



Jordanian Students and Teachers of English Awareness of the Web-based Curriculum

مدى وعي معلمي و طلبة اللغة الإنجليزية بالمنهاج المستند إلى الإنترنت في الأردن

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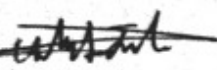
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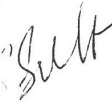
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Dedication

**To my beloved husband and to my great father, mother, sisters,
brothers, friends: Amany, Ayah, Samah, Reem, Abeer, Mariam and
to my dear in-laws.**

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Abstract

The study aimed to investigate the impact of using a web-based curriculum for teaching English as perceived by both teachers and students in Jordanian private schools in Amman. It also aimed to explore how the Internet based-curriculum can help in teaching English. Finally, it aimed to identify the problems that both teachers and students face when using the Internet.

To achieve the goals of the study, the researcher used two questionnaire forms; one for teachers and the other for students after establishing their validity and reliability. The questionnaires were divided into three sections. Section one deals with the demographic data of the sample. Section two was a structured form of questions presented in a table following Likert-type scale. Section three combined two different ranking questions for the students' questionnaire and three ranking questions for the teachers' questionnaire. The first questionnaire was submitted to 78 teachers of English, and the second one was submitted to 100 students. All the participants were selected from private schools in Amman. The sample was a purposive one and included males and females.

It was evident from the participants' answers about the questions related to the use of the Internet that the majority regard the Internet as a valuable tool for

learning English as it enhanced their self-competence, communication skills and broadened their knowledge. The results also showed that both teachers and students were aware of using the Internet tools for teaching and got good feedback of certain web sites which helped to improve their English.

ملخص الرسالة

هدفت هذه الدراسة إلى معرفة أثر الإنترنت باعتباره مزوداً أساسياً للمناهج الأردني لكل من الطلبة و المدرسين المنخرطين في تعليم و تعلم اللغة الإنجليزية في بعض المدارس الأردنية الخاصة في عمّان. و كذلك معرفة كيف أن المنهاج المزود بالإنترنت يمكن أن يساعد في عملية تدريس اللغة الإنجليزية، و تحديد بعض المشكلات التي يواجهها الطلاب و المدرسون أثناء استخدامهم للإنترنت.

ولتحقيق أهداف الدراسة أستخدمت استبانتان الأولى وزعت على المدرسين و الثانية على الطلاب و ذلك بعد التأكد من مصداقيتها و ثباتها. وتم تقسيم الاستبانتين إلى ثلاثة أجزاء: الأول يتضمن معلومات ديموغرافية عن العينة، و أما احتوى الثاني أسئلة مبنية على مقياس (Likert)، أما الجزء الثالث فقد تضمن نوعين من الأسئلة التصنيفية في إستبانة الطلاب، و على ثلاث أنواع مختلفة من الأسئلة التصنيفية في استبانة المدرسين. و قد وزعت الإستبانة الأولى على ثمانية و سبعين معلماً و معلمة، أما الإخرى فقد وزعت على مئة طالب و طالبة. و الجدير بالذكر أن عينة هذه الدراسة قصدية تضمنت ذكوراً و إناثاً.

أظهرت نتائج الدراسة أهمية استخدام الإنترنت في تدريس اللغة الإنجليزية. و قد كان جلياً من أجوبة المشاركين في الدراسة أنّ معظمهم يؤمنون بقيمة الإنترنت كأداة مساهمة بالعملية التدريسية، و كعامل أساسي في دعم الكفاءات التعليمية الشخصية و مهارات الإتصال، و أيضاً في توسيع سبل المعرفة لديهم.

كما أظهرت النتائج أيضاً مدى معرفة المدرسين و الطلاب بأدوات التعليم المتاحة على الإنترنت، و أيضاً مدى وعيهم بوجود مواقع محددة تختص بتدريس اللغة الإنجليزية على شبكة الإنترنت.

Chapter One

Introduction

1.1 Background of the study:

Teaching English in Jordan was nearly always oriented to the grammar-translation method for few decades in the second half of the twentieth century. This method was proved to have many defects in its procedures as it allowed for limited information resources such as: teachers, chalkboards and textbooks which resulted in having students who can hardly communicate in the EFL. With the passage of time researchers and methodologists were able to introduce new methods of teaching English as a Foreign Language (EFL) such as: the cognitive approach and the communicative approach, and most recently the method of using the Internet. The use of computers in general and the Internet in particular in classrooms was aimed to reduce the number of students who are not able to communicate after learning the language for at least three years. The Internet was used in teaching for several purposes such as enhancing students' abilities not only in communicating but also in their learning abilities and teaching environment. This can be provided by using internal aids and an external lively atmosphere.

Many academic researchers such as: Shin, Wang, Santally, Moras and Robinson were able to prove that the Internet can play an extremely positive role in teaching English and English language skills.

Studies concerning the use of technology in the field of education have contributed to constructing a theoretical framework related to the use of computers and the Internet technology in teaching. This framework has to be built upon a qualitative and quantitative research in order to create clear guidance for the process of language teaching and language learning based on the existence of a new modern innovation which is the “Internet”. From a more realistic point of view and in terms of working conditions, some researchers have anticipated that the workplace would require students to become capable of using Internet-based literacy, which makes this role of teacher education in this age even more serious and significant. In connection, many surveys which were conducted recently such as: Warschauer (1997), Wang(2005) , Xiao(2007), Shin (2007) and sanders’ (2002) surveys have shown that university students rely heavily on using the Internet in doing their homework and projects. These surveys took regional and international settings and all indicated similar results regarding the increasing number of students relying on the Internet. It is very clear these days that the Internet has been invading all the minds of all people in different age groups; it is not only preferable for the youth, but also for the elderly, especially after the political revolutions

which Middle East countries have recently witnessed via the “Facebook” which is clearly an Internet website.

1.1 Statement of the problem:

There is a consensus that high school students are weak in English in general and English language skills in particular. This may be due to the use of traditional methods and lack of training on the part of teachers. It seems that other supplementary resources and tools are necessary to enhance or entirely substitute the traditionally oriented teaching methods used in English classes. The researcher, therefore, set out to explore new resources and methods such as the Internet and web-based curriculum to find out their relevance and effectiveness in teaching English as a foreign language in Jordanian schools.

1.2 Objectives of the study:

The main aim of the study is to examine the impact of using the internet as a basic information resource in the academic Jordanian curriculum for teaching English as a foreign language. It also attempts to find out the problems encountered by teachers and students while using the Internet for educational purposes. Finally, it helps to explore the ways in which the Internet-based curriculum can be used in teaching.

1.3 Questions of the Study:

To achieve the purpose of the study, the following questions have been raised:

- 1- Are Jordanian English school teachers aware of the impact of using the internet in the process of teaching?
- 2- How can the Internet -based curriculum help in teaching English?
- 3- Are both teachers and students aware of software and internet programs designed for teaching English as a foreign language? How do they assess these softwares?
- 4-What problems do English language teachers and students face when using the Internet?

1.4 Significance of the Study:

Research has been conducted in the Arab world to unveil the impact of using the Internet or the computer in teaching English as a foreign language. After having a complete research library and an Internet search, it was found that very little research was done regarding the use of the Internet as a permanent information resource which is already built in the curriculum especially in

Jordan. The study will help to fill a gap in the literature particularly the Jordanian one.

In addition, the study may help other researchers to pursue new lines of research in the same area either locally or internationally. Not to mention that during the time when this study was conducted, very positive attitudes toward the use of the Internet as a teaching tool had become evident.

1.5 Definition of Terms:

- **Internet** is defined in Wikipedia web site as “the large group of millions of computers around the world that are all connected to one another. These computers are connected by phone lines, fiber optic lines, coaxial cable, satellites, and wireless connections”. This term is used by the researcher to refer to the ability of the Internet to include information from different areas of knowledge worldwide.
- **Web-based curriculum** is defined by Fisher (2010) as “a teaching curriculum that is accessed over a network such as the Internet. The term may also mean a computer software application which is hosted in a browser-controlled environment or coded in a browser-supported language and reliant on a common web browser to render the application”. From the researcher’s point of view of the present study, the Web-based curriculum

consists of a complete version of a teaching curriculum with questions, summaries of chapters and quizzes. The quizzes can illustrate the correct and incorrect answers after completing each question.

- **Computer Literacy** refers to the knowledge of using the Internet and other Information Technologies, and does not refer to the ability to read and write any more.

- **Facebook** is defined in Wikipidia Web site as “a social networking service and website launched in February 2004, operated and privately owned by Facebook, Inc”. The Facebook is considered nowadays a revolutionary invention which grasps the attention of all people world-wide.

- **Jordanian Students** are students who attend the Jordanian educational institutions to get a certain degree of education.

1.6 Limitations of the study:

Results of this study cannot be generalized to the whole population of English teachers and learners in Jordan because of the limited number of the sample. The sample consisted of 100 students and 78 teachers from different

private schools in Amman. The study is also limited to the time and resources which were available when conducting this study and which made eliciting responses from a larger number of respondents somewhat difficult. The study was conducted during the first semester 2011-2012.

Chapter Two

Review of Related Literature

2.0 Introduction:

In this chapter, the researcher examines and reviews the related literature on the role of web-based curriculum in teaching and learning English in the Jordanian context. The first part deals with the theoretical literature and the second part deals with the empirical studies and filed research conducted locally and worldwide.

2.1 Theoretical literature:

The Internet has always been seen as an interesting tool for teaching because it contains wider knowledge and information than any book may ever contain. In 2002, the International Reading Association (IRA) recommended that teacher's educators should integrate effective instructional models by using the Internet as a sort of preparation plan to provide opportunities for pre-service teachers to be practiced by using age-appropriate Information and Communication Technologies (ICTs). Hence, the role of the Internet has increased especially that students and teachers are expected to deal with language learners who will be skilled in ICTs which will certainly need another training concerning the ICT skills to avoid any illiteracy gap among the participants.

The use of the Internet has become an important method for teaching English in general and teaching writing skills and doing research in particular. Researchers have argued that the use of the Internet helps students to prevent

anxiety about writing, premature editing and improves attitudes toward writing which are three important factors in the process of EFL education. Rivera & McAlister (2010).

Online education developers and researchers have already proposed a variety of ideas and theories to provide the best model of online education. The Web as a communication medium has strong potential for interactivity. This echoes Jonassen's constructivist model where he stresses the need for collaboration among learners. Bauer, Chin & Chang (2009). Online methods of education play an increasing role in education. As technology advances, it is used to benefit students of all ages in the learning process. Technology used in the classroom helps students absorb the material. For example, since some people are visual learners, projection screens linked to computers can allow students to see their notes instead of simply listening to a teacher deliver a lecture. Software can be used to supplement class curriculum. The programs provide study questions, activities, and even tests and quizzes for a class that can help students continue learning outside the classroom. It is shown that technology has also become part of many curriculums, even outside of computer and technology classes. Students use computers to create presentations and use the Internet to research topics for papers and essays. Sharma (2002)

Sharma (2002) also stated that students will also learn to use the technology available to them in computer and tech classes. This ensures that after graduation they will be able to use the technology in a work setting, which may put them ahead of someone who didn't have access to a particular technology or software in their own school setting.

According to Boston(2007), providing access to the Web is a victory for educational opportunity equity for groups who are disadvantaged to achieve the goal of equal outcomes. Web-based learning should accommodate diverse ethnic cultural backgrounds among the learners expected to use the online education. This opens new dimensions for research in terms of ethnicity and cultural differences regarding the criteria provided in the Web-based curriculum as illustrated by Patel and Kinshuk (1997).

The importance of providing such criteria in the web-based curriculum lies in the implication of the demographic distribution; students from all social groups, i.e., class, racial, ethnic, cultural, and gender, must attain the knowledge, skills, and competencies necessary to participate in public discourse and civic action with people who differ from them in significant ways. People are socialized within families and in communities where they learn the values, perspectives, attitudes, and behaviors of their primordial culture. Community

culture enables people to survive. It also, however, restricts their freedom and their ability to make critical choices and to reform their society. Clayton (2007). These criteria can be shown in the web-based curriculum by providing examples in different topics about the various backgrounds of learners and some of their cultural habits.

Teachers have been using the internet in teaching language communication for at least three decades. It is believed that students' desire for learning the language through the Internet is growing because of the Internet flexibility which is more preferable to students especially during their teen period. Warschauer(1997). The Internet offers a wealth of information for students and teachers seeking English as second language resources. Numerous amounts of information are available to facilitate discussions among ESL teachers and other ESL professionals in several websites. Some of this information has a specialized focus; others hold discussions of general interest to those working in the field of ESL. According to Liaw (2007) in his article *learning and the development of intercultural competence*, an experiment which took place between Harvard University and the University of Pittsburgh revealed a successful cross -cultural communication and high student interest in this approach "using the Internet" to foreign language learning.

The world of education has seen major changes since the advent of the Internet. Now, students have the capability to go to school anywhere at any time through online education programs, not only by using their own computers or laptops but also thanks to the new inventions of the mobile devices and the iPhone and the Blackberry that enable the users to utilize the Internet anywhere and everywhere. Obtaining an education not only from the books but also online can have distinct advantages for many students. First, building the curriculum as an online recourse will provide students with great flexibility with regard to their schedules, as students will not be restricted to the education provided in their books, but it will take them further to use external resources that can supply them with the same material which had been already provided by their teachers in class. Assignments and tests can still have hard deadlines; online students can fit their own suitable time and decide when to take exam or to submit assignment as long as they will not exceed the provided deadline. The other benefit of online schooling is that it can be done anywhere as long as the Internet access is available. A student can sneak in time nearly anywhere to write a discussion board post, study or work on an assignment. This flexibility can be very helpful for students who are engaged with co-curriculum activities like sport or science clubs. Another benefit of having an online based curriculum according to Wang (2005) is that the online education will make it easier for students to move large distances to attend a

specific school with high standard education that meets their interests; they simply need an Internet connection and a suitable device. This advantage can also benefit students with disabilities that make it difficult to travel. Wang (2005) also states that the Internet based curriculum can be useful in retrieving information in the context of second language learning. It is a platform for experiencing and presenting creative works such as essays, poetry and stories and for providing supplemental language activities in specific areas of language learning. Additionally, online courses can improve student's computer skills such as keyboarding skills opening and storing files and Internet searching. It simply promotes higher thinking skills.

Liaw (2007) tackles a very important point which is the need of teachers to provide English language learners with a language-rich environment in which students are constantly engaged in language activities. EFL students need to be able to interact with each other so that learning through communication can occur. The online based curriculum can facilitate this type of environment as the internet can act as a tool to increase verbal exchange.

On the other hand, Al Haj (2011) affirmed that using the Internet in teaching EFL languages is one of the basic methods to enhance motivation in the EFL classrooms. For him teaching in the Arab world is not effective; however, an effective teaching is an essential factor in learning EFL efficiently, and teachers

can benefit from the Internet in loading their knowledge and different methods of teaching the online curriculum.

The precedence of this is that not only learners are motivated to use and develop skills such as analyzing, synthesizing, evaluating, collating, organizing information, and interpreting language for meaning, but they will also be more involved in practicing collaborative oral skills as they negotiate their way through the various tasks with their classmates. Brabbs (2002).

The online curriculum according to Kumar and Singh (2006), can help students to adventure a new world of knowledge with new dimensions; for instance if a student was looking for a certain topic in science, he would face some difficulties in finding out the meaning of a certain word which would make him visit another web page that includes different knowledge related not only to the meaning of the word in the target language but also to its synonyms, antonyms and language corpora. This means that students will not lose the information which they are seeking because they will be able to search for it immediately once they encounter the problem and do not want until they will reach home or have access to the internet or even postpone the information until they have the chance to read the lesson again.

Alomari (2009) and Maor (2003) argue that teachers should play the role of investigators or facilitators to engage students to become involved in active, collaborative and constructive learning experiences. However, without a teacher to organize the resources and then contextualize the learning possibilities within the curricula, the power of the Internet will scatter and the potential of teaching will be lost. Therefore, teachers need to be engaged in more powerful roles that include not only using technology appropriately, but also finding ways to build meaningful connections and relationships to the larger world and community outside the school building. Hence, teachers' practices of the Internet have to mirror their new roles so that learning experiences can be enhanced and enriched through engaging learners in authentic and meaningful activities that the Internet can facilitate and support. Earlier studies have explored such possibilities with quite exciting outcomes. LeLoup (1997), for instance, notes that e-mail provided teachers the access to discussion groups and newsgroups, which in turn allowed teachers to design activities and projects that enhanced their curriculum and provided students with opportunities to communicate directly with foreign language speakers.

It is important in this section to differentiate between online education and the web-based curriculum. It is clear that both teaching aids include an Internet access, but the major difference is that the web-based curriculum is always mandatory and fundamental; neither can the learning or the teaching processes

occur without it. The online education can be both either obligatory or optional and students can use it as a co-curriculum recourse in the learning process which is the same thing for teachers. Web-based curriculum must include the exact information of the normal hand-books with additional options to provide extra information “as an explanation” and it also provides more resources for each type of information. For this reason, the web-based curriculums are considered as fixable with extra information.

However, Santally and Senteni (2005) argue that web-based learning environment is an easy model for adaptation. According to them, the concept of ‘adaptation’ is an essential issue in the learning systems. These systems allow users to change certain parameters and adapt their behavior accordingly which are called *adaptable*. Systems that adapt to the users automatically based on the system’s assumptions about the user needs are called *adaptive*. The whole spectrum of the concept of adaptation in computer systems is shown below (Patel & Kinshuk, 1997).

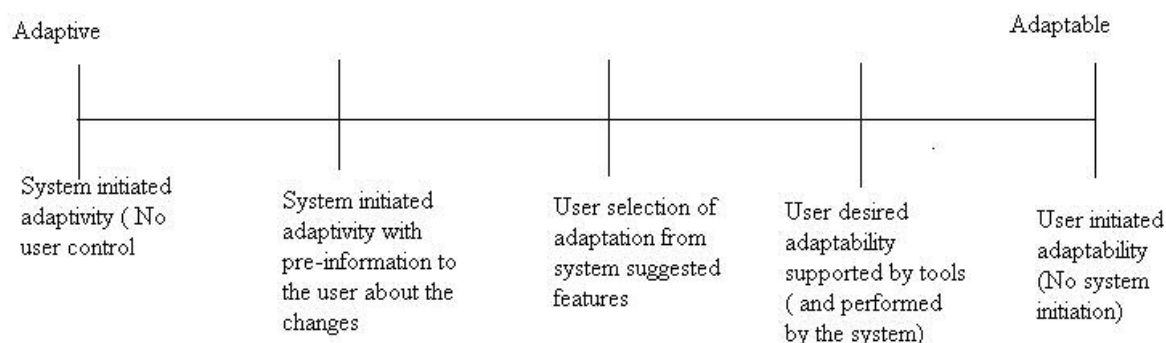


Figure 1 Spectrum of the adaptation concept

The above figure shows the ability of any human mind to accept a new model of learning especially the model described here which provides several choices for the leaning process to be completed. For example, using a web-based curriculum provides students not only with online material, but also summaries for each chapter, questions, answers and different external web sites related to the same topic. This will be described and explained further in Chapter Four.

“Learners of all ages are also exhibiting new behaviors as a result of ubiquitous high functioning technologies. Changes may be relatively mundane, such as replacing the school folder with a memory stick, or more profound, as when learners voluntarily seek out expertise beyond the traditional classroom. Though these developments are not necessarily

transformational, there are very real changes in behavior that have resulted from the exponential change in both the functionality and the cost of technology.” Underwood (2009)

Cristea (2004) highlights the importance of connecting adaptive educational “hypermedia” with cognitive/learning styles on a higher level. She briefly reviews some systems and models that address the same issue but with different perspectives. According to Warschauer and Meskill (2000) Technologies which support a cognitive approach to language learning are those which allow learners maximum opportunity to be exposed to language in meaningful context and to construct their own individual knowledge. Examples of these types of technologies include text-reconstruction software, concordance software, and multimedia simulation software. These systems explain how the mind can adapt easily to such learning processes and show its natural flow to be acquired by students or learners.

Moving to the attitudes of students and instructors who already use web-based curriculum; Sanders and Shetlar (2002) state that student attitudes toward the Internet and web-based courses can influence the future use of the web-based instructional materials and how educationally beneficial web-based resources are for students. Instructor attitudes toward web-based instruction also affect student's experiences with web based courses.

Inman and Kerwin (1999) also found that most instructors who currently use distance education course indicated their student willingness to participate in a distance education course. However, when they were asked about the quality of the distance education course, nearly 50% of the instructors indicated that the quality of the distance education course, when compared to a traditional course, was lower. But it is good to note that such survey was made before 12 years while the Internet popularity was weak, and there were many obstacles banned its occurrence successfully.

An online educational system as contended by Chou and Tsai (2002) is more appropriate to assess it by computer. This assertion is becoming a widely-accepted fact, as Web-based testing becomes more and more popular and available. Beer (2000) considers that the Internet in general and the Web in particular have unique contributions to make to a broader conception of assessment. He provides several new assessment ideas, such as inviting experts to evaluate online individual and collaborative work as well as the content of Web discussions, and argues for connecting assessments to learning resources and the use the Web for individual self-assessment.

All the above writings in this section have mainly discussed the benefits and the criteria used in the web-based learning. Other researchers, however, believe that online learning can be sometimes dangerous. McKimm & Cantailon (2003)

have argued that online learning can have many disadvantages such as: Most online assessment is limited to objective questions, security can be an issue for some students, difficulties to authenticate student's works and computer marked assessments tend to be knowledge based and measure surface learning. Although, this can only be shown on non-professional web sites which tend to provide general teaching on several topics and cannot be generalized to other web sites which use standard criteria provided in the web-based curriculum services, because they follow high standards of educational means.

Other researchers believe that such kind of learning which counts on technological features ignore the fact that the computer is a machine, not a method. The world of online communication is a vast new medium, comparable in some ways to books, print, or libraries. To their knowledge, no one has ever attempted to conduct a research without the use of the book or the library, in which it will not be beneficial for language learning. Other researchers believe that a generation ago, students were taught foreign languages to write essays and read magazine articles, but now they are also required to teach them to write e-mail messages and conduct research on the Web. This realization has sparked an approach which emphasizes the importance of new information technologies as a legitimate medium of communication in their own right rather than simply as teaching tools. Warschauer & Meskil (2000).

Another group of researchers such as Rotsztein(2003) and AlHaj (2011) have stated that it is not easy to study by using a web-based curriculum because students are expected to work with groups of three or four to explore the topic, locate relevant information and resources, consider the various options and outcomes and to create a response which is informed and well argued. Also, the tasks require students to seek information from suitable sources to create answers which reflect current thinking and knowledge. Students are able to use the Internet as information source but have to isolate from among the countless of resources available, which are relevant and helpful such as books and printed journals.

2.2 Empirical studies:

This section sheds light on the previous investigations which have been conducted all over the world by many researchers such as Cavanaugh(2001), Moras (2001), Hong& Ridzuan (2003), Hanauer (2004), Robinson(2005), and Liaw(2006). Such investigations offer theoreticians the solid background to verify their theoretical constructs as to the assumptions and principles of the Internet used in teaching and education in general. Thus, this section comprises investigations on the Internet use, online education and using web-based curriculums in teaching.

Cavanaugh (2001) created a mixture of 19 experimental and quasi-experimental studies of the effectiveness of interactive distance education using videoconferencing and telecommunications for K-12 academic achievement. His sample was college students in NY. He found a small positive effect in favor of distance education and more positive effect sizes for interactive distance education programs that combine an individualized approach with traditional classroom instruction.

Similar to Cavanaugh, Moras (2001) conducted a study in Brazil concerning the relative effectiveness of computer-assisted production (output) practice and comprehension (input) practice in second language acquisition. His sample consisted of 100 hundred students. The results of the study indicated that the output-focused group developed more grammatical skills than the input-focused group, suggesting that the production practice required more syntactic processing on the part of the learner than the comprehension practice.

In Malaysia, Hong and Ridzuan (2003) investigated the success of a technology and Internet-enriched teaching and learning environment in molding positive attitudes among students toward using the Internet for learning at a university in Malaysia. Students were provided with computers facilities, required to complete two compulsory generic courses in information technology, and the lecturers

actively encouraged the use of information technology, in particular, the Internet in the teaching and learning processes. Results indicated that students had positive attitudes toward using the Internet as a learning tool, adequate basic knowledge of the Internet, and viewed the learning environment as supportive of using the Internet for learning. Students with better basic Internet skills and who viewed the learning environment as promoting the use of the Internet favored using the Internet for learning. The university achieved its objectives of promoting the use of the Internet for teaching and learning purposes. As the university begins to offer Web-based courses, the generic courses in information technology should likewise be redesigned to introduce the concepts of Web-based learning environments. These courses should in fact be conducted as Web-based courses to prepare the students to learn in these learning environments.

Rotsztein (2003) investigated the relationship between the Internet use and the problem of using the Internet. His sample consisted of 706 undergraduate college students who completed questionnaires. Results indicated that a large proportion of students reported feelings of dissociation and symptoms in tolerance, and escape. Moreover, some problems about the Internet use were found such as; frequent interpersonal, academic conflicts and physical health-threatening risks. While male subjects reported more Internet-related problems overall, female subjects were more likely to attempt to cut back or stop their Internet use. A

significant positive correlation between external lack of control and the problem of the Internet use was found.

Abu-Seileek (2004) conducted a study to explore the effect of a CALL program on students' writing ability in English by teaching the program cooperatively and collectively. The sample consisted of two groups each group combined 50 students. The findings of the study revealed that there were statistically significant differences between the experimental group, who studied via computer, and the control group, who studied in the traditional method. The difference was in favor of the experimental group who studied via computer.

Mekhlafi (2004) investigated the status of using the Internet in UAE secondary schools, the English language teachers' beliefs of the benefits of the Internet in EFL teaching, their willingness to integrate this technology in foreign language. A questionnaire was sent to 250 English language secondary school teachers. The results showed that teachers were familiar with modern technologies, willing to integrate the Internet in teaching despite some of the concerns they have. However, it was very surprising to find out that the majority of the teachers were not using the Internet technology in their EFL classes.

Hanauer (2004) surveyed diverse community colleges in the state of Michigan to assess the use of the Internet by the students. The survey showed that although all the students surveyed had free Internet access through their community college, only 97% of the students reported having access to the Internet. The survey showed that 83% of Internet users had access to the Internet at their home and 51% of the respondents accessed the Internet at their college or library. 81% of the students reported to access the Internet most for college work and 80% for e-mailing and chatting.

Robinson (2005) examined the Internet use among African-American college students in the US. The respondents were surveyed by using a 43-item questionnaire to determine the frequency of the Internet use. The results of the study indicated that most of the African-American college students (76%) had used the Internet for more than three years. The use of the Internet for most African-American college students occurred at school or at the work place with 49% of the responses at home, 47% of the responses indicated they spent an average of two hours per day on-line. A small percentage of the students spent 5-6 hours per day on the Internet. Forty three percent of the students used the Internet primarily to learn and find school resources, and the time spent on the Internet was for educational reasons.

Laiw (2006) investigated the efficacy of an online learning environment developed to foster EFL students' intercultural competence via reading articles on topics of their own culture and communicating their responses with speakers of another culture. The project offered opportunities for EFL students to use their own societal and cultural practices as the focus for EFL learning. His sample consisted of 16 students from different genres who were provided with an online exam. The findings of his study showed that all EFL participants were able to communicate fluently in the target language without much help from the corpora-based e-referencing tools provided in the system. And students tended to use the online dictionary and other online facilities.

In India, Bhagat (2006) analyzed the use of the Internet and related issues among the teachers and the students of in India's three named colleges; Punjab, Haryana and Himachal Pradesh. A well-structured questionnaire was distributed among the 1980 teachers and students of the three colleges. The response rate was 80.9 percent. The study demonstrated and elaborated the various aspects of Internet use, such as frequency of Internet use, methods used for learning of Internet skill, most frequently used place for Internet use, purposes for which the Internet is used, use of Internet services, ways to browse information from the Internet, problems faced by the users and satisfaction level of users with the Internet facilities provided by the college. The result of the survey also provided information about

the benefits of the Internet over conventional documents. The study was conducted particularly to find an answer to the question: Can the Internet replace library services? It was found that the Internet had become a vital instrument for teaching, research and learning process of these respondents.

Ayidin (2007) examined the attitudes of EFL learners towards the internet, his study aimed to investigate the relationship between attitudes and subject variables. Aydin used a questionnaire and a test on Internet information and the survey questionnaire was distributed to 115 foreign language learners. After analyzing his data the result showed that EFL learners had positive attitudes towards the Internet except for some items such as addiction, socialization and shopping. It was also shown that positive attitudes would contribute to foreign language learning via the Internet after overcoming some potential problems and disadvantages.

Shin and Son (2007) have examined in a research study Korean secondary school EFL teachers' perceptions and perspectives on the use of the Internet for teaching purposes. A total of 101 teachers participated in a survey and responded to the questions of how they think about the Irish Association of Law Teachers (IALT), how they use the Internet, and what types of resources they use on the Internet. The findings of the study suggested that there are three key factors affecting the use of the Internet in the classroom: teachers' personal interest in

Internet use; teachers' abilities to integrate Internet resources into classroom activities; and computer facilities and technical support in schools. In-service teacher training courses for IALT are strongly recommended to further develop and implement IALT.

An investigation was conducted by Xiao (2007) to find the effects of interaction with native speakers via Internet-based desktop videoconferencing on EFL learners' language proficiency in terms of fluency, accuracy and complexity, as well as examine L2 learners' perception on using Internet-based videoconferencing to access native speakers to promote L2 learning in Ohio. His sample consisted of 10 native-nonnative students participating in Internet-based desktop videoconferencing as a treatment for experimental group and 10 nonnative-nonnative students using traditional face-to-face interaction for the control group. Ten topics were assigned to both groups and the research lasted about 10 weeks. Data collected from the two groups in Weeks 2, Week 6 and Week 10 were transcribed, coded and analyzed in terms of linguistic fluency, accuracy and complexity using doubly multivariate repeated measures of ANOVA for the statistical analysis. ANOVA is an analysis of the variation present in an experiment. It is a test of the hypothesis that the variation in an experiment is not greater than the normal variation of individuals' characteristics and error in their

measurement. Follow-up questionnaires with both groups and online interviews with five of the participants in the experimental group were also conducted. The result indicated that there was a significant improvement in fluency, a slight significant improvement in accuracy, but no improvement in complexity for the L2 learners in the experimental group. Interactional mode had a significant effect on L2 learners' language proficiency. Using Internet-based desktop videoconferencing to talk with native speakers resulted in better performance by the participants in the experimental group than those in the control group in terms of fluency, accuracy and complexity. There was a significant interaction effect of time by interactional mode in terms of fluency, but no interaction effects were detected in terms of accuracy and complexity.

Barnawi (2009), conducted a study to examine EFL teachers' beliefs, attitudes, willingness, and concerns towards Internet-based EFL instruction, particularly at Yanbu Industrial College (YIC). Data was collected using a questionnaire which includes (a) participants' background information, (b) a four-point Likert scale for measuring the participants' beliefs, attitudes, willingness, and concerns toward the notion of integrating the Internet into EFL classrooms. The findings indicated that most of the participants showed positive attitudes and willingness to integrate the Internet into the classroom and viewed the Internet as a wonderful and rich source of information for teaching-learning purposes. However,

factors such as a lack of training on the use of the Internet, a lack of technology resources, cultural appropriation, and imposition of traditional methods of instructional delivery could be possible internal and external impediments to the use of the Internet in the classroom.

On the other hand, Kabilan and Rajab (2010) investigated the utilization of the Internet by English language teachers in Gaza focusing on uses, practices and barriers. A questionnaire was developed based on literature previous literature and was administered to 274 English language teachers in Gaza schools. Data revealed that 130 teachers were using the Internet for teaching English in classrooms as well as for various activities that enhance their professional development, such as searching for TESL-related information and to share ideas with other teachers. Nevertheless, it was found that English language teachers in Gaza had not fully utilized the Internet because of barriers related to time factor, accessibility and facilities. It is suggested that for the proliferation of Internet practices, there needs to be an increase in funding for technology, an introduction of computer/technology education, revision of pedagogical training for teachers and, a provision of administrative support.

In her thesis, Al Masri (2011) investigated the effect of using web-based curricula on Jordanian schools students' achievement in English language. The researcher followed the equivalent pre/post T test two group designs. To achieve

the aim of the study, a pre/post-test was constructed to measure students' achievement in English language. The test consisted of twenty five items on English language grammar. The sample of this study consisted of 321 eighth grade students; 156 male students and 165 female students from four public schools in Amman during the first semester of the scholastic year 2010/2011.

The subjects of the study were distributed into four groups (a female experimental group and control group, and a male experimental group and control group). The experimental groups were taught using web-based curricula while the control groups were taught using the traditional curricula. The subjects were 79 male students for the experimental group and 77 male students for the control group, while the female students for the experimental and control group were 84 and 81 respectively. Those subjects were distributed into eight purposefully selected sections in four governmental schools in Amman.

Descriptive statistical analyses were used (means and standard deviation) for the pre and post- tests of students' English grammar test to experimental and control groups. Comparison statistical methods were used (Two Way ANOVA) analysis of variance to make a comparison between the control and the experimental groups and gender variable (male and female).

The findings of the study indicated that there were statistically significant differences in the post- test between the control and the experimental groups in favor of the experimental group, and there was no statistically significant difference in the students' achievement due to gender. There was no statistically significant difference due to the interaction between gender and group.

Abdallah (2011) conducted a study to investigate the possibility of integrating the Internet for academic purposes in the context of a pre-service English teacher education program in Egypt, and suggested some guidelines based on the specific context of Assiut University College of Education. Semi-structured interviews were conducted online with some student teachers (n=10) and teacher educators (n=10) at the university to identify their personal viewpoints, experiences and concerns regarding integrating the Internet into this teacher education context. For triangulation purposes, content analysis was conducted on 12 online documents. Results revealed some difficulties, challenges, and concerns related to the process and some new forms of literacy needed for this context. Based on this, some guidelines are suggested for integrating the Internet into pre-service EFL teacher education programs with special reference to the Egyptian context.

In conclusion, the researcher gained a great benefit from reviewing all the previous theoretical and empirical studies as they provided the researcher with a

clear insight about the methods, procedures and types of questions which were used by previous researchers. However, the results for all the studies above were positive in relation to the benefits of the Internet regarding the teaching process.

Chapter Three

Methods and Procedures

3.0 Introduction:

This chapter illustrates the methodology followed in this study. It describes the population and the sample of the study. It also defines the instruments and reports on their validity and reliability. Finally, it

illustrates the design, data collection, data analysis, statistical analysis and finally the procedures of the study.

3.1 Population of the study:

The population of the study consists of Jordanian students in ten private schools in Amman/Jordan. Some of these private schools are: Al Qimmeh, Al Ma'aref, Modern American School, English School, Al-Ettihad, Modern Systems Schools etc.

3.2 Sample of the study:

The sample of the study consisted of 100 students and 78 teachers. The sample was taken from different private schools in Amman especially in the West of Amman and it was selected on grounds of convenience.

3.2.1 Students' sample:

From the 100 students who were selected purposively for this study there were 63 females and 37 males. Their ages ranged between 13-18. All the

participants were Jordanians except 5 participants, 3 females who hold the Iraqi nationality and 2 others who hold the Palestinian nationality one male and the other female. Table 1 shows the distribution of the teachers' sample according to their gender.

Table 1 Distribution of the students' sample according to gender.

Gender	NO.	Percentage
Males	37	37%
Females	63	63%
Total number of the respondents	100	100%

3.2.2 Teachers' sample:

Seventy eight teachers were selected purposively to participate in this study. At the beginning of this study the researcher wanted to include 100 teachers as participants, but it was very hard to find this number of teachers due to the lack of time and few resources. The researcher was able to find 78 teachers who were willing to fill the questionnaires in the required time. They were 33 male teachers and 45 female teachers participated in this study. Their age ranged between 21 and 45. Teachers were divided according to their qualifications into BA holders and MA holders with different years of experiences. Table 4 provides information about the gender of the sample.

Table 2 Distribution of the teachers' sample according to gender.

Gender	No.	Percentage
Males	33	42.3%
Females	45	57.7%
Total number of the respondents	78	100%

3.3 Instrument of the study:

The researcher developed two different questionnaires to collect the required data from students and teachers. Both questionnaires were adapted from several questionnaires which were used in previous research, and they were adopted to match the need of the study and the characteristics of the sample. In addition, it is important to point out that the questionnaire provided the researcher with a great opportunity to obtain the data needed for this research as it was accepted by the subjects and posed no problems during the analysis and the interpretation stage.

3.3.1 Students' questionnaire

The students' questionnaires consisted of four sections. The first section dealt with the demographic data of the participants as their age, grade and gender. Section two was designed to investigate the Internet use, benefits and the advantages/disadvantages. This section included 11 items based on a series of five

– point Likert scale (5=strongly agree, 4=agree, 3= neutral, 2=disagree and 1=strongly disagree). Section three was similar to section two in style but it consisted of 9 items dealing with the problems of using the Internet in teaching. Finally, section four was divided into three parts where part one examined the student knowledge and interest of some famous Internet learning tools. Part two examines students' own knowledge about some useful websites for the learning process and part three was related to part two in terms of examining how useful the provided websites were.

3.3.2 Teachers' questionnaire

The teachers' questionnaire is similar to the students' questionnaire except for some modifications. For section one, the teacher's experience and the academic qualification are added. Section two in this questionnaire differs from section two in the students' questionnaire in terms of the number of the items, as six additional items were added addressing teachers' characteristics and their language proficiency. Section four was also expanded to include more examination of teachers' own knowledge of some specific teaching databases and tools on the Internet.

3.4 Validity of the instrument

To attain the validity of the instrument, the researcher asked a panel of experts whose participation was requested for establishing content validity of the questionnaire (See Appendix 1, p.85) . The jurors were asked to review the phrasing, suitability and the consistency of the questionnaire items. Some comments and suggestions were received and slight modifications of the questionnaire were made accordingly. For instance, one of the jurors suggested extra items for section two of the questionnaire and his suggestion was taken care of.

No magnificent change was required concerning the major sections and items of the questionnaire, but most comments dealt with corrections of some words and phrases.

3.5 Reliability of the instrument

The questionnaire's reliability was determined by means of test-retest. A pilot study was conducted. A group of 5 students from different grade and another group of 5 teachers were selected. These groups had the characteristics of the whole sample of the study and they were asked to fill the questionnaire within twenty minutes. The test was performed during the first week of October 2011. Furthermore, in view of their filling the questionnaire, they were asked to pinpoint the exact time needed to finish the questionnaire. Their views were useful and

beneficial for the distribution of the questionnaire. These two groups who were used in the pilot study were excluded from the main sample of the study and they were selected randomly.

A week later, the questionnaire was distributed to the main sample of the study. The results matched those of the first test. In addition, Cronbach Alpha was used to test the reliability of the scale and alpha was (0.777) which is a reliable result because it is greater than the accepted percent which is (0.60).

3.6 Data collection and statistical analysis

Data were collected by means of a questionnaire. Students and teachers answered the questions in English according to their use of the Internet, the benefits and the advantages/disadvantages. They were asked to finish the questionnaire in time ranging between 20- 30 minutes. Statistical Packages for Social Sciences (SPSS) were used to analyze the data collected. The researcher categorized, classified and analyzed the data by putting it in tables and calculated the frequencies, percentages, means and standard deviation by the use of the computer. The researcher interpreted data and made comparison between the current study and many previous studies as: Shin (2007), Wang (2005), Santally(2005), Moras (2001) and Robinson (2005) and others. As stated earlier, the researcher used a five- point Likert type scale where “ strongly agree” corresponded to five; “ agree”

corresponded to four; “undecided” corresponded to three; “disagree” corresponded to two and “strongly disagree” corresponded to one. The means were calculated for all the items by adding the response values and dividing them by the number of the respondents.

3.7 Procedures of the study:

The researcher pursued the following steps

1. Read some of what had been written about the Internet use, attitudes, benefits and problems from previous studies which were conducted around the world.
2. Determined the sample and the instruments of the study. Then the researcher had developed several forms of questionnaires.
3. Sent the questionnaire to the panel of experts to measure its validity, suitability and its appropriateness.
4. Obtained a permission letter from the MEU to assist the researcher in her task which included the distribution of the questionnaires and their collections to both the members of the validation committee and to the participants in the study.
5. Made the final draft of the questionnaires after collecting the questionnaires from the experts and measured the reliability.
6. Conducted the questionnaire in November, 2011. The questionnaire was directly delivered by hand to the respondents.

7. Categorized and classified the responses in tables in order to calculate out percentages. Each question was analyzed separately.

Chapter Four

Findings of the study

4.0 Introduction

This chapter reports the findings of the questions raised by the researcher in chapter one. The questions are:

- 1- Are Jordanian English school teachers aware of the impact of using the internet in the process of teaching?
- 2- How can the Internet -based curriculum help in teaching English?
- 3- Are both teachers and students aware of software and internet programs designed for teaching English as a foreign language? How do they assess these softwares?

- 4- What problems do English language teachers and students face in using the Internet?

Each question had several specific items which were included in the questionnaire to be able to debrief the most appropriate answer for each question. The following section introduce each question with the required responses from the participants whether students or teachers.

4.1 Findings related to the first question: *Are Jordanian English school teachers aware of the impact of using the internet in the process of teaching?*

This question was analyzed according to both the students' point of view and teachers' point of view separately. Eleven items concerning the first question were common between teachers' and students' questionnaire.

All the items are concerned with the benefits, advantages and learning tools which can be provided by the Internet. The participants provided positive opinion. The initial average of the answers for both the teachers and students regarding their opinions of the benefits of the Internet with its tools was 78.5%.

Table 3 below showed the common items between teachers and students' questionnaires and the result were established according to the whole sample. However, Table 4 addressed only items in teachers' questionnaire. Results for

Table 3 showed that 134 respondents gave positive answer for the first item

“The internet provides non-native teachers of English with a rich learning environment”.

Eighty percent of the sample believed that the Internet tools could be used in teaching. The results also showed that 72.7 % of the participants think that the Internet resources can replace the textbook.

Table 3 Teachers’ ratings of the Internet as a teaching/learning tool. (The common items)

Item:	Strongly Disagree	Disagree	Undecided	Agree	Strongly agree
1.The internet Provides non-native teachers of English with a rich learning environment.	0.5%	7.8%	16.2%	49.5%	26%
2.Internet tools can be used for teaching purposes. Such as: Internet games, Email questions..etc.	0.5%	4.4%	15.1%	46%	34%
3.Internet resources can replace textbooks. Such as certain web sites which teach grammar, listening, reading and writing.	1.6%	11.7%	14%	35.7%	37%
4.It is easy to find ESL/EFL materials on the web.	0%	7.8%	15.9%	47.1%	29.2%
5. Students can be motivated by the use of the Internet in the classroom.	0%	8.9%	15.7%	39.5%	35.9%
6. Students can improve their English skills through the use of the internet.	1.6%	8.9%	12.9%	37.3%	39.3%
7. Students can learn how to use internet resources for learning English by themselves.	1.6%	7.8%	11.8%	43.9%	34.9%

8. Students can improve communication skills by e-mailing or chatting with native speakers of English on-line.	2.8%	9.5%	14.6%	37.2%	35.9%
9. Students are more attentive in Internet-assisted English language teaching classes.	3.9%	8.4%	20.7%	34.8%	32.2%
10. The internet can replace library resources and services.	13.4%	17.4%	15.4%	30.8%	23%
11. The internet can exclusively replace the teacher as a source of teaching.	14.6%	21.9%	22.4%	21.9%	19.2%

NOTE: “positive” = the sum of (Agree and Strongly Agree)

“negative”= the sum of (Disagree and Strongly Disagree)

With regard to item 4, 76% of the respondents stated it was easy to find EFL/ES materials on the Internet. On the other hand, 75.4% of the participants responded to item # 5 positively. Students can be motivated by using the Internet in classes. For item # 6, positive results were provided as 76.6% believed that students’ skills can be improved by the use of the Internet.

All the items in Table 3 were answered positively; item 1 gave a result of 75.5%. Item 2 provided 80%; item 3 gave another result of 72.7% ; item 4 gave a similar result with 76.3%; item 5 provided 75.4% and item 6 gave a close result of 76.6%.

Respondents answered item # 7 also positively with a result of 78.8%, that students can learn how to use the Internet for learning purposes by themselves.

Seventy three percent of the respondents replied to item # 8 and reported that students could improve communication skills by e-mailing or chatting with native speakers of English on-line positively. Sixty seven percent of the participants reacted to item # 9 also positively that students were more attentive in Internet-assisted English language teaching classes. Item # 9 Students were more attentive in Internet-assisted English language teaching classes. They gave a result of 67% as a positive answer. For item # 10 the internet could replace library services presented a positive result of 53.8%. Similarly, 73 respondents out of 178 believed that the Internet could replace the teacher as a source of teaching while 40 respondents gave a natural result for item # 11.

In Table 4 regarding the first item “ESL/EFL the websites which are useful for teaching English include Applied linguistics.org, etc”. Eighty three percent of the teachers gave positive result. However, 76.9% of the teachers responded to item 2 positively as they were responsible for the success of Internet-assisted English language teaching.

Table 4 Students’ ratings of the Internet as a teaching/learning tool.

Item:	Strongly Disagree	Disagree	Undecided	Agree	Strongly agree
1. ESL/EFL websites are useful for teaching English. Such as: Applied linguistics.org, etc.	0%	7.7%	9%	47.4%	35.9%
2. As a teacher I am responsible	6.4%	7.7%	9%	35.9%	41%

for the success of Internet-assisted English language teaching.					
3. I am competent to use Internet-based materials in the classroom.	2.6%	7.7%	3.8%	34.6%	51.3%
4. I need training to improve my internet literacy skills.	2.6%	12.7%	11.5%	27%	46.2%
5. I use Internet-based materials and activities in my classroom as much as possible.	6.4%	11.5%	9%	32.1%	41.1%

Item 1 gave a positive result of 83.3%. Item 2 also had a positive result of 76%.

Similarly, 85.9% of the teachers gave positive answers that they are competent in using Internet-based material in teaching in their classes in item 3. Item 4 also showed positive result as 73.2% of the teachers believe that they need training to improve their Internet literacy skills. Finally, item 5 showed that 73.2 % of the teachers use Internet-based materials and activities in their classrooms as much as possible.

4.2 Findings related to the second question: *How can the Internet - based curriculum help in teaching English?*

Internet-based curriculum can help teachers and students to save their time. Its flexibility to access the Internet anytime and anywhere to view the needed materials gives it a special prospect in the speedy life these days.

The word “flexible” itself has different meanings according to the Internet language; flexible means the “Web-based Curriculum” which is the device used for teaching and learning purposes. This device must be easily blogged, freely available, private and protected.

The example below is an excellent web-based curriculum which provides all the characteristics of a good and free service for both students and teachers.

www.phschool.com. This website is a free web-based curriculum originally detached from Pearson group, a well known textbook. It is the world's leading educational publishing company, dedicated to working with educators to change the way they think about learning. Pearson has created educational materials for learners of every age by understanding what it takes to succeed at the college level and beyond.



Figure2 The homepage for Pearson Internet-based curriculum

Once users enter the home page (as shown in Figure 2) they will be introduced to different choices which will direct their educational needs. The choices are shown on the left side of the window. Students and teachers will be able to choose the course which they would like to study or even get reinforcement materials or to get subordinate exams and summaries.

Figure 3 refers to a selected choice from the left side of the window above which is (Language arts).

The screenshot displays a web interface for Language Arts. At the top, there is a Google Custom Search bar. On the left, a blue sidebar lists course content categories: AP* & ELECTIVES, CAREER & TECHNOLOGY, LANGUAGE ARTS (highlighted), MATH, SCIENCE, SOCIAL STUDIES, and WORLD LANGUAGES. Below the sidebar, there is a section for Web Codes with a 'What is this?' link, a search box, and a 'Go' button. Further down, there is a 'SuccessNet® Login' link and a 'Technical Support' section with an 'E-mail Technical Support' link for assistance.

The main content area is titled 'Language Arts' and is divided into two sections: 'Student Resources' and 'Teacher Resources'. Both sections list the same resources: 'Textbook Companion Sites', 'Interactive Textbooks and Success Tracker™', 'Milestones in Lit' (described as checking out historical literary events that took place this month), and 'Current Events Writing Prompts' (described as getting some practice writing about interdisciplinary issues in the news with assignments that are updated monthly). The 'Teacher Resources' section also includes 'eTeach' - Offering expert advice from master teachers.

On the right side of the main content area, there is a logo for 'my Pearson Training' with the website address 'mypearsontraining.com' below it.

Figure 3 Language arts tab.

Figure 3 shows students and teachers have different resources for the needed material.

Figures 4 and 5 illustrate the kind of references these tabs offer. Figure 4 shows the Student resources tab which is full of textbooks regarding the four major skills in learning the English language (listening, speaking, reading and writing). For example if the teacher chooses one of the writing and grammar books, figure 5 will present their entity. Choosing the grammar tab will take the

user to another selection of textbooks but this time only specified with writing and grammar only according to each level of teaching (grade).



Figure 4 Student Resources tab: Textbook Companions Sites.

Each text book in the Web-based curriculum will be chosen either by the teacher or the management of the school and students will be informed about it regularly.

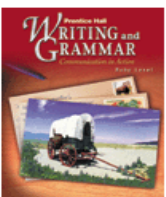
These web-based textbooks do not only provide the whole chapters and exercises of the regular textbook but also provide student with online quizzes, online references, summaries and alternative explanation rather than the one which is

already provided which will make it easy for students and teachers to pick up their material and the extra knowledge combined to it.

Course Content

- AP* & ELECTIVES
- CAREER & TECHNOLOGY
- LANGUAGE ARTS
- MATH
- SCIENCE
- SOCIAL STUDIES
- WORLD LANGUAGES

▶ **WRITING AND GRAMMAR: GRADE ELEVEN**



Here you will find a complete list of online materials that tie in with the writing and grammar you are learning. To print any of these materials on this site, click the print icon at the top of the window.

[Reference Links](#)

[Writing Types](#)

[Grammar Types](#)

[Online Exercise Bank](#)

[Scoring Rubric and Scored Models](#)

PART 1: WRITING

Chapter 1: The Writer in You

Chapter 2: A Walk Through the Writing Process

Chapter 3: Paragraphs and Compositions: Structure and Style

Chapter 4: Narration: Autobiographical Writing

Chapter 5: Narration: Short Story

Chapter 6: Description

Chapter 7: Persuasion: Persuasive Essay

Chapter 8: Persuasion: Advertisement

Chapter 9: Exposition: Comparison and Contrast Essay

PART 2: GRAMMAR, USAGE, AND MECHANICS

Chapter 17: The Parts of Speech

Chapter 18: Basic Sentence Parts

Chapter 19: Phrases and Clauses

Chapter 20: Effective Sentences

Chapter 21: Verb Usage

Chapter 22: Pronoun Usage

Chapter 23: Agreement


Chapter 24: Using Modifiers

Chapter 25: Miscellaneous Problems in Usage

Chapter 26: Capitalization

Chapter 27: Punctuation

Web Codes [What is this?](#)

 [SuccessNet® Login](#)

Technical Support
[E-mail Technical Support](#)
 for assistance.

Figure 5 Writing and grammar: grade eleven.

Another interesting point is the way the exercises or the quizzes are presented in such device. The questions are provided and students have to choose the correct answer. If they provide a correct answer their answers will be displayed in Green font. But if their answers are wrong then they will be illustrated in Red font and the system will correct the results automatically so that students can get benefits of their mistakes and learn the correct answers.

Figure 6 is an example of the submitted answers; some of which are wrong and others are correct.

Figure 6 below shows that for question one the result was correct as it was provided with Green font, and question was incorrect and because it is an exercise it asks you to retry answering to help users getting their own benefits.

However, the quizzes system is different because users are limited to a certain time, and once they submit their answers there will be no other tries to correct their mistakes and they will be provided with a mark.

Teachers can benefit from this by saving time in correction and time for taking the exams because after finishing the exact time students will not be able to write any more and their marks will be provided directly, which will sculpture students' own competence and self-esteem in taking the exams and a huge competence of the provided material .

Grade Eleven / Ruby
Online Exercise Bank

17.1 Nouns and Pronouns

Recognizing Nouns

	Noun 1	Noun 2	Noun 3
1. To our dismay, the elevator halted between floors.	dismay	elevator	floors
2. Sally bought an encyclopedia on technology.	Try Again	Try Again	Try Again
3. Can Amy get the cooperation of her classmates?	Choose One	Choose One	Choose One
4. Ted is interested in the origin of words.	Choose One	Choose One	Choose One
5. Halifax is the capital of Nova Scotia.	Choose One	Choose One	Choose One
6. The surgeon predicted	Choose One	Choose One	Choose

Figure 6 Nouns and pronouns: exercise 1.

Having different resources and different external materials and other supplementary aids will definitely help the learning processes for both students and teachers. Teachers will expand their knowledge with the huge data provided on the online-curriculum with clarity and easiness. On the other hand, students will get a new source of information with the instruction of their teachers to learn a pure language with no mistakes and with a more native nature.

4.3 Findings related to the third question: *Are both teachers and students aware of software and internet programs designed for teaching English as a foreign language? How do they assess these softwares?*

This question was answered by providing a third section to the questionnaire. The third section consists of the 3 different types of questions: in the teachers' questionnaire (two ranking questions and one self-knowledge question). Students' questionnaire has only 2 types of questions (one ranking questions and one self-knowledge question). Students' questions are similar to the teachers' questions, but the results of the students' questionnaire and teachers' questionnaire are different, so they will be presented separately (although the questions are the same).

4.4.1 Ranking questions in both students' and teachers' questionnaire.

* The first ranking question was:

What kind of information sources do you search for while browsing the Internet? Rank them according to importance from one to nine, "one" being the least important and "nine" being the most important.

- a) E-journals
- b) E-books
- c) E-encyclopedias
- d) E- dictionaries
- e) Online abstracting and indexing services
- f) Online bibliographical services
- g) Online workshops

- h) Discussion groups
- i) Databases

The results for this question for the teachers' opinions were found by getting the mean of each item provided in the options. The highest score was given to E-books with a mean of 6.90. Then E-Encyclopedia with a mean of 6.80, then E-journal 6.63, E-Dictionaries 6.50, Databases 5, Online abstracting 4.2, online bibliography, online workshops and finally with the lowest score discussion groups 2.30.

Table 5 Ranking of Internet sources as perceived by teachers.

Rank No.	Item	Mean
1	E-Books	6.90
2	E-Encyclopedia	6.80
3	E-Journals	6.63
4	E-Dictionaries	6.50
5	Databases	5.00
6	Online abstracting	4.20
7	Online Bibliography	3.80
8	Online workshops	3.20
9	Discussion groups	2.30

On the other hand, the results of this question for the students' opinions are shown Table 6.

The results were similar to Table 5, where students gave similar answers to teachers about the same questions. However, the highest score was for Discussion groups with a mean of 6.90, then Online abstracting 5.28, Online bibliography 4.95, Online Encyclopedia 4.94, E-journals 4.93, Online workshops 4.64, E-books 4.51, E-dictionaries 4.48 and finally with the lowest score Databases with a mean of 3.91.

The results as shown in Table 6 were very close to the results shown in Table 5, which shows similar tendencies between students and teachers' views. However, the highest score was for Discussion groups then Online abstraction, Online bibliography, Online Encyclopedia, E-journals, Online workshops, E-books, E-dictionaries and finally with the lowest score for Databases.

The researcher categorized all the provided websites from both teachers and students and came out with two different results for both teachers' case and students' case as illustrated below in Table 5. All the items provided in this table were added by teachers and students.

Table 6 Ranking of Internet sources as perceived by students.

No.	Item	Mean
-----	------	------

1	Discussion groups	6.9
2	Online abstracting	5.28
3	Online Bibliography	4.95
4	Online Encyclopedia	4.94
5	E-journals	4.93
6	Online workshops	4.64
7	E-books	4.51
8	E-Dictionaries	4.48
9	Databases	3.91

The second ranking question presented in Table 7 included answers from the participants' own knowledge. Students have provided 12 different items as useful websites they use to learn English as shown in Table 7 below. The results showed that students are not familiar with websites which are precisely geared towards teaching and learning English, but they tended to use random search engines. It seems they are more familiar with the general search engines and they do not use them regularly but only when they face a problem.

Table 7 Students' ranking of the websites they know/use.

Item:	Rank
-------	------

Google	1
Yahoo	2
Facebook	3
Hotmail.com	4
Englishraven	5
Youtube	6
Cambridgeesol	7
Wekipedia	8
Macmillanenglish	9
Letslearnenglish	10
Lead.co.sg	11
Linguistlist	12

The highest results were provided for Google search engine and it was ranked as number 1. Yahoo search engine was ranked as number 2; facebook as number 3, hotmail as number 4; Englishraven as number 5; youtube as number 6, Cambridgeesol as number 7; wekipedia as number 8; Macmillanenglish as number 9; letslearn English as number 10; lead.co as number eleven and finally with the lowest score given to linguistlist as number twelve.

Table 8 illustrates the results provided by teachers for this question. As part of the categorization process the research kept the 12 items which were provided earlier by student and added four new items which were provided by teachers.

Table 8: Teachers' ranking of the websites they know/use.

Item:	Rank
Google	1
Englishforeveryone	2
Hotmail.com	3
Yahoo	4
Pearsonlongman	5
Cambridgeesol	6
Wekipedia	7
Dictionaries	8
Englishraven	9
Linguistlist	10
Facebook	11
Lead.co.sg	12
Learnenglish	13
Youtube	14
Macmillanenglish	15
Letslearnenglish	16

Again, the highest result was scored for Google search engine, but here we can see the teachers own knowledge of specific website for learning English is bigger than students.

In Table 8 below, Google search engine was rated as number 1, , number 2 was for Englishforeveryone, number 3 went to hotmail.com, yahoo search engine was rated as number 4, number 5 is for Pearsonlongman, number 6 goes to Cambridgeesol and Wikipedia, Online dictionaries was ranked as number 7, number 8 for Linguistlist and Englishraven, Facebook was ranked as number 9, number 10 goes to Lead.co.sg, Learnenglish was number eleven and finally number twelve went to youtube.

Both Tables number 7 and 8 were compared in a third table (Table 9) to provide a clear image of the different answers provided by students and teachers regarding the websites they already know or use.

On the other hand, in Table 9, students and teachers gave a similar result about who they rank first which went to Google search engine. The rest of the results differed as different ranks were provided by both parties. However, there was a notable similarities between the ranks on the other levels, for example Hotmail.com was ranked third by the teachers and fourth by students which is a similar result.

Table 9 below shows both ranking results of the students and teachers' answers.

Although with clear differences, still some similarities existed between both teachers and students' answers.

Table 9 Students and teachers' ranking.

Item:	Teachers' Rank	Students' Rank
Google	1	1
Englishforeveryone	2	0
Hotmail.com	3	4
Yahoo	4	2
Pearsonlongman	5	0
Cambridgeesol	6	7
Wekipedia	7	8
Dictionaries	8	0
Englishraven	9	5
Linguistlist	10	12
Facebook	11	3
Lead.co.sg	12	11
Learnenglish	13	0
Youtube	14	6
Macmillanenglish	15	9
Letslearnenglish	16	10

When teachers were asked to rank the purposes for which they use the Internet as shown in Table 10, search engines was ranked first at a mean of 5.56 and discussion groups was ranked last with a mean of 2.75. However, www was ranked second 5.28, email was ranked third 4.8, FAQ's was ranked fourth 3.54, additional talent was ranked fifth 3.06 and finally chatting was ranked sixth 3.00 as shown in Table 10.

Table 10 Ranking of the Internet sites used by teachers.

Rank No.	Item	Mean
1	Search engines	5.56
2	WWW	5.28
3	E-mail	4.80
4	Frequently asked questions	3.54
5	Additional talent	3.06
6	Chatting	3.00
7	Discussion groups	2.75

4.4 Findings related to the fourth question

The second section of the questionnaire concerned with the problems of using the Internet, not only in the teaching and learning processes but also as external factors which may assess its usefulness.

In the same way, this section also has similar items between teachers and students questionnaires. The common problems have firstly been provided and they will be followed by the teachers' particular items.

Table 11 shows the common problems to both teachers and students. The first item "*Internet access speed is slow*" gave a result in that 77.4 % of the participants agree positively with this point. Item 2 "*It takes long time to download web-pages*" also gave a positive result of the participants with 78.7% positive answer. Fifty one percent of the participants also replied to item 3 positively. Item 4 "*It is difficult to view related material on the web-based curriculum*" the results shows that 27.5% of the participants answered this part negatively, 41.5% participants answered it positively and 30.9% undecided answer were provided.

The Internet provides lots of information which cannot be tracked easily (item 5), 62.3% of the participants gave positive results. Item 6 "*Internet connection is not available all the time*" also gave a positive result as 65.7% of the participants replied positively to this answer. Subscription to latest e-journals is expensive which is item seven was answered with a positive result of 61.2%.

Table 11: Problems concerning using the Internet in teaching and learning as perceived by teachers and students.

<i>Problem:</i>	Strongly Disagree	Disagree	Undecided	Agree	Strongly agree
<i>1. Internet access speed is slow.</i>	2.80%	10.30%	9.50%	44.30%	33.10%
<i>2. It takes long time to download web-pages</i>	1.10%	5.60%	14.60%	42.80%	35.90%
<i>3. It is difficult to find relevant information.</i>	1.10%	24.70%	23.20%	31.40%	19.60%
<i>4. It is difficult to view related material on the web-based curriculum.</i>	2.80%	24.80%	30.90%	25.80%	15.70%
<i>5. The Internet provides lots of information which can not be tracked easily</i>	7.30%	15.20%	15.20%	38.80%	23.50%
<i>6. Internet connection is not available all the time</i>	5.60%	17.40%	11.30%	36%	29.70%
<i>7. Subscription to latest e-journals is expensive</i>	6.40%	14.20%	21.20%	32.50%	28.40%
<i>8. Accessing the available network materials is hard.</i>	5.60%	20.20%	23.60%	33.20%	17.40%
<i>9. Using the internet violates one's privacy</i>	6.20%	21.30%	24.70%	29.80%	18%

Item 8 “Accessing the available network materials is hard” showed 50.6% positive answer. Finally, item 9 “Using the internet violates one's privacy” showed 47.8% positive answer, 27.5% negative answer and 24.7% gave an undecided answer.

Table 12 below provides teacher's responses toward the items of the Internet problems which concern teachers only.

Table 12 Problems concerning using the Internet in teaching and learning as perceived by teachers only

<i>Problem:</i>	Strongly Disagree	Disagree	Undecided	Agree	Strongly agree
1. The school where I teach is not equipped with computers.	10%	24%	12%	29%	25%
2. Supervisors do not encourage teachers to use the Internet.	6.4%	18%	13%	37%	25.6%
3. Teachers have no time to use the Internet.	5%	13%	13%	42%	27%

Item 1” The school where I teach is not equipped with computers was answered positively and gave positive items as 54% of the teachers think that schools are not fully equipped with computers.

Item 2 “Supervisors do not encourage teachers to use the Internet.” was also answered positively in a result of 62.6%. Item 3 “Teachers have no time to use the Internet.” showed a similar positive attitudes with a result of 69% showed positive reactions.

Chapter Five

Discussion, Conclusions and Recommendations

5.0 Introduction

This chapter presents a discussion of the findings of the four questions of the study. It also attempts to explain and interpret the results in light of the review of related literature. The chapter will also include a conclusion with recommendations for further study.

5.1 Discussion and Analysis of the Findings of the First Question: *Are Jordanian English school teachers aware of the impact of using the internet in the process of teaching?*

Results show in chapter 4 indicated that the majority of respondents of both teachers and students were positive. They stated that the Internet is a useful tool for teaching and learning English at school. A percentage of 70% was provided by respondents for eleven common items between the teachers' and students' questionnaires in a compared with 14% negative view by the same group of respondents to the 11 items and a result of 16% for an undecided opinion. This high result indicates the desire and the knowledge presented by the respondents about the usefulness of using the Internet in teaching. In fact, item # 5 "Students can be motivated by the use of the Internet in the classroom" gave a positive result of 75.4% according to the teachers' and students' opinions. This result agrees with Liaw (2007) who found that student interest in this approach "using the Internet" was high. This result also agrees with Al Haj (2011) who found in his

study that Internet in teaching EFL languages is one of the basic methods to enhance motivation in the EFL classrooms.

Item # 6 “Students can improve their English skills through the use of the internet” which also gave a positive result of 76.6% and was also in agreement with Liaw (2007) who concluded that the online based curriculum can facilitate communication as the Internet can act as a tool to increase verbal exchange. On the other hand, item 8 “Students can improve communication skills by e-mailing or chatting with native speakers of English on-line” matching the results of LeLoup (1997) who stated that email usage provided teachers the access to discussion groups and newspapers, which in turn allowed teachers to design activities and projects that enhanced their curriculum and provided students with opportunities to communicate directly with foreign language speakers.

To conclude, after answering the first question of this thesis, item # 10 “The Internet can replace library resources and service” with its high result 53.8% presents how the Internet invaded educational fields all around the world that people started to believe it actually can replace library resources. Having such result shows clearly that English school teachers are aware of the impact of using the Internet in the process of teaching.

5.2 Discussion and analysis of the findings of the second question: *How can the Internet -based curriculum help in teaching English?*

This question was interpreted by using a new different mean in finding its results. The researcher provided actual Web-based curriculum and illustrated the benefits, advantages and the easy flow of using such a tool.

It is important to highlight to the reader of this thesis that such tool is already used and applied in many educational schools around the world. Showing snapshots from an already made version of a professional web-based curriculum will provide an image for readers and people who are interested in adapting new means of education and will block the road for any delusionary images before those who are not ready to accept the fact that we need to follow the revolutionary world and adapt the new rising technologies.

The researcher's results about this question agrees with Boston's(2007) and also agrees with Santally and Senteni (2005) model who argued that web-based learning environment is an easy model for adaptation.

5.3 Discussion and analysis of the findings of the third question: *Are both teachers and students aware of software and internet programs designed for teaching English as a foreign language? How do they assess these softwares?*

The findings of this question have clearly indicated an affirmative response as both teachers and students are aware of the software and Internet programs designed for teaching English as a foreign language. Teachers and students responded to the ranking questions in a notable way that both parties stressed the importance of the medium they use in the Internet according to their educational background or culture. For instance: some schools helped their students and teachers to pivot their options by preparing them to use the help form Internet resources. Such web sites are like: “www.Lead.co.sg” and www.Letslearnenglish.com were introduced and recommended by their school administration.

It is interesting to find that students and teachers provided in this research a remarkable awareness of using random search engines to get haphazard educational notes. They actually use certain web sites which can help. The researcher had investigated some of these web sites and found out that two of the provided websites in the list are actually Web-based curriculums and they offer a full curriculum in their website, and another option which is a co-curriculum activity; in a way that the web site is the second resource of education after the hand book. These websites are: www.Cambridgeesol.com and www.Pearsonlongman.com.

5.4 Discussion and analysis of the findings of the fourth question: *What problems do English language teachers and students face in using the Internet?*

Nine major problems were indicated in answering this section. The researcher found that teachers and students face problems in using the Internet. These problems are more concerned with the availability of the network, which is something becoming easier to be solved day by day. The electronic revolution forced other fields of industry to flourish. Like the field of networking, each day a new company creates new easy ways for accessing the net by any communicational mean. It is no longer attached to the use of the Smart phones and its clever applications, but it is now growing to reach new creations such as the iPad or i-PODs which provide access to the net. These new inventions forced the communication field to offer new aspects of innovation to satisfy their users. So now the Internet in Jordan is available mostly everywhere with obtained prices, which will make it an easy solution for Internet users who suffer from lack of the network availability.

However, the point about training is always a valid issue; each time a new thing emerges around the world people will absolutely need some training. Teachers and students have to get training in how to use the educational web-sites either by an official order from the educational governmental institutions or by their schools administrations. Each time people are introduced to new things

around them will cause them to think about better situations including the teaching and learning situations. So demanding for a training to use the web-based curriculum and its co-curriculum activities will be beneficial for all the parties involved in the education community including the whole community as it will lead to a better education.

6.0 Conclusion

The Internet is one of the most powerful tools throughout the world. It is a collection of various services, applications, tools and resources. Emails, chat rooms, instant messaging programs, search engines and databases are examples of what the Internet can offer and they are widely used by the young generation and very common among the elderly.

The choice of the sample age was selected because the researchers wanted to include a variety of ranges to make sure that all views for all generations are represented in this thesis.

The basic conclusion of this research leads to a very fundamental conclusion that all generations believe and are aware of the great help of the Internet in the field of education. None of the questions or items provided in the net gave a negative response for any service or help provided by the Internet. On the contrary,

teachers and students wanted to get more knowledge about this revolutionary phenomenon and wanted to obtain the best of it.

The Web-based curriculum can help students to experience new lines of education, more resources, fun services and a reliable aid of teaching and learning. It can help students with discourse-abilities or physical discourses to have their education freely with the most benefits it may offer. It certainly will support teachers with their supervisor role to enhance their educational feedback and backgrounds. The role of the teachers will be more like a facilitator and a demonstrator of the educational process.

Everybody can benefit from the online curriculum as parents always have the time to take a look at their children's progress in school, or even the provided materials to be able to help them if necessary. And they always feel relieved because the education of their children is before their eyes with a wide range of resources for each topic.

6.0 Recommendations

On the basis of the results of this study, the researcher suggests a set of points to be taken into consideration by other researchers:

- The study can be applied to students with different educational levels and grades. It can also be applied to university students in Jordan. The sample may include both public and private universities for detecting the difference between them.
- The study may also include different majors rather than English in order to detect the difference between English majors and other majors. A comparative study can be made between this research and other research of a different subject.
- Further study can investigate the exact services provided by a different range of web-based curriculums and their massive resources. The study can compare two famous web-based curriculum for example.
- More research may examine two groups of students. The first group will be exposed to the normal process of education and the other can

only be taught by using a web-based curriculum and their results will be compared to provide real numerical results.

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Appendix A



جامعة الشرق الأوسط
MIDDLE EAST UNIVERSITY
كلية الآداب والعلوم
Faculty of Arts & Sciences

التاريخ: 2011/10/16

لمن يهمه الأمر

يرجى التكرم بتسهيل مهمة طالبة الدراسات العليا (لميس زياد جبارة) رقم الجامعي (400920104)، قسم اللغة الإنجليزية / كلية الآداب والعلوم في جامعة الشرق الأوسط لجمع المعلومات اللازمة لاستكمال رسالتها التي تعدها لنيل درجة الماجستير ، وتنفيذ تعبئة الاستبانة الخاصة بهذا الغرض.

ولكم جزيل الشكر والتقدير لتعاونكم،،

وتفضلوا بقبول فائق الاحترام

عميد كلية الآداب والعلوم


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Appendix B

List of the panel of experts who participated in the validity of the questionnaires:

- 1- Prof. Bader DweikMiddle East University.
 - 2- Prof. Raja'i Al KhanjiThe Jordanian University.
 - 3- Dr.Ibraheem ShehabAl Zaytoneh University.
 - 4- Dr. Wajeeh Abdelrahman.....Al Esra'a University.
 - 5- Dr. Fatima Jaafr..... Middle East University.
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Appendix C

Teachers' questionnaire

Dear teacher:

The researcher is conducting a research on the use of the Internet resources for teaching English in partial fulfillment of the requirements for the MA degree in English at the Middle East University, Amman, Jordan. This questionnaire is designed to find out the degree of use of the internet for teaching English in Jordanian schools. It consists of three sections; the first section elicits personal and demographic data; section two elicits data relevant to the use of the internet and internet resources in the English classes, and finally section 3 attempts to unveil the problems teachers face in using the internet for instructional purposes.. More specifically, the questionnaire aims to examine the degree that teachers use the Internet as a means and as a source of teaching materials. The researcher assures you that the information obtained in this questionnaire will be strictly confidential and used solely for research purposes

Thank you so much for your cooperation in filling out this questionnaire

The researcher

Lamees Jbarah

MA student

Department of English

Middle East University

Section One: Personal Information:

Please answer the following:

- 1-Name of school:.....
- 2-Qualification: BA MA Other (specify).....
- 3-Experience: 1-5 years 6-10 years 11-15 years 16 years or more
- 4-Nationality:.....
- 5-Age: 21-25 26-30 31-35 36-40 41-44 45-above
- 6- Gender : Male Female

Section two:

Answer the following question by ticking one of the columns next to each statement which shows the degree of agreement or disagreement with the statement. If you "strongly disagree", tick the first column, and if you "strongly agree" tick the last column and so on.

Item:	Strongly Disagree	Disagree	Undecided	Agree	Strongly agree
1.The internet Provides non-native teachers of English with a rich learning environment.					
2.Internet tools can be used for teaching purposes. Such as: Internet games, Email questions..etc.					
3.Internet resources can replace textbooks. Such as certain web sites which teach grammar, listening, reading and writing.					
4.It is easy to find ESL/EFL materials on the web.					
5.ESL/EFL websites are useful for teaching English. Such as: Applied linguistics.org, etc.					
6. Students can be motivated by the use of the Internet in the classroom.					
7. Students can improve their English skills through the use of the internet.					

8. Students can learn how to use internet resources for learning English by themselves.					
9. Students can improve communication skills by e-mailing or chatting with native speakers of English on-line.					
10. Students are more attentive in Internet-assisted English language teaching classes.					
11. As a teacher I am responsible for the success of Internet-assisted English language teaching.					
12. I am competent to use Internet-based materials in the classroom.					
13. I know how to integrate Internet resources into existing classroom curricula.					
14. I need training to improve my internet literacy skills.					
15. I use Internet-based materials and activities in my classroom as much as possible.					
16. The internet can replace library resources and services.					
17. The internet can exclusively replace the teacher as a source of teaching.					

- EFL : English as a Foreign Language
- ESL: English as a Second Language

Section three: Tick one of the columns next to each statement to express the degree of agreement or disagreement to the problems facing teachers in using the internet as a source for teaching or learning materials

Problem:	Strongly Disagree	Disagree	Undecided	Agree	Strongly agree
1.Slow internet access speed					
2. The time needed to download web-pages is long					
3. It is difficult to find relevant teaching materials in the internet					
4.It is difficult to view relevant teaching material in the web-based curriculum					
5. The Internet provides lots of information which can not be tracked easily					
6. Internet connection is not available all the time					
7. Subscription to latest e-journals is expensive					
8. Accessing the available network materials is hard.					
9. Using the internet violates one's privacy.					
10. The school where I teach is not equipped with computers.					
11. Supervisors do not encourage teachers to use the Internet.					
12. Teachers have no time to use the Internet.					

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Finally; please answer the following four questions:

1- For what purpose do you use the Internet in teaching? Rank them according to importance from one to seven, one being the least important and seven being the most important.

- a) Electronic mail
- b) World wide web
- c) Search engines
- d) Additional talent
- e) Discussion groups
- f) Frequently asked questions
- g) Chatting

2- What kind of information sources do you search for while browsing the Internet? Rank them according to importance from one to nine, "one" being the least important and "nine" being the most important.

- a) E-journals
- b) E-books
- c) E-encyclopedias
- d) E- dictionaries
- e) Online abstracting and indexing services
- f) Online bibliographical services
- g) Online workshops
- h) Discussion groups
- i) Databases

j) What Internet sites do you browse (use) for extracting materials for your students?

- 1)**
- 2)**

- 3)
 4)
 5)
 6)

k) How do you assess each site in terms of usefulness, relevance, and accessibility? Please answer this question by circling one of the options that follows

- | | | | |
|-----|-------------------|-----------------|-------------------|
| (1) | -extremely useful | somewhat useful | not useful at all |
| (2) | -extremely useful | somewhat useful | not useful at all |
| (3) | -extremely useful | somewhat useful | not useful at all |
| (4) | -extremely useful | somewhat useful | not useful at all |
| (5) | -extremely useful | somewhat useful | not useful at all |
| (6) | -extremely useful | somewhat useful | not useful at all |

THANK YOU SO MUCH IN ADVANCE FOR YOUR COOPERATION

Appendix D

Students' questionnaire

Dear student:

The researcher is conducting a research on the use of the Internet resources for teaching English in partial fulfillment of the requirements for the MA degree in English at the Middle East University, Amman, Jordan. This questionnaire is designed to find out the degree of use of the internet for teaching English in Jordanian schools. It consists of three sections; the first section elicits personal and demographic data; section two elicits data relevant to the use of the internet and internet resources in the English classes, and finally section 3 attempts to unveil the problems teachers face in using the internet for instructional purposes.. More specifically, the questionnaire aims to examine the degree of using the Internet as a means and as a source of teaching materials. The researcher assures you that the information obtained in this questionnaire will be strictly confidential and used solely for research purposes

Thank you so much for your cooperation in filling out this questionnaire

The researcher

Lamees Jbarah

MA student

Department of English

Middle East University

Section One: Personal Information:

Please answer the following:

- 1- Name of the school:
- 2- Nationality:.....
- 3- Age: 11-13 13-15 15-17 17-19
- 4- Grade:.....
- 5- Gender: Male.....Female.....

Section two:

Answer the following question by ticking one of the columns next to each statement which shows the degree of agreement or disagreement with the statement. If you "strongly disagree", tick the first column, and if you "strongly agree" tick the last column and so on.

Item:	Strongly Disagree	Disagree	Undecided	Agree	Strongly agree
1.The internet Provides non-native speakers of English with a rich learning environment.					
2.Internet tools can be used for teaching purposes. Such as: Internet games, Email questions..etc.					
3.Internet resources can replace textbooks. Such as certain web sites which teach grammar, listening, reading and writing.					
Item:	Strongly	Disagree	Undecided	Agree	Strongly

	Disagree				agree
4.It is easy to find ESL/EFL materials on the web.					
5. Students can be motivated by the use of the Internet in the classroom.					
6. Students can improve their English skills through the use of the internet.					
7. Students can learn how to use internet resources for learning English for themselves.					
8. Students can improve communication skills by e-mailing or chatting with native speakers of English on-line.					
9. Students will be more attentive in Internet-assisted English language teaching classes.					
10. The Internet can replace library resources and services.					
11. The Internet can exclusively replace the teacher as a source of teaching.					

EFL: English as a Foreign Language

ESL: English as a Second Language

The following items may cause problems or difficulties in using the internet.

Problem:	Strongly Disagree	Disagree	Undecided	Agree	Strongly agree
1. Internet access speed is slow.					
2. It takes long time to download web-pages					
3. It is difficult to find relevant information.					
4. It is difficult to view related material on the web-based curriculum.					
5. The Internet provides lots of information which cannot be tracked easily					
6. Internet connection is not available all the time					
7. Subscription to latest e-journals is expensive					
8. Accessing the available network materials is hard.					
9. Using the internet violates one's privacy					

Please circle the most appropriate answer “you can choose more than one choice for each question” for the questions below and answer the rest of the questions:

1- What kind of information sources do you search for while browsing the Internet? Rank them according to importance from one to nine," one" being the least important and "nine" being the most important.

- a) E-journals
- b) E-books
- c) E-encyclopedias
- d) E- dictionaries
- e) Online abstracting and indexing services
- f) Online bibliographical services
- g) Online workshops
- h) Discussion groups
- i) Databases

j) What Internet sites do you browse (use) for extracting materials? Please circle the most appropriate answer/answers.

1)

2)

3)

4)

5)

k) How do you assess each site (from the above list) in terms of usefulness, relevance, and accessibility? Please answer this question by circling one of the options that follows

(1) -extremely useful somewhat useful not useful at all

(2) -extremely useful somewhat useful not useful at all

(3) -extremely useful somewhat useful not useful at all

(4) -extremely useful somewhat useful not useful at all

(5) -extremely useful somewhat useful not useful at all

(6) -extremely useful somewhat useful not useful at all

THANK YOU SO MUCH IN ADVANCE FOR YOUR COOPERATION