CHAPTER -V
THE INTERNET TECHNOLOGIES AND ENGLISH LANGUAGE CLASSROOM

5.1 Preliminaries:

Gurukul System of Education was in vogue in India. The main characteristics of Gurukul System were dedicated and knowledgeable teachers, individualized and learner-centered teaching, and self-motivated students eager to learn. This system changed due to increase in number of students. Consequently, the number of teachers increased. Some teachers are born, but rests have to be given rigorous training so as to develop required competency to become a teacher. Teachers have been conscious about the quality of their teaching. Hence they try to enhance and develop their quality of teaching.

This is an age of INFORMATION dominated by Digital Technology. Majority of present devices are based on Digital Technology. One such device is the Internet.

5.2 Use of ICT in Teaching:

Teaching at Higher education, mostly, concentrates on giving information. But it is not the sole objective of teaching. Along with it following are other objectives:

To develop -

• Understanding and application of the concepts.
• Reasoning and thinking power.
• Judgment and decision-making ability.
• Proper study habits, and
• Comprehension, speed and vocabulary.

With the present infrastructure, class size, availability of teachers, quality of teachers, training of teachers, etc., it is difficult to achieve all the objectives. ICT provides variety in the presentation of content which helps learners in concentration, better understanding, and long retention of information which is not possible
otherwise. Students and teachers can exchange their ideas and views, and get clarification on any topic from different experts, practitioners, etc. It helps learners to broaden the information base. The super highway and cyber space also helps in qualitative improvement of Teaching-learning Process. ICT provides flexibility to learners which is denied by the traditional process and method. Flexibility is necessary for mastering the quality learning.

On INTERNET many free websites are available which may be utilized by teachers and students for understanding different concepts, improving vocabulary, developing Reasoning and Thinking, etc. ICT helps in preparing students for GRE, TOEFL, etc.

5.3 Channelize ICT: The Psychological Perspective

Today, learning is viewed as a natural, social and active process that is based on the students’ abilities, interest and culture. There is a shift in the role of the teacher from a source of information to a collaborator, mentor and knowledge navigator. It has been built on the shift in understanding of the human mind and the way humans learn.

To use ICT in the educational system, the support available from various learning theories must be acknowledged. A brief look into some of the major learning theories along with their ICT implication is stated below.

i. **Vygotsky’s Socio-cultural Theory:**

The major theme of Vygotsky’s theoretical framework is that social interaction plays a fundamental role in the development of cognition and that the potential for cognitive development depends upon the zone of proximal development. The implication of Vygotsky’s theory is that learner should be provided with socially rich environments in which they are able to explore the knowledge domains. ICT here can provide supporting learning environments to help facilitate discourses, discussions, collaborative writing and problem solving.

ii. **Genetic Epistemology: Jean Piaget**

Cognitive structures change through the processes of adaptation, assimilation and accommodation. Assimilation involves the interpretation of events in terms of
existing cognitive structure where as accommodation refers to changing the cognitive structure to make sense of the environment. ICT provides various tools by which the assimilation and accommodation of knowledge can take place. The knowledge in this case builds upon the existing cognitive structures.

iii. Problem Based Instruction (PBI):

The essence of problem based instruction involves the presentation of authentic and meaningful situations that serve as foundations for students.

Investigation and inquiry as the PBI lessons are organized around real life situations that evade simple answers and invite competing solutions. ICT can be used as a medium to present and explore problems. The World Wide Web is an excellent resource for PBI.

Apart from these psychological principles, aspects of situated cognition, cognitive apprenticeship and cognitive flexibility theory are major areas which help to understand how to integrate ICT into the teaching – learning situation.

5.4 Use of ICT: The Promise:

The British Educational Communication and Technology Agency (BECTA) suggested that the effective use of ICT can lead to benefits in terms of:

- Greater Motivation
- Increased self-esteem and confidence
- Enhanced questioning skills
- Promoting initiative and independent learning.
- Improving presentation
- Developing problem solving capabilities
- Promoting better information handling skills.
- Improving social and communication skills.
- Combine words and images to produce a ‘professional’ looking piece of work.
- Store and handle large amounts of information in different ways.
Pedagogies are changing with ICT. The new pedagogy supported by ICT emphasizes on a learner centered approach which takes the load off the teacher and instead helps the teacher to be a facilitator and mentor.

Following table provides a comparison of the old and new pedagogies which is being seen today as a result of ICT research in how human beings learn.

**Old and New Pedagogies with ICT**

<table>
<thead>
<tr>
<th>Old Pedagogy</th>
<th>New Pedagogy</th>
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<tbody>
<tr>
<td>Know as much as there is in the book and as much as the teacher says.</td>
<td>Use strategies to decide what is worth knowing in the head and what needs to be stored: not all information should be learned.</td>
</tr>
<tr>
<td>Teachers use lecture to pass on his or her knowledge to the students.</td>
<td>Teacher helps students to access, select, evaluate, organize, and store information coming from a wide range of sources.</td>
</tr>
<tr>
<td>Students put information on paper for the teacher to see or the paper is posted on the wall of the college to see.</td>
<td>Students write to disk or publish on the web for parents, relatives and a wider audience to see.</td>
</tr>
<tr>
<td>Paper journals and books as the source of knowledge.</td>
<td>Online journals, books replacing established protocols for writing and publishing.</td>
</tr>
<tr>
<td>Texts are set.</td>
<td>Texts are editable.</td>
</tr>
<tr>
<td>Students have limited choice of sources.</td>
<td>Students’ personal choices are expected.</td>
</tr>
<tr>
<td>Goals using technology are not integrated, or not present.</td>
<td>Integrating classroom goals with the power of technology.</td>
</tr>
<tr>
<td>Knowledge is displayed only in linear form.</td>
<td>Knowledge is displayed in linear and hypertext formats.</td>
</tr>
<tr>
<td>Knowledge is displayed in one form only.</td>
<td>Knowledge is written in a range of forms such as web pages, paper reports, PowerPoint Presentations etc.</td>
</tr>
</tbody>
</table>

Table 5.1 States a comparison of the old and new pedagogies with ICT.
5.5 What is the Internet?

Basically, the Internet is a network of people and information linked together by telephone lines which are connected to computers. In fact, more than 100,000 independent networks-public and private-are currently connected to form this vast global communication system. This is the superhighway ‘road’ of the information.

How did this modern wonder come into existence? In short, the first version of the Internet was started during the 1960s in the United States as ARPA net in a defence department network. As a form of international communication, the Internet has been in constant expression since 1973, when the ARPA net was first connected with the United Kingdom and Norway. Currently, every nation has some type of connection to the Internet, though access may be highly restricted and extremely expensive. Because of its origin in the United States, most of the communication via Internet takes place in English, in spite of, or perhaps due to, the multilingual nature of its user base. Researchers suggest that this will change as the Internet becomes more popular, but for the moment English is the common language and that is why it is a perfect tool for English language teaching.

English teachers recognize the potential of the Internet for long-distance communication. It has enabled English learners to communicate with others.

5.6 Student-Centered Approach in ICT:

The online pedagogy follows up the globally desirable trend of a shift from teaching to learning. The ICT has changed the roles and relationships of learners and teachers by interfering and changing their interactions. The student-centered approach can be seen as the common pedagogical frame for the cooperation. This approach is based on the deepened understanding of a student’s learning. The learning process of the student is not just understood as a procedure in a black box, in which only the input of presenting knowledge and the output of the known is observed, that for example, just has to be reproduced in an exam. In a mainly divided constructivist perspective the student’s learning is seen rather as an active, individual and social-cultural process that is dealing with the construction of cognition and competence. The students create in the process their own structure of knowledge of the studied
discipline and they develop acting opportunities that enable them to treat knowledge in a competent manner. In the context of online pedagogy the teaching aspires to support students. In comparison to the teacher-centered pedagogy, the focus is shifting to the observation of implications for learning, the orientation to the process of learning and the feedback activities of the teachers regarding progress in learning.

In the student-centered approach, the emphasis is moving from the traditional institutional-centered teaching towards the support of learning. To maintain the student centered environment, it is necessary that the process of learning should be very well understood. Today learning is viewed as a natural, social and active process that is based on the student’s abilities, interest and culture. There is a shift in the role of the teacher from knowledge transmitter to a learning facilitator.

5.7 Global World Wide Web (WWW): The Reference Library

The global structure of the World Wide Web not only enables, but even demands to realize interactive and collaborative learning in an international range. At the same time international communication implies and fosters language competences. In addition, international communication is a tool for understanding, in which the personal knowledge can be integrated into the globalized scientific culture leading to a better understanding. In virtual rooms it is especially the abstraction, the extraction of the objects of learning out of their traditional contexts that demands their media-based recontextualisation. Virtual learning reproduces at the level of a second reality the authenticity of situative learning.

The World Wide Web is fast and becoming the largest reference library in the world. Not only can we take information from it but we can also contribute to it and get involved by starting a website of our own. Such websites publish our latest research findings or practical classroom ideas for the world to read and respond to. The Web is constantly changing, adapting and expanding at such a rate that it is impossible to maintain an index for it.
5.8 Internet Classroom Management:

An Internet classroom is like an ordinary classroom apart from one thing: the students can use the Internet to complete activities and tasks. The classroom may have just one computer or it may be filled with the latest multimedia equipment.

The Internet Classroom usually has three distinct phases:

i) **Planning:** Budgeting, canvassing staff and students for their opinions; finding a location; sketching out equipment needs and layout; getting bids from different ISPs; deciding on the mode of Internet access; contracting a technical expert who understands the educational needs of the college to help with the second phase.

ii) **Set-up:** The physical assembly of the room; the installation and configuration of all the necessary hardware and software and subsequent testing and piloting; coordinating schedules; introducing students to the technology.

iii) **Maintenance:** The reconfiguration and repositioning of equipment as necessary; further staff training feedback from teachers and students; updating or upgrading of installations; system maintenance, back-up and repair.

All teachers, from the most traditional to the most innovative can find use of Net in their teaching. There is plenty of opportunity for short, quick practice activities as well as full blown tasks and extensive projects. Though Internet does not substitute for a good teacher, it enriches our classroom resources. However, by its very nature as a tool for communication, it does lend itself particularly to communicative and task-based learning. It is inevitable, that the role of the students in the classroom changes slightly when working with computers. Teachers may feel uncomfortable in this new role at first. Teachers become facilitators, and Internet guides. Naturally, using the Net as a classroom tool intensifies the need for skillful classroom management and poses new challenges: challenges to facilitating interaction, to time management and to planning.

A fundamental consideration when setting up an Internet classroom is a space as in any classroom, the teacher requires adequate space for more around the class
and interact with the learners comfortably. In an Internet classroom the amount of space needed increases in proportion to the number of students working in collaboration around each computer. They need space for note taking as well as open books, and other personal belongings. An ideal classroom would have additional space away from the computers for group discussion, for mingling or work on other tasks.

Developing communicative Internet activities for the classroom becomes problematic if the students are seated at individual stations, in small booths or facing the wall away from the rest of the class. Here is one possible layout designed to encourage interaction within a small Internet Classroom.

One option for an Internet Classroom

Students should be placed in small groups so that they can negotiate and collaborate on tasks. The students should have room to write in their notebooks, and also have a clear view of the computer screen, teacher and board. The positioning of the monitors and other equipments can also help to ease communication and sharing between groups of students.
5.9 Internet Lessons: Stages of the Lesson

Web-based lessons are similar to lessons with reading or listening focus. It can be divided into three basic stages: Pre-stage, While-stage and Post-stage.

i) Pre-Stage: It is usually offline (done with traditional methods without the Net or Computers). It can devote to the introduction of the topic of the lesson, some speaking warm-up, the revision of key structures and vocabulary which will be useful later on. In this stage the teacher familiarizes students with the instructions for the while-stage, present the computer tasks if necessary, and guide learners through the materials to be completed during the while-stage, so that all students know exactly what they are supposed to do and how.

ii) While-Stage: It is online, and students work individually, in pairs or groups on the web, executing tasks assigned by the teacher, looking for and extracting the information necessary to complete the assignments. Internet sites serve here as a source of materials and stimulus for speaking and/or writing.

iii) Post-Stage: In the final, offline, phase of the lesson, the teacher gives focus on checking the way the assigned tasks have been accomplished, and students should report their findings to the whole class or the other group. It is hoped that the above introduction has managed to explain the idea of Internet lessons and some of the most important issues connected with them. Obviously, it is impossible to discuss all possible problems here, which leaves the matter open for discussion.

Lesson I. Explorers-Going beyond Limits

Objectives:

- To find out more about people performing unusual feats.
- To practice reading for general idea.
- To work on vocabulary connected with exploring, adventure and travel.

Time: Two hours

The teacher devotes some time to show the students how to use such dictionaries.

• See which one is the fastest, the most comprehensive, the easiest for students to understand the definitions.

• Do a Web search for “dictionary” to the online’ to find some more sites, perhaps not only monolingual but also bilingual.

• **Procedure:**

1) Refer to the text- “The Race to the Pole”. He asks students to summarize what the text was about, as well as describe Amundsen and Scott. Students work in pairs on creating a profile of an explorer. They could be given some prompts to talk about such as: age, sex, marital status, physical appearance, personality, character, greatest dream, biggest worry, achievement, a goal to pursue, etc.

2) Then it is the time to summarize chosen texts for the whole class, and using the detailed information gathered students need to retell the life and adventures of a chosen explorer. The whole class needs to listen attentively and try to decide which explorer performed the most extraordinary feats.

3) The teacher points students to some web dictionaries and shows them how to look up the meaning. Students practice toggling between two windows of the Internet browser, namely one with a text to read and the other with a dictionary lookup window. Next, they practice, highlighting words in the text, copying them, switching to the dictionary window and pasting words to get the definition. In this way, dictionary lookup is the fastest and the most effective.

4) To practice those skills, the teacher asks students to go back to one of the texts they have read and find ten new words and look them up in a Web dictionary and note down the meanings.

5) As a further dictionary practice, students find some other 10 unknown words and pass them on to another group, which would have to look them up in an online dictionary, highlight, copy and paste their definitions to a word-processor and save a document.
6) The teacher collects documents with dictionary definitions and distributes them among students to read and learn which would act as a further vocabulary practice. At home students should use the words and definitions to make vocabulary exercises for each other, such as complete sentence with an appropriate word or match a word and a definition. When doing the exercises, students should use the word-processor, practicing such operations as moving the text, copying and pasting, making tables, etc. During the next class, students exchange vocabulary exercises and test their retention of the news Lexis.

5.9.1 Lesson Plan: Step by Step

Here the researcher presents a teacher-led class of an English lesson. The length of a class in a further education context can vary considerably, and a lot will depend on the size of the class and the level of language competence.

Learning Objectives:

At the end of the lesson, students should be able to speak about the subject using target vocabulary and language structures.

• Introduction to the Topic:
  
  • Encourage Students to share their knowledge of the topic orally and what they expect to learn.

  • First listening for general comprehension.

  • Second listening for note taking. Note taking is a particularly useful exercise to help students listen attentively. Their notes can be compared with the transcript later.

• The teacher focuses on salient points and provides explanations:

  Students are then able to complete exercises. ‘While they listen’ and ‘After they have listened.’
• Transfer exercises using the grammar or language:

Some suggestions are-

• Writing sentences using the target language.
• Gap-fill (using the transcript).
• Translations from mother tongue to English.
• Paragraph jumble: Students put the paragraphs back in the right order.

• Homework:

A piece of writing, for example:

• A 100- Words summary.
• A letter to the journalist with counter arguments.
• A personal experience related to the topic.

5.9.2 Practical Classroom Ideas: Online Dictionaries, Grammar and Encyclopedias

Many of the classic reference books are available on the web. They can even have a direct link to our favourite online dictionary from our desktop. Then there are reference sites that push the technology to its limits- such as the Plumb Design’s Visual Thesaurus: an Interactive mind map for discovering vocabulary, ‘an exploration of the sense relationships within the English language’.

• Example Activity 1:

Getting to Know the Internet

Focus: Familiarization with the tools, vocabulary and navigation of the Net.
Session: 3 hours with advanced level students.
Reading: Skimming & Scanning for information
Writing: Short personal notes, Welcome, graffiti, love poem.

A Quick Tour of the Internet

1. Look at our screen and find the name of our computer.
2. Internet vocabulary: Choose ten new words from the list Below:

<table>
<thead>
<tr>
<th>Home Page</th>
<th>Password</th>
<th>Real-time Discussion board</th>
</tr>
</thead>
<tbody>
<tr>
<td>Download</td>
<td>Access</td>
<td>Chat</td>
</tr>
<tr>
<td>Newsgroup</td>
<td>Virtual</td>
<td>Browser</td>
</tr>
</tbody>
</table>

Now double Click on the WWW icon. What happens?

Students find the Internet glossary or dictionary and look up new words. Explain them to partners in our own words.

In group, try to put the new words into three categories. Compare categories with another group. Do they agree?

<table>
<thead>
<tr>
<th>Category 1</th>
<th>Category 2</th>
<th>Category 3</th>
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3) The teacher can give them some tips on finding things on the Internet. They take the notes here:

4) The students find the answers.

a) Who is Mothershippton and Where does she live?

b) What common child’s toy has a Scandinavian Web page? Did the child have this toy?

c) Where could they get their handwriting analyzed?

d) Find out ‘word of the day’ or the ‘idiom of the week’. Try to use it in a sentence.

e) What is on at our local cinema? Are there any films in English?

Students share the answers with another group. What was the easiest to find? What was the most difficult? They Choose ONE activity from the list below. They will find a shortcut on the main screen that will take us directly to each place. It is time for a break to write some graffiti on the wall. How many different nationalities are present there? Students read some of the messages and reply to one.
5.9.3 Focus on Language:

There are many ways to focus on language with our students, without restricting ourselves to sites specifically designed for ELT. Certain sites lend themselves perfectly to these activities. For example, many dictionaries and lexicons, with their friendly, interactive interfaces, offer students a chance to work on strategies for learning vocabulary.

- Example Activity 1: Recording Vocabulary

Teachers have been discussing different ways of recording vocabulary in notebooks, and want to give their students with a clearer idea of mind-maps. Teachers can take their students to the **Plumb Design, Visual Thesaurus** which allows students to discover vocabulary by clicking on words and exploring thread of meaning. This is a simple tool for choosing which part of speech to focus on. It engages, even mesmerizes learners as it goes about creating a three-dimensional map of lexical association, to structure the activity, get students to explain the relationship between each pair of words, or to contrast their uses. Teachers give students goal, such as ending at the same word they started with, without going backward or repeating.

![The Word ‘experience’ in Plumb Design’s Visual Thesaurus](image-url)
• Example Activity 2: Reviewing Lexis

Another use of the Internet is as a resource for reviewing lexis. This activity is intended to review words used to describe houses. The teacher selects a site or sites that provide students with an insight into other countries and the kind of housing to be found there. At the site students can, for example, visit houses in the country or in the city, in America, Europe or almost anywhere. The houses can range from mobile homes to luxury estates.

Focus: Revision of housing lexis.
Session: 45-60 minutes with advanced level.
Reading: Scanning for information.
Writing: Reformulating descriptions.

In pairs, students complete the chart with information about four houses from the site that they like. Teachers may need to encourage students to take risks, choose houses that push them to use the vocabulary they have just learned. Then they would write short descriptions of two houses.

A page from a property rental agent’s Website.
This activity can be continued with an information gap activity by rearranging the pairs. One student reads out a description while the other makes notes on the chart, and then uses the information to find the house being described on the website.

- **Example Activity 3: A Game**

  Online versions of games and sports are valuable for introducing or reviewing structures such as the imperative, conditionals and of the passive voice. These can be played individually, with local terms or-in the full multi-player version against strangers on a computer in some other part of the world. The inherent motivation of a game is then increased by playing against an unknown native speaker. Students do not have the stress of face-to-face interaction. They have a bit more time to think, and they can stop at any time. The game should be fun, and should also help students notice the differences between the native speaker’s English and their own.

- **Example Activity 4: Newspaper Headlines**

  Internet reading activity begins with newspaper headlines. On the Internet news is constantly updated, so it is always current, and students have a wider range of headlines to choose from. This activity is a fun for students to discover important structural and stylistic features of headlines. The headlines can be discussed with the whole class and students can be asked to make up stories which relate to the headlines.

  **Focus:**  Lead-in to reading newspapers, review of sentence structure.

  **Session:**  30 minutes to 1 hour, with advanced levels.

  **Reading:**  Reading for detail information.

  **Writing:**  Expressing opinions/Grammar activities.
News Sources from the CRAYON Site.

News sites also provide an excellent opportunity to look at cultural diversity: the way different newspapers deal with the same story, or choose to lead story for the front page. Students can easily compare articles from their local newspapers—either the paper edition, or the Internet version if available—with similar stories in the international press.

- **Example Activity 5: An Online Newspaper**

And why not take advantage of the wealth of press material to create a class newspaper? *Write* a newspaper, but *create* a daily paper that students can read from any computer connected to the Internet: in the classroom, at home, or at work. This becomes an excellent source of discussion topics as the course develops. **CRAYON—or Create Your Own Newspaper** is a special interactive site that allows them to select the content of their own paper from an incredible array of news sources. Our class can sample different newspapers as they look at world news, regional news, sports and science reports, comics, etc. Students can choose as many or as few sources as they wish, and put the sections in their preferred order.
**Grammar Instruction:** The Internet will tirelessly present the learner with questions and announce it if the answer is right or wrong. In its primitive manifestations in this particular role in language teaching, it has been rightly criticized. The main reason for the criticism is simple: many early drills and practice programs were very unsophisticated; either multiple-choice or demanding a single word answer. Students were not programmed to accept varying input and the only feedback they gave was Right or Wrong. So for example, if the computer expected the answer “does not” and the student typed “doesn’t” or “does not”, she/he would have been told she was wrong without any further comment. There are some programs which do offer more useful feedback than right or wrong, or that can accept varying input. Such programs blur the role of the computer/Internet as a teacher or a tester and can be recommended to students who enjoy learning grammar or vocabulary in this way. If two or more students sit at the same computer, then they can generate a fair amount of authentic communication while discussing the answers together.

- **On the Spot Corrections:**

  The learner feels motivated because he/she can choose the content. And in the case of interactive exercises, he/she can check his/her answers immediately, rather than waiting for feedback from a human teacher. It is gratifying for the learner to see his successes instantly and he/she may hope that the learner will be tempted for a visit to a more academic resource, such as an on-line dictionary or grammar compilation to satisfy his curiosity. English addicts are designed to display corrections and comments for every item and even provides hints if the learner is unsure of the answer.

**5.9.4 Use of Word Processing Software:**

It is in this area that the researcher thinks that Internet has an unequivocal success in language teaching. Spreadsheets, databases, presentation slide, generators, concordances, and web page producers have their place in the language classroom, particularly in one where the main curricular focus is task-based or project-work. But in researcher’s opinion, the most important role of the Internet in the language classroom is its use as a writing tool. It easily allows students to produce multiple
drafts of the same piece of work. Students produce a piece of writing largely free of spelling mistakes.

The Internet can play a useful part in the language class only if the teacher first asks: **What is it that I want my students to learn today, and What is the best way for them to learn it?”**

- **Reading Skills in Particular by working with New and Existing Vocabulary:**

  Reading is typically the quickest skill. Students can take the time they need to understand; they can re-read, underline, check dictionaries, etc.

  The written word reveals its secrets to the learner: root forms which resemble the word in the learner’s native language, recognizable prefixes and suffixes, punctuation, which elucidates the construction of the sentence, etc. Regarding the acquisition of vocabulary, the challenge is to move the vocabulary word, which the learner perhaps knew before reading, it now, from his passive memory to his active memory. Vocabulary items which are chosen are most likely to be high frequency words or key words for understanding the audio. All the exercises are designed to reinforce the vocabulary focused on in the lesson. As regards consolidating grammar foundations, a proven method is to observe the language, analyze it and take mental note, rather than just reading along passively. Even if the reader is intrigued by the content, the needs to take the time to observe the sentence structure, the word combinations and the use of linking words.

- **Writing skills in Particular by Doing Dictation Exercises:**

  To improve writing skills, good habits need to be formed: for example, by systematically observing good English syntax and imitating it; practicing, forming questions; paying attention to word endings, conjugating verbs property; and making sure that the students spell correctly. The researcher has testified that regular study on the website allows them to use a more diversified vocabulary in their writing.

**5.10 Internet Lessons: The Teacher’s Role**

Internet is one of the most powerful tools for teachers to help students to collaborate, interact and participate in the learning process. The students are faced
with thousands of Internet sources. They cannot effectively handle such large amounts of information. One of the most important factors is to assist their students so that they can discover what they enjoy most according to their level of linguistic competence. Internet-based lessons, as opposed to course-book lessons demand active role of the teacher in searching for materials, adapting them to the level of the class, creating tasks to be executed in the classroom. The teacher can teach using Power Point multimedia presentations, show demonstrations in Flash or similar software, answer students’ questions etc. The teacher can plan and use team teaching as a method of teaching. This helps in bringing more experts to the distributed classroom. With the use of ICT, the teacher can extend his or her role beyond the classroom. According to Holtan Laura Jean (2011:1) “The Internet is a rich source for activities and material for English-language learning teaching. It can help teachers to create interesting and professional interactive classes”.

Teachers’ proficiency in using technology is indeed one of the major concerns related to how technology can enable creative learning and innovative teaching. Teachers’ role includes planning, analyzing, organizing and problem-solving in a student-centered environment. Teachers of language and literature can use the Internet, digital media tools, and common software applications to enhance students' learning.

5.11 Conclusion:

Chapter Five is concerned with the Internet Technologies and English language classroom. The chapter highlights the uses of ICT in the teaching-learning process and the psychological perspective on the education system. The researcher has used various activities via Internet for teaching vocabulary and grammar items in the English language. This chapter also offers an idealized role of teacher in the Internet-based English language classroom.