As Warschauer (1996) and Warschauer, Turbee, and Roberts (1996) asserts, the nature of computer-mediated communication creates opportunities for more decentered interaction. To fully exploit these opportunities, the teacher must learn to become a "guide on the side" rather than a "sage on the stage". A situation which is based on communication between students but in which the students have little say over the topics or outcomes of that communication is not likely to lead to the kind of atmosphere optimal for language learning.

Conclusion

Essential to any web-based course is thoughtful consideration of student needs and teacher goals. At present, a general understanding of the modern technology seems unavoidable for an efficient ESL/EFL teacher. In a Web-based EFL classroom it is expected of teachers to be knowledgeable in computer applications which relate to teaching. Teachers, as learning facilitators are also expected to establish and maintain professional contact with other teachers in their specific discipline to ensure a continuous flow of information to utilize techniques in encouraging and motivating students to take responsibility for their roles as active learning partners in collaborative language exchanges.

The teacher's contribution in a learner-centered, network-enhanced classroom may include coordinating group planning, focusing students' attention on linguistic aspects of computer-mediated texts, helping students gain meta-linguistic awareness of genres and discourses, and assisting students in developing appropriate language strategies.

Therefore, each teacher based on his/her goals and the goals of the program, the needs of the students, and the materials and technology available will have to find his/her own way.

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following guidelines help teachers to implement computer network-based activities effectively into their second language classroom:

1) Consider carefully your goals.

Since there are many ways to integrate the Internet into classroom instruction, it is important for the teacher to clarify his/her goals. If, for example, one of the teacher's goals is to teach students new computer skills, the teacher may want to choose Internet applications which will be most useful to them outside the classroom, with activities structured so that students steadily gain mastery of more skills. If the immediate goal is to create a certain kind of linguistic environment for students, the teacher should consider what types of language experiences would be beneficial and structure computer activities accordingly. If the goal is to teach writing, Internet activities should be structured so that they steadily bring about an increase in the types of writing processes and relationships essential to becoming a better writer (Warschaure, 1995).

2) Think about integration.

There are many ways that Internet activities can be integrated into the overall design and goals of the course (Sayers, 1993). The teacher can work with students to create research questions which are then investigated in collaboration with foreign partners.

Students can use exchange partners as experts to supply information on vocabulary, grammar, or cultural points which may emerge in class. The teacher can make decisions about how to integrate online integration into the class with the students.

3) Don't underestimate the complexity.

Though we have students who are quite experienced with computers, we also have students who seldom use a computer, and they lack the basic knowledge to operate a mouse or open a folder; lack the vocabulary, reading, and listening skills to follow instructions for using the computer. Beyond these issues of learner preparation, hardware and software systems can be down. Exchanges between classes may be complex and problematic. The partner teacher might not have the same understanding of the nature of the exchange and working through differences can cause further delays. All these potential problems mean that in attempting to integrate online teaching, it is best not to be overly ambitious at the start. A situation which overwhelms both students and the teacher in technical difficulties is not likely to bring about the desired results.

4) Provide necessary support.

Teachers need to provide sufficient support to prevent students from being overwhelmed by difficulties. This kind of support can take numerous forms: creating detailed handouts that students can refer to when class is finished; building technology training sessions into the class schedule; working with the computer center to set up procedures which are as simple and intuitive as possible; assigning students to work in pairs or groups; providing details to the students about how and when to get assistance from technology specialists outside the class and being available to help students at times when they are most likely to need it.

5) Involve students in making decisions.

It is usually difficult for a teacher to be fully aware of the impact of complexities without regular consultation with students. This may involve anonymous surveys, class discussions, or similar means of involving students in expressing their opinions about the process of implementing technologies.

Pedagogical Implications to Plan a Web-based Course

It is clear that working out objectives and assessment techniques to complement the overall course objectives requires careful planning to ensure that the course remains meaningful and stimulating. Trokeloshvili (1997) claims that while the use of the Internet in EFL is gradually gaining popularity, no unified method of instruction has emerged yet. Foreign language instructors, most often, experiment in various approaches and methods, seeking to integrate the new technology into their present curriculum. This is natural as the introduction of the technology is new to the EFL classroom, and requires constant investigation and experimentation. The main aim is to put forth a method of instruction to yield favorable results in improved language production, giving consideration to students' needs and teachers' goals. In other words, a thoughtful consideration of student needs and teacher goals seems essential to any web-based course. A web-based course can ehance consistency between teacher expectations and student needs as student enthusiasm in naturally promoted by the technology and also the excitement of creating a personal homepage.

In planning a comprehensive web-based course, a teacher might consider the following needs and goals as important:

1) Student Needs
    a. Need for writing practice;
    b. Need for writing with a real purpose in mind;
    c. Need for authentic audience;
    d. Need for reward or fruit of labor;
    e. Need for feedback;
    f. Need for motivation;
    g. Need for new challenge;
    h. Need for peer evaluation;
    i. Need for something new;
    j. Need for new skills;
    k. Need for skills for future employment;
    l. Need for creativity;
    m. Need for authenticity in writing.

2) Teacher Goals
    a. Improved writing in all areas;
    b. Higher awareness and consciousness;
    c. Writing with a purpose;
    d. General understanding of the technology;
    e. Active communication;
    f. Student enthusiasm;
    g. Understanding of the Internet;
    h. Students working cooperatively;
    i. General understanding of Web research;
    j. General computer/typing skills;
    k. Comprehensive understanding of computers;
    l. Work outside the usual instructional paradigm;
    m. Self-expression in student work.

The above model is mostly based on the notion that students, whether consciously or otherwise, bring to class a set of personal needs so teachers should adopt a goal oriented agenda in teaching. The relationship between the two factors need not be mutually exclusive, and therefore greater flexibility can be allowed in a Web-based course.

Guidelines for Teachers to Implement Computer Network-based Activities into the Language Classroom

Warschauer (1995) believes that technology is developing so rapidly that it can often be difficult or even overwhelming to harness, somewhat like trying to get a drink of water from a gushing fire hydrant. In order to be able to make effective use of new technologies, teachers have to focus on some basic pedagogical requirements. The

paper used in the classroom because much of the writing can be done on the computer. In addition, Web sites can replace some printed materials and therefore conserve natural resources.

Global Awareness and Understanding

The use of the Internet is becoming more and more widespread. Through the Web, information can be exchanged easily between people in different corners of the world; hence, connecting students around the globe. Such a kind of swift and smooth communication can increase global understanding among the students. As Lee (2000) puts "the English teacher should facilitate the students' access to the Web and make them feel as citizens of a global classroom."

The Role of Teacher as the Learning Facilitator

It seems that the number of EFL/ESL teachers who like to make use of the Internet in their teaching is gradually increasing all over the world. There can be lots of questions including what expectations are there from EFL/ESL teachers, how effective are they in getting optimal results in their use of the Internet as an instructional or learning tool, how can teachers' relative position in the learning alignment change and whether to use the Internet as an add-on or as the core in the educational environment?

Today, it is expected of teachers to be knowledgeable in computer applications which relate to teaching; therefore, they have to work together with experts in the field to lead their classes successfully. They are also expected to elicit learning and stimulate progressive skills development flowing from the basic to more complex notions while retaining clarity of understanding throughout.

A big problem in a Web-based classroom is that

newcomers to the Internet and even occasionally the old hands may not know how to react in some situations. Therefore, high priority should be placed on the clarification of goals as they inform future actions as well as reactions. Learning facilitators are also expected to establish and maintain professional contact with other teachers in their specific disciplines to ensure a continuous flow of information, especially with regard to useful sites to further academic activity and collaboration.

In order to maintain the interest of students the learning facilitator has to utilize existing techniques and also be creative in encouraging and motivating students to take responsibility for their roles as active learning partners in collaborative e-mail exchanges. While it seems that little traditional teaching takes place, the learning facilitator now becomes "the guide on the side" instead of "sage on the stage" (Nagel, 1999).

Teachers need to observe some basic principles in integrating the Internet into English classroom courses. Warschauer, Shetzer and Meloni (2000) divide these principles into three areas: learning goals, teaching guidelines, and planning tips. To EFL teachers, such principles seem to be mostly pedagogical rather than technological in nature, and therefore observing them is essential since they remain useful guides even if particular tools change.

According to Warschauer, Turbee and Roberts (1996), involving students in determining the class direction does not imply a passive role for teachers. Teachers' contributions in a learner-centered, network-enhanced classroom include coordinating group planning, focusing students' attention on linguistic aspects of computer mediated texts. Helping students gain meta-linguistic awareness of genres and discourses, and assisting in developing appropriate strategies.

integrate the Internet into their language classrooms and what could be the rationale of such an integration?

Most often it has been shown that a large number of teachers who venture into cyberspace become enthusiastic about the wonderful learning opportunities offered to ESL/EFL students, as well as the valuable resources. Therefore, they often encourage their colleagues to jump on the bandwagon. There may be several common reasons for this Internet enthusiasm:

Motivation

Computers seem to be very popular among the students. They are mainly considered as fashionable and they can present students with a lot of fun and games. Lee (2000) and Skinner and Austin (1999) claim that the students' motivation is increased in a Web-based language classroom because a lot of activities are offered by computers and that these activities provide students with opportunities to feel more independent.

Enhanced Students Achievement

Computer-based instruction can be helpful for students because it strengthen their linguistic skills by affecting their learning attitude positively. According to Lee (2000) and McGreal (1988) computer-based instruction makes the students build self-instruction strategies and increase their self-confidence.

Experiential Learning

The Internet helps students to gain a huge amount of human experience. Students have the chance to learn things by doing themselves. They get the ability of creating knowledge, not just receiving it. As Lee (2000) claims since the information is presented in many ways, users may choose whatever they want to explore.

Individualization

All students in general and shy students in particular can benefit from individualized and student-centered collaborative learning. In this way they may work to their full potential without slowing down their peers' pace.

Independence from a Single Source of Information

All students can use their books but lots of them do not usually have any other source of information. On the Web, they can discover thousands of information sources and get different points of view about the sujbect they study. Therefore, the Internet can introduce them to a multi-cultural world.

Authentic Materials for Study

Most of the information on the World Wide Web has been written in English by native speakers. Therefore, the Web can be considered a rich source of authentic reading materials. According to Hanson-Smith (1995) computer and the Internet not only give students the chance of using authentic reading materials everywhere, either at school or at home, but also they can reach those materials 24 hours a day, namely, whenever they want.

Greater Interaction

Lee (2000) asserts that "random access to Web pages breaks the linear flow of instruction." EFL students can chat with people they have never met by sending e-mails or joining chat-rooms." Furthermore, as Lee (2000) and McGeal (1988) believe activities presented on the Internet, give students positive and negative feedback by automatically correcting their on-line exercises.

Environmental Friendliness

Use of the Internet can decrease the amount of

of the Internet into the language classroom, further debate can be brought up on the role of EFL teacher in a web-based classroom. The question is that when the source of information and interaction is the Internet and its netizens what is the teacher supposed to do? Moreover, if more information and expertise might be available to learners via the Internet, what value do teachers add to students' education? In addition, of the basic categories of learning are the same, but they gain the potentials of interactivity and authenticity through the Internet, how does the teacher's relative position in the learning alignment change?

To discuss the above issue, first some of the benefits of integrating the Internet into the language classroom will be briefly mentioned. Next the role of the teacher as the language facilitator in web-based classroom will be discussed. For this purpose, we will pay especial attention to two aspects: the students' needs and the teachers' goals.

After that some implications for teachers in planning a web-based course will be presented and finally some guidelines will be suggested for teachers to implement computer network-based activities in their language classrooms.

Key Words: Computer-Assisted Language Learning (CALL), computer network-based activities, the Internet, integration, language facilitator, web-based classroom.

Introduction

ESL/EFL teachers are mostly known for their innovations. When a new method or approach comes along we, language teachers, usually explore and discuss it and sometimes adopt it, partially or completely. It is probably safe to say that most ESL/EFL teachers have an eclectic approach, integrating the best elements of several approaches. On the other hand, an important part of being an effective teacher is keeping abreast of developments in the field. EFL/ESL teachers need to keep up with current research and modern educational technologies after completing their training. In addition to having the latest information pertaining to the area(s) of interest, efficient teachers also need to have channels that will open up new interests.

For the past several years teachers have been talking about computers. The discussion first centered on the use of computers as word processors, asking questions such as "should student use computers for writing assignments?"

With the teachers' generally accepting the computer as a valuable tool for improving students' language skills, now the discussion can shift to another issue, i.e., if the basic categories of the learning universe are the same, but they gain the potentials of immediacy, relevance, interactivity and authenticity through Internet access, how does the teacher's relative position in the learning alignment change? In other words, when the teacher is the source of information, the learning path tends to be teacher-to-learner. When the source of information, interaction, opinion and imagery is the Internet and its netizens what is the teacher now supposed to do? Moreover, if more information and expertise might be available to learners via the Internet, What value do teachers add to students' education?

Reasons for Teachers to Integrate the Internet into Their Language Classrooms

What reasons may there be for teachers to

Integrating the Internet into the Language Classroom and the Role of EFL Teacher in CALL Classroom

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چکیده

درحالی که امروزه بحث داغی درخصوص یادگیری زبان به کمک رایانه و تلفیق شبکه ی جهانی اطلاعات (اینترنت) در محیط یادگیری زبان وجود دارد، بحث گسترده تری می تواند در زمینه ی نقش معلم در چنین کلاس های مرتبط با شبکه ی رایانه ای مطرح گردد . سؤال این جاست که اگر منبع اطلاعات و تعامل در کلاس درس زبان انگلیسی عاملی غیر از معلم ـ یعنی اینترنت و کاربران شبکه ـ باشد، معلم مفروض به ادای چه نقشی است . به علاوه، اگر اطلاعات و تخصص علمی از طریق اینترنت، در دسترس زبان آموزان قرار گیرد وجود معلم تا چه اندازه ای می تواند راهبردی و سودمند باشد . همین طور، اگر مقولات زیربنایی یادگیری یکسان بوده اما پتانسیل های تعامل و مطابق با واقع بودن از طریق اینترنت به آنها اضافه شود معلم در تنظیم و سازماندهی فرایند یادگیری چگونه تغییر می نماید .

به منظور بحث در زمینه های فوق، ابتدا برخی از دلایل و فواید تلفیق اینترنت در کلاس درس زبان اشاره می شود، سپس نقش معلم به عنوان تسهیل کننده ی امر یادگیری در یک کلاس مرتبط با شبکه ی رایانه ای بحث می شود که در آن دو جنبه ی مهم نیازهای زبان آموز و اهداف معلم در نظر گرفته خواهد شد . پس از آن، درخصوص برنامه ریزی درسی معلمان در یک محیط مرتبط با شبکه ی رایانه ای اشاراتی خواهد شد و در نهایت رهنمودهایی برای معلمان در بکارگیری فعالیت های آموزشی مرتبط با شبکه های رایانه ای در کلاس های درسی زبان پیشنهاد خواهد شد .

کلید واژه ها : یادگیری زبان به کمک رایانه (CALL)، فعالیت های مرتبط با شبکه های رایانه ای، شبکه ی جهانی اطلاعات (اینترنت)، کلاس مرتبط با شبکه ی رایانه ای، تسهیل کننده ی امر یادگیری، تلفیق .

Abstract

While there is a heated debate on the computer-assisted language learning (CALL) and the integration