

**Teaching English through the Internet:
An Exploration into the Potential Offered by the Internet
in Teaching English in Technical Secondary Schools in the Kingdom
of Bahrain**



**By
Ayoob Ali Amralla Hasan**

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Languages and Literatures, University of Bahrain, in partial
fulfillment of the requirements for the degree of Masters in Applied
English Language Studies
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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 is it being currently submitted for any degree.

Signed:_____ Date: _____
Ayoob Ali Amralla Hasan

The Thesis defence committee considers the thesis titled:

TEACHING ENGLISH THROUGH THE INTERNET

Submitted by Ayoob Ali Amralla Hasan to the Department of Foreign Languages & Literatures satisfactory and acceptable for the Masters of Arts degree in Applied English Language Studies.

Thesis defence committee:

Dr. Philip Blair
Supervisor

Department of Foreign Languages & Literatures, University of Bahrain.

Dr. Fatma Al Badri
External Examiner

**American University of Sharja
(UAE)**

Dr. A. Aziz Bu Laila
Internal Examiner

Department of Foreign Languages & Literatures, University of Bahrain.

ABSTRACT

Conducting a research in the area of computer-mediated communication has shown that using technology can provide students with a sense of empowerment and development of communicative abilities. Doing the project through a case study is designed to show how the Internet online, e-mail, web-pages, websites and other uses can help students improve and develop their abilities and their learning skills.

The project examines reading passages, compositions and other forms of writings and the effects of using Internet applications to develop the skill of writing. The evaluation highlights the way that the students deal with reading and writing through the use of e-mails. The project also explores the potential impact of the Internet on secondary level students in The Kingdom of Bahrain's Technical schools. Most of the subjects taught in technical schools are in English except for Arabic, Religious and some general studies subjects. Therefore, in this work, the researcher explores the effects of using the Internet and its applications on the development of students writing skill.

The researcher found out that the Internet has a great influence on developing students' writing skill and that as much as the Internet is used in teaching and learning the English language the better the students' writing skill will become. The researcher also found out that the use of the Internet helps teachers up-date their knowledge and be aware of the new information technology being applied in the process of teaching. The findings, conclusions and recommendations relate to maximizing the educational benefits and

minimizing the limitations of using the Internet in the classroom in order to develop the confidence and various skills and abilities of students.

This research is organized into five chapters, bibliography and appendices as follows. In Chapter One, Introduction, the researcher gives an introduction to the virtual classroom and how it was developed from the traditional classes into the new and virtual classrooms, then he explains the purpose of study after that he discusses some of the limitations of the Internet and justification. In Chapter Two, Literature Review, the researcher gives review of published literature and online articles. In Chapter Three, Methodology, the researcher explains how he ran the study and the steps that he followed collecting data and analysis. In Chapter Four, Data Analysis and Discussion of Results, the researcher shows his sources of data and his findings. In Chapter Five, the researcher stated his conclusions of the research and the suggestions hoped to be applied.

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CHAPTER ONE

INTRODUCTION

1.1 Introduction

When a learner is asked to describe a normal classroom, his general description would usually be that it is a room with tables, chairs, board, teacher and chalk. Asking for a description of the “virtual” classroom, however, is quite different. To describe a “virtual” classroom there is no established protocol, no background schema helping us paint a mental image of what the classroom looks like. The virtual classroom is one that teacher and students create specifically to suit their own purposes and needs, and it can change from one semester to the next, or even from one class session to the next. Created through text, expanding to audio and video, stored on a computer server, a virtual classroom could be located on the moon or on a beach in India or in an online campus, simulating a traditional classroom. It may contain desks and chairs, and have a chalkboard on the wall, and it may not. Virtual classrooms, of course, have teachers, but they may or may not be in the same place as their students at any one time.

Communication between teachers and students can take place either asynchronously (at different times), synchronously (at the same time), or both. The purpose of both the traditional and virtual classroom is to provide a space in which learning can take place.

If we accept that the role of the classroom, whether traditional or virtual, is to offer students an environment in which to learn, then the instructors must ask how they can best utilize both environments for the benefit of the students.

1.2 Purpose of the study

While looking at the English language levels in the Kingdom of Bahrain's schools, the researcher found out that the lack of using the language properly is due to several reasons. First of all is the limited use of the language in the Bahraini environment, where the native language, Arabic, is always used, where people usually do not try to practise any other languages especially in the villages where direct contact with the English language is not available. Then, the researcher found that schools start teaching the English language from the fourth primary which he thinks that it is four years late from the students' abilities of learning the language. Next, he found out that the students' level in learning the language is different from one place to another due to some restrictions such as the use of the Internet which is the link between different cultures.

For the reason that the level of the students in school is becoming weaker and weaker especially in the secondary schools, the researcher focuses on this level in an attempt to develop it.

The study explores the benefits and limitations of teaching English via the Internet to secondary level students (technical sections) in the Kingdom of

Bahrain who are speakers of other languages (ESOL), offering suggestions for integrating the Internet into the ESOL classroom.

Through an open-ended case study of online teaching in a class of students studying English as a foreign language (EFL), the researcher set out to discover the effects of using the Internet in teaching the students in the government technical schools, seeking to discover whether and how the 'virtual classroom', by using the Internet, could improve students' writing abilities. The researcher believes that once the students use the Internet as a learning tool effectively in learning a foreign language, in this case English, their skill of writing would improve. They would not only learn a different language but also will be attached to the use of the Internet which will lead eventually to improving their learning skills. Indeed, the question facing the researcher was this: what would be the outcome, in terms of language-learning efficiency, especially in relation to the skill of writing, of the mounting of a program of English language teaching based on the use of the Internet.

In pursuing such a piece of exploratory and open-ended research, the researcher was exposed to discover data in which supports the point of how the Internet helps improve the students' writing abilities, as well as from more formal and well-tried sources. The learner's writing skill would be measured by the researcher according to their normal pedagogical practice, that is, through continuous assessment of class-work and homework, as well as through specific tests and exams.

It is hoped that this research will provide ESOL teachers and authorities with a framework in which to create new curricula, or else integrate the Internet into their existing curricula, utilizing it not only as a classroom facility but as a teaching and learning tool in itself.

In sum, the goal of this research is to explore the potential applications of the Internet in ESOL classes and to help ESOL instructors make the connections between the findings and suggestions and their own language classrooms.

1.3 Limitations of the Internet

Any study or discussion of the use of the Internet in the language classroom would be incomplete without addressing its disadvantages and obstacles. While the Internet in its various facets offers a great deal to the language learner, it is not without its problems. The nature of the Internet itself can be a disadvantage at times. When lines are busy due to many users, it may take time to access information or browse the Net and technical glitches themselves can lead to frustration. Lack of training and familiarity on the part of the teachers can make it difficult to implement the use of Internet in the language classroom. This requires that school administrators' budget for training in this area.

Foreign language teachers are especially anxiety-prone to computers since they often have little experience with them. For the most part, computers in schools are used for business or computer science courses. Costs related to training, as well as the on-line costs of using a provider, are issues that may interfere with implementing such a technology in schools, especially in schools

that have little funding. Censorship may also be a concern to language programs and instructors.

The Internet offers access to all types of issues and topics, some of which are unsuitable for children, and this too may result in problems. While some precautions can be taken at the present time, they are not fool-proof. The financial cost may also present difficulties when attempting to implement such technology in the classroom.

As the commercial sector begins to assume a more prominent role in the Internet's infrastructure, rural and inner-city schools, already hard-pressed to provide Internet access, may find it less affordable. This is discouraging for both language teachers and students. Institutions such as these may not have the computers or computing facilities necessary to implement this type of technology.

1.4 Justification

The further we move into the 21st century and into the information age, the greater the impact of computer technology on society. It is a development unparalleled since the Industrial Revolution. Indeed, the impact of just one application of modern technology – the Internet – has been compared to that of the printing press 500 years ago.

While access to and interest in the Internet has grown, traditional concepts of work, home, human relationships and education are being dissected and

revised as we move into a paradigm shift across all facets of life. Employees now telecommute to work, consumers shop without leaving their homes, friends call each other through the computer instead of the telephone, and students have greater opportunities for taking college or university courses online. As a result of this, educators at all levels are being challenged to revise their approaches and goals in order to prepare students for the “real world”.

The importance of using the computer as an educational tool has been summarized in a paper by Singhal (1997): “Students like working on computers and the use of real data is highly motivational. It adds a relevance to their work and is a skill they will need as they move into the workplaces of the 21st century.”

Since the way we retrieve and interpret information is changing, so the educational process must change in order to prepare students to accomplish these tasks. In the Kingdom of Bahrain, the Ministry of Education starts providing almost all the schools around the kingdom with computer laboratories which will help develop the teaching and learning standards. Most of the schools are already using the computer as an aid to teaching technical subjects and science, whereas other subjects such as Math and Mechanical studies are trying to involve themselves in the process of teaching with the aid of a computer.

Now, if the teachers, and thus students, are not only learning about but utilizing technology in the classroom, then it is logical to expect that educators generally build upon what these students have already learned. Though many of

the teachers teaching today grew up and were educated without the luxury of computers, this does not reflect the experience of the new generations of students, many of whom have no concept of a world without computers. In order to help them develop and build upon the skills they will need to survive and succeed in today's world, technology must be included in our teaching across the curriculum.

In addition to practical matters such as preparing students in general for academic study and the workplace of the future, the virtual classroom is particularly beneficial for learners of English. They should be able to work on the Internet in English because much of the documentation for computer software and hardware distributed internationally is in English. Non-native speakers are motivated to learn English if they want to use these resources.

Furthermore, distance education over the Internet makes learning English as a foreign or second language more accessible for both local and international learners. According to Karla Frizler (1995), this includes those who:

- 1- have physical limitations which prevent them from attending traditional classes.
- 2- have little access to native speakers or natural language.
- 3- do not like sitting in classrooms.
- 4- work odd hours or are raising young children at home.
- 5- are planning to travel to or study abroad.
- 6- have traveled to or studied in an English-speaking country and want to keep up their English skills.

7- cannot afford to study in an English-speaking country, but want to be taught by an American/British or other native English-speaking teacher.

To sum up, it is clear that the use of the Internet is entering the educational environment and that every educator should at least know how to perform well with this educational tool.

Chapter Two will give a review of the published literature and online articles and what people wrote about the use of the Internet in teaching English.

CHAPTER TWO

LITERATURE REVIEW

The advent of the Internet and the wide spread of technology in our life has created new opportunities for language learning. Since most of the Internet content is in English, teachers of English gain access to the enormous variety of authentic materials relating to all spheres of life at almost no cost. Especially in non-English speaking countries where it is not always easy to obtain realia, the Web is the invaluable source of information, both for teachers to create classroom materials and for their classes to explore the whole world just by clicking the mouse.

The present study will try to explore the issue of the Internet as a teaching aid, or as a teaching medium, through which students are taught how to write different pieces of knowledge. After some preliminary remarks concerning the nature of on-line lessons, the resources needed and the roles of the teacher and students, the most basic writing genres will be analyzed, such as informal letter, formal letter, a bibliography, a description of a person, a newspaper report and a description of a place etc. The researcher's purpose here will be to consider teaching each of these genres in the context of an on-line classroom, and will attempt to demonstrate how, with the help of selected websites or other on-line techniques, writing can be made more interesting, appealing, motivating and authentic.

The purpose is to propose some suggestions on how to use the Internet in the classroom to enhance learning and achieve some teaching goals, and not just play and have fun. Most of the solutions proposed in the present study have actually been tried out in the classroom; therefore, these techniques do work in real learning environment.

The three basic elements, proposed in the present study to help to teach writing, namely web pages, e-mail connection and creating websites, have received a lot of attention from CALL researchers in the past. All the papers dealing with this matter is not reviewed here, since this is beyond the scope and purpose of the present work. Instead, the researcher would like to refer to some articles on the topic.

Much of the current debate in educational technology across all disciplines is whether or not the virtual classroom will or should replace the traditional classroom completely. In fact, some educators believe that an upheaval of the current educational system is not only likely, but necessary. Perelman (1995) stated that: 'Schools are training people for the wrong jobs. And the more dramatically the economy changes in the Information Age, the worse the mismatch will be. What's needed are methods of delivering learning more cheaply, and with more relevance to working world.'

Doheny-Farina (1995) offers support for one of his more reasonable claims that economics will necessitate the need for completely virtual classroom in the not-so-distant future. He says: 'Distance education will become the norm, the least

expensive way to deliver the education product, while face-to-face teaching will be some expensive that it will become something only for the well-to-do.'

Doheny-Farina also addresses the fact that there is, as of yet, no empirical proof which demonstrates that the virtual classroom indeed costs less or enhances the learning process in any way. Nevertheless, he continues to assert, 'Whether or not these enterprises are effective, they will continue to expand until most of the children in the world who have access to education will be educated via virtual schools.' A key point brought up by Doheny-Farina is the issue of students' access to technology and, thus, education. Smith (1995) claims that with the support of government and big business, cross-cultural access and distribution of information will become so easy that 'Education will change from the traditional teacher/classroom environment to a virtual classroom with no walls.'

Though some educators such as Perelman (1995) make unwarranted claims that the potential for the virtual classroom to replace the traditional one (and traditional teachers) exists, others support the notion that teachers are necessary for the successful facilitation of learning, regardless of whether that education takes place in a traditional or virtual setting. In fact, these researchers claim that whether traditional or virtual, classes need teachers, as learners need guidance based on analysis of their individual styles, abilities and learning strategies. Cameron (1994) claims that 'Computer alone will never replace the need for the human instructor. Only an actual instructor can teach students to utilize computer-based tools to further their educational goals.'

In deed, it is not the teacher who must be replaced, but rather the outdated teaching philosophies and approaches some continue to employ. The classroom of the past is in many ways no longer applicable to the world in which we are attempting to prepare our students to function (Berge & Collins, 1995).

Benefits of online teaching and learning over traditional classroom instruction are numerous, and well-summarized by Smith (1995) in describing Houston Community College System's highly successful distance education via modem program. These benefits: immediacy, sense of group identity, improved dialogue, improved instructor control and active learning sound appealing, education experts warn that the virtual classroom is not for everyone.

'Learning and teaching online require great tolerance of ambiguity and chaos', (Warschauer, Turbee & Roberts, 1994). In addition, students with low proficiency in keyboarding, writing might find it difficult to remain motivated, perceiving the virtual classroom as a hindrance to learning more than a benefit (Hiltz, 1990). On the other hand, Hiltz maintains: 'For those with high levels of motivation, adequate reading and writing skills, and access to a computer, the virtual classroom is likely both to improve access to learning opportunities and to provide a better learning environment than the traditional college classroom.' Though not appropriate for all students and teachers, the virtual classroom does provide opportunities for student-centered, collaborative, and task-based learning, as well as motivation to explore previously uncharted educational territory. Regardless of learners' and instructors' preferences, however, the future of education may not offer a choice about whether or not to teach and learn online.

On the Internet, students and teachers can communicate with individuals and groups, talk in real time, and retrieve information and resources (Warschauer,1995). The emphasis is on people working together in collaboration rather than in competition with each other. By helping each other, we expand our own realm of knowledge in the process. Internet users store information on Web pages so that it is easily accessible (and downloadable) by others. Participants in on-line discussion lists share information and ideas with each other, including lesson plans, activity suggestions and tips on getting started using various Internet functions.

Berge & Collins (1995) further emphasize the collaborative and communicative nature of the Internet: 'As an agent for socialization and collaboration, the networked computer has an even greater potential in education than does the stand-alone, knowledge-server type of computer. The active environment of social learning provided by a computer with access to local, national, and international networks increases interaction and communication among students, their teachers, peers, parents, and other members of the world community.'

Crawford (1995) claims that the Internet will have a direct effect in the way we teach our students, especially if our global goal is to prepare them for life outside the classroom: 'The networking culture that will find its way into all schools (if they are to survive) requires participants to be more than just consumers of information and knowledge. They must also become contributors as well...our

kids will become actively involved in research, synthesis and presentation of knowledge rather than passive observers of it.'

Furthermore, some researchers describe a shift from a teaching environment to a learning environment in which students are taught through the Internet 'to become lifelong learners by helping them locate the resources to continue learning outside the classroom,' (Berge & Collins,1995).

Much of the published classroom research which exist on "Connecting ESOL Writing and the Internet" shows that Internet-related language-learning activities can be beneficial to ESOL students, as 'the most timid language students can come alive while creating meaningful communication', (Kroonenberg, 1994/1995). Through the Internet, students write to communicate with a variety of people for authentic purposes. Therefore, students are motivated to write for a broad audience which extends beyond the classroom, and not just compose assignments for the teacher (Berge & Collins, 1995). The following example of such motivation to write was posted to NETEACH-L by an ESL instructor, Rippberger,1995, was mentioned in Frizler's paper (1995): 'Last semester I had a student from Albania who was quite homesick. Once he had an e-mail account, I introduced him to Usenet News, and he linked up with a newsgroup discussing Albanian history, culture, etc. The coordinator of our open lab told me that the student practically LIVED in the lab after that, sending e-mail messages, reading the news, etc. You can imagine how this young man blossomed, especially in writing English, but also in his ability to read and enjoy the language. In fact, the first time he EVER asked for editing help with his writing was when he wanted to

send his first posting to the newsgroup. (I think I have finally discovered how to teach students the concept of "audience"!).'

Davis (2002) discusses the basic steps in developing an effective educational multimedia website for language study. In his article, he details how teachers, administrators, and materials developers can prepare materials similar ESOL students improve their English listening comprehension skills. The specific focus of this article is on the to that found on the author's *Randall's* ESL Cyber Listening Lab (www.esl-lab.com), a multimedia website designed to help ESOL student improve their English listening comprehension skills. The specific focus of this article is on the development of basic educational websites where the creators will be working with limited financial and technical resources. The actual implementation of these steps will vary depending on the nature and scope of the site.

Belisle (2002) wrote in her two parts article about the e-mail and time saving features for the writing teacher. The first part examines two very useful features of most up-to-date e-mail software programs that can save the writing teacher time organizing, filing, retrieving, and responding to student e-mail writing assignments. The second part details a step-by-step process for downloading off the Internet a freeware e-mail software program (Eudora Light), installing it up on your computer (Mac or Windows), and helping you set-up some of these time-saving features. Belisle also explores the student and teacher benefits of using electronic mail (e-mail) in an ESL writing class. In his article "E-mail Activities in the ESL Writing Class", he explains several e-mail writing activities and sample

assignments that have proven useful in a program with first and second year Japanese English majors at Mukogawa Fort Wright Institute (MFWI) in Spokane, WA USA. MFWI is a branch campus for English majors at Mukigawa Daigajuin in Nishinomiya, Japan. His research shows that by using computers, students become better problem solvers and better communicators. Over a network, using e-mail and sharing files, students have the chance to collaborate and work together with other classmates, peers, and teachers. Networking electronically can help learners create, analyze, and produce information and ideas more easily and efficiently. Networking people "puts an inspiring, enticing, and usable set of tools within reach of the mass of computer users, empowering them to go beyond simply processing information to repurpose, design, publish, and express".

When considering the practical side of creating a class website, it would be useful to take into account Kelly (1995), which is a very detailed and comprehensive workshop on HTML and creating web-pages. The paper has sections dealing with such issues as Quick-Start guide to the overview of HTML, page templates, a style guide, fine-tuning the page, samples of things which should be avoided, some things which could be done to make the page more attractive, and finally links to external sites dealing with the problem of creating successful web-pages for the language classroom. Among other things, the reader can learn how to enhance the page to be fast-downloading, can realize the common mistakes to be avoided and is given ideas on what makes a successful page.

Wilkinson (1996) is occupied with e-mail exchanges and elementary HTML for classroom use. The writer tries to encourage other teachers to introduce e-mail

into their classrooms by giving the most basic guidelines for teachers and students, together with the URLs of places to find teacher partners to set up a successful e-mail connection. Also, the author claims that it is easy not only for the teacher and students to master sufficient HMTL knowledge to set up a website, but also to some on-line for free. The paper concludes with a few useful links for teachers going on-line for the first time, giving them step-by-step assistance in their first experiences in organizing a wired classroom.

The issue of using the web pages for teaching writing is raised in the paper written by Tan et al (1999). The first part of the paper deals with the question of cooperative learning in an on-line classroom, and the authors demonstrate and discuss different types of co-operation. The article begins with discussion of how cooperative learning promotes effective instruction of thinking skills and creativity. Next, the authors describe a writing lesson for secondary school students in Singapore in which cooperative learning is integrated with thinking, creativity and information technology. The lesson has a similar format to the ones adopted in this paper, namely some off-line work on structures and language, on-line search, then off-line discussion of results and analysis of the pieces written by students.

Nagel (1991) discusses how to use e-mail in the classroom. In this paper the writer deals with more advanced issues connected with the use of e-mail in teaching, and specifically with how to be most effective and to get optimal results in the use of e-mail as an instructional tool. This paper tries to achieve these goals by illustrating the difference between e-mail and academic writing, considering

how e-mail functions as a learning tool, and whether to use a LISTSERV or not. It also addresses a number of other problems painful for a wired classroom, trying to propose some workable solutions to them. Some of these issues are: managing large volumes of mail, making workgroups work by dealing with problems of non-response, the role of motivation and interpersonal relations, the use of e-mail either as an add-on or as core, the role of the learning facilitator and the future of e-mail in the educational environment.

Belisle (1996) explores student and teacher benefits of using electronic mail in ESL writing instruction. The paper outlines several e-mail writing activities and sample assignments that have proven useful in his program with first and second year Japanese English majors, giving in this way well-tried ideas and solutions. The argument of the author goes that over a network, using e-mail and sharing files, students have the chance to collaborate and work together with other classmates, peers, and teachers. Therefore, acting in the electronic community can help learners create, analyze, and produce information and ideas more easily and efficiently. Through this increased electronic access to the world around them, Belisle claims, students' social awareness and confidence increases. The psychological aspects has to be taken into consideration here as well, since, in the writer's opinion, networking frees students from the limitations of traditional writing tools that often inhibit and restrict writing processes. Learning is then transformed from a traditional passive-listening exercise to an experience of discovery, exploration, and excitement, which is what the present paper also, tries to aim at. Also Belisle (1998) is occupied with more technical aspects of using e-mail in the classroom. Nowadays when there is a multitude of mailing lists,

producing a number of e-mail messages every day, teachers and students should be aware of the possibilities given to them by the e-mail software. Part I of this article examines two very useful features of most up-to-date e-mail software programs that can save the writing teacher time by organizing, filing, retrieving, and responding to student e-mail writing assignments. Part II details a step-by-step process for downloading off the Internet a freeware e-mail software, installing it up on the computer (Mac or Windows), and helping to set-up some of these time-saving features.

Chao-chih Liao (1999) describes the author's experiences with using e-mail in the teaching process. The author gives a number of useful suggestions on setting up and maintaining a successful key pal connection. The article describes briefly Liao's experience during the time devoted to doing e-mail projects, outlines the leading principles for the projects, offers teaching tips for English as a Foreign or Second Language teachers of Chinese students, and finally analyses one type of Chinese e-mail discourse to benefit people who want to know more about the nature of Chinese people. This article gives insight into the intercultural aspect of e-mailing, giving some solutions on how to improve communication between students from different cultures.

Fox (1996) considers the use of the Internet in second language instruction. First of all, the author focuses on how the Internet can be used to motivate students in their efforts to acquire English proficiency skills. Also, he discusses the most important components of a successful on-line program such as integration of the on-line component with the curriculum, sufficient level of computer competence,

both of the teacher and of students, and, finally, the active teacher involvement in a variety of roles, as the tutor, supervisor, teacher, assistant, and technician.

Trokeloshvili and Jost (1997) try to put forth a method of instruction giving consideration to student needs and teacher goals. The paper shows how a one-year composition course utilized the computer facilities at a major university in Japan. The course started with familiarizing students with basic typing skills and general computer usage, and went on to help them understand the Internet with ultimate goal of using it to create well-designed, well-written and interesting home pages. Students were involved in tasks and projects that required them to participate in newsgroup discussions via an internet system, to learn how to use the Internet for general research purposes, and to create text and materials for personal home pages. The conclusion of the paper is that the idea of public displaying of student text with the help of a student home page highly motivates students to writing and having their works published, and removes the psychological barriers they might have with displaying ordinary writing. As for the characteristics of a web classroom, the authors claim that it has a widened and authentic reading audience; that peer response is becoming more common and easier; compositions have a greater attraction with their aesthetic appeal and students search to produce attractive work.

Muehleisen (1997) discusses different possibilities of using the Internet in the classroom. The author strongly advocates using the Web in foreign language instruction, mainly because learning to use a computer provides strong intrinsic motivation for learning English, the Internet places English in an international

context, Internet projects are interactive and facilities for using the Net are often readily available. Some of the types of activities mentioned are: setting up a class page, teaching basic searching skills, showing students how to benefit from the advanced options of the Internet browser, writing e-mails both to each other and to international key-pals, using student discussion lists, and finally teaching students how to exploit the infinite potential of the Web to prepare classroom projects. In conclusion, the author urges English teachers to make use of the Internet in their English classes, since the projects involving the Web are a good way of motivating students to use English outside the classroom and to make English the part of their daily lives.

To sum up the review of the previous research concerning using the Internet, and specifically web-pages, e-mail and class website for language teaching, I would like to conclude with some general remarks about successful planning and implementing Internet projects taken from Warschauer and Whittaker's (1997) paper "The Internet for English Teaching: Guidelines for Teachers." According to the authors, teachers should carefully consider their goals, since little is gained by adding random on-line activities into the classroom. Clarifying course goals is, thus, an important first step toward the successful use of the Internet. The next crucial aspect of the Internet instruction is integration, and the teacher should think about how to integrate on-line activities into the syllabus rather than adding these on top of the rest of the classroom activities in a disconnected fashion. Also, the teacher should be aware of all the complexities of the on-line learning environment, such as difficulties in scheduling the access to the computer lab, or students finding computers outside the class time to continue their activities,

malfunctioning hardware and software of problems with students' schedules not allowing them to return to the computer lab at a time when computers are available to complete their assignments. When having an e-mail exchange, the partner class might have absent students, or might not meet in particular week due to holidays or other activities in that location, and the students might have differences in background, language and experience. The last two general guidelines on doing on-line lessons are that necessary support from the teacher should be given to students, so that they do not feel lost or overwhelmed by technology, and students should be involved in decisions about the content of their learning, which is possible given the variety and abundance of materials on the Web.

Chapter Three will discuss the procedures of running this study. This chapter deals with the population and sample, instrumentation, scope of work, validity and limitations of the study.

CHAPTER THREE

METHODOLOGY

This chapter will discuss the methodology used in this research which is testing the students' development in the skill of writing through a *t*-independent test which shows that the students which were sampled in the study project were homogenous and then throughout a study project focuses on the school text book to explore the effect of the use of the Internet through teaching English.

3.1 Population and sample

The sample used here is a class of twenty five students, first year technical secondary level from Jid Hafs Technical Secondary School. This school was chosen because it was close to the researcher which made communication easy and also because most of the students in this school were villagers. It is intended that if the study succeeded, it would continue with them until they finish their secondary study. This class is divided into two sections, the first section is taught in the normal traditional way of teaching whereas the second section is taught by using the computer lab and totally through the Internet.

3.2 Instrumentation

How was this study to be carried out? First of all, a pre-delivery test which gives the researcher an idea about the students' level is given to both the control

group and the experimental group. Then, the researcher built a website which contains all the exercises needed from the students English101 course book (New Adventures I) and fed this website with a mail text box which enables the students send their answers directly to the researcher. The researcher then would read the students answers, comment on them, apply all the necessary instructions, corrections, hints, rewards and others and then sends them back to the students at the same time where the students receive the researchers reply. They then re-correct their mail answers and mail them to the researcher again, where the researcher check them and proof read them and so forth until every student gets all the remarks, comments, corrections needed in order to get the best piece of writing looking for, taking into consideration that spelling mistakes is not taking into account because all the computers are provided with spelling mistake checkers, but the researcher consists on correcting grammar through context and the style of writing. At the end of the course, a post-delivery test is given to the students and in which the researcher noticed the difference in students' progress throughout the semester and in which gives the researcher the improvement in the students' writing skill specially through using the Internet.

3.3 Procedure

The two sections (Control and Experimental Groups) were first given a pre-delivery test which was proved by the Ministry of Education in the Kingdom of Bahrain, the writing test was corrected and the students' marks were recorded. Then the two sections were prepared to start their full course which is four months studying their course book (New Adventures I), the first section

(Control Group) was taught using the traditional way of teaching which is the use of the book and whiteboard, whereas the second section (Experimental Group) was totally taught by using the computer through the Internet which was prepared with all the course book materials. The studying website was designed to be easily used by any student. Every exercise on the website was provided with a text box which was designed to help the students write their answers. Moreover, every exercise was also provided with a submit button in which every student from the experimental group could send his e-mail answers by just pressing this button and at the same time the researcher will receive it at the same time. When the students wrote their answers, they just had to click on the submit button, in which an e-mail page was opened automatically with the students' written answers from the previous text box. On the mail page, the students saw the address of the researcher who was going to receive the answers, and the subject which referred to the type of exercise to be answered. The researcher would then open the e-mail, check the answers or the messages sent by the students, comment on them appropriately and then send the comments with instructions back to the students.

The students checked their e-mail box, read the comments and instructions given by the researcher, and acted according to the instructions. For example, the researcher might have told the students that the answers were fine and so they had to go on to another exercise or activity, or he might have asked them to follow the written instructions and answer some further questions in order to find a better answer. Anyway, the more carefully the students followed the instructions and did more writing practice, the better the outcomes were likely to

be. After several stages of corrections, the final versions were sent by the students to the researcher to be verified.

This class work was run twice a week. There were two hours in every morning class session and, if the students did not finish the class-work, they were requested to finish it next session. In both cases, the students had to send the full answers and any questions to the researcher by e-mail. The researcher managed to keep on-line receiving students' questions and exercises answers every Sunday and Tuesday because regarding the system in the first secondary level in technical schools is to take four hour class a week so the students were given two hours class-work on Sundays and two hours class-work on Tuesdays. Here is how the researcher started running the study:

First of all, with the help of a computer specialist, the researcher worked on a package called Front page 2000. He created a website that covered all the studying course book materials to be discussed during the semester. The researcher called the participant students BRUS in Jid Hafs. That is BRILLIANT ARE US IN JID HAFS TECHNICAL SECONDARY SCHOOL and published this title on the Homepage of the website. The main object of calling the sample group by this name was to encourage the students and attract them to the program and make them want to participate in it. When the students heard about the study, all of them, plus others who were not selected, wanted to participate directly or indirectly. The researcher provided every exercise in the website with an e-mail address, and the researcher is provided with a secret password which would help him enter the e-mail box and follow the students.

After providing the website with all the needed exercises from the course book, the researcher had to link this site to the Internet to be conveniently under the students' control when using the site. After consulting the school administration, registrations departments, technical sections and computer sections and staff, the researcher arranged four hours of class periods, which were divided into two days. Sundays and Tuesdays were to be used in teaching English for both groups, the control group by using the traditional way of teaching and the experimental group through the Internet and both were taught at the same time. The main goal of the study was to examine whether the students wanted to use the Internet in language learning, or, put differently, whether the students would benefit from using the Internet applications in learning the English language and develop their writing skill. It was obvious that the better the students follow the instructions given to them, the more they improve their language ability especially the writing skill.

In the first session of the study project, the researcher told the students how to deal and enter the website and that all the information they needed was written on the Home Page. The researcher took part in all the classes to inform the students how he would receive their answers. He explained to the students all the steps for running the study project and the way of dealing with the website, the exercises, the mail box and the way they should contact with the researcher through sending e-mail.

The study was intended to depend on class periods and the students were encouraged to be present everyday they have class while the teacher was

available and asked them not to be absent in order not to lose any single exercise. If this was not possible, access to the website would be available at any time but under the supervision of the researcher. Although the study was focusing on creating a virtual classroom, there were classes with teachers present because the researcher believed the best evidence could be obtained through class-work and activity.

At the end of the semester, the two sections were prepared for a final approved test from the Ministry of Education in the Kingdom of Bahrain and these tests were given official stamps (appendix 4-A and 4-B) and their exam papers were corrected and evaluated according to the criteria provided during the writing sessions. According to the Directorate of Curricula, the Ministry of Education in the Kingdom of Bahrain which is responsible for writing the exam papers, marking scheme and the criteria of correcting exam papers, they agreed on marking the exam papers out of twenty marks divided into two parts: content which is marked out of fourteen and accuracy which is marked out of six to get a total mark of twenty. Regarding the content, the students are requested to follow the points given in the main question and at least seven complete answers were required whereas the accuracy is intended to cover spelling, grammar, and punctuation. A mark is deducted for every four mistakes for not more than ten mistakes for a total of two and a half mark deduction. The papers were then given their marks and recorded in the students marking list. The researcher then looked at the two sets of exams (pre and post-delivery tests) and evaluated them to see whether the students' ability had improved throughout the semester or not especially the class which was totally taught by the use of the Internet.

Finally, the researcher compares the two tests and finds the affect of using the Internet in teaching and learning a language and the progress happened on the students' writing skill.

3.4 Validity

All the tests (pre-delivery and post-delivery tests) were prepared by the senior teachers in the four technical schools and then a meeting is held between the senior teachers of the four technical schools and the senior specialist of the Directorate of Curricula who approves the tests and an official stamp is put on the exam papers. The system of putting the exam papers in the technical schools is to put exams on listening, reading and writing and grammar is evaluated through context so, all the papers were given an official approval from the Ministry of Education which makes it valid and reliable.

3.5 Limitations of the study and ways to overcome them:

3.5.1 Loss of students:

As the students were participating, some were unwilling to participate because of pressure from other subjects. The researcher told them that if they were not interested in continuing in the study project, they could drop out of it because many other students were on the waiting list. In the end they changed their

minds, wanting to prove that they were really responsible and deserved to be part of BRUS in Bahrain.

3.5.2 Technical problems:

The biggest technical problem the researcher faced was when he had morning classes where all the sections in the school were online. There was only one server and it fed the entire school. There was only one line to serve the school sections, teachers' offices and the computer lab as well. Thus, when all sections were online, the net was so slow that it was hard to finish most of the exercises during the class periods. Moreover, there were times when the net was totally dysfunctional because of technical problems. To solve this problem, the researcher asked the headmaster of the school to provide the language laboratory where the project is held to be provided with a separate speed net. The school agreed on that and so the students were able to use the speed net during the class periods without any technical problem.

3.5.3 Researcher bias:

The instructors helping in running the program and monitoring student performance were observed by the researcher. Most of them submitted reports, enabling the researcher follow student improvement. Moreover, while correcting students' paper it was not intended to know the students names so, the researcher did not interfere in order to know the student personally until correction is finished.

3.5.4 Students bias:

Most students participating in the study project had a good background experience of the Internet and its applications but there were some with less experience, and this may have affected the findings because some knew about the Internet whereas others knew nothing but this was solved by giving the whole section the required information to deal with the Internet. But generally, all the students were trying hard to achieve better results.

Another point was that the students knew that the researcher was Head of the English section in the school, so some felt shy in criticizing the project or showing that they were facing problems during the course. Others found it difficult to express their views and give honest and natural opinions, perhaps fearing that if they expressed their negative comments the teacher might deduct marks from them.

To solve this problem, the researcher asked them to be as honest as possible, especially when responding to the exercises using the Internet. He explained that the more honest they were, the better the results would be. The researcher also showed that honest responses would be to their future benefit as they would enable the research project to reveal the most appropriate techniques to be used in improving students' English language skills.

To sum up, this section showed the sample used and criteria for evaluating students' exams and work in addition to the limitations that faced the

researcher and how he used those limitations to benefit from and overcome all the problems that may occur.

Chapter Four is going to deal with data analysis and findings with figures showing comparisons between the control group and the experimental group and how findings are obtained. Moreover, it includes an official t-test.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION OF RESULTS

4.1 Data Analysis

4.1.1 General assessment of the students' progress based on writing samples.

Students can become bored with classroom writing and the repeated instructions of the teachers if the way of teaching is the traditional way of teaching but when teaching through the Internet, the students feel that this is a new way that can help them find a better way of learning the English language so, they worked hard enough through out the semester in order to get benefit of the educational tool which is provided thorough experiencing the language on the Internet. For this reason, the researcher introduced writing for a variety of purposes in the BRUS project, for example, writing for fun which is available in the course text book but the way that the students were dealing with it were different especially that they found someone who was discussing this fun matter with them on-line. The writing here was not only intended to help develop the learner's composition skills but also intended to engage students in enjoyable tasks such as puzzles, games, describing other people, introducing themselves.

Usually, they would work together, in pairs or small groups, and this involved them in talking as well as writing. The students enjoyed these activities because they could see the point of doing them. The fundamental principle of the BRUS project was to guide students in various ways towards a mastery of the writing skills, sometimes controlling what they wrote, sometimes engaging them in real situations, sometimes involving them in discussions with native speakers. The aim was to get them write good English. Therefore, while following the students' work, the researcher found out that the piece of writing any of them dealt with was not only a piece of work that could be sent, on the other hand, the students would not send their piece of writing unless it is corrected several time through out the several discussions and corrections being happened to the writing by the researcher through the Internet. The progress in the students' writing was clear from the number of lines they were writing in the beginning of the semester to the good piece of writing they were learnt to write after learning through the Internet and changing whatever needed to be changed through discussions and comments taken into consideration to get a well established piece of writing at the end of the semester. Moreover, the researcher found out that through out the semester, the students acquired learning grammar through context. The more practice the students were doing and the more participation they were involving themselves in, the better understanding they were getting. The researcher found out that some of the students did not understand the difference between adverbs and adjectives, whereas after several e-mails through the Internet and discussions online, they got better understanding of the relation between nouns and verbs which clarifies the

idea of adverbs and adjectives. On the other hand, even that there was a spelling checker in the computer, the students were not evaluated for this item, but for a better piece of writing without spelling mistakes and self control, the students were given the same exercises from the course book which deals with spelling and the researcher found out that the more honest the students were in not going to the spelling checker in the computer, the better learning they become. One more positive point the researcher found out through teaching through the Internet was the confidence in writing a better piece of writing. This means that the students in the beginning of the semester were not writing much because they were afraid of using the computer and of being punished by deducting marks, but then when they realized that the purpose was not only marks, but learning the language in a better and more confidential way, the students worked hard and wrote as much as they could regardless the mistakes they were doing in the beginning of the semester.

Generally, the researcher was confident that the more practice the students did on using the Internet, the better they would become and the more practice they do on the applications given the better their level will become.

4.1.2 Analysis of students' tests according to the students' marks provided.

i. Before the experiment:

Before the experiment, the pre-test means of the control and experimental groups were compared using *t*-independent test for comparing means. Results are shown in the following table:

Group	N	Mean	SD	df	Mean difference	<i>t</i> obtained	Sig.
Control	13	11.115	1.89	23	0.426	0.487	0.631
Experimental	12	11.542	2.46				

(Table-1)

The table shows that *t* value is 0.426 and it is not significant at 0.05 level, and this means there is no significant difference between the mean scores obtained by the control group and the mean score obtained by the experimental group in the pre-test, which proves that both groups are homogenous.

ii. Research Results:

A *t*-independent test for comparing means was used to compare the means of the experimental and controlled groups in the post-test.

Results are shown in the table below.

Group	N	Mean	SD	df	Mean difference	<i>t</i> obtained	Sig.
Control	13	13.269	1.45	23	3.814	5.937	0.000
Experimental	12	17.083	1.76				

(Table-2)

The table shows that *t* value is 5.937 and it is significant at 0.001 level, and this means there is a significant difference between the mean scores obtained by the control group and the mean score obtained by the experimental group in the writing post-test. This difference is in favor of the experimental group since their mean was 17.083 while the control group mean was 13.269.

iii. Pre-delivery test Results:

A pre-delivery test was given to the whole class to evaluate the students' level in the writing skill. And the results in Figures 5-6 for both the experimental and the control group shows that all the students are at the same level. Moreover, Appendix 6 also shows that the students' level is homogenous.

iv. Post-delivery test Results:

At the end of the semester, a pre-delivery test was given to the students to evaluate the progress and development on their' writing. The results in Figure 5-6 for both, the control group and the experimental group show a great change in the level and progress of the students' in the experimental group who used the Internet in

learning the English language throughout the semester. Therefore, the students' writing skill was developed according to the results shown in Appendix 6.

v. Statistical analysis:

A class of twenty five students was randomly selected from the twelve other classes in the school to be experimented. This class is divided into two groups: twelve students were selected randomly to be the experimental group whereas the rest were the control group. Then both groups were given a pre-delivery test in writing and at the end of the semester a post-delivery test was given to them. The writing test in both the pre-delivery and the post-delivery tests were about an experience that the students have done or going to do with their friends.

The pre-delivery test was about camping somewhere in Bahrain and the student is asked to write a postcard to his friend telling him about the camping trip. The post-delivery test was about a trip and the student was asked to invite his friend to this trip.

Since these two tests were approved by the Ministry of Education, it was given a mark of twenty and this mark was divided into two parts: accuracy which is out of 4 marks and the content which is out of 16 to have both a total of 20 marks. Accuracy is designed to cover spelling, grammar and punctuation mistakes and every four mistakes is counted as one mark which leads to sixteen mistake to lose the accuracy marks. Whereas the content depends on the way that the students answer and cover the points which are given to him at the beginning of the test. As an overall, the corrector deducts half a mark for any mistake for every writing question. Regarding

accuracy, the student has to cover all the points or clues given to him in the beginning of the question and the researcher here corrects the question according to the points given in the beginning of the question and whether the student answered them or not. On the other hand, according to these questions, the researcher checks students' accuracy in getting the correct answer which is consistent to the points focused on in the question such as the tense and grammar used.

According to the results received from both the pre-delivery and the post-delivery tests, the results were put into 7 figures which explain how the students acted towards the two tests and how progress was pointed out.

In Figure 1, the comparison is about the accuracy that the students in the Experimental Group achieved in both 1st and 2nd assessment and it shows that the students in the 1st assessment were not aware of the accuracy and that they should have taken into consideration the spelling, grammar and punctuation mistakes, whereas in the 2nd assessment test these students were aware of the use of the accuracy items and it shows that the students' performance was better in the 2nd assessment which helped them get better marks in the post-delivery test. On the other hand, Figure 3 shows that the Control Group were not progressing in understanding the items required for accuracy and the results here show that there is no sharp difference in the students' achievement and progress in the accuracy evaluation. Figure 3 also shows that some students developed their accuracy slightly and that they need more practice on understanding accuracy well.

Figure 2 explains the other part of marking scheme which is the content, and it shows a comparison in content in the Experimental Group. It shows that in the 1st assessment, the students were not performing actively to the writing question given to them but in the 2nd assessment, it shows that the students were aware of the items needed to be cover in every question. The students in the 2nd assessment worked hard to give clear and complete answers to the requested questions to be answered. It also shows a great progress in students' ability in understanding writing requirements and that of writing correct and complete sentences. Whereas Figure 4 shows that the Control Group did a little work throughout the semester and their results in content comparison shows that their progress was slightly and that they needed more practice and continuous follow up exercises and practice.

Looking at the final result comparison for the Control Group in Figure 6, the researcher found out that the students' progress was not much and that they did not develop their writing skill in a way to over come their problems in writing correct and complete sentences. On the other hand, Figure 5, shows that the students in the Experimental Group did achieve the program of understanding the writing discussion points and that the students were able to cover all the points and items they were asked to answer in the 2nd assessment which was sharply significant and the results were in all the students records better and progressed. This shows that the students' writing skill has developed into a better situation.

Finally, Figure 7 shows the final results comparison between the Experimental Group and the Control Group and this chart shows a great difference in students'

changes of marks which was somehow approaching full marks in some cases where as some other students did not progress much.

In general, the researcher believes that the use of the Internet during the four month semester helped and gave the students the opportunity to acquire the English language specially the writing skill and to overcome most of the problems that students face during the insufficient traditional class periods. The researcher though, recommends the Internet to be one of the teaching tools which he thinks it should be used in today's classrooms.

Figure 1

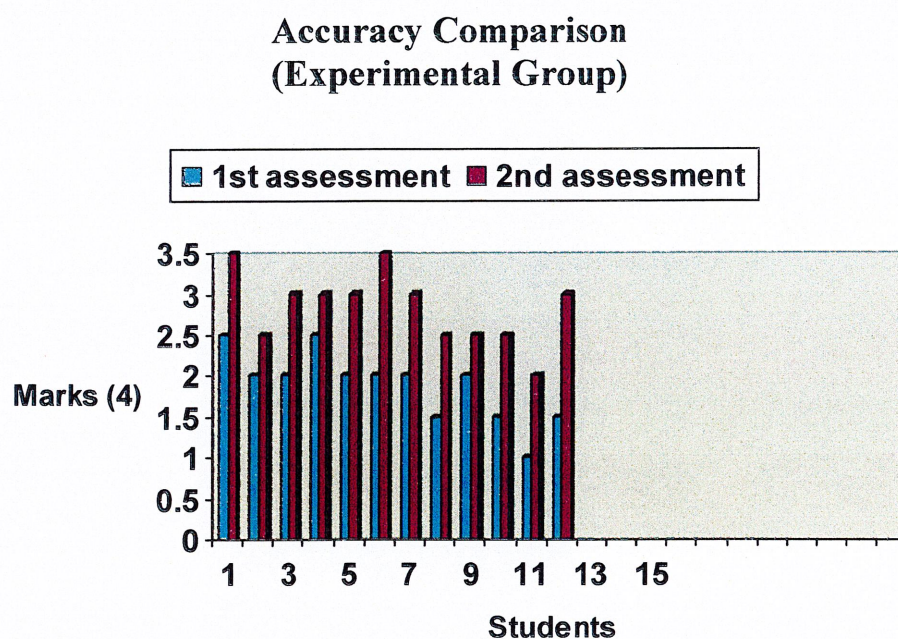


Figure 2

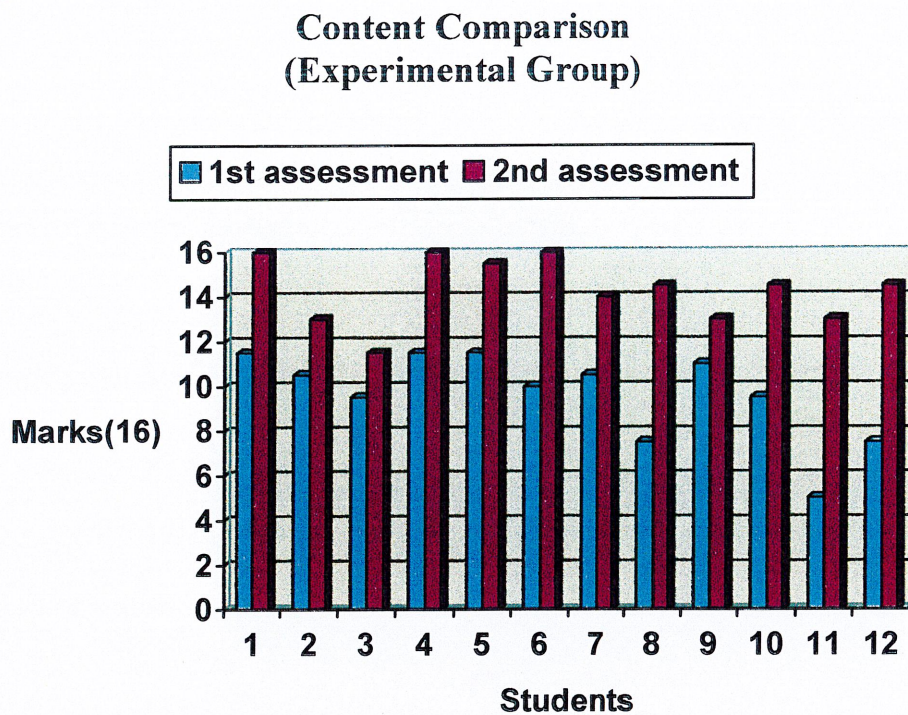


Figure 3

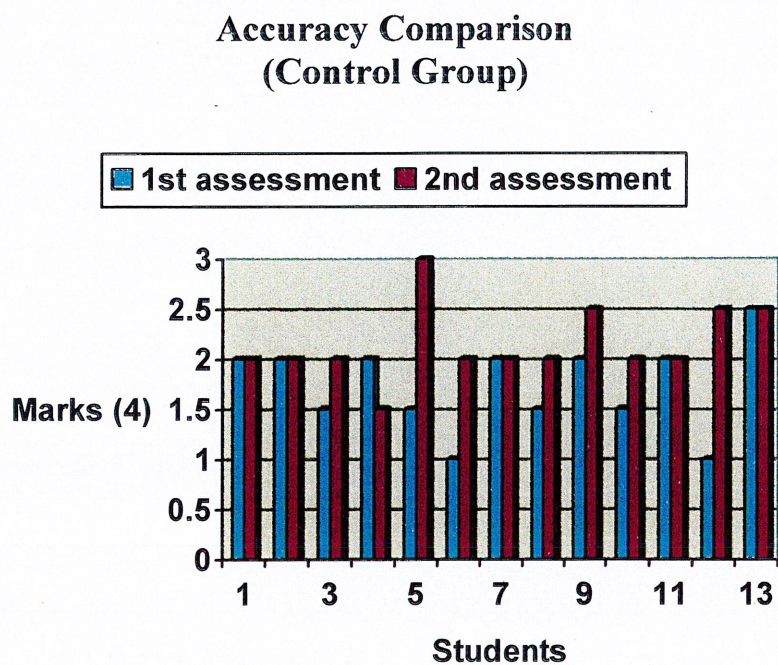


Figure 4

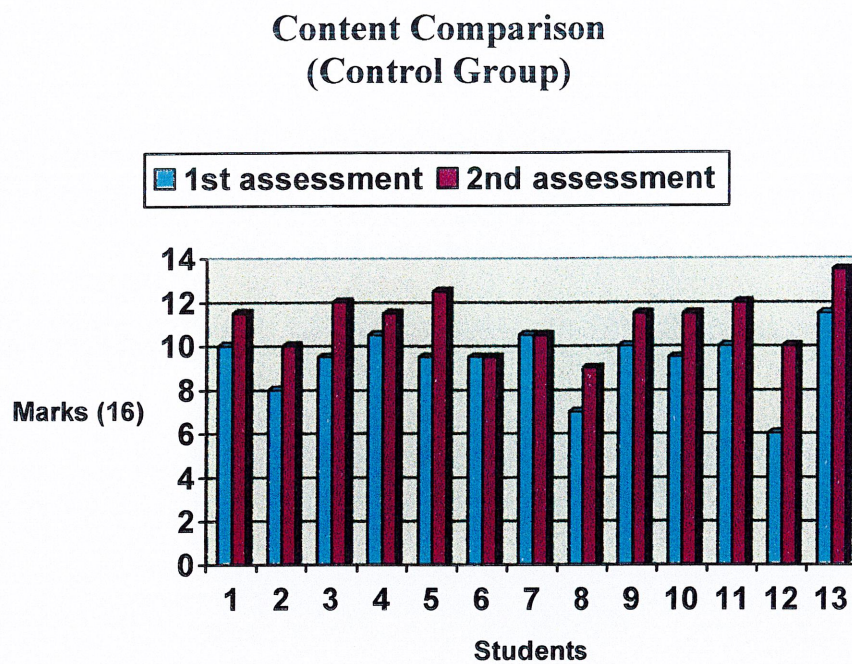


Figure 5

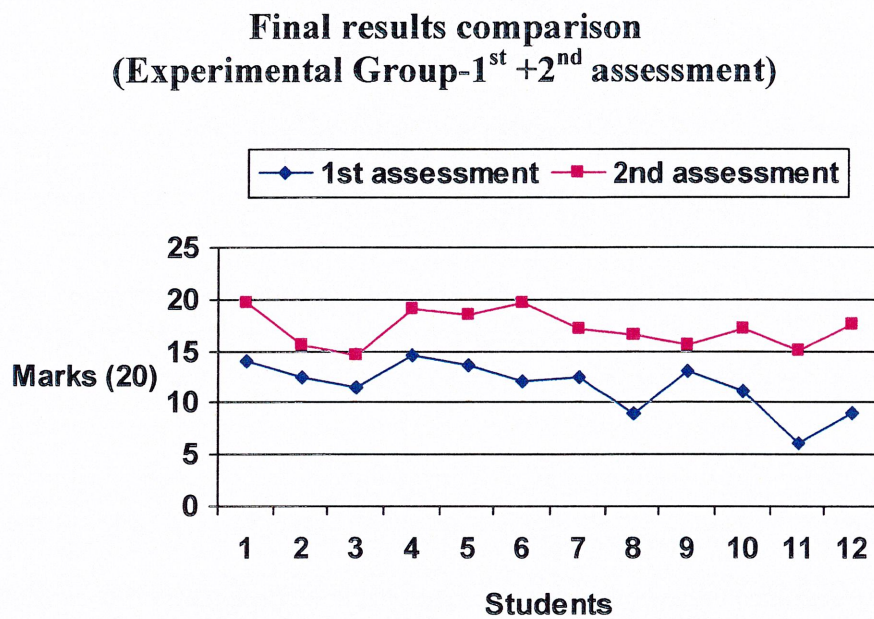


Figure 6

**Final results comparison
(Control Group- 1st + 2nd assessment)**

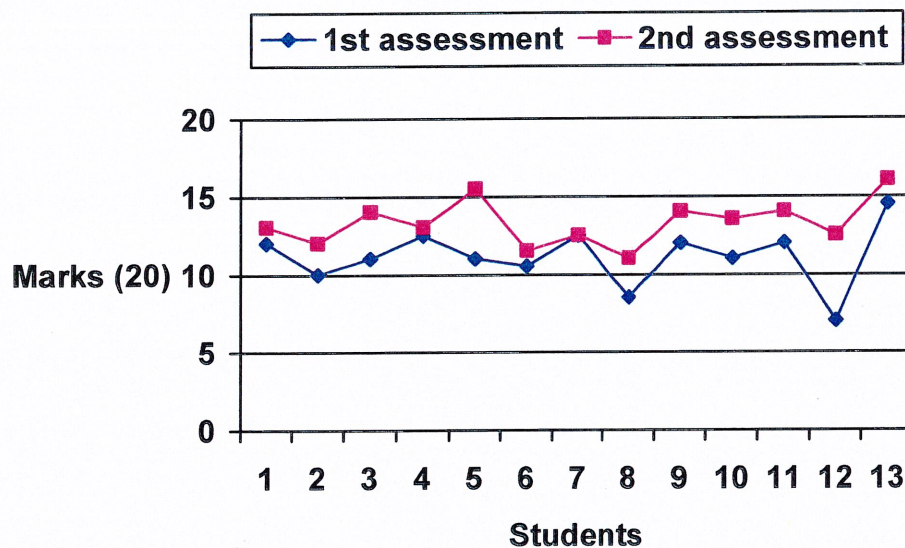
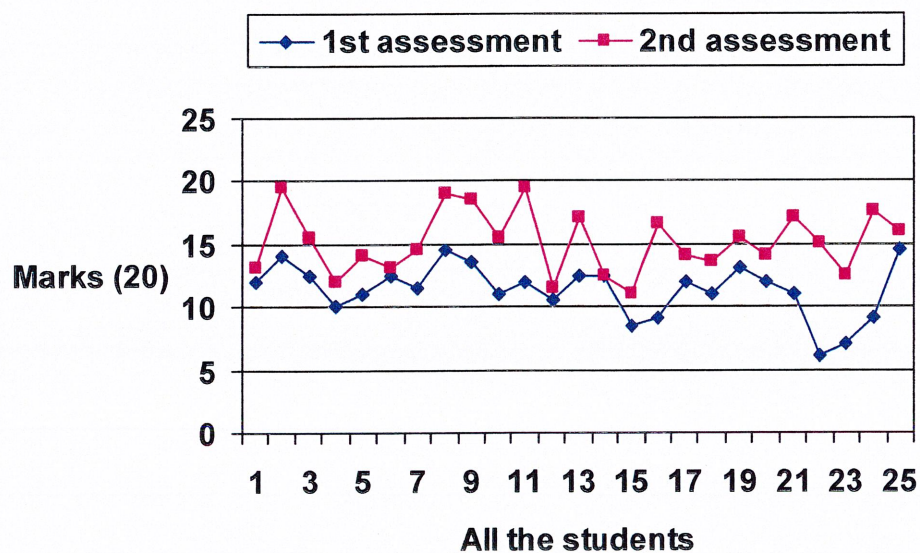


Figure 7

**Final results comparison
(First and second assessment)**



Looking at Figures 8 and 9, the researcher found out that the writing skill of students in the control group did not develop sharply except for some students who were working hard and where their results and paper work showed that they were getting better and the students understanding of grammar and writing complete answers were clarified properly, and this shows that the use of the traditional way of teaching did not affect all the students' progress towards learning new items from their language book. Whereas Figure 8 which describes the experimental group shows great progress in learning the language through the Internet. Moreover, while correcting students' papers many performance criteria were taken into consideration such as the technique of writing, organization of the text, structure and syntax. All of which has been taken into account while correcting the assessment papers.

Looking back at Figure 8 of the experimental group, the researcher found that the students' marks have changed into a better mark, where most of the students in the first assessment were having weak marks between 9 to 14.5 whereas after the second assessment it showed the changes that happened in the students' level which changed ranged from 12.5 to 19.5 and this showed great change in students' progress.

While looking at Figure 9 of the control group and, it shows that the students' level was weak and that even after finishing the whole semester, no change has happened in their level. The students' marks were between 5 and 10 marks whereas at the end of the semester, the second assessment showed that the students' skills did not progress much according to the list of the

students' marks which means that the traditional way of teaching did not affect in their progress much.

In general, the researcher is convinced that the use of the Internet is beneficial in teaching writing in classrooms and that it helped developing students' writing skill.

Figure 8

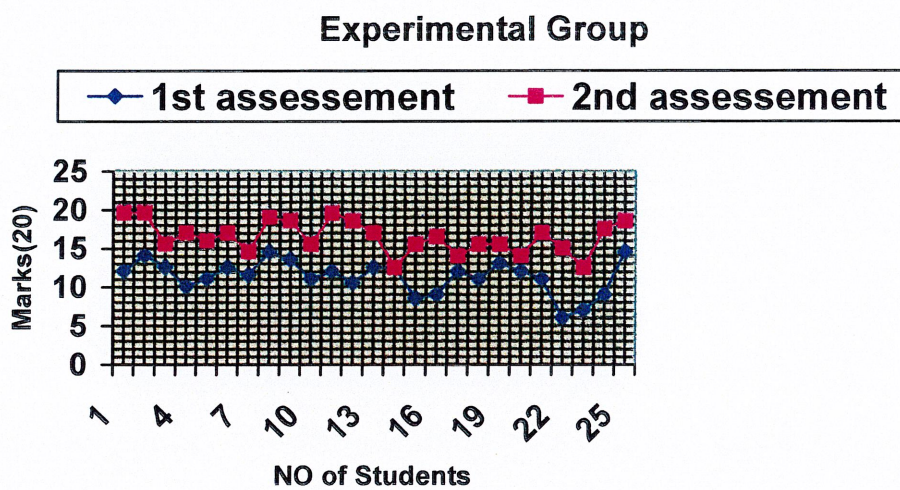
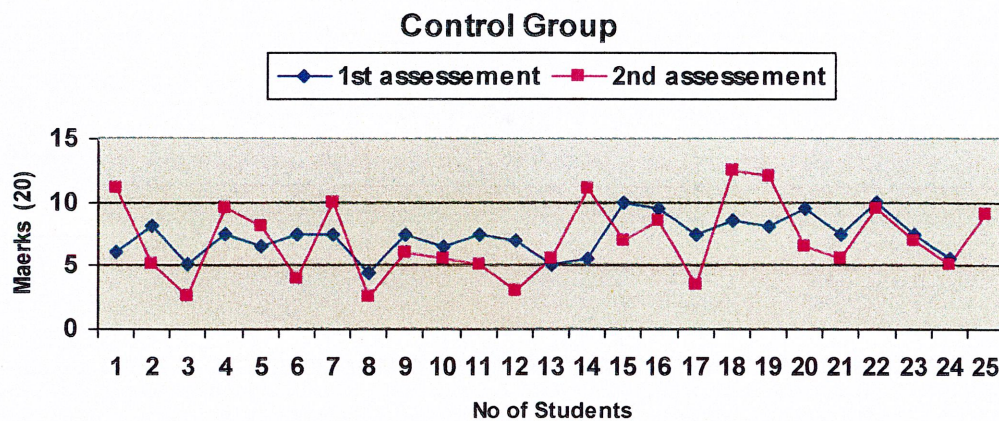


Figure 9



4.1.3 The main features of the virtual classroom:

i. Motivation, through writing with a purpose:

Some students were obviously interested in writing and discussion, made possible by using their e-mail. They enjoyed introducing themselves, expressing their views, and making good friends through their writing and discussions. Redha Zulaikh wrote to one of the class members as follows:

Hi. I am a new friend. I am looking for a new friend to share my ideas with. I am really happy to find another friend from my class. Out of the class, it seems boring to chat. If you are interested in making friendship and share ideas, reply to my e-mail.

Another student was happy to do some reading through international newspapers. Jassim Ebrahim said:

I am happy to be able to read The Times and other newspapers after several attempts of understanding English from all over the world, it shows great interest in understanding others' opinions and knowing what is going on in the world.

The students of the Experimental Group, who had previously not discussed or shared opinions together or even have not speak to each other much, were now writing online to each other and they were getting close to

each other by sharing ideas and sending e-mail to each other even after the class periods. It enabled them to break the ice and express their feelings and discuss some topics that have been used in class.

ii. Being inspired:

In classic classrooms, courses take place at specific times and on scheduled days. If a student is absent or does not feel well, or is not focused on the subject of the course at the time it is offered, there is little he can do other than missing a class. Virtual classes, as provided by the BRUS program, gave students more flexibility and control over when and how they studied. With the virtual classroom, students could log on whenever they felt inspired. They could immediately start participating in any type of exercise.

Furthermore, both teachers and students gained more inspiration working in the virtual classroom rather than in an overcrowded or uncomfortable traditional classroom. Online classes provided increased flexibility in not only time, but also in space.

iii. The sense of responsibility:

All students showed readiness and willingness to participate actively during the semester. They were asked to respond to the direct comments from the instructors and anyone who did not respond was asked again to do so. All who seemed slow learners or needed

instructions were guided to the right track, but as these were challenged by the others, they stayed optimistic and willing to acquire better knowledge. In other words, enrolling in the project of teaching English through the Internet encouraged the sense of responsibility in the students. They all continued until the study project finished, even though it seemed to some of them heavy on their time, as Daqaq explained:

I am busy with my home works specially the technical subjects which take lots of my time, but I think doing the exercises and participating in this project in the class makes me very interested in having the desire to learn the English language in a better way and learn it all the time.

iv. Anonymity:

Being participants from the same school, students knew each other, they were using their real names. However, some of those who had access to chatting programs through the Internet contacted people outside their class using pseudonyms. They said that using pseudonyms was beneficial for them because they were afraid of losing face if they made mistakes.

4.2 Discussion of Results:

4.2.1 Limitations of the virtual classroom with solutions:

i. Opportunity of plagiarism:

Copying from others or having someone else do the exercise was possible for writing tasks if the exercises were done at home, however, students were asked to present their own work which was done in the class and in front of the teacher and under the supervision of the researcher. Therefore, every exercise was given a code number which means that if a student wanted to do an exercise, the researcher asks him to do the pointed exercise where the other students do not know which exercise is their partner are doing at the same time. This made the opportunity of plagiarism impossible in the class. In this matter, students' own responsibility was vital.

ii. Lack of spontaneity:

The researcher discovered that virtual classroom lessons need to be prepared well in advance whereas in the traditional setting, teachers can make last minute preparations but this preparation may not be educational which means that the teacher is not prepared well. Virtual classes may, therefore, lack something in spontaneity, therefore, the researcher found out that well preparations with all the needed items and educational tools for learning should be prepared which means to be self

confident and well organized in which is recommended for a good learning process.

iii. Technical problems which slow down the whole class:

Throughout the semester, the researcher faced problems such as the slow speed of the net or sometimes the net being shut down completely. This meant that at times class exercises were unfinished, especially those which depended on direct interaction between the students or questions and answers sent by e-mail. For this problem, the school administration was asked to support the computer lab with a private Internet link and by the help of the headmaster of the school, a private Internet line was supplied were helped in running the project without any slow in the net and in which gave the students all the time, speed and help they needed in the classroom during the semester.

iv. Exposure to poorly written English:

As the students were moving around the Internet, poorly written English was found on some sites. The researcher protected the students from these sites by locking those sites and advising students to move and get benefit from many learning and educational sites. However, the researcher gave the students the opportunity of being finally responsible in this matter, to encourage them to learn for themselves the differences between what is required and thought to be good English and what is

seemed to be bad English according to the information provided and usually under the supervision of their teachers.

v. Lack of self-discipline:

Students and teachers alike could determine their own schedule for posting and submitting assignments and answers to the exercises, but this did not ensure that they would live up to their agreements. Some students were irresponsible about submitting their assignments, therefore, every exercise was allocated with specific time, where the students had to finish their exercise within the given time limit or they will be recommended failures, for this, all the students were finishing their exercises on time and with all the sense of responsibility needed from them.

vi. Limited availability of resources:

Students who were asked to go to some specific learning sites sometimes faced problems because these sites demanded payment. At other times the whole Internet was disabled, therefore the school administration helped in taking the responsibility of payment throughout the semester of the projects for some of the most useful learning sites where the students could use those sites without any excuses for payment.

4.2.2 Teaching implications:

The researcher would like to discuss some important outcomes of running the study project and teaching English through the Internet, especially as it relates to the teaching of writing online. From the researcher's own observations, from feedback, from instructors and students, the researcher will now explore the teaching implications in relation to using the Internet as an educational tool.

i. Interactivity among students:

Throughout the project, the researcher noticed how the students were interested and involved in sending e-mail to each other. They also liked using the chat rooms within the study project, which enabled them to have discussions with other students or with teachers. An integrated package of online facilities and functions could usefully be introduced in the future.

ii. Using the World Wide Web:

The use of many programs on the WWW by students on the BRUS project, sometimes through the school network, sometimes on the students' own computers, sometimes in Internet cafés, points to the enormous potential offered by online learning. Of particular significance was the fact that students showed great interest in

creating their own private page or a class webpage, in which their own ideas and work could be published.

iii. Standard English and cyber-English:

A concern about having students participate in online classes or activities, whether through e-mail or through chatting, is that students are exposed to language which is not traditionally acceptable for written English. Instructors using the Internet in their classes must be aware of this problem of cyber-English, which has become a dialect of English used within the Internet communities. Therefore, students were always under the teachers' supervision of learning the language which is suitable to their morals and tradition.

It was noticeable that students on the study project were concerned about having pen-friends all around the world, and they enjoyed using cyber-language, which they said added fun and feelings of friendly interaction. Examples of cyber-English include happy or sad faces, writing in capitals (e.g., "Did you HEAR me"), phrasal abbreviations (e.g., "BTW" for "by the way", or "BRB" for "Be right back").

The researcher and the teachers on this project, however, explained to students that cyber-English was appropriate online, but was not acceptable for other forms of written English. While such an attitude to online writing conventions is necessary, as instructors of

the English language, it is needed to consider that, throughout history, language has evolved and changed. The online written English of today may become the standard written English of tomorrow which should be studied well and people should be aware of when, how and where to use this type of languages, which the researcher was not recommending using them in the daily and/or official life especially that some written English may, as the researcher, thinks would destroy the language.

iv. Pedagogical Goals:

Using the Internet must not distract from the correct pedagogical focus. This was clear not only to the instructors, but also to the students. That focus must be on language learning goals. Otherwise, students will only learn the technological aspects of an activity.

During the project, the researcher noticed that most students were aware that the study program was to help them improve their writing skill. This was why they followed the instructions and reacted to their teachers' comments. Only a few students were simply enjoying using the Internet for its own sake, and they were reminded that the priority was to achieve language learning goals under the supervision of their instructors.

v. Collaboration with fellow educators worldwide:

Using the Internet is not for a specific time or a specific place or even for specific people. The researcher personally found that using the Internet for this project was valuable, especially when he was searching for articles and had to surf through the Internet. He found many useful articles and papers which helped him in the writing of this study. The researcher also wrote to many people who were interested in the same field, especially those who had previous experience and were interested in sharing ideas. Moreover, at any time of day or night the researcher was able to contact others in real time or via e-mail; they would either help him explore his ideas, or answer questions, or suggest resources for reference. The researcher once asked for help through the Internet Center at the University of Bahrain and the Internet assistant was generous enough to send him various relevant topics and titles. The point the researcher is making is that much of the benefits from using the Internet in teaching English is the teacher's own professional growth. By developing strong connections with colleagues worldwide, and becoming open to new ideas for the classroom, teachers can greatly enhance their professional effectiveness.

vi. Saving time, money and paper:

When some students were absent one day during the week, the researcher asked them to go to the specific page on the study project site and find out what type of exercise was still to be done. The researcher then prepared an alternative similar exercise to be done during the class periods. They would then forward all assignments and answers through the e-mail. This did not mean that paper was not involved, as students sometimes decided to print out an assignment or materials. However, the expense of paper and ink was shifted from the instructor or department to the students themselves, thus saving money for ourselves on our institutions.

vii. Adding a new dimension to a traditional course:

Just the small addition of this Internet exchange had an impact on the traditional approach to writing. The researcher was excited to be attempting a new activity, and the students joined in this excitement about the electronic collaboration. The use of the Internet in the writing class made the issue of discussion the new way of teaching interesting among almost all the students as well as the teachers.

viii Creating an alternate pathway to learning:

Using the Internet as part of the learning and teaching course created a new way for the students to improve their writing skill. They benefited from this experience in different ways, according to the degree of involvement in the study project, but overall their learning was accelerated by this virtual collaboration. Their e-mail discussions offered students the chance for real communication, which enhances language learning.

ix. Accommodating students' different learning styles:

The researcher, as well as teachers, believes that they have to try different strategies to find what will help each student, and involving into study projects through the Internet accommodated different learning styles and intelligences. Those students who were quiet and reluctant to participate in class were the most active participants in the Internet project. Two students who never spoke up in class created an extensive home page and were the most active participants in the discussion list. Other students who appeared shy in class were enthusiastically sending e-mail messages. Because Internet communication is only in written form and lacks all visual cues, this context gives anonymity to students, often freeing them from their usual constraints. Therefore, students can express themselves more directly than they otherwise would.

x. Building a community of learners:

The students in the class have blended into a community of learners through their involvement in this study project which offered them the opportunity to send e-mail messages to different students in their class or to students from all over the world. The students seemed pleased to be members of this group community, as evidenced by their end-of-semester messages. The benefit of forming a group of learners was that learning was more fun when it was social, as students felt they were part of a social process rather than learning in isolation.

To sum up, the findings showed the benefits of using the Internet as an educational and learning tool and how it could develop the students writing skill in addition to the benefits that the students and teachers could obtain from involving in the learning process through the Internet.

Chapter Five will focus on the conclusions and suggestion recommended by the researcher in which applying the Internet in the learning process will develop students skills and abilities in acquiring the language.

CHAPTER FIVE

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions:

For the first time in technical schools in the Kingdom of Bahrain an English language teaching program through the Internet has been carried out. It has helped the students' confidence in dealing with this worldwide net which creates opportunities for both students and teachers to post and receive relevant information and be in contact with other interested people around the world.

Throughout the project in the researcher's school, the researcher learned a great deal about the technical and pedagogical aspects of teaching online courses and utilizing the Internet as a powerful language teaching and learning tool. As all participants and instructors agreed, interactivity between the students is the key to the success of an online course. In the future, the researcher hope to continue providing students with information needed to be in contact with such programs.

Moreover, the researcher hopes that further Internet studying projects will be created under students control for collaborative work through the same developed site, through e-mail, through the World Wide Web or even through organized conferences.

For the researcher, he is planning to integrate the new computer technology into his classroom, above all by using the Internet.

Many educators have predicted the eventual extinction of the traditional classroom, but the researcher does not think it will happen. As with any teaching tool or instrument, the researcher does not consider it the be-all and end-all of everything. In fact, it has always been advisable to employ as many different teaching tools in the classroom as possible, to cope with the wide variety of learners' and teachers' styles, abilities, interests, and strategies. Using the Internet as a tool in the classroom does not mean forfeiting established teaching and learning tools. Rather, the Internet can add to and improve upon what the English language teachers have been doing for years teaching writing in a student-centered, communicative and collaborative classroom environment. Whether learning takes place wholly online or in a traditional setting in combination with the virtual, students can extend their learning beyond what the traditional classroom offers for the improvement of their ability and confidence to read, write and communicate in English.

The following list shows the variety of opportunities provided by the Internet for the learner of English:

1-Exposure to learning the language outside the classroom

2-Collaboration (both inter-and intra-class)

3-Student responsibility for learning

4-Motivation and enjoyment of the learning process

5-Cross-cultural communication

6-Awareness of global issues and concerns

7-Creative outlets and opportunities for publication

8-Development of computer skills

Using various functions of the Internet, such as e-mail, chatting sites, learning sites and the World Wide Web, students develop their writing skill, writing for specific purposes and audiences, and, most of all, critical thinking. Above all, they enjoy being a part of the newly-developing Internet community. This was certainly the case with the students on the BRUS studying project, who seemed to enjoy all the activities offered them.

5.2 Suggestions:

From the studying project the researcher organized, he is totally convinced that the use of the Internet in schools will develop students' abilities in acquiring the English language in a wholly appropriate way. He, therefore, hopes that the Ministry of Education in the Kingdom of Bahrain will take into consideration the importance of this educational opportunity and recommends providing all schools, most especially technical schools, with Internet facilities.

The researcher also hopes that continuous teacher-training on the use of the Internet will be organized in schools to make the use of Internet applications available for all teachers. This will generate many new school activities and will

also help teachers develop different teaching and learning styles and strategies which helps in students' learning.

Computer labs should be established in schools, bringing the Internet to the studying community and encouraging students to search for the information they need while depending on their own skills.

Finally, school textbooks should be chosen to suit the new age of technology. The Directorate of Curricula should be aware of the importance of using the Internet in schools to enable students to look beyond their classroom to the new world community, for which English is largely the linguistic medium.

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The authors address the potential of technology in foreign language instruction and suggest ways to enhance student learning. They discuss the use of video resources, computer-assisted language learning (CALL) and Internet connections and offer concrete examples, such as process writing with computers and paired conversation tapes. The authors conclude that computer-assisted technology is a revolutionary resource that foreign language educators have only begun to explore.

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Belisle, Ron, *E-mail Activities in the ESL Writing Class.*, The Internet TESL Journal, Vol. IV, No.4, April 1998”, ronb@mfwj.org, Mukogawa Women’s University, Nishinomiya, Japan.

In this article, Ron Belisle explores the student and teacher benefits of using electronic mail in an ESL writing class. He also explains several e-mail writing activities and gives some sample assignments which have proven the success of this use in some institutions in Japan.

Blatt, Inge and Harmann, Wilfried and Voss, *The Use of the Internet in University Teacher Training*. Andreas University at Hamburg.

In this article, Blatt and his colleagues focus on the importance of using the Internet and its applications in teacher-training at universities and how using this vital tool will help broaden the teachers’ minds and teaching abilities.

Brown, Ian. *Internet Treasure hunts. A Treasure of an Activity for Students Learning English*. Australia Pacific College (Sydney, Australia). (1999).

In his paper, Brown uses the Internet and the World Wide Web to link the students to each other and to make use of all the information needed through moving around the webs and finding the answer. He offers some useful activities through which students can develop their language, especially reading and writing.

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In this article, Christopher Colburn suggests that it is worth investigating the ways in which the computer can enhance existing teaching methods to improve the overall quality of language instruction.

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The authors highlight the use of computer NEWS networks and e-mail to support content-based and student-centered foreign language learning in an advanced contemporary civilization course. The article contains good ideas for improving students' writing and cultural competence.

Davis, B. H., & Chang, Y. L. (1994-95). *Long-distance collaboration with on-line conferencing.* TESOL Journal, 4, pp. 28-31.

Davis and Chang tell of their ESL on-line conferencing experiences in a program which linked students from the University of North Carolina at Charlotte with students at Taiwan's National Kaohsiung Normal University. They explain their program and how it worked, including activities and goals.

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In this paper, Gerald Fox focuses on three important areas related to Internet second language instruction. He shows that these areas are as follows: First, how can the Internet be used to motivate students in their efforts to acquire English proficiency skills? Second, what are the learning outcomes the use of the Internet can support? Lastly, he focuses on some of the components of a successful program of instruction which utilizes the Internet.

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In her thesis, Karla Frizler argues that the area of computer-mediated communication (CMC) has shown that using technology can provide students with a sense of empowerment and development of communicative abilities.

Ivy, Michael, *Activities for Using Junk Email in the ESL/EFL Classroom*. The Internet TESL Journal, Vol.IV, No.5, May 1998, <http://www.aitech.ac.jp/~iteslj/>, Naples, Italy.

In this article, Michael Ivy gives some explanatory papers that will help almost all teachers of ESL/EFL to prepare their lesson plans by using vital activities through the e-mail which will help to make the class more active.

Kelly, Charles, *How to Make s Successful ESL/EFL Teacher's Web Page*. The Internet TESL Journal, Vol.3, No.6, June 1997, <http://www.aittech.ac.jp/~iteslj/>, Aichi Institute of Technology, Toyota, Japan.

In his article, Charles Kelly gives an easy way to learn all the necessary steps for writing a successful homepage without being confused by unnecessary details.

Kelly, Charles, *Guidelines for Designing a Good Web Site for ESL Students*. The Internet Journal, <http://www.aitech.ac.jp/~ckely>, Aichi Institute of Technology(Toyota, Japan).

Charles Kelly points out in this article a list of points that should be considered when designing a website. He also mentions some points that can help teachers of English as a second language develop educational web-pages.

Kimball, Jack, *Thriving on Screen: Web-Authoring for L2 Instruction*. The Internet TESL Journal, <http://interserver.miyazaki-med.ac.jp/~Kimball/>, Miyazaki Medical College, Japan.

In this paper, Jack Kimball notes that students educated at different periods can have different characteristics. At first, students just wanted a toy but now they

expect something more interactive and informative. He suggests using websites to encourage students to be interactive.

Kitao, Kenji; Kitao, S. Kathleen. January 1st, 1996. *Using the Internet for Teaching English.* Computer assisted Instruction. Languages and Linguistics. Japan.

In this article, Kitao details some of the many ways to use the Internet in the ESL Classroom for both students and teachers.

Krajka, Jarrek, *Using the Internet in ESL Writing Instruction.* The Internet TESL Journal, jkrajka@batory.plo.lublin.pl, Stefan Batory Pallottine Secondary School (Lublin, Poland) and Adam Mickiewicz University (Poznan, Poland).

In this paper, Jarek Krajka tries to explore the issue of the use of the Internet as a teaching aid, or medium, in which the students are taught how to write different writing genres.

Krajka, Jarek, *Some Possibilities for Using On-line Newspapers in the ESL Classroom.* The Internet TESL Journal, Vol. VI, No. 4, April 2000, <http://iteslj.org/Techniques/Krajka-OnlineNews.html>.

Jarek Kragka concludes in this paper that the age of information technology and the Internet open new possibilities for language instruction. He describes how he used the online newspapers for teaching English in ESL classrooms and shows how effective it can be.

Kroonenberg, N. (1994-1995). *Developing communicative thinking skills via electronic mail.* TESOL Journal, 4, pp. 24-27.

Kroonenberg asserts that “electronic mail encourages students to use computers in realistic situations so that they can develop communicative and thinking skills”. She describes how to introduce e-mail technology into the L2 classroom, looking both at technical aspects and the logistics of giving e-mail assignments and of integrating those assignments with face-to-face classroom discussions. In addition, Kroonenberg briefly describes the assessment of student performance in e-mail assignments, along with the advantages of e-mail in terms of developing communicative and thinking skills.

Lee, Eui-kap. *Using E-mail in EFL writing classes*”. Hansung Science High School (Seoul Korea). leekap@hotmail.com.

In this article, Lee suggests the benefits of using e-mail in EFL story-writing classes. He focuses on teaching the role of cohesive markers to help students create entire stories.

Lee, Kuang-wu, *Energizing the ESL/EFL Classroom through Internet Activities.* The Internet TESL Journal, Vol. VI, No. 4, April 2000, Hsuan Chuang University (Hsin-chu, Taiwan), <http://www.aitech.ac.jp/~iteslj/>

Lee Kuang-wu discusses several kinds of Internet-based activities for the ESL/EFL classroom and describes some strategies to help ensure that the activities keep the students’ interest.

Lee, Kuang-wu. *English Teachers' Barriers to the use of Computer-assisted Language Learning.* Hsuan Chuang University. Johnny@hcu.edu.tw

In this article, Lee explains the importance of the use of the computer and how through the ages teachers of language were using very limited techniques until they reached the age computers.

Liao, Chao-chih. *E-mailing to Improve EFL Learner's Reading and Writing Abilities: Taiwan experience.* Feng Chia University (Taichung Taiwan). ccliao@fcu.edu.tw

Liao describes his experience with university students, and how the use of e-mail helped them develop their reading and writing abilities.

Muehleisen, Vicotria. *Projects Using the Internet In College English Classes* (1997). Institute of Language Teaching, Waseda University, (Tokyo, Japan), <http://www.waseda-ac.jp/faculty/96050/index-e.html>.

Muehleisen focuses on motivation and how students in her English language classes were motivated by using the Internet. She wanted her students to be exposed to a wider range of English than they usually encountered in their daily lives. Moreover, she encouraged her students to use English for pleasure outside the class.

Mynard, Jo. *Making Chat activities with Native Speakers Meaningful for EFL learners.* Zayed University (Abu Dhabi, United Arab Emirates). Joanne.Mynard@zu.ae

In this article, Joanne Mynard presents the effectiveness of using chatting as one of the learning tools. She emphasizes how chatting with native speakers helps to develop students' abilities in speaking as well as listening.

Rossetti, Paolo and Canada, Vancouver. *Gender Differences in E-mail Communication*, The Internet TESL Journal, Vol.IV, No.7, July 1998, [http://iteslj.org/Articles/Rossetti GenderDif.html](http://iteslj.org/Articles/Rossetti%20GenderDif.html)

In this article, Paolo Rossetti examines the implications of gender differences on language used in electronic mail discussion groups.

Sierra, Josu (1997), *Real Linguistic Experiences using Chat Sessions or Videoconferencing*.The Internet Journal, josusierra@clientes.euskaltes.es

In this article, Josu Sierra shows how his experiments proved that the computer increases the effectiveness with which a task is carried out and that chat sessions or video conferencing offers a tool to the language teacher which creates different types of interaction between students.

Singhal, Meena. (1997, June). *The Internet and Foreign Language Education: Benefits and Challenges*. The Internet TESL Journal, Vol. 3, No. 6, June 1997. The University of Arizona, USA. <http://iteslj.org/Articles/Singhal-Internet.html>

Meena Singhal explains how important the Internet is in language education, for both teachers and learners. She emphasizes the use of e-mail as a teaching and learning tool.

Smith, Bryan. *Virtual Realia.* Program in Second Language Acquisition and Teaching. University of Arizona. dbsmith@u.arizona.edu

Smith explains that the use of virtual and different types of realia may help in creating real classroom atmosphere and he looks at the effects of realia on teaching as well as studying.

Stannard, Russell. *Webwatcher.* English teaching professional. April 19th, 2001. Sutton Adult Education College, UK.

Russell gives some useful sites to help teachers and students develop their abilities through activities.

Trokeloshvili, David A. and Jost, Neal H, (1997, August). *The Internet and Foreign Language Instruction: Practice and Discussion.* The Internet TESL Journal, Vol. 3 No. 8 August 1997, Department of Literature, Tokai University, Hiratsuka, Japan. <http://iteslj.org/>

David A. Trokeloshvili and Neal H. Jost illustrate some practical applications of the Internet in foreign language writing instructions. They explain that foreign language writing instructions have changed over the years and they try to give ways of practicing these changes with experiments and evidence through the use of the Internet.

Vallance, Michael, *The Design and Utilisation of an Internet Resource of Business English Learners.* The Internet TESL Journal, Vol 2, No.10, October, 1996, <http://iteslj.org/Articles/Vallance-Business/>.

Michael Vallance explains how he designed activities that suit students of business English on the Internet who wish to review expressions and vocabulary associated with conducting business meetings.

Warschauer, Mark and Whittaker, P. Fawn, (1997). *The Internet for English Teaching: Guidelines for Teachers.* The Internet TESL Journal, Vol 3, No. 10, October (1997), pp.27-33. University of Hawaii at Manoa/Brigham Young University Hawaii. <http://iteslj.org/>

Mark Warschauer gives some guidelines for teachers who want to use the Internet in their classes.

Warschauer, Mark. January, 1995. *E-mail for English Teaching: bringing the Internet and Computer Learning networks into the Language Classroom.* Alexandria, TESOL Publications.

This book provides a general introduction to the use of the Internet and other forms of online communication. While it is especially written for ESL teachers, much of it is of interest to teachers of any language. Chapters cover what the Internet is and how to start using it; how teachers communicate and collaborate with colleagues and access ESL materials and resources; the uses of e-mail and computer networking in a single classroom; the possibilities of e-mail and the Internet for cross-cultural communication; the uses of the Internet in distance education; the uses of the World Wide Web and other Internet tools to gather data and resources; and successful models for integrating teacher-student and student-student relationships in the electronic classroom.

Wilkinson, Dennis E. *Getting your class connected.* gene@nagasaki-noc.or.jp.

In this article, Dennis makes a lot of points towards helping and encouraging teachers to have their class connected to the Internet.

Appendix 1

A Reminder for future exercise

Dear students-BRUS IN JIDHAFS

You are requested to do the following exercise:

EX. NO:

Appendix 2

Instructor's Follow up Sheet

UNIVERSITY OF BAHRAIN
MA IN APPLIED ENGLISH STUDIES
<i>Researcher: Ayoob Ali Amralla Hasan</i>
School: Jid Hafs Technical Secondary School. 2 nd Semester, 2003.
Student Name: E-mail address:.....

NO	Exercise	TEACHER'S COMMENTS

TEACHER

MR. ABDUL SALAM AUBAIDI

Appendix 3

A copy of the first assessment test (pre-delivery test)

Eng 101 / Technical / January 2003. السنة الأولى التأسيسية

Page 3 of 4

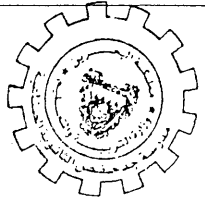
WRITING A

Your name is Jaleel. You are camping somewhere in Bahrain with a group of boys from your school. Write a postcard to your friend Abbas to tell him about your camping trip.

Write about :

- 1 • where you are
- 1 • how you feel
- 2 • the weather
- 2 • where you are staying , (a tent or a cabin) and how it is
- 2 • the food
- 2 • the camp leader
- 2 • the activities you are going to do (at least two)

6 th January , 2003	
Dear Abbas ,	
Here I am in-at / I am having a great time / The weather is / We are staying in a and / The food is / The camp leader is / We are going to and	
Layout	= 2 mark
Content	= 12 marks
Accuracy	= 6 marks
sp	Gr.
punct.	20 marks
See you soon	
Jaleel	
84	



Abbas Jassim
P.O. Box 4321,
Isa Town,
Bahrain.

Appendix 4

A copy of the second assessment test (post-delivery test)

Eng 102 / Technical /

المستوى الأول June 2003

Page 4 of 4

WRITING

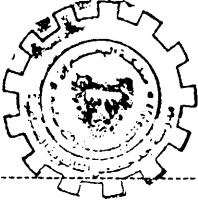
You are going on a trip to the beach next weekend. Write a letter to your friend inviting him to go with you.

Include the following points in your writing:

- 2 o Greeting and reason for writing
- 2 o where & when you are going
- 2 o who you are going with
- 3 x 2 = 6 o what you are going to do there (three things)
- 2 o what your friend can bring with him
- 2 o conclusion

P.O. Box 4324,
Isa Town,
Bahrain.
20th June, 2003.

Dear Osama,



Content = 16

Accuracy 4 = 4 (16 mistakes)

20 Marks

* Deduct the content grade for any item in which a sentence is not in order or completely meaningless

* Deduct $\frac{1}{2}$ a mark from the accuracy grade for spelling, punctuation and grammatical mistakes.

Best wishes

Salman

Appendix 5

Final Results of First Assessment 2003.

(All the students)

KINGDOM OF BAHRAIN
MINISTRY OF EDUCATION
JID HAFS TECH. SEC. SCHOOL
ENGLISH DEPARTMENT

FINAL RESULTS OF FIRST ASSESSMENT 2003

CLASS 1GENRAL 1

NO.STUDENTS = 25

MARK=20

NO	STUDENT ACADEMIC NUMBER	ACCURACY 4 MARKS	CONTENT 16 MARKS	TOTAL 20 MARKS
1	20022001	2	10	12
2	20022002	2.5	11.5	14
3	20022003	2	10.5	12.5
4	20022004	2	8	10
5	20022005	1.5	9.5	11
6	20022006	2	10.5	12.5
7	20022007	2	9.5	11.5
8	20022008	2.5	11.5	14.5
9	20022009	2	11.5	13.5
10	20022010	1.5	9.5	11
11	20022011	2	10	12
12	20022012	1	9.5	10.5
13	20022013	2	10.5	12.5
14	20022014	2	10.5	12.5
15	20022015	1.5	7	8.5
16	20022016	1.5	7.5	9
17	20022017	2	10	12
18	20022018	1.5	9.5	11
19	20022019	2	11	13
20	20022020	2	10	12
21	20022021	1.5	9.5	11
22	20022022	1	5	6
23	20022023	1	6	7
24	20022024	1.5	7.5	9
25	20022025	2.5	11.5	14.5

Headmaster

Appendix 6

Final Results of First and Second Assessment 2003.

(All the students)

KINGDOM OF BAHRAIN
MINISTRY OF EDUCATION
JID HAFS TECH. SEC. SCHOOL
ENGLISH DEPARTMENT

FINAL RESULTS OF FIRST AND SECOND ASSESSMENT 2003

CLASS 1GENRAL 1

NO.STUDENTS = 25

MARK=20

NO	STUDENT ACADEMIC NUMBER	FIRST ASSESSMENT	SECOND ASSESSMENT
1	20022001	12	13
2	20022002	14	19.5
3	20022003	12.5	15.5
4	20022004	10	12
5	20022005	11	14
6	20022006	12.5	13
7	20022007	11.5	14.5
8	20022008	14.5	19
9	20022009	13.5	18.5
10	20022010	11	15.5
11	20022011	12	19.5
12	20022012	10.5	11.5
13	20022013	12.5	17
14	20022014	12.5	12.5
15	20022015	8.5	11
16	20022016	9	16.5
17	20022017	12	14
18	20022018	11	13.5
19	20022019	13	15.5
20	20022020	12	14
21	20022021	11	17
22	20022022	6	15
23	20022023	7	12.5
24	20022024	9	17.5
25	20022025	14.5	16

Headmaster

Appendix 7
Final Results of First Assessment 2003.
(Experimental Group)

KINGDOM OF BAHRAIN
MINISTRY OF EDUCATION
JID HAFS TECH. SEC. SCHOOL
ENGLISH DEPARTMENT

FINAL RESULTS OF FIRST ASSESSMENT 2003

EXPERIMENTAL GROUP

NO.STUDENTS =12

MARK=20

NO	STUDENT ACADEMIC NUMBER	ACCURACY 4 MARKS	CONTENT 16 MARKS	TOTAL 20 MARKS
1	20022002	2.5	11.5	14
2	20022003	2	10.5	12.5
3	20022007	2	9.5	11.5
4	20022008	2.5	11.5	14.5
5	20022009	2	11.5	13.5
6	20022011	2	10	12
7	20022013	2	10.5	12.5
8	20022016	1.5	7.5	9
9	20022019	2	11	13
10	20022021	1.5	9.5	11
11	20022022	1	5	6
12	20022024	1.5	7.5	9

Headmaster

Appendix 8
Final Results of Second Assessment 2003.
(Experimental Group)

KINGDOM OF BAHRAIN
MINISTRY OF EDUCATION
JID HAFS TECH. SEC. SCHOOL
ENGLISH DEPARTMENT

FINAL RESULTS OF SECOND ASSESSMENT 2003

EXPERIMENTAL GROUP

NO.STUDENTS =12

MARK=20

NO	STUDENT ACADEMIC NUMBER	ACCURACY 4 MARKS	CONTENT 16 MARKS	TOTAL 20 MARKS
1	20022002	3.5	16	19.5
2	20022003	2.5	13	15.5
3	20022007	3	11.5	14.5
4	20022008	3	16	19
5	20022009	3	15.5	18.5
6	20022011	3.5	16	19.5
7	20022013	3	14	17
8	20022016	2.5	14.5	16.5
9	20022019	2.5	13	15.5
10	20022021	2.5	14.5	17
11	20022022	2	13	15
12	20022024	3	14.5	17.5

Headmaster

Appendix 9
Final Results of First Assessment 2003.
(Control Group)

KINGDOM OF BAHRAIN
MINISTRY OF EDUCATION
JID HAFS TECH. SEC. SCHOOL
ENGLISH DEPARTMENT

FINAL RESULTS OF FIRST ASSESSMENT 2003

CONTROL GROUP

NO OF STUDENTS = 13

MARK=20

NO	STUDENT ACADEMIC NUMBER	ACCURACY 4 MARKS	CONTENT 16 MARKS	TOTAL 20 MARKS
1	20022001	2	10	12
2	20022004	2	8	10
3	20022005	1.5	9.5	11
4	20022006	2	10.5	12.5
5	20022010	1.5	9.5	11
6	20022012	1	9.5	10.5
7	20022014	2	10.5	12.5
8	20022015	1.5	7	8.5
9	20022017	2	10	12
10	20022018	1.5	9.5	11
11	20022020	2	10	12
12	20022023	1	6	7
13	20022025	2.5	11.5	14.5

Headmaster

Appendix 10
Final Results of Second Assessment 2003.
(Control Group)

KINGDOM OF BAHRAIN
 MINISTRY OF EDUCATION
 JID HAFS TECH. SEC. SCHOOL
 ENGLISH DEPARTMENT

FINAL RESULTS OF SECOND ASSESSMENT 2003

CONTROL GROUP NO OF STUDENTS = 13 MARK=20

NO	STUDENT ACADEMIC NUMBER	ACCURACY 4 MARKS	CONTENT 16 MARKS	TOTAL 20 MARKS
1	20022001	2	11.5	13
2	20022004	2	10	12
3	20022005	2	12	14
4	20022006	1.5	11.5	13
5	20022010	3	12.5	15.5
6	20022012	2	9.5	11.5
7	20022014	2	10.5	12.5
8	20022015	2	9	11
9	20022017	2.5	11.5	14
10	20022018	2	11.5	13.5
11	20022020	2	12	14
12	20022023	2.5	10	12.5
13	20022025	2.5	13.5	16

Headmaster