THE ROLE OF THE INTERNET IN LEARNING ENGLISH

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Abstract*: This article is about how to help teachers implement computer network-based activities into the second language classroom. The different reasons for using the Internet in language learning and its advantages are also mentioned in this article. As has been noted elsewhere, "technology is developing so rapidly that it can often be difficult or even overwhelming to harness, somewhat like trying to get a drink of water from a gushing fire hydrant"). In order to make effective use of new technologies, teachers must thus take a step back and focus on some basic pedagogical requirements. The following guidelines are designed to help teachers implement computer network-based activities into the second language classroom.*

There are several possible reasons for using the Internet in language learning. One rationale is found in the belief that the linguistic nature of online communication is desirable for promoting language learning. It has been found, for example, that electronic discourse tends to be more lexically and syntactically more complex than oral discourse and features a broad range of linguistic functions beneficial for language learning. Another possible reason for using the Internet is that it creates optimal conditions for learning to write, since it provides an authentic audience for written communication.

Keywords: *language learning, new technologies, online communication, learning computer skills, a learner-centered, computer-mediated communication.*

INTRODUCTION

Mindful of the complexities which can arise in Internet usage, teachers need to provide support sufficient to prevent students from being overwhelmed by difficulties. This kind of support can take numerous forms: creating detailed handouts that students can refer to when class is finished and the teacher's personal help is not accessible; building technology training sessions into the class schedule, not only in the beginning but on an ongoing basis; working with the computer center to set up log-on systems and other procedures which are as simple and intuitive as possible; assigning students to work in pairs or groups, both in and out of the lab, so that they can provide assistance to each other; providing details to the students about how and when they can get assistance from technology specialists or others on campus outside of class; and being available to help students at times when they are most likely to need it.

Notably favorable is that the nature of computer-mediated communication creates opportunities for more decentered interaction. To fully exploit these opportunities, the teacher must learn to become a «guide on the side» rather than a «sage on the stage». A situation which is based on communication between students

but in which the students have little say over the topics or outcomes of that communication is not likely to lead to the kind of atmosphere optimal for language learning.

As pointed out elsewhere, involving students in determining the class direction does not imply a passive role for teachers. Teachers' contributions in a learner-centered, network-enhanced classroom include coordinating group planning, focusing students' attention on linguistic aspects of computer mediated texts, helping students gain meta-linguistic awareness of genres and discourses, and assisting students in developing appropriate learning strategies.

Main part

Beyond these issues of learner preparation, there are a number of other complexities in introducing Internet-based activities in the ESL classroom. Activities in a single class may be dependent on scheduling the computer lab, and on students finding computers outside the class time to continue their activities. Hardware and software can malfunction and computer systems can be down. Students' schedules might not permit them to return to the computer lab at a time when computers are available to complete their assignments.

Exchanges between classes are even more complex. The partner class might have absent students, or might not meet in a particular week due to holidays or other activities in that location. The partner teacher might not have the same understanding of the nature of the exchange, and working through differences can cause further delays. The students might have differences in background, language, and experience which can cause further complications.

A third possible reason is that it can increase students' motivation. A fourth possible reason is the belief that learning computer skills is essential to students' future success; this reason suggests that it is not only a matter of using the Internet to learn English but also of learning English to be able to function well on the Internet. None of these reasons are more or less legitimate than any of the others. However, since there are so many ways to integrate the Internet into classroom instruction, it is important for the teacher to clarify his or her goals. If, for example, one of the teacher's goals is to teach students new computer skills, the teacher may want to choose Internet applications which will be most useful to them outside of the classroom, with activities structured so that students steadily gain mastery of more skills. If the immediate goal is to create a certain kind of linguistic environment for students, once again, the teacher should consider what types of language experiences would be beneficial and structure computer activities accordingly. If the goal is to teach writing, Internet activities should be structured so that they steadily bring about an increase in the types of writing processes and relationships essential to becoming a better writer. Most teachers who have used the Internet have started out with some kind of simple key pal (computer pen pal) exchanges.

Conclusion

In today's 21st century , everything is possible. People are not needed in learning English. We can get a lot of information on the internet. Almost all information and necessary things can be found on the Internet. The Internet helps us not only in learning English, but also in other ways. The internet empowers us to educate ourselves and make more informed choices and decisions without leaving our couches. But if we believe everything we find on the internet, we are likely to wind up making some very poor decisions. The world without the internet is unimaginable. That's why **the importance of the internet** should be discussed. Our daily life tasks, communication, and enjoyment depend chiefly on the internet. As per its definition, the internet connects users with different types of mobile phones and computer systems.The sharing and exchanging of ideas, information, and news all need an internet connection. The internet connects computers and businesses, people, government schemes, lives, and stories worldwide.

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