

A Role of the Internet in Learning and Teaching Foreign Languages

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Abstract: This paper sheds light on the usage of the Internet in learning and teaching foreign languages. Different pieces of work and research are analyzed in this article providing sufficient perspectives on each matter. Moreover, the benefits and challenges of a foreign language education through online resources have been well discussed.

Keywords: social media platforms, language schools, language learning environment, accessing authentic materials, over-relying on technology.

INTRODUCTION

A language that is neither commonly spoken in nor an official language of a certain nation is considered a foreign language. In most cases, native speakers of that nation must learn it consciously through attending language classes, self-study, or classroom instruction. It is possible to acquire a foreign language as a second language, although the terms are not comparable. The term "second language" describes a language that is widely used in the speaker's community for communication, education, business, or government that proves a second language is not always a foreign language [1]. It is true that there are a great number of choices to use in learning foreign languages: attending language courses, learning through self-study or even using online platforms and websites available on the internet. In today's modern world, the internet is gaining a great deal of popularity in language learning especially social media platforms such as YouTube, Telegram, and Instagram or apps like Hello Talk, Cursa, and e-dictionaries. Since technological advancements have a significant impact on all aspects of our daily lives, including communication, language specialists are increasingly turning to technological tools for assistance as they attempt to apply the theoretical conclusions of studies on second language acquisition and intercultural communication to the classroom setting. Students at most colleges have free access to satellite television, and computer-assisted language labs now supplement auditory language labs. The mixed outcomes of such facilities have raised awareness that every new technological advancement necessitates a different methodology [2]. As a result, more and more educational platforms are being created, improving the potential of acquiring a new language by numbers. According to statistics, even requirements have increased in both workplaces and educational settings for candidates who know several languages, thus, nowadays all people are in search of information and instruction in order to gain knowledge in different languages.

METHODS

Information technology offers an effective approach to both saving money and time in learning a foreign language that satisfies the demands of students in an information culture, which scientists are of the opinion that the convenience of utilizing the Internet. Web resources give foreign language learners the chance to communicate with native speakers around the clock, allowing them to engage in a continuous process of active use of a foreign language. They also give them the freedom to choose the type, time, and location of their training, as well as the teacher, who is a native speaker, based on their individual needs. American researcher David Crystal in his article "Language and the Internet" presents numerous grounds for the advisability of using the Internet in foreign language instruction. He contends that one of the reasons is that in order to enhance language learning, online conversation

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must be linguistic. According to the researchers, web-based resources produce favorable conditions for writing training since they offer a readership for written communication, which is another factor contributing to the success of using the Internet in foreign language instruction. David Crystal's second argument is that students are more motivated to learn a live language when they communicate online, and the quantity of time they spend online has a favorable impact [3]. The Internet can offer a great number of benefits and drawbacks in learning a new language, starting with advantages: 1) access to various resources, 2) flexibly scheduling study time, 3) being able to find academic and authentic resources, 4) taking lessons from natives, 5) affording tuition fee sometimes using free materials; marathons, free courses. With the help of Internet, students get the chance to obtain different materials that are uploaded on websites like Google. Take an example of a student who is learning English, he or she easily finds any topics or grammatical exercises by searching information online. This provides them an opportunity to test themselves by using variety of resources related to a particular language. The second advantage of internet usage in language learning is being able to schedule the right time for each individual. In any part of the day it is possible to learn a language. Thirdly, nowadays there are many official sites on the internet which enables internet users to find authentic books, audios and articles. Furthermore, candidates can take language lessons from a native speaker which in turn they can gain knowledge about a language at a proficient level. Most importantly, online resources usually free of charge or has a little amount of fee creating a convenience to the learners. From the perspective of its pedagogical executives, a survey study was carried out to identify the elements that encourage or prevent the adoption of the Internet as a teaching tool in Brazilian language schools. It used a questionnaire that was mailed.

5.3. Participants

It was described as an area of interest for all language schools in Curitiba, the capital of the southern Brazilian state of Parana'. With a population of roughly 1,600, Curitiba is the capital and one of the cities in Brazil with the best economic standing and standard of living. Every language school that was open and operating at the time of the study was covered, including franchised institutions and smaller ones with fewer pupils as well as larger ones with several branches. For this study, private language instructors with small class sizes were not taken into account. Here, "language schools" refers to both privately owned franchised institutions and educationally independent organizations that offer instruction in foreign languages. The Brazilian Institute of Geography and Statistics (IBGE), the state of Parana's board of trade, the department in charge of firm founding permits for the municipal C.B.M.J. Martins et al. / Computers & Education government of Curitiba, the British Council, APLIEPAR, SINEPE/PR—Ctba, and others were contacted in order to get the names and addresses of these schools. Following list analysis, consideration was given to the necessity of using additional lists in order to determine the final accessible population

RESULTS

The result of the research was clear that, according to Rea and Parker, an accessible population is defined operationally as a representation of the general population in which the researcher may reasonably identify a list of all the population's members. For this objective, the websites of the telephone companies operating in the city of Curitiba as well as all of the city's phone manuals were examined. One of the most popular sources for getting population lists is the telephone director. Using the directory has the benefit of being readily available, with a large percentage of houses listed alphabetically, along with addresses and phone numbers. Overall 189 addresses of officially recognized language schools in Curitiba made up the research universe. Getting the names of the pedagogical managers was the next step. A phone call was made to each of the mentioned schools. After explaining the research's purpose and stressing the value of their involvement, the pedagogical manager's name was needed. The pedagogical manager himself took calls in a number of instances. There was no resistance to participate in this initial interaction. A list of 171 educational managers was the final result. The difference in numbers resulted from the fact that, in certain situations, a single individual was in charge of multiple schools, primarily in the case of franchise institutes and branches, and in other situations, a school had multiple pedagogical managers, particularly in institutions that teach multiple foreign languages. This accessible population served as the source of the sample population for this investigation. A 50% sample, or 85.5 people, would provide the necessary precision



given the size of the study's population (171 people). After that, the number was decreased to 86. The number of responders who will complete the questionnaires in postal surveys is completely out of control. Because of this, unique sample techniques must be used. Rea and Parker report that 50% of mailed questions are completed. Consequently, all 171 pedagogical managers received the questionnaires. Choosing a single sample procedure type was not required [4]. Through conducting this survey, it was easy to determine the importance and usage of the Internet in a language learning environment.

DISCUSSION

Using Internet to learn a language or implementing it into language classes can not replace the environment of the traditional language classroom. Instead, using all the linguistic activities and other teaching resources with the Internet as essential tools in acquiring a new language can be a complementary profit for candidates [5]. It should be stated that knowing how to take advantages on the Internet on gaining knowledge in a wide sphere is helping more and more people to be conscious about using technological devices especially the Internet constructively. However, there might be available some drawbacks such as absence of personalized feedback, over-relying on technology, limited speaking practice, not being always directed to learning, challenges with feeling motivated to continue and problems associated with connection. Learning foreign languages via Internet may cause not to get specific input on performance creating difficulties to find the problematic areas of learning. Personalized feedback which is usually given by teachers is a crucial element of studying. Additionally, relying on only resources provided on the Internet brings the over-reliance on that source by effecting adversely on the learning priorities. It is true that language learning requires setting aside enough time for preparation. Especially, students should focus on daily practices and implementing their theoretical knowledge to the real life. Since online resources mainly focus on reading, listening, and writing, but can not provide sufficient opportunities for practicing speaking which is considered vital in language learning. Except for, internet has wide range of offers to the users such as social media, entertainment, which eventually lower consistent improvement and efforts. One of the important problems is lacking responsibility and losing motivation. An absence of traditional classroom engagement leads to boredom and demotivation which makes hard to feel committed and encouraged to learn. Moreover, there is also Internet issues related to connectivity in some parts. Already struggling to provide Internet connection, rural and inner-city schools may find it more expensive if the commercial sector starts to play a greater role in the infrastructure of the Internet. In such educational contexts, this is undoubtedly discouraging for both language teachers and pupils [6].

CONCLUSION

In summary, the internet has a significant impact on how foreign languages are taught and learned. It provides a wealth of tools, including interactive platforms, online courses, language apps, and encounters with native speakers, giving students a variety of flexible ways to practice and improve their abilities. Furthermore, the internet overcomes geographical and cultural barriers, facilitating global connections and material access for educators and students. it improves the effectiveness and accessibility of foreign language instruction by enabling immersive, real-time language encounters, creating a more dynamic and captivating learning environment. While being aware and conscious about the negative affects is important to use online sources productively in acquiring and teaching foreign languages.

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