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The use of the internet in developing learner's autonomy

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ABSTRACT

Many teachers are interested in various innovations and enhancements in the field of education. They are profoundly convinced that the process of teaching / learning languages should be modified and enriched in order to meet both global challenges and students` growing expectations. There is an abundance of teaching / learning techniques, methods, strategies, and suchlike. However, everyday observations (at least in the Polish educational system) emphasize that the most widespread model of teaching foreign languages is instructing, drilling, telling what and how to do, ordering to memorize vocabulary. There are a few reasons excusing such a model, for instance, insufficiency of financial means supporting Polish education or reluctance to try out innovative teaching / learning models. On the other hand, in order to be reserved in leaping at inferences, it is reasonable to admit that there are more and more teachers who take advantage of new, more effective teaching aids, methods, solutions or models have been more and more noticeable.

*Keywords***:** various innovations; education; process of teaching

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INTRODUCTION

Two tendencies of language education are worth being recommended – application of the Internet and the autonomy in learning languages. They are relatively new phenomena and with time have been gaining an increasing appreciation among language teachers and learners. All walks of human life witness the Internet expansion, teaching / learning languages being no exception, as it provides a multiplicity of tools and instruments to be employed.

The other idea is autonomy in learning a foreign language. Though not so many as in the case of Internet, but there are language teachers who are learner-oriented and try their best to develop and foster students` positive attitude to autonomous learning.

As far as the project / thesis is concerned, it is composed of five parts, namely, the introduction, three chapters, and the conclusion. The first chapter is theoretical in its nature and consists of four sections, which successively develop the issues referring to autonomous learning. Section 1.1 presents a general picture of autonomy in learning languages and briefly outlines major distinctions from a traditional type of teaching. The second section is concerned with the roles of both teachers and learners in the process of developing autonomy. Specific emphasis is placed on two patterns – the good language learner and the good language teacher. Section 1.3 provides information on diverse techniques and strategies that are regarded as useful in developing autonomy for learning languages. The last part occupies with key factors that inhibit processes of initiation and development of the autonomous approach to learning languages.

The second chapter deals with the two conceptions combined – autonomy and Internet. Issues discussed in three sections illustrate possible benefits resulting from the combination of the Internet and autonomous learning. Through different applications of the Internet teachers may develop and foster students` autonomous learning. The first section concentrates on the spectrum of the Internet-based activities devised for teachers as well as for learners of foreign languages. It encompasses diversified forms of exercises, instructions, aids, tasks, games, and the like. The activities include: listening, reading, writing, correcting mistakes, filling gaps, articulating words, vocabulary creation, and even speaking. The second section stresses the role of the Internet in forming and developing autonomy-oriented habits, whereas the third one provides some fundamental recommendations for teachers and learners alike.

The last chapter is of practical character and constitutes an attempt to make use of the knowledge that has been supplied within the previous two theoretical chapters. Focus is placed on pragmatic skills needed while aiming to design and perform an Internet-based lesson with autonomy-based components. Planning and designing the target language lesson requires a good command of two facets demonstrated in the first two chapters, that is, autonomy in learning / teaching languages and the Internet as an instrument for promoting autonomy. The chapter closes with pedagogical implications and conclusions.

CHAPTER I

THE CONCEPT OF AUTONOMY AND AUTONOMOUS LEARNING

It is not difficult to give the learner helpful, useful and proper learning tools, however, the degree to which he/she takes advantage of such instruments depends hugely on him/her. Readiness, self-organization and self-motivation are of great significance, and they determine learning outcomes substantially. This simple truth urges methodologists and researchers to seek more effective techniques of teaching and learning foreign languages. Furthermore, lots

of research projects are aimed at identifying the variables which are in charge of teaching and learning processes. There is no or little doubt that one of such factors determining the effectiveness of the learning and teaching processes is the learner`s autonomy. The present chapter involves the autonomy-based issues in language learning and it specifically:

- provides a few pertinent conceptions of autonomy,
- explains the major variables of learning and teaching processes in an autonomous approach,
- presents a characteristics of the autonomous learner alongside his/her responsibility for learning,
- different ways and techniques which aim at promoting and developing the learner`s autonomous attitude to learning languages.

1.1. The notion of autonomy

Needless to say that learning and teaching is as old as the human race. Although their forms and pace have been very differentiated, human beings have always been trying to find more effective ways of knowledge acquisition, consciously or unconsciously.

People learn various things and subjects in many ways, including foreign languages. In the remote centuries, although the institutionalized learning and teaching forms did not exist, people found certain ways and learnt on their own. The same is true for foreign languages. Though there have always been speakers with bilingual or even multilingual skills, language schools began to appear on a large scale in the second half of the 20th century. The ideas of independence and autonomy in learning are currently key concepts in language education, being also closely related to the fields of philosophy, psychology, or politics.

Many various definitions of autonomy have been suggested. They all have common points – major features of autonomy in learning remain the same. On the other hand, each definition varies minutely and emphasizes different elements. For instance, Phil Benson (2001: 1) in the introduction to his book "*Teaching and researching Autonomy in Language Learning*" shows autonomy via several ways in which it can be grasped. Following him, critics view autonomy as an over-idealistic objective and a deviation from the essence of language education. Supporters, in turn, consider it as a prerequisite for effective learning. These conflicting views, as Benson (2001:1) explains, often result from misunderstanding and "confusion within the field itself" in terminological and conceptual terms.

Advocates maintain that: "*when learners succeed in developing autonomy, they not only become better language learners but they also develop into more responsible and critical members of the communities in which they live*" (Benson 2001:1). Autonomy may also be misinterpreted and taken for learning in isolation, teacherless learning process or learning out of the classroom.

Dickinson (1987: 11) describes autonomy as "situation in which the learner is totally responsible for all the decisions concerned with his or her learning and the implementation of those decisions. In full autonomy there is no involvement of a teacher or an institution or of any specially prepared material". He differentiates six concepts that are strictly bound up with autonomy, as well as interlinked together. These include:

- Self-instruction – refers to situations when learners work without the direct control of the teacher;

- Self-direction – a learner's specific attitude to his tasks, where he/she accepts responsibility for all decisions concerned with his/her learning but does not necessarily implement them;
- Semi-autonomy – the intermediate stage, in which learners are preparing for autonomy,
- Self-access materials – appropriate to and available for self-instruction,
- Self-access learning – self-instruction, during which learners make use of a repertoire of self-access materials,
- Individualized instruction – "*a learning process which (as regards goals content, methodology and pacing) is adapted to a particular individual, taking this individual's characteristics into consideration*" (Chaix and O'Neil 1978 in Dickinson 1987: 11).

1.1.1. Significance of autonomy in language teaching / learning

Having seen what autonomy is, there is a need for expanding relevant issues which bind autonomy with language teaching and learning. A little sophisticated but concurrently a very instructive model of autonomy is suggested by Littlewood (in Benson and Voller 1997: 83). He distinguishes three types of autonomy in language education:

- autonomy as a communicator,
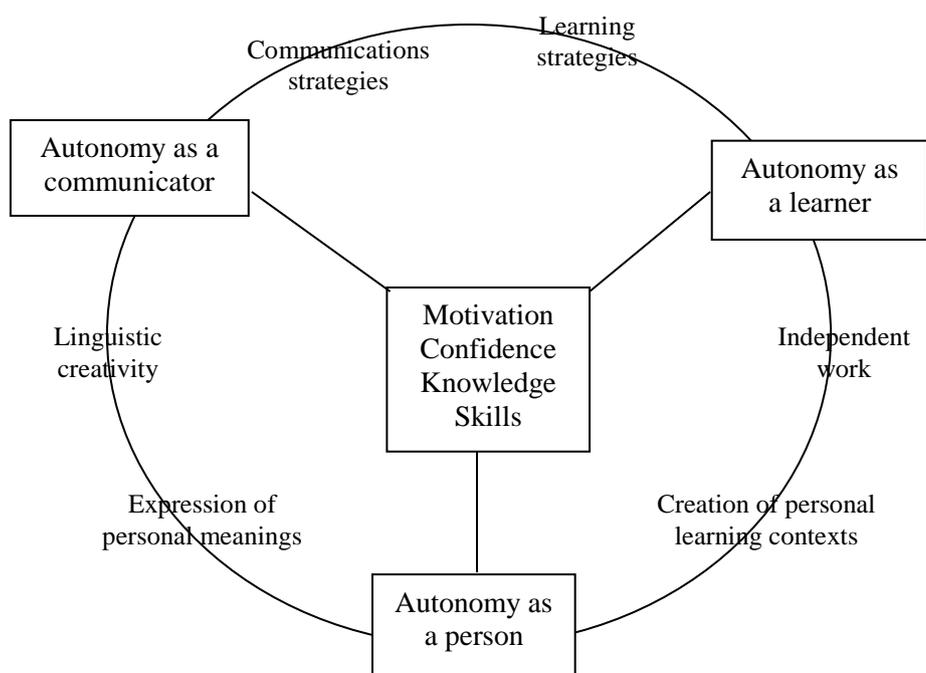- autonomy as a learner,
- autonomy as a person.

Figure 1. Developing autonomy through language teaching.
(adapted from Littlewood in Benson and Voller 1997: 83).

The central idea of these three types of autonomy is a combination of motivation, confidence, knowledge, and skills. The following model allows to "*shape and co-ordinate the various aspects of our overall strategy for helping students to develop independence*" (Littlewood in Benson and Voller 1997: 89).

Between each two key types of autonomy we can find two smaller categories, which constitute a common part of the two autonomies concerned. To exemplify, between autonomy as a learner and autonomy as a person, 'creation of personal learning contexts' and 'independent work' can be found. The model is transparent enough and thereby precise written explanations are dispensable.

Autonomy in learning / teaching languages can be understood in a few contexts. To mention Benson and Voller's (1997: 1-2) viewpoint, the word `autonomy` is used in language education in five meanings:

- situations in which learners study entirely on their own;
- a set of skills which can be learned and applied in self-directed learning;
- an inborn capacity which is suppresses by institutional education;
- the exercise of learners` responsibility for their own learning;
- the right of learners to determine the direction of their own learning.

1.2. Teachers and learners` roles in an autonomous approach

The quotation by Sharle and Szabo (2000: 4) displays an interrelatedness between teachers' and learners' roles in an autonomous approach:

> *No matter how much students learn through lessons, there is always plenty more they will need to learn by practice, on their own. Also, the changing needs of learners will require them to go back to learning several times in their lives: then again, they will need to be able to study on their own. The best way to prepare them for this task is to help them become more autonomous.*

According to this quotation, there are two parties involved in the process of learning a foreign language – students and teachers. Their cooperation is dependent on each other's influences. In other words, teachers should stimulate autonomy in their students, who in turn, should take more and more responsibility for their own learning. The role of the former and the latter is depicted in two successive sub-sections.

1.2.1. Good language learner

To start from, it is worth pondering why some students succeed in learning languages more than others. To put it otherwise, what renders a good language learner ? At the first inference, there is a variety of constituents, such as a learner's age, his/her motivation, interests, intelligence, the teacher's skills and motivation techniques applied, and many others.

The attempt to determine the good language learner's image has been undertaken by a couple of researchers. One of them is Naiman (1978 in Wenden 1999: 121), who conducted interviews with adults who had learnt from two to four foreign languages. His main findings are the following:

1. The good language learner seeks a learning style that suits him/her – such a learner is capable of adjusting each educational circumstances to his/her own needs. Even

uncomfortable and inconvenient situations can be adjusted to favourable for language learning.

2. Good language learners are engaged actively in the language learning process – they look for such opportunities in which practising a foreign language is possible. Of course, it represents a supplement to their regular language lessons at their schools.

3. Good language learners try to think up how the language works – they improve various language facets, and so a special emphasis is placed on grammar, vocabulary, pronunciation, and appropriate techniques to better the target language.

4. Good language learners are aware that language is used for communication purposes – they improve their own manners and techniques for practising reading, writing, speaking, and listening.

5. Good language learners resemble detectives – they tend to look for hints, clues, and other guidelines that can help them understand necessary language rules.

6. Good language learners try to think in the target language – they try to bear in mind a large spectrum of foreign vocabulary to be capable of thinking and expressing their opinions in the target language.

7. Good language learners are conscious that language learning is a long-term process and overcoming feelings of frustration, low motivation, or lack of confidence belongs to them; they are not afraid to learn from their own mistakes.

At this point, it is advisable to move to the concept of the autonomous learner of foreign languages. Dickinson defines an autonomous learner in respect of his/her attitude to learning and undertaking responsibility for it. According to him

> *A self-directed learner, then, is one who retains responsibility for the management of his own learning. If the learner, in addition, undertakes all these management tasks himself, then he is also autonomous, that is, he no longer requires help from a teacher to organize his learning.*
>
> (Leslie Dickinson 1987: 13)

In one of his many papers, Dickinson (1993: 331) develops a standpoint regarding the autonomous learners and provides a couple of their typical personal qualities, strictly connected with learning:

- they know what they have learned,
- they can establish the aims and objectives of their learning,
- can choose and use consciously and responsibly strategies of learning,
- can control their own process of learning,
- can control their own usage of learning strategies.

1.2.2. Good language teacher

The key purpose of autonomy is to help learners take up responsibility for their learning and its results. Managing such an ambitious purpose, teachers should encourage their students to begin to feel responsible for learning on their own, which is connected with the direction of learning alongside its pace, learning styles and strategies applied, and so on. Foreign languages constitute a specific type of education, therefore it requires a transformation in teachers' roles, too. Thinking over the problem and determining new roles and relationships between learners and teachers is a must, as far as developing autonomy is concerned.

The same is accentuated by Benson who notices the role-shift in such a manner – "*The problem of learner development for autonomy can thus be seen as problem of changing the learner's view of learning from one of completing tasks set by others to one of constructing knowledge for themselves*" (Benson 2001: 147). Komorowska (2001: 171) in turn, enriches Benson's stance and adds that every learner is different and his/her qualities involved in learning languages vary. She signals a few areas that students should encompass into their daily learning practice; they range over decisions as to a selection of topics, the strategies and techniques of high effectiveness, or the ways to self-assess student's own performance.

Drawing on Harmer's (2001: 57-63) framework of language teachers' roles, it seems a reasonable idea to discuss in passing these roles in terms of their applicability in autonomous language teaching.

- Controller – the teacher is an instructor, who tells what to do and drill students on a regular basis. Symbolism of this role is a teacher's place – in front of the class. This role is not very desirable in autonomous teaching and learning because the teacher plays the role of a guard in the classroom, rather than stimulates independent work.
- Organizer – he/she arranges varying activities for students, gives guidelines about these activities, organizes small groups for practising a language, takes care of good understanding of assignments, and finally comments on activities and gives a feedback. As I personally see this role, it is useful in autonomous teaching/learning because students work independently, to a varied degree of course.
- Assessor – the teacher provides feedback, corrects, and gives students grades. Importantly, teachers should be guided by objective and fair benchmarks in their assessing students, who in turn, should be familiarized with the criteria. Advantages of this role in autonomy-oriented teaching can be observable, that is, students are given comments and feedback, whereby they can enhance their ways.
- Prompter – here, the teacher gives students a helping hand when they have difficulties expressing their opinions and thoughts; it is achieved either by means of prompting vocabulary or suggestions what to say. In my judgement, the more reasonable teacher's assistance is (more hints in place of ready solutions), the greater role in developing autonomy can be.
- Participant – a teacher actively participates in discussions and multifarious role-play activities. Classes of this type can be very advantageous for both students and teachers. Positives for developing students' autonomy are unquestionable, for instance, enhancing their motivation or modelling conversational patterns.
- Resource – learners who are preparing a presentation or other kinds of complex individual work oftentimes need teachers' assistance and guidelines. Under such circumstances, the teacher can deliver crucial knowledge for them. As far as my perception is concerned, this role may be of both high applicability and substantial significance for developing students` autonomy, unless the teacher plays it immoderately.
- Observer – as the name implies, the role depends mainly on observing how students cope with their tasks, and giving them useful advice subsequently. Although the previous roles involve observation too, here the accent is put on drawing inferences about students' learning on the basis of observation. Benefits for autonomy are great if the role is performed properly.

Finally, as a summary to this part of the chapter, it is worth paraphrasing Voller's three basic rules that he suggests teachers should be acquainted with to foster and develop autonomous language learning in their students (in Benson and Voller 1997: 95):

–   learning a language is an interpretative process and that autonomous learning necessitates a transfer of control to the learner,
–   students should be given enough freedom to attempt their own techniques and strategies in learning,
–   teachers monitor their own ways for developing students' autonomy.

1.3. Techniques and strategies of developing autonomy in learning languages

After the roles of teachers and learners in developing autonomy have been outlined, what seems necessary now is to discuss a couple of crucial techniques and strategies for advancing it. Benson (2001: 111) gives several approaches to the development of autonomy in language learning and connected related spheres of practice. He lists six kinds of them in the following graph:
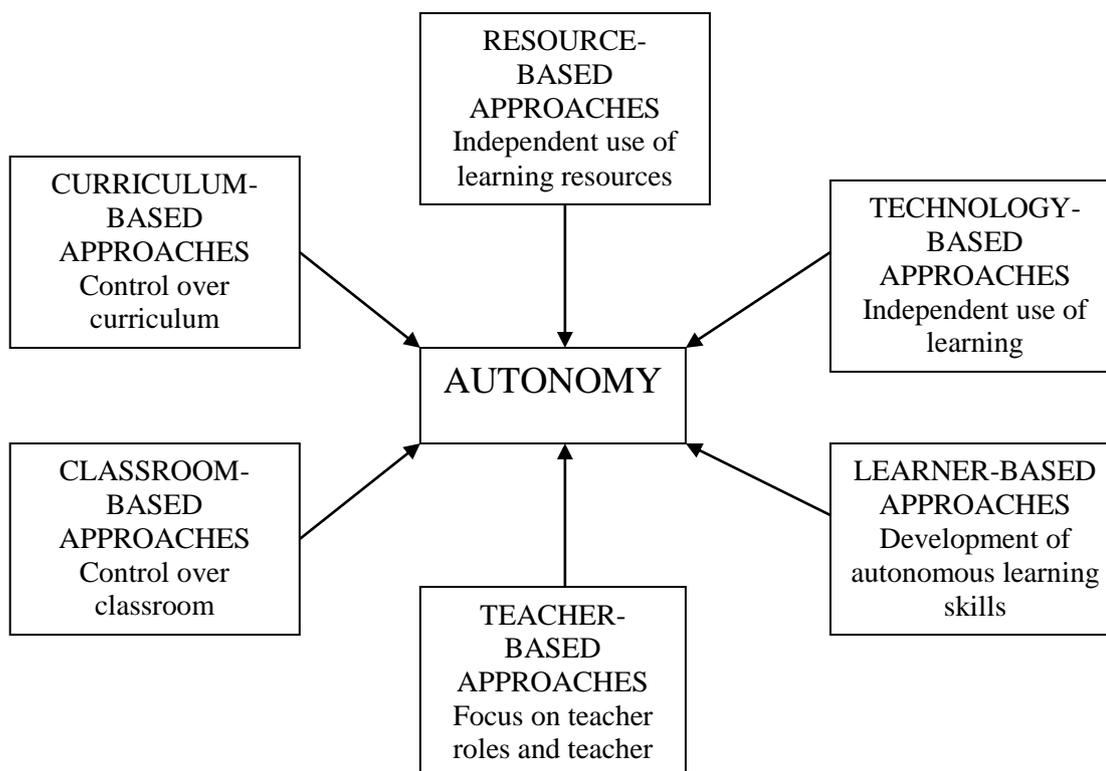

Figure 2. Autonomy in language learning and related areas of practice
(adapted from Benson 2001: 112)

Since the two chief subject matters of this paper are autonomy in learning languages and the Internet, a reasonable choice seems to be describe two options, that are the resource-based approaches and the technology-based approaches, omitting the four left. As far as resource-based learning is concerned, the accent is laid on the learner`s independent relation to instructive resources. Learners can control their intentions about learning materials, arrangements of learning time and the assessment methods. Such availability of different resources is frequently possible by means of technology. Motteram (1997 in Benson 2001: 136) shows a crucial role of technology in education, and in autonomous learning in particular:

> *There has always been a perceived relationship between educational technology and learner autonomy. This is taking educational technology in its broadest sense and taking learner autonomy as the superordinate term. This has become increasingly true for computers and self-access.*

Up-to-date education, especially in foreign language learning and teaching, substantially depends on modern technology and computers. Resource-based and technology-based approaches are centred on the provision of materials and technological opportunities for developing autonomy.

Harmer points out another beneficial instrument to foster autonomy. As he suggests, setting up the self-access centres for students can be of considerable usefulness in developing their autonomy. Such centres provide possibilities to study all language skills (reading, listening, grammar), because they may supply students with literature, dictionaries, reading texts, listening materials, computer software, the Internet, and more of other opportunities (Harmer 2001: 340).

1.4. Inhibitors of the autonomy development

What has been described in the previous sections shows that autonomy in learning plays a crucial and desirable role. Therefore, it is worth considering whether fostering and developing autonomy can become a commonplace practice in public education. It must be, however, remembered that there are different misunderstandings, problems, restrictions, and even fears when implementation is in question.

The reasons why autonomy is not implemented on a large scale can be ascribed to teachers, as well as learners. Komorowska (2001: 169) stresses such factors as learners' reserve, their aloofness, reluctance or unwillingness which slow down, and sometimes even prevent the development of autonomy. Students are scared of their own decisions about learning, particularly to undertake responsibility for learning and its results. Wenden (1991: 56-58) enumerates a couple of essential factors effecting learners' approaches towards autonomy, namely, lack of metacognitive knowledge, socialization processes, learned helplessness, conflicting role demands, self-esteem, complexity of roles, and self-image. Any of them may have either a constructive or destructive impact on learners, and consequently, may encourage or discourage them to studying a foreign language on their own.

On the other hand, taking teachers' points of view into consideration, Komorowska (2001: 169) claims that varying reasons lie at the bottom of slow implementation in developing autonomy in Polish schools. Some language teachers are simply inhibited in such an innovative approach to learning and teaching. Some others have no appropriate instruments, both methodically and institutionally, despite having readiness or willingness for credible innovations. Problems of the Polish educational system result in serious inhibitors,

for example, constant lack of financial means, excessive requirements of the curriculum, problems with oversized classes, and the like.

CHAPTER II

THE INTERNET AS A MEANS FOR FOSTERING AND DEVELOPING STUDENTS' AUTONOMY IN LEARNING LANGUAGES

The chapter tackles the issue of the Internet use in the process of learning a language. Therefore, the first section highlights the role of the Internet in teaching and learning as well as provides a specific Internet-based activities used to develop various skills. Further on, the paper investigates possible applications of the Internet developing and facilitating autonomous learning at school and at home. Guidelines, hints and comments on the use of this tool both for teachers and learners constitute the final part of this chapter.

2.1. The Internet-based activities devised for teaching\learning languages.

Learning a foreign language is a relatively complex process which forces students to apply all their skills and incorporate all mental processes which contribute to successful linguistic development. Therefore, in order to maximize the effects of learning learners should be provided with the variety of activities which cater for their needs and create a conducive ambience indispensable for students' progress.

With the advent of technologically advanced era the importance of Computer-Assisted Language Learning (CALL) started gathering momentum, which means that computer-based exercises constituted a vital part of language instruction. Thus, according to Teeler and Gray (2000), nowadays, a computer constitutes a mere device which provides students with the access to even more powerful and versatile tool that can be used to develop their linguistic competence, i.e. the Internet. As a prodigious seam of information and an extremely fast communicative device it can be used to develop learners' autonomy which, in turn, enables them to enhance the use of learning strategies which maximally facilitate learning rendering it most effective. The power of the Internet stems from the fact that it provides students with authentic texts and enables them to analyze the language in terms of its everyday use. Therefore, David Little in Benson and Voller (1997) explains the authentic text as: "*the record of any communicative act in speech or writing that was originally performed in fulfillment of some personal or social function, and not in order to provide illustrative material for language teaching, and any communicative event that can easily become such a record.*" (Benson and Voller 1997: 225).

However, in order to take full advantage of the Internet-based activities used to learn a language, learners have to be conversant with all the aspects concerning the Internet as well as the specific terminology it entails. Thus, learners must know the concepts of search engines, URLs, links or Web browsers. They must also know how to look for the information they need quickly and efficiently since, while used in the classroom, the amount of time devoted to it is set in advance. Although the aforementioned aspects of the Internet may seem trivial to the younger students, they do pose a problem for adults since oftentimes the lack of knowledge concerning computers constitutes a barrier on their way to autonomous learning with the use of the Internet-based activities (Windeatt, Hardisty and Eastment 2000).

Despite the potential difficulties, the Internet plays a pivotal role in the language learning process since it can be used quite freely with various methods of teaching such as

Task-Based Learning (TBL), Total Physical Response (TPR) or Communicative Language Teaching (CLT) developing, in this way, manifold skills enabling students to learn a language in accordance with their personal preferences and peculiarities (Butler-Pascoe and Wiburg 2003: 32-3).

What is more, the wide array of activities available through the Internet enables teachers to design lessons in the way that would provide students with the opportunity to develop diverse learning strategies as well as their receptive and productive skills.

2.1.1. Activities devised for developing receptive skills

Although the form of the internet is constantly changing in order to incorporate as much sound and video as possible, its greatest part is still represented by a written word. Thus, the degree of exposure to the Internet texts in the shape of electronic magazines, cyber-novels or simply news put on the Website significantly contributes to the development of students' reading skills (Teeler and Gray 2000: 70).

However, the critical view could emerge that students do not actually benefit much from the Internet texts since their proficiency level can be too low to understand the text, which would immediately hinder comprehension and halt learning. Benson and Voller (1997) contradict this fact by stating that meaning is the product of interaction between the knowledge presented by the text and the knowledge stored in the minds of the receivers. What is more, whether students understand the text or not is contingent not only on their knowledge of the language system but also no their knowledge of the world. This means that their general knowledge of the world may compensate for their linguistic deficiency and enable them to make the most of the Internet-based reading activity. Therefore, Teeler and Gray (2000) present the example of an activity aimed at reading comprehension. It concerns choosing the headlines used on the Internet and guessing the content of the article. As a next step, a student is asked to read one of the articles and analyze how the same topic is tackled by different newspapers. The activity gives learners the enormous degree of exposure to the authentic, target language text, which certainly expands their range of vocabulary and draws their attention to manifold grammatical constructions. What is more, it enables students to notice variations in context or register and provides them with the opportunity to compare different styles of writing.

Another example of an on-line activity is captured by Butler-Pascoe and Wiburg (2003). This type of Website is called "lingonet" and is designed to develop students' vocabulary. The specific activity may be titled "At an Airport Check-In". While tackling the activity, the student is required to group the vocabulary according to things to have, actions to take and problems. The effectiveness of this activity may by assured by the fact that a learner does not merely juggle with words but groups them into meaningful clusters, which contributes to enhancing memory.

The concomitant attention should be devoted the use of corpora, which hold an important position in language learning and teaching. Therefore, the Internet grants students access to British National Corpus consisting of 100-milion word corpus of British English. The enormous amount of data comprises diverse examples of spoken or written language which can concern one specific topic or simply show how frequently a given word is used. Their usefulness is assured by the fact that the words that students look for are shown in context, which enables learners to capture not only how frequent the word is but also manifold contexts in which it is used. This type of analyzing the language is often referred to as *key word in context* (KWIK). What is more, using the corpora, students are also able to investigate the difference between related words such as *listen* and *hear* simply by comparing

the contexts in which these words appear.. Such activity is oftentimes referred to as Data Driven Learning (Beatty 2003: 59-61).

However, one possible danger that corpora entail is that learners can acquire inappropriate usage of a given word since the data come from miscellaneous sources which may turn out to be unreliable. What is more, the words which students look for may be presented in very formal or technical contexts, which may impede learning.

Apart from developing reading skills, the Internet is also a convenient tool used to develop listening. Therefore, Windeatt, Hardisty and Eastment (2000) suggest breaking news as a practical, useful and reliable, Internet-based activity. This time listen to two Web news reports selected in advance by the teacher. Learners' task is to listen carefully and compare the two programs both in terms of their contents and linguistic side. The activity can be tackled individually and in pairs or groups, which develops interaction and cooperation between students. The activity proves to be beneficial since learners can listen to the news several times to discern all possible differences. It also provides students with up-to-date information and exposes them to the authentic use of the target language.

Another instance of developing listening with the use of the Internet may be presented by listening to film music. Thus, Teeler and Gray (2000) propose that a teacher can find on the Internet five movie songs with short descriptions of the films. After the learners have read the descriptions of the movies, the teacher lets them listen to four movie songs. Later on, students are asked to match the songs with the descriptions justifying their choice. The fifth song played later can constitute a trigger for writing the description of the film it is from. It can be written in class or assigned as homework. This type of activity develops listening skills and provides a basis for practising writing or speaking. Moreover, such on-line activities have their benefits both for teachers and learners in the sense that teachers do not have to store the materials or prepare them in advance, since everything is constantly available on the Internet, whereas students can listen to the songs several times if it is necessary. The additional advantage constitutes the fact that during this activity students work individually or in small groups, which enables them to develop their learning strategies so important in the process of autonomous learning.

2.1.2. Activities devised for developing productive skills

Since the activities used to increase students' confidence in reading and listening prove to be beneficial both for teachers and learners the effectiveness of such exercises can hardly be contradicted. However, the Internet may also be extensively used in order to enhance learners' abilities concerning productive skills i.e. writing and speaking. Therefore, Teeler and Gray (2000) claim that the Internet can constitute a strong inducement for topic discussion since the topics concern real people or events which students are familiar with. In this way, students are more confident about the task, which reflects on their performance.
Thus, the Internet constitutes a communicative tool that can be incorporated into the lesson influencing classroom dynamics. Communication with the use of computers and the Internet is often called computer mediated communication (CMC). Its purpose is to involve students in computer-based discussion without stressing the importance of learning since the opportunities to learn are inherently present especially when the activity entails negotiation of meaning with native speakers of the target language (Beatty 2003: 65).

One of the most prominent ways of communication via the Internet is represented by e-mail writing. By using e-mails students are able to broach manifold topics with their peers, teachers or even native speakers enhancing in this way their own performance. Therefore, teachers can assign their students projects whose fulfillment obligatorily entails

communication with students of the target language country or other non-native speakers of the target language. While tackling the activity, learners will deploy all cognitive processes, which will contribute to their overall linguistic development (Butler-Pascoe and Wiburg 2003: 32-3).

Another example of the internet-based activity that increases learners' confidence in writing may be displayed by designing a Web page of the class. Therefore, first, students get their own ideas and decide what the page is going to comprise. It can contain students' personal details, stories, reviews, information about hobbies or a list of links to favorite Websites. As a next step, they apportion the material among themselves so that every part of the Web page is managed by one student. The role of the teacher is to facilitate the whole process and act as a prompter and feedback provider. This kind of activity increases learners' motivation and, by working independently, they are again able to develop their own style of learning which highly contributes to the autonomous learning (Windeatt, Hardisty and Eastment 2000: 67-8).

Students may also be encouraged to participate in diverse internet forums concerning their favorite topics or have constant net pals with whom they can interact exchanging ideas and views on manifold subjects. It can be of great importance for students since authentic communication with a native speaker provides them with a great degree of exposure to the target language. Moreover, it can also develop students' socio-linguistic and strategic competence. However, native speakers' reluctance to interact with linguistically incompetent language learners may constitute a drawback of this activity. What is more, the language that native speakers use, e.g. slang or idioms, may significantly impede comprehension (Beatty 2003: 63-4).

The Internet may also lend itself to speaking activities either directly or indirectly. Therefore, surfing the Internet may constitute a basis for a pending discussion, e.g. a teacher may chose a Website of a renowned museum and ask students to browse it in order to view the on-line exhibition and get familiar with the subject of the lesson. The exhibition may concern medieval knights, which will constitute a starting point for the discussion about their code of behavior, famous battles, even the role of the history in today's world. The range of topics and the form of conversation is, of course, contingent on the learners' proficiency level, however, the discussion itself becomes much more interesting if students have the access to the authentic items which are part of the history (Teeler and Gray 2000: 75).

Apart from providing the information for discussion the Internet may be used to communicate in speech directly with other learners or native speakers. However, in order to create a conducive atmosphere for this to take place students must be provided with fast access to the Internet and equipped with microphones or even digital video cameras. The auditory input will give students the opportunity to familiarize themselves with various types of dialects and help them to improve their own pronunciation, which will greatly enhance their linguistic awareness in terms of phonetics, phonology and language use. Such activities may prove to be extremely helpful in the language learning process. However, the requirements concerning the equipment and the Internet access result in many institutions being unable to avail themselves of the opportunity to take full advantage of the wealth of internet data. (Windeatt, Hardisty and Eastment 2000: 84-5).

2.2. The role of the Internet in forming autonomous learning

Since autonomy is one of the concepts that students learn at school, incorporating technology, and the Internet in particular, to enhance autonomous learning with the use of these tools constitutes a judicious move in the language learning process. However, in order

to maximize the effects of autonomous learning, teachers should draw students attention to the type of Websites they resort to. Because of the fact that reliability of the Internet sources is oftentimes doubtful students should be aware of the type of Website they visit i.e. commercial, supported by certain organizations or government. What is more, learners also have to be able to adjudge on the importance and relevance of the source to the current task or activity tackled in the classroom (Windeatt, Hardisty and Eastment 2000: 33-4).

The fact that students can use the Internet during the lesson as well as outside the classroom constitutes a great advantage of this tool since the imposing amount of data accompanied by visual and auditory means makes the internet an appealing source which students very often resort to while dealing with various tasks. Therefore, teachers make use of this fact by designing lessons with the use of the Internet and providing students with the opportunity to work independently or cooperate in small groups in order to solve a linguistic problem or compare the data (Teeler and Gray 2000: 37).

By delegating a certain degree of responsibility to learners, teachers try to create a favorable conditions in which students will be able to develop their learning strategies indispensable for autonomous learning. Therefore, teachers only help students, prompt them and try to facilitate the learning process by assigning tasks that students have to tackle in the classroom as well as outside the classroom context (Benson 2001: 139).

2.2.1. The use of the Internet to promote autonomous learning in the classroom

The range of actions that teachers can resort to in order to facilitate students' autonomous learning in the classroom is contingent on the age of the learners as well as their proficiency level or their confidence with computers and the Internet. Therefore, Butler-Pascoe and Wiburg (2003) highlight the importance of the Web-based environments and support autonomous learning in authentic contexts, i.e. WebQuests. Provided the activities are well organized they lend themselves perfectly well to the classroom interaction since the problem-based activities obligatorily require pair or group-work. In this way, it is the learner and the learning process that counts most. The role of the teacher, however, is to coordinate and control students' cooperation during problem solving in order to eliminate potential difficulties or help students if they lose the track of the activity. Thus, appropriate classroom organization in terms of table arrangement may constitute a contributory factor to the creation of the atmosphere in which students' autonomous learning provides the greatest benefits.

The autonomy can also be developed by making use of the search engines in order to find information. Therefore, it is students who have to decide on the kind of search engine they are going to use, chose their own way of finding the appropriate information or simply decide if what they have found is actually relevant to the activity. The effectiveness of their work depends on their individual abilities to incorporate their learning strategies into the language learning process. However, a teacher has to make sure that the type of activity is within students' capabilities since otherwise they will not be able to tackle the task effectively, which can discourage them and hamper the development of strategies as well as the progress made by students (Beatty 2003: 163).

In order to facilitate autonomous learning teachers may also encourage students to use on-line dictionaries or Websites incorporating grammar or vocabulary exercises. In addition, the whole course can be based on the Internet, which means that lessons can be determined by interactive stages available on a Website specifically designed by the teacher. In this way, teachers are able to tailor the form and content of language instruction to students' needs and expectations. What is more, such a way of incorporating the Internet in the classroom on a regular basis will significantly enhance students' confidence about the Internet itself, which

may constitute the inducement for further investigation of this tool by the learners at home. (Teeler and Gray 2000: 81).

2.2.2. The use of the Internet to promote autonomous learning outside the classroom

In recent years, the Internet has become a widespread and commonly available tool in many parts of the world. Therefore, teachers may encourage students to make use of the Internet while working independently outside the classroom.

According to Benson (2001), in order to facilitate autonomous learning teachers should assign larger projects whose completion students have to manage at home. In this way, a teacher acts as a tutor and delegates the responsibility to students. Thus, students have to make all decisions concerning the amount of time devoted to the task, the materials they are going to include in it, or the order of tackling its separate parts. The task will require students to compile and process large amounts of data and create a clear, meaningful whole. What is more, e-mails in the target language written to teachers or native speakers in order to obtain coveted information may also constitute a vital part of completing the project.

Larger projects are highly conducive to the development of students' writing skills and management of their own learning. Moreover, learners are able to incorporate a wide variety of both direct and indirect learning strategies. (Brown 1987: 116).

In order to trigger autonomous learning at home teachers can also provide learners with an opportunity to prepare presentations concerning their favorite topics or hobbies. The presentation can last several minutes or the whole lesson or even series of lessons depending on students' proficiency level. Therefore, learners will again need hints and comments but the whole responsibility concerning the content and form of the presentation will again be delegated to them as much as possible. Such an approach certainly triggers motivation which constitutes one of the key components of autonomous learning (Beatty 2003: 64-5).

Autonomous learning at home may also be fostered by reading or listening to Web news in the target language, choosing the target language versions of already browsed Websites, searching for net pals or even simple communication with friends via the Internet using the target language. However, in order to achieve such a sort of autonomous behavior students' proficiency level has to be developed to a satisfactory extent. Moreover, continuous encouragement displayed by the teacher will also play a crucial role in promoting autonomous learning presented by students.

2.3. Guidelines for teachers and learners

Although the Internet is viewed as an easily accessible and manageable tool which can freely be implemented in the language learning process, it can also constitute a drawback of the lesson unless proper consideration is given to it in advance. Therefore, teachers cannot simply start using the Internet on the spot and transform the whole lesson making the Internet its major part. They should rather be prepared to use the particular Website for language instruction by checking before the lesson if the Web page is still available in an unchanged form. What is more, in case of potential problems concerning the Internet access or the computer itself, teachers should prepare additional materials which can be used independently of technology (Windeatt, Hardisty and Eastment 2000: 13).

Teachers should also remember to keep a tally of the Websites which proved useful during a language lesson in order to turn their usefulness to good account later in the course or while working with other group of learners. Because of the fact that the internet comprises huge amount of data that can be helpful in the language learning process, teachers can

cooperate in order exchange information concerning useful Websites. This will certainly enable them to chose the most appropriate materials needed in the specific part of the course (Teeler and Gray 2000: 36).

However, the data stored on the Internet can also constitute a threat to teaching and learning. Thus, the information contained on the Web page may turn out to be far from true. In order to avoid potential misconceptions developed by learners, teachers should be critical towards the data found on the Internet and make sure that the information students encounter during a lesson is actually true. Moreover, teachers should set themselves specific objectives concerning the use of the Internet in the classroom, which will help them avoid problems incorporating mismanagement or inappropriate use of the Internet-based activities. Since the Internet sources can be manipulated in many ways, the evaluation of the information provided constitutes a vital part in the process of planning an Internet-based lesson (Beatty 2003: 66).

A similar way of behavior can be applied to students using the internet resources. Therefore, the degree of autonomy that they display in language learning can be easily noticed while learners have to surf the Internet in search of information needed to complete the problem-based task. Thus, learners have to develop a critical attitude towards the Internet data as well since it is their task to find the suitable information and apply it to the activity in order to complete it successfully (Windeatt, Hardisty and Eastment 2000: 14).

One of the main requirements that students have to meet, however, is the ability to work at a computer with the use of the Internet efficiently. This means that they have to be familiar with the specific programs used to process the Internet data. What is more, the knowledge concerning a unique type of language that appears on the Internet is also indispensable for unimpeded interaction on the basis on an Internet-based activity (Butler-Pascoe and Wiburg 2003: 32).

The major advantage of the Internet often extolled by teachers constitutes the fact that it is a huge source of authentic materials which can be easily applied to the language learning process both during the lesson as well as outside the classroom. However, teachers and learners should constantly monitor the appropriateness of the information they view since the form of the Internet is in a state of flux. Therefore, maximum learning can take place only if learners and teachers stick to the aforementioned rules highlighting the way of turning the riches of the Internet to good account.

CHAPTER III

METHODOLOGICAL IMPLEMENTATION

On the basis of the two preceding chapters, this part is devoted to the actual implementation of the theories into practice. Therefore, the first section provides a step by step instruction connected with incorporating the Internet into classroom context. It also draws upon my own procedure of selecting the appropriate Website to the classroom teaching. Further on, the actual lesson scenarios which constituted the backbone of my lessons are provided. The last section is devoted to my own feelings and inferences that I drew after the lessons have been conducted.

3.1. Planning and designing a Web-based language lesson

Undeniable is the fact that the Internet is filled to overflowing with manifold Websites concerning languages and all the aspects connected with learning them. Therefore, in order to

design a language lesson based on online activities, the teacher has to investigate a considerable load of data since not all Web pages lend themselves to specific classroom use. What is more, the chosen Web-based exercises have to meet students' needs and expectations as well as provide a variety of materials just to maximally match with their individual characteristics.

However, if teachers want to incorporate the Internet into their classroom interaction, they must conform to various rules which constitute the backbone of a successful Internet-based lesson. The issue was superficially touched upon in the previous section. However, considering the importance of those facts, a full characteristic of the measures taken by teacher before and while working with the Internet has to be again put on the agenda. Thus, the whole procedure is adapted from Windeatt, Hardisty and Eastment (2000: 13-14) and constitutes a clear instruction for the Internet-oriented teachers.

- Be prepared.

All activities that the teacher wants to use in the classroom have to be checked in advance in order to avoid potential difficulties and eliminate any possible mistakes or errors. Thus, Web-based activities should be treated with special care since, apart from possible mistakes that they may contain, there has to be surety that the page will still be available during a lesson and display no technical problems or changed content. What is more, in case technological problems did occur, a teacher has to have a back-up plan in the shape of traditional lesson materials.

- Be patient.

It happens that the Internet runs very slowly having an adverse effect on the classroom dynamics. Thus, in such situations a teacher should try to postpone working on the given Web page until later. For the time being students can make use of some other internet page containing similar activities just to get the gist of the exercise.

- Be organized.

It sometimes occurs that a teacher finds an extremely useful Web page but is not able to find it again to make use of it in the classroom. Therefore, teachers should make use of *Bookmarks* or *Favourites* in order to keep a record of the Websites that have already proved to be a successful Web-based activity.

- Be exploratory.

The Internet constitutes a relatively new tool that is incorporated into the classroom interaction. Taking into consideration the speed at which it is developing, new, faster and more convenient Websites are likely to occur everyday. Therefore, teachers should explore all possibilities that come from the Internet sources and try to adapt Internet-based activities to their own style of teaching taking, in this way, occasional risks.

- Be critical.

Because of the relative easiness at which the Internet data can be processed and managed, there is a considerable danger of encountering false information. In order to avoid the situation in which students acquire and remember wrong patterns of language use, teachers should monitor the content of Websites they use in the classroom or recommend to their students. Therefore, they should be able to adjudge on the appropriateness of the Web page they are currently using and develop a critical approach to the information provided by the

Websites. What is more, by drawing the attention to the materials used in the classroom, teachers should instil into their students a similar attitude.

- Be co-operative

Because of the vastness of the Internet data, a teacher is never able to discover all Websites suitable for classroom context and catering for students' individual characteristics. Thus, teachers should cooperate and share information concerning the Web pages they have already made use of during their lessons. Such cooperation can help teachers to take full advantage of the Internet and all the activities it contains. Moreover, learners should be encouraged to explore the Internet at home since they can also have their part in developing the electronic archives of their tutors.

- Be realistic

It is highly important to remember that the Internet is only a tool. Therefore, teachers cannot follow it blindly or fully rely on the activities it contains. In order to keep their own authority in the classroom and coordinate the classroom interaction, teachers should use the Internet sources carefully so as not to overuse with the electronic data. They also have to take into consideration the speed access that the institution possesses as well as the number of computers available since, otherwise, they may initiate a series of the Internet-based lessons which could turn into a meaningless, unproductive ordeal undermining the teacher's authority in the classroom.

The aforementioned recommendations should constitute latent characteristics of a well-organized, anticipatory, internet-oriented teacher. Therefore, in order to maximize the effect of my own Internet-based lessons, I made every endeavor to adhere to those guidelines to a maximum degree. Preparing the lesson I saw it fit to divide the whole process into following stages:

1) Gathering the information concerning grammar/vocabulary oriented Web pages and browsing them in order to fully acquaint with their outline and contents.
2) Selecting the Websites which would potentially be most beneficial in the process of language learning.
3) Conducting a detailed analysis of previously chosen Websites in order to match the activities they contain to the students' characteristics and proficiency level.
4) On the basis of the conducted analysis, adjudging on the appropriateness of the Websites and selecting one, most suitable Web page.

Thus, in the course of the procedure, one of the choices made in stage 2 concerns a Website at http://eleaston.com. The page offers students a wide array of exercises designed for developing manifold skills and practise various aspects of grammar. Therefore, learners may expand their range of vocabulary, practise their pronunciation or even make use of the slang expressions. What is more, the Website is not restricted to one specific language since it provides students with the opportunity to practise Spanish, German, Japanese and many other languages.

The activities contained at http://www.nonstopenglish.com. are also potentially suitable for successful classroom interaction since the vocabulary exercises are organized in sequences according to learners' proficiency level and grouped into categories concerning gender or affixes, i.e. prefix or suffix.

The Website titled http://www.ang.pl. constitutes a huge seam of information connected with the grammar of English as well as enables students to expand their range of lexis or do various exercises preparing for language certificates such as FCE or CAE. What is more, apart from the activities aimed at practicing manifold aspects of language, the Website contains also the section designed for learning the language, which means that students can first go through the learning section to familiarize themselves with the structure. Later on, they can resort to practice section in order to check how much they acquired during the learning stage.

Yet another Website which could fit the classroom context can be found at http://www.upei.ca. It is mainly designed for developing writing skills and sequenced in the form of a whole eight-week course. Therefore, starting with a diagnostic exercise that enables students to spot their own strengths and weaknesses, learners can go through the activities dealing with the most common mistakes. Further on, the course incorporates information connected with sentence structure, punctuation or subject-verb agreement. After completing the course students should be able to create coherent and cohesive written discourse.

All the Websites characterized above can potentially be implemented into the classroom context in order to develop students' skills as well as facilitate autonomous learning. However, the Web page resorted to in the classroom has to meet students expectations as well as match their individual peculiarities. The class I work with is the 2nd grade of junior high-school presenting intermediate level. It is mixed in terms of gender and displays the signs of perspicacity as well as inclination to learn. However, any degree of additional complication can easily throw them off balance and constitute a disruptive factor hampering the classroom interaction.

Considering the characteristics displayed by the students as well as the additional aspects that the aforementioned Web pages entail, further selection may be initiated. Therefore, because of the fact that http://www.upei.ca. entails registration, this Web page can be excluded since learners can easily be discouraged by the registration procedure which oftentimes involves inconvenient problems. What is more, the Website makes use of the complicated terminology that could turn out to be difficult for students at intermediate level.

The monotonous design and the need to operate technical vocabulary in order to complete the exercise constitutes a discreditable factor for the Website at http://www.nonstopenglish.com. The students could get distracted or bored by following the repetitive patterns and tackling the same types of activities. The additional point against this page can be represented by occasional server problems which hampered connection.

Although the Web page at http://eleaston.com fits classroom context perfectly well, I decided not to use it with my students since it fails to incorporate the material currently introduced in the course. What is more, the page does not contain the learning session, so, in case of problems concerning contents, they would not be able to solve it on their own, being left with the explanations provided in advance.

On the basis of the additional selection juxtaposing characteristics of the Websites and the students' peculiarities, "*Szlifuj swój angielski*" at http://www.ang.pl seems to be the Web page which will maximally match my context of teaching since, the learning session it contains can constitute a 'filter' enabling the learners to resort to it in case of potential linguistic problems.

Therefore, this is the Website that I will make use of with my students in order to introduce the new material as well as take advantage of the exercises it provides.

3.2. Lesson Scenarios

The Internet-based lesson that I am going to describe will constitute the background for further use of the Internet in the classroom. Therefore, the teaching process will incorporate at least two lessons since, first, students have to be taught how to use the Internet appropriately and then they will be able to use it in order to acquire and practise grammar exercises. Such a lesson will certainly develop students' confidence in using the Internet future study incorporating more elaborate problem-based tasks. What is more, they may also be encouraged to surf the Internet at home in search of interesting Web pages that could be used by them both in the classroom as well as at home for individual learning.

SUBJECT: To get to know the Internet

LEVEL: Intermediate

TIME: 45 minutes

AIMS: To enable students to familiarize themselves or develop their confidence in browsing Websites. To develop autonomous learning.

REQUIREMENTS:

One computer per student with an Internet connection. The computers' condition suitable for Internet-based lesson.

PREPARATION:

The Internet connection concerning all computers used during the lesson should be checked. Selecting the search engine that will be used by students to find the Web pages concerning the English language. Enumerate the words which will be useful for students while working at their computers.

PROCEDURE:

1) Introducing the topic of the Internet, elicit students' ideas concerning the Internet. What they think the Internet enables people to do, what can be found or done online.
2) Familiarize learners with the rudimentary concepts concerning the Internet i.e. how to enter the Websites' address, the concept of links, how to use a search engine.
3) Tell the students to enter previously selected addresses in order to browse the Websites on their own.
4) Tell the learners to enter the address of the search engine selected in advance in order to find Web pages designed for learning languages.
5) Let the learners compare and discuss their findings in order to enable the weaker ones to learn from the better and achieve similar outcomes next time.
6) Discuss any questions the students have (for example, why certain Websites are inaccessible or why errors occur).

Since the concept of the Internet has been introduced, the students were able to develop their autonomous learning concerning the use of this tool. Therefore, they are ready to confront the lesson incorporating introduction and practice of a particular language structure online.

SUBJECT: Was it done online?

LEVEL: Intermediate

TIME: 45 minutes

AIMS: To enable students to learn with the use of the Internet   Websites and develop their proficiency level working on the Internet-based exercises. Also to develop students' individual styles of learning.

REQUIREMENTS:

One computer per student with the Internet connection. The computers' condition suitable for the Internet-based lesson.

PREPARATION:

The teacher checks before the lesson if the Website *Szlifuj swój angielski* at http://www.ang.pl is still available in an unchanged form and makes sure that there are no connection problems.

PROCEDURE:

1) The teacher tells the students to go to http://www.ang.pl and choose the instructions concerning the structure and use of the passive voice.
2) Students read the rules and instructions one by one and examples supplied(Appendix, position nr1).
3) The teacher answers all the questions that students have concerning the use and the structure of passive voice.
4) Keeping the instruction page toggled, students go to the practice session and try to do the exercises provided. Starting from putting the correct form of the verb in passive (Appendix, position nr2) to changing the whole passages into passive voice(Appendix, position nr3).
5) In case of problems students resort to the previous section or ask the teacher for help.
6) Students browse manifold Websites in order to find as many uses of passive voice as possible.

The Website that I incorporated into the language lesson may also be used throughout the whole course since it contains both the instruction and the practice sections for most of the aspects of English grammar involving oftentimes manifold vocabulary testing.

3.3. Conclusions and pedagogical implications

In order to draw felicitous conclusions concerning the research, the following issues may be put on the agenda at this point. Therefore, the whole class consists of 23 people, 10 boys and 13 girls. The division into two groups during a language lesson ensured individual autonomous learning. Therefore, the group boys' did not seem to have any problems with the structure and managing of the Internet during the lessons. Their knowledge of the Internet stemmed from playing computer games online. The Girls, however, were not that confident about using the Internet. Although they knew what the Internet may be used for, putting their theoretical knowledge into practice constituted a major challenge. Four of them needed constant monitoring and hints in order to find the desirable Websites during the first, introductory lesson.

As far as the other lesson is concerned, the girls turned out to be generally better at acquiring the use of the passive voice after having read the instructional session. The boys, on the other hand, were better at finding the Websites which contained uses of the introduced structure. Four students, i.e. three girls and a boy, had occasional problems with opening and processing the Web page.

Considering the students' attitude towards the Internet-based lessons as well as its effectiveness, I drew the conclusion that the use of the Internet is highly conducive to the development of both individual and cooperative learning process. During the whole lesson, I tried to develop the atmosphere in which learners could follow their own style of learning tackling the exercises at their own pace.

After the learners have finished the activities they were provided with, each of them was able to find the authentic uses of the structures they tackled. By dint of that fact, their motivation was increased considerably since such materials were more tangible to them showing that they learn something really useful.

Thus, increased level of motivation constitutes one of the most conspicuous effects of this form of teaching. What is more, the opportunity to notice that what is taught constitutes a real, authentically used language creates a positive attitude which, in turn, renders learning more effective and joyful. Yet another result of computer-based teaching is represented by soaring autonomy. Thus, because of a high level of motivation displayed on the part of the students they are more willing to learn on their own, which may constitute a contributory factor to the increase of their level of autonomy.

CONCLUSIONS

Since autonomy constitutes the inexplicable part of our everyday life, the idea of developing autonomous behaviour in the classroom as well as outside the classroom context seem to be a natural course of action undertaken by teacher.

However, the process of instilling the autonomous attitude into is relatively complex and additionally impeded by manifold distracting factors such as, inappropriateness of the activities that students are provided with in their course books. Therefore, because of the fact that students' access to the Internet outside the classroom context is growing considerably, there is a good chance that while using it they will trigger autonomous learning. Thus, this tool can play a vital role both in learning and teaching.

Before learners are able to accept the responsibility for their progress concerning the use of the Internet sources, the most pivotal aspects connected with this tool have to be introduced by teachers first. Thus, it is the job of tutors to facilitate the learning process and

enable students to complete the task on their own. Thus, this idea constituted my major objective both during preparation stage and during the lesson.

The three chapters presented the issue of autonomy as well as the role of the Internet in the process of forming autonomous learning. Therefore, I tried to provide diverse examples of the Internet-based activities which could be used in the classroom as well as at home. Their array ranges from online activities incorporating grammar exercises, to tracing and gathering the examples of practiced structures found in the authentic use. Applicability to various methods of developing different skills was also highlighted in this paper.

Judging by the pace at which the technology is phased in the classroom contexts, I am strongly convinced that the Internet will constitute the underlying part of classroom interaction developing in this way the autonomous approach to learning and teaching. Therefore, I made every endeavour to make my students prepared for that course of events and enable them to take full advantage of the riches that the Internet provides us all with.

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APPENDICES

Appendix 1

Znajomość strony biernej jest rzeczą bardzo przydatną. Na przykład w polityce. Rzecznicy rządowi i sami politycy (w każdym kraju) uwielbiają posługiwać się stroną bierną. Przecież to od razu poważniej (i bezpieczniej dla mówiącego...) wygląda jeśli się zagrzmi:

> The mistakes were made!   Błędy zostały popełnione!

niż poinformuje wprost:

> Yeah, WE made the mistakes...   Hej, no to MY popełniliśmy błędy...

Tworzenie strony biernej jest stosunkowo proste. Polega ono na **zamianie miejscami podmiotu z dopełnieniem**. W *normalnym* zdaniu podmiot wykonuje jakąś czynność i nacisk jest kładziony na *sprawcę* czynności, w zdaniu **w stronie biernej ważniejszy jest efekt niż sprawca** (zwłaszcza, gdy jest on na przykład nieznany, lub, jak wyżej, niekoniecznie chce się ujawnić). Spójrzmy na kolejne przykłady:

> Somebody has stolen my car!   Ktoś ukradł mój samochód!

No, rzeczywiście, ktoś musiał tym samochodem odjechać, sam tego nie zrobił, ale w tym momencie bardziej interesuje nas fakt braku samochodu niż złodziej. Dlatego zdenerwowany posiadacz samochodu krzyknie raczej:

My car has been stolen! Mój samochód został ukradziony!

nawet nie dodając, że 'przez kogoś' bo wiadomo, że jakiś 'ktoś' to zrobił.

Po ustaleniu podmiotu w takim nowym zdaniu trzeba dobrać mu jeszcze odpowiednie orzeczenie. Strona bierna występuje w każdym z czasów angielskich i trzeba pilnować, żeby *elementy konstrukcyjne* każdego z nich nigdzie się nie pogubiły. Orzeczenie będzie się za każdym razem składało z czasownika **to be** i **past participle** (tzw. trzeciej formy) czasownika właściwego. Prześledźmy w kolejnych zakładkach - we wszystkich czasach - zdania w stronie czynnej i ich odpowiedniki w stronie biernej.

Appendix 2

1. My flat _____ CLEAN thoroughly every week.

2. Two hundred people _____ EMPLOY by my company.

3. Ann _____ BELIEVE to be a very intelligent person.

4. Many accidents _____ CAUSE by drunk drivers.

5. A lot of cars _____ STEAL these days.

6. It _____ SAY that John is in love with Sue.

7. Smoking _____ NOT/ALLOW in hospitals.

8. [   ] MANY BOOKS/READ by children nowadays?

9. Those photographs [   ] NOT/TAKE in Africa.

10. My brother [   ] SEE in the theatre every weekend.

Appendix 3

1. Somebody has broken a glass.

2. She is photocopying the documents.

3. People hunt elephants for ivory.

4. You must turn off the TV at midnight.

5. The Polish eat many loaves of bread every year.

6. He has just combed his hair.