THE ROLE OF TEACHING ENGLISH IN COMPUTER-MEDIATED COMMUNICATION

Dilnoza Kdirbaeva
1-Year Masters' Degree Student, the Department of English Linguistics at
Nukus State Pedagogical Institute

Annotation
The article is devoted to find the curiosity of English language in computer-mediated communication. Furthermore, the work gives fully understanding about the merits of computer-mediated communication in learning process.

Keywords: Computer-mediated communication, speech software, lingua Franca, web-based forums, computer mind-set, self-access, umbrella term, human error, error analysis.

As a rapidly advanced of the Internet, the educational systems has been altered the approach teaching which is based on computer-mediated. The teachers do not draw the illustrations and handouts with their hands which used to have to. Previously, the educators would prepare the illustration materials drawing pictures or carry the whole illustration to the class. The learners who had a great passion to learn abroad, they would travel separating from their family members feeling homesick. But the advancement of technology, it altered the way teaching, which makes the teaching process much more straightforward. Additionally, the students can acquire knowledge by using the Internet. The all learning materials   Computer-mediated communication (CMC), wherein people use computers and networks to communicate with one another, makes communication across great distances and different time zones convenient, eliminating the time and geographic constraints of in-person communication. Computer-mediated communication facilitates the development of communities for people with common interests, regardless of their physical locations. Using electronic mail, text messaging, chat rooms, web-based forums, and other technology to sustain meaningful relationships between people who are geographically disconnected allows us to reconsider the concept of community as a physical location. The lack of social cues and social distinctions like gender, age, disability, race, and physical appearance in Computer-mediated communication can make even shy participants willing to share their views.

The development of computers and assistive technology makes electronic communication possible for all individuals, regardless of disability. For example, a person who is blind or has a disability that makes reading difficult can use text-to-

speech software to read aloud text presented on a computer screen. An individual with limited use of his hands can use a trackball, a head stick, speech input, or an alternative keyboard to control the computer; and a person with a speech or hearing impairment may be able to participate more fully in communications when they are conducted electronically.

Let's clarify that there is no doubt in taking the role as a Lingua-franca   English is considered as language of computer-mediated communication. The primary reason can be that according to the statistics, 1.5 billion people worldwide who spoke English either natively or as a second language.
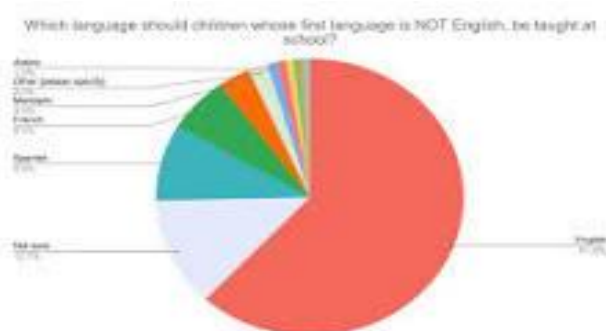
Current research suggests that the English language is now spoken by approximately 1.35 billion people worldwide. That's **17%** of the world's population. [1]

 Anything that can exist as a computer file can be made available as a Web document: text, graphics, sound, video, etc. Thus, when we are talking about language on web pages in general and English on web pages in particular, we are not talking about the written language only. Nevertheless, existing research regarding language (English) on web pages focuses more on the written aspect of the language used. Anything that has been written can, in principle appear, on the Web, thus even a tiny exposure to the web demonstrates its linguistic range. Yet, nobody has ever carried out a detailed and systematic investigation about the linguistic features of English on web pages and how it might be different from the English used in conventional media. Almost all of the existing research findings about web language are concerned with its superficial features such as its graphic linguistic existence, its information structure, its sentence or paragraph lengths, its interactivity, etc. Crystal (2001) gives a rather detailed discussion about all these aspects. According to him, texts on the web are displayed in both interrupted linear format and non-linear format. The former can be read linearly just like conventional print materials while the latter can be read in a multidimensional way. In addition, the Web is graphically more eclectic than any domain of written language in the real world. Whatever the variety of written language we have encountered in the paper-based world; its linguistic features have their

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[1] https://preply.com/en/blog/english-language-statistics/

electronic equivalent on the Web (Crystal, 2001: 197). Due to the fact that the screen is often divided into many functional areas, the on-screen textual description of each area tends to be short. This feature of the Web has contributed a great deal to the short sentences and short paragraphs of web texts. This finding is echoed by Ide, et al. (2002: 844), as can be seen from the following quotation:

"Texts drawn from the web exhibit characteristics that are similar, but not identical, to other text types, suggesting that they can be regarded as falling into a genre of their own. In particular, written web materials contain dense, information-packed language that is also found in official documents and academic prose. However, they also appear to be more cryptic and terse, containing shorter paragraphs than those found in paper-based materials".

The era of technology integrated into learning has begun. The teacher could not avoid technology, especially computer and internet which enhanced creativity in presenting the learning materials as a medium. The recognizing of the computer in teaching and learning activity appear to have been achieved as a valid resource, and most people started to concentrate on the matter of design and quality in presenting it.[2]

According to research which is done by Jones (2001) proved this, some teachers were not competent using computer because they did not have much time to do it or become familiar with it. They sometimes were buried under the administration programs and other activity which need a lot of time and energy. Furthermore, computer as the supporting media in learning needed more intervention of teacher in designing the interesting materials. It might make students to be more individual and release them away from teacher's supervision.

On the other hand, computer mind-set would give more burdens to teacher in spite of their administrator responsibility. In addition the need for applying computer often made the students to be more dependent rather than independent. Students might be learnt from the teacher and did everything depend on their teacher. Then, the question is where should computer-based learning activity take place? The answer might be different, but the fundamental answer underlying it was where the computer exists. As long as there were computers, everybody could access computer and learning through computer as it supposed to be. Jones (2001) argued that is supposed to be done in self-access center where teacher as tutor or guide or facilitator gave their direction about certain materials and let the students experienced dealing with computer.

Learning practice using computer-based was such a precise lesson since students independently depended on the teacher. The entirely success of computer-based was depend on it. The student needed some good preparation given by the teacher in applying the materials so that they can applied it and had required learning strategies to use computer confidently and appropriately (Levy, 1997: 20). It showed that they

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[2] Dodigevic, 1997: 32

did not need most of the time to go to the self-access center, but they need more learner training, essentially the presence of the teacher rather than self-access center. Simpson (2002), for instance, argued that computer mediated communication (CMC) was an umbrella term which refers to human communication with computers. The main point of communication technology recently in teaching and learning process could best be replaced by the use of technology, computer for example. The limitation of energy, money, and present of the facilitator in delivering message to the pupil gave briefly influence toward the use of computer as media replacing teacher. Simpson also added that computer mediated communication could be categorized into synchronous and asynchronous. *Synchronous CMC includes various types of text-based online chat, computer, audio, and video conferencing; asynchronous CMC encompasses email, discussion forums, and mailing lists. CMC can take place over local area networks (LANs) or over the Internet. Internet as CMC, allowing for global communication, also provides for the added dimension of hypertext links to sites on the www, and to email addresses was often viewed in terms of apposite metaphors. In early programs, the computer had the role of tutor in human–computer interactions. CMC, however, falls within a description of the 'computer as tool', whereby the computer's role is: 'To provide alternative contexts for social interaction; to facilitate access to existing discourse communities and the creation of new ones' [3]

Learning by computer as the mediated of communication, in many variations, could be done using email list forum as medium for exchange between students or group discussion in collaborative as integrate learning. A research which is done by Simpson proved this, when synchronous text-based using online chat or the similar form applied by teacher in addition to the technological growth seems to have some obstacles. Teacher needed to be aware that online text-based chat focuses more on the speed of the user, it means that students have to write something in their computer faster than careful writing.

Although writing in computer could have some benefits such as corrected words and qualities of writing resemble those in spoken language. Teaching and learning in classroom using computer was a new breakthrough in learning. There was a new way of learning realized by computer. Simpson (2002) in his 51 BLESS Vol 1, No 1, January 2019 studied comparing the oral classroom discussion and computer-based learning discussion brought a significance change. Students took more turn-taking using computer constitute greater than were oral classroom discussion. Although it was not easy to realize combination of learning using computer in teaching and learning contexts where the primary medium was usually face to face classroom interaction, the role of computer could as the alternative spaces to variation, opportunities for learner autonomy, and sources by simple type www, with unlimited sources. The functional of

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[3] Kern and Warschauer, 2003: 13

computer could also bring about a change of style in teaching include the availability and the use of video recording and voice, to increased the continuity of technology and significance change in learning in order to present the contextual teaching and learning. The effect of computer, sometimes, led people to be both creative and "fool". They could not be more productive as human but grown up to be more consumptive. Recent development of technology became a trend in adult and technical in realizing work or sometimes replacing human or might be worst. There was no doubt that computer aid could best replace human lack in working area especially teaching and learning activity. Human error or error analysis (EA) has moved step forward in representing a major influence of computer-based but it was also true that computer-based could not be easy to apply due to some other factors [4].

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[4] Estelle Dagneaux, Sharon Denness, Sylviane Granger, (1998).