USE OF INTERNET

With the focus on language, communication and culture English language teachers are continually searching for

better ways of accessing authentic materials that will improve their students’ knowledge and skills in the targeted areas. As the technology of internet has transformed communication around the world, it is natural that it should play a major role in a multi media language laboratory for developing English language skills. E- mail is the most commonly used internet application today. English language teachers can integrate e- mail based activities into curriculum. The search engines such as google and yahoo takes one to sites that enables one to correspond with native speakers of the English language. Today’s e-mail software can handle text in a wide variety of languages and can include word processed files as attachments. The software also allows us to send sound and images as attachments that enhance the context of the written communication. British Broadcasting Corporation is doing an excellent job in providing regular on line lessons on English language learning. Technology has advanced to such an extent that there are sites which provide on line language laboratories giving listening and speaking practice with recording facility for feedback. A web camera can be a very important tool for on line video conferencing which can be used to interact with native and non native speakers. One such application is Internet relay Chat which enables synchronous conversation among participants in different parts of the world.

Though technology can’t be a substitute to the classical method of language teaching yet it supplements the basic

training system. The teacher is very much on the scene and has a massive responsibility. At the same time the teacher has to make learners understand that their aim is not mastering technology but language itself. It is the teacher who identifies the weaknesses of the learners, provides them with the correct guidance, motivates them, inculcates confidence in them and makes language learning experience a real joy.

Other roles assumed for teachers are needs analyst, counselor and group process manager. As an analyst the

teacher has to take into account the students’ perception of his or her learning style, learning assets and learning goals. The teacher counselor is expected to exemplify an effective communicator seeking to maximize the meshing of speaker intention and hearer interpretation through the use of paraphrase, confirmation, feedback. As the group process manager, it is the teacher’s responsibility to organize the classroom as a setting for communication and communicative activities. Guidelines given by Littlewoods, Brumfit suggest that during an activity the teacher monitors, encourages and suppresses the inclination to supply gaps in lexis, grammar and strategy but notes such gaps for later commentary and communicative practice. At the conclusion of group activities, the teacher leads in the debriefing of the activity, point out alternatives and extension and assists groups in self correction discussion.

Much study has been made on exploring different theories relating to methods, methodologies, approaches,

strategies but they have not yielded any lasting solutions to the problems of English language teaching and so much has to be attempted towards exploring materials in teaching language skills in a more efficient way. Whatever may be the methods and approaches, the most pragmatic and the desirable thing seems to explore the possibility of using the underused and valuable materials which will definitely facilitate the learning and teaching of language skills.