Chapter 4

INTERNET-AIDED INSTRUCTION IN ENGLISH LANGUAGE TEACHING[1]

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1. INTRODUCTION

Technological improvements always affect teaching and learning in different aspects like material development and testing. The first technology-based instruction was computer-aided instruction (CAI) which was a direct implementation of the development of computers. CAI changed traditional teaching and learning because it revolutionized them by providing different opportunities to teachers and students (Hendrickson, Pasquale, Robinson, & Rossi-Velasco, 1986). A teacher could enrich his/her teaching by integrating multimedia, provide immediate feedback to his/her students, prepare worksheets and tests more easily, and use different learning approaches like discovery learning and problem solving (Hendrickson et al., 1986). In addition, students could be motivated to learn, access information, self-pace, and self-direct their learning (Arnold, 2000). These developments were considered revolutionary at that time (Hendrickson et al., 1986).

The second technology-based instruction was Web-based instruction (WBI). It was introduced as a result of the launch of World Wide Web (WWW). WBI uses Web for instructional information and the internet to distribute the information (Mathew & Dohery-Poirier, 2000). WBI enables a teacher to meet his/her students' learning needs and pace his/her teaching, while it allows students to access the information whenever and wherever they want and to follow what is studied in class even if they can not attend (Mathew & Dohery-Poirier, 2000).

WBI and internet-aided instruction (IAI) may be thought to be the same. However, they are two different types of instruction because their main components (the Web and internet) are not the same things (Beal, n.d.). To understand this difference, the history of the Internet and Web and their features should be known.

The development of computers also led to the development of new technologies. One of them was the internet. It was developed by the Advanced Research

acteristics of their learners like language proficiency. Lastly, EL learners ought to be open to cultural and instructional changes, to improve their high-order skills like self-assessment skills, and to change their attitudes toward the internet.

IAI assigned different roles to EL teachers and learners. EL teachers are guides and facilitators of education, time managers, knowledge constructors, motivators, partners of discussion, monitors, and critical reflectors. ELT learners are critical thinkers, communicators, risk takers, innovators, and constructors and facilitators of their education.

To sum up, IAI can be used as alternative form of instruction in ELT classes. However, the use of it requires careful planning because if there is not a careful planning, the aforementioned drawbacks reduce the efficiency of it in ELT classes. With careful planning, EL institutions, teachers, and learners can experience its aforementioned contributions.

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