I have used Ajax methods, which is belongs to the jQuery, to get the remote data.

```
$.ajax({
       url: 'proxy.php',
       type: 'POST',
       data: {
           address: $('#URLAddress').val()
       },
       success: response,
       error: errorReport
   });
```

Fig 2. In this portion of code is sending a request and getting it back

In "Fig 2" I included an extra URL proxy.php in order to escape using PHP code in a single document. Proxy.php file includes:

```
echo file_get_contents($_POST['address']);
```

Here is 'address' a variable holds URL address supported by another source of code "Fig 2". Possibility of requesting for great amount of data and in case of security request type POST is being employed. On the URL sets which I am sending the request and expecting the response back. It can be relative to the current page but in this case it is being to an absolute URL path. The URL can be either an absolute or relative path. Generally, the URL contains the resource name, which programmatically gets the data from some source (such as a database, file, business logic, and so on) and sends it back to the client (browser). If the current page and this URL have different domain names, the browser will throw an error about the cross-domain security. Forcing a cross-domain request, set the cross Domain setting to true

in the ajax() method. The success and error settings specify which event handler (callback function) to execute when data is returned successfully from the server or there is an error while sending the request or upon getting the response back "Fig 2". Once sending the request and receiving the response successful, the call back function returnedData will be executed.

```
function response(returnedData, status) {
       var kw = $('#keyWord').val();
       var gotDate =
$(returnedData).find(":contains('" + kw +
"')").last().text();
       $("#box").append(gotDate);
       }
function errorReport(request, status,
errorMsg) {
       alert('Status:' + status + "<br>
Error Message: "+ errorMsg)
       }
```

Fig 3. This portion of code function processes data result

The response function includes two parameters which are used to process incoming data, returnedData holds information from success setting and status tells about success. Status parameter is optional here. Searching for the necessary key word from the remote server web page we will need variable kw to get key word #keyWord from specified database.
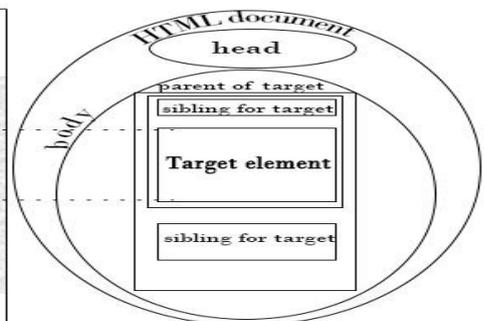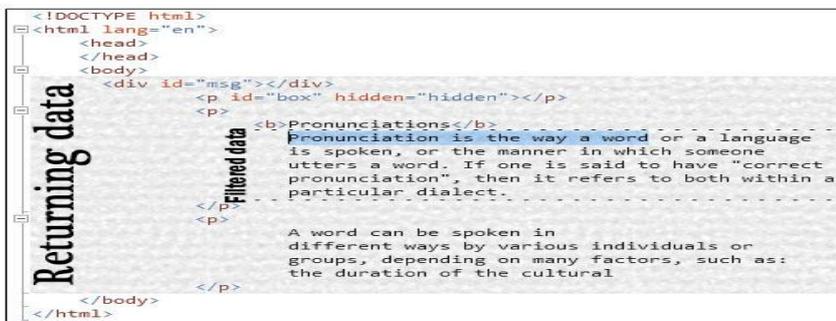

Fig 4. A scheme aimed to look for root-child element

At first returned data holds a whole document, response function tries to get the root element. Filtering from parent and sibling elements gives exact information "Fig 4". Selecting the descendant nodes of each selected HTML element that is filtered by the specified descendantSelector as an argument find("contains('" + kw + "')") jQuery function is used "Fig 4". Result will not be satisfied yet, because this function returns target element and its siblings, refer to (Fig 4: Returned data). The returned jQuery object contains all the matched HTML elements as an array on which we can use filter methods to narrow down the selection. "Fig 3" demonstrates the use of the last() method to select the HTML element located at the last

location of the array. jQuery method Text() gets value of the narrowed element. If there is an error sending the request or receiving the response, the reportError() callback function is executed. It has the following arguments—request (which contains information about the request), status (which in this case is "error"), and errorMsg (which contains details about the error).

I. CONCLUSION

Results from this study is showing a great use of existing resources and learning from truthful methods by using web 2.0 tools and advanced web development programming languages. It may be possible to achieve greater results by

using more complicated and smarter segments of code. At any rate of approach it will be the same redounding.

This might be due to the distinguishing feature of this method which enjoys a high level of exposure to other websites as the texts have links and they are available to the users only through clicking the underlined word in a hypertext (Web 2.0-Assisted Language Learning: Using Technology to Enhance Reading Comprehension 2012). Educators may search through the net and create their own weblog's library of reference and find suitable wiki pages to use them in their reading comprehension blogs. By achieving the aims of this study language learning blogs will be more interesting and valuable if technology enters them since this has already started to go into all part of today's life.

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Doniyorbek K.Ahmadaliev has completed his M.Sc. Namangan Engineering-Pedagogical Institute, Presently he is an assistant teacher at Andijan State University, Andijan city, Uzbekistan.

Chen Xiaohui, She is currently professor of Northeast Normal University, PhD, master of education and technology, member of the China educational technology society.

Sardor U. Dadabayev, *Informatics, Andijan State University,* Andijan city, Uzbekistan.

Zhe Zhang, School of Computer Science and IT, Northeast Normal University