

THE WORLD WIDE WEB VIA TEACHER IN TEACHING/LEARNING FOREIGN LANGUAGE

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Анотація: У цій роботі досліджується роль Всесвітньої мережі у навчанні/викладанні англійської мови та її використання як навчального інструменту для вчителів. Інтернет – це інструмент, який пропонує безпрецедентні можливості в галузі викладання англійської мови. Це також підвищує незалежність студентів, мотивацію та забезпечує реальний інформаційний розрив.

Але чи може Інтернет замінити вчителя в класі?

Метою даної роботи є вивчення практичних переваг та недоліків використання Інтернету в навчанні іноземної мови.

Ключові слова: педагогічний матеріал, достовірний матеріал, іноземна мова, спілкування, взаємодія.

Abstract: This paper investigates the role of WWW in learning/teaching English language and using it as an educational instrument for teachers. The Internet is a tool which offers unprecedented possibilities in the field of English Language Teaching. It also increases students' independence, motivation and provides a real information gap.

But can the Internet replace teacher in the classroom?

The aim of this paper is to study the practical benefits and drawbacks of using the Internet in teaching/learning foreign language.

Keywords: pedagogical tool, authentic material, foreign language, communication, interaction.

Results of Research

It seems not so long ago that for most students around the world the main way of learning English as a foreign language consisted of their teacher and textbooks. But the Internet has emerged as a prominent new technology widespreading in numerous fields. It carries great potential for educational use. This technology provides so many options as it makes teaching/learning interesting and productive.

It can be used to run interactive language software which includes both audio and video material to teach a foreign language. Moreover, computer network is very important for communication between learners and teachers. With use of e-mail students are able to get a rapid feedback from a teacher. The use of websites provides a vast amount of materials to discuss, analyze and solve. Anyone can explore the language culture through the internet. Today it is not necessary to travel, to study and explore English by visiting the country because everything is accessible by the Web.

The Internet meets the needs of the individual student by providing opportunities to direct his/her learning and pursue information. Its use increases the quality of learning. Internet users may return to sites frequently or use Internet for interaction to share their information and ideas. With the Internet students can learn English anywhere at any time and whenever they want. They can get the required information within a fraction of a second. Learners become more innovative with the help of e-learning. The Internet may provide bored lessons with exciting new ways to learn. The Internet makes teachers work with current and authentic sources. Using the Internet is fun as websites are full of animation, colors, sounds, pictures, interactive forms and digital video clips. The Internet is a platform for experiencing and presenting creative works such as essays, poetry and stories and for providing supplemental language activities in specific areas of language learning. Web pages and projects can be published or e-mailed to other students. Thus creating interest and motivation even outside the class. It offers an authentic learning environment, it combines listening with seeing. Students get used to learning foreign language in a new and pleasant way not just by interacting with the teacher and reading the book. Students can exchange information in real time, they can participate in blog discussions, work in teams at different projects, exchange e-mails, search information, etc. By using the authentic material provided by the Internet, they will have a better insight into the culture of the country and people whose language they study.

The Internet also offers a wide variety of reference materials like online dictionaries, e- encyclopedias and search mechanisms very helpful for developing students' individual work. They can find alone the missing information, the meaning of new words, synonyms, antonyms or can communicate with the rest of

the group online, via e-mail or in any other environment. The computer may have such roles: teacher, tester, tool, data source, communication facilitator.

But the traditional fundamental role of the teacher should remain uncompromised.

Teachers can evaluate students, collect the necessary information and organize appropriate feedback. The teachers are seen as the main source of knowledge to the students. The teachers' roles are as guides to help learners to be skilled in selecting, accessing, evaluating, organizing information. The teachers are also needed to manage the time and courses and to construct knowledge autonomously in virtual learning communities. Besides performing this new role, the teacher is also the motivator of the whole learning process and can facilitate intellectual group discussion. The teacher must reflect critically on the context of learning process. The teacher should relate the goals of education with effective use of Internet. The Internet transmits more information to a large number of students in a shorter time. Teachers have to play their part to facilitate a learning environment that will open learners' mind to new possibilities. The new technology of teaching may be named as "guide by the side". The teacher is as a monitor of participation and a practitioner of research, all of which possibilities are accelerated by the technological resources. A good learning environment needs to co-exist with a good teaching environment. The Internet cannot replace the interaction between the language teacher and student. Technology should not take over the language classroom, it must be embraced in order to allow educators to do those things which they are unable to do themselves, or those which will improve what is currently being done in the classroom or himself/herself. There are skills which require precision and consistent correction of mistakes.

Conclusion

Introduction of new technologies will not replace teachers. Experience from around the world shows us that over time teachers' roles become more central – and not peripheral – as a result of introduction of new technologies. Introducing new technologies will, however, replace some of the things that teachers do – and require that teachers take on new, often times more sophisticated duties and responsibilities.

But the Internet changed the nature of some things that teachers traditionally did.

That said, teachers who don't use technology will be replaced by the teachers who does.

And it might be added, the importance of human connection between teacher and student....

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