THE USAGE OF THE INTERNET IN ESL LEARNING
ИСПОЛЬЗОВАНИЕ ИНТЕРНЕТА ПРИ ИЗУЧЕНИЕ
ИНОСТРАННОГО ЯЗЫКА, КАК ВТОРОГО ЯЗЫКА

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Abstract

This article is about the usage of the internet in ESL learning. Internet is one of the technological tools every teaching community should make use of. Although internet provides both learners and teachers with several opportunities, it cannot supply us with real life situations as in face to face classroom activities. Besides, advantages and disadvantages are also discussed in it. It can be concluded that use of internet has more benefits than not using it at all.

Key words: Internet, practice, communication, authentic materials, learning process.

Резюме

Данная статья об использовании интернета в изучении ESL. Интернет - это технологический инструмент, которым сегодня должно пользоваться все образовательное сообщество. Хотя Интернет предоставляет множество преимуществ и учащимся, и учителям, он не может обеспечить нас в реальных жизненных ситуациях, таких как индивидуальные уроки в классе. Кроме того, положительные и отрицательные эффекты Интернета в образовательном процессе показаны на примерах. Можно сделать вывод, что использование Интернета имеет больше преимуществ, чем его полное отсутствие.

Ключевые слова: Интернет, практика, коммуникация, аутентические материалы, процесс обучение.

Today the internet has an important role in general and great potential in educational life. It is also used specifically and widely for second language learning all over the world. Though the internet use in second and foreign language learning has brought certain advantages, and also carries some disadvantages. However, it is important to mention some potential problems.

The first problem is that the internet is not always accessible by all learners and teachers though English as a second language all over the world is taught widely. Statistics indicate that internet use depends on the

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financial situations of countries. To sum up, when the accessibility of overall population is considered, it is possible to say that the inequity issues in internet accessibility are discouraging for both language teachers and students in educational settings. Internet unfamiliarity is another problem that causes lack of training in second language classroom. In other words, little experience on the internet is an anxiety source for both second language learners and teachers. Third, since the internet offers all types of topics, some of them are not unsuitable for school children who learn English as second language.

Research results indicate that the internet use increases language use and acquisition of second language. For example, it was found that interaction in language helps learners to gain input in language learning process. Specifically, it increases synchronous and a synchronous communication of ESL learners and them to use language in real communication situations. In other words, the internet motivates the learners to use English in their daily lives and provides functional communicative experiences (David, 2000:122). Communication with native speakers allows learners to practice specific skills such as negotiating, persuading, clarifying meaning, requesting information and engaging in true-life, authentic discussion.

Additionally, the internet gives the opportunity to construct knowledge together by expressing themselves in print and then assessing, evaluating, comparing and reflecting on their own views and those of others. In sum, it is useful medium for communication with native speakers in real situations, improving writing skills, teaching of culture and learning about the target culture. It is also useful to retrieve access and use information in the context of second language learning. 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. Additionally, the internet promotes higher thinking skills. It helps students to improve their computer skills, such as keyboarding skills, opening and storing files, and Internet searching and technical and conceptual experiences. It increases the participation when it used in classroom environment. For instance, it was found that the ESL learners produce more sentences when it compared to the situation in classroom environment. It is also useful not only for the quantity but also the quality of language: learners have a great variety of speech discourse and use more complex language.

According to the research activities, the internet changes the interaction between learners and teachers. There are less teachers and more learners talk in computer classes. Furthermore, it changes teacher and students' roles and makes learning more student-centered. The internet is a source of supplemental resources and authentic materials. Finally, the studies indicate that the internet has positive effects on motivation, provides means for creative works and gives opportunities for collaboration and socialization in learning process.

Research activities show that there are some disadvantages of the internet use in second language learning. First, communication with native speakers affects reading skills. This is also valid for listening, speaking and writing skills. Though it is a fact that the internet improves communicational and language skills, the significant point is that teachers and learners are not sometimes aware of why, how, whom and where they teach and learn. Second, though a mass of materials in the internet can be found, integration of the materials into second language curriculum is a potential difficulty. Unfortunately, internet use in language learning and teaching may be the waste of time if it does not depend on a language curriculum.

With its advantages and disadvantages, the internet has significant effects on communicating, teaching and learning. Thus, both teachers and learners should have the chance of internet accessibility, experience and familiarity with its functions in educational life. For this purpose, before using the internet in second language learning and teaching activities, teachers and learners should be instructed. This is a must to use it in language classrooms efficiently. On the other hand, it should be known that the internet is not sufficient itself to teach and learn a second language.

In other words, it cannot include all teaching and learning activities and be replaced the real teaching and learning environment, such as language classroom and real-life communication (Chafe A, 1999:116). As a result, it is only a tool for educational activities. However, it can be implicated that the research has not concluded on the issue yet. Thus, research issue should focus on a great variety of the internet use in language learning and teaching such as attitudes of learners and teachers towards it, individual differences on using the internet, effective ways to use it, the suitability of educational instructive purposes and the effects on teaching and learning.

As a final point, with its advantages and disadvantages, the internet has significant effects on communicating, teaching and learning. Thus, both

teachers and learners should have the chance of internet accessibility, experience and familiarity with its functions in educational life. For this purpose, before using the internet in second language learning and teaching activities, teachers and learners should be instructed. This is a must to use it in language classrooms efficiently. On the other hand, it should be known that the internet is not sufficient itself to teach and learn a second language. In other words, it cannot include all teaching and learning activities and be replaced the real teaching and learning environment, such as language classroom and real-life communication. As a result, it is only a tool for educational activities. However, it can be implicated that the research has not concluded on the issue yet. Thus, research issue should focus on a great

variety of the internet use in language learning and teaching such as attitudes of learners and teachers towards it, individual differences on using

the internet, effective ways to use it, the suitability of educational and instructive purposes and the effects on teaching and learning. As a final point, it is possible to say that technology is not a purpose but only a tool for all humanistic necessities.

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Түйіндеме
Бұл мақалада ESL оқытуда интернетті пайдалану туралы сөз болады. Интернет әрбір білім беру қауымдастығы қолдануға тиіс технологиялық құралдардың бірі болып саналады. Интернетте оқушылар мен мұғалімдерге қаншалықты мүмкіндік берілсе де, ол бізді сынып бөлмесіндегі секілді нақты өмір жағдайында қамтамасыз ете алмайды Бұдан басқа, интернетті пайдаланудағы артықшылықтар мен кемшіліктер қарастырылады. Және интернетті пайдаланудың тиімді тұстары туралы ойын ортаға салады.
Кілт сөздер: Интернет, сұхбат, практика, түпнұсқа материал, оқу үдерісі.
(Шомурадова Д. Екінші тіл ретінде шет тілін үйрену кезінде интернетті пайдалану)

Özet
Makalede ikinci dil eğitimi sürecinde internetten amaçlı yararlanma ile ilgili görüşler kaleme alınmıştır. İnternet günümüzde her eğitim öğretim topluluğunun yararlanması gereken teknolojik bir araçtır. Her ne kadar internet sayısız fayda sağlasa da bizlere sınıfta işlenen yüz yüze ders gibi gerçek hayat durumları sunamamaktadır. Bununla birlikte eğitim sürecinde internetin olumlu ve olumsuz etkisi örneklerle gösterilmiştir.
Sonuç olarak söyleyebiliriz ki interneti hiç kullanmamaktansa kullanmanın daha fazla yararı vardır.
Anahtar kelimeler: İnternet, mülakat, pratik, otantik materyal, eğitim süreci.
(Şamurodova D., İkinci Dil Olarak Yabancı Dili Öğrenirken İnternetin Kullanımı)