

# Recent impacts of internet on English Language

KAVITHA M \*<sup>1</sup>  
Dr V C JAIN \*<sup>2</sup>

\*1Mphil Scholar, Department of English, Bharath Institute of Higher Education and Research, Chennai, India.

\*2 Asst Head of The Department, English, Bharath Institute of Higher Education and Research, Chennai, India

## Abstract:

*This article discusses the impact of the internet in education in India, and in particular the difference it has brought to corporate affairs, which is a large focus of English language training in India. As an English language teacher, the author highlights the way English language teaching is promoted with the help of the internet from middle school to tertiary levels in India. She further discusses the constraints faced by internet users, and finally the future of internet usage in language teaching in India.*

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### Introduction;

Thanks to the internet, Indians now excel in the field of information technology. Digital gadgets like mobile phones and personal computers(PCs) have more and more become an integral part of the lives of people in India, in contrast to the time when PCs with internet connectivity were first launched solely for commercial use in 1995. It is interesting to find the Internet playing a major role in language teaching, the impact of which is especially noticeable to those who work in the corporate world. This article discusses various aspects of internet use, particularly in the education sector, including its future in India.

### Internet in Education:

The Indian education system is quite challenging for students since the Directorate of School Education specifies integration of internet with language learning in the school curricula at all levels from middle to secondary. For example, even at the middle school level students access resources from the net and use animation and graphics for completing their projects work (which is included as a part of the curriculum). It is common even among middle school children to possess an email address through which they communicate with their friends.

In the case of school and college students, "surfing the net", for doing academic work is often considered a necessity as the resources provided by the internet serve as an additional input to them. This encourages students to take responsibility for their learning process, offering greater scope for learner autonomy. The collaborative project work that they do by using web resources in turn enhance their performance in the classroom.

### Internet and language teaching;

The role of the internet in the Indian educational system has been consistently evolving, and language teaching in India as well has seen many phases. Gone are the days when teachers served as the sole resource providers, totally dependent on the printed material. The impact of globalization on the Indian economy is so

significant that educators have now realized that the internet can supplement a teachers as it provides greater opportunities for the language input thus promoting language learning, Kalyaniwalla (2008), head of operation at learn smart India, aid in an email interview ZDNet Asia, that "the Internet complements the learning students get in schools." He pointed out that the penetration of internet has gone beyond urban areas and now provides online education even in rural areas on a regular basis. With the advent of portals like 24X7 guru (<http://24x7guru.com/>) and the India Times- Test center subject knowledge is now imparted with the help of the internet at the primary through secondary levels. It is encouraging to find the National Council of Education Research and Training (NCERT) hosting English textbooks for students who belong to secondary to higher secondary levels, in order to enhance rural students' language skills.

At the university level, language teachers allow students to conduct online activities and to listen to network audio files on their problems (besides more noticeable usage of internet services through websites specially built for ESL / EFL). Similarly, certain teachers with instruction on the usage of internet resources have web-based assignments or employment on various issues enabling students to engage their peers online through blogs produced by their instructors. Students who engage regularly in such discussions will access articles related to their subject on different web-sites with updated details. These activities have without some question developed their leadership capabilities and encouraged the good nature of the exchange of ideas with others. The paradigm change that follows may lead to the growth of IT in the world and be attributed to it.

There are numerous explanations why language research is transmitted in Indian institutions via the Internet. Includes the rising demand for master's skills in communication to obtain demanding employment in leading multinationals and the growing need to acquire further learning from students abroad. This has helped more schools to sign language testing programmes agreements. To provide a few examples, NIIT has exclusive rights to deliver ETS's TOEIC ® Test of Listening and Reading, TOEFL ® Online Practice (TPO), and CriterionSM's Online Writing Evaluation in India. The multilingual NIIT agreement would also encourage both organisations, in India, to increase awareness of ETS goods and services. Likewise, several universities concluded Company Language Qualification Evaluation agreements with the British Council with partner university students. With the aid of Internet, the applicants obtain instruction in the function of GMAT, TOEFL and IELT Programs inside their institutions or in other institutions. Computer-based and paper-based formats for the TOEFL test are accessible from software creation and software externalising firms in India, such as Genuine Infotech Private Ltd. (<http://www.genuineinfotech.com>). It is worth pointing out that many English teachers in India work as ELT advisors and freelancers in order to provide students with language training for various institutes. The essential experience of browsing the network for links to information and language function fosters language learning.

The Indian education system shifts away from its previous focus on full retention (and rotation) to one of study and discovery, rendering it an exciting and satisfying process. To offer one example, a language laboratory (Auroville Language Lab) was developed by respectable education organisations, including Auroville for those pursuing English with other languages, and Hindi, India's national language. ALL (2004) maintains that it offers language instruction in a broad range of languages for adults utilising networked devices with headphones and multimedia services, including good quality films, images, audio and interactive applications.

It is also promising that Indian teachers from diverse backgrounds are motivated to incorporate their teaching with the internet world. One of the best illustrations of this is a forum for teachers from different fields, including English, produced by the President of India to exchange views or experiences on the Internet. As the portal was released on 5 September 2008, the President encouraged teachers to post on this portal [<http://www.teachersofindia.org>] their posts on effective teaching methods and suggestions.

In the village centres, technology is now accessible to the masses of the Indian villagers, allowing the Indian government to teach language fundamental issues via a medium of government at a suitable period. For activities, websites are recommended and responses in corresponding courses are explored. These sites teach skills from pronunciation to grammar. Internet cafes in India enable connectivity for a negligible cost through small villages. Although the hits through such methods have reported low figures, they are likely to increase as language training as a prerequisite for the continuing advancement of professions in modern India is required for the spread of urbanisation.

Today organisations, such as Hindu or Deccan Chronicle, are carrying out dailies or periodicals to other businesses, who have to justify their involvement. Similarly, few language specialists are utilised in-house by web design firms such as Sify.com to rewrite their clients' papers. This again shows how often the Internet is being utilised for industry to outsource language editing by the private sector.

### **The Effect of Corporate Internet Language Training;**

The internet support for language teaching and preparation has strengthened the working of the country's business market. India has now become a back office centre. Udupa (2001 ) described the possible Internet penetration of e-commerce firms, which has since proved real, in his article "Digital technology opportunities." In places including Great Britain, U.S.A., and Australia, leading companies hold back offices in

major cities in India where workers are educated in a range of occupations – from online training to product promotion. The workers' capacity is used well (Indians are well recognized for their diligent work) and at the same time local employers are well paying. Many with minimal language abilities in order to satisfy the demands of their work, meanwhile, indulge in instruction and encouragement or advice for other workers. Any of these coaches also build technical tools for remote jobs. It must be remembered that the online tutors engaged in training students from diverse countries, from secondary to secondary schools, develop tutoring content in compliance with the guidelines laid down by the agency responsible for contracting. How do they? How do they do that?

In the case of BPOs (company outsourcers carrying out a method, or a portion, of another business entity and call centres (which are the business part of a business customer that includes the handling of telephonic calls), the Internet help for newly employed people enhances the communication skills of consumers, particularly those of them who are a new employee. Employees would then undergo a language exam after the induction programme

English instruction / learning activities limitations;

While language teaching is illustrated in the curriculum, it has always been a task that teachers at different levels administered to a greater number of students. First of all, teachers are coping with their daily instruction of their classroom. In comparison, the vocabulary instruction for education and education in arts and science colleges is not part of the programmer. The exam focuses largely on student material assessment and therefore teachers apply the utmost significance to implementing the specified curriculum within the defined timeline. Similarly, a big challenge confronting teacher is broad classes. The orientation of students to use technical resources is called a herculean task. In addition, since a significant percentage of students display less than normal language abilities at their school entrance, particular consideration has to be paid to them in the classroom. It is not deemed an attainable goal to pay individual attention via technology. The value of their language learning can also be illustrated by the behavior of students. The English base that students can study in the above courses has no relation to their career, which decreases students' confidence in utilizing technology for language learning purposes.

### **Using Technological Tools for Language Learning;**

#### **Mobile Phones:**

As regards the usage of cell telephones for the purposes of language learning, Indian universities also must make strides since the mobile networks do not help technical incorporation. In addition, in order to facilitate this transition, we assume that the programmer must be changed. How will cell communication networks be strengthened to support language education?

The remedy rests in the service companies. Jain (2006) reports that operators have to purchase better software, that offers worldwide services and that could give users more choices and better features. This will provide the insurance companies with a stronger service network. After this is completed, a curriculum (for tertiary-level students) that enhances language education through cell phones will be created by curriculum designers. In addition, teachers are assumed to need to introduce new projects using this method to enable students to use the language learning center. All of this is also true of the latest Indian usage of iPhones, the latest 3 G unit.

#### **The Future of Internet Usage in Language Teaching in India;**

In Indian schooling, the technical transition has come to the stage of embracing the idea of e-learning. Ecole, renowned for its Automated Library Products, provides online content-related tools for all four language skills and grammar. This can be due to the number of broadband links operated by a few Indian service providers.

In comparison to the circumstance at science and humanities schools, the usage of conventional language laboratories (in which language learning is only partly facilitated through the use of the Internet) leads to the daily training of technical colleges. The programmed is such as to improve the organizational abilities of students and training them for work-orientated and domain-specific applications. This promotes technological development and allows teachers to allow students to use the Internet for tasks relevant to skills. There are several teachings that have begun to incorporate technology instruments such as websites, wikis and podcasts to develop the language skills of students.

The prospects for the broader usage of the Internet for teaching language are evident, and this can be due to the initiatives of leading organizations such as the ELTAI, who are very keen to educate teachers in the application of technology and teaching in schools by training programmed. teacher training programmed.

### **Conclusion:**

Finally, the increase in Internet use in India and the boom in the IT industry, which in turn provided new doors for language teaching, are welcome. This has revolutionized the working community in India, in essence, for the company field

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