

Students' Perspectives Regarding the Use of the Internet in Learning English: A Study Conducted at the College of Languages and Translation, King Khalid University

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Abstract

The researcher, as a teacher at the English Department, King Khalid University, noticed that many students use the Internet at home, the university, and Internet cafes, but the benefit they get from the Internet in learning English is limited. The present study aims at investigating students' perspectives regarding the use of the Internet in learning English. The sample includes (121) male students in the second and third year at the English Department , King Khalid University, Kingdom of Saudi Arabia. For the purpose of data collection , a questionnaire was applied on the study sample after making sure of its validity and reliability. The main findings can be summarized as follows:

- Most of the students (71.90%) use the internet and most of them (86.20%) consider the internet useful in learning English.
- Most of the students use the Internet (chat, e-mail, reading news ...etc.), in Arabic.

- Students receive little encouragement from their teachers to use the internet in learning English.
- Most of the students (82.75%) reported that they need training on how to use the Internet in learning English.

This study ended up in certain suggestions, such as designing a special website for The College of Languages and Translation, and furnishing this website with materials (lectures, drills, ... etc.) that help students learn English. Also, teachers and students are in need to be encouraged in order to communicate and interact through the Internet.

Abstract

As a teacher at the English Department, King Khalid University, I noticed that many students use the Internet at home, the university, and at Internet cafes, but the benefit they get from the Internet in learning English is limited. The present study aims at investigating students' perspectives regarding the use of the Internet in learning English. The sample includes (121) male students enrolled in the second and third year at the English Department , King Khalid University, Saudi Arabia (second semester,2003/2004). For the purpose of data collection , a questionnaire was applied on the study sample. It has been found that most of the students (71.90%) use the internet and most of them (86.20%) consider the internet useful in learning English. In addition to that, most of the students use the Internet in Arabic (chat, e-mail, reading news ...etc.). Furthermore, students receive little encouragement from their teachers to use the internet, and (82.75%) of the students agree that they need training on how to use the Internet in learning English.

Introduction:

As we have entered a new information age in which the Internet is gaining popularity in foreign language teaching and learning, the learning of English can be greatly enhanced by using the Internet. Consequently, more and more learners are using the Internet in various ways depending on their objectives and personal needs.

Students can use the Internet in a wide variety of ways ; they can exchange letters with their friends and have the experience of corresponding with people from all over the world. Also, they can conduct surveys for class projects and subscribe to student lists to exchange ideas with other students around the world. There are many learning materials on the World Wide Web, and students can use them to study English. Through chatting, students can interact with people who speak English, either native or non-native speakers, and learn from them.

Access to the Internet is available in the College of Languages and Translation, King Khalid University to students at the university, at home , and at Internet Cafes. The present study includes a survey of (121) male students majoring in English, and it attempts to investigate how students at the Department of English, College of Languages and Translation, King Khalid University use the internet to learn English and what are their opinions regarding the pros and cons of using the Internet in learning English ?

The Internet and its Uses in Learning English

The Internet for Students:

Students can use the Internet in many ways. They can access the preferred unit composed of the appropriate text, voice and image at any time. They can study by listening while simultaneously reading the text and seeing images related to the text. Also, students may take a test and check the test results and request the results from the server system.

There are many learning materials to help students to study English. Some of them are just traditional drill types, but some are very creative and attractive, so that students will have higher motivation to learn English. Students can use the Internet as a resource for their projects. For instance, the Internet can provide access to the following resources :

1-Dictionaries and encyclopedias : There are many helpful dictionaries which can help students translate any word from Arabic into English and vice- versa. Ajeeb, Maktoob, and Almisbar are only examples.

2-English language learning resources are available on the Internet. Students can download texts about courses to improve their English learning.

3-Also, students can find courses that teach grammar, vocabulary, writing,....etc. online.

Such materials challenge learners to use their relevant knowledge of the world, of discourse, and of the language system, and therefore help create the conditions for learning (Carrier, 1997).

In addition, students can visit English chat rooms and get in contact with thousands of native speakers all over the world. Through interacting with them in the proper way , students can improve their English. Also, learners can read journals or newsletters for students of English. Many of them have readings and activities to do as well as useful information.

The Internet offers unique opportunities that can boost learning and be quite helpful for students. One of these new opportunities is the ability to translate an entire Internet page from English into Arabic. This ability to translate from one language to another is important in teaching English. Translation exercises through the Internet can help learners achieve the following :

- Expanding vocabulary
- Learning to recognize common mistakes made by other speakers of their native tongue when translating into English
- Use the new vocabulary actively .
- Recognize the differences between their native language and English in standard written forms

Furthermore, the automatic generation facility of English problems provides a very useful and attractive service to students who study English on the Internet. This function generates exercises for the students. For example, a text can be taken, analyzed ,and certain words are omitted. Here, the student is asked to supply the missing words in the text.

The Internet for Teachers:

Also, teachers can use the internet in a variety of ways:

- Students and teachers in different places can communicate and discuss a topic through the internet.
- The teacher can send students specific problems or messages.
- Teachers can use the Internet as a valuable source of materials to be used in teaching and learning.
- Teachers can manage the students' learning and can immediately be aware of who is attending and who is quitting the lesson.

As teachers respond to the challenge to utilize the Internet in the language learning and teaching process, they need to be aware of the basic principles of using the Internet, and they also need to be able to judge the value and appropriateness of a Website.

Benefits of Using the Internet in Learning English

The Internet has become an important component of many universities for teaching many subjects including languages. There are a lot of advantages in using the Internet, and some disadvantages as well. First, let us discuss the advantages.

1-Learners like computers/technology:

Students generally are in favor of using the Internet. The present study revealed that students in the English Department at King Khalid University have a positive attitude towards using the Internet. As (68.96 %) of them consider using the Internet an interesting way in learning English.

2-Numerous skills can be developed through Internet activities:

Using the Internet can facilitate the development of language skills, employability skills, and critical literacy.

Language skills:

- Skimming and scanning
- Reading narratives, charts, and graphs,
- Accessing ESOL and lifeskills content sites
- Writing: completing forms, emailing requesting information, etc.

Employability skills

- Analyzing and evaluating information
- Decision making
- Problem solving

- Technology skills (Silc, 1998).

Furthermore, the Internet use can establish greater integration of reading and writing and opportunities to practice them in meaningful contexts(Marco,2002)

3-The Internet use can develop thinking skills:

The Internet makes it possible for students to deal with huge amount of knowledge and human experience. Consequently, they become the builders not just the receivers of knowledge. On the other hand, information is presented through hypertext links and not linear links; this technique helps users develop thinking skills and choose what to explore.

4-The use of the Internet can increase students motivation:

Students like to use computers because computers can help learners to work at their own pace and provide them with various interactive activities. Therefore, students motivation is increased, especially when the offered activities make them feel more independent. The interactive and multimedia capabilities of the Internet make it a motivating learning tool (Chun & Brandl,1992).

5-Students achievement is enhanced through Internet activities:

Network-based instruction can help learners strengthen their linguistic skills by positively affecting their learning attitude and by helping them build self-instruction strategies and promote their self-confidence.

6- The Internet provides students with authentic materials for study:

The Internet provides students with various resources of authentic reading materials either at the university or at home. Those materials can be accessed 24 hours a day at a relatively low cost.

7- The Internet provides students with greater Interactivity:

Interactivity is one of the most compelling aspects of the Internet use. Students can practice their skills, test their knowledge, or contribute their work using one of the many interactive sites.

Random access to Web pages breaks the linear flow of instruction. By sending E-mail and joining newsgroups, EFL students can communicate with people they have never met. They can also interact with their own classmates. Furthermore, some Internet activities give

students positive and negative feedback by automatically correcting their on-line exercises. Also, the Internet provides learners with more opportunities to interact with the target language and content area because students spend more time on task (Marco, 2002).

8-The Internet Individualizes Instruction

Shy or inhibited students can be greatly benefited by individualized, student-centered collaborative learning. High fliers can also realize their full potential without preventing their peers from working at their own pace. In other words, learning becomes more self-paced autonomous learning that is learner –controlled rather than teacher controlled (Marco.,2002)

Although students can still use their books, they are given the chance to discover thousands of information sources. As a result, their education fulfils the need for interdisciplinary learning in a multicultural world.

9-The Internet Use Promotes Collaborative Learning

Collaborative Learning refers to any activity in which two or more people work together to create meaning, explore a topic, or improve skills (Anglin, 1995). In collaborative learning students at various performance levels work together in small groups in order to achieve a common goal. The students are responsible for one another's learning as well as their own. Thus, the success of one student helps other students to be successful. When using the Internet, students can work together and contact students from distant countries through the use of e-mail, chatrooms, and interactive websites.

Disadvantages of Internet use in Learning English:

Intenet use can be of great value and help in learning English only when used properly. In addition to the great advantages of the Internet, there is also some criticism concerning the way we use technology. Singhal, (2003) has described some of the disadvantages and obstacles related to the use of the Internet which include the following:

- Access may be denied when lines are busy.
- Lack of training for a great number of teachers.

Also, (70%) of the subjects in this study reported that one of the disadvantages of the Internet use is what they call "bad pictures". Of course, this is a serious problem and we should deal with it seriously either by filtering certain sites, or by designing a special website based on the needs of our students.

In addition, (40%) of subjects in this study mentioned that many people use "bad language" in chat rooms. Again, this is another serious problem which must be dealt with seriously by encouraging students to use the Internet at the university under the supervision of their teachers.

Statement of the problem:

As a teacher at the English Department, I noticed that many students use the Internet at home , at the university, or at Internet cafés. But they get limited benefit from the Internet in learning English. So, this study attempts to investigate how students use the internet. What are the students' opinions regarding the use of the Internet in learning English? And how can we improve the students use of the Internet in learning English?

Significance of the Study:

The significance of the present study lies in :

- 1) It becomes more and more important to know how to use Internet services in all fields of human life. Nowadays, it is more effective to develop courseware, which are operated on the Internet or a LAN in school, than to develop CD-ROM titles that are for the use of only one student at a time. (Park, 2003)
- 2) The importance of understanding how students use the Internet, particularly in learning English.
- 3) The significance of exploring students opinions regarding the use of the Internet in learning English.
- 4) The significance of exploring difficulties students face when they use the Internet in learning English.

Study Questions:

1. What is the percentage of students who use the Internet?
2. Do students think it is appropriate to learn English through the Internet?
3. How do students use the Internet?
4. What are the merits and demerits of using the internet in learning English from the students point of view?
5. What problems and difficulties do students encounter when they use the Internet in learning English?

Review of Related Literature:

David Rosen (1996) conducted a study, "How Adult Learners are Using the Internet". He came to the conclusion that learners are very interested in using the internet for a wide range of purposes: for learning (e.g. to improve reading and writing skills, or take a course); to access a wide variety of information (e.g. information about the weather, health, travel, other cultures, American news, and -- in the case of ESOL students -- news from their native countries); for classes at school; for shopping; to communicate with friends, family members, other students, or key pals.

Chen(1999) conducted a study entitled "An Exploratory Study of an Internet-based English Learning Project". This research aimed at finding out the key factors of success in internet-based English teaching, understanding the teachers and students performances and students reflections during the first half year joining an internet-based English teaching project, probing into the merits and defects of the internet-based English teaching project, finding difficulties and feasible ways for senior high schools to carry out internet-based English teaching. Subjects of this research were 44 male high school students and their teacher who first joined an internet-based English teaching project named "Advanced Joint English Teaching". A questionnaire was given to collect relevant information on the participants perception of, and attitudes towards, using the internet technology to complete their Internet-based English projects. The main findings of this research are as follows:

- 1- The students liked English learning through internet but they differed in their opinions about its benefits to English learning.
- 2- The project provided the students an opportunity to experience new technologies, felt the pleasure of learning and increased their learning possibilities.
- 3- The students participation and interaction were not good, and they need the teachers supervision to help them form active learning habits.

Ranti ,Anne L., Maman Surahman, and Teguh Santoso (1999) conducted a study on the use of the Internet for supporting English learning at senior high school , Jakarta. In this study, students were asked to retrieve and summarize information through Internet websites and to send their summaries via e-mail to their teachers . The study showed that

collaborative learning helped them to enhance their learning. Furthermore, the activities done by students in acquiring and summarizing information via Internet websites were effective in improving their reading and writing skills.

A research on "Student Attitudes to The Internet", supported by: British Telecommunications plc. was conducted in Britain in (2001) by Businessdynamics. The sample in this research consisted of 426 students aged 15 -18 years. This research attempted to examine the perceived value which students are getting from the Internet. 82% students stated that they had used the Internet at school within the last month. Of them , 62% described the Internet as very useful. Most of the students were not satisfied with their school's internet access policy because of filtering too many sites that could be useful. By contrast, students were getting more value from the Internet at home.

Thao Lê and Quynh Lê from the University of Tasmania, Australia, conducted a study in (2001) about "A Web-Based Study of Students' Attitudes Towards the Web". This study investigated the attitudes of university students towards the role of the Web in teaching and learning. learners were encouraged to express as much as possible and as freely as possible their views on the use of the Web in teaching and learning. To achieve this, a number of discussions were conducted using the Web as a free and convenient forum for learners to voice their own opinions. A Web-based discussion board was created to ensure confidentiality and effectiveness. Learners viewed the Web as a powerful resource, an inspiring teacher and an innovative device, which gives learners motivation, responsibility and independence in learning. Learners can travel virtually in a world of knowledge and interaction.

Hong, K.-S., Ridzuan, A. A., and Kuek, M.-K. (2003) conducted a study " Students' Attitudes toward the Use of the Internet for Learning" at a university in Malaysia. This study investigated students' attitudes toward using the information technologies, in particular, the Internet in their learning tasks, the relationships between students' basic skills and knowledge in the Internet and their attitudes toward using the Internet for learning, and if the learning environment in Sarawak University, Malaysia, has a positive impact on the students' perceptions of using the Internet as a learning tool. Results from the study indicated that students had positive attitudes toward using the Internet as a learning tool. 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.

Study Instrument:

The research instrument in this study was a questionnaire divided into four parts (see appendix). The first part of the questionnaire collected the students' demographic variables, namely, level, GPA, and age.

The second part of the questionnaire consisted of five questions related to whether students use the Internet, where they use it (at the university, home, or Internet café), and the language areas they use the Internet for.

The third part of the questionnaire consisted of sixteen Likert-type statements, each with three choices : agree , not sure, disagree.

The fourth part of the questionnaire consisted of four open-ended questions related to the advantages and disadvantages of using the Internet in learning English from students point of view, the websites they frequently visit, and their suggestions regarding the effective use of the Internet in learning English.

Validity and reliability and of the questionnaire:

A-Validity:

Validity can be defined as the degree to which the question has measured whatever it was designed to measure. For ensuring that the questions used will not be misinterpreted (and thus measure something completely different), I asked several people to read the questions and write down what they think each is designed to measure, then questions which produce varying responses were removed or reworded.

B-Reliability

If a questionnaire is reliable it should yield the same results if used by different researchers on different occasions. For measuring the reliability of the questionnaire used in this study the 'test-retest' method was used. The questionnaire was given to a group of (20) students on Saturday (8/2/2004), and after a month (on Tuesday 9/3/2004) the questionnaire was given to the same group. The calculated correlation was (0.83).

Sample:

The total number of students enrolled in the second and third year in the Department of English, College of Languages and Translation, King Khalid University, Abha , Saudi Arabia in the second term in the academic year (2003-2004) was (422) divided into four levels and each level is subdivided into three sections as shown in table (1) below. From each level one section was selected randomly. Thus, the sample of this study consisted of (144) undergraduate male students (34.12 % of the total number of students).

Table (1) : Total Number of Students in the Second and Third Year , English Department (2003-2004)

Second Year						Third Year					
Level (3)			Level (4)			Level (5)			Level (6)		
S1	S2	S3	S1	S2	S3	S1	S2	S3	S1	S2	S3
20	22	20	41	45	49	35	37	39	38	36	40

S = section

Findings:

▪ Percentage of students who use the Internet:

Since participation in this question was a voluntary act, only (121) students out of (144) students returned the questionnaire. As shown in table (2), 87 students (71.90%) use the Internet, whereas 34 students (28.09%) don't use the Internet.

Table (2) : Percentage of Students who Use the Internet

Total number of students	121	Percentage
Number of students who don't use the Internet	34	28.09 %
Number of students who use the Internet	87	71.90 %

▪ Where students use the Internet:

It is clear from table (3) below that (45.21 %) of the students use the Internet at home, (35.65 %) use the net at Internet cafes , and (19.13 %) use it at the university.

Table (3) : Where Students Use the Internet

Total Number of Responses	115*	Percentage
Home	52	45.21 %
University	22	19.13 %
Internet café	41	35.65 %

*This number(115) refers to the total responses given by (87) students who use the Internet; every student can give more than one response (e.g. every student can give 1,2, or,3 responses).

▪ **How many hours a week students use Internet:**

Students were classified into three groups according to the time they spent using the Internet every week. As shown in table (4), (44.82 %) of the students use the Internet (1-5) hours a week, (32,18 %) of them use the Internet (5-10) hours per week, and (22.98 %) use the Internet for more that (10) hours a week.

Table (4) : How Many Hours A Week Students Use the Internet

Total Number of Students Who Use the Internet	87	Percentage
(1-5) hours a week	39	44.82 %
(6-10) hours a week	28	32,18 %
(More than 10) hours a week	20	22.98 %

▪ **Language areas students use the Internet for:**

It is clear from table (5) below that students use the Internet for a variety of language areas. The highest percentage of students (30.45 %) use the Internet for reading, whereas the lowest percentage of students (4.56%) use the Internet for spelling.

Table (5) : Language Areas Students Use the Internet for

Total Number of Responses	197*	%	Total Number of Responses	197	%
Listening	28	14.21	Grammar	13	6.59
Speaking	20	10.15	Spelling	9	4.56
Reading	60	30.45	Vocabulary	32	16.24
Writing	20	10.15	Pronunciation	15	7.61

*This number(197) refers to the total responses given by (87) students who use the Internet; every student can give more than one response (e.g. a student may give 8 responses).

▪ **Whether students think it is appropriate to learn English through the Internet:**

As shown in table (6), 86.20 % of the students consider the Internet useful in learning English. Also, (68.96 %) of the students consider the Internet appropriate in learning English.

Table (6) : Usefulness and Appropriateness of Using the Internet in Learning English from Students Point of View

Statement	A	%	NS	%	D	%
1-The Internet is useful in learning English.	75	86.20	12	13.79	0	0
2-Using the Internet is an interesting way to learn English.	60	68.96	26	29.88	1	1.14

A= agree, NS = not sure, D = disagree

▪ **How students use the Internet:**

As shown in table (7) below, 73.56% of the students use the Internet to gather data. Also, (25.28%) of them use the e-mail to write in English. Whereas, (65.51%) of them use the e-mail to write in Arabic. Furthermore, (31.04 %) of the students use the Internet to chat in English, whereas, (58.62 %) of them use the Internet to chat in Arabic. On the other hand, (34.48 %) of the students use the Internet to read news in English, whereas, (78.16 %) of them use the Internet to read news in Arabic.

Table (7) : How Students Use the Internet

Statement	A	%	NS	%	D	%
3-I use the Internet to look for certain information when I conduct a research.	64	73.56	16	18.39	7	8.04
4-I use the e-mail to write in English to my friends or teachers.	22	25.28	25	28.73	40	45.97
5- I use the e-mail to consult my teachers about certain issues related to my study.	14	16.09	23	26.43	50	57.47
6-I access certain online websites to learn English immediately from the internet.	30	24.48	38	43.67	19	21.83
7-I use the e-mail in Arabic.	57	65.51	13	14.92	17	19.54
8-I use the internet to chat with other people in English.	27	31.04	22	25.03	38	43.67
9-I use the Internet to chat with other people in Arabic.	51	58.62	16	18.39	20	22.98
10-I use the Internet to read news in English.	30	34.48	24	27.58	33	37.93
11-I use the Internet to read news in Arabic.	68	78.16	9	10.34	10	11.49

▪ **Whether teachers encourage students to use the Internet:**

As is clear in table (8) below, only (32.18 %) of the students reported that they were encouraged by their teachers to use the Internet in learning English , and only (24.48 %) of the students (see table 7) access certain online websites to learn English immediately from the internet.

Table (8) : Percentage of Students Encouraged by their Teachers to Use the Internet

Statement	A	%	NS	%	D	%
12-My teachers encourage me to use the Internet for learning English.	28	32.18	39	44.82	20	22.98

▪ **Problems students encounter when using the Internet:**

Table (9) below shows that (49.42%) of the students face difficulties in finding useful websites for learning , (35.63 %) of them don't understand instructions on websites, and only (16.09%) of them feel isolated when they use the Internet.

Table (9) : Problems that Face Students when Using the Internet

Statement	A	%	NS	%	D	%
13-It is difficult for me to find useful websites for learning English.	43	49.42	30	34.48	14	16.09
14-I did not understand instructions on the websites	31	35.63	31	35.63	25	28.73
15-I feel isolated when I use the Internet	14	16.09	20	22.98	53	60.91

▪ **Whether students need training on the use of the Internet.**

As shown in table (10) below, (82.75 %) of the students think it is important to take training courses on the use of the Internet.

Table (10) : Percentage of Students who Need Training on the Use the Internet

Statement	A	%	NS	%	D	%
16-It is important to give students training courses regarding the use of the Internet.	72	82.75	10	11.49	5	5.74

▪ **Websites Students Frequently Visit**

Table (11) below shows websites students frequently visit.

Table (11) : Websites Students Frequently Visit

Website(s)	Number of Responses	(%)	Website(s)	Number of Responses	(%)
Google	62	26.05	Ajeep	12	5.04
Raddadi	28	11.76	Alwatan	11	4.62
Yahoo	26	10.92	Sport	10	4.20
F3F3	22	9.24	English club	8	3.36
Islamic Sites	16	6.72	BBC	8	3.36
KKU	14	5.88	CNN	8	3.36
MSN	13	5.46	Total	238	

Conclusion and Suggestions:

Like many other studies (Rosen 1996, Chen 1999, Business dynamics 2001, ...etc.), this study came to the conclusion that most students (71.90%) use the Internet and most of them (86.20%) consider the Internet useful in learning English. The findings also showed that most of the students use the Internet in Arabic (chat, e-mail, reading news ...etc.), and I think because of this the benefit they get from the Internet in learning English is limited. In addition, students receive little encouragement from their teachers to use the internet, and (82.75%) of the students agree that they need training on how to use the Internet in learning English. In order to increase the benefit students can get from the Internet in learning English, I suggest the following:

- 1) Providing students with the training they need to use the Internet effectively in learning English.
- 2) Designing a special website for The College of Languages and Translation, encouraging students to visit this website, and furnishing this website with materials based on students needs (lectures, drills, ... etc.)
- 3) Encouraging teachers and students to interact through the Internet (e-mail, chat ...etc.)
- 4) Encouraging students to use the Internet at the university where they can receive help and guidance from their teachers. The findings show that only (19.13%) of the students use the Internet at university.
- 5) Conducting studies on the effectiveness of using the Internet in learning English.

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Appendix

Dear Student,

The attached questionnaire contains a number of questions related to your opinion regarding the use of the Internet in learning English. Please read these questions carefully before you write down your answers, and keep in mind that the results of this questionnaire will be used only for research purposes.

Thank you for your cooperation

I-Personal Information:

1-Name

(optional):.....

2-Level:

3-GPA:

4-Age :.....

II-Do you use the Internet?

1-Do you use the Internet? Yes No

If your answer is “No”, Why?

.....

.....

If “yes”, please answer the following questions.

2-Where do you use the Internet?

Home University Internet cafe

3-How many times a week do you use the Internet?

.....

4-How many hours do you use the Internet every time you log on?

.....

5-Tick the language areas you use the Internet for.

.....	Listening	.....	Spelling
.....	Speaking	.....	Vocabulary
.....	Reading	.....	Pronunciation
.....	Writing	.....	.....
.....	Grammar	.....	.....

III-Read the following statements and put (√) mark next each statement in the column that expresses your opinion. Where A= agree, NS = not sure, and D = disagree.

Statement	A	NS	D
1-The Internet is useful in learning English.			
2-Using the Internet is an interesting way to learn English.			
3-I use the Internet to look for certain information when I conduct a research.			
4-I use the e: mail to write in English to my friends or teachers.			
5- I use the e: mail to consult my teachers about certain issues related to my study.			
6-I access certain online websites to learn English immediately from the internet.			
7-I use the e-mail in Arabic.			
8-I use the internet to chat with other people in English.			
9-I use the Internet to chat with other people in Arabic.			
10-I use the Internet to read news in English.			
11-I use the Internet to read news in Arabic.			
12-My teachers encourage me to use the Internet for learning English.			
13-It is difficult for me to find useful websites for learning English.			
14-I did not understand instructions on the websites			
15-I feel isolated when I use the Internet			
16-It is important to give students training courses regarding the use of the Internet.			

IV- Please answer the following questions

1-In your opinion , what are the advantages of using the internet in learning English?

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2-In your opinion , what are the disadvantages of using the internet in learning English?

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3-Name the websites you frequently visit?

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4-What are your suggestions regarding the effective use of the Internet in Learning English?

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