

**THE USE OF INTERNET ASSISTED LANGUAGE LEARNING IN
TEACHING WRITING FOR EFL STUDENTS: A CASE STUDY OF 3RD
YEAR COMMERCIAL STUDENTS IN A BAHRAINI SECONDARY
SCHOOL**

by

Fatima Ahmad Wali

**A thesis submitted in partial fulfillment of the
requirements for the
degree of**

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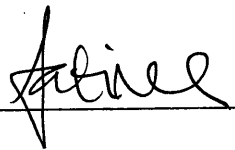
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Declaration

I declare that this work is the result of my own investigation and that it has not already been accepted in substance for any degree, nor it is being currently submitted for any degree.

Signed:  Date: _____

Fatima Ahmad Wali (Candidate)

The Thesis defense committee considers the thesis entitled:

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TEACHING WRITING FOR EFL STUDENTS: A CASE STUDY OF 3RD
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SCHOOL”**

Submitted by Fatima Ahmad Wali to the Department of Foreign Languages & Literatures satisfactory and acceptable for the degree of Master in Applied English Language Studies.

Thesis Defense Committee:

Dr. Hasan Marhama

Department of Foreign Languages & Literatures

Supervisor

Dr. Fatima Badri
External Examiner

Dr. Linda Bilton
Internal Examiner

SPECIAL DEDICATIONS

To my mother

who bore me,

raised me,

supported me,

taught me,

and loved me.

To her I dedicate this thesis.

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ABSTRACT

The Internet the center lane of the information super-highway is a worldwide computer network created more than two decades ago for researchers. The Internet is a living entity that changes very rapidly. Thus, it has impacted on virtually every aspect of society. It is natural that it has the potential to play a major role in foreign language learning and instruction, especially English being the lingua franca of the Internet with the presence of other languages being less well represented.

The objective of this thesis is to determine whether the Internet can indeed contribute anything to modern language teaching, particularly to the instruction of English as a foreign language (EFL), and in what way it influences learning attitudes towards English in addition to assessing its effectiveness in EFL learners' writing proficiency.

The research methodology was principally quantitative in design. The subjects were sixty female Bahraini students enrolled in a commercial secondary school and learning English as a foreign language (EFL). Subjects were divided into two groups of thirty students in each. The first group represented the experimental group which implemented the Internet program of the thesis as the EFL instruction in the form of Internet Assisted Language Learning (IALL) while the other group represented the control group which applied the traditional EFL instruction. The experimental group utilized the Web, e-mail and other aspects of the Internet in order to improve their writing proficiency and language attitude through a key pal e-mail exchange project arranged by the researcher between the experimental group's students and other EFL students and English native speakers in England, Poland and Australia.

Both groups were given a pre and post-writing test in addition to a pre and post questionnaire as data collection methods.

The quantitative test and questionnaire results demonstrated how the Internet and its synchronous and asynchronous facets were remarkably constructive through the findings which identified the progress of the writing proficiency and the learning attitudes of English as a foreign language of the experimental group. Unlike the control group, the experimental group's learning attitudes such as autonomy, authority

and authenticity advanced and students have become active participants in learning and have been encouraged to be explorers and creators of language rather than passive recipients of it. Moreover, students stated how interesting and beneficial the course was and how it effectively influenced their language proficiency due to the implementation of the Internet project which they recommend to be utilized in the language courses in future.

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CHAPTER ONE

INTRODUCTION

Chapter One

INTRODUCTION

1.1 A Description of the Problem Area

The original Internet was set up in the 1960s by the United States Army and consisted of a small computer network that linked four sites, permitting users to share resources and send information from one site to another. The Internet continued to grow and became as Warschauer & Healey (1998) state:

‘Part library, part publishing house, part telephone, part interactive television, the Web represents one of the most diverse and revolutionary media in human history. It is already starting to transform academia, business, and entertainment; there seems little doubt that it will eventually have a profound impact on education as well’.

With the advent of the Internet the computer is no longer just a tool for information processing, but also a tool for communication. The Internet resources have modified the shift from information superhighway which focuses on information, to global community which focuses on communication, and the shift from simple multimedia technology by combining different forms of media like video, audio, text, graphics and animation to multi-modal interfaces by combining a variety of different learning paths and ways to exploit information.

Throughout the researcher’s experience in teaching English for six years, she has observed the obstacles students face while learning English as a foreign language. The obstacles are due to several vital rationales the first of which is that teachers still use traditional teaching methods in teaching English in which classrooms are teacher-dominated. Students in such classrooms are dependent, passive and lack motivation to learn the target language. Moreover, the learning materials used in teaching English are mostly artificial in context and they do not provide such an element of authenticity as the Internet.

Many statistics provided by the Ministry of Education in Bahrain have shown low percentages of students' writing skill level in English. Bahraini students seem to face a lot of obstacles in mastering the skill of writing. The most recent statistics, of the second term in the academic year 2002/2003 provided by the Ministry of Education, of the English Writing Proficiency course (105) have proved that 40.4 % of female secondary students, from different specializations except the commercial, have failed to master the course in the second term of the academic year 2002/2003 while 52.17 % of the commercial female students failed in the same course in the same year. Moreover, statistics have shown that 40.29 % of the male secondary students, from different specialization except the commercial, have failed to master the English Writing Proficiency course (105) while 55.70 % of the commercial male students failed in the same course in the second term of the academic year 2002/2003 (Ministry of Education, 2002/2003).

The Internet can play an important role in teaching English as a foreign language since the language used on the Internet is real language and not especially designed for textbooks some of which are often old-fashioned, boring, incomplete and have an artificial style. Besides, the use of the Internet supports the shift from the traditional teacher-centered classroom to one in which the student is in the center. Talking live to others through the Internet motivates students as a result of which students will no longer consider learning a language a boring enterprise. They will be encouraged to learn more. Furthermore, students will learn social skills since conveying messages plays a fundamental role on the Internet. It also provides teachers with an inexhaustible source of resources they can use in their classes.

With the advent of the Internet in schools, old-fashioned teaching methods will hopefully become a thing of the past. The Internet itself can provide a lot of food for thought which has changed the role of teachers. Dole (1991) states that teachers are not the only source of information any more. Instead, they act as facilitators so that students can actively interpret and organize the information they are given, fitting it into prior knowledge (Dole, 1991). As Chun and Plass (2000) point out, "the use of networked environment for learning in general, and for second language acquisition in particular, raises many questions regarding the design of these environments that differ from the traditional design of text-based and stand-alone systems" (p. 152).

1.2 Purpose of the Study

Throughout this experimental research study, the researcher aimed at analyzing the possible advantages of utilizing the Internet in teaching English as a foreign language (EFL) concentrating on the writing proficiency and the learning attitudes of Bahraini secondary students. The research study, in which two groups of thirty students participated being the control group and the experimental group, lasted for four months through which the learning process and students' performance were observed and evaluated thoroughly.

The researcher's first aim was to investigate the role of the Internet in the English language classroom. The researcher's sub-purposes were motivating students to learn English as a second language and to write with authentic communicative purposes for real audiences. Real language acquisition was encouraged instead of just learning a set of grammatical rules. Furthermore, the researcher aimed at increasing students' responsibility for learning through retrieving their own course material and looking for information themselves by which students would feel as if they could take their education into their own hands. The researcher aimed at developing and widening students' general knowledge in addition to providing teachers with a 'veritable treasure trove of authentic materials for the FL teacher' (LeLoup & Ponterio, 1996). By the end of the research, the researcher anticipated that students' writing performance would improve by means of providing electronic communication through the Internet. The researcher also encouraged co-operation between students, confidence and motivation in order to learn English in an authentic atmosphere.

The researcher investigated whether the Internet and its facets are effective in teaching English writing for EFL students. She also intended to find how Internet Assisted Language Learning affects students' attitudes and motivation towards language learning and its results in relation to the traditional methods of teaching English as a foreign language.

1.3 Significance of the Study

Internet Assisted Language Learning (IALL) has hardly been utilized as a learning method in the Kingdom of Bahrain, however, many educators are interested in using it and examining the validity of the claims proposed by its proponents in order to know

whether Internet Assisted Language Learning (IALL) is worth investing effort and money. Therefore, this research study was conducted aiming at forming a basis for recommending constructive changes in EFL learning in the case of having positive results.

This research project introduced the Internet in one of the secondary schools in the Kingdom of Bahrain in order to utilize the Internet in the teaching of writing in English as a foreign language in addition to changing the learning attitudes of English learners. The researcher desired to improve the quality and standard of teaching writing to meet the learners' needs to raise the poor standard of Bahraini students' writing and in order to change their negative attitudes towards English language learning.

Access to the Internet would provide language teachers and learners with an abundance of English resources for classroom use. Through the Internet, students could be exposed to authentic English language use and culture.

The Internet provides a motivating environment for students to practice and publish their writing. They become more aware of different ways text can be organized. The Internet enhances student autonomy by allowing students to direct their learning to areas that they are interested in. Web pages are full of pictures, sounds and animation, which add enjoyment to the learning process.

From a pedagogical point of view, Internet Assisted Language Learning satisfies the three essential conditions for foreign language learning being exposure, use and motivation. In order for anyone to learn a second or foreign language these three conditions must be met. Learners must be exposed to rich input of the target language used in real life situations; they must be given opportunities to use the target language to communicate meaning; and they must be motivated. Traditional EFL textbooks used at the Kingdoms' schools expose learners to texts specifically written for learners of English as a second or foreign language and thus limit the learners' exposure to a restricted range of language forms and expressions. Unlike traditional textbooks, the Internet offers a superior learning experience through quality of exposure, that is, rich input of real-life language use. In order for learners to benefit from language exposure and language use, they need to be motivated to process the language input they get from exposure and to use the target language. The Internet

offers a variety of topics to stimulate interest and satisfy a diverse audience. Students can choose the information they want to read. Furthermore, a successful web search leaves students with a sense of achievement, personal fulfillment and increased self-confidence.

Consequently, the researcher wishes to increase the limited research base in Internet Assisted Language Learning in the Kingdom of Bahrain and suggest constructive changes to the outmoded and traditional classroom in order to improve EFL education believing that 'The Internet has come to stay.' (Cunnigham and Andersson, 1999)

1.4 Statement of the Research Hypotheses

The research questions as to whether using the Internet in EFL writing instruction would improve students' writing proficiency and their attitudes to language learning were reformulated as the following hypotheses.

It was predicted that by the end of the experiment and because of the introduction of Internet Assisted Language Learning to an experimental group:

- The writing of the experimental group would have improved
- The writing of the experimental group would have improved more than that of the control group.
- The learning attitudes of the experimental group would have improved
- The learning attitudes of the experimental group would be more positive than that of the control group.

1.5 Conditions of the Research

Two groups of thirty female students each were chosen to be the control group and the experimental group of the case study. Selection was made simply on the basis of students' availability during the period in which the computer labs were unoccupied. A questionnaire was given to both groups to rate their level of computer skill and to detail their current computer usage which showed that both groups had basic computer literacy. Thus, a timetable of two hours per-week was set in a computer lab equipped with twenty computers connected to the Internet through which students had been authorized to send and receive electronic mail (e-mail) from international EFL classes.

1.6 Limitations of the Study

The Internet is not the be-all and end-all to Foreign Language Learning. It has some limitations and barriers in the application which have been noticed during the application of the research.

A further limitation was the availability of computers since a limited number of computers, twenty, was available for thirty students in addition to the teacher. Another liability is students' computing skills and their Internet literacy level which obliged the researcher to spend five lessons over two weeks explaining how to use the Internet. In addition, the limited number of hours students could access the Internet was considered as a limitation since students had three compulsory hours for English (105) one of these classes was for the Internet class while the students were taught in the traditional classroom in the other two. Thus, the researcher had to get another slot of time from students' free time in order to meet them twice a week during the term which lasts for about 12-14 weeks.

Furthermore, innumerable problems occurred with the equipment such as trouble logging on, systems shut down, material is temporarily inaccessible, and e-mail gets lost in cyberspace which caused students sometimes to spend more time staring at the computer, waiting for a file to download, than actually studying.

Another factor, which affects the Internet Assisted Language Learning classroom, is that of social interaction. While many students enjoyed the creative and imaginatively social aspects of the Internet, some students preferred to be in a traditional classroom, watching and listening to a teacher and peers in person.

1.7 Delimitations of the Study

The use of a Control Group alongside the Experimental Group enabled the researcher to distinguish improvement in language proficiency due to four months of teaching from improvement which was due to the new teaching method. In the same way, it could distinguish the causes of any improvement in attitude towards teaching English. It thus made the findings of the study more valid.

1.8 Thesis Outline

The researcher conducted a quantitative research investigating how Internet Assisted Language Learning has emerged as a new technology with great potential for educational use. The researcher applied a program on a secondary commercial class which studies English as a foreign language in a secondary curricular course (105). The course was supplemented by the Internet and its facets in order to observe their effectiveness in the teaching and learning of English as a foreign language.

Chapter Two discusses the history of Internet Assisted Language Learning (IALL) in addition to explaining the basic concepts of the various Internet tools. Besides, it provides a list of Internet resources. It also contains an overview of the status of English as a foreign language in the Kingdom of Bahrain. Additionally, the researcher discusses a number of related learning methods and theories.

Chapters Three deals with the methodology used in the research in which the Internet was integrated into the curriculum. This chapter offers the research design, samples, research procedures in addition to the data collection techniques and procedures. Moreover, the reliability of the research and the validity of the tests and questionnaire are also elucidated.

The fourth chapter summarizes the results of the study and analyses the experimental group's responses and results from the tests and questionnaires to the use of the Internet.

Finally, the last chapter discusses the future of IALL in an educational context. Additionally, it illustrates the pedagogical implications, recommendations of the research and suggestions for further research regarding the future of the Internet and its role within the educational field.

CHAPTER TWO

REVIEW OF LITERATURE

This chapter discusses the relationship between Computer Assisted Language Learning (CALL) and Internet Assisted Language Learning (IALL) and recent theories of second language learning.

2.1: History of Computer Assisted Language (CALL)

As computer use became popularized in the mid-1980s, computers started to be used as a tool for everyday work, and beyond work, as a device for recreation, amusement, and education. A strong interest in technology and literacy emerged among at least a small core of educators whose interests were driven primarily by the power of word processing as a new tool for writing and new instructional options computer offered for teaching conventional reading and writing skills (Reinking & Bridewell-Bowles, 1991). Such an interest led to the emergence of a variety of concepts used to describe the educational use of computers and each has a slightly different meaning. According to Larson (1999) Computer Based Instruction (CBI) and Computer Assisted Instruction (CAI) are both a predictable advancement to the broad-spectrum traditional concept of instructional technology in which using the video, radio and TV is considered as authentic learning resources.

The terms Computer-Aided Instruction (CAI) and Computer-Aided Language Instruction (CALI) were likely used by American writers; however, the British writers have preferred Computer-Assisted Learning (CAL) and Computer-Assisted Language Learning (CALL) (Higgins & Jones, 1984).

Computer Assisted Learning (CAL) is an all-encompassing term to describe any educational use of computers such as using the computer as a tool (word processor, data base, spread sheet, and graphics application) and issuing a set of instructions to the computer through a programming language such as Logo by which the student teaches the computer. As Papert states that in many schools today, the phrase computer-aided instruction means making the computer teach and program children. However, Papert thinks that children program the computer (Papert, 1980). In addition, Computer Assisted Learning describes the use of computers when the computer delivers some instructional material (Taylor 1980). This latter condition is termed Computer Based Instruction (CBI) or Computer Assisted Instruction (CAL)

which is an older term than CBI, however, they are both, as Larson (1999) puts it, considered as a predictable advancement to the broad spectrum traditional concept of Instructional Technologies using the video, radio and TV as authentic learning resources.

Kearsley (1983) describes Computer-based training as 'an inherently active mode of learning. The learner must continually do something, answer a question, select a topic, ask for a review, and so on. This contrasts with inherently passive instructional approach involved in classroom lectures, videotapes, or textbooks' (p.28).

Computer Based Instruction (CBI) has traditionally been composed of four main components, Drill and Practice, Tutorials, Games and Simulation and Modeling through which interaction between the computer and the learner is provided. Furthermore, the computer provides the stimulus and then provides an analysis of the learner's response in addition to providing feedback to the learner (Sondoozi, 2000).

As Computer Assisted Instruction was supported by educators and language instructors in the 1950s, they started to modify the old teaching approaches which led to the emergence of the concept Computer Assisted Language Learning (CALL). Thus, the use of computer-assisted language learning (CALL) grows worldwide (Fidelman, 1998). Trotman (2000) states that the area of Computer Assisted Language learning (CALL) is now regarded to be in its third phase of development which is characterised by the dominance of the Internet.

According to Warschauer & Healey (1998) CALL has been divided into three developmental phases based on the psychological learning theories since the 1960s when computers were used for language teaching; behavioristic CALL, communicative CALL and integrative CALL.

2.1.1 Behavioristic CALL

Warschauer and Healey (1998) label the first stage of Computer Assisted Language learning as behavioristic CALL. Behavioristic CALL conceived in the 1950s and implemented in the 1960s and '70s, was based on the then-dominant behaviorist theories of learning with the instructional paradigm and computer as tutor through

which repetitive language drills were gone. This can be referred to as "drill and practice"(Taylor, 1980).

CALL drills are still used today showing that the rationale behind the concept 'drill and practice' was not totally spurious. It was based on several rationales one of which is that exposing students to the same learning material on an individualized basis repeatedly is beneficial and essential to learning because students can work at their own pace (Kunzel, 1996). Moreover, the computer is a suitable model for carrying out repeated drills since it is able to provide immediate non-judgmental feedback again and again whereas a teacher would get bored with presenting the same material repeatedly (Warschauer, 1996b).

Behavioristic CALL was discarded for several important reasons in the late 1970s and early 1980s. First, behavioristic theories of language learning had been rejected theoretically and pedagogically. Behavioristic CALL lacked authentic communication whereas language learning activities needed to be built on intrinsic motivation and foster interaction. In addition, a wide range of learning possibilities was provided due to the arrival of the microcomputer. Consequently, a new phase of CALL emerged.

2.1.2 Communicative CALL

Hymes was the first to develop the concept of communicative competence in 1972 to describe an individual's ability to employ speech appropriately in a variety of social contexts. It emerged as a reaction against the language learning behavioral method. Crystal (1991) defines it as the ability to produce and understand sentences which are suitable to the immediate context in addition to the knowledge required to successfully communicate in socially distinct environments. Therefore, communicative methodology as described by Underwood (1984) focuses on fluency before accuracy concentrating on how learners use the language appropriately in a social context.

Krashen's language acquisition theory 'input hypothesis', along with a growth in socio-linguistics led to an evolution in CALL referred to as Communicative CALL. Communicative CALL emerged in the 1970s and 1980s in response to the call for more authentic communication in language teaching, more intrinsic motivation and

more interaction (Higgins, 1988; Stevens, 1989; Underwood, 1984). Here, the computer is used as *stimulus*, as in programmes that stimulate writing or discussions, and which may not be specifically designed for language learners, rather than a *tutor* as in the behaviorist approach. Furthermore, the computer is used as a *tool* in programs that enable learners to use the language; however, those programs do not provide language material.

John Underwood, a great advocate of Communicative CALL, and others proposed a series of premises for Communicative CALL. They claimed that:

1. Communicative CALL did not focus on forms as much as it focused on using them.
2. Grammar was taught implicitly rather than explicitly.
3. Original utterances were allowed and encouraged to be generated rather than just manipulating 'prefabricated language'.
4. Communicative CALL did not judge or evaluate students nor rewarded them.
5. Communicative CALL was flexible to students' varied responses and avoided telling them they were wrong.
6. Communicative CALL used the target language exclusively.

During the phase of computers in communicative CALL various types of CALL programs were developed and used which would provide a non-drill formatted skill practice such as programs used for paced reading, text reconstruction, and language games (Healey & Johnson, 1995). This represents the first model of communicative CALL which is *computer as tutor* model in which the computer remains the "knower-of-the-right-answer" (Taylor & Perez, 1989, p. 3). Nevertheless, despite the fact that these programs included the drill and practice elements, a fair amount of 'student choice, control, and interaction' was included in the process of finding the right answer (Warschauer, 1996b).

Computer as stimulus is the second model of computers in communicative CALL in which the aim of the CALL activity is to stimulate students' discussion, writing, or critical thinking rather than only having students discover the right answer (Taylor & Perez, 1989, p. 63; Warschauer, 1996a, p.3). *Computer as tool* (Brierley & Kemble, 1991; Taylor, 1980) or *computer as workhorse* (Taylor & Perez, 1989) is the third

model of computers in communicative CALL. The purpose of the programs of this model is to allow learners to utilize and understand language in programs checking grammar and spelling, concordances, desk-top publishing and word processing. They do not necessarily provide any language material at all.

By the end of the 1980s, many educators were not satisfied with the communicative approach in language teaching (Kenning & Kenning, 1990). It was criticized for lacking interactivity and authenticity in learning. Thus, educators started the search of ways to teach in a more integrative manner by developing models which could help integrate the various aspects of the language learning process (Warschauer, 1996b).

2.1.3 Integrative CALL

Multimedia computers and the Internet were two important technological developments in the last decade of the 20th century which led to the emergence of Integrative CALL. CD-ROMs, which are a means of multimedia and allow the access of text, graphics, sound, animation, and video on a single machine which provides students with more input. Furthermore, multimedia resources demand hypermedia, which is a database format similar to hypertext in which text, sound, or video images related to that on a display can be accessed directly from the display. One of hypermedia's advantages for language learning is providing a more authentic learning environment. In addition, the integration of reading, writing, speaking and listening skills is another advantage (Warschauer & Healey, 1998). The last advantage of hypermedia is that students have the authority over their learning through which they are able to go at their own pace in addition to their own individual path focusing on the content. On the other hand, the lack of quality in available language learning programs and the inexistence of intelligent highly interactive computer programs are both drawbacks of multimedia (Warschauer, 1996b).

Conversely, getting the most appropriate and authentic integrative CALL form has been difficult because of the impediments to achieving it. So teachers have turned to the Internet, which provides a rich authentic environment for language learning, and Internet Assisted Language Learning (IALL) has emerged.

2.2 Internet Assisted Language Learning (IALL)

The term Assisted Language Learning (IALL) was coined in 1997 by Pfaff-Harris referring to language, communication, and culture in the national standards for foreign language learning. Second language learners' knowledge and skills would be improved through the Internet's authentic language learning experiences (Glisan, 1996).

Naturally, it is incumbent upon the foreign language teacher to integrate these tools into the curriculum in a pedagogically sound and meaningful way (Warschauer, 1996b). Clearly, target language communication and cultures are easily accessible through current and emerging technologies, and information about using these resources is readily available online. As Warschauer and Healey (1998) poetically say that the intrepid and creative teacher will venture into this virtual realm, find authentic resources, and use them to make the second language classroom a marvelous place to learn.

2.3 Theories of learning and Internet Assisted Language Learning

Recent years have shown an explosion of interest in using the Internet for language teaching and learning. With the advent of multimedia computing and the Internet, the role of computers in language instruction has now become an important issue confronting large numbers of language teachers throughout the world. The following section introduces recent theories of language learning chronologically and shows how relevant Internet Assisted Language Learning is to each.

2.3.1 Comprehensible Input (The Input Hypothesis)

'Language acquisition takes place when a language learner comprehends words and sentences in a communicative context' says Krashen (1985a). Comprehensible Input is a hypothesis which requires providing appropriate input for learners to acquire the language. Stephen Krashen, a specialist in the field of linguistics at the University of Southern California defines comprehensible input as language that is 'meaningful and understood.' (Krashen, 1985a)

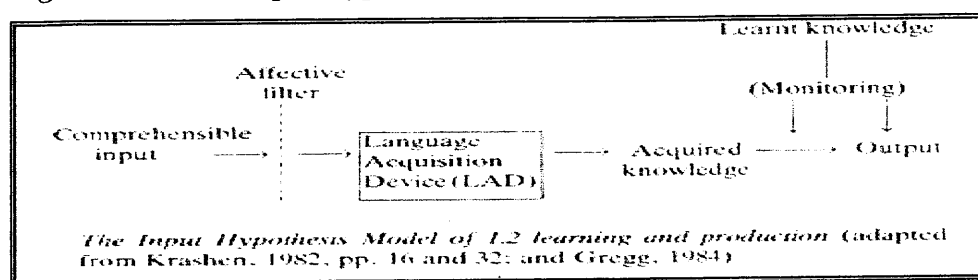
Krashen states that acquisition needs meaningful interaction in which speakers are concerned with the messages they are conveying and understanding rather than with the form of their utterances (Krashen, 1985b). Krashen's Comprehensible Input Hypothesis is only concerned with 'acquisition', not 'learning.' Acquisition occurs when learners understand messages that are just beyond their current stage of development or competence but not beyond their understanding. This language received a bit beyond the student's current level of linguistic competence is described as $i+1$ by Krashen since i represents a student's linguistic competence (McLaughlin, 1993). Higgins (1984) also feels that learning a language should be exposed to as much language as possible which is at the threshold of his or her understanding but which can be interpreted by using visual or commonsense clues.

According to Krashen the teacher's central duty is to provide a sufficient quantity and diversity of language for all members of a group to feed their own acquisition mechanisms, and to ensure that the language is sufficiently interesting and relevant to hold the learners' attention. He finds no need for teachers to undertake the kind of rule exposition, exercises and drilling which are traditionally parts of the language classroom. He does not even see any necessity to make the learners speak, and provides evidence of people learning successfully after lengthy silent periods during which there was no sign that they were learning anything at all.

Krashen does, perhaps, underestimate the power of motivation and purpose, since prodigious feats of language learning through conscious application have been recorded, for example among missionaries learning an exotic language for the specific purpose of establishing a church or a hospital, and using no better than learning tools than a bilingual Bible and a dictionary. Such cases are exceptional against which must be set millions of learners who have spent hundreds of hours in classrooms studying a language and have passed examinations, and yet emerge with no useful grasp of the language at all. An acquisition-oriented classroom would probably have served them far better.

The figure 2.3.1 demonstrates the concept of comprehensible input.

Figure 2.3.1: The Input Hypothesis Model



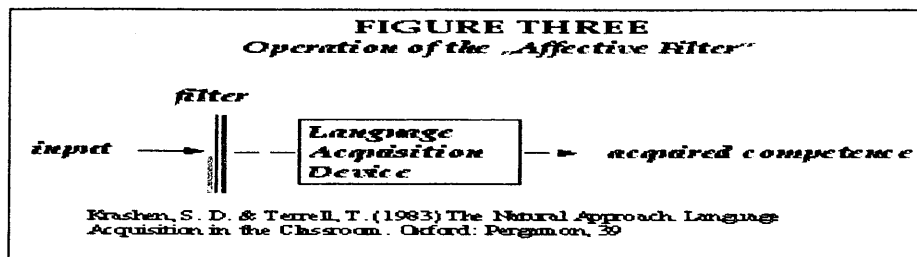
The Internet is an ideal source of comprehensible input because it is like a huge library in which learners and educators become continuous learners by being exposed to an increasingly expanding amount of comprehensible input as they interact using multiple media. Every sphere of daily life can be visualized and verbalized through the Internet, making the best use of sound and vision in promoting comprehension and motivation and thus language acquisition.

2.3.2 The Affective Filter hypothesis

Krashen's view is represented by Dulay and Burt in 1977 in the Affective Hypothesis which says that input is 'filtered' by a number of 'affective variables', such as motivation, self-confidence and anxiety (Underwood, 1993). Krashen (1982) explains that learners with negative attitudes will have a 'strong' filter which prevents the input from reaching the LAD (Language Acquisition Device) forming a 'mental block' (Underwood, 1993). The affective filter must be weak for language acquisition to occur. On the other hand, positive affect is necessary, but not sufficient on its own for acquisition to take place.

Krashen states that 'our pedagogical goals should not only include supplying comprehensible input, but also creating a situation that encourages a low filter' (Krashen, 1982). The input hypothesis and the concept of the Affective Filter define the language teacher in a new way. 'The effective language teacher is someone who can provide input and help make it comprehensible in a low anxiety situation' (Krashen, 1987, p. 31). Chen (1998) asserts that learners' anxiety will be eliminated if they feel comfortable discussing and expressing how they feel.

Figure 2.3.2: Operation of the Affective Filter Model



Teachers must provide a positive atmosphere conducive to language learning and try to achieve a low-anxiety situation in the classroom. This can be implemented preventing our manners ‘convey the unspoken messages’ (Underwood, 1993).

The Internet allows students to interact in a communicative setting through network conversations creating a topic they are interested in. Students can communicate with their classmates, teacher or English speakers in other countries and learn freely without being afraid or embarrassed especially when they are communicating with students of their own level (Cunningham & Andersson, 1999). This helps improving personal power, overcoming isolation and making it less intimidating to contact people. Moreover, interaction through the Internet helps language learners learn faster, better and more independently (Warshauer, 1996a).

2.3.3 Meaning-Negotiated Interaction

Researchers of second language acquisition (SLA) have thoroughly argued that the function of L2 learners’ production is indirectly generating more comprehensible input (Krashen, 1994). This is achieved by ‘negotiating meaning’ through which learners modify and approximate their production toward successful use of the target language (McLaughlin, 1993).

Pica, Holliday, et al., (1989:65) pointed out that “although...research has focused mainly on the ways in which negotiated interaction with an interlocutor helps the learner to understand unfamiliar L2 input, we believe that it is also through negotiation that learners gain opportunities to attempt production of new L2 words and grammatical structures as well.”

Language teachers need to create situations that promote learners' interactions since these provide comprehensible input in addition to inter-language modification (Gass & Varonis, 1994). In P. Foster's paper entitled 'A Classroom Perspective on the Negotiation of Meaning', Foster observes a language produced by intermediate EFL students engaged in exchanging optional and required information tasks in both dyads and small groups. The results demonstrate that lots of students in the small groups did not speak at all, many more in both dyads and small groups did not start any negotiated interaction, and a small number of students in either setting produced any modified utterances. Consequently, students would not employ meaningful interactions in the second language without which language development would not proceed (Chen, 1998).

Negotiated interaction has been shown to have a positive effect on second language comprehension and production (Gass & Varonis, 1994) and so has the Internet through its asynchronous and synchronous communication facets operated through discussions groups, e-mail, Internet Relay Chat (IRC), the Web and many other facets.

2.3.4 The Theory of Situated Learning

During the 1960s and 1970s learning was defined as a change in behavior approached as a recognized outcome of some process. Learning, as Lave (1988) puts it, is a function of the activity, context and culture in which it occurs (i.e., it is situated). Most classroom learning activities which involve abstract and out of context knowledge contrast with situated learning. According to Lave and Wenger (1991), situated learning is primarily social rather than psychological. Social interaction is a critical component of situated learning by which learners acquire certain beliefs and behaviors involved in a "community of practice". Beginners or newcomers become more active and engaged within the culture of the community they are concurrently moving towards and hence accept the role of experts unintentionally rather than deliberately in a "legitimate peripheral participation" process (Lave & Wenger, 1991).

Brown, Collins & Duguid (1989) emphasize the idea of 'cognitive apprenticeship' in which learning is supported in a field by enabling students to acquire, develop and use

cognitive tools in authentic activities. So learning develops through collaborative social interaction and the social construction of knowledge.

Situated learning is a perspective holding that inquiries into learning and cognition must take serious account of social interaction and physical activity (Greeno, 1989). Knowledge and skills are learned in the contexts that reflect how knowledge is obtained and applied in everyday situations in the situated learning theory. According to Lave & Wenger (1989) knowledge is perceived as practical ability for doing and making while meaning is identified as a construction of a social unit that shares a stake in a common situation. Therefore, learning is recognized as a 'capability for increased participation in communally experienced situations' (Wenger, 1990).

Jonassen, Campbell & Davidson (1994) define situated learning as occurring when students work on authentic and realistic tasks that reflect the real world. As situated cognition theory considers learning as a socio-cultural phenomenon, then the Internet, being an active source of real cultures and masses of educational material to and from which students have access and benefit, would be a creative and productive source for such learning.

2.3.5 Component Display Theory

M. David Merrill's Component Display Theory is an instructional design theory which deals primarily with the micro elements of instruction as single ideas and methods for teaching them (Merrill, 1983; Gagne & Dick, 1984). It is based on the assumptions that different procedures for teaching and assessment are required for different classes of learning outcomes.

The theory classifies learning into two dimensions and formats instruction to provide learner control; the first of which is content, which deals with facts, concepts, procedures and principles and the second is performance, made up of remembering, which is the simplest section of performance in addition to being considered as the highest level based on using and generalities. The theory classifies learning using these dimensions (Brooks, 1995).

Brooks identifies four primary presentation forms in the Component Display Theory. These rules are (expository presentation of a generality), examples (expository

presentation of instances), recall (inquisitory generality) and practice (inquisitory instance). Furthermore, he recognizes secondary forms such as prerequisites, objectives, helps, and feedback among others. By using and combining the content and performance sections and forming a matrix, instructors determine which elements on the matrix are the goals for the learner. In addition, the matrix's structure helps instructors to have choices to improve the learner's level of performance for each content area (Brooks, 1995).

Figure 2.3.5: Component Display Theory Model

LEVEL OF PERFORMANCE	FIND				
	USE				
	REMEMBER				
		FACT	CONCEPT	PROCEDURE	PRINCIPLE
		TYPES OF CONTENT			

Another feature of component display theory is *Learner Control* which utilizes the categories in the matrix. Learner Control is the idea that learners can select their own instructional strategies in terms of content and presentation components. Thus, each learner will need the components which specifically work for them to achieve the goals of instruction.

The Internet provides the primary forms of the Component Display Theory through activities presented in electronic student-controlled learning environments. Such activities in the field of language provide realistic practice, effective guidance, and feedback in addition to interaction between learners.

2.3.6 Constructivist Theory (Constructivism)

Constructivism, being often related to the philosophies of Dewey and Rousseau, and inspired by Piaget and Vygotsky, is a philosophy of learning in which J. Bruner (1986), the founder advocate of Constructivism, claims that learning is an active

process in which learners participate actively in problem-solving and critical thinking during a learning activity which they find relevant and engaging. In the constructivist perspective, learners construct new ideas or concepts based upon either their current or past knowledge or both to accommodate new experiences.

The ALN Magazine (1997) illustrates the key precepts of the Constructivist Theory the first of which is situated or anchored learning, which states that most learning is context-dependent. Moreover, more meaningful learning experiences would be the result of case-based learning environments or cognitive apprenticeships. Furthermore, social negotiation of knowledge is another principle of the theory by which learners form and test their constructs in a dialogue with individuals and with society.

There are several guiding principles of Constructivism the first of which is that learning is a search for meaning through an active process called learning in which learners use their sensory input and construct meaning out of it. Thus, as Dewey argues, learning is not the passive acceptance of knowledge which exists "out there" but that learning involves the learners engaging with the world. Furthermore, meaning requires understanding wholes as well as parts which must be understood in the context of wholes. For example, learners would simultaneously learn the meaning of a chronology if they learned the chronology of dates of a series of historical events. Consequently, the learning process focuses on primary concepts rather than isolated facts. The mental models that students use to perceive the world and the assumptions they make to support those models must be understood for better teaching (Bruner, 1990).

Constructivism has potentially significant implications, based on the work of Swiss developmental psychologist Jean Piaget, for how current 'traditional' instruction is structured. It fits with several highly touted educational trends as the transition of the teacher's role from "sage on the stage" the source or transmitter of knowledge to "guide on the side" the facilitator or coach. It estimates what learners can or cannot understand at different ages in addition to describing how children develop cognitive abilities. Teaching "higher order" skills such as problem-solving, reasoning, and reflection is considered as another educational trend. Learners cannot be "given" information which they immediately understand and use, but instead learners must "construct" their own knowledge through experience and learn how to learn. More

open-ended evaluation of learning outcomes in addition to cooperative and collaborative learning skills are also significant implications of Constructivism (ALN Magazine, 1997).

The Internet offers learners a significant range of opportunities to construct knowledge through their own experiences. Through its facets, the Internet provides a learning environment that helps expand the conceptual and experiential background of the learner. Besides, it provides essential tools to accomplish the goals of a constructivist classroom. The Internet is ideally suited, by virtue of the flexibility it can provide, for fostering cognitive flexibility (Spiro and Jehng, 1990). Within this "constructivist" paradigm researchers emphasize that the acquisition of higher-order thinking and problem-solving skills are given more attention than the assimilation of a large body of isolated facts. Furthermore, basic skills are learned in the course of undertaking higher-level "real-world" tasks whose implementation entails the integration of a number of such skills. Besides, learners are able to access information resources at that point in time when they actually become useful in performing the particular task at hand. In addition, learning through the Internet may cover fewer topics than within the typical traditional curriculum, however, these topics are often explored thoroughly. Moreover, learners do not passively absorb information skills presented by the teacher, but they assume a central role as the active creator of their own knowledge.

Synchronous communication and a text-based environment such as MOO (Multi-user domain, Object-Oriented), for example, can be built and manipulated by the learners themselves which provide a constructivist learning experience which is not available in the traditional second language classroom.

As Driscoll, (1994) states:

"It is probably no accident that constructivism is gaining popularity and momentum at the same time interactive, user friendly computer technologies are becoming widely available. The computer offers effective means for implementing constructivist strategies that would be difficult to accomplish in other media" (Driscoll, 1994, p376).

El-Hindi (1998) asserts that the Internet introduces an entire new source for students to gather information by which students become more actively involved in their own learning and less of passive recipients of information. Moreover, there is less of a focus on the traditional view of the teacher as the main knowledge source in the classroom. Thus, the Internet becomes the tool whereby students can become more interactive and more involved in their own learning and constructing their own knowledge. Additionally, El-Hindi (1998) states that constructivism presumes that learners are active and curious. The Internet supports this curiosity and helps teachers move towards constructivist environments by promoting learner centered classrooms in which students have access to numerous issues and are given the opportunity to use their creative talents using technology.

In summary, Internet Assisted Language Learning follows many of the principles expressed in the language acquisition theories discussed previously especially in the ability to present a natural language environment with concrete referents, promote communication among peers, provide expansive feedback, allow correction to be independent from communication, treat network communications as experiential learning activities and allow socialization and communication to take precedence over form.

CHAPTER THREE

RESEARCH METHODOLOGY

Chapter Three

Research Methodology

The purpose of the study was to determine whether the use of the Internet in an EFL classroom can improve secondary school students' writing and attitude toward language learning.

An experimental approach was adopted, comparing groups of students with and without this new teaching method. Quantitative information was collected by means of tests and questionnaires and analyzed. Details of the research procedure are given below.

3.1: The Research Design

The experimental study was carried out over four months starting from March 2003 to July 2003. The quantitative data were collected through pre- and post-tests from which the writing performance of the students was evaluated. Besides, pre- and post questionnaires were used to evaluate and analyze students' language learning attitudes. Furthermore, another questionnaire which gauged students' viewpoints of how significant and constructive the Internet was to their writing skill and language-learning attitude was carried out.

3.2: Subjects

The research conducted involved two groups of thirty secondary female students studying at Al-Hoor Commercial Girls Secondary School. The students participating in this study had just completed four compulsory English courses of four hours in each. The two groups were doing English (105) which is an English writing course adopted by the Ministry of Education in Bahrain. All of the students were native-born Bahrainis whose average age was between 17 to 18 years.

Subjects were divided into two research groups: the experimental group (n=30) and the control group (n=30). Selection was made simply on the basis of students' computer literacy. Thus, the group which proved to be computer literate with some insight of Internet experience and usage was selected to be the experimental group

while the second group whose students had little experience in using the computer and the Internet operated as the control group.

3.3: Research Procedures

The researcher carried out various tasks: the pre- and post- writing achievement tests, the pre- questionnaire evaluating students' Internet and computer literacy, the attitudinal questionnaires and the questionnaire assessing students' points of view of **Internet Assisted Language Learning**. The responses to each of which were examined in detailed analysis in order to achieve the objectives of the research study on using the Internet and its facets (Appendix L).

3.4: Design of the Research Instruments

The research experiment included two groups: the control group and the experimental group on which the experiment was applied using the independent variable presented in the Internet and its facets. The experimental group was supplied with a computer lab with the access to the Internet.

Due to the small number of computers which were nineteen, some students had to work in partnership e-mailing key pals in Poland, Australia, Switzerland, USA and England twice a week in the lab. Students' e-mails were based on a number of topics set by the researcher and the instructors of some particular groups of students learning English as a foreign language in Poland, Australia, Switzerland, USA and England (Appendix H). Furthermore, students were instructed to navigate through the WWW looking for assigned topics each week according to the course syllabus. In addition to meeting twice a week in the computer lab, the experimental group's students had to meet twice a week in the traditional classroom. However, the control group did not receive any classes in the computer lab and did not access any means of Internet based learning.

The research included a number of phases as follows:

In the **Introductory phase** two female secondary groups studying English (105) of thirty students in each were selected; one as the control group and the other as the experimental group. Both groups received traditional teaching of English using the course textbooks with the presence of the teacher, however, the control group

received traditional teaching of English for the entire semester whereas the experimental group course work was divided into two hours of traditional teaching of English and two hours of Internet Assisted Language Learning through synchronous and asynchronous facets.

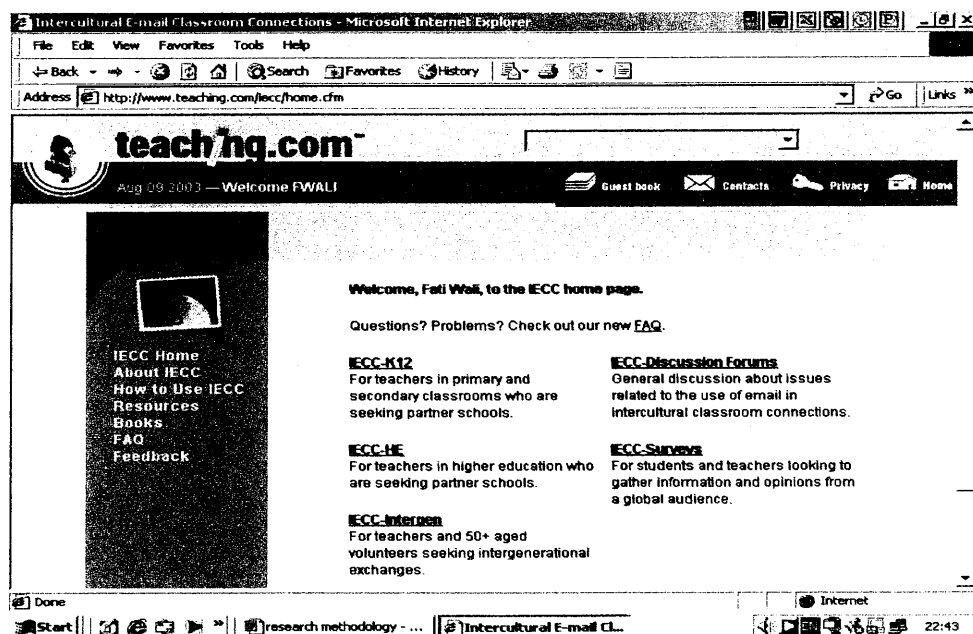
Both groups' computer and Internet Literacy was evaluated through a pre-questionnaire before the course commenced (Appendix C). The writing proficiency in both groups was tested through a pre-writing test which consisted of two composition questions. The first question was a controlled writing question while the second was a free writing question (Appendix A). In addition to the pre-writing test, a pre-attitudinal questionnaire was set for both groups to gauge students' points of view of the effect of the Internet and its facets on students' English language learning attitudes (Appendix B). Since the researcher did not teach the students previously, she evaluated and administrated the pre-writing test and the pre-attitudinal questionnaire for both groups. Both the pre-writing test and the pre-attitudinal questionnaire were given before the commencement of the research experiment.

Students in the experimental group carried out a two-week workshop in the computer lab in order to get accustomed to the Internet, surfing through the WWW and the concept of electronic mail. Students were taught how to sign up an e-mail which was controlled by the researcher in order to avoid misusing them. Thus, the researcher kept a record of students' e-mail addresses and passwords. Furthermore, students were sent an introductory e-mail containing the Internet course outline which consisted of the course description, course goals and guidelines, learning outcomes and course objectives, assignments and the sites used in each unit according to their relevance to each unit's objectives and aims. (Appendix F)

The second phase was the **Key pal E-mail Writing Project** in which the experimental group only participated in order to develop an awareness of understanding and the ability to use logic in their writing skill by introducing a wide range of authentic materials from the Internet by which students get motivated. Thus, a 'key pal writing project' was set up by the researcher in which students in the experimental group were able to exchange e-mails with other English foreign learners in Poland, Australia, Switzerland, USA and England.

The project was implemented in two phases the first of which was subscribing to a mailing list or newsgroup which provided suitable classrooms for e-mail exchange such as the Intercultural E-mail Classroom Connection (IECC) whose web address is (www.teaching.com/iecc/). The (IECC) is a free teaching service to help teachers link with partners in other cultures and countries for email classroom pen-pal and other project exchanges in different modes separated in the site itself as follows:

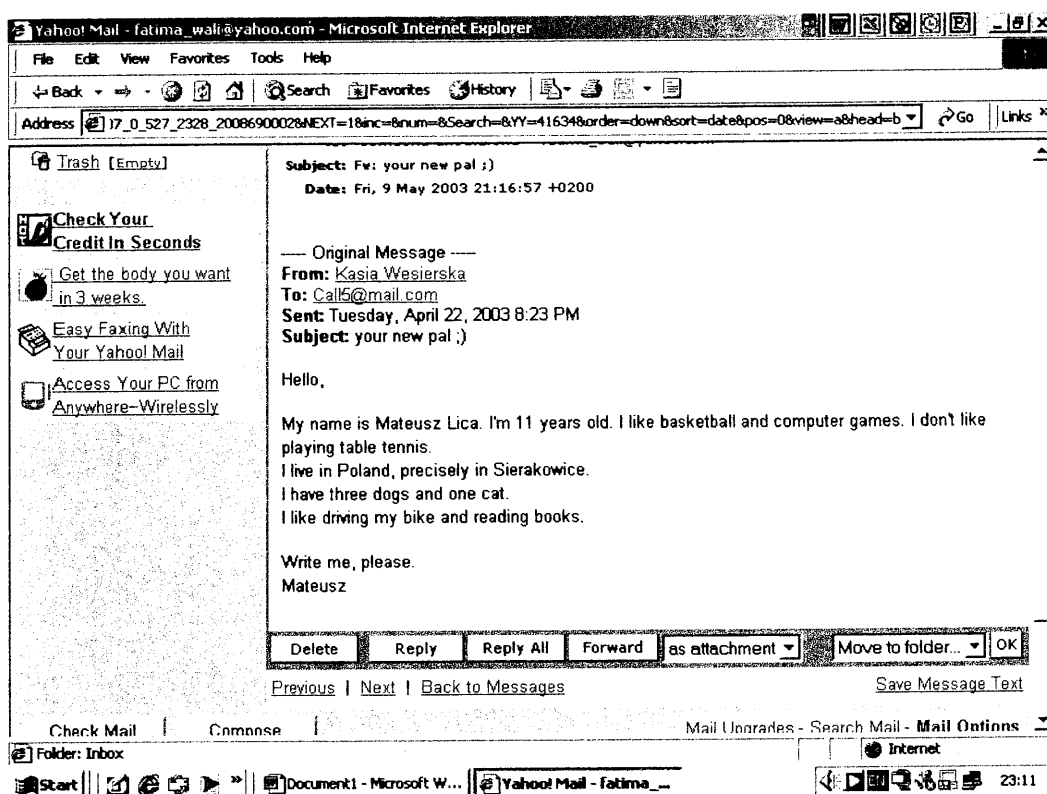
IECC-K12 is for teachers in primary and secondary classrooms who are seeking partner schools, **IECC-HE** is for teachers in higher education who are seeking partner schools, **IECC-Intergen** is for teachers and 50+ aged volunteers seeking intergenerational exchanges, **IECC-Discussion Forums** is for general discussion about issues related to the use of email in intercultural classroom connections and **IECC-Surveys** is for students and teachers looking to gather information and opinions from a global audience.



The researcher subscribed to **IECC-K12** by sending a message to IECC-request@staolaf.edu and made an announcement from which she got responses from instructors in Poland, Australia, Switzerland, USA and England. Then, the researcher had to sort out and evaluate the received messages from worldwide instructors in order to find suitable matches for her students. Moreover, the researcher exchanged e-mails with the other instructors to reach an agreement regarding the process on which

the research project would be carried including the activities and topics to be discussed by students in their e-mail exchange (Appendix G).

The instructors sent their students' e-mail addresses to be distributed among the experimental group's students. Since the number of students in the experimental group exceeded the number of computers in the lab, students had to work collaboratively in exchanging e-mails through which they read each other's e-mails and commented on each others' spelling, punctuation and grammar. Students were interested in knowing and exchanging e-mails with their key pals and the reason for this might be ,as Frizler states, 'the excitement of being part of a pioneering class in language learning, or the opportunity to interact with international peers' (Frizler, 1995).

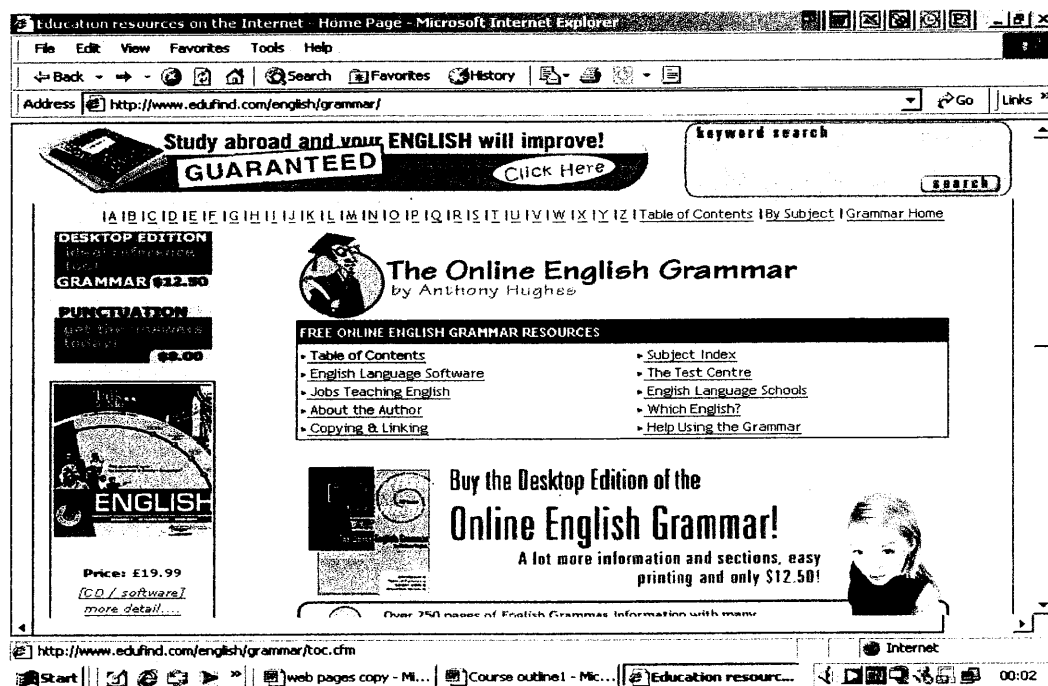


Supplementing the language syllabus with the Internet was the third phase of the research. The course syllabus of the writing English course (105) of the three-hour-credit was divided into two hours in the traditional classroom and one hour in the computer lab in addition to one more hour from their free time to be utilized in the computer lab. Students were supposed to cover seven units in this course each of

which was supplemented by various websites related to the topic of each unit comprehensively shown in the course outline (Appendix H).

Furthermore, students were required to navigate the web using search engines in order to get relevant information on the topic discussed in each unit; for example students had to search for the advantages and disadvantages of the Internet in unit (9) as a result of which they used search engines to obtain relevant information. Students had to save different topics from the search engines, such as *Yahoo!*, *Hotcot*, *Infoseek*, *Excite*, *Alta Vista* and *Google*, to be read and analyzed later at home when a writing assignment was given. Students felt more responsible to learn because they had to look for information themselves, or create writing texts.

Students also had the opportunity of having language practice relevant to the topics and units assigned. The grammar sites explored provided students' score to each question, the answers if they were mistaken and a helping rule to use grammar. Students were highly motivated to get engaged in online grammar practice which is communicatively authentic.



Additionally, students accessed reading online sites which provided them with the stories of which they had to write summaries or completions online. Furthermore,

students had access to online newspapers, journals and magazines to enrich their knowledge of current issues which might support their writings either in class or online.

The screenshot shows two web pages in a Microsoft Internet Explorer browser. The top page is the RHL School website, which offers free teaching resources. The bottom page is the Telegraph newspaper's online edition, featuring various news articles and a sidebar with links to different sections.

RHL School - Free Teacher Resources - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Forward Stop Home Search Favorites History Print

Address http://www.rhlschool.com Go Links

RHL School **ROO? RHAT? RHERE?**

Home English Mathematics Reading Research Free Stuff Keys Forums Links Contact

RHL School, Free Teaching Resources: Your place to get an **enormous supply of free quality worksheets for teaching, reinforcement, and review.** Free worksheets that are truly unique! Many of these worksheets can serve as the basis for lessons.

August 9, 2003

[Your E-mail Account](#) [FREE Offers, Sites](#)

[Sites for Teachers](#)

[Back to School at edHelper.com](#)

Search RHL School and EdHelperNet: Search

What Worksheets Can Be: From [Do You Ever Stop to Wonder?](#)

• [Reading Comprehension](#) **Do you ever stop to wonder**
When a storm has just gone by
And the clouds begin to scatter
As the blue remains the sky?

• [English Basics](#)

Telegraph newspaper online - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Forward Stop Home Search Favorites History Print

Address sessionid\$TSWLA1ZQBZFVPOFIQMGCF4AYCBQUIV0?view=HOMESgrid=P138menuId=18menuItemId=18_requestid=67007 Go Links

Login or register Free email services

telegraph.co.uk Mercedes-Benz

Search For: in Search options GO Saturday 9 August 2003

Jewel personality
The pop star with a penchant for physics

Fizzy heights
How to set up your own champagne house

A Dash of Posh
Victoria Beckham's hip-hop makeover

Still not found the ideal holiday?

BREAKING NEWS

- ▶ Watchdog favours free IVF treatment
- ▶ Bomb accused Britons enjoy freedom
- ▶ Martin sadness as he returns home

Aid for Omagh families
The Government has promised to give a blank cheque to the families of Omagh bombing victims in their unprecedented civil action against the men they allege were responsible.

'Tortured' Britons freed
Six Britons who say they were tortured and falsely imprisoned in Saudi Arabia on bombing charges have flown home after being pardoned by King Fahd.

Stay calm, says DoH
Women have been urged by the

SPORT LATEST

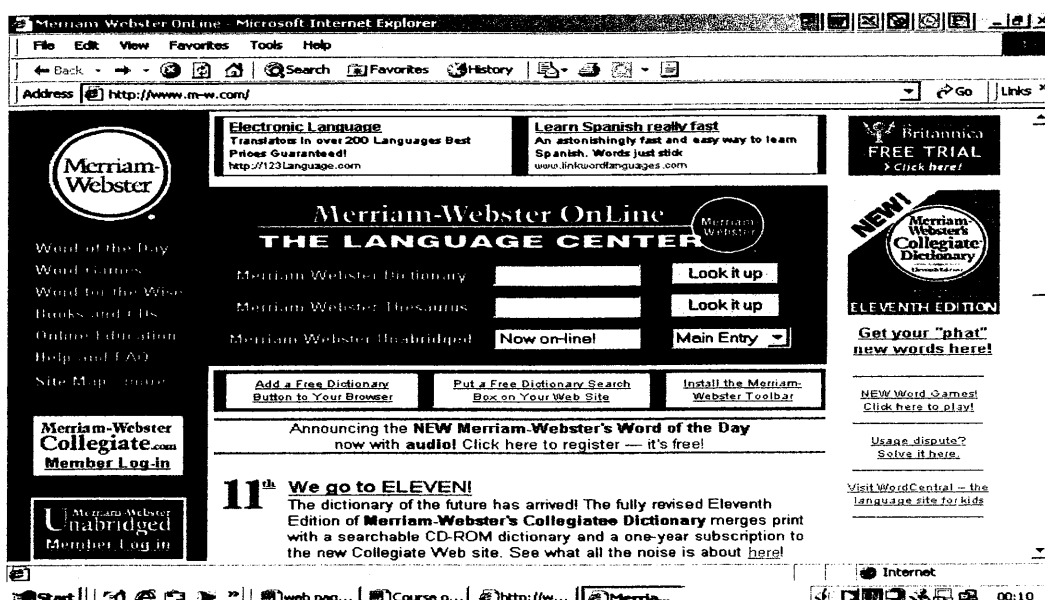
Match of the Day returns
Satellite channel BSkyB and the BBC have emerged as winners in a new £1.1 billion TV football deal unveiled by the Premier League.

Chambers proves a point
Dwain Chambers proved himself king of the Palace again as he won a farcical 100 metres in a time briefly believed to be a world record.

- ▶ F1: Ecclestone coy
- ▶ Golf: Monty birdie blitz
- ▶ Cricket text alerts
- ▶ Cricket: Live scoreboard
- ▶ Sport in full

Opening page http://www.telegraph.co.uk/portal/main.html;sessionid\$TSWLA1ZQBZFVPOFIQMGCF4AYCBQUIV0?view=HOMESgrid=P138menuId=18menuItemId=18_requestid=67007

Moreover, students were able to use online dictionaries in order to check any spelling mistakes in their e-mail messages.



The last phase of the research was estimating the effects of the Internet through a post-writing achievement test and a post-attitudinal questionnaire which were carried out on both the experimental and the control groups. In addition, students' personal viewpoints of the Internet's effectiveness and the benefits of Internet Assisted Language Learning were analyzed through a post questionnaire given to the experimental group. (Appendix D)

3.5: Data Collection Procedures

3.5.1. The Writing Tests

The data collection procedures of the research were based on estimating the proficiency of the experimental and the control group's pre- and post-writing achievement tests whose aim was to provide information about how well students learned what they were taught in addition to assessing the effectiveness of the independent variable, the Internet, in developing the EFL learners' writing proficiency.

The tests were divided into two writing questions which were relevant to the students' course syllabus (Appendix F). The first writing question was a guided-writing question while the other was a free-writing question. Each task was assessed according to five aspects which were: grammar, vocabulary, mechanism, fluency and relevance (Appendix A). The researcher assessed the pre- writing test of the

experimental and the control group then consulted four English teachers to review the researcher's evaluation. The post- writing test was evaluated, analyzed and reviewed by the four teachers only on the same basis of the pre- writing test assessment (Appendix B).

3.5.2. The Questionnaire Study

Pre- and post-attitudinal questionnaires were carried out on both groups the control and the experimental groups, in class before the application of the research through a **Semantic differential scale**, which asks an individual to give a quantitative rating to a topic (Appendix B). Each position on the continuum has an associated score value in order to identify the overall level of students' language learning attitudes. The questionnaire applied aimed at collecting information on students' computer and Internet literacy, students' reasons of studying English and the learning attitudes of classroom anxiety. Additionally, the research contained some questions which required basic information about the students such as their age, the courses they had completed previously and their grade in the last English course taken, all of which was of great help to the research.

The questionnaires were designed to suit students' comprehension level of both groups with regard to layout and form. Some colleagues applied the questionnaires and they were directed to clarify or translate any terms which students might have difficulty in comprehending due to the individual differences existing in EFL classrooms.

After the experiment, the experimental group had to complete another questionnaire in order to get their viewpoints of the use of the Internet in the English classroom and how effective they thought it could be in comparison to the traditional methods of teaching English. It also explored how the Internet would influence students' cultural awareness (Appendix D).

3.5.3: The Observation Study

The researcher constructed a procedure in order to evaluate the research through a plan through which the topics of each unit were illustrated in addition to a number of sites which could be navigated along with the topics assigned in the course curriculum. This procedure was of great help to the research as students' viewpoints

show how motivated and enthusiastic students were in carrying out the online applications.

Additionally, the researcher's and the lab assistant's observations of students' performance dealing with the Internet were very beneficial by which students' obstacles in operating the different aspects of the Internet were revealed and resolved. Students found the online activities in the Internet exciting challenges for communication and thus benefited a lot and were enthusiastic to operate more applications on the Internet. It was noted that working in partnership on the Internet especially in exchanging e-mails with key pals had a great effect on students' social skills and communicative participation as the low achievers were assisted by the high achievers in modifying their composed e-mails format or grammar.

Students were pleased and satisfied whenever they received replies from their key pals while those who did not receive any were unsatisfied. A sense of competitiveness aroused between those who got e-mails and those who did not and thus students who did not get any feedback from their key pals kept on trying to send their introductory e-mails to other key pals from the list or get their colleagues' key pal's e-mails in order to get a reply (Appendix E). They also used to send the introductory e-mail to a number of key-pals in a row using the comma (,) between the e-mail addresses sent in order to make sure they got at least one reply in return

Students were also challenged to navigate and search for sites related to their course curriculum. They seemed to be eager to learn and contend to surf the sites requested or get higher grades in the online language exercises conducted.

3.6 Data Analysis Procedures

The researcher utilized the (SPSS) Statistical Package for the Social Sciences software program for the statistical analysis of the research project employing the quantitative data from the pre-and post-writing test and the questionnaires. The researcher was instructed and assisted by a faculty member from the Ministry of Education and another from East and West Trading International in the data analysis procedures.

The research hypotheses were evaluated through a number of statistical procedures in order to assess their appropriateness in addition to analyzing the t-tests and level of significance in each hypothesis.

3.7 Reliability of the Research

Seeking the achievement results reliability of the experimental group, the researcher implemented a method by which it would be identified through applying the same test as the pre- and post writing test. Thus, the researcher correlated the achievement results of the pre- writing tests with the control group's achievement results of the pre- writing tests between which an insignificant difference was expected. The Alpha correlation was employed to evaluate the reliability coefficient of the 30 students in the experimental group in their pre- and post-writing tests which was high as it was quantified to be **0.884** and thus resulted in having confidence in the tests in addition to making sure that the achievement measures of students were reliable.

3.8 Validity of the Tests and Questionnaires

The two most important aspects of precision are **reliability** and **validity**. Validity refers to the agreement between the value of a measurement and its true value. Evaluating the content validity of the tests and questionnaires was carried out subjectively by asking a number of English language teachers at the Ministry of Education to judge the relevance of the test items regarding the subject area domain being assessed. The items of the tests and questionnaires proved to be valid and relevant to the measurement of the intended content of the learning syllabus taught in the English course (105).

Additionally, the face validity confirmed that the questions of the achievement writing tests were clear using comprehensible vocabulary and sentence structure and was suitable to students' language level. Moreover, test administration procedures were standardized and the writing scheme was adapted from several writing guidelines or checklists and was approved by two of the faculty members at the Foreign Languages and Literatures Department in the University of Bahrain (Dr. Joseph Mattingly and Dr. Hassan Marhamma.) In addition, specialist statisticians gauged the questionnaires to confirm their construct validity which is the extent to which the test measures a

theoretical concept or trait, such as a personality characteristic and it might also include measures of the content and criterion-related validity.

The researcher did not grade any of the post-writing tests in order to accomplish validity and evade bias. Thus, the post-writing tests were marked and revised by three secondary teachers at the Ministry of Education.

CHAPTER FOUR

RESULTS OF THE STUDY

Chapter Four

Results of the Study

This research project was conducted to explore how effective the Internet and its facets are in the EFL teaching and learning of writing skills at a secondary level in addition to its effects on students' language learning attitudes. The significant level used in analyzing the data collected from the study was an alpha level of 0.01.

The statistical analysis was applied by utilizing the data from independent t-tests and paired t-tests. An analysis of the pre-and post-writing tests' results and students' points of view of the utilization of the Internet, as a means of technology in the learning of English as a foreign language, in the questionnaires are demonstrated and discussed throughout this chapter.

4.1: Results of the Research Hypotheses

4.1.1: Hypothesis One

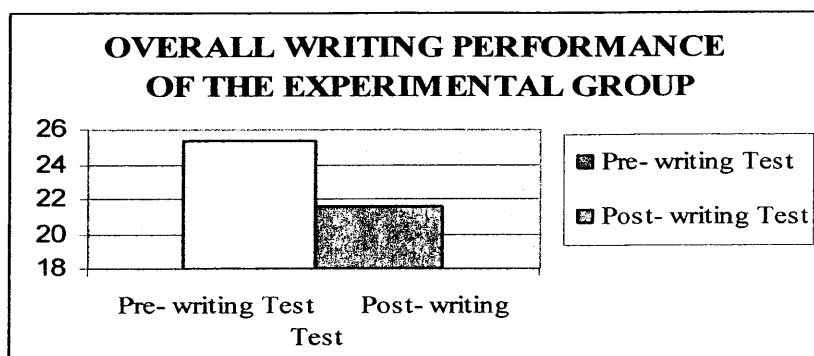
The first hypothesis of the research assumes that the writing of the experimental group would have improved by the end of the experiment which was taught by the application of the Internet Assisted Language Learning.

The group was evaluated by being given a writing test which consisted of two questions. The first question was a guided writing question while the other was a free writing one. The same writing test was applied to be the pre- and post- writing test. Both tests were analyzed statistically by assessing the mean scores which were attained through the Independent Sample T-Test.

The table below shows a significant statistical difference between the pre-writing and post-writing mean scores which shows a high statistical value for the t in the post-writing test which is 19.36.

Table 4.1: Overall Writing Performance of the Experimental and the Control Groups Pre- and Post- tests.

Experimental Group's Writing Tests	No. Experimental group	Mean	Std. Deviation	Degree of Freedom	t	Level of significance
Pre-writing Test	30	13.58	10.48	28	7.09	0.01
Post- writing Test	30	32.4	9.18	28	19.36	0.01



The results analyzed the Independent Sample T-Test in the table above deduces that the null hypothesis is accepted and proposes that the learners' writing proficiency level improved considerably in the experimental group due to the fact that the Internet and its facets play a crucial role in the development of the English Language Learners' writing proficiency.

4.1.2: Hypothesis Two

The second hypothesis of the research is that the writing of the experimental group would have improved more than that of the control group by the end of the experiment.

The groups were evaluated by being given a pre- writing test and a post- writing test which consisted of two questions. The first question was a guided writing question while the other was a free writing one. Both tests were analyzed statistically by assessing the mean scores which were attained through the Paired T-Test.

Observing the tables below, it is perceived that the null hypothesis is accepted due to the fact that the t-value obtained in the post-writing test of the experimental group, which is 19.360, is highly significant in comparison to the t-value of the control group's post-writing test, which is 8.148.

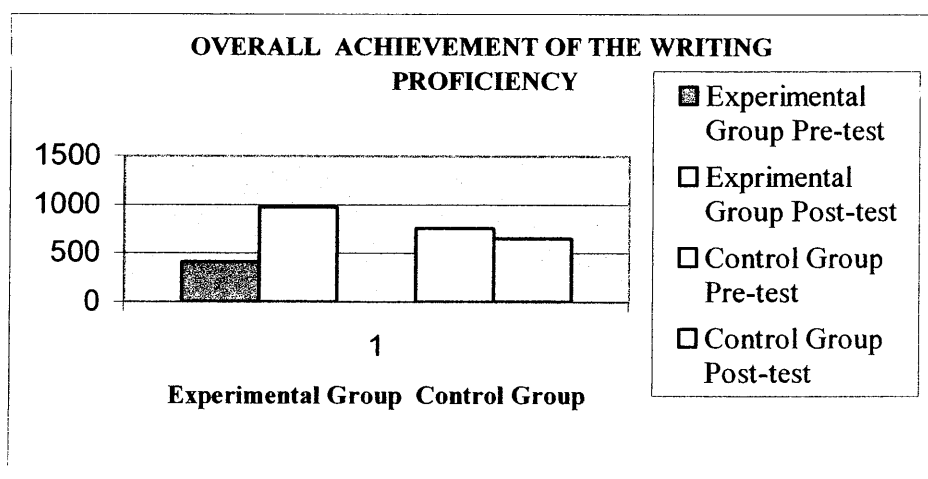
Table 4.2: The Writing Proficiency of the Experimental Group

Experimental Group's Writing Tests	No. Experimental group	Mean	Std. Deviation	Degree of Freedom	<i>t</i>	Level of significance
Pre-Writing Test	30	13.5833	10.4815	28	7.093	0.291
Post- Writing Test	30	32.4833	9.18721	28	19.360	0.01

Table 4.3: The Writing Proficiency of the Control Group

Control's Group Writing Tests	No. Control group	Mean	Std. Deviation	Degree of Freedom	<i>t</i>	Level of significance
Pre-Writing Test	30	25.3000	13.75751	28	10.073	0.2
Post-Writing Test	30	21.6000	14.52014	28	8.148	0.01

The results show that the experimental group's level in the pre-writing test was less than the control group's level. However, the experimental group's writing improved drastically in the post-writing test as shown in the mean value which is 32.4833 in comparison to the mean of the control group's post-writing test which is 21.6000. Consequently, it was proven that the utilization of the Internet and its facets is of great significance in the development of writing proficiency.



4.1.3: Hypothesis Three

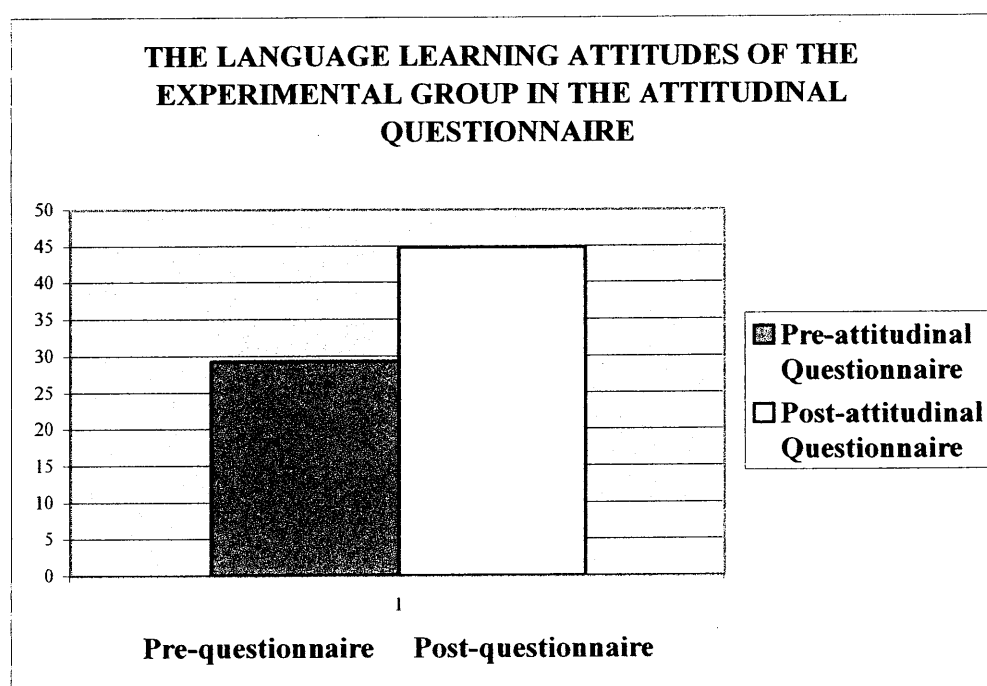
The third research hypothesis states that the learning attitudes of the experimental group would have improved by the end of the research.

Through the application of the Sample T-test analysis of the experimental group's pre- and post-attitudinal questionnaires, it has been proved that the null hypothesis is accepted.

Table 4.4: Overall Language Learning Attitudes of the Experimental Group

Experimental's Group Questionnaires	No. Experimental group	Mean	Std. Deviation	Degree of Freedom	<i>t</i>	Level of significance
Pre-attitudinal Questionnaire	30	29.23	11.08	28	3.7	0.2
Post-attitudinal Questionnaire	30	44.83	19.27	28	4.7	0.01

Observing the t-values in the table above, it is understood that students' attitudes towards learning English as a foreign language have been significantly enhanced. This is recognized in the mean score of the attitudinal questionnaires which has changed from 29.23 in the pre-attitudinal questionnaire to 44.83 in the post-attitudinal questionnaire.



4.1.4: Hypothesis Four

The last hypothesis states that the learning attitude of the experimental group would be more positive than that of the control group. The null hypothesis was rejected.

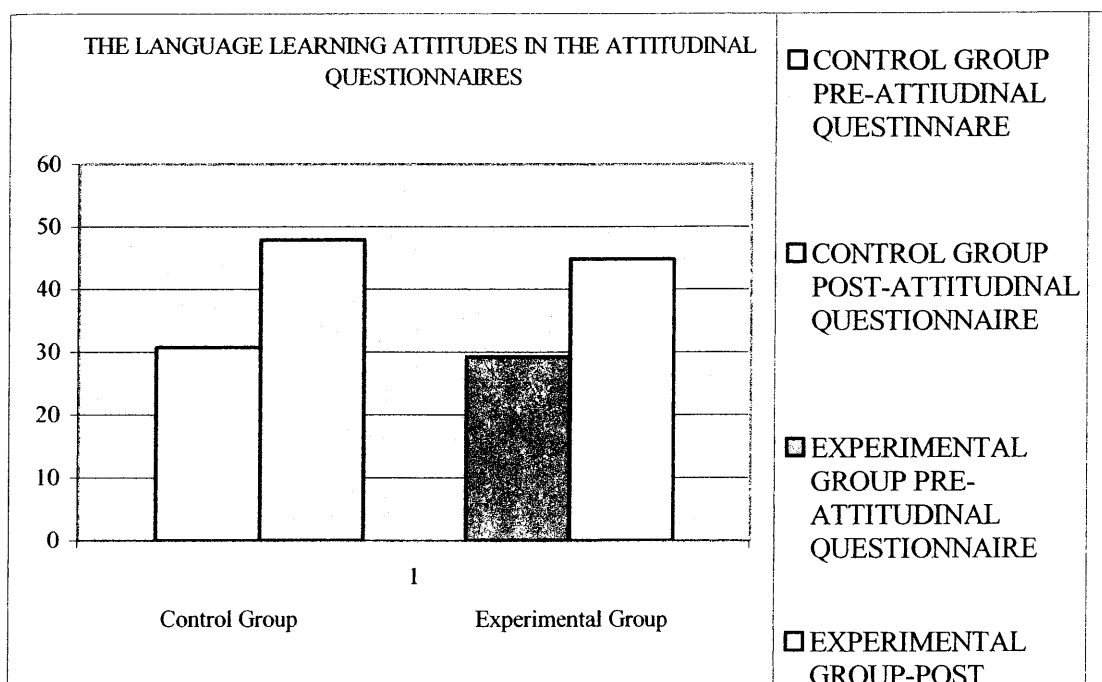
Table 4.5: Overall Language Learning Attitudes of the Experimental Group

Experimental's Group Questionnaires	No. Experimental group	Mean	Std. Deviation	Degree of Freedom	<i>t</i>	Level of significance
Pre-attitudinal Questionnaire	30	29.23	11.08	28	3.7	0.2
Post-attitudinal Questionnaire	30	44.83	19.27	28	4.5	0.01

Table 4.6: Overall Language Learning Attitudes of the Control Group

Control's Group Questionnaires	No. Control group	Mean	Std. Deviation	Degree of Freedom	<i>t</i>	Level of significance
Pre-attitudinal Questionnaire	30	30.733	13.096	28	4.2	0.29
Post-attitudinal Questionnaire	30	47.9	21.199	28	4.7	0.01

The tables above are the result of Paired Sample T-Test analysis. They were used to determine whether there is a significant difference between the post-attitudinal questionnaires of the experimental and the control group. The *t* obtained from the post-attitudinal questionnaire of the experimental group is 4.5 while the *t* obtained from the control's group post-attitudinal questionnaire is 4.7. Thus, the null hypothesis is rejected due to the fact that the *t*-value of the control group is higher than the experimental group.



4.2 The Experimental Group's Responses to the Benefits of the Internet in Language Learning Questionnaire

The experimental group, which consisted of thirty students, was given a questionnaire to assess students' points of view of how beneficial the Internet is in the learning of English as a foreign language (Appendix E). The questionnaire was divided into three parts each of which had an aim. The first part investigated the possible linguistic benefits achieved through using the Internet, the second part explored the interpersonal benefits, the third part investigated the learning benefits of the Internet and the last part determined the most beneficial and enjoyable online tasks viewed by students.

The questionnaire consisted of thirty-two statements. The scale used for the first three parts was based on the levels of students' agreement to each as it was divided into strongly agree (SA), agree (A), disagree (D) and strongly disagree (SD).

The table below shows students' viewpoints of each item in the questionnaire, either positive or negative, in addition to their percentages.

The first table below shows the possible linguistic benefits learnt through Internet Assisted Language Learning (IALL) according to the respondents. It can be perceived that most students were cognizant to the effectiveness of the Internet in the English Language learning the skill of writing. According to the percentages of students'

viewpoints, it has been recognized that almost 93.3% of the students thought that they could express their thoughts better in English, comprehend online texts better and then liked the increased online reading and writing practice. Moreover, all students believed that they had improved their writing skill.

Table 4.7.1: Possible Linguistic Benefits

Linguistic Benefits	No. SA	%	No. A	%	Total Agreement %	No. D	%	No SD	%	Total Disagr- ement %
1. I can express my thoughts better when writing online.	14	<u>47</u>	14	<u>46.7</u>	<u>93.3</u>	1	<u>3.3</u>	1	<u>3.3</u>	<u>6.7</u>
2. I have improved my writing skill.	10	<u>33.3</u>	20	<u>66.7</u>	<u>100</u>	0	<u>0</u>	0	<u>0</u>	<u>0</u>
3. I like the increased online writing practice.	22	<u>73.3</u>	6	<u>20</u>	<u>93.3</u>	1	<u>3.3</u>	1	<u>3.3</u>	<u>6.7</u>
4. I like the increased online reading practice.	18	<u>60</u>	10	<u>33.3</u>	<u>93.3</u>	1	<u>3.3</u>	1	<u>3.3</u>	<u>6.7</u>
5. I comprehend online texts better.	13	<u>43.3</u>	15	<u>50</u>	<u>93.3</u>	2	<u>6.7</u>	0	<u>0</u>	<u>6.7</u>

The table below shows students viewpoints of the possible learning benefits by using the Internet. Students realized that their language skills improved significantly by using the Internet. 96.7% of the experimental group believed that they contributed more in the Internet class than in the traditional class and that their fear and learning anxiety has vanished. Additionally, all the students considered learning English through the Internet very beneficial and enjoyable since the materials accessed were more authentic and they wished to have another chance to get involved in an Internet-Assisted Language Learning class in future.

Table 4.7.2: Possible Learning Benefits

Learning Benefits	No. SA	%	No. A	%	Total Agreement %	No. D	%	No. SD	%	Total Dis-agreement %
6. I contributed more in the Internet class than in the regular class.	23	<u>76.7</u>	6	<u>20</u>	<u>96.7</u>	1	<u>3.3</u>	0	<u>0</u>	<u>3.3</u>
7. I think I have improved my autonomy (i.e. ability to express myself using common expressions online)	15	<u>50</u>	14	<u>46.7</u>	<u>96.7</u>	1	<u>3.3</u>	0	<u>0</u>	<u>3.3</u>
8. I spend less time searching for information in the library.	25	<u>83.3</u>	4	<u>13.3</u>	<u>96.7</u>	0	<u>0</u>	1	<u>3.3</u>	<u>3.3</u>
9. My knowledge is more up-to-date now.	25	<u>83.3</u>	5	<u>16.7</u>	<u>100</u>	0	<u>0</u>	0	<u>0</u>	<u>0</u>
10. I feel less nervous in the lab than in the classroom.	23	<u>76.7</u>	6	<u>20</u>	<u>96.7</u>	1	<u>3.3</u>	0	<u>0</u>	<u>3.3</u>
11. I have time to reflect and compose my messages.	25	<u>83.3</u>	3	<u>10</u>	<u>93.3</u>	2	<u>6.7</u>	0	<u>0</u>	<u>6.7</u>
12. I feel I contributed to my learning process.	10	<u>33.3</u>	16	<u>53.3</u>	<u>86.7</u>	4	<u>13.3</u>	0	<u>0</u>	<u>13.3</u>
13. Not having to wait for my turn to 'speak' is an advantage of the Internet.	20	<u>66.7</u>	10	<u>33.3</u>	<u>100</u>	0	<u>0</u>	0	<u>0</u>	<u>0</u>
14. I wish to be involved in a similar experience in future.	26	<u>86.7</u>	4	<u>13.3</u>	<u>100</u>	0	<u>0</u>	0	<u>0</u>	<u>0</u>
15. I have enjoyed the experience in the lab.	26	<u>86.7</u>	4	<u>13.3</u>	<u>100</u>	0	<u>0</u>	0	<u>0</u>	<u>0</u>
16. I think learning through the Internet is more authentic.	18	<u>60</u>	10	<u>33.3</u>	<u>93.3</u>	2	<u>6.7</u>	0	<u>0</u>	<u>6.7</u>
17. I feel I enjoy learning English more now.	20	<u>66.7</u>	7	<u>23.3</u>	<u>90</u>	1	<u>3.3</u>	2	<u>6.7</u>	<u>10</u>
18. I think the regular teaching is better than learning through the Internet.	4	<u>13.3</u>	4	<u>13.3</u>	<u>26.7</u>	6	<u>20</u>	16	<u>53.3</u>	<u>73.3</u>
19. Learning English is very important.	30	<u>100</u>	0	<u>0</u>	<u>100</u>	0	<u>0</u>	0	<u>0</u>	<u>0</u>

The researcher has investigated the possible interpersonal benefits which students may attain by using the Internet and its facets in the learning of English as a foreign language. This is illustrated in the table below in which 96.7% of the students liked the opportunity of 'real' participation in the lab and 100% of them enjoyed having key pals and got pleasure from knowing about their culture which increased global understanding of cultural differences. In addition, 86.7 % of the experimental group thought that they would have more key pals in the future while 76.7 % thought they communicated better in the lab than in the classroom.

Table 4.7.3: Possible Interpersonal Benefits

Interpersonal Benefits	No. SA	%	No. A	%	Total Agreement %	No. D	%	No. SD	%	Total Dis-agreement %
20. I like the opportunity of 'real' participation in the lab.	22	<u>73.3</u>	7	<u>23.3</u>	<u>96.7</u>	1	<u>3.3</u>	0	<u>0</u>	<u>3.3</u>
21. I enjoyed having key pals.	22	<u>73.3</u>	8	<u>26.7</u>	<u>100</u>	0	<u>0</u>	0	<u>0</u>	<u>0</u>
22. I think I would have more key pals.	18	<u>60</u>	8	<u>26.7</u>	<u>86.7</u>	3	<u>10</u>	1	<u>3.3</u>	<u>13.3</u>
23. I got pleasure from knowing about other people, countries and cultures through e-mail exchange.	9	<u>30</u>	21	<u>70</u>	<u>100</u>	0	<u>0</u>	0	<u>0</u>	<u>0</u>
24. I think students' communicate better in the lab than in the class.	14	<u>46.7</u>	9	<u>30</u>	<u>76.7</u>	5	<u>16.7</u>	2	<u>6.7</u>	<u>23.3</u>

The researcher asked for students' viewpoints about the most useful tasks online as shown in the table below.

Table 4.7.4: Students' most beneficial online tasks

Tasks	No. (1) Very useful	%	No. (2) Useful	%	(1+2) %	No. (3) Not Useful	%	No. (4) Not useful at All	%	(3+4) %
25. Completing on-line exercises	<u>21</u>	<u>70</u>	<u>9</u>	<u>30</u>	<u>100</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
26. Doing online tests	<u>20</u>	<u>66.7</u>	<u>8</u>	<u>26.7</u>	<u>93.3</u>	<u>2</u>	<u>6.7</u>	<u>0</u>	<u>0</u>	<u>6.7</u>
27. Searching the Internet for information	<u>27</u>	<u>90</u>	<u>2</u>	<u>6.7</u>	<u>96.7</u>	<u>1</u>	<u>3.3</u>	<u>0</u>	<u>0</u>	<u>3.3</u>
28. E-mailing key pals	<u>14</u>	<u>46.7</u>	<u>14</u>	<u>46.7</u>	<u>93.3</u>	<u>2</u>	<u>6.7</u>	<u>0</u>	<u>0</u>	<u>6.7</u>

The researcher found out through the questionnaire that 100% of the group identified completing online exercises to be the most useful online task due to the fact that the activities, either grammar, reading or writing completion, were accurate, detailed, factual, exact, comprehensive and supportive to the curriculum. Furthermore, 96.7 % of the students believed that searching the Internet for information is useful since the information provided online is authentic. In addition, 93.3% of the experimental group thought of e-mailing key pals and doing online tests to be constructive.

Additionally, the researcher collected students' responses of the most enjoyable and beneficial online tasks as in the table below.

Table 4.7.5: The most enjoyable and beneficial online tasks as viewed by the experimental group:

Online Activity	No. Of students/ comments	%
29. E-mailing key pals	29	96.7
30. Doing online Exercises	30	100
31. Researching information	29	96.7

100% of the experimental group found doing online exercises the most enjoyable and beneficial task online in which students came into contact with whereas 96.7% of them found e-mailing key pals and researching for information the most enjoyable and useful tasks online because they offer real interaction and immediate feedback.

4.3 Discussion of the Research

Based on the statistical analysis of the writing tests, the attitudinal questionnaires and the Internet and Internet Assisted Language Learning benefits questionnaire, the results of the research were analyzed and justified. Findings were examined and explored from two standpoints the first of which is the effect of the Internet and its facets on EFL writing proficiency and the second is the influence of the Internet and its facets on students' language learning attitudes.

The first result of the research is that the Internet indeed contributed to the instruction of English as a foreign language (EFL) and especially in the enhancement of the experimental group's writing proficiency in comparison to their performance with the control group which was highly distinguished. In addition, students' writing elements (grammar, vocabulary, mechanism, fluency and relevance) were considerably improved due to the utilization of the Internet and its facets which mostly affected the elements of relevance and vocabulary. Furthermore, students' learning attitudes towards learning English as a foreign language have significantly improved in comparison to the control group. The experimental group's attitudinal questionnaire demonstrated that students became more autonomous in the language classroom not being affected by their fear and learning anxiety as before due to being exposed to authentic tasks on the Internet which considerably affected their language learning attitudes. Students were in contact with foreign key pals from different cultures and a myriad of authentic materials which developed their recognition of other cultures and races. Moreover, they learned how to use the new information and communication technologies from the World Wide Web or doing online exercises or tests.

In brief, the Internet and its facets can indeed contribute something to modern language teaching, particularly to the instruction of the writing proficiency of English as a foreign language (EFL) and the language attitudes as it has been demonstrated through the research.

CHAPTER FIVE

IMPLICATIONS AND RECOMMENDATIONS

Chapter Five

Implications and Recommendations

With the explosive growth of the Internet and related application of the World Wide Web (WWW) there is much discussion on the application of this technology to language learning. The researcher offers an overview of the implications and recommendations of using the Internet and its facets in the teaching and learning of English as a foreign language for teachers, researchers and educators to enhance the EFL teaching and learning.

5.1: Discussion of the Research Questions

Evaluating the effectiveness of the Internet and its facets in the EFL classroom, especially in the enhancement of students' writing proficiency and their language learning attitudes, is considered to be the main objective of the thesis.

Firstly, it has been perceived through the assessment of the pre-and post-writing tests of the experimental group that their writing proficiency level improved drastically due to the fact that they utilized the Internet and its facets as language learning tools. This had been employed through e-mail exchange, online readings, online writing completion tasks and surfing the WWW for specific information required related to the course outline taught. This has influenced the experimental group's mean scores considerably in comparison to the mean scores of the control group which rose slightly.

Additionally, analyzing the attitudinal questionnaires, which investigate how students' language learning attitudes would change by using the Internet and its asynchronous and synchronous tools, it has been observed that both groups' language learning attitudes have improved significantly. This has been observed through the rise of the mean scores in the post-attitudinal questionnaire in comparison to the pre-attitudinal questionnaire. Moreover, students' enthusiasm to reach on time and get the spreadsheets before each other just to start ahead of the others showed how their learning attitudes had improved and their self-confidence had been promoted. Furthermore, students got motivated more when they got replies from their key pals

and thus it led to increased language use by which their language proficiency improved.

Furthermore, students explained in the Internet benefits' questionnaire that their motivation and self-confidence had improved in conducting the English language skills especially writing by being exposed to an authentic audience through e-mailing key pals in addition to the online reading and writing completions and tests. Besides, students asserted that encountering new challenges, new skills and searching for different kinds of information widened their knowledge and made them learn by doing things themselves.

Thus, by observing the results of the writing tests and the questionnaires, the Internet can be considered to have played a significant role in the success of the research in addition to the factor of being exposed to English as a foreign language since students lack natural English language environment outside the classroom.

Integrating the Internet into the classroom is a great benefit and challenge for EFL learners all over the world, despite the fact that there are some limitations as mentioned in the first chapter. It can generate students' motivation, assist them to learn and acquire language knowledge and communicative competence, and can help them communicate in English better.

This research emerges from the researcher's dissatisfaction with students' writing proficiency level and their language learning attitudes towards learning a foreign language at the secondary level. Thus, it is an initial research which aims at integrating the Internet and its facets into the English as a Foreign Language classroom.

5.2: Pedagogical Implications:

The Internet has emerged as a new technology with great potential for educational use especially in foreign language learning and teaching. The Internet offers a wide range of opportunities for EFL teaching and learning as the facilities and resources available can be tools to help the learning process.

There are some possible ways for teachers in which the Internet can be integrated effectively into their language classrooms. Firstly, the Internet should be an integrated part of the English language curriculum taught rather than being an additional separate part. Moreover, teachers need to consider what language skills they want their students to develop and to structure their classes accordingly. They need to be selective in their choices and identification of resources from the Internet by evaluating the sites to determine whether they fit with the teaching methodologies, the curriculum and the outcomes of the program or not.

In addition, teachers and students must know how to deal with the technological difficulties. They should have the necessary computer skills as keyboarding skills and manage the Internet with its rapidly changing resources as Warschauer (1995) points out “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.” Teachers should also seek assistance in how to use all the necessary aspects of technology, such as e-mail, search engines, file transfers and downloading files.

Additionally, teachers should monitor student use of the Internet where possible in order to ensure that students use technology in an appropriate manner besides making sure that they are not facing any technological problems. Teachers should apply specific software programs which filter out unsuitable sites. They should also offer the basic support to help students particularly at the early stages in order to get to know how to use the Internet in the language classroom.

Evaluating students using checklists and observation sheets based on the skills that teachers expect from students should be prepared in advance to be used during the course conducted.

5.3: Recommendations

This research provides a theoretical framework through which the writing proficiency and language learning attitudes using the Internet and the Internet Language Learning, in particular, maybe analyzed for researchers to expand further in the same field in the future.

The researcher lists a number of essential recommendations in order to improve the language learning process using the Internet. First, schools should be provided with fully- equipped computer labs connected to the Internet by which teachers of English and other subjects can employ the use of technological multimedia in addition to the course book assigned.

Furthermore, teachers, staff and students should be trained in extensively training in order to be computer and Internet literates and be aware of all aspects of the Internet and its teaching possibilities. Thus, the Ministry of Education should consider how to train its staff and students in addition to providing the technical prerequisites which should be met such as time and funds. In addition to students being computer and Internet literates, students should acquire thorough language skills since global communication is becoming progressively significant and knowledge of English as a world language will be dominant.

Besides, the attitudes of reluctant teachers, who fear integrating the Internet into existing curricula, should be changed. They should start using the Internet with an unbiased, open mind. Moreover, they should be convinced that the Internet could be a true asset and not a liability in the modern classroom. The Ministry of Education should arrange for conferences and seminars related to Internet Assisted Language Learning so that teachers would be more confident to contribute the Internet and its facets. Presently, teachers who have decided to employ the Internet and its facets in their teaching have to carry out everything on their own. They should be aided by available independent advice on the new technology and its implication. This can be resolved through printed, small and practical Internet handbooks which contain technical and pedagogical information in addition to links to regularly updated resources on the Web. Additionally, teachers are required to find background information, persuade their colleagues and the school management and locate web sites.

Teachers should navigate the WWW and search for high quality standards for EFL web sites. They should judge the sites according on their accuracy of information, timeliness and frequency of update, originality, design and presentation, quality of content and relevance to the curriculum of the course or subject. They should have a clear aim in mind and know what is expected from them. They should also be aware

of the connection between using the Internet and learning English. As Frizler (1995) states, 'to be an effective educational tool, technology must have a strong pedagogical foundation.'

5.4: The future of the Internet in Education

The future of the Internet in education will always be changing as educators and researchers presume. Advances of the Internet come fast, however, they are rooted in technologies available years before the advances are commonly utilized. Johnson (1999) asserts that educators who wish to know about the future usually have to look about themselves to find the seeds of future events.

According to a survey entitled by Education, Innovation and the Internet: Nobel Laureates Look to the Future (2001); Nobel Laureates were asked to predict the future of the Internet in Education. The survey results conclude that 87 percent of Laureates think the Internet will have a positive effect on improving education. 82 percent of Laureates also believe that the Internet will accelerate innovation and advance scientific knowledge. Moreover, 93 percent of them assume that teachers will be provided by greater access to libraries and information worldwide. Besides, 74 percent of Laureates believe that more students will be provided with greater learning opportunities through virtual classrooms by the year 2020.

Education in the twenty-first century will experience many changes as the bandwidth of the Internet increases. Educators will be provided with more tools and more choices in developing creative learning environments by which they can face the challenges in an innovative and creative way. As Jeter (1999) states that in the Information Age, the saying, "Survival of the Smartest," will definitely take precedent over, "Survival of the Fittest" (Jeter, 1999, p. 14).

5.5: The future of the Internet as an educational tool in the EFL classroom

The future impact of the Internet on the EFL learning is impossible to be anticipated due to the fact that it is changing and evolving constantly. EFL instruction will have to prepare students to function in the networked society in view of the fact that English is likely to remain the lingua franca of this new global society.

Such preparations aim at changing passive learners into active participants. Furthermore, creating websites which contain resourceful and valuable information will result in a strong connection between the school and home by which parents would not need to receive a report card at the end of each term since they can have access via the Internet to their child's progress on a continual basis.

Recent research and practice suggest many future implications which the Internet can provide. Firstly, it can provide *experiential learning* through which students can undertake a huge amount of human experience by creating and receiving their own knowledge. Furthermore, students' *motivation* increases since learning is associated with fun and games. Besides, the Internet and its facets *enhance language learners' achievement* by affecting their learning attitudes positively.

The Internet also provides *authentic materials* which learners can access anytime and anywhere as online textbooks or saving materials on compact disks or digital videodisks allowing information to be more current and more easily updated at a relatively low cost.

Additionally, the Internet can provide *greater interaction* and that is by providing EFL students with the opportunity of communicating with people they have never met through E-mail and joining newsgroups or even by receiving positive and negative feedback by automatically correcting their on-line exercises or getting their scores in online tests. Thus, learning may be accelerated through virtual education via the Internet and language learners will have further *global understanding* of cultures being global citizens in the classroom. They will also focus more significantly on writing as a skill in the activities held on the Internet. *Individualization* is another implication which can be greatly benefited from in the future in order to turn learning into student-centered collaborative learning and enable them to develop the way they learn best. They will be *independent from a Single Source of Information* as their books and as a result they will shape their lessons to accommodate their learning style and needs.

Warschauer & Healey (1998) distinguish two areas that will be essential for language teachers to consider in order to have a significant role in the information technology society. The first consideration is that teachers have to pay increasing attention to the

quality of the information got from the Internet. They are required to find, evaluate and critically interpret net-based trustworthy information. The second consideration is effective on-line writing which takes place on screen usually through e-mails or completions of web projects or other multimedia. Students will be required to learn effective on-line writing skills, including both electronic communication and the relationship of texts to other media so as to deal with the new demands of the information society. For example, students will have to learn how to combine a variety of media, such as texts, images, sounds, and video, into web pages that are fitting for the multimedia environment without demoting the attention given to teaching the language itself.

The Internet and its facets can propose influential impacts on society which grow noticeably in the EFL instruction. The Internet provides a venue for meeting and communicating in authentic real-world communicative situations using the foreign language outside the traditional classroom either in or outside school at any time. Such communication is mostly in a written form through e-mail exchanges. As Schwienkorst (1998) stressed, "The major advantage of written communication is ... the possibility for each learner to preserve the entire communication ..." and to have for future use "an enormous sample of his or her own efforts in the target language" (p. 125). Additionally, the Internet promotes student-centered language learning by which EFL learners can experience increased control over their own learning. However, the traditional EFL classroom can be supplemented with the impacts of the computer-mediated communication and the Internet, but not replaced totally. As Robert Lloyd, the president of Cisco Systems, states that 'Combining the power of the Internet and education will put two of life's greatest equalizers into the hands of millions.'

5.6: Conclusion

The Internet is indeed a reality, and will become increasingly important as education moves into the 21st Century. Its growth has impacted on virtually every aspect of society. Foreign language teachers have used the Internet to provide complementary exercises for many years, however, recent technological advances in the Internet have

motivated teachers to re-evaluate the computer and consider it a beneficial and important part of foreign language learning.

Some educators claim that using the Internet in the classroom will eventually replace the traditional classroom completely (Smith, 1995). Berge & Collins (1995) assert that the Internet can change the *role* of teachers in the EFL classrooms; however, it cannot change the *need* of them in guiding learners. Singhal (1997) states that "Students will always need human interaction with their teacher and with their classmates. Although computers can help build bridges for communication, they cannot completely replace human interaction." Thus, teachers should be aware of their learners' needs, capabilities, potentials, and preferences so as to achieve effective language teaching and learning. Enthusiastic teachers, who accept this challenge and integrate the Internet and its facets into the curriculum in a pedagogically sound and meaningful way, will get the benefit of having creative ways which facilitate exploring new and inventive ideas for teaching language as a result of which a new paradigm in education will be enhanced.

The Internet is growing rapidly arising new benefits and challenges constantly. It is used to aid learning and offering it a vast amount of authentic information that can greatly enhance the language learning experience. Moreover, by generating language learners' motivation, the Internet can assist language learners to learn and acquire language knowledge and communicative competence.

Ultimately, it is time that educators accept the impact of the Internet on EFL teaching and learning. Internet Assisted Language Learning is a constructive approach through which language learners can make the second language classroom a great place to learn in by effectively utilizing the tools of the Internet and choosing the education they deserve and crave. The Internet is an amazing invention, and if used properly it could benefit classroom learning greatly (Riel, 1996).

As Rogers (1998) states:

"I want to talk about *learning*. But *not* the lifeless, sterile, futile, quickly forgotten stuff that is crammed into the mind of the poor helpless individual tied into his seat by ironclad bonds of conformity! I am talking about *LEARNING* - the insatiable curiosity that drives the adolescent boy to absorb everything he can see or hear or read about

gasoline engines in order to improve the efficiency and speed of his 'cruiser'. I am talking about the student who says, "I am discovering, drawing in from the outside, and making that which is drawn in a real part of *me*." I am talking about any learning in which the experience of the learner progresses along this line: "No, no, that's not what I want"; "Wait! This is closer to what I am interested in, what I need"; "Ah, here it is! Now I'm grasping and comprehending what I *need* and what I want to know!"(p.3)

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APPENDICES

APPENDICES

Appendix A: The Pre/ Post writing test.

Name	
Class	
ID Number	

Experimental Post-Test for an MA Thesis on The Effects of a Supplemental Internet-Assisted Language Learning Environment to the EFL Writing Proficiency and Language Learning: A case study of 3rd Year Commercial students in a Bahrain Secondary School by the researcher Mrs. Fatima Wali

Question No.	Division of Marks	Student's Score	Student's Total Score	Marked by
1	Grammar 5			
	Vocabulary 5			
	Mechanics 5			
	Fluency 5			
	Relevance 5			
2	Grammar 5			
	Vocabulary 5			
	Mechanics 5			
	Fluency 5			
	Relevance 5			
Total	50			

• **Note:**

Mechanics refers to punctuation and spelling;

Fluency refers to style and ease of communication;

Relevance refers to the content of the task.

Question One:

You are going on a picnic to Hawa'ar Islands with your family. Write a letter (100-140 words) to you friend Fatima, inviting her to come with you and telling her:

- What she should bring
- When you are going
- What you will do there

Your name is Sara. Your address is P.O. Box 1234, Manama, Bahrain.

[illegible]

Question Two:

Write a scary story (100-140 words). It can be a story which really happened to you or to someone you know.

In your writing include the following:

- **When and where it happened**
- **What happened**
- **How you felt**

[illegible]

Appendix B: Examples of Students' Pre/ Post writing tests.

- Control Group Pre-test sample (Student A)

Question One:

You are going on a picnic to Hawar Islands with your family. Write a letter (100-140 words) to you friend Fatima, inviting her to come with you and telling her:

- What she should bring
- When you are going
- What you will do there

Your name is Sara. Your address is P.O. Box 1234, Manama, Bahrain.

P.O. Box 1234
Manama, Bahrain
26th March 2003

Dear Fatima,

Hi, how are you? I hope you're fine. Well I didn't see you for three weeks, so I was wondering if you can come with us me and my family to Hawar Island next week. It will be so fun with you. You don't have to bring so much things, just bring your swimming clothes, your mobile phone, a camera if you want to and some chocolates.

I'm sure that we will have fun and we will enjoy our time together. We will do a lot of interesting things. Such as we'll go to swim, take some photos, ~~also~~ we'll discover the island, collect some strange things from the sea and of course we'll go fishing.

I'm waiting for your answer.
See you soon.

Yours sincerely,

Sara

• Control Group Post-test sample (Student A)

Question One:

You are going on a picnic to Hawar Islands with your family. Write a letter (100-140 words) to your friend Fatima, inviting her to come with you and telling her:

- What she should bring
- When you are going
- What you will do there

Your name is Sara. Your address is P.O. Box 1234, Manama, Bahrain.

P.O. Box 1234
Manama
Bahrain

Dear Fatima, ✓
My birthday will place on the 25th of June and because it is my family has decided to have a picnic on the Hawar Islands. I would like you to attend this trip.

We will be leaving at 09:30 am and we will be back at 6:00 pm which means you will only have to bring your swimming suit, towel and some other personal things if you're planning to come. We will play all kind of sports all morning. For lunch at 1:00 pm. After lunch we will have a picnic. We will then go swimming until 4:00 pm. For supper we will have a picnic. We will have a picnic at 6:00 pm. We will have a picnic at 6:00 pm.

If you can't come, I will be really happy. It will be the last time for all years.

Sara
P.O. Box 1234
Manama
Bahrain

• Experimental Group Pre-test sample (Student B)

Question One:

You are going on a picnic to Hawar Islands with your family. Write a letter (100-140 words) to your friend Fatima, inviting her to come with you and telling her:

- What she should bring
- When you are going
- What you will do there

Your name is Sara. Your address is P.O. Box 1234, Manama, Bahrain.

P.O. Box 1234,
Manama,
Bahrain.
7.4.2023

Dear Fatima,

Hi, and how are you??
I know it's been a long time since I
sent you my last letter, but you know
that no matter what happens, you're
always going to be my best friend.
And that's why I'm inviting you to come
with us next Sunday to Hawar Islands.
Well, me and my family are going there
for a picnic and so after that we
can have a swim in the sea.
So don't forget to bring on your swimming
clothes and your C/D player cos I
broke mine!!

Hey, hope to see you very soon.

P.s: don't forget to bring your sun-
bath creams.

Yours truly,

Sara

• Experimental Group Post-test sample (Student B)

Question One:

You are going on a picnic to Hawar Islands with your family. Write a letter (100-140 words) to you friend Fatima, inviting her to come with you and telling her:

- What she should bring
- When you are going
- What you will do there

Your name is Sara. Your address is P.O. Box 1234, Manama, Bahrain.

P.O. Box 1234,
MANAMA,
BAHRAIN
17-11-2002

Dear Fatima,

Hi! and how are you?
I know that it's been a long time since
you received my last letter. Last
I was planning to write you one or soon
or I finish my exams, and then that
you finished, I would like to invite you
to Hawar Islands next Sunday.
well, my Dad thought of having
a family picnic away from the city,
to relax a bit. And he asked
me to invite one of my dearest friends.
(I think you know who I mean that Be.)
Anyway, remember that once recorder
I gave you on your last birthday. I
think you should bring it, that, and
a sun cream, a CD player and your
swimming wear.
The fact that we will have a lot of
fun there.
we will be swimming in that long
blue sea and having a beach to beach
chat.
I really hope that you come with
us, and if you didn't, it will really
make me sad.

Yours truly,
Sara

Appendix C: The Pre/Post Attitudinal Questionnaire

Students' Pre-Study Questionnaire

Thank you for agreeing to participate in this survey. This questionnaire is part of a research project investigating the idea of how effective the use of Internet and Computer Assisted Language Learning in the Teaching of Writing is, how people achieve it and the links between it and successful on-line learning.

Your participation in completing this questionnaire is much appreciated

The questionnaire should not take more than fifteen minutes to complete. If you have any queries about this project/questionnaire you can contact the researcher at this address: Fatima_Wali@yahoo.com

- **English Language Proficiency:**

English courses taken before:

☐ English 101

☐ English 102

☐ English 103

☐ English 104

☐ English 105

Your grades in the last English course ranged between:

☐ 100-80

☐ 79-60

☐ 59-40

☐ less than 40

- **Please comment on the following statements:**

For each question please complete the box using a scale of 1-5

1= Agree strongly

2= Agree

3= neither agree nor disagree

4= Disagree

5= Disagree strongly

1. Why do you want to study English?

Statements	Agree strongly (1)	Agree (2)	Neither agree nor disagree (3)	Disagree strongly (4)	Disagree (5)
A: Confidence:					
1. I feel reasonably comfortable when reading in English.					
2. I feel reasonably comfortable when writing in English.					
3. I can express my thoughts reasonably well in spoken English.					
4. I can express my thoughts reasonably well in written English.					

Statements	Agree strongly (1)	Agree (2)	Neither agree nor disagree (3)	Disagree strongly (4)	Disagree (5)
5. I understand spoken English reasonably well.					
6. I understand written English reasonably well.					
B: Attitude:					
7. I use English only in my English class.					
8. It isn't necessary to use English outside the English class.					
Statements	Agree strongly (1)	Agree (2)	Neither agree nor disagree (3)	Disagree strongly (4)	Disagree (5)
9. I think English is important for our future career.					
10. Learning English is pleasurable.					
C: Preferred Learning Approach:					
11. Learning English with a teacher is the best way of learning English.					
12. Computer programs can help us in learning English.					
13. The Internet can help us in learning English.					

Thank you for your time and effort.
Fatima Wali

Appendix D: The Pre-study Questionnaire

Students' Pre-Study Questionnaire

Thank you for agreeing to participate in this survey. This questionnaire is part of a research project investigating the idea of how effective the use of Internet and Computer Assisted Language Learning in the Teaching of Writing is, how people achieve it and the links between it and successful on-line learning.

Your participation in completing this questionnaire is much appreciated

The questionnaire should not take more than fifteen minutes to complete. If you have any queries about this project/questionnaire you can contact the researcher at this address: Fatima_Wali@yahoo.com

Name:..... Class:.....

PART ONE - please check/mark the most appropriate answer.

1. Sex:

☐ Female ☐ Male

2. Age:

☐ under 15 ☐ 16 ☐ 17 ☐ 18 ☐ over 18

3. Is English your first language?

☐ yes
☐ no
☐ other (please specify)

4. Have you ever studied on-line before?

☐ no ☐ yes, once ☐ yes, more than once

5. Reason for studying:

☐ gain qualification required for research purposes
☐ gain qualification required for future employment
☐ other (please specify)

6. Reason for studying on-line rather than face to face:

☐ the course content
☐ I prefer an on-line course
☐ the subject is only offered on-line (I am happy about this)
☐ the subject is only offered on-line (I am NOT happy about this)
☐ other (please specify)

7. Do you use a computer at home?

☐ yes, it is my own ☐ yes, I share one ☐ no

8. Do you use a computer at school?

☐ yes, it is for my use only ☐ yes, I share one ☐ no

9. In terms of the needs of this course, how do you rate your computer skills?

☐ very good ☐ quite good ☐ could be better ☐ poor

10. Do you need special computer skills for the course you are taking?

- ☐ no
☐ yes (please specify)

11. I can use word processing packages

- ☐ very easily ☐ quite easily ☐ I need help ☐ with difficulty
☐ I can't use any word processing package

12. Have you ever created a Web page?

- ☐ yes, by myself ☐ yes, with some help ☐ yes, with a lot of help from someone
else ☐ not yet ☐ no

13. Do you use e-mail?

- ☐ yes, a lot ☐ yes, a bit ☐ occasionally ☐ rarely ☐ never

14. Have you ever used a real-time chat facility? e.g. ICQ, chat room, Yahoo messenger, virtual classroom etc.

- ☐ yes (please specify)

- ☐ no, not interested ☐ no, but I would like to try

15. When 'chatting' on-line can you express everything you want to say?

- ☐ always ☐ mostly ☐ sometimes ☐ rarely ☐ never

16. Have you ever used, or participated in, a discussion list/bulletin board?
(asynchronous)

- ☐ yes, just the ones for my studies
☐ yes, for my studies and personal interest (please say which others)
☐ no, not interested
☐ no, but I would like to try

17. Do you always respond to the messages on your course discussion boards?

- ☐ always and immediately
☐ always, eventually
☐ sometimes, immediately
☐ sometimes, eventually
☐ never

18. Does what others post on discussion boards influence how you write assignments?

- ☐ a lot ☐ somewhat ☐ very little ☐ not at all

19. Do you use:

- | | | | |
|-------------------------|-----------------------------|------------------------------------|-----------------------------|
| a. Internet Explorer | ☐ often | ☐ occasionally | ☐ never |
| b. Netscape | ☐ often | ☐ occasionally | ☐ never |
| c. Adobe Acrobat Reader | ☐ often | ☐ occasionally | ☐ never |
| d. Any on-line library | ☐ often | ☐ occasionally | ☐ never |

- e. **On-line journals** ☐ often ☐ occasionally ☐ never
 f. **On-line e-Books** ☐ often ☐ occasionally ☐ never
 g. **On-line Databases** ☐ often ☐ occasionally ☐ never

20. Have you ever used a search engine? e.g. Google, AltaVista etc.

- ☐ yes, I have used (please specify).....
☐ no
☐ not sure

21. What has been your main reason for using a search engine?

- ☐ research for private interest ☐ research for studies
☐ finding contact information for services
☐ finding contact information for individuals
☐ other (please specify)

23. How successful do you think you are as an on-line learner?

- ☐ very successful ☐ quite successful ☐ average ☐ not very successful
☐ don't know

24. How do you feel about on-line learning?

- ☐ I love it ☐ it's quite good ☐ I have no strong feeling one way or another
☐ I don't really like it ☐ I hate it

25. How much time do you spend studying on-line?

- ☐ as much time as the study requires
☐ as much time as I can between doing other things
☐ as much time as possible
☐ as little time as possible

26. Do you use 'emotions' e.g. :-), when you write on-line?

- ☐ always ☐ sometimes ☐ never

27. Which instinctively feels more comfortable for you?

- a. ☐ talking to a tutor face-to-face **OR** ☐ talking to a tutor online
 b. ☐ reading assignment instructions **OR** ☐ listening to assignment instructions
 c. ☐ studying by yourself **OR** ☐ studying with others
 d. ☐ completing on-line exercises **OR** ☐ doing exercises off-line on paper
 e. ☐ making your own study plan **OR** ☐ having on-line reminders of what to do next
 f. ☐ searching the Internet for information **OR** ☐ reading books for information
 g. ☐ asking others for help **OR** ☐ working out answers for yourself
 h. ☐ writing a letter **OR** ☐ writing an e-mail
 i. ☐ phoning a friend **OR** ☐ writing a letter on paper

- j. ☐ viewing a Web page with icons (pictures) **OR** ☐ viewing a text-only Web page
 k. ☐ reading a map **OR** ☐ reading a book

- Please comment on the following statements:

For each question please complete the box using a scale of 1-5

1= Agree strongly

2= Agree

3= neither agree nor disagree

4= Disagree

5= Disagree strongly

1. Why do you want to study English?

	0	1	2	3	4	5
To meet foreigners	☐	☐	☐	☐	☐	☐
To travel abroad	☐	☐	☐	☐	☐	☐
To work with foreigners	☐	☐	☐	☐	☐	☐
To work abroad	☐	☐	☐	☐	☐	☐
To study abroad	☐	☐	☐	☐	☐	☐
As a hobby	☐	☐	☐	☐	☐	☐
To make Friends	☐	☐	☐	☐	☐	☐

2. What do you like to study?

	0	1	2	3	4	5
Conversation	☐	☐	☐	☐	☐	☐
Grammar	☐	☐	☐	☐	☐	☐
Listening	☐	☐	☐	☐	☐	☐
Pronunciation	☐	☐	☐	☐	☐	☐
Speaking	☐	☐	☐	☐	☐	☐
Spelling	☐	☐	☐	☐	☐	☐
Technical Terms	☐	☐	☐	☐	☐	☐
TOEFL	☐	☐	☐	☐	☐	☐
TOEIC	☐	☐	☐	☐	☐	☐
Vocabulary	☐	☐	☐	☐	☐	☐
Writing	☐	☐	☐	☐	☐	☐

3. How do you like to study?

	0 - 25 %	25 - 50 %	50 - 75%	75 - 100 %
1. By your self	()	()	()	()
1. One partner	()	()	()	()
1. Small groups	()	()	()	()
1. Big groups	()	()	()	()
2. With videos	()	()	()	()
2. With cassettes	()	()	()	()
2. With books	()	()	()	()
2. With papers	()	()	()	()
2. With pictures	()	()	()	()
2. With computers	()	()	()	()
3. Listen to teacher	()	()	()	()
3. Listen to students	()	()	()	()
3. Speaking	()	()	()	()
4. Free conversation	()	()	()	()
4. Low structure	()	()	()	()
4. High structure	()	()	()	()
4. Drills	()	()	()	()

Thank you for your time and effort.
Fatima Wali

Appendix E: Students' Points of View of the Benefits of the Internet and IALL

A Questionnaire investigating the Perspective of the Experimental Group
Of the Benefits of the Internet

Name	
Class	

Dear Students,

I would like to thank you for your great effort throughout the Internet course and I would really appreciate it if you could kindly respond to the following questionnaire which reflects your experience in the use of the Internet in learning the English language by selecting **ONLY** one of the **4 point-scale** values in the table below.

1= Strongly Agree

2= Agree

3= Disagree

4= Strongly Disagree

No	Benefits	Strongly Agree	Agree	Disagree	Strongly Disagree
A. Possible Linguistic Benefits					
1	I can express my thoughts better when writing online.				
2	I have improved my writing skill.				
3	I like the increased online writing practice.				
4	I like the increased online reading practice.				
5	I comprehend online texts better.				
B. Possible Learning Benefits					
6	I contributed more in the Internet class than in the regular class.				
7	I think I have improved my autonomy (i.e. ability to express myself using common expressions online)				
8	I spend less time searching for information in the library.				
9	My knowledge is more up-to-date now.				
10	I feel less nervous in the lab than in the classroom.				
11	I have time to reflect and compose my messages.				
12	I feel I contributed to my learning process.				
13	Not having to wait for my turn to 'speak' is an advantage of the Internet.				
14	I wish to be involved in a similar experience in future.				
15	I have enjoyed the experience in the lab.				
16	I think learning through the Internet is more authentic.				
17	I feel I enjoy learning English more now.				

18	I think the regular teaching is better than learning through the Internet.				
19	Learning English is very important.				
C. Possible Interpersonal Benefits		Strongly Agree	Agree	Disagree	Strongly Disagree
20	I like the opportunity of 'real' participation in the lab.				
21	I enjoyed having key pals.				
22	I think I would have more key pals.				
23	I got pleasure from knowing about other people, countries and cultures through e-mail exchange.				
24	I think students' communicate better in the lab than in the class.				

D. How relevant did you find the following tasks to your new learning experience? (You may (√) tick more than one)

No	Tasks	Very Useful	Useful	Not Useful	Not useful at all
1	Completing on-line exercises				
2	Doing online tests				
2	Searching the Internet for information				
3	E-mailing key pals				
4	Visiting specific learning sites				

E. Which of the following activities did you enjoy doing on the Internet? (You may (√) tick more than one)

No	Online Activity	Comments
1	E-mailing key pals	
2	Doing online Exercises	
3	Researching information	
4	Others (Specify please)	

E. Kindly complete the following sentences:
The best thing about this course was _____

I suggest the following ways to improve this course _____

Your cooperation and participation throughout this course are highly appreciated.

Appendix F: E-mail Exchange list.

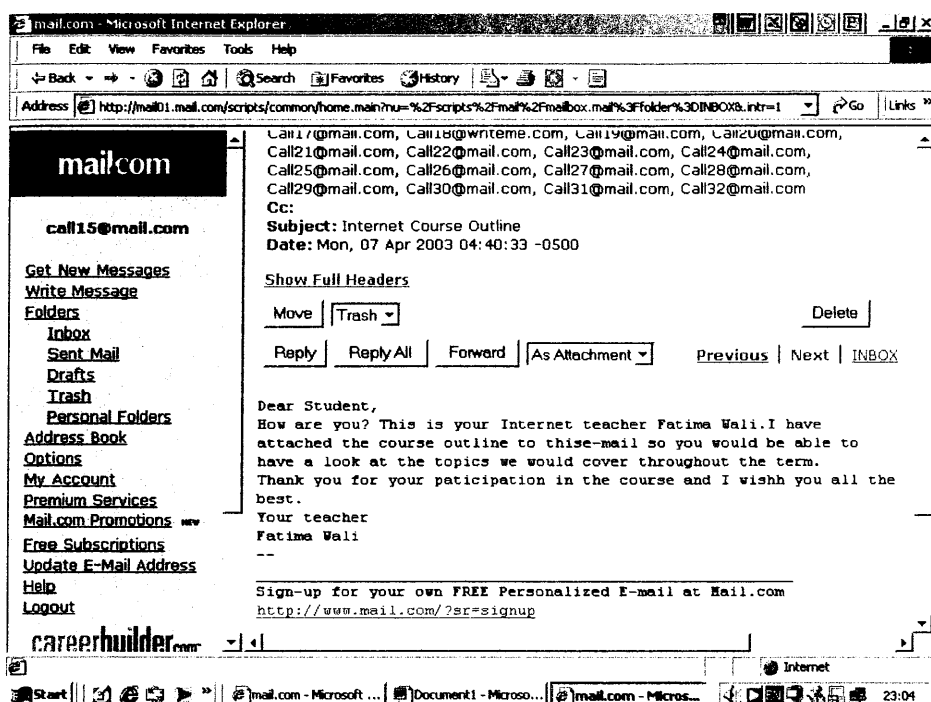
No	Your E-mail	Password	Key-pal Name	Key-pal E-mail
1	<u>Call1@writeme.com</u>	123	Shannen	<u>busse1to@epals.com</u>
No	Your E-mail	Password	Key-pal Name	Key-pal E-mail
2	<u>Call2@mail.com</u>	123	Tahlia	<u>busse1to1@epals.com</u>
No	Your E-mail	Password	Key-pal Name	Key-pal E-mail
3	<u>Call3@mail.com</u>	123	Xochitl	<u>busse1to18@epals.com</u>
No	Your E-mail	Password	Key-pal Name	Key-pal E-mail
4	<u>Call4@mail.com</u>	123	Carissa	<u>busse1to4@epals.com</u>
No	Your E-mail	Password	Key-pal Name	Key-pal E-mail
5	<u>Call5@mail.com</u>	123	Tara	<u>busse1to20@epals.com</u>
No	Your E-mail	Password	Key-pal Name	Key-pal E-mail
6	<u>Call6@mail.com</u>	123	Ny-Re	<u>busse1to6@epals.com</u>
No	Your E-mail	Password	Key-pal Name	Key-pal E-mail
7	<u>Call7@writeme.com</u>	123	Tanya	<u>busse1to7@epals.com</u>
No	Your E-mail	Password	Key-pal Name	Key-pal E-mail
8	<u>Call8@mail.com</u>	123	Hannah	<u>busse1to14@epals.com</u>
No	Your E-mail	Password	Key-pal Name	Key-pal E-mail
9	<u>Call9@mail.com</u>	123	Tessa	<u>busse1to15@epals.com</u>
No	Your E-mail	Password	Key-pal Name	Key-pal E-mail
10	<u>Call10@mail.com</u>	123	Paige	<u>busse1to23@epals.com</u>
No	Your E-mail	Password	Key-pal Name	Key-pal E-mail
11	<u>Call11@writeme.com</u>	123	Jessica	<u>busse1to16@epals.com</u>
No	Your E-mail	Password	Key-pal Name	Key-pal E-mail
12	<u>Call12@mail.com</u>	123	Shayla	<u>busse1to24@epals.com</u>
No	Your E-mail	Password	Key-pal Name	Key-pal E-mail
13	<u>Call13@mail.com</u>	123	Amie	<u>busse1to17@epals.com</u>

No	Your E-mail	Password	Key-pal Name	Key-pal E-mail
14	<u>Call14@mail.com</u>	123	Jayde	<u>busse1to25@epals.com</u>
No	Your E-mail	Password	Key-pal Name	Key-pal E-mail
15	<u>Call15@mail.com</u>	123	Teisha	<u>busse1to26@epals.com</u>
No	Your E-mail	Password	Key-pal Name	Key-pal E-mail
16	<u>Call16@mail.com</u>	123	Ashlee	<u>busse1to27@epals.com</u>
No	Your E-mail	Password	Key-pal Name	Key-pal E-mail
17	<u>Call17@mail.com</u>	123	Billy	<u>busse1to19@epals.com</u>
No	Your E-mail	Password	Key-pal Name	Key-pal E-mail
18	<u>Call18@writeme.com</u>	123	Keriran	<u>busse1to2@epals.com</u>
No	Your E-mail	Password	Key-pal Name	Key-pal E-mail
19	<u>Call19@mail.com</u>	123	Philip	<u>busse1to8@epals.com</u>
No	Your E-mail	Password	Key-pal Name	Key-pal E-mail
20	<u>Call20@mail.com</u>	123	Aaron	<u>busse1to3@epals.com</u>
No	Your E-mail	Password	Key-pal Name	Key-pal E-mail
21	<u>Call21@mail.com</u>	123	Jeffrey	<u>busse1to9@epals.com</u>
No	Your E-mail	Password	Key-pal Name	Key-pal E-mail
22	<u>Call22@mail.com</u>	123	Brenn	<u>busse1to10@epals.com</u>
No	Your E-mail	Password	Key-pal Name	Key-pal E-mail
23	<u>Call23@mail.com</u>	123	Stanley	<u>busse1to19@epals.com</u>
No	Your E-mail	Password	Key-pal Name	Key-pal E-mail
24	<u>Call24@mail.com</u>	123	Vincent	<u>busse1to5@epals.com</u>
No	Your E-mail	Password	Key-pal Name	Key-pal E-mail
25	<u>Call25@mail.com</u>	123	Sean	<u>busse1to11@epals.com</u>
No	Your E-mail	Password	Key-pal Name	Key-pal E-mail
26	<u>Call26@mail.com</u>	123	Jordan	<u>busse1to28@epals.com</u>
No	Your E-mail	Password	Key-pal Name	Key-pal E-mail
27	<u>Call27@mail.com</u>	123	Kallan	<u>busse1to12@epals.com</u>

No	Your E-mail	Password	Key-pal Name	Key-pal E-mail
28	<u>Call28@mail.com</u>	123	?	<u>Kati dz@interia.pl</u>
No	Your E-mail	Password	Key-pal Name	Key-pal E-mail
29	<u>Call29@mail.com</u>	123	?	<u>Nela s@op.pl</u>
No	Your E-mail	Password	Key-pal Name	Key-pal E-mail
30	<u>Call30@mail.com</u>	123	?	<u>Pysia sysia@interia.pl</u>
No	Your E-mail	Password	Key-pal Name	Key-pal E-mail
31	<u>Call31@mail.com</u>	123	?	<u>Gabra s@intera.pl</u>
No	Your E-mail	Password	Key-pal Name	Key-pal E-mail
32	<u>Call32@mail.com</u>	123	?	<u>ringokunn@hotmail.com</u>
No	Your E-mail	Password	Key-pal Name	Key-pal E-mail
33	<u>Call33@mail.com</u>	123	Junko	<u>Koala jun@hotmail.com</u>

Appendix G: The Introductory Phase

- The introductory letter sent to students in the experimental group via e-mail regarding the course syllabus.



English (105) Internet Assisted Language Learning Research Project Course Outline

Course outline & Description:

In this course we will explore some of the key issues in current uses of the Internet in language teaching and learning. This course concentrates on writing online through e-mailing key-pals, chatting and browsing through the Internet for the topics covered in English 105 mentioned in the tables below.

Course Goals and Guidelines

English 105 comprises the study of and practice in the writing of essays using Standard English, including some emphasis on grammar, mechanics, sentences and paragraphs. The goal of this course is to prepare you to successfully complete English 105 and essay assignments for other classes by teaching you to use the writing process, rhetoric, and the rhetorical modes through the Internet. There will also be an emphasis on supporting claims with evidence and producing one essay using research to support an argument. Nearly all of our communicating will be done using either discussion forums in WebCT, private email within WebCT, or the MOO where we will hold a weekly chat. This is how we will meet the class goals:

1. The key requirement is to be prepared and to participate and to do all of the assigned work--readings and writings--on time. You are responsible for all

information presented in the class and posted on the web, whether or not you log-on to retrieve it. These course materials will be accessible unless the server goes down.

2. You are expected to play an active role as a member of the Internet class.

3. Because group is an essential feature of the course, promptness and participation are a must. Missed group work results in a lower quality essay. Not participating in e-mailing and MOOing can also harm the work of other students in the class. Because one focus of this course is writing as process, missing or skipping a class makes your assignment incomplete. Be considerate of your classmates and do your share.

Learning Outcomes

Improved Writing and Thinking Skills

Your writing skills will improve much more than you might think possible, especially if you follow my suggestions and do each assignment. Because the written word represents the thought process put to paper, the more thought you put into each assignment the more you will learn about writing, yourself, your writing abilities, and the topic you write about. Do the work and you'll be a better writer and a better thinker. The harder you work the more you will learn.

Course Objectives for English 105 (Internet Assisted Language Learning-E-mailing)

- To develop an awareness of, understanding of, and ability to use logic in students' writing skill
- To support generalizations and claims with specific and credible evidence.
- To widen your knowledge through online readings.
- To practise grammatical skills online.
- To give instruction and practice in the writing of online essays.
- To write and revise effective sentences, paragraphs, and essays.
- To demonstrate a competency in the conventions of Standard English.
- To gain an understanding of and practice in the use of computer technology for interpersonal communication and academic research.
- To evaluate educational software in order to find out the role played by the computer and, consequently, the linguistic learning purposes it may be used for.
- To understand specific lexis related to the Internet and multimedia in general
- To gain awareness of the potentialities of the Internet
- To use a browser (Microsoft Explorer or Netscape Navigator) to navigate the WWW.
- To use search engines to find information.
- To introduce a wide range of authentic material from the Internet into the To classroom.
- To motivate students by introducing multimedia tools and up-to-date information from all over the world.
- To discriminate between reliable and non-reliable, useful and useless sources on the Web according to specific purposes.

- To plan reinforcement activities or research by browsing through relevant Web Sites, during or after a unit, providing students with detailed instructions for navigation, and tasks to fulfill.
- To use one or two programs for handling e-mail.
- To initiate projects in which students will use e-mail for interpersonal exchanges.
- To undertake co-operative projects with partner-classes (e-mail exchanges and research).
- To change the role of the teacher (facilitator/coordinator in project work, mediator in the planning phase, sometimes learner from his/her most skilled students in the phase of the production).
- To enhance cultural awareness.
- Assignments

Writing Task (1)

Your task with this assignment is to introduce yourself to your key-pal mentioning your name, age, how you look like, where you live, your interests and whatever related personal information that would be useful for your key-pal to know. Ask your key-pal to e-mail you with some information about her.

Writing Task (2)

Your task with this assignment is to compare and/or contrast how the issue or topic of your choice as follows:

1. Owning a mobile phone.
2. Owning a car.
3. Having many sisters and brothers.
4. Women working in hotels/ fast food restaurants.
5. Being the only child.
6. Internet.
7. Wearing make up.
8. Using contact lenses.
9. Traveling alone.
10. Having male friends.
11. Satellite channels.
12. Getting married at the age of 16.

Writing Task (3)

Tell a story about yourself that is either important or interesting and helped make you the person you are today. This is to help your key-pal get to know you. Be sure the reason for your choosing this event is clear to your key-pal. Choose details so the importance of your chosen topic is understood because of reasons that can arise only from your experience. Include any and all descriptive/sensory details that will strengthen the rhetoric of your essay. Be sure that some of those details create a sense of the space/place where the action occurs.

Writing Task (4)

Write the most frightening experience you have ever had to your key-pal. Include when and where it happened, who was involved, how it ended and what were your feelings. Don't forget to ask her about her most frightening experience.

Writing Task (5)

Write a report about your school to the site below describing its location and facilities and give your impressions, positive or negative, as appropriate.

Writing Task (6)

Describe a festival held in Bahrain such as weddings or Bahrain National Day including:

- Name of festival: where, when & why it is celebrated.
- Preparations.
- Costumes.
- Food.
- The day's events and evening activities.
- Events for the children.

Unit	Types of Writing	Grammar	Web sites
3	A formal letter (complaint) & its layout.	- Word order of descriptive adjectives. - Relative pronouns.	Online skills' practise according to each unit's objectives. Sites available in the table below.
4	Transactional letter applying for holding jobs (online jobs).	- Formal verbs. - Informal language. - Linking words (1). - Gerunds & infinitives.	
5	A narrative (The most frightening experience).	1. Narrative tenses (Past simple, past continuous & past perfect). 2. Linking words (2).	
7	Telling a story.	3. Past simple.	
8	A balanced report & its layout about their school.	4. Connectors.	

9	- For and against: - Owning a mobile phone. - Owning a car. - Having many sisters and brothers. - Women working in hotels/ fast food restaurants. - Being the only child. - Internet. - Wearing make up. - Using contact lenses. - Traveling alone. - Having male friends. - Satellite channels. - Getting married at the age of 16.	5. Linking words (4).	
14	- Describing festivals ceremonies e.g. (Bahrain National Day). - Making notes.	- Using adjectives effectively. - Passive (2).	Online skills' practise according to each unit's objectives. Sites available in the table below.



- Sites used in each unit according to their relevance to each unit's objectives and aims.

Skill	Site	Subject matter
Listening	http://7-12educators.tqn.com/mbody.htm	Active Listening
Reading	http://www.discovery.com	News of the day
	http://www.newslink.org	American Journalism News-link
	http://www.rhlschool.com	Reading comprehension
	http://www.syndicate.com/index.html	Reading comprehension
	http://l-site.on.edu.on.ca/booknook	Books
	http://www.edbydesign.com	Jokes, poems, riddles
	http://www.pathfinder.com/Life/	Stories from the past
	http://www.bookwire.com/slj	Online journal

	http://www1.sympatico.ca/	Online journal
	http://www.education-world.com	News on Schools
Writing	http://www.ruthilmi.net/hut/Project/	Writing Project
	http://crayon.net/	Creating a newspaper
	http://www.gsn.org/project/newsday/index.html/	Creating a newspaper
	http://www.writesite.org	Interactive Language Arts and Journalism Project
	http://www.TheCase.com/thecase/	Stories to solve/ solving the endings
	http://www.MysteryNet.com/learn	Stories to solve
	http://www.promo.net/pg/	Personalizing texts or stories
	http://www.actden.com	Teaches students how to write effectively
	http://www.stories.com/	Story reviews
	http://www.stories.com	Interactive stories
	http://www.balancenet.org	School programs
	http://www.smiley.cy.net/bdecie/index.html	Festivals
	http://www.schoolnet.ca/arts/lit/c-voice/	Publish writings
	http://lbe.edu.on.ca/bonavent/welco.htm	Reports
	http://www.actden.com	Teaches students how to write effectively
Grammar	http://www.hiway.co.uk/~ei/intro.html	The English Institute. <i>An Elementary Grammar.</i>
Extra Educational Resources	http://www.edunet.com/english/grammar/index.html	Hughes, A. <i>On-line English Grammar.</i>

	<u>http://andromeda.rutgers.edu/~jlynch/Writing/</u>	Lynch, J. <i>Guide to Grammar and Style.</i>
	<u>http://www.cc.columbia.edu/acis/bartleby/strunk</u>	Strunk Jr., W. <i>Elements of Style.</i>
	<u>http://www.girltech.com</u>	EFL
	<u>http://www.freezone.com/tmf/rubiks</u>	Brainstorm
	<u>http://130.63.218.180:80/~wotd/</u>	Past Tense
	<u>http://ericir.syr.edu</u>	Educational resources information center
	<u>http://7-12educators.tqn.com/mbody.htm</u>	Secondary school educators site.
	<u>http://www.balancenet.org</u>	Straight talk about school
	<u>http://www.freezone.com</u>	Building a home page
	<u>http://www.kidscom.com</u>	Educational activities.
	<u>http://www.ecnet.net/users/gdlevin/home.html</u>	Rich online resource guide
	<u>http://www.yhaoolingan.com/School Bell/Homework Answers</u>	A list of sites that help with homework questions
	<u>http://www.homeworkheaven.com/</u>	A list of sites that help with homework questions
	<u>http://elc.polyu.edu.hk/LanguageLearningResources/otherlinks.htm</u>	Learning links
Dictionaries	<u>http://www.facstaff.bucknell.edu/rbeard/diction.html</u>	Beard, R. A Web of On-line Dictionaries
	<u>http://titania.cobuild.collins.co.uk/</u>	Cobuild Home Page.
	<u>http://dictionaries.travlang.com/DutchEnglish/</u>	Dutch-English On-line Dictionary
	<u>http://dictionaries.travlang.com/EnglishDutch/</u>	English-Dutch On-line Dictionary.

	http://www.m-w.com/	Merriam-Webster Online
	http://www.onelook.com/	Onelook Dictionaries.
	http://www.peak.org/~jeremy/dictionary/dict.html	Smith, J. The American-British / British-American Dictionary.
Magazines	http://www.newsweek.com/	Newsweek
	http://www.pathfinder.com/people/web/home.html	People Online.
	http://www.slate.com/	Slate.
	http://cgi.pathfinder.com/time/	Time.
Newspapers	http://www.telegraph.co.uk/	The Electronic Telegraph.
	http://www.standard.co.uk/	The Evening Standard.
	http://www.ft.com/	The Financial Times.
	http://online.guardian.co.uk/	The Guardian.
Search Tools	http://www.nyt.com/	The New York Times.
	http://www.observer.co.uk/	The Observer.
	http://www.sunday-times.co.uk/	The Sunday Times.
	http://www.altavista.com/	Altavista.
	http://www.clearinghouse.net/	Argus Clearinghouse.
	http://www.dogpile.com/	Dogpile.
	http://www.excite.com/	Excite.

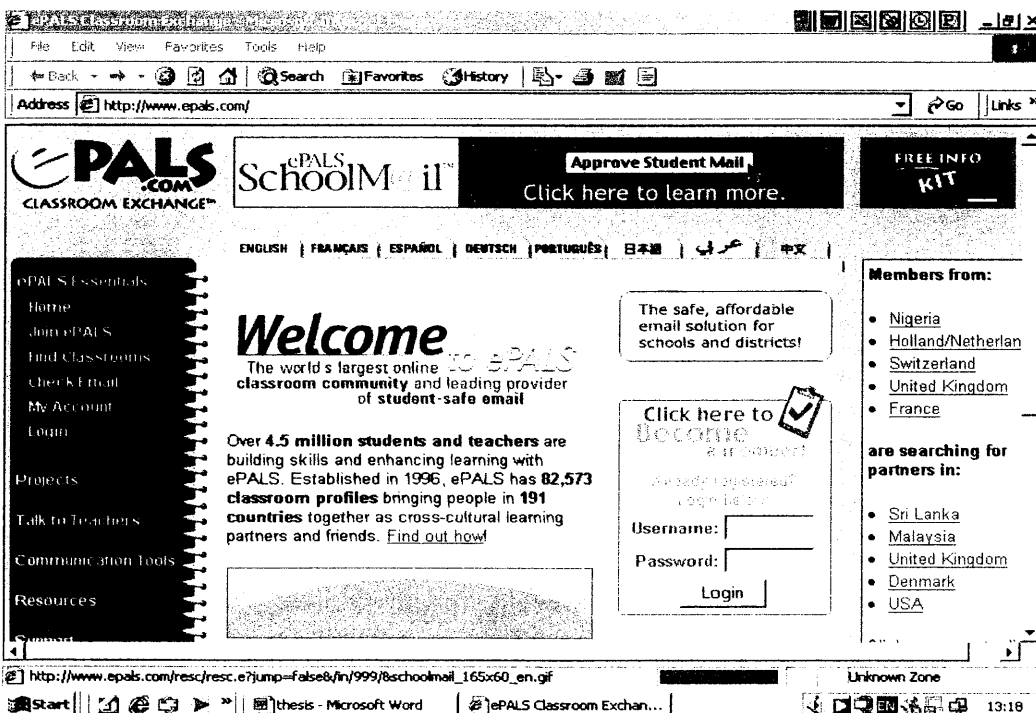
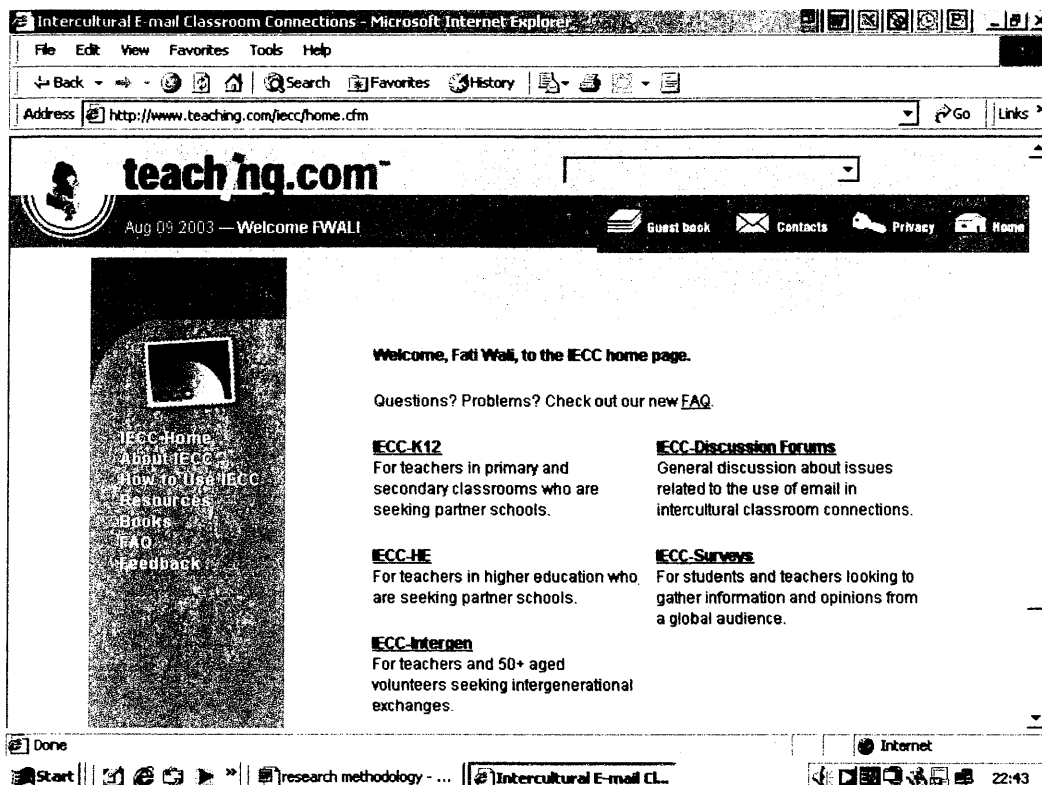
	http://www.hotcot.com/	Hotbot.
	http://www.inference.com/ifind/	Inference Find.
	http://www.infoseek.com/	Infoseek.
	http://www.metacrawler.com/	Metacrawler.
	http://www.metafind.com/	Metafind.
	http://www.yahoo.com/	Yahoo



Best of luck
Fatima Wali

Appendix H: The E-mail Exchange Writing Project

1. Sites used to find suitable international classrooms for the e-mail project.



2. E-mails received from teachers all around the world.

Yahoo! Mail - fatima_wali@yahoo.com - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Forward Stop Home Search Favorites History Print Mail

Address 36527_943_697_0_659_1471_2795764551&Y=13286&nc=25&order=down&sort=date&pos=0&view=8&head=8&box=Inbox Go Links

Anywhere - Wirelessly

to your teaching.com KeyPals Letter:

Name: Traci Hammond (Teacher)
 From: Irwin Elementary, N/A, USA
 Class Size: 10 - 25
 Class Grade: 2nd Grade
 Class Interests:

friendships
 kindness
 Having fun

Dear fatima,

I found your name on keypals. I am a teacher in East Brunswick, New Jersey, USA. I teach second grade and I have 25 seven year olds. I am interested in finding a class to correspond with in order to practice writing friendly letters and learn about other cultures. I am also interested in using the US Postal system rather than email. Would you be interested in corresponding? I look forward to hearing from you.

Sincerely,
 Ms. Hammond

If you wish to reply to this letter,

Done

Start | mail.com - Microsoft ... | Document1 - Microso... | Yahoo! Mail - fati... | 23:06

Yahoo! Mail - fatima_wali@yahoo.com - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Forward Stop Home Search Favorites History Print Mail

Address 9_0_589_1082_2240634314&NEXT=1&nc=8&num=8&Search=8&Y=71104&order=down&sort=date&pos=0&view=a&head=b Go Links

from Anywhere - Wirelessly

Name: Dana Pavluck (Teacher)
 From: Johnson Gretna Park, N/A, USA
 Class Size: 1 - 10
 Class Grade: Other
 Class Interests:

This is a class of ESL students. So, we would like to find another ESL class.

Dear Fatima,

Hello! I am an ESL teacher in New Orleans, LA, USA. I would like to establish a correspondence between my students and your students. My students are in grades K-6. Please let me know if you are interested in an e-mail correspondence for the next school year.

Thank you,
 Dana Pavluck

If you wish to reply to this letter,
 you will need this Letter Code: JS283981

To reply, just login to the KeyPals Club at
<http://www.teaching.com/keypals>
 and follow the 'Reply to a KeyPal' link.

(1 item remaining) Downloading picture http://m.doubleclick.net/844751/728x90_logo_aAtkinsForYc

Start | Document1 - Microsoft W... | Yahoo! Mail - fatima... | 23:06

Yahoo! Mail - fatima_wali@yahoo.com - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Forward Stop Home Search Favorites History Print Mail

Address _14795_915_804_0_375_-1_0&NEXT=1&inc=&num=&Search=&YY=4624&order=down&sort=date&pos=2&view=as&head=b Go Links

Class Interests:

Dear Colleagues

Re: Key Pal Interchange

I am interested in your proposition and would like more details.

I am Class Teacher at Language and Cultural Studies Department,
Chisholm Institute of TAFE, Melbourne, Australia.
<http://www.chisholm.vic.edu.au>
See the map at <http://www.chisholm.vic.edu.au/index.cfm?item=Ed-Campus>
I work at Dandenong. Students are from Certificate II in ESL (Access)
see as follows:

<http://www.chisholm.vic.edu.au/index.cfm?item=ed-search2&source=areaspra>

I have a level two class (computer operations) of adult migrant ESL
learners about 20 students. We commence on the 22nd July for 20 weeks on
the Learning Outcome (Access the Internet in sending E-Mail) is subject
to competency based assessment.
Its an evening class 6-9pm on Mondays. They could manage one email per
week.

I have also a day computer class also on a Monday 10.30 to 12.30 am

Start | Document1 - Microsoft W... | Yahoo! Mail - fatima_... | Internet | 23:30

Yahoo! Mail - fatima_wali@yahoo.com - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Forward Stop Home Search Favorites History Print Mail

Address 1190_1396_665_0_373_-1_0&NEXT=1&inc=&num=&Search=&YY=46233&order=down&sort=date&pos=2&view=as&head=b Go Links

fatima,

Congratulations from teaching.com!
Someone has chosen you as a KeyPals match:

Name: Michaela Simmonds (Teacher)
From: Goomeri State School, N/A, Australia
Class Size: 10 - 25
Class Grade: Other
Class Interests:

A number of grade levels looking for pen pals.
We range from grade 5 -10 and 9-15 years of age. We are located in a small
rural school in Queensland Australia, with 5-15 students in each year level.
We are looking to learn about other places and to make new friendships.
Hope to hear from you soon!

Dear fatima,
Thank you for your interest in writing to our students. we have students aged 9 -
15 who are involved in our email program. I'm not sure if that is acceptable age
group for you. We do not run the program as a class project but rather a
individual project where students are able to learn about and make friends from
around the world. If you are still interested just let me know and I can send you
some addresses of students that will be interested.
Cheers
Michaela

Done | Start | Document1 - Microsoft W... | Yahoo! Mail - fatima_... | Internet | 23:30

Yahoo! Mail - fatima_wali@yahoo.com - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Forward Stop Home Search Favorites History Print Mail

Address 11474_828_901_0_358_-1_08NEXT=1&inc=&num=&Search=&YY=94544&order=down&sort=date&pos=2&view=a&head=b Go Links

[Remotely Access](#)
[Your PC](#)
[from your wireless device](#)

Name: Michaela Simmonds (Teacher)
From: Goomeri State School, N/A, Australia
Class Size: 10 - 25
Class Grade: Other
Class Interests:

A number of grade levels looking for pen pals.
 We range from grade 5 -10 and 9-15 years of age. We are located in a small rural school in Queensland Australia, with 5-15 students in each year level.
 We are looking to learn about other places and to make new friendships.
 Hope to hear from you soon!

Dear fatima,
 Thank you for your interest in writing to our students. we have students aged 9 - 15 who are involved in our email program. I'm not sure if that is acceptable age group for you. We do not run the program as a class project but rather a individual project where students are able to learn about and make friends from around the world. If you are still interested just let me know and I can send you some addresses of students that will be interested.
 Cheers
 Michaela

If you wish to reply to this letter,

Done Internet 23:33

Start Document1 - Microsoft W... Yahoo! Mail - fatima_

Yahoo! Mail - fatima_wali@yahoo.com - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Forward Stop Home Search Favorites History Print Mail

Address 15_0_356_2284_34541656728NEXT=1&inc=&num=&Search=&YY=12689&order=down&sort=date&pos=2&view=a&head=b Go Links

[Baby Wipes coupon](#)
[Check For Your Y! Mail Fax Number](#)
[Remotely Access](#)
[Your PC](#)
[from your wireless device](#)

fatima,

Congratulations from teaching.com!
 Someone has chosen you as a KeyPals match:

Name: Dave Hayden (Teacher)
From: Bristol Road Middle School, N/A, Canada
Class Size: 25 +
Class Grade: 6th Grade
Class Interests:

Food
 Languages
 Other cities & countries
 Exchange of ideas

Dear Fatima,
 Hi, you are the first person that has replied to me. Thanks. I'm wondering if our kids would be a good match or not. I have gr.6 which means they are 11 and 12 years old. I'm not sure how much our classes would have in common. Are your students 5 or 6 years old? Dave

If you wish to reply to this letter,
 you will need this Letter Code: CH273276

To reply, just login to the KeyPals Club at

Done Internet 23:34

Start Document1 - Microsoft W... Yahoo! Mail - fatima_

Yahoo! Mail - fatima_wali@yahoo.com - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Forward Stop Home Search Favorites History Print Mail

Address http://140_0_351_1324_2247069478&NEXT=1&inc=&num=&Search=&YY=75734&border=down&sort=date&pos=2&view=a&thead=b Go Links

Your Yahoo! Mail

Access Your PC from Anywhere—Wirelessly

Congratulations from teaching.com!
Someone has chosen you as a KeyPals match:

Name: Frank Oldfield (Teacher)
From: Chisholm Institute of TAFE, N/A, Australia
Class Size: 25 +
Class Grade: Other
Class Interests:

Dear Colleagues

Re: Key Pal Interchange

I am interested in your proposition and would like more details.

I am Class Teacher at Language and Cultural Studies Department,
Chisholm Institute of TAFE, Melbourne, Australia.
<http://www.chisholm.vic.edu.au>
See the map at <http://www.chisholm.vic.edu.au/index.cfm?item=Ed-Campus>
I work at Dandenong. Students are from Certificate II in ESL (Access)
see as follows:
<http://www.chisholm.vic.edu.au/index.cfm?item=ed-search2&source=areaspra>

I have a level two class (computer operations) of adult migrant ESL

<http://www.chisholm.vic.edu.au/> Internet

Start | Document1 - Microsoft W... | Yahoo! Mail - fatima_... 23:36

Yahoo! Mail - fatima_wali@yahoo.com - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Forward Stop Home Search Favorites History Print Mail

Address http://11_0_371_7826_1340855187&NEXT=1&inc=&num=&Search=&YY=64323&border=down&sort=date&pos=2&view=a&thead=b Go Links

Draft
Sent
Bulk (2) [Empty]
Trash [Empty]

Check Your Credit In Seconds

Is Atkins right for you?
[Find out.](#)

Easy Faxing With Your Yahoo! Mail

Access Your PC from Anywhere—Wirelessly

This message is not flagged. [[Flag Message](#) | [Mark as Unread](#)]

From: "Kasia Wesierska" <bittersweet@wp.pl> | [This is spam](#) | [Add to Address Book](#)
To: Fatima_Wali@yahoo.com
Subject: re: keypal exchange
Date: Mon, 24 Mar 2003 19:06:33 +0100

Dearest Fatima,

I'm very grateful that you dropped me a line. I'm still searching for partners who would be willing to start co operation with me and my students. I'm teaching the fifth and the sixth grade (11 and 12 year olds) and we could meet on line on Tuesday from 13.34 - 14.20, is that all right for you? The other day that might suit me is Friday - zou might choose the hours. By the way, how old are your pupils? Tell me something about the location of your school and the area around...

Before we arrange ex-changing mails, we should decide upon some specific subjects, write the whole curriculum of the task? What do you think? Those first letters should be introductory, certainly, but later it would if the students were topic-oriented in their writing. I'm waiting for your suggestions, dear Fatima and I hope we'll stay in touch.

With greetings from Poland,
Kasia Wesierska

Delete Reply Reply All Forward as attachment Move to folder... OK

[Previous](#) | [Next](#) | [Back to Messages](#) [Save Message Text](#)

Done Internet

Start | Document1 - Microsoft W... | Yahoo! Mail - fatima_... 23:31

Yahoo! Mail - fatima_wali@yahoo.com - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Forward Stop Home Search Favorites History

Address [9_0_552_6542_1718014815&NEXT=1&inc=8num=8Search=8YY=86998&order=down&sort=date&pos=0&view=ashead=b](#) Go Links

Done

Bulk (2) [Empty]
Trash [Empty]

Check Your Credit In Seconds
Get the body you want in 3 weeks.
Check For Your Y! Mail Fax Number
Remotely Access Your PC from your wireless device

From: "Kasia Wesierska" <bittersweet@wp.pl> | [This is spam](#) | [Add to Address Book](#)
To: "someone anotherone" <fatima_wali@yahoo.com>
Subject: Re: Fw: your new pal :)
Date: Sat, 17 May 2003 12:14:41 +0200

Dear Fatima,

It was nice to hear from you again. How are you? Hopefully, you can still find some time to enjoy spring. Here, the spring is late this year, only now is it getting warmer and greener here...

I got three letters from your students: [call30@mail.com](#), [call22@mail.com](#), [call9@mail.com](#). I gave them to my students and asked them for answering back. Because there were only three letters, they divided into groups of three and in such will be corresponding with your students. They will be sending their mails on their own, not form my mail box. But to keep things under control, I asked them to bring the copy of each letter they send and receive. Besides, to keep them motivated, I put marks in register for doing the job.

We are in charge of maintaining the correspondence between our students, so every now and then we should set tasks which every group will have to do, for the mark. And because this is additional activity, not in school curriculum, I give them '6' (the highest mark in polish system). I'd like to suggest that before the school year end we give them such a task. I have two alternatives to choose from:

- 1) make up a story (horror, fairytale, real story) in past simple,
- 2) Write the receipt for your favourite dish, preferably traditional polish (romanian) one

Done Internet

Start Document1 - Microsoft W... Yahoo! Mail - fatima_... 23:09

Yahoo! Mail - fatima_wali@yahoo.com - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Forward Stop Home Search Favorites History

Address [15_0_547_5180_2969722605&NEXT=1&inc=8num=8Search=8YY=43961&order=down&sort=date&pos=0&view=ashead=b](#) Go Links

Previous | Next | Back to Messages

Printable View - Full Headers

Delete Reply Reply All Forward as attachment Move to folder... OK

This message is not flagged. [[Flag Message](#) - [Mark as Unread](#)]

From: "Kasia Wesierska" <bittersweet@wp.pl> | [This is spam](#) | [Add to Address Book](#)
To: "someone anotherone" <fatima_wali@yahoo.com>
Subject: Re: Fw: your new pal :)
Date: Thu, 15 May 2003 22:24:39 +0200

Dearest Fatima,

I got your students' mails. Thank you. Mine have already answered them but there are some connection problems with the Internet in my town, so not all your students might get the replies. Yet, sooner or later they are likely to receive them.

I will write you longer mail this weekend. tonight I'm really dead-tired, but I have some important news to tell you.

With regards,
Kasia Wesierska

Delete Reply Reply All Forward as attachment Move to folder... OK

Done Internet

Start Document1 - Microsoft W... Yahoo! Mail - fatima_... 23:10

Yahoo! Mail - fatima_wali@yahoo.com - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Forward Stop Home Search Favorites History

Address 1571_1563_733_0_418_-1_0&NEXT=1&inc=&num=&Search=&YY=99800&border=down&sort=date&pos=0&view=ashead=b Go Links

Trash [Empty]

Check Your Credit In Seconds

Get the body you want in 3 weeks

Easy Faxing With Your Yahoo! Mail

Access Your PC from Anywhere-Wirelessly

Subject: Re: re. keypal exchange
Date: Tue, 1 Apr 2003 21:02:34 +0200

Dearest Fatima,

Thank you for your prompt answer, first of all. I hope everything is o.k. both in your professional and private life...

What I suggest is that we send a kind of introductory mails, in which our students will present themselves. By the way, how many of your students would you like to get involved in the correspondence? Beacuse I've never tried that kind of task, I'd rather create a small group of 5 up to 10 persons. What do you think about it, then as the project goes further on, we can always extend it without anyone being disappointed...

How often would you like to send the mails? We should agree what days we would send the messages and answer them. So, tell me, please what day of the week and an approximate day you could take our mails and when would you send back the answers. For instance, if we send you the messages on Monday, you could take you time till Wednesday to prepare with your students the answers and to send them back to us. Then we would be preparing our messages will Monday and send them to you on that day...

Because there is little time left till the end of the school year, I think we should treat the whole ex-change as a trial only, and start it on regular basis only in September. But, still, I'm really very interested in keeping in touch with you and your students, Fatima.
 I hope, everything will go fine.

Done Internet

Start Document1 - Microsoft W... Yahoo! Mail - fatima_ 23:18

Yahoo! Mail - fatima_wali@yahoo.com - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Forward Stop Home Search Favorites History

Address 16_0_357_1785_1086305522&NEXT=1&inc=&num=&Search=&YY=86515&border=down&sort=date&pos=2&view=ashead=b Go Links

Inbox

Draft

Sent

Bulk (2) [Empty]

Trash [Empty]

Check Your Credit In Seconds

Get the body you want in 3 weeks

Easy Faxing With Your Yahoo! Mail

Access Your PC from Anywhere-Wirelessly

Delete Reply Reply All Forward as attachment Move to folder... OK

This message is not flagged. [Flag Message - Mark as Unread]

From: "PIOTR MALIK" <piotr.malik@xl.wp.pl> | This is spam | Add to Address Book
To: Fatima_Wali@yahoo.com
Subject: email exchange
Date: Wed, 19 Mar 2003 23:43:45 +0100

Dear Fatima,

Thank you for your letter. It's very nice to get a contact from a country which is so far away. My students would be happy to correspond with yours via internet, but it's impossible to arrange exchanging messages at the same hour. My students have only one lesson of computer study a week, so it would be difficult to convince their teacher to devote this time to writing letters. But it's still possible to exchange emails, sending one at a time wouldn't be a problem. If you are still interested, please write.

My students are 14 years old. Their interests vary from folk dance to computers.
 Greetings from Poland, Sabina
 Please write on maliks@poczta.onet.pl

Delete Reply Reply All Forward as attachment Move to folder... OK

Previous Next Back to Messages Save Message Text

Check Mail Compose Mail Upgrades Search Mail Mail Options

Done Internet

Start Document1 - Microsoft W... Yahoo! Mail - fatima_ 23:34

Yahoo! Mail - fatima_wali@yahoo.com - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Forward Stop Home Search Favorites History Print

Address 11_0_480_2570_14096481998NEXT=1&inc=&num=&Search=&YY=87772&order=down&sort=date&pos=0&view=a&head=b Go Links

Trash [Empty]

Check Your Credit In Seconds

Get the body you want in 3 weeks.

Easy Faxing With Your Yahoo! Mail

Remotely Access Your PC from your wireless device

Subject: keypal exchange
Date: Sun, 6 Apr 2003 19:41:19 +0200

Dear Fatima,

I talked to my students and unfortunately only few of them have the Internet at home. We've decided therefore and ask you to do the following: your students might send their mails at my address. I will share the mails I get among my students, trying to match them taking into consideration different aspects such as: sex (have you anything against that girls write with boys, it might be more stimulating for them), interests, the command of the language. Then they will answer at your students' mails and we will send it to you.

I'd like to suggest, Fatima, that it would be better if the received mails were filtered by us for two reasons: methodological (to check the mistakes, to use the mail as the material upon which we will teach them something) and ethical (we should keep an eye on teh content of their mails).

So, please send at my address your mails, I'll spread them among my pupils. Then I'll give you the list of students who will be participating in the project. We should make them responsible for keeping in touch, so every student will be writing only with one other student and will be in charge of maintaining the correspondence. In case of problems, they should turn to the tutor.

First letters should be introductory in their forms, giving info on age, address, interests, family maybe. I'll prepare the topics for further co-operation and will drop it to you in the nearest time.

With regards,
Kasia Wesierska

Done Internet

Start Document1 - Microsoft W... Yahoo! Mail - fatima_... 23:14

Yahoo! Mail - fatima_wali@yahoo.com - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Forward Stop Home Search Favorites History Print

Address 11_0_378_17532_20972449558NEXT=1&inc=&num=&Search=&YY=95655&order=down&sort=date&pos=2&view=a&head=b Go Links

Draft

Sent

Bulk [2] [Empty]

Trash [Empty]

Check Your Credit In Seconds

Get the body you want in 3 weeks.

Easy Faxing With Your Yahoo! Mail

Access Your PC from Anywhere-Wirelessly

This message is not flagged. [Flag Message - Mark as Unread]

Date: Tue, 25 Mar 2003 10:58:34 +0100 (CET)
From: "Beat Jeckelmann" <bjeckelmann@yahoo.de> | This is spam | Add to Address Book
Subject: keypals-project
To: fatima_wali@yahoo.com

Dear Fatima

Below you find the e-mail addresses of my students who are interested in the project. (b=boy/g=girl)

Luljete (g) Graciadsds@yahoo.de
Emanuela (g) emanuelacoduti@hotmail.ch
Danijela (g) balkan_chica@bluemail.ch
Sibel (g) djzibi03@bluemail.ch
Tiziana (g) jecky_v@hotmail.com
Annalisa (g) djannalisa@yahoo.it
Cathrine (g) nena_pablo@yahoo.de
Jan (b) bm19902002@yahoo.de
Hrvoje (b) HC19901990@yahoo.de
Martin (b) Djegger3000@yahoo.de
Salvatore (b) salvatoreadinuzzo@yahoo.de
Helder (b) djhelder2002@yahoo.de
Tomislav (b) djtomis@yahoo.de

I'm looking forward to hearing from you and your

<http://us.f101.mail.yahoo.com/ym/Compose?To=HC19901990@yahoo.de&YY=4624&order=down&sort=date&pos=2&view=a&head=b> Internet

Start Document1 - Microsoft W... Yahoo! Mail - fatima_... 23:29

3. Examples of students' exchanged e-mails

mail.com - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Forward Stop Home Search Favorites History Print

Address mail.com/scripts/mail/mesg.mail?did=1&folder=INBOX&order=Newest&start=1&view=as&head=&msg_uid=1053077247 Go Links

Find classmate.com

Read Message

[Printable Version](#) [Flag this message.](#)

From: "1 1" <call9@mail.com> [Save Address] [Block Sender]

To: bittersweet@wp.pl

Cc: fati@teacher.com

Subject:

Date: Tue, 13 May 2003 05:23:13 -0500

[Show Full Headers](#)

Move Trash Delete

Reply Reply All Forward As Attachment Previous Next INBOX

Hi Ania, Ola, Dominika,
 How are you? I hope u r fine
 My name is Noor, i'm 17, im persion, i live in Manama, i have one
 sister and no brother, i love playing basketball, listening to the
 music and watching football match. i supporting Realmadrid team and
 Manama basketball team.
 Looking forward to hearing from you soon

Start | research methodolo... | mail.com - Micros... | Document1 - Micros... | 22:52

mail.com - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Forward Stop Home Search Favorites History Print

Address mail.com/scripts/mail/mesg.mail?did=1&folder=INBOX&order=Newest&start=1&view=as&head=&msg_uid=1052212901 Go Links

Date: Wed, 30 Apr 2003 13:19:20 -0500

[Show Full Headers](#)

Move Trash Delete

Reply Reply All Forward As Attachment Previous Next INBOX

Dear Jesse,

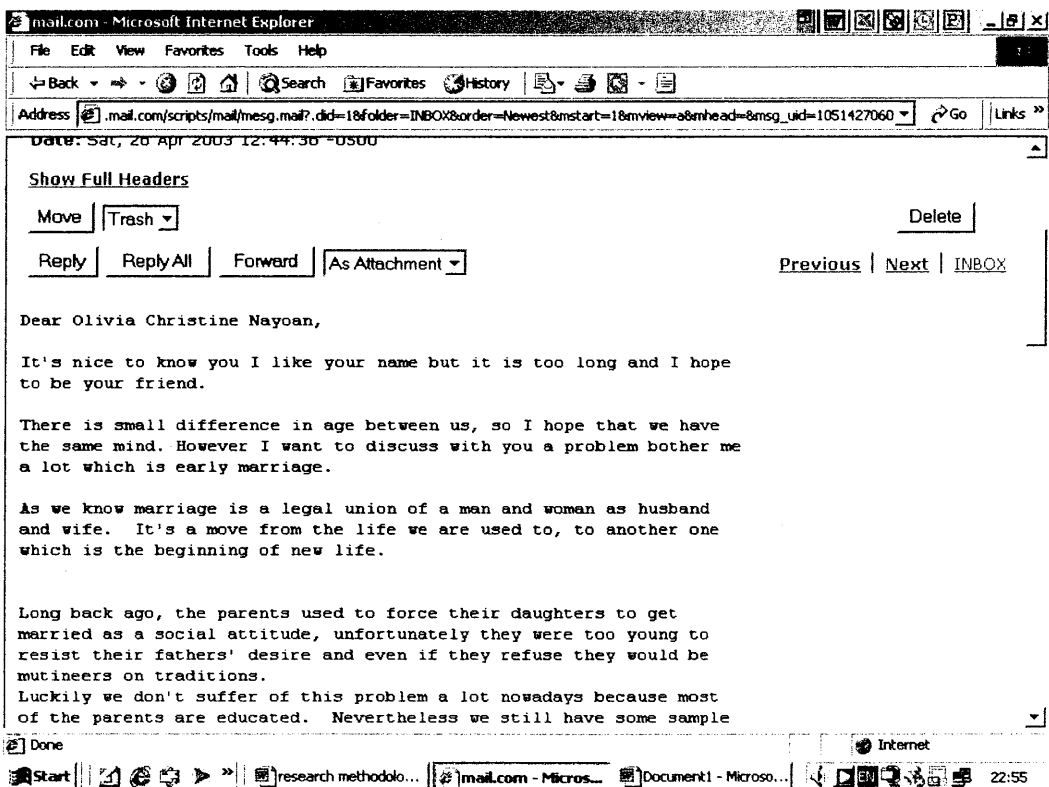
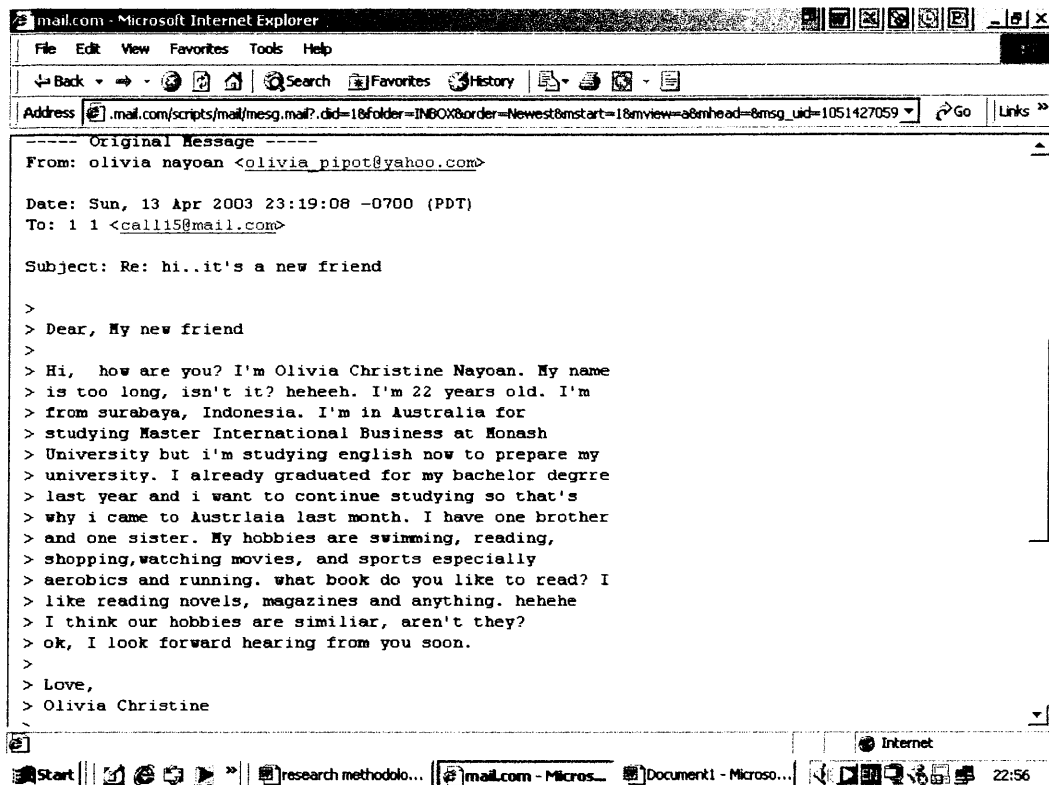
I'm sorry I didn't write you sooner; I was busy studding for the
 monthly tests. So did you enjoyed the Easter holiday??
 You will be surprised if I told you that I don't like listening to
 music, I used to listen to Jessica Simpson's songs, but now I don't.
 What I really love the most is watching movies and serials specially
 " friends".

Favorite actor: Ewan McGregor
 Favorite actress: Sandra Bullock

You didn't recognize me the last time so I wrote my name in the
 subject column; do the same so I can recognize you to.
 By the way did you like the e-card I sent you ???

Sign-up for your own FREE Personalized E-mail at Mail.com
<http://www.mail.com/?sr=signup>

Done | 22:54



mail.com - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Forward Stop Home Search Favorites History Print Mail

Address [x%3DINBOX%26order%3Dnewest%26start%3D1%26mview%3D%26mhead%3D%26msg_uid%3D10506613708.intr=1](#) Go Links

mail.com

fati@teacher.com

Get New Messages
Write Message
Folders
Inbox
Sent Mail
Drafts
Trash
Personal Folders
Address Book
Options
My Account
Premium Services
Mail.com Promotions new
Free Subscriptions
Update E-Mail Address
Help
Logout

careerbuilder.com

To: hirahelwati@yahoo.com
Cc: fati@teacher.com
Subject: Re: haw are you
Date: Wed, 16 Apr 2003 13:45:16 -0500

Show Full Headers

Move Trash Delete

Reply Reply All Forward As Attachment Previous Next INBOX

Dear Hira,

I'm sorry that I thought you're a male. You are right about my country it's an Islamic country but we have churches also here and many many foreign people. By the way are you Muslim?

However we are friendly society and welcome everybody. Our country is small but nice unfortunately it is in the hot side of the world, we suffer from the high temperature almost for the whole year, we have a marvelous museum and many cinemas while spending time shopping in the malls is the best part of our free time. We have small island which called "Howar" it nice surrounded by the sea, cute place.

You are right in your guess, I'm International School.

Best of luck,

Done Internet

Start mail.com - Microsoft L... Document1 - Microsoft W... 23:01

mail.com - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Forward Stop Home Search Favorites History Print Mail

Address [x%3DINBOX%26order%3Dnewest%26start%3D1%26mview%3D%26mhead%3D%26msg_uid%3D10506613708.intr=1](#) Go Links

mail.com

fati@teacher.com

Get New Messages
Write Message
Folders
Inbox
Sent Mail
Drafts
Trash
Personal Folders
Address Book
Options
My Account
Premium Services
Mail.com Promotions new
Free Subscriptions
Update E-Mail Address
Help
Logout

careerbuilder.com

Dear Fatima,

I am very happy to received your email through my teacher Frank Oldfield and I am happy to involved a cross culture English project. In this letter I want to introduce my self. My name is Xuan Hiep Tran. I come from Viet nam. I am studying at Monash University English Language Centre in Australia. I think Australia is a interesting place because the Australian is very friendly and there are many culture which come from many countries around the world. Next, Australia have a good education for studying. My plan to continue my study at Monash university. My major is chemical engineering.

I am very interested to join up with your students and I want to improve my English writing skills with others oversea students.

Thank you very much.

Looking forward to your reply.

Best Regards.

Xuan.

dear xuan...

well, my name Sana am a 17 years student. It's raelly nice to have a lovely friend like you!!

i was thinking to go and study in Austrilia, but my mum didn't agree on that, becuae of my illness. Well i have 2 cousins would go to there next summer to study. I love cooking, swimming, fishing and i raelly enjoy watching the sea.

i'm thinking to study here in the Gulf i'll studv Markting.

Done Internet

Start mail.com - Microso... Document1 - Microso... Yahoo! Mail - The be... 23:05

Yahoo! Mail - fatima_wali@yahoo.com - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Forward Stop Home Search Favorites History Print Mail

Address 17_0_527_2328_2008690002&NEXT=1&inc=8num=8&Search=&YY=41634&order=down&sort=date&pos=0&view=s&head=b Go Links

Trash [Empty]

Check Your Credit In Seconds

Get the body you want in 3 weeks.

Easy Faxing With Your Yahoo! Mail

Access Your PC from Anywhere-Wirelessly

Subject: Fw: your new pal :)

Date: Fri, 9 May 2003 21:16:57 +0200

----- Original Message -----

From: Kasia Wesierska

To: Call5@mail.com

Sent: Tuesday, April 22, 2003 8:23 PM

Subject: your new pal :)

Hello,

My name is Mateusz Lica. I'm 11 years old. I like basketball and computer games. I don't like playing table tennis.

I live in Poland, precisely in Sierakowice.

I have three dogs and one cat.

I like driving my bike and reading books.

Write me, please.

Mateusz

Delete Reply Reply All Forward as attachment Move to folder... OK

Previous Next Back to Messages Save Message Text

Check Mail Compose Mail Ungrades Search Mail Mail Options

Folder: Inbox

Start Document1 - Microsoft W... Yahoo! Mail - fatima_w...

Internet 23:11

mail.com - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Forward Stop Home Search Favorites History Print Mail

Address <http://mail01.mail.com/scripts/common/home.main?nu=%2Fscripts%2Fmail%2Fmailbox.mail%3Ffolder%3DINBOX&intr=1> Go Links

mail.com

call1@writeme.com

Get New Messages

Write Message

Folders

Inbox

Sent Mail

Drafts

Trash

Personal Folders

Address Book

Options

My Account

Premium Services

Mail.com Promotions

Free Subscriptions

Update E-Mail Address

Help

Logout

careerbuilder.com

To: "1 1" <call1@writeme.com>

Cc:

Subject: RE: IAM A NEW FRIEND.

Date: Thu, 10 Apr 2003 12:58:36 +0200

Show Full Headers

Move Trash Delete

Reply Reply All Forward As Attachment Previous Next INBOX

hi zainab! how are you? i'm fine. My name's sibel and i'm from Türkiye, but

i live in Switzerland. I'm 13 years old. I have one sister (Yeliz) and one brother (erkan) She's 19 years old and my brother 21 years old. I like chatting, too

and dance. I like listening for turkiye songs. Who is your best friend? My best friend

is a girl, she called Danijela and she is from croatia.

I WISH THAT YOU ARE REPLYING ME AN E-MAIL TO BE FRIENDS!! SELAM SIBEL!

>-- Original-Nachricht --

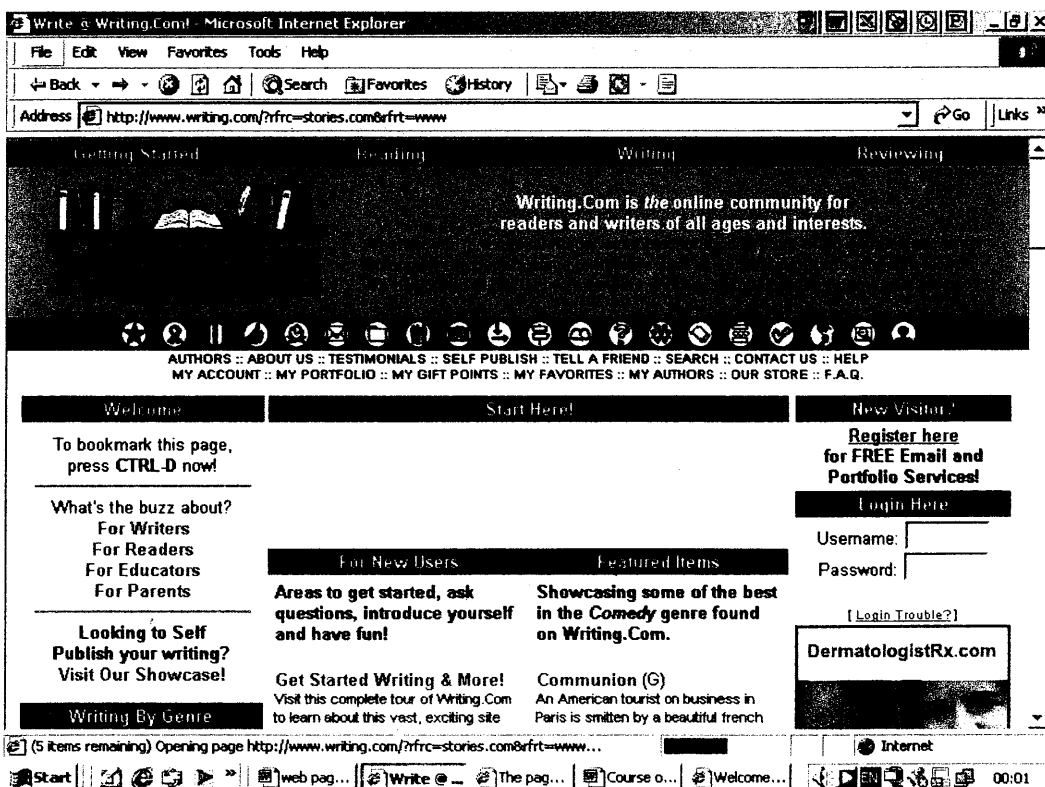
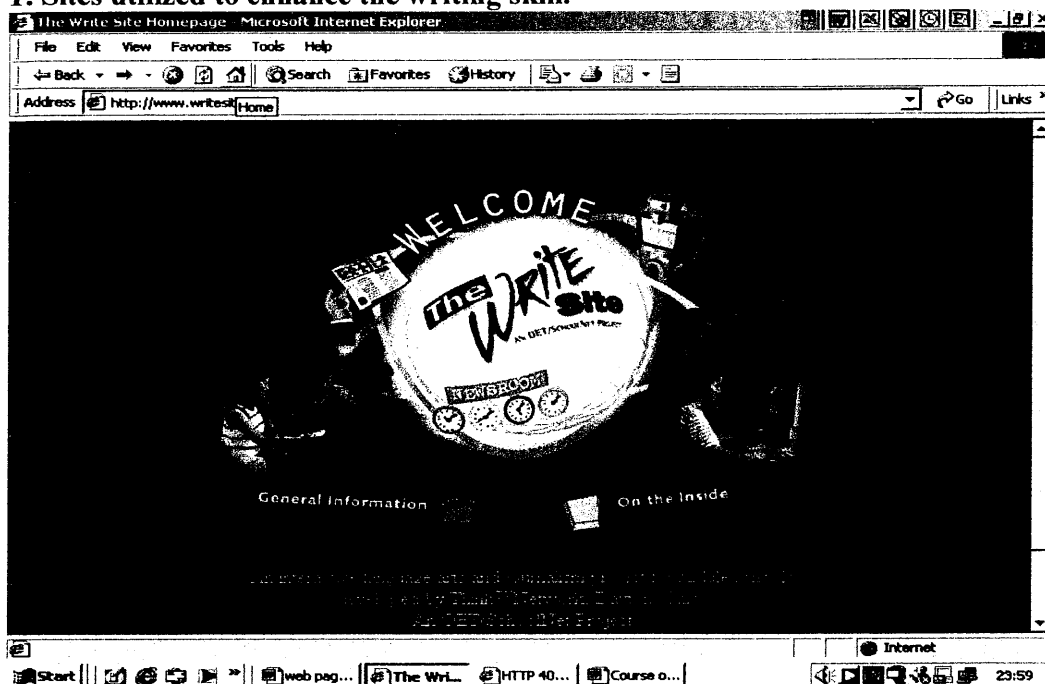
>From: "1 1" <call1@writeme.com>

>To: busseito@epals.com,

Internet 23:46

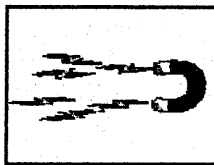
Appendix I: Examples of online sites used to supplement the textbook.

1. Sites utilized to enhance the writing skill.



Writing and Writers

Best Writing Sites and Top Writer Sites

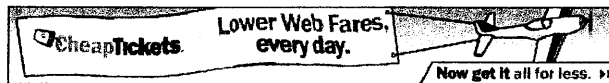


Ranking table resets weekly. Reciprocal voting link required.

[Join here! Add your Writing Related site to this list]

[List member login! Edit your Writing Sites listing]

Life Story Writing Sites Search Engine



MEMBERSHIPS	EXAMBUDDY	GOLD	PLATINUM	TRILOGY
Exam Sites Exam Sites Exam Sites Exam Sites Exam Sites Exam Sites	Exam Sites Exam Sites Exam Sites Exam Sites Exam Sites Exam Sites	Exam Sites Exam Sites Exam Sites Exam Sites Exam Sites Exam Sites	Exam Sites Exam Sites Exam Sites Exam Sites Exam Sites Exam Sites	Exam Sites Exam Sites Exam Sites Exam Sites Exam Sites Exam Sites

Teachers Administrators Higher Education Current Trends Literature In Education Professional Development

Search

Enter your email address for FREE weekly teaching tips!

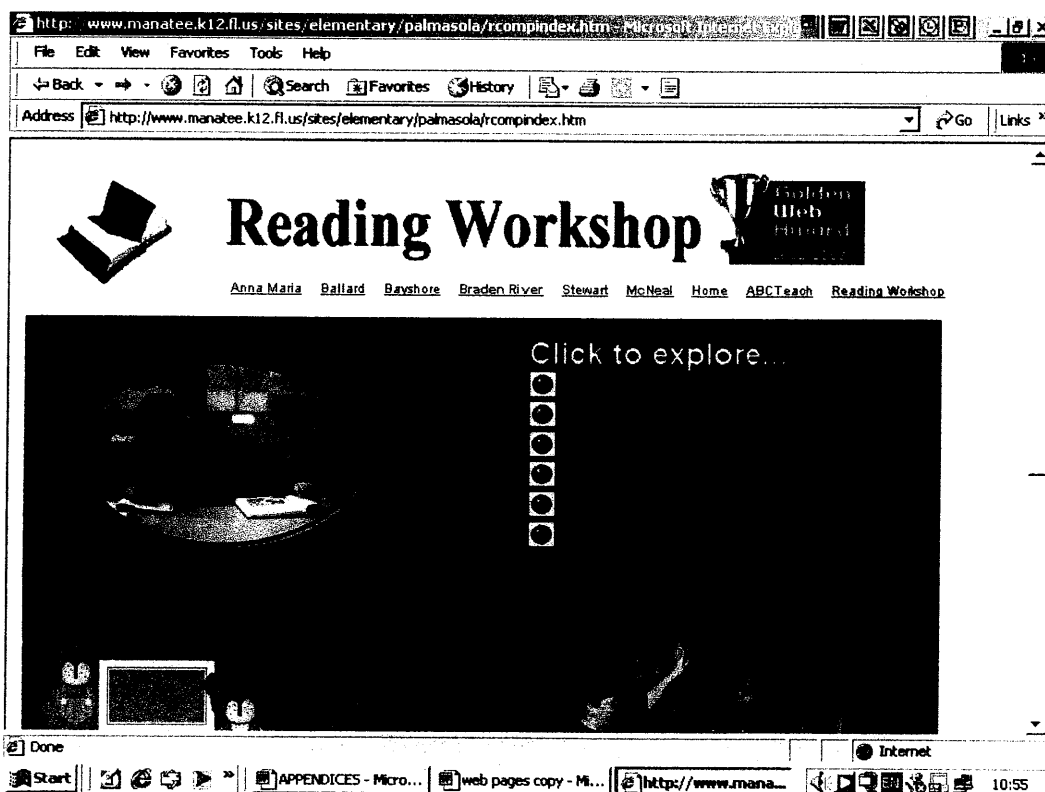
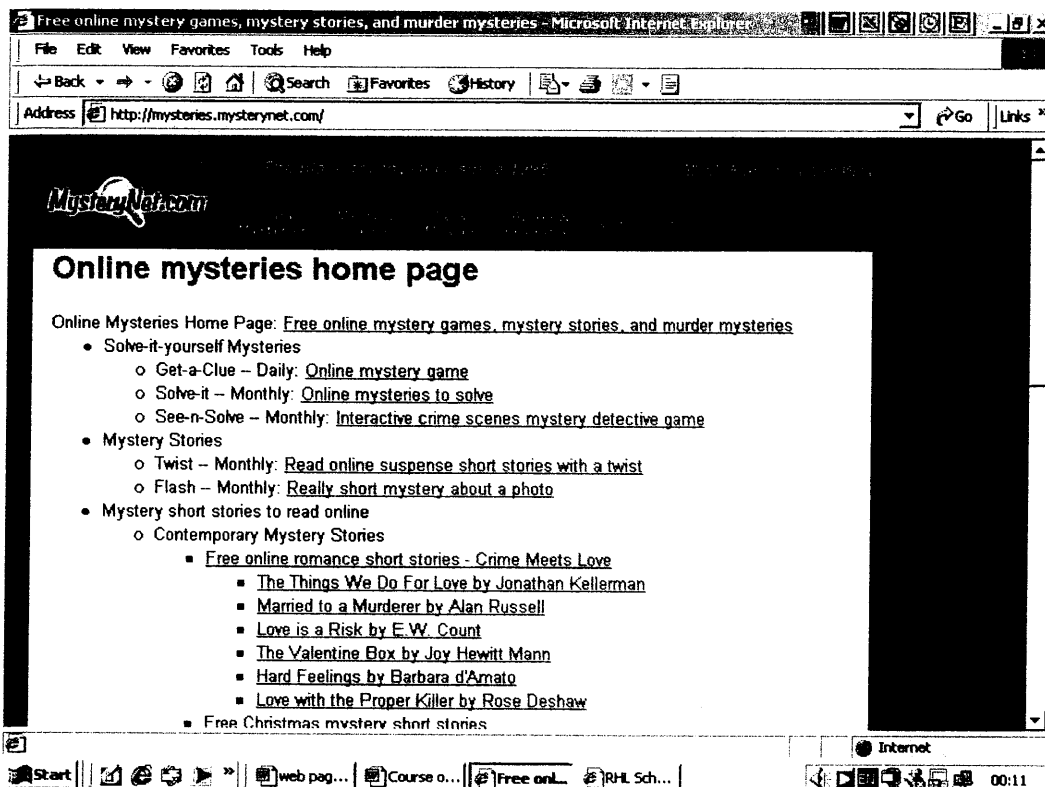
Submit

Home > Teacher Resources > Subject Matter > Literature > Writing

Creative Writing

1. A Guide for Writing Research Papers- Walks you through the entire process.
2. Activities in English - Activities and games related to grammar, reading, spelling, vocabulary

2. Reading sites utilized to read the stories and submit completions or reviews.



Poetry Daily, a new poem every day. - Microsoft Internet Explorer

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Back Forward Stop Home Search Favorites History Print

Address http://www.poetrydaily.org/ Go Links



Poetry Daily
freshly each day
from Introduction
to Poetry by
Billy Collins

Today's Poem

"Carpe Diem"
by Lynne McMahon
from *The Hudson Review*
Summer 2003
[Low graphics version](#)
• [Previously on Poetry Daily...](#)

Featured Poet

Lynne McMahon's new book of poems,
Sentimental Standards, will be published by
David R. Godine this fall.

Featured Journal

The Hudson Review Each issue contains a
wide range of material including poetry,



Done Start APPENDICES - Microsoft ... Poetry Daily, a new po... Internet 11:22

Reading Comprehension - Free Worksheets - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Forward Stop Home Search Favorites History Print

Address http://www.rhlschool.com/reading.htm Go Links



SITES FOR TEACHERS TOP 100
THE TOP 100 WEB SITES FOR EDUCATORS • RERANKED EVERY HOUR

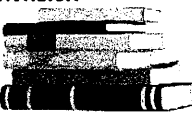
LESSON PLANS
WORKSHEETS
ACTIVITIES
E-BOOKS

Home English Mathematics Reading Research Free Stuff Keys Forums Links Contact

More stories
at
edhelper.com!

Reading Comprehension

Featuring free **reading comprehension worksheets** for teachers and parents to copy for their kids. They include original **stories, poems, essays, and articles**. They are most appropriate for upper elementary through middle school years.



Your Free E-mail

Sites for Teachers

A Tribute to Parents

FREE Offers, Sites

Search RHL School and EdHelperNet: Search

Reading Comprehension Volume 8:

Done Start APPENDICES - Micro... Sites for Teachers ... Reading Compreh... Internet 11:15

3. Language sites used to practise and test grammar.

Education resources on the Internet - Home Page - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Forward Stop Home Search Favorites History Print

Address http://www.edufind.com/english/grammar/ Go Links

Study abroad and your ENGLISH will improve!
GUARANTEED Click Here

keyword search search

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z Table of Contents | By Subject | Grammar Home

DESKTOP EDITION
Ideal reference tool
GRAMMAR \$12.50

PUNCTUATION
get the answers & 100 tips
\$2.00

The Online English Grammar
by Anthony Hughes

FREE ONLINE ENGLISH GRAMMAR RESOURCES

- Table of Contents
- English Language Software
- Jobs Teaching English
- About the Author
- Copying & Linking
- Subject Index
- The Test Centre
- English Language Schools
- Which English?
- Help Using the Grammar

Buy the Desktop Edition of the Online English Grammar!
A lot more information and sections, easy printing and only \$12.50!

Price: £19.99
[CD / software]
more detail...

Over 750 pages of English Grammar information with many

http://www.edufind.com/english/grammar/toc.cfm

Start | web pages copy - Mi... | Course outline1 - Mik... | Education resourc... | 00:02

GRAMMAR SAFARI - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Forward Stop Home Search Favorites History Print

Address http://www.lei.uuuc.edu/web_pages/grammarsafari/safari_index.html Go Links

TEACHERS: HERE IS ONE MORE SITE TO TRY FOR CONDUCTING AN EFFECTIVE ONLINE CLASS.

Start | APPENDICES - Micro... | web pages copy - Mi... | GRAMMAR SAFAR... | 10:53

4. Dictionaries used to get the meanings of words, their synonyms and antonyms.

Merriam-Webster OnLine - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Forward Stop Home Search Favorites History Print

Address http://www.m-w.com/ Go Links

Word of the Day
Word Games
Word for the Wise
Books and CDs
Online Education
Help and FAQ
Site Map

Merriam-Webster Collegiate.com Member Log-in

Unabridged Member Log-in

Electronic Language
Translates in over 200 Languages Best Prices Guaranteed!
<http://123Language.com>

Learn Spanish really fast
An astonishingly fast and easy way to learn Spanish. Words just stick
www.lnkwordlanguages.com

Britannica FREE TRIAL
Click here!

NEW!
Merriam-Webster's Collegiate Dictionary
ELEVENTH EDITION
Get your "phat" new words here!

NEW Word Games!
Click here to play!

Usage dispute?
Solve it here.

Visit WordCentral - the language site for kids

Merriam-Webster OnLine
THE LANGUAGE CENTER

Merriam-Webster Dictionary **Look it up**

Merriam-Webster Thesaurus **Look it up**

Merriam-Webster Unabridged **Now on-line!** **Main Entry**

[Add a Free Dictionary Button to Your Browser](#) [Put a Free Dictionary Search Box on Your Web Site](#) [Install the Merriam-Webster Toolbar](#)

Announcing the **NEW Merriam-Webster's Word of the Day** now with **audio!** Click here to register — it's free!

11th We go to ELEVEN!
The dictionary of the future has arrived! The fully revised Eleventh Edition of **Merriam-Webster's Collegiate Dictionary** merges print with a searchable CD-ROM dictionary and a one-year subscription to the new Collegiate Web site. See what all the noise is about [here!](#)

Start | web pag... | Course o... | http://w... | Merria... | Internet | 00:10

OneLook Dictionary Search - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Forward Stop Home Search Favorites History Print

Address http://www.onelook.com/ Go Links

[Home](#) [Browse Dictionaries](#) [About](#) [Customize](#)

OneLook[®]

DICTIONARY SEARCH

Search dictionary web sites for words and phrases.

Word or phrase: **Search**

☒ Find definitions ☐ Find translations ☐ Search all dictionaries

- Enter a word to search for dictionary web sites that include that word.
- Enter a wildcard pattern to search for words. Valid wildcards are * (matches any sequence of letters) and ? (matches one letter).
- Examples: bluebird, blue*, *bird, bl????rd, bl*snow
- You can customize various language and search options.

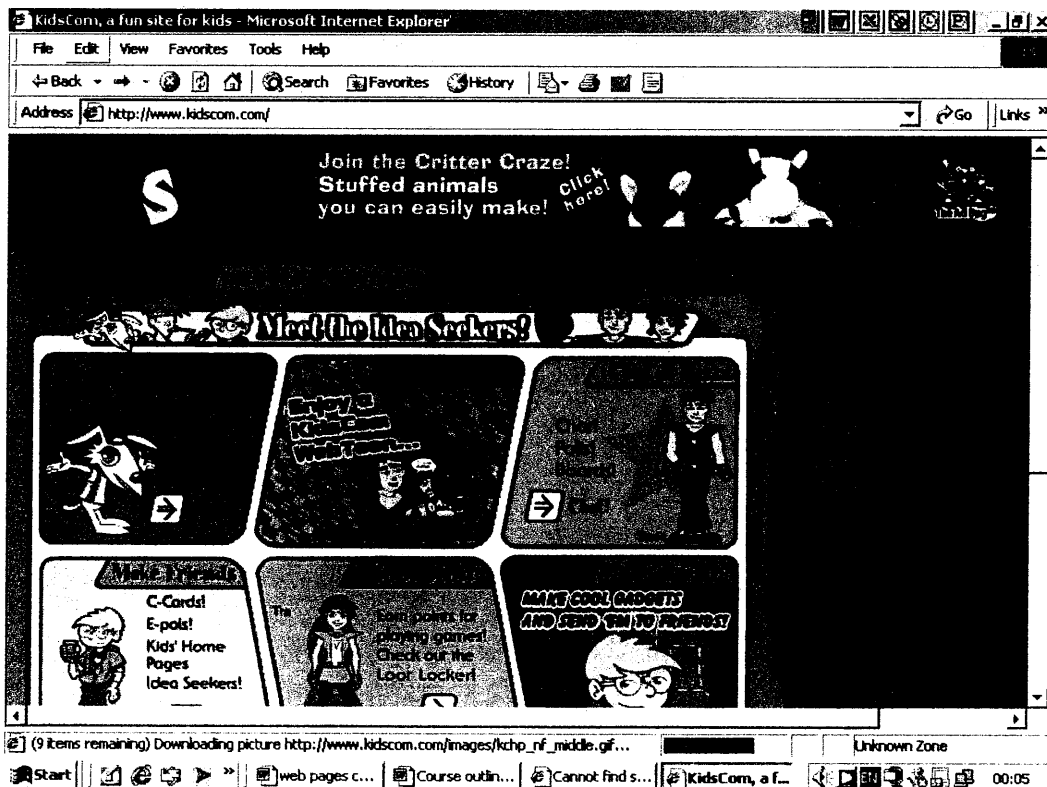
Sponsored Links

Regular Expressions
Tutorials and metacharacter tables. Quick Reference mouse mats for sale
[help.regularexpression.info](#)

Find words and anagrams
with WordWeb Pro for Windows - solve crosswords and find words
[wordweb.info](#)

Done | Start | web pages c... | Course outlin... | OneLook DL... | Welcome to ... | Internet | 00:07

5. Online Educational Resources Explored.



English Language Resource Center Recommended Web Sites - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Forward Stop Search Favorites History

Address <http://www.bergen.cc.nj.us/library/learning/english/links.html> Go Links

LINKS FOR ESL STUDENTS

All Levels And Skills Sites by Topic Sites by Level

Dictionaries & More Newspapers & Magazines

Writing & Grammar Links Grammar Quizzes Online Tutoring

All Levels and Skills:

- [Activities for ESL Students](#)
- [Dave's ESL Cafe](#)
- [English as a Second Language](#)
- [ESL Gold](#)
- [ESL Study Hall](#)
- [ESL Wonderland](#)
- [Karen's ESL Partyland](#)
- [Englishclub.com](#)
- [1-language.com's ESL Center](#)
- [Quizzes by Vera Mello](#)
- [Quizzes by Letitia Bradley](#)
- [ENGLISH online](#)
- [English Language Centre Study Zone](#)

Start | APPENDICES - Microsoft ... | English Language Res... | 11:10

Links to English Language, Reading and Writing Websites - Microsoft Internet Explorer

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Back Forward Stop Search Favorites History

Address <http://www.grammarandmore.com/resources/links.htm> Go Links

Grammar and More

Sponsored by Portico Books

Home

For Educators

Teachers

Home

Schooling

Special Challenges

ESL

Gifted

Parents

Free Newsletters

Tips for Success

In School with Language

Recommended Web Sites

English Language

AGLOA (Academic Games League of America) (language arts, math, and social studies games for home or school; local and national competitions)
<http://www.academicgames.org/>

Bethump'd (games about words and the story of English; also a history game)
<http://www.bethumpd.com>

Chiasmus (a wealth of information about this rhetorical device that inverts the order of words in otherwise parallel phrases; from Dr. Mardy Grothe, who has studied this phenomenon for a decade)
<http://www.chiasmus.com>

Adva

LinguaFree

subscri

Sut

LinguaPhile

Acu

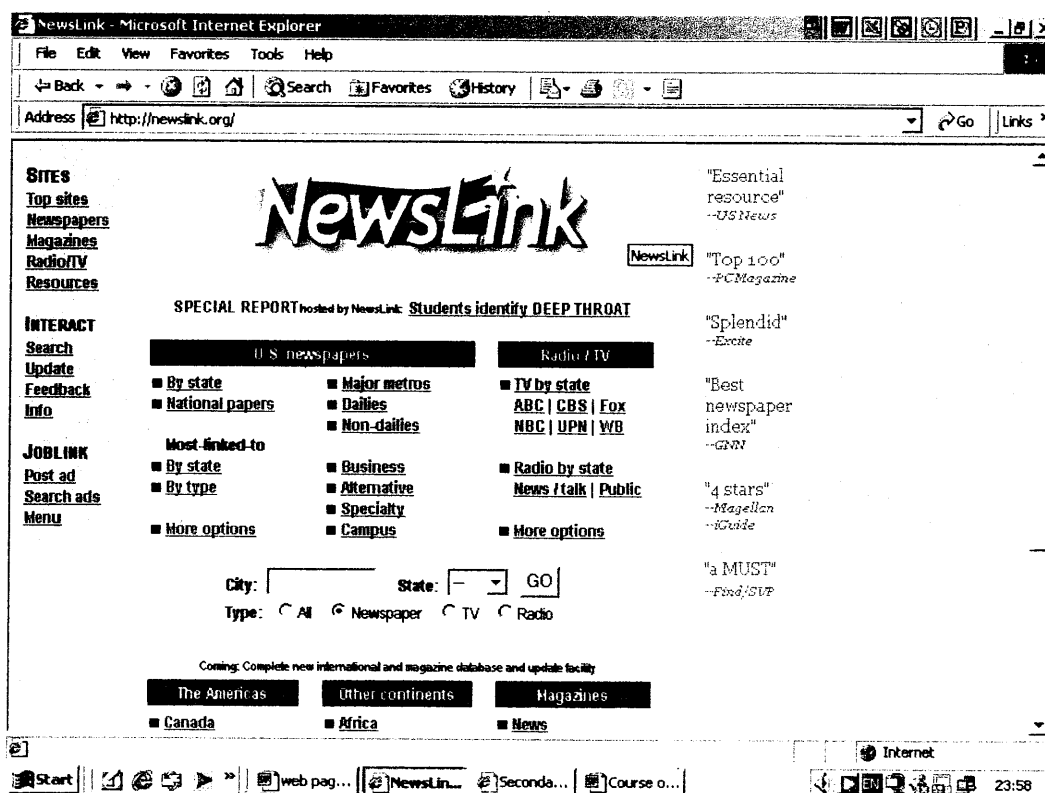
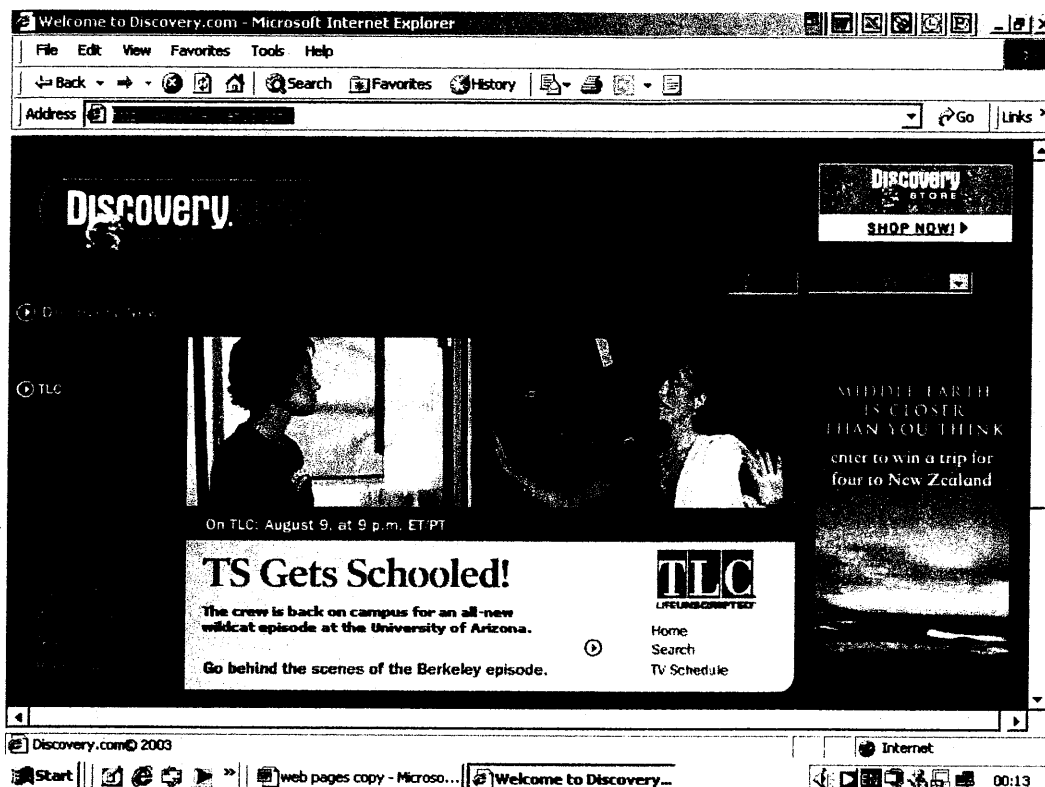
Free

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Sut

(1 item remaining) Opening page <http://www.grammarandmore.com/resources/links.htm> | Unknown Zone | 11:11

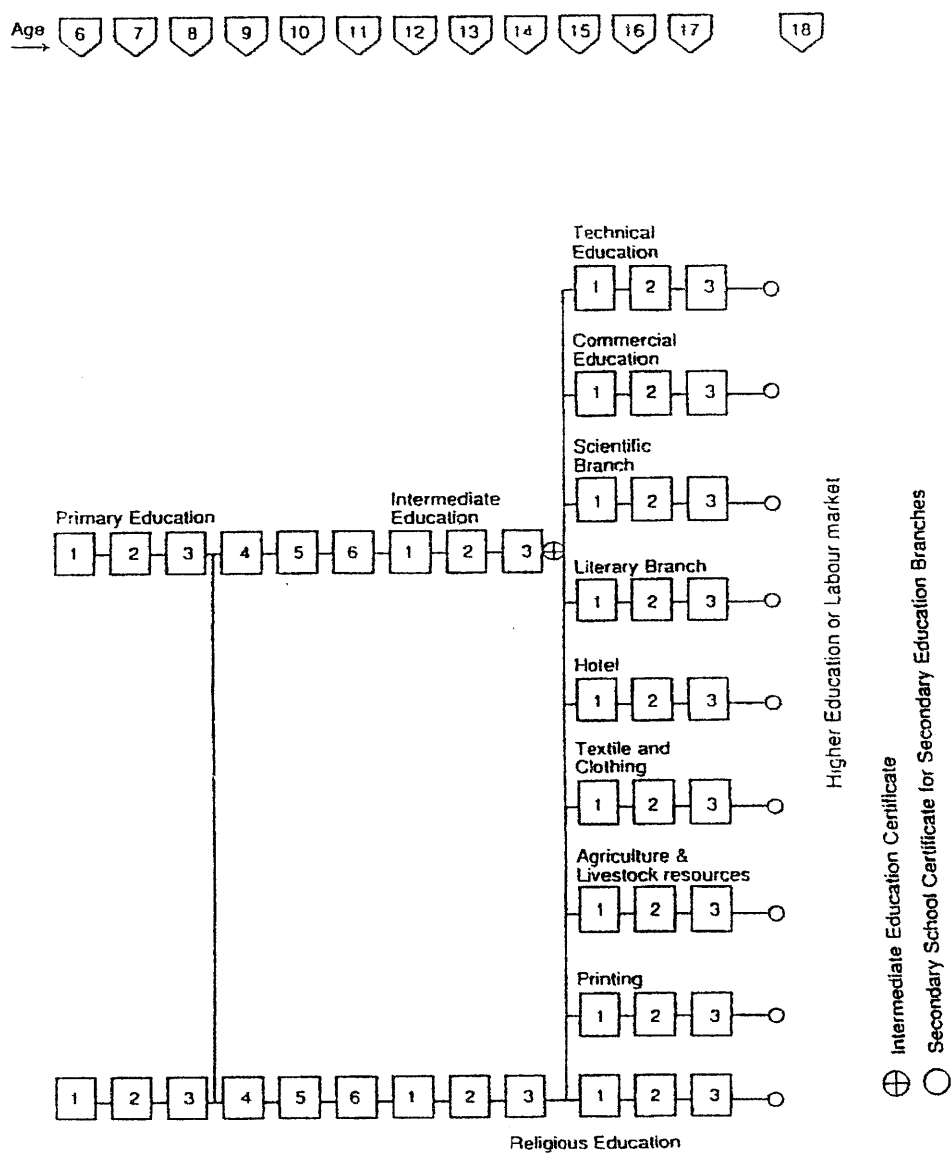
6. Online Newspapers and Magazines Explored.



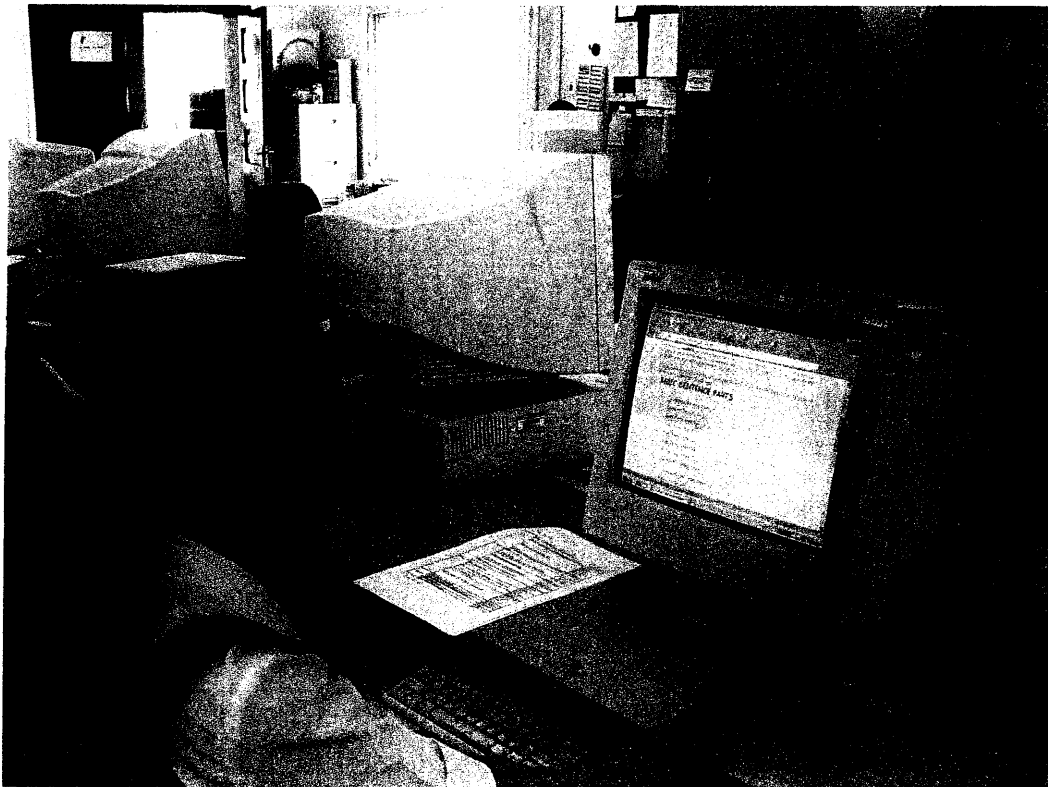
Appendix J: Brief Description of the Education System in Bahrain

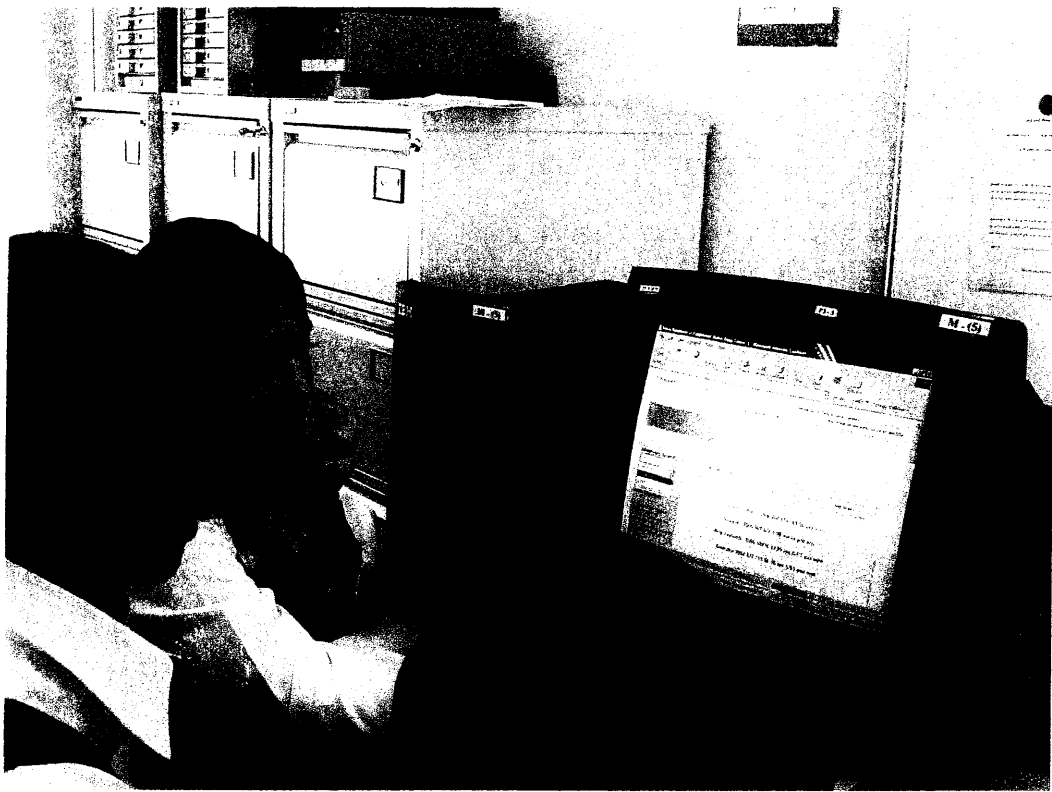
1. Brief Description of the Education System in Bahrain

The educational system in Bahrain consists of Basic Education which includes primary intermediate stages, and secondary education, as is shown in the following chart.



Appendix K: Photos of the Experimental Group while studying in the Internet Lab





Appendix L: Pre And Post Writing Tests' And Pre And Post- Attitudinal Questionnaire's Variables Of The Experimental And The Control Groups Experimental Group Post-Writing Test's Results

No.	Writing 1	Writing 1	Writing 1	Writing 1	Writing 1	Writing 1
	Grammar =5	Vocabulary =5	Mechanics =5	Fluency =5	Relevance =5	Total
1	3	3	3	3.5	4.5	17
2	2	2	2	2	4	12
3	4	4.5	3	4.5	5	21
4	2	2	2	2	4	12
5	4	4	4	4.5	5	21.5
6	1	2	1	2	4	10
7	2.5	3	2	3	4.5	15
8	2	3	2	2	4	13
9	4.5	5	4.5	5	5	24
10	2	2	2	2	4	12
11	4.5	5	4	5	5	23.5
12	3	3.5	3	4	4.5	18
13	4	5	4	5	5	23
14	3	3	3	3	4	16
15	4.5	5	4.5	5	5	24
16	2	2	2	2	4	12
17	4	4.5	4	4.5	5	22
18	3	3	3	3	4	16
19	3	3	2	3	4	15
20	3	3.5	3	3	4.5	17
21	1	2	1	2	4	10
22	2.5	2.5	2	2	4.5	13.5
23	4	4.5	3.5	4.5	5	21.5
24	3	3	2	3	5	16
25	1.5	2	2	1.5	4	11
26	4	4	4	4	5	21
27	1	2	2	1	4	10
28	3	3	3	4	4	20
29	4	4	3	4	4.5	19.5
30	3	4	3	4	5	18

EXPERIMENTAL GROUP POST- WRITING TEST'S RESULTS

Writing 2	Writing 2	Writing 2	Writing 2	Writing 2	Writing 2	
Grammar =5	Vocab =5	Mechanics =5	Fluency =5	Relevance =5	Total	Total 1+2
1	1	3	2	4.5	11.5	28.5
1.5	2	1	1.5	4.5	10.5	22.5
2	3	2	3	4.5	14.5	35.5
1	1	1	2	3.5	8.5	20.5
3	3	3	4	5	18	39.5
1	1	1	1	4.5	8.5	18.5
3	4	3	5	5	20	35
1	2	1	2	4.5	10.5	23.5
4	4	4	4	5	21	45
2.5	2	2	2	4.5	13	25
4	5	5	5	5	24	47.5
4	4	4	4	4.5	20.5	38.5
4	4	4	4	5	21	44
2.5	3	2.5	3	5	16	32
4.5	5	4.5	5	5	24	48
2	2	2	2	4.5	12.5	24.5
2	3	4	4	5	18	40
2	2	2	2	4.5	12.5	28.5
2	2	2	2	4.5	12.5	27.5
2	3	3	3	4.5	15.5	32.5
1	1	1	3	4.5	10.5	20.5
3	3	2	2	4.5	14.5	28
3.5	4.5	4	5	5	22	43.5
1	2	2	2	5	12	28
2	2	2	3	3.5	12.5	23.5
4	5	4	5	5	23	44
1	1	1	1	3.5	7.5	17.5
2	3	2	3	4.5	14.5	34.5
4	4.5	3	4	4.5	20	39.5
4	4	3	5	5	21	39

EXPERIMENTAL GROUP PRE- WRITING TEST'S RESULTS

	Writing 1	Writing 1	Writing 1	Writing 1	Writing 1	Writing 1
Students' No.	Grammar =5	Vocabulary =5	Mechanics =5	Fluency =5	Relevance =5	Total
1	2	4	2	3	4	15
2	3	3	3	3	4	18
3	4	4	3	4	5	20
4	2	1	1	1	3	8
5	2	1	2	2	3	10
6	2	4	3	3	4	16
7	1	1	1	1	3	7
8	3	4	4	4	5	16
9	3	1	1	1	4	10
10	1	1	1	2	4	9
11	2	2	1	2	3	10
12	1	1	1	1	1	5
13	1	1	1	1	1	5
14	1	1	1	1	2	6
15	2	2	2	2	3	11
16	4	3	3	3	4	17
17	4	4	3	5	5	21
18	1	1	1	1	1	5
19	1	1	1	1	1	5
20	1	2	1	2	4	10
21	2	2	1	3	4.5	12.5
22	1	1	1	1	1	5
23	1	0	1	1	1	4
24	3	2	2	1	2	10
25	2	2	4	1	3	12
26	1	1	1	1	1	5
27	4	5	3	5	5	22
28	4	4.5	4.5	4	3	20
29	3	4	2	4	5	17
30	1	1	1	1	2	6

EXPERIMENTAL GROUP PRE- WRITING TEST'S RESULTS

Writing 2	Writing 2	Writing 2	Writing 2	Writing 2	Writing 2	
Grammar =5	Vocab =5	Mechanics =5	Fluency =5	Relevance =5	Total	Total 1+2
0	0	0	0	0	0	15
0	0	0	0	0	0	18
0	0	0	0	0	0	20
0	0	0	0	0	0	8
0	0	0	0	0	0	10
0	0	0	0	0	0	16
0	0	0	0	0	0	7
0	0	0	0	0	0	16
0	0	0	0	0	0	10
0	0	0	0	0	0	9
0	0	0	0	0	0	10
0	0	0	0	0	0	5
0	0	0	0	0	0	5
0	0	0	0	0	0	6
0	0	0	0	0	0	11
0	0	0	0	0	0	17
0	0	0	0	0	0	21
0	0	0	0	0	0	5
0	0	0	0	0	0	5
0	0	0	0	0	0	10
0	0	0	0	0	0	12.5
0	0	0	0	0	0	5
0	0	0	0	0	0	4
0	0	0	0	0	0	10
0	0	0	0	0	0	12
0	0	0	0	1	1	6
4	4	3	5	5	21	43
4	4	4	5	5	24	44
4	5	3	4	3	19	36
0	1	1	1	2	5	11

CONTROL GROUP POST- WRITING TEST'S RESULTS

	Writing 1	Writing 1	Writing 1	Writing 1	Writing 1	Writing 1
No	Grammar =5	Vocabulary =5	Mechanics =5	Fluency =5	Relevance =5	Total
1	3	4	3	4	4	18
2	1	1	3	2	4	11
3	1	2	1	2	2	8
4	2	3	2	3	4	14
5	4	4	3	4	4	19
6	3	3	3	3	4	16
7	2	3	2	3	4	14
8	3	2	3	4	4	16
9	0	0	0	0	0	0
10	4	4	2	4	4	18
11	3	2	1	3	4	13
12	1	2	1	1	3	8
13	2	3	2	3	4	14
14	4	4	5	4	5	22
15	1	1	1	1	1	5
16	1	2	1	1	3	8
17	1	2	1	2	4	10
18	3	3	3	4	5	18
19	1	2	1	2	2	8
20	5	5	4	5	5	24
21	4	4	4	5	5	22
22	4	4	3	4	5	20
23	4	4	4	5	5	22
24	5	4	4	5	5	23
25	5	5	4	5	5	24
26	0	0	0	0	0	0
27	0	0	0	0	0	0
28	0	0	0	0	0	0
29	0	0	0	0	0	0
30	0	0	0	0	0	0

CONTROL GROUP POST- WRITING TEST'S RESULTS

Grammar =5	Vocab =5	Mechanics =5	Fluency =5	Relevance =5	Total	Total 1+2
2	2	1	1	3	9	18
1	1	1	1	4	8	19
0	0	0	1	1	2	10
4	5	4	5	5	23	47
0	0	0	0	0	0	20
2	2	3	2	4	13	37
3	3	2	3	5	16	38
3	4	2	4	5	18	38
1	3	2	3	4	13	31
0	1	1	1	2	5	12
0	0	0	1	1	2	5
4	4.5	2.5	5	5	21	44
1	3	1	3	4	12	32
0	0	0	1	3	4	12
4	5	2	5	5	21	43
1	1	1	2	4	9	21
3	3	1	3	4	14	36
1	1	2	2	3	9	27
0	0	0	0	2	2	11
0	0	0	0	2	2	3
1	1	1	1	3	7	19
0	1	1	1	3	6	13
0	1	0	1	2	4	10
0	0	0	0	0	0	6
1	1	1	1	2	6	15
3	4	3	4	5	19	42
4	4.5	3	4.5	5	21	42
1.5	3	1.5	3	4	13	30
3	3	2	3	4.5	15.5	38.5
3	3	3	3	4.5	16.5	39.5

• **One-Sample Statistics** **Control Group's Pre- writing Test**

	N	Mean	Std. Deviation	Std. Error Mean
Grammar1	30	2.6333	1.62912	.29743
Vocabulary1	30	3.0333	1.77110	.32336
Mechanics1	30	2.3333	1.34762	.24604
Fluency1	30	3.0333	1.71169	.31251
Relevance1	30	3.9000	1.26899	.23169
Total1	30	14.9333	7.35285	1.34244
Grammar2	30	1.5500	1.47596	.26947
Vocabulary2	30	2.0000	1.67641	.30607
Mechanics2	30	1.3667	1.13664	.20752
Fluency2	30	2.1500	1.59282	.29081
Relevance2	30	3.3000	1.52903	.27916
Total2	30	10.3667	7.02082	1.28182
TOTAL	30	25.3000	13.75751	2.51177

• **One-Sample Statistics** **Control Group's Post- writing Test**

	N	Mean	Std. Deviation	Std. Error Mean
Grammar1	30	2.2333	1.71572	.31325
Vocabulary1	30	2.4333	1.61210	.29433
Mechanics1	30	2.0333	1.51960	.27744
Fluency1	30	2.6333	1.79046	.32689
Relevance1	30	3.1667	1.87696	.34268
Total1	30	12.5000	8.19903	1.49693
Grammar2	30	1.4667	1.50249	.27432
Vocabulary2	30	1.6667	1.53877	.28094
Mechanics2	30	1.2667	1.31131	.23941
Fluency2	30	2.0333	1.84733	.33728
Relevance2	30	2.7333	2.14047	.39079
Total2	30	9.3167	7.76318	1.41736
TOTAL	30	21.6000	14.52014	2.65100

• **One-Sample Statistics** **Experimental Group's Pre- writing Test**

	N	Mean	Std. Deviation	Std. Error Mean
Grammar1	30	2.1000	1.12495	.20539
Grammar2	30	.4000	1.22051	.22283
Vocabulary1	30	2.1500	1.40902	.25725
Vocabulary2	30	.4667	1.33218	.24322
mechanics1	30	1.8833	1.11172	.20297
Mechanics2	30	.3667	1.03335	.18866
Fluency1	30	2.1667	1.34121	.24487
Fluency2	30	.5000	1.43238	.26152
Relevance1	30	3.0500	1.44049	.26300
Relevance2	30	.5333	1.38298	.25250
Total1	30	11.2500	5.63357	1.02854
Total2	30	2.3333	6.54077	1.19417
TOTAL1+2	30	13.5833	10.48158	1.91367

• **One-Sample Statistics**

Experimental Group's Post- writing Test

	N	Mean	Std. Deviation	Std. Error Mean
Grammar1	30	2.9333	1.07265	.19584
Grammar2	30	2.4833	1.17798	.21507
Vocabulary1	30	3.3000	1.06350	.19417
Vocabulary2	30	2.8667	1.29943	.23724
Mechanics1	30	2.7833	.97099	.17728
Mechanics2	30	2.6000	1.18467	.21629
Fluency1	30	3.2667	1.20869	.22067
Fluency2	30	3.1167	1.29777	.23694
Relevance1	30	4.4667	.45359	.08281
Relevance2	30	4.6000	.44334	.08094
Total1	30	16.8167	4.59476	.83888
Total2	30	15.6667	4.98849	.91077
TOTAL	30	32.4833	9.18721	1.67735

• **Control Group's Pre- attitudinal Questionnaire**

One-Sample Test

Test Value = 0.01						
	t	df	Sig. (2-tailed)	Mean Difference	99% Confidence Interval of the Difference	
					Lower	Upper
1. I feel reasonably comfortable when reading in English.	12.271	29	.000	2.2900	1.7756	2.8044
2. I feel reasonably comfortable when writing in English.	14.359	29	.000	2.4567	1.9851	2.9283
3. I can express my thoughts reasonably well in written English.	14.010	29	.000	3.1567	2.5356	3.7777
4. I can express my thoughts reasonably well in written English.	12.876	29	.000	2.5900	2.0356	3.1444
5. I understand spoken English reasonably well.	14.992	29	.000	2.2900	1.8690	2.7110
6. I understand written English reasonably well.	13.711	29	.000	2.5233	2.0161	3.0306
7. I use English only in my English class.	12.004	29	.000	3.1567	2.4318	3.8815

8. It isn't necessary to use English outside the English class.	13.822	29	.000	3.4233	2.7407	4.1060
9. I think English is important for our future career.	11.790	29	.000	1.2233	.9373	1.5093
10. Learning English is pleasurable.	12.026	29	.000	1.7233	1.3283	2.1183
11. Learning English with a teacher is the best way of learning English.	16.423	29	.000	2.4567	2.0444	2.8690
12. Computer programs can help us in learning English.	9.370	29	.000	1.6900	1.1929	2.1871
13. The Internet can help us in learning English.	8.896	29	.000	1.6233	1.1204	2.1263

• **Control Group's Post- attitudinal Questionnaire**

	Test Value = .01					
	t	df	Sig. (2-tailed)	Mean Difference	99% Confidence Interval of the Difference	
					Lower	Upper
1. I feel reasonably comfortable when reading in English.	10.394	29	.000	2.0233	1.4868	2.5599
2. I feel reasonably comfortable when writing in English.	10.940	29	.000	1.8233	1.3639	2.2827
3. I can express my thoughts reasonably well in written English.	12.453	29	.000	2.0233	1.5755	2.4712
4. I can express my thoughts reasonably well in written English.	10.288	29	.000	1.7567	1.2860	2.2273
5. I understand spoken English reasonably well.	11.944	29	.000	2.0233	1.5564	2.4903
6. I understand written English reasonably well.	12.026	29	.000	1.7233	1.3283	2.1183
7. I use English only in my	21.235	29	.000	3.4900	3.0370	3.943

English class.						0
8. It isn't necessary to use English outside the English class.	27.571	29	.000	3.7233	3.3511	4.0956
9. I think English is important for our future career.	9.720	29	.000	1.6900	1.2108	2.1692
10. Learning English is pleasurable.	31.453	29	.000	3.9900	3.6403	4.3397
11. Learning English with a teacher is the best way of learning English.	13.269	29	.000	1.5233	1.2069	1.8398
12. Computer programs can help us in learning English.	12.084	29	.000	1.3567	1.0472	1.6661

• **Experimental Group's Pre- attitudinal Questionnaire**
One-Sample Test

	Test Value = 0.01					
	t	df	Sig. (2-tailed)	Mean Difference	99% Confidence Interval of the Difference	
					Lower	Upper
1. I feel reasonably comfortable when reading in English.	10.370	29	.000	2.1900	1.6079	2.7721
2. I feel reasonably comfortable when writing in English.	10.656	29	.000	2.4900	1.8459	3.1341
3. I can express my thoughts reasonably well in written English.	10.261	29	.000	2.3900	1.7480	3.0320
4. I can express my thoughts reasonably well in written English.	10.883	29	.000	2.1567	1.6104	2.7029
5. I understand spoken English reasonably well.	11.612	29	.000	1.9233	1.4668	2.3799
6. I understand written English reasonably well.	11.550	29	.000	1.9567	1.4897	2.4236
7. I use English	10.689	29	.000	3.0900	2.2932	3.8868

only in my English class.						
8. It isn't necessary to use English outside the English class.	22.269	29	.000	4.1900	3.6714	4.7086
9. I think English is important for our future career.	6.868	29	.000	1.4233	.8521	1.9946
10. Learning English is pleasurable.	8.760	29	.000	2.3567	1.6151	3.0982
11. Learning English with a teacher is the best way of learning English.	8.760	29	.000	2.3567	1.6151	3.0982
12. Computer programs can help us in learning English.	11.279	29	.000	2.1900	1.6548	2.7252
13. The Internet can help us in learning English.	9.561	29	.000	1.7567	1.2503	2.2631

• **Experimental Group's Post- attitudinal Questionnaire**
Descriptive Statistics

	Test Value = .01		Sig. (2-tailed)	Mean Difference	99% Confidence Interval of the Difference	
	t	df			Lower	Upper
1. I feel reasonably comfortable when reading in English.	10.394	29	.000	2.0233	1.4868	2.5599
2. I feel reasonably comfortable when writing in English.	10.940	29	.000	1.8233	1.3639	2.2827
3. I can express my thoughts reasonably well in written English.	12.453	29	.000	2.0233	1.5755	2.4712
4. I can express my thoughts reasonably well in written English.	10.288	29	.000	1.7567	1.2860	2.2273
5. I understand spoken English reasonably well.	11.944	29	.000	2.0233	1.5564	2.4903

6. I understand written English reasonably well.	12.026	29	.000	1.7233	1.3283	2.118 3
7. I use English only in my English class.	21.235	29	.000	3.4900	3.0370	3.943 0
8. It isn't necessary to use English outside the English class.	27.571	29	.000	3.7233	3.3511	4.095 6
9. I think English is important for our future career.	9.720	29	.000	1.6900	1.2108	2.169 2
10. Learning English is pleasurable.	31.453	29	.000	3.9900	3.6403	4.339 7
11. Learning English with a teacher is the best way of learning English.	13.269	29	.000	1.5233	1.2069	1.839 8
12. Computer programs can help us in learning English.	12.084	29	.000	1.3567	1.0472	1.666 1