Integration Of Internet In The Teaching Of English

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Abstract: Pedagogy is an evolutionary field, wherein it magnanimously incorporates innovative practices in line with recent trends. English teaching has always been adapting technology in both content delivery and assessment. The lingua franca status of English has lent several dimensions to teaching of English. Apart from teaching of English at educational institutes, it spreads itself to teaching for competitive examinations; teaching of professional communication; teaching of presentation techniques and public speaking and also facilitating self-instruction. All the dimensions of teaching of English are dynamic and evolving both in facing challenges and overcoming it. In the process of overcoming challenges, pedagogy of English teaching encompasses technology. The internet could well be used as a fantastic tool for teachers. It has the potential of being an incredibly motivating resource for both teachers and learners. Internet could provide materials for use in traditional classes, content for any linguistic activity like group discussions or essay writing, etc., act as a communication tool allowing students to interact with people around the world in English. The paper presents internet as a motivating and engaging resource for both students and the teachers also registers the limitations of using internet in teaching.

Keywords: Technology integrated teaching, Digital teaching, Corpora, IWB (Interactive White Board)

I. BACKGROUND

Internet is a system architecture that has revolutionized communications and methods of commerce by allowing various computer networks around the world to interconnect. Sometimes referred to as a "network of networks," the Internet emerged in the United States in the 1970s but did not become visible to the general public until the early 1990s. By the beginning of the 21st century, approximately 360 million people, or roughly 6 percent of the world's population, were estimated to have access to the Internet. A wide array of information on any of the fields under the sun could be extracted through internet. It supports human communication via electronic mail (e-mail), "chat rooms," newsgroups, and audio and video transmission and allows people to work collaboratively at many different locations. It supports access to digital information by many applications, including the World Wide Web. The paper unravels the potential and the innovative practices in digital teaching of English and also reveals the limitations of technology integrated teaching of English

II. DIGITAL TEACHING

Internet as a medium of teaching has immense potential. Simulation of classroom through internet has become quite common now-a- days. Face book and Edmodo create a safe online environment for teachers, students and parents to get connected. Cloud- based tools and Google Docs are also extensively used for interactive teaching.

The field of digital teaching is ever expanding and subsequently has created the necessity of evolving guidance for digital teachers in selecting and creating activities, lessons and courses from a range of digital tools. Nik Peachey, nominated for ELTons award for innovations in teacher resources has designed a multimedia manual by name Digital Video which would be helpful in maneuvering over abundant digital resources and frame activities in line with their requirements.

III. DIGITAL CORPORA

Gone are the days that linked the use of corpora with lexicographers. Internet has rendered a more functional use of corpora. Most of the corpora are now available online and few of it is available for free. Digital teachers could now access the information about the linguistic structures, frequencies and the use of English in authentic texts and speech.

IV. VIRTUAL STAFFROOM

Formation of Online teaching communities has become a reality now thanks to the growth of social media. Twitter and ELT blogging have helped teachers in exchanging of ideas, advices and suggestions; subsequently have led to the formation of virtual staffroom by connecting the teachers globally. Global staffroom supports in continuous professional development of teachers

V. MOBILE AS A TOOL FOR TEACHING

Mobile technology developing each and every moment and the upsurge of use of smart phones could well be utilized for teaching English. Smart apps are designed for learners of varied proficiency levels also support in creating appealing and informative slideshows or presentations

Digital teachers could make use of Apps like WIBBU, and podcasts like Luke's English Podcast – Learn British English with Luke Thompson which is being nominated for an ELTons award in the category of digital innovation

Podcasts like The TEFL join 50,000 teachers from more than 200 countries. Teachers could hone up their teaching skills by watching webinars or videos of talks by TEFL teachers on EFL Talks. Both The TEFL and EFL Talks are nominated for ELTons award for innovation in teacher resources.

Gen Z's addiction to mobiles could be channelized to learning English. Tools like WhatsApp and Padlet help build channels of communication beyond the classroom. Teachers promoting students using their own devices for practice sessions and assessment is looked upon as the game-changer practice in ELT.

ESTABLISHING COMMUNICATION ONLINE

Global exposure to the use of English is made possible by Skype. It enables students to meet and interact with others in English. Communicating online with people outside the classroom aids students to get motivated and develop interest in learning. Skype also serves as a boon to online teachers by providing them an opportunity to converse with students face-to-face online

INTERACTIVE WHITE BOARD (IWB)

IWB came into use during the beginning of the century and now it has become an inevitable part of the classrooms in most of the developed countries. The computer of the class could be controlled from the whiteboard; notes written on the board could be saved and printed; listening exercises could be played on the sound system; the screen could beused for slide presentations and the board could access internet too. The possibilities of teaching through IWB seem to be endless.

VI. ONLINE RESOURCES

Teachers who are interested in creating their own content could make use of Eduglogster for creating user-friendly, brain-friendly electronic posters, and Prezi for more extensive creations.

Teachers who don't want to create their own materials could access the following sites: Jason West has created English Out There a six-level courses in \English that incorporates the use of social media for fluency development, confidence-building and social/emotional engagement. ESOL Cambridge has free online exam materials for teachers and other online preparation courses. The British Council also provides a lot of online support for IELTS preparation. Other great resources can be found at busyteacher.org, EFL classroom 2.0, and TeachersPayTeachers

The pre-existing content could well be supported with audio-visual materials. Filmstrips, movies and pictorial materials could also be used as a supplementary to textbooks. Audio-visual medium while honing the listening skills also facilitates better understanding of the concepts. The learners' imagination could be kindled by using info graphics or other mind mapping and brain mapping tools. National Geographic Learning makes use of TED talks as source for learning and teachers can use online documentaries and YouTube videos to create effective lessons (Language Learning with Digital Video).

Online listening and speaking exercises include listening to speech sounds, native speeches, real life conversations, watching videos on debating skills, interview skills and public skills and participating in video conferencing. Computer aided accents training modules turn out to be effective in ESL classrooms.

VII. TECHNOLOGY HELPING LEARNERS TO TEST THEIR SKILLS

Assessment involves checking what the learners could do with learning (M. Swain).This be applicable to Online assessment too. Online teaching environment could be utilized to create a personalized learning space making use of data about a learner's previous and current learning. The data stored in the computer could be reviewed by the teacher that would guide him/her in their teaching plan of whether to start a new content or to go for a review of the old content

Digital teaching accommodates continuous assessment not only by subjecting the learners to tests but also by collecting data on their learning processes. The data will be collected without the knowledge of the learners as it is collected in online role-playing games such as World of War craft, in which the system makes record of the players' actions, make inferences from their goals and strategies, which

would be utilized to present appropriate new challenges. Similarly the learners' facial reactions and their methods of pursuing the content are recorded while they work with the digital environments.

Current word processors help in creating and re-creating texts to make it comprehensible to learners. Content drafted could be made visible to others to get feedback. Changes could be made for improvement based on the feedback. Tools are available to help in spell and grammar checks that would make the editing process easy. The edited text could be displayed online for attracting comments from others.

VIII. INTERNET AIDED TEACHING AS A VITAL SUPPLEMENT

As far as school and college education is concerned technology is looked upon as a useful teaching aid and not as a replacement to teachers. Schools located in remote areas, wherein skilled teachers might not be working due to geographic constraints or non-preference of teachers could rely on internet as an alternate. Teachers of those schools could make use of internet to access a wide range of resources both in availing the content and participating in real-time video conferencing with the best teachers or tutors located in a different region or even in a different continent.

Visuals and videos supported content delivery grabs the attention of students who could otherwise be uninterested in the content. Technology could be of a great support in teaching and assessing listening skills of the students. Multimedia could be best used to enhance listening skills of students at college level by introducing the speech sounds in English and enabling them to identify and differentiate different speech sounds. Listening to long conversations of native speakers and identifying the various communication contexts and answering questions and using of a list of words in relation to the context would ensure enhancement in listening skills.

Courseware on often mispronounced sounds would ensure better speaking skills. Videos on workplace communication, guidelines for preparing PPT, presentation techniques; Audio visual materials on listening to minimal pairs and reproducing; teaching collocation through identifying various communication contexts and answering the questions aid in enhancing speaking skills.

Multimedia is not the right but the only best option of introducing varied accents and varieties of English in an ESL classroom. Listening to sentences with stress and intonation and attempting exercises (that include listening, reproducing recording and ensuring whether it conforms to the native speaker) through computer has proved to be more effective than the teacher teaching it without computer. There is a possibility of rhythm of English being not well delivered by a non-native speaker of English. The best alternate is the AV of the speech of native speakers. More than a mere audio, AV helps the students to get connected to the speaker and subsequently the speech or content.

Reading comprehension enhances reading skill. The challenges that the teacher face regarding reading comprehension are showing a variety in the passages and the

inability of providing the feedback immediately. Both the challenges could be overcome if internet is used. Thousands of passages on a variety of topics are available online and on the very next second of the completion of the exercise by the students, the evaluation is done and the feedback is provided.

The learning space provided to adult learners and the whole host of exercises with the availability of immediate feedback makes the computer integrated teaching as the best option in teaching grammar to college students. Vocabulary improving exercises (students could be made to watch documentaries & short films related to science and technology and make them pick out the terminology related to science and technology) and teaching of formats of official correspondence (sessions by experienced teachers with samples) aid in enhancing writing skills.

IX. ONLINE TEACHING MADE POSSIBLE BY INTERNET

INTERNET IN COMPETITIVE EXAMS TRAINING

Online training for competitive exams has received wide recognition and has yielded good results. Collection of yesteryear questions, video lecturing by subject experts, availability of worked out samples, accessibility to model tests that give the exact experience of confronting the examinations, immediacy of the results of the tests with expert feedback have made online training as the most preferred option.

INTERNET IN SELF-INSTRUCTION

Learners of varied proficiency levels for reasons many make use of internet as a tool for self-instruction. Internet learning lends the learners the freedom of choice of content and the time of learning. There are websites that teach English grammar, body language and formats of official communication through videos & practice exercises. Blogs help in sharing their learning experiences with other learners at a global level and also getting in touch with the subject experts at international level.

INTERNET AS A TOOL FOR ASSESSMENT

Internet could serve as a tool for both the formative and summative assessments of the learners. Conduct of automated and institutionally administered progress tests are preferred by the teachers as it is time saving, both in terms of setting questions and evaluating the answers. Internet is widely used to assess the verbal aptitude in competitive examinations wherein varied components of English skills tested for huge number of individuals during the same period of time.

X. LIMITATIONS OF COMPUTER INTEGRATED TEACHING

- ✓ Learning would not be achieved by merely adding an IWB to a classroom. If the teachers fail to use them

skillfully to complement teaching and learning, there prevails a scope of IWB turning out be a distraction.

✓ The need of teachers' constant updating of technology and its way of using is mandatory. Deficiency in handling technology will not only make the teaching session seem incomplete but also lead to comparison of teachers with the digital competence of students.

✓ Interpretation of vast Collection of data on students' learning outcomes is an area that needs a lot of insights and research

✓ Failure of keeping professional distance while using social media would lead to misinterpretation of students-teacher relationship. Greater responsibility lies on the shoulders of the teachers in this regard, however students' too should learn to be objective while being part of the social media learning circle.

✓ The abundance of Web tools could lead the teachers to make a wrong choice that wouldn't be promoting learning and subsequently fulfilling educational objectives on a deep level.

✓ Online schools include exploitation of teachers online. Teachers need not subside to the unprofessional online schools even if they are making a maiden venture into online teaching.

✓ Knowledge explosion in internet wouldn't be leading to learning all by itself. The role of physical teacher is greater than the online teacher in the teaching and learning of a language.

Use of internet in classroom teaching has got its own limitations. Despite the possibility of technology motivating and engaging students through personalized material, however, technology could be particularly detrimental for children who don't show interest in using it. It is also possible that this technology would not be able to engage reluctant learners in the way a dynamic and charismatic teacher could. Learning is an inherently social activity. The role of personal interactions in promoting critical and analytical skills among the students could never be replaced by technology. Failing to understand and address the challenges that are associated with implementing technology in virtual instruction and intelligent tutoring would lead to a definite failure.

XI. CONCLUSION

In recent years learning process has undergone a major change with the shifting of focus from teacher-centered approach to student-centered approach. Internet has accelerated this recent trend of bottom-up teaching approach through abundance of source and reach. Much like a well-written textbook, a well-designed educational software application or online lesson could reach students not just in a single classroom or school, but across the state or country. However, the effectiveness of internet for teaching English depends largely on the teachers' discernment in the choice of the resources and skills in executing it.

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