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Annotatsiya. Mazkur maqolada onlayn til o'rganish resurslari va ularning samaradorligi tanqidiy jihatdan tahlil qilinadi. Tadqiqot Computer Assisted Language Learning (CALL) doirasida olib borilib, virtual sinflar, bilim qurish (Knowledge Building) forumlari va chet tilini o'zlashtirish jarayonlari o'rganiladi. Tadqiqotda metod triangulyatsiyasi va ma'lumotlar triangulyatsiyasi qo'llanildi. Natijalar shuni ko'rsatadiki, onlayn platformalar ta'lim samaradorligini oshirishi mumkin, biroq konfaund o'zgaruvchilar va cheklangan tanlanma hajmi natijalarga ta'sir qilishi mumkin.

Kalit so'zlar: onlayn ta'lim, CALL, virtual sinf, bilim qurish, chet tilini o'zlashtirish, konfaund o'zgaruvchilar, metodologiya

CRITICAL ANALYSIS OF ONLINE LANGUAGE LEARNING RESOURCES

Abstract. This article critically examines online language learning resources within the framework of Computer Assisted Language Learning (CALL). The study consists of three interconnected projects investigating virtual classroom environments, knowledge-building forums, and foreign language acquisition (FLA). Method triangulation and data triangulation were employed to ensure reliability. The findings indicate that virtual classrooms can enhance learner engagement and support language acquisition; however, confounding variables and limited sample sizes may influence the results. The study highlights both the potential and limitations of online language learning environments.

Keywords: online learning, CALL, virtual classroom, knowledge building, foreign language acquisition, confounding variables, methodology

INTRODUCTION

The rapid development of digital technologies has significantly transformed language education, leading to the widespread adoption of online language learning (OLL) and Computer-Assisted Language Learning (CALL). These innovations have created new opportunities for learners to access educational resources and interact in virtual environments.

Online platforms such as virtual classrooms and knowledge-building forums have become essential tools in modern language instruction. However, despite





their increasing popularity, there is still a need for critical evaluation of their effectiveness in promoting foreign language acquisition (FLA).

This study aims to analyze the effectiveness of online language learning resources by examining three key aspects: virtual classroom systems, interaction in knowledge-building environments, and measurable learning outcomes.

LITERATURE REVIEW AND METHODOLOGY

Previous research in CALL emphasizes the role of technology in enhancing language learning through interaction and collaboration. Scholars such as Malika Rajapova highlight the importance of communicative approaches and cultural integration in language teaching. Additionally, studies in educational technology suggest that virtual environments can facilitate personalized learning and increase student engagement. Research on cognitive and social learning theories also supports the idea that knowledge is constructed through interaction and collaboration.

This study employs both method triangulation and data triangulation to ensure reliability and validity. The research consists of three projects:

Project 1: a survey of 35 online language teachers working in private companies teaching English as a Foreign Language (EFL). The survey collected data on their perceptions of virtual classroom environments.

Project 2: an ad hoc analysis of student interactions in a knowledge-building forum. The forum posts were analyzed using plagiarism detection and grammar-checking tools to identify evidence of foreign language acquisition.

Project 3: an experimental study involving 60 students at a Spanish language school. Data were collected using pre-questionnaire, pre-test, post-test, post-questionnaire and classroom observation.

These methods allowed for a comprehensive analysis of both qualitative and quantitative data.

RESULTS

The results of the first project indicate that teachers perceive virtual classrooms as highly effective learning environments. Most participants reported that they are able to establish stronger personal connections with students compared to traditional face-to-face (F2F) settings. Furthermore, teachers believe that students learn at the same rate or even faster in online environments. A majority of respondents also expressed support for expanding online education to include more subjects and suggested that virtual classrooms could potentially replace traditional classrooms in many cases.

The second project revealed that students participating in knowledge-building forums demonstrated clear progression through the stages of knowledge





construction. Their interactions showed increasing complexity in language use, suggesting evidence of foreign language acquisition. However, the analysis also identified several limitations, including the presence of confounding variables and a relatively small number of post-interaction samples, which may affect the reliability of the findings.

In the third project, the comparison between pre-test and post-test results showed measurable improvement in students' language proficiency. Classroom observations further supported these findings, as students actively engaged in collaborative learning and progressed through different stages of knowledge development.

DISCUSSION

The findings of this study suggest that online language learning environments can be highly effective in supporting foreign language acquisition. Virtual classrooms not only facilitate learning but also promote stronger interpersonal relationships between teachers and students. This may be due to increased interaction and flexibility in online settings.

The results from the knowledge-building forum highlight the importance of collaborative learning in language acquisition. As students engage in discussion and exchange ideas, they actively construct knowledge, which aligns with constructivist learning theories. However, the presence of confounding variables presents a significant challenge. Factors such as students' prior knowledge, motivation, and technological skills may influence learning outcomes. Additionally, the small sample size in some parts of the study limits the generalizability of the results. For example, while students showed improvement in post-test results, it is difficult to determine whether this improvement was solely due to the online learning environment or influenced by external factors.

Therefore, future research should focus on controlling these variables and using larger sample sizes to ensure more reliable results.

CONCLUSION

This study demonstrates that online language learning resources, particularly virtual classrooms and knowledge-building forums, have significant potential to enhance foreign language acquisition. The use of triangulated methods provides strong evidence supporting the effectiveness of these tools.

However, the study also highlights important limitations, including confounding variables and methodological constraints. To maximize the effectiveness of online learning, educators and researchers must carefully design instructional environments and critically evaluate their outcomes. CALL and OLL





represent powerful tools in modern education, but their success depends on thoughtful implementation and continuous assessment.

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