

**Computers and the Internet:
Together a Great Tool for ESL/EFL Learners**

Roland B. Wilson
Roland_wilson@hotmail.com
Indiana State University,
Languages, Literatures & Linguistics
WWW@10 conference

15 Sept. 2004

Abstract

Many articles and books have been written on the use of the computer and the Internet to help linguists and English as a second language/English as a foreign language (ESL/EFL) professional teaching staff. However, such articles often reflect a wariness of the Internet, typified by Perrin's article, "Grammar on the Information Superhighway: Proceed With Caution," and very few have focused on the language learners. This paper tries to fill that gap by investigating ways that language learners can take advantage of the Internet to seek out and learn by using this powerful combined tool.

The computer-Internet combination has unlimited potential for English learners. It provides an inexpensive or free, up-to-date information and access to authentic language material twenty-four hours a day, seven days a week from virtually anywhere. In addition, as Butler-Pascoe and Wiburg state, "Technology assists students in acquiring language skills indirectly by acting as a major motivator and stimulus for language development." It also helps learners breach cultural and social barriers by providing them with information on their target culture and by letting them experience the culture through direct communication with English speakers via the Internet. Using this technology to supplement more traditional schooling, language learners can only benefit.

Finally, technology is indeed power and the more power we entrust to the students, the more control we allow them to have over their own learning. This technology allows learners to do multiple language tasks, simultaneously integrating all the basic language skills--reading, writing, listening, speaking. When used, it is an invaluable asset in the arsenal of language teaching and learning tools. Therefore, we must open the minds of educators and motivate the learners by unlocking the doors and allowing the spider to cast her electronic Web of English around our students in and out of the classroom.

Many articles, journals, and now books have been written on the use of the computer and the Internet to help linguists and English as a second language/English as a foreign language (ESL/EFL) professional teaching staff. However, very few have been focused on the *language learners*, who, by far, are and will be the vast majority who will utilize these items to help improve their skills. In addition, such articles often reflect a wariness of the technology of the computer-Internet, typified by Perrin's article, "Grammar on the Information Superhighway: Proceed With Caution." Therefore, these publications normally do not give recommendations and direction, but tend to dictate what the ESL/EFL learners should be viewing or not viewing. Despite this, no one can deny that technology such as the computer-Internet is here to stay, both in and out of the classroom. For example, an article in the *Chicago Tribune* written by Agustina Guerrero states, "As technology becomes more popular as an educational tool, teachers are encouraging the use of computers, the Internet. . . ," and "technical advancements include wireless campuses, notebook computers and hand-held devices--even for [use by] 5-year-olds."

By providing the ESL/EFL learners with no-nonsense information about the powerful combined tool of the computer and Internet, broken down into a simple style along with "recommendations" on certain uses of the Internet, this paper hopes to provide ESL/EFL learners with the greatest advantage of them all: the ability to seek out and learn by using this virtual infinity of world-wide knowledge.

To help them succeed in this goal, the learners must understand the types of Internet sites and their uses, other diverse uses of the Internet to help improve their English abilities, and the basis of pessimistic views and myths that have stymied the use of the computer-Internet combination for ESL/EFL learning.

In the earlier years of computer and software development, linguists and foreign language professionals were, for the most part, concentrated around Computer Assisted Language Learning (CALL). However, over the past 10 years, the speed and the amount of information available on the Internet has helped to promote the interest linguists and foreign language professionals alike have in utilizing it. According to Lafford and Lafford, the computer-Internet combination provides information through both “non-interactive” and “interactive means.” Non-interactive means would be such things as on-line newspapers, dictionaries, resource materials, videos, and most on-line school prepared courses. Interactive means would cover such things as E-mail, chatting, chat groups, discussion groups, video teleconferencing (VTC) and some types of interactive software. Another way to look at Internet sites is to break them down into what they can do for the language learner.

There are a myriad of Internet sites that ESL/EFL learners can use to help improve their English. Robert Perrin’s “Grammar on the Information Highway: Proceed With Caution,” discusses six types of Internet sites for the language learner. The first type mentioned is “informational” sites, in which explanations of grammar points are shared. Perrin refers to this as “online versions of textbook or workbook pages or screen variations of class handouts.” The second type is the “interactive” exercise sites. These sites provide grammar quizzes and some basic explanations. The third type of sites, “Expert” sites, deals with things ranging from online advice from both real and self-proclaimed experts to advertising “for-hiring services in editing and consulting.” The fourth type of site is called “resource” sites and, as the name indicates, deals mostly with a hodgepodge of services that range from selling books to listing other Internet sources and sites. The fifth site is probably one of the most important and useful sources of grammar and ESL/EFL information for students attending certain universities and is called

simply “school” sites. As the name indicates, school sites are maintained by the schools and provide supplemental material and information for classroom work. Perrin’s sixth type, “commercial” sites, as the name indicates “sells instructional material or services related to grammar” (81). I would combine Perrin’s fourth site which sells books and provides services with the sixth site mentioned, which also is a site that sells instructional material for commercial gain or profit. However, there is another site that must be added to the list for language learners. This type of Internet site should be named “Private or Personal Homepage Sites” and consists of students and some professionals who have struggled to understand English the way that it is explained in some grammar books. Therefore, when they have “broken the code” of grammar or other items, they have put that information on homepages for others to read and understand. A list of helpful Internet sites with a brief description of each is contained in Appendix (A). Besides these six types of Internet sites, there are many other uses for the computer-Internet combined tool for language learners.

Zoraini Wati Abas’s article, “Handy Reference Tools on the Net,” talks about how students can access many online dictionaries, CD ROM material and interactive software through the Internet. This type of access can be done from virtually anywhere and at anytime. In addition, Cleborne D. Maddux in “Solving Accessibility and Other Problems in School and Classroom Web Sites” gives some excellent examples of how the web/Internet is a great tool for students in rural areas and those with disabilities. As the world becomes more global and in a sense, smaller, the learner or educator could very well be in another country. Using the Internet to access “authentic language material” is another area that will help students studying English, particularly EFL students who may not have other ways to access this type of material. Fortunately, today’s up-to-date technology, the combined Internet tool, makes it possible for

English learners to access online authentic materials which can help by “promoting” the cultural awareness that could only be acquired in the past by study abroad programs (Lafford and Lafford: 216). The Internet provides an unlimited, near real-time amount of current and authentic language material, some of which may even be broken down into dialects depending on the source and need. Motivating students to learn a foreign language, to stick with it, is something all educators and learners alike have problems with. According to Butler-Pascoe and Wiburg, “Technology assists students in acquiring language skills indirectly by acting as a major motivator and stimulus for language development.” Resources such as computers, the Internet and sites accessed, and language skills learned act as “incentives” to help learners communicate as they study and work together, which exposes them “to large amounts of comprehensible speech and access to low-anxiety learning environments” (84). However, how do we know that students are using the Internet to study English and that the Internet is helping them learn English?

In a survey I conducted last summer (see appendix C) after receiving authorization to conduct human subject research from Indiana State University, I targeted two groups of ESL/EFL learners to ask that question.

The first group was English learners who were members of on-line ESL/EFL chat and English type discussion groups through both Yahoo and MSN. For a list of these groups, see appendix B. This group was an easy target as I just posted my request to the group along with a detailed explanation of what to do and what not to do. I then just waited for replies. I received 106 surveys in less than a month.

The second group of participants was mostly from Korea, where I was taking summer classes. Due to restrictions on human subject research, I solicited participants in an area of Korea which has three major universities within a two mile area, but was off-campus. The

criteria for the people to participate were they had to understand the instructions I gave them, and they had to be able to read and understand the survey. In one month, I collected 202 surveys.

Using the SPSS (Statistical Package for the Social Sciences) software and doing a statistical analysis, as you can see by the chart below, out of 308 surveyed over 80% responded favorably to each of the major questions (below the chart).

Overall Findings

			Freq	Valid Percentage
Q1	Valid	YES	308	81.35%
Q2	Valid	A LITTLE or A LOT	308	84.96%
Q3	Valid	YES	308	88.35%

Questions:

- 1. Do you use the computer-Internet to help learn/study English? YES NO**
- 2. Has using the computer-Internet helped you learn/study English? NO A LITTLE A LOT**
- 3. Do you think that the computer-Internet combination has improved the way that people from all over the world study English? YES NO**

By far, the majority of participants surveyed used the Internet and thought that the computer-Internet combination was helping them and people around the world improve their English. There were no significant differences between the answers given by males and females (see appendix D, 2.1 and 2.2) and the answers given by Internet participants and directly surveyed participants (see appendix D, 6.1-6.3 and 7.1-7.3). In addition, many of the participants who did not use the Internet to study English and did not think that the Internet helped them learn English (question two 84.96%) still thought the computer-Internet combination was helping people around the world improve their English as indicated by a higher positive answer rate on question three (88.35%).

The ESL/EFL learners surveyed seemed well ahead of most of the teaching staff in the use of the Internet in studying English and had a wealth of information to share such as Internet

sites and software used. Out of the surveys, I selected some of these highlighted remarks; they are contained in appendix E. I believe that the survey and the results of the survey were a success. As an interesting footnote, this high percentage of computer and Internet use to study English seems to be the exact opposite of the situation in the traditional non-digital language labs (using tapes and recorders) in the 1950's – 1980's, when faculty enthusiasm was matched in return with absolute revulsion by students and will be discussed further, later in this paper.

David Crystal in *Language and the Internet* talks about the use of chatgroups and the influence they have on English learners (11, 129). Although Crystal oversimplifies the use of chatting by limiting this “tool” to only group settings, individual learners now can go on-line, in the comfort of their home, and chat with a native speaker, one-on-one, without the fear of face-to-face engagement. This *breaking down the walls of fear* can do so much to enhance not only the foreign language ability of the learner, but also his or her knowledge of the target language's culture and possibly even some social aspects. In addition, when chatting, the time to think in the second language is drastically minimized and, therefore, the use of translation is lessened. In other words, second language learners will likely spend less and less time translating words or phrases from their first language or mixing their first and second language together. This will help them achieve the goal of many second language learners, and that is to begin to think automatically in that second language, vastly improving their response time. This, in addition to modern day E-pals (E-mail exchanges with native speakers), will greatly enhance the reading, writing, grammar, and cultural ability of the learner. Many of these points are echoed by the students surveyed as can be read in appendix E. Kasper states, “According to *The President's Educational Technology Initiative* (1998), when technology is used as part of a pedagogical model that involves students in complex, authentic tasks, the results are student-centered

cooperative learning, increased teacher-student and peer interaction, and more positive attitudes toward learning.” In addition, this improves the motivation of the students, which is a major factor affecting second language learning (205).

Some linguists such as Crystal believe that the computer-Internet combination, when used by ESL/EFL learners, “is still largely text based” (8). However, the advent of inexpensive video cameras, of easy to use interactive software, and of faster computer connection speed due to the digitization of bandwidth known as broadband or DSL (Digital Subscriber Line) have allowed people from around the world to chat, either face-to-face or by voice only, in near “real-time.” In fact, an entire new market of PC Rooms has emerged around the world for those who may not have a computer at home, but want to use the computer in this way. Therefore, the computer-Internet tool has now become not only a written text tool, but one that can also help improve pronunciation and possibly pragmatic functions as well. This can be done by the learner being able to interact face-to-face (via video/pc cameras) with the native speaker, watching his or her gestures and eye movements to understand those additional hard to learn portions of the language. In the near future, with the invention of such things as Internet2 and LambdaRail, with speeds 100 times the typical broadband internet service at home, learning through the Internet will only get better and better.

With few exceptions, most students know how to use the computer-Internet combination and probably feel more comfortable in front of a computer than in a traditional classroom setting. According to Perrin, computers and the Internet “may provide them [students] with easy access to the grammatical elements they need to work on.” In addition, he points out, information on the Internet is available twenty-four hours a day seven days a week, making it a great source of information when teachers are not available or libraries are not open (82). With such a wide

range of uses and abilities to do so many things on the Internet, such as practice quizzes or asking questions to user or chat groups, the computer-Internet combination can help even the meekest and shyest student in the class by providing a private place to improve his or her language skills and ask questions. In addition, the computer-Internet combination can help with cultural differences as well by providing the learner access to cultural notes on the country he or she is studying, or by simply asking cultural questions on-line to their E-pals or chatting partners without the embarrassment of a real face-to-face meeting.

Due to cultural differences that affect both the teaching styles the learners are accustomed to and the learning styles the students have been taught to use, the Internet can be a great ice breaker or broker to bridge the gap of cultural difference. For example, if we compare the ESL learning and teaching styles in the United States with the EFL learning and teaching styles in Asia, we would find that the class activities in Asian countries emphasize more traditional techniques such as memorization and repetition and drills, rather than the freedom of choice, creativity, and innovation. Students are refrained from using their own minds or disagreeing with anyone of authority. In Asia, Westerners are considered to be very individualistic, critical, open-minded and, sometimes, even rude. This cultural “gap” can make a diverse ESL classroom very difficult for the learners and the educators, but the computer-Internet combination, as mentioned earlier, can help bridge this gap. However, despite all these great benefits, there are still many who are trying to hold back the tide of this powerful tool from the language learner and classroom.

Many educators are, to say the least, cautious of the use of the computer-Internet combination to help ESL/EFL learners or to help teach languages. Douglas H. Brown’s book, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, talks about how the

first language laboratories probably started to find their way into many language schools in the 1950's and 1960's and many had high hope in this technology. However, when the original language laboratories did not make the perfect language student, educators became uninterested in the laboratories and this technology. Later, with the advent of the Internet, Brown states, "the promises [of great things that could be done on the computer-Internet to help language learners] were more guarded as we [teachers] sought better and better ways of incorporating this powerful tool into our classroom" (143-144). This pessimism, in part, was due to the past failures of the earlier breakthroughs in technologies such as the reel-to-reel, tape decks, VCR's and TV's. In addition, many educators are fearful of tools that they are themselves not yet fully prepared to use, and therefore they may dislike students utilizing something that they have not yet "thoroughly" used themselves. Alternatively, they may feel overworked and burdened to learn new technological skills that may not seem to be needed at the time. Kasper's book, *Content-Based College ESL Instructions*, quotes Harapnuik (1998), who says, "Many adults are fearful and apprehensive toward new learning experiences with technology. This is true of ESL instructors as well. . . ." (203).

In the 1980's and 1990's, many people believed that English would dominate the world using the Internet as the transporter and become sort of a lingua franca, much as it has done in the business world. They also believed that the English language would somehow become twisted and turned into something that was not "standard." Many countries worried that an Internet, based on English, would take away from their "national identity." Many also worried and still do that due to the abbreviated language of the E-mails, chatgroups, etc., learners exposed to this informality will lose more of their formal writing style -- if they have even developed that at all - - and their spelling will become worse. However, English is already very difficult to spell for

both native and non-native speakers, and students will find other ways to improve their spelling such as rote memorization or extensive reading to name two.

Although at first the vast majority of Internet sites were in English, and there are countless new terms thanks to the Internet, many of the original worries of the 1980's and 1990's did not materialize, and of those which did, numerous others have since disappeared or became insignificant to many. In fact, according to Russell H Kaschula, "It would seem then that the indigenous languages of South Africa, including Afrikaans, now find themselves in the same arena in a post-colonial or neo-colonial Africa. . . . However, it is the *Internet* which has allowed indigenous languages to mushroom themselves back into contention. This is in line with occurrences elsewhere in the world. While English is the majority language on the Internet, it only holds 57,4% of the content. An estimated 96 million people make use of the net to promote their own languages." Therefore, the Internet can also be a catalyst to promote or "connect" minority language speakers around the world and keep those languages alive. In addition, "The use of language and the Internet can fruitfully be viewed as a co-adaptation process," according to Neil Gandal. Furthermore, Gandal states that "Languages are also subject to virtual network effects. The value of speaking English increases as the number of English language websites. . . increases. This will lead to an increase in the number of non-English speakers learning English in order to have access to English language websites. . . . Over the long term, individuals (and their parents and teachers) make decisions about which languages to learn. This [these] decisions are driven in part by the desire to access certain content, as well as the desire to communicate directly with speakers of other languages." Besides, political views, when possible, should not interfere with education, such as students using the Internet as a tool to help learn English or anything else.

Language learners are always seeking ways to improve their learning ability and need information on their language of choice. In fact, Lonnie Turbee in her article “Mooing in a Foreign Language: How, Why and Who?” states that people who grow up with computers adapt to all sorts of net-based teaching because they are already familiar with the hardware and much of the software. In this respect, young students are ahead of most teachers, so it would be well to utilize them as a resource for using computers while guiding them to the applications [and information] that most enhance their language experience. Those who meet the students out there on the net will be able to teach them. Those who do not will, in many ways, be left behind.” I believe that the computer and Internet combination should be incorporated into every curriculum, and classes should be given on the use of the Internet for all types of language learning, including learning by faculty. If, as some professionals have done in the level of student centered language learning, we take the same approach for the computer-Internet combination, we will successfully integrate this combined tool into the language classroom. Therefore, both learners and educators should be interested and will benefit from this.

In summary, technology is indeed power and the more power we entrust to the students, the more control we allow them to have over their own learning. This technology (such as the computer-Internet combination) allows learners to do multiple language tasks, simultaneously integrating all the basic language skills--reading, writing, listening, and speaking. *When used*, it is an invaluable asset in the arsenal of language teaching and learning tools. Therefore, we must open the minds of the educators and motivate the learners by breaking down the walls of technical bias, unlocking the doors, and allowing the spider to cast her electronic World Wide Web of English around our students in and out of the classroom.

Appendix A

Annotated List of Internet Sites Visited

(All sites confirmed as of 13 Sept, 2004)

Reading/Writing

- Comenius English Language Center

This site has fables with true and false answers/quizzes.

<<http://www.comenius.com/>>

- Purdue's Online Writing Lab

This is an excellent site that offers a variety of material and a section for ESL students.

<<http://owl.English.purdue.edu>>

- Kent State Owl on-line writing lab

This is a good site for a variety of information.

<<http://owl.english.purdue.edu/handouts/esl/eslstudent.html>>

- Dave's ESL Slang Page

This site contains pages of slang words and exercises for the English learner and is well know throughout many part of the world.

<<http://www.eslcafe.com/slang>>

- Vance's ESL Page

This page has a list of resources available for students to use when studying English

<<http://www.geocities.com/Athens/Olympus/4631/eslindex.htm>>

- Toon-in to Idioms

These are pages of idioms and explanations with some dialogue and animation.

<<http://www.elfs.com/2nInX-Title.html>>

- YBM E4U

This site provides Koreans with many tools needed to study for the TOEIC and TOEFL tests with additional on-line courses.

<<http://e4u.ybmsisa.com/school/>>

Grammar

- Grammar Safari

Grammar Safari is a tool to help you find more grammar explanations on the web.

<<http://www.iei.uiuc.edu/web.pages/grammarsafari.html>>

- Self-Study Quizzes for EFL Students

This site covers many topics of grammar and idioms as well.

<<http://www.aitech.ac.jp/~iteslj/quizzes>>

- University of Maryland, Baltimore County

This site provides many English Grammar Links for ESL Students.

<<http://www.research.umbc.edu/~korenman/links101b.html>>

Vocabulary/Listening/Pronunciation

- The Word Wizard

This site discusses the origin of words both standard and slang.

<<http://www.wordwizard.com>>

- Focusing on Words

This site is advanced and focuses on English words by using the Latin and Greek elements used in English.

<http://www.wordfocus.com>

- Randall's ESL Cyber ESL Lab

This site provides a variety of quizzes and exercises along with many files that can be downloaded.

<http://www.esl-lab.com>

- University of Oxford Phonetic Library

This site provides students with resources to help with pronunciation.

<http://www.phon.ox.ac.uk>

- PenPalNet

This site provides English learners with a way to meet English speakers in a non-invasive environment.

<http://www.penpalnet.com>

- CoolEnglish

This site provides English learners (specifically Koreans) with a variety of material to study English to include American Forces Radio Broadcast.

<http://www.coolenglish.co.kr>

Teacher Resources on the Web

- The Educator's Reference Page

This is a multiple resource page that students and teachers could use.

<http://www.eduref.org>

- Home page of the ERIC Clearinghouse on Languages and Linguistics

This site, which is located at the Center for Applied Linguistics provides a lot of information on English resources and linguistics.

<<http://www.cal.org/>>

- Computer Assisted Language Learning (CALL)

This site of CALL's official site tells you all you need to know about CALL and includes links to authoring tools.

<<http://www-writing.berkeley.edu/chorus/call/>>

- TAPPED IN

This site is an online workplace of an international community of education professionals to collaborate, share, and support one another.

<<http://ti2.sri.com/tappedin/>>

- BBC On-Line

This site offers all types of educational areas for teachers and students alike.

<<http://www.bbc.co.uk/>>

- Hot Potatoes

This site is software that allows you to make your own tests and is free to download.

<<http://cla.univ-fcomte.fr/english/html/hotpot.htm>>

- George Mason University Language Software Site

This site has an enormous number of links to download various types of software to use in the ESL/EFL classroom.

<<http://mason.gmu.edu/~montecin/platforms.htm>>

- TechSoup

This site mainly provides you with information related to software and computers.

<<http://www.techsoup.org>>

- British Council on English

This site provides resources to include discussion groups and downloaded materials in curricula.

<<http://searchenglish.britishcouncil.org/>>

- Cambridge University ESOL Testing Site

This site provides teachers with many resources to test students English ability.

<<http://www.cambridgeesol.org/index.htm>>

- GETA

This site is the homepage of a Teaching association in Korea and has resources available to EFL teachers.

<<http://www.Geta.co.kr>>

- Go Hacker

This is a site that has test questions for the English exams and the GRE.

<<http://www.gohackers.com>>

- Systemic Discussion Groups

This site provides you with many other sites for teaching professionals to discuss and share teaching techniques.

<<http://www.wagsoft.com/Systemics/Contact/index.html>>

Appendix B

Annotated List of ESL/EFL and English Related Chat/On-line Groups

MSN Groups:

- | | |
|---|-----------------------------|
| - ESL CHAT ROOM | - MeetLaoWai ESL Group |
| - Murray State University 2002-2003 ESL | - The Linguist2k ESL Centre |
| - World ESL Cafe | - After Class |
| - Korean English Japanese Language Exchange | - ESL Experience |
| - ESL Korea | - ESL - Muniz |
| - ESL Students' Friends | - Exchange Language |

Yahoo Groups:

- | | |
|--------------------------------|-------------------------------|
| - Bilingual_ESL_Educators | - Content-ESL |
| - Creative_Teaching | - discourse_inotation |
| - English_as_a_second_language | - E-friends |
| - Englishconversationclub | - Englishlanguageteacherforum |
| - ESL_activism | - ESL_club |
| - ESL_computers | - ESL_kids_talk |
| - ESL_about | - ESL_forums |
| - ESL_educators | - ESL_lounge |
| - ESL_TeachersCafe | - ESLforums |
| -ESL_games | - ESL_ideas |
| - ESL_incanada2000 | - ESLKorea |
| - ESLJobs | - ESLWritingCenter |
| - Evonline2002webheads | - ForeignLanguages |
| - ForumTeachersDevelopment | - Italy-TEFL_ESL |
| - JASFL | - LanguagesAndMore |
| - Linguistics-students | - SecondSchoolESL |
| - south_africa_english | - teflpark |
| - theenglishworkshop | - thelanguagesociety |
| - TRENT_ESL_CALL | - vancouver_bc_esl |

Appendix C

Computer-Internet Survey

Date: _____

a. Background Information:

Age: _____ years Sex (circle one): Male Female

Group Type (circle one): EFL Student ESL Student ESL/EFL Teacher

(EFL: English as a Foreign Language - if you study (ied) in a country where English is NOT the primary language.) (ESL: English as a Second Language - if you study(ied) in a country where English is the primary language.)

Years Studying English: _____ Country of Origin: _____
(Years studying English in School)

How many years have you studied English abroad? _____ Where? _____

Years of Formal Education: _____
(From grade school until the present time)**b. Questions (circle the best answer):**

1. Do you have a computer in your home/where you stay? YES NO

If yes, do you have access to the Internet? YES NO

2. Do you use the computer-Internet to help learn/study English? YES NO

3. Has using the computer-Internet helped you learn/study English? NO A LITTLE A LOT

4. Has using the computer (without the Internet) helped you learn/study English?

NO A LITTLE A LOT

5. Do you think that the computer-Internet combination has improved the way that people from all over the world study English? YES NO

6. If you think using the computer-Internet combination helps improve your English, please explain how you find it useful (what Internet sites you find useful or other useful tips such as software used, chatting, E-mail, grammar search, TOEIC (Test of English for International Communication) test practice, for example).

7. If you do NOT think using the computer-Internet combination improves your English, please explain why.

(Continue your answers on the back, if necessary.)

Appendix D

1.1

Overall Descriptive Statistics

	Participants(N)	Minimum	Maximum	Mean	Std. Deviation
AGE	308	16.00	57.00	26.37	19.17
GENDER	308	1.00	2.00	1.56	.49
GROUP TYPE	308	1.00	2.00	1.29	.75
YRS STUDYING ENG	308	.30	41.00	9.96	4.84
YRS STUDYING ABRD	308	.00	17.00	.58	1.81
FORMAL EDUCATION	308	1.00	29.00	15.	2.87
Valid N (listwise)	308				

Gender: 1= Male, 2 = Female

Group Type: 1= Directly Surveyed, 2 = Internet Surveyed

Formal Education: Starting from Grade School

Main Questions on the Survey:

1. Do you use the computer-Internet to help learn/study English? YES NO
2. Has using the computer-Internet helped you learn/study English? NO A LITTLE A LOT
3. Do you think that the computer-Internet combination has improved the way that people from all over the world study English? YES NO

2.1

Descriptive Statistics for Males

	Participants(N)	Minimum	Maximum	Mean	Std. Deviation
QUESTION 1	133	1.00	2.00	1.17	.38
QUESTION 2	133	1.00	3.00	2.06	.61
QUESTION 3	133	1.00	2.00	1.11	.32
Valid N (listwise)	133				

a GENDER = male

3.1

Descriptive Statistics for Females

	Participants(N)	Minimum	Maximum	Mean	Std. Deviation
QUESTION 1	175	1.00	2.00	1.20	.40
QUESTION 2	175	1.00	3.00	2.10	.61
QUESTION 3	175	1.00	2.00	1.12	.33
Valid N (listwise)	175				

a GENDER = female

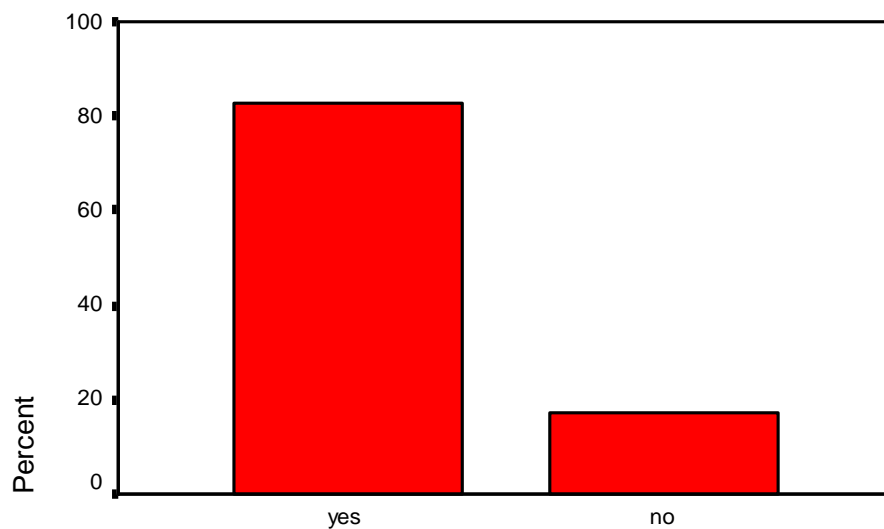
4.1

Question One for Males

Do you use the computer-Internet to help learn/study English? YES NO

QUEST1

GENDER: 1.00 male

**QUEST1**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	110	82.7	82.7	82.7
	no	23	17.3	17.3	100.0
	Total	133	100.0	100.0	

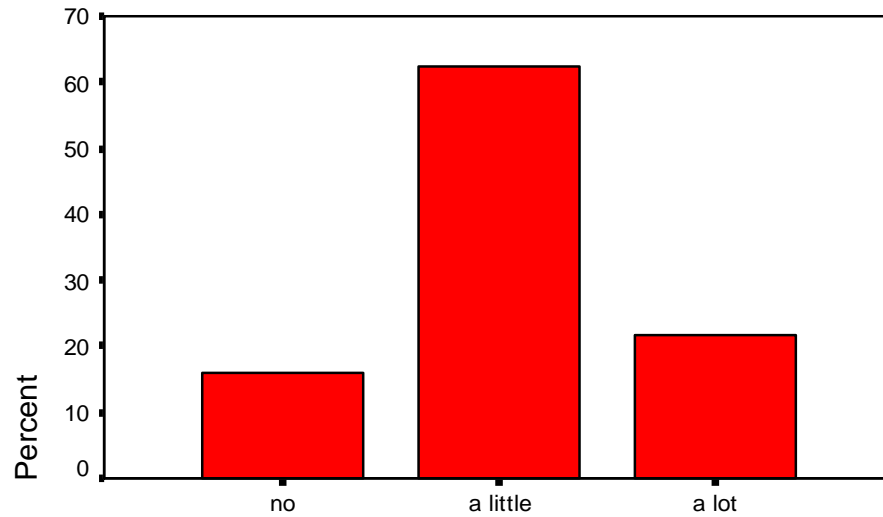
4.2

Question Two for Males

Has using the computer-Internet helped you learn/study English? NO A LITTLE A LOT

QUEST2

GENDER: 1.00 male

**QUEST2****QUEST2**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	21	15.8	15.8	15.8
	a little	83	62.4	62.4	Combined 84.2
	a lot	29	21.8	21.8	100.0
	Total	133	100.0	100.0	

a GENDER = male

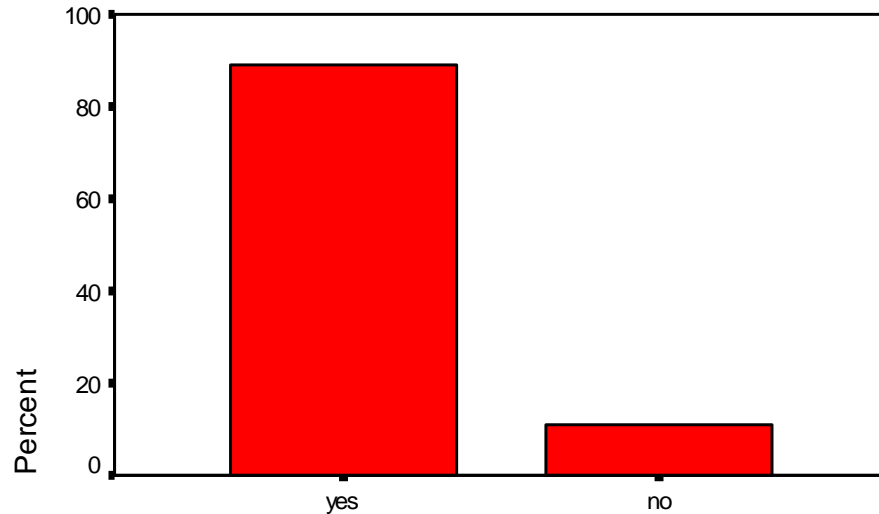
4.3

Question Three for Males

Do you think that the computer-Internet combination has improved the way that people from all over the world study English? YES NO

QUEST3

GENDER: 1.00 male

**QUEST3****QUEST3**

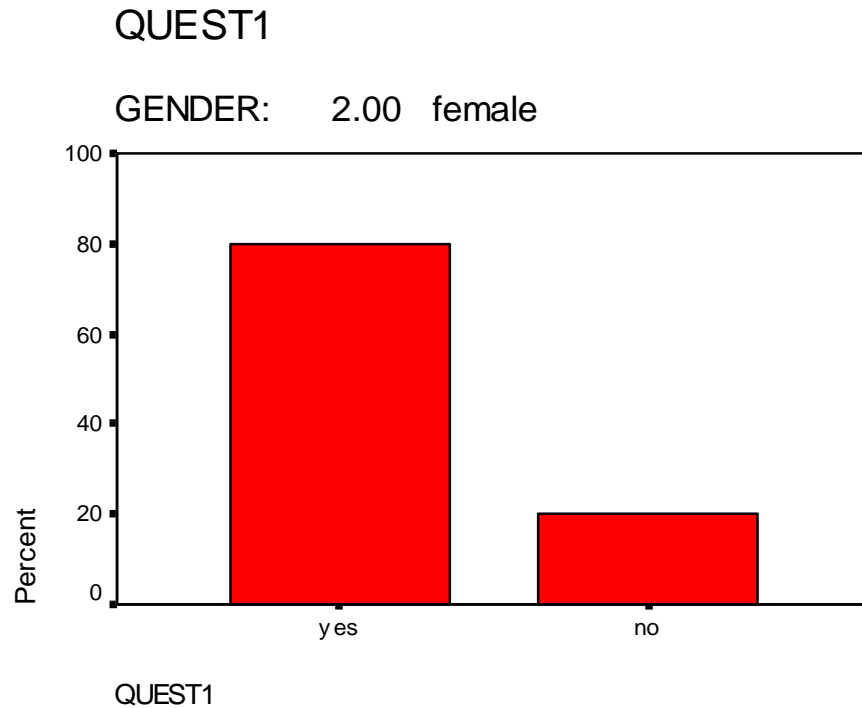
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	118	88.7	88.7	88.7
	no	15	11.3	11.3	100.0
	Total	133	100.0	100.0	

a GENDER = male

5.1

Question One for Females

Do you use the computer-Internet to help learn/study English? YES NO

**QUEST1**

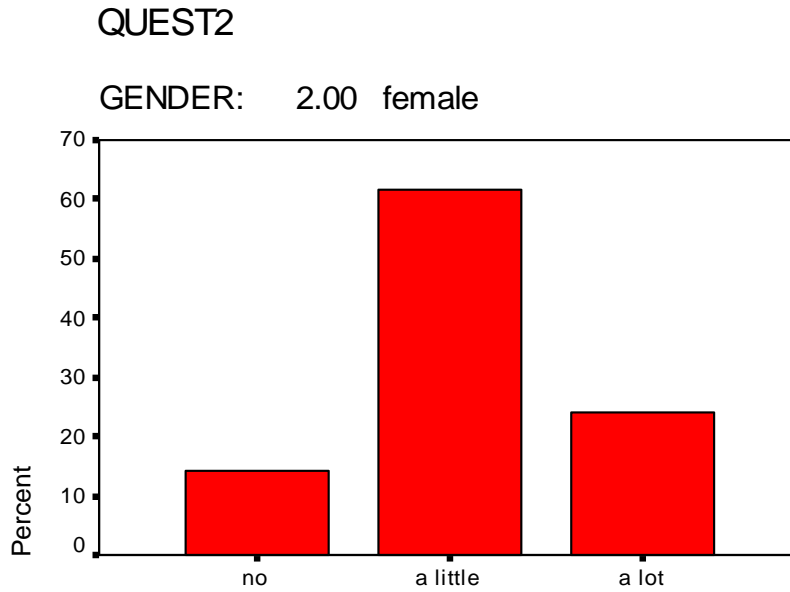
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	140	80.0	80.0	80.0
	no	35	20.0	20.0	100.0
	Total	175	100.0	100.0	

a GENDER = female

5.2

Question Two for Females

Has using the computer-Internet helped you learn/study English? NO A LITTLE A LOT



QUEST2

QUEST2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	25	14.3	14.3	14.3
	a little	108	61.7	61.7	Combined 85.7
	a lot	42	24.0	24.0	100.0
	Total	175	100.0	100.0	

a GENDER = female

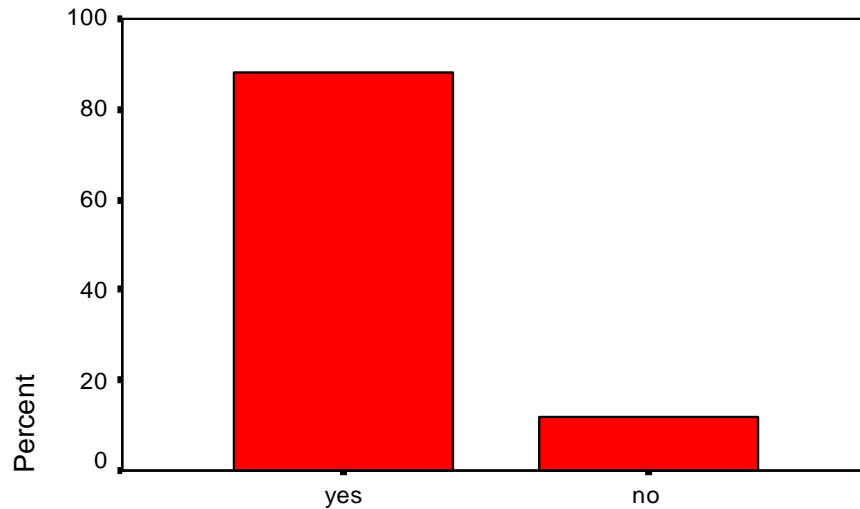
5.3

Question Three for Females

Do you think that the computer-Internet combination has improved the way that people from all over the world study English? YES NO

QUEST3

GENDER: 2.00 female

**QUEST3****QUEST3**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	154	88.0	88.0	88.0
	no	21	12.0	12.0	100.0
	Total	175	100.0	100.0	

a GENDER = female

Directly Surveyed

6.1

QUEST1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	162	80.2	80.2	80.2
	no	40	19.8	19.8	100.0
	Total	202	100.0	100.0	

6.2

QUEST2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	30	14.9	14.9	14.9
	a little	137	67.8	67.8	82.7
	a lot	35	17.3	17.3	100.0
	Total	202	100.0	100.0	

6.3

QUEST3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	178	88.1	88.1	88.1
	no	24	11.9	11.9	100.0
	Total	202	100.0	100.0	

Internet Surveyed

7.1

QUEST1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	88	83.0	83.0	83.0
	no	18	17.0	17.0	100.0
	Total	106	100.0	100.0	

7.2

QUEST2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	16	15.1	15.1	15.1
	a little	54	50.9	50.9	66.0
	a lot	36	34.0	34.0	100.0
	Total	106	100.0	100.0	

7.3

QUEST3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	94	88.7	88.7	88.7
	no	12	11.3	11.3	100.0
	Total	106	100.0	100.0	

Appendix E
(Important Points Highlighted For Emphasis)

Answers in favor of using the computer-Internet:

- a. 25-year-old female from Taiwan: “To use computer (Internet) *decreases the cost of studying* English since we don’t need to pay the highest tuition. Also, software and hardware have improved a lot these years.”
- b. 23-year-old female from South Korea: “Chatting and sending *E-mails to penpal* friends will improve English skills, having a class from the Internet at home is useful for people who can’t go to the Institute because they are busy.”
- c. 57-year-old male EFL teacher from Sweden: “The single most important improvement today in the computer-Internet learning of English is the *Richard Cualdwell’s streaming speech*. I’m not sure if the Internet as such is a direct help, but very much an indirect help. . . . in the realm of pronunciation, particularly prosody, that the computer can help a lot. . . .”
- d. 24-year-old female from Singapore: “Most English sites are useful, reading off everything online is usually updated and would be a great source of information as well as *immersion-learning*. Emails, chatting, and forums are great ways to encourage active learning. . . .”
- e. 22-year-old female from Saudi Arabia: “I joined wonderful English groups which helped me a lot by providing me with useful lessons in grammar. Indeed, the Internet made it *more enjoyable & easy*.
- f. 34-year-old female EFL Teacher from Venezuela: “English websites are really helpful, because people can find many different activities, exercises, explanations, quizzes, on-line teachers. . . . Also, *chatting* is a great way to practice, not exactly for grammar but for *fluency and fast thinking*.
- g. 27-year-old male from Korea: “All kind[s] of *P2P programs*, such [as] e-donkey, kaza [sic] have lots English recordings, video clips and also scripts.

- m. 22-year-old female from Korea: “I usually watch *TV programs like CSI, sex in the city*, Ally McBeal sort of things.
- h. 22-year-old female from Korea: “Writing E-mail in English is very useful. First of all, E-mail is a[n] informal paper. So, *I don’t care about mistake[s]*.”
- i. 24-year-old male from Saudi Arabia: “Well, there is a lot of electronic tools that helps the study of English. For example, electronic dictionaries that give you the meaning. . . within seconds. . . . If I were to use the regular dictionary I wouldn’t learn half of the vocabularies that I am aware of now.
- j. 27-year-old female from Japan: I can get e-mail which attaches a vocabulary and an *idiom* everyday, and I can check definitions,[and] pronunciations. . . .
- k. 22-year-old male from South Korea: “By using Internet, . . . I can get *native expressions*, vocabulary, and the way of writing. And also, *chatting and e-mails are useful*. . . .
- l. 23-year-old female from Japan: “E-mail with my friends, USA TODAY, NEWSWEEK (those texts helped me to *know what was going on in American society*, and to learn *how people use English actually*.)
- m. 22-year-old female from Korea: “You can improve your listening ability by [listening to] Internet site[s] like *VOA*. . . .
- n. 59-year-old male female from Argentina: “I am an advocate of computer Mediated Communication Tools for Learning. . . . This experience has helped me not only learn a lot about different tools which help both students and teachers around the world use English in authentic situations. It has given me the chance to make friends with people I have never met facet to face. I also participate in Discussion Forums. . . . To me, the computer allows users to have access to the *liveliest, most comprehensive encyclopedia ever*, but, above all, gives students of English who would otherwise be unable to communicate with other learners of the language in different places, the chance to do so, *broadening their minds and enlarging their knowledge of different cultures using a common language authentically*.”

- o. 32-year-old male from Korea: “. . . It *reduces time and effort to study English* and support English-based environment while using computer.”
- p. 23-year-old female from Korea: “I can get a lot of *material to study for free* and can study for TOEFL exams at certain sites.”
- q. 22-year-old female from Korea: “Watching English movies *without subtitles*.”
- r. 27-year-old male from Korea: “A[n] Internet is based on *visual and sound*, so we get maximum effect on the Internet English education.”
- s. 30-year-old male from Taiwan: “I can learn many new vocabularies and *know the way people live all over the world*.”
- t. 38-year-old female EFL teacher from Venezuela: Definitely, Internet *opens a window to the world* and to real tasks. It allows you to live your own experiences and learn from them. *Students find it motivating and interesting.*”

Answers against using the computer-Internet:

- a. 56-year-old male from Korea: “. . . *I am not familiar with both the computer and Internet*.
- b. 46-year-old female from Taiwan: “Teachers (human beings) can interact with language learners and give them feedbacks immediately, which is the effective way in terms of language learning. *The Internet only can be regarded as a helping tool like tapes.*”
- c. 21-year-old male from Taiwan: “Because I use my computer [to] do homework or listen [to] music, not many [much] time to study or learn English. And my English [is] so poor, computer-Internet *I am afraid I can not study very well*.
- d. 22-year-old female from South Korea: “For me it’s more comfortable to study English (or any other subject) with the book. Actually, for me it’s *hard to read long texts on the screen* of a computer.

Works Cited

- Abas, Zoraini Wati. "Handy Reference Tools on the Net." *New Straits Times (Malaysia)*
5 Jun. 2003. MasterFILE Premier. EBSCOHost. 26 Jan. 2004
<<http://search.epnet.com>>.
- Brown, H. Douglas. *Teaching by Principles: An Interactive Approach to Language Pedagogy*.
White Plains: Pearson Education, 2001.
- Butler-Pascoe, Mary Ellen and Karin M. Wiburg. *Technology and Teaching English Language
Learners*. Boston: Pearson Education, 2003.
- Crystal, David. *Language and the Internet*. Cambridge: Cambridge UP, 2002.
- Gandal, Neil. "Native Language and Internet Usage." 11 Jan. 2004. School of Government and
Policy, Tel Aviv University. 3 Sept. 2004
<<http://spirit.tau.ac.il/public/gandal/Research.htm>>
- Guerrero, Agustina. "Technology Grabbing Bigger Role in Classrooms." *Chicago Tribune (IL)*.
24 Aug. 2001. MasterFILE Premier. EBSCOHost. 27 Jan. 2004
<<http://search.epnet.com>>.
- Kaschula, Russell H. "Southern African languages, Globalisation and the Internet." LitNet
Seminar Room. 10 Sept. 2004 <<http://www.litnet.co.za/seminarroom/12kaschula.asp>>
- Kasper, Loretta F. et al. *Content-Based College ESL Instructions*. Mahwah: Lawrence
Erlbaum Associates Inc, 2000.
- Lafford, P. A. and B.A. Lafford. "Learning Language and Culture With Internet Technologies."
In M. D. Bush & R. M. Terry (Eds.), *Technology-enhanced Language Learning*
(pp. 215-262). Lincolnwood: National Textbook Co, 1997.

Maddux, Cleborne D. "Solving Accessibility and Other Problems in School and Classroom Web Sites." *Rural Special Education Quarterly*. Fall2001, Vol. 20, Issue 4. MasterFILE

Premier. EBSCOHost. 27 Jan. 2004 <<http://search.epnet.com>>.

Perrin, Robert. "Grammar on the Information Superhighway: Proceed With Caution." *English Journal (High School Edition)*. Urbana: Jan. 2003: 80-86 MasterFILE Premier.

EBSCOHost. 24 Jan. 2004 <<http://search.epnet.com>>.