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فعالية استخدام الانترنت في تدريس اللغة الإنجليزية  
كلغة أجنبية في المدارس المتوسطة  
في المدينة المنورة

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أعدت هذه الدراسة كبحث تكميلي لمتطلبات شهادة الماجستير  
في المناهج وطرق التدريس (قسم اللغة الإنجليزية)

الفصل الدراسي الثاني ١٤٢٤ هـ

## ملخص الدراسة:

"فعالية استخدام الانترنت في تدريس اللغة الإنجليزية كلغة أجنبية في المدارس المتوسطة في المدينة المنورة" بدأت الانترنت تشكل وسيلة تعليمية جديدة وهي الآن تشق طريقها إلى المدارس. ونجد أن كثير من المدارس- في العالم- لديها اشتراكات في خدمات الانترنت.

وهذه الدراسة شبه التجريبية هدفت إلى معرفة فعالية استخدام الانترنت في تدريس اللغة الإنجليزية كلغة أجنبية في المدارس المتوسطة في المدينة المنورة. وللحصول على المعلومات اللازمة لذلك قام الباحث بتصميم موقع على الانترنت وضع عليه بعض دروس اللغة الإنجليزية للصف الثالث المتوسط، ثم اختار عشوائيا ٦٠ طالبا من مدرستين مختلفتين وقام بتقسيمهما إلى مجموعتين:

(أ). ٣٠ طالبا للمجموعة الضابطة وتم تدريسهم الدروس المختارة بالطريقة الاعتيادية وبدون استخدام الانترنت.

(ب). ٣٠ طالبا للمجموعة التجريبية وتم تدريسهم الدروس المختارة باستخدام الانترنت كوسيلة مساعدة.

في نهاية التجربة دخل طلاب المجموعتين اختبار تحصيلي لقياس أثر استخدام الانترنت في تدريس اللغة الإنجليزية. وتم تحليل النتائج باستخدام تحليل التباين (ANOVA) وباعتماد مستوى الدلالة (٠,٠٥) كمعيار لتحديد الفروق ذات الدلالة الإحصائية.

نتائج الدراسة كانت متوافقة مع أدبيات البحث وجاء ملخصها كما يلي:

١. توجد فروق ذات دلالة إحصائية بين طلاب المجموعة التجريبية و طلاب المجموعة الضابطة لصالح المجموعة التجريبية في درجات الاختبار التحصيلي البعدي لمهارة القراءة.
٢. توجد فروق ذات دلالة إحصائية بين طلاب المجموعة التجريبية و طلاب المجموعة الضابطة لصالح المجموعة التجريبية في درجات الاختبار التحصيلي البعدي لمهارة الفهم (معرفة معاني الكلمات وحل الأسئلة العامة).
٣. لا توجد فروق ذات دلالة إحصائية بين طلاب المجموعة التجريبية وطلاب المجموعة الضابطة في درجات الاختبار التحصيلي البعدي لمهارة الكتابة.

ومن خلال النتائج أوردت الدراسة عدد من التوصيات أهمها:

\_\_ ضرورة استغلال تطبيقات الانترنت في عملية تدريس اللغة الإنجليزية في المدارس المتوسطة

\_\_ يجب على وزارة المعارف والجامعات ومراكز التدريب التربوي التعاون فيما بينها لتدريب المعلمين والطلاب

على استخدام الانترنت بفعالية والاستفادة من خدماتها في العملية التعليمية والتربوية .

\_\_ على الباحثين القيام بمزيد من الدراسة لفعالية الانترنت في تدريس اللغة الإنجليزية في الجوانب التي لم

يتطرق لها البحث وفي المراحل الدراسية الأخرى

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قسم المناهج وطرق التدريس

نموذج رقم (٨)

إجازة أطروحة علمية فى صيغتها النهائية بعد إجراء التعديلات المطلوبة

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عنوان الأطروحة: فعالية استخدام الانترنت في تدريس اللغة الإنجليزية كلغة أجنبية في المدارس المتوسطة في المدينة المنورة.

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الختم

**KINGDOM OF SAUDI ARABIA  
MINISTRY OF HIGHER EDUCATION  
UMM AL-QURA UNIVERSITY  
COLLEGE OF EDUCATION  
DEPARTMENT OF CURRICULUM  
AND TEACHING METHODOLOGY**



سنة

**The Effectiveness of Implementing The Internet  
In Teaching English as a Foreign Language in the Intermediate Schools  
in Al-Madinah Al-Munawwarrah**

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## **Abstract**

### **“ The Effectiveness of Implementing the Internet in Teaching English as a Foreign Language in the Intermediate Schools in Al-Madinah Al-Munawwarrah”**

The Internet is beginning to reshape other new educational media and is now making its way into schools. Many schools around the world have subscribed in the Internet services.

This quasi-experiment study aimed at investigating the effectiveness of using the Internet in teaching English as a foreign language in the intermediate schools in Al-Madinah Al-Munawwarrah. The researcher designed a web site for the purpose of the study, and chose 60 pupils from two schools at random.

Then, he divided the pupils into two groups:

- (a).30 pupils for the control group were taught the target lessons without the help of the Internet.
- (b).30 pupils for the experimental group were taught the same target lessons with the help of the Internet.

At the end of the experiment all 60 pupils entered the test designed to measure the influence of the Internet on the experimental group level.

Data collected for the hypotheses of the study was analyzed by using Analysis of Covariance procedures(ANACOVA), and a ninety-five percent confidence level (0.05) was used as the criterion level for determining statistical significance.

Findings of the study were consistent with research literature. They were as the following:

1. There are statistically significant differences between the pupils of experimental group and the pupils of control group in reading skill marks according to the post-test result. The mean of the experimental group marks was “3.6” This mean represented “%90” of the full mark (4),whereas, the mean of the control group marks was “2.1”. It represented “%52.5” from the full mark(4).
2. There are statistically significant differences between the pupils of experimental group and the pupils of control group in comprehension skill marks according to the result of the post-test. The mean of the control group marks was “2.8”. It represented “%70” of the full mark(4),whereas, the mean of the control group marks was “2.06”. It represented only “%51.5” of the full mark(4)
3. There are no statistically significant differences between the pupils of experimental group and the pupils of control group in the writing skill marks according to the results of the post-test for each group. The mean of the experimental group marks was “.93”. It represented “%23.25” of the full mark(4), whereas, the mean of the control group marks was “.63”. It represented “%15.75” of the full mark(4). There is no statistically significant difference between the two groups in this skill.

According to these findings, the most important recommendations of the study:

\_ The Internet applications should be implemented in teaching English as a foreign language in the intermediate schools.

\_Ministry of education, universities and other educational training centers should co-operate to train teachers and students on using Internet effectively in the learning process, and supply the schools with connection to the Internet services.

\_The researchers should pay their interest to do more studies about implementing the applications of the Internet in teaching English language.

## DEDICATION

This work is dedicated to my parents,  
my wife and my daughters:

**Shorooq and Waad**

For their continued support and encouragement during  
this endeavour.

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# **CHAPTER: 1**

## **The problem**

- **Introduction**
- **Source of The Problem**
- **The Statement of The Problem**
- **The Purposes of The Study**
- **The Significance of The Study**
- **Delimitations of The Study**
- **Definition of Terms**

## **INTRODUCTION:**

In our schools in Saudi Arabia, the pupils pass through six courses of English language during six years in the intermediate and secondary stages. At the end of this long period, most of the pupils have acquired less English lessons than it was expected. This thing guides to think of a new medium to teach English language effectively for our pupils.

The main things that ensure the goals of the educational process include: textbooks, teaching methods, the teacher, students' guidance, educational supervision, evaluation and educational media or teaching aids. (Fallatah, 1985, 5)

At the present time, no doubt that the Internet has caught the public in its expanding web. The Internet users have increased all over the world, continuously: 38 millions in 1994, 160 million in 1999 and 200 million in 2000 (Al-Fantookh, 2001, 20). They are expected to increase 460 million in the year 2005 (Al-Mosa, 1421). Internet is beginning to reshape other new educational media and is now making its way into schools. Many schools around the world have been subscribed in the Internet services, for example, "According to the National Center for Education Statistics' most recent report (February 1999), 89% of US schools had at least one Internet connection within their campus." (Carvin, 1999). Government and the public expect students to be proficient with computers and now with the Internet, which they see as the way of the future (Ontario, 2000).

As it is seen in the present time, many countries of the world have begun to implement Internet in education as a media expected to enforce the students' motivation to learn through different stages of their learning different subjects.

In many countries, English is not their native language,

and teachers face difficulties in teaching English to the students. They, for example, complain from the weakness of the students' level in English language and the students' low motivation to learn the language. So some of these countries try different modern methods and teaching aids to overcome these complaints or difficulties. Some countries, such as Japan, have tried using Internet in teaching English in order to stimulate students to improve their language well.

In Saudi Arabia, English is taught and learned as foreign language and the English teachers have the same complaints, mentioned above. This study investigates the effectiveness of implementing Internet in teaching English as foreign language.

As a result, using the Internet, in teaching English language, should be tried in our schools, especially intermediate schools, because of:

- the need to motivate students towards learning English language.
- the need to enhance the student's participation in the learning process.
- the need to present the lessons of English language in a new and acceptable way for the pupils. So this study investigates the effectiveness of the Internet in teaching English language in the intermediate schools in Al-Madinah Al-Munawwarah as a new medium of teaching.

## **THE SOURCE OF THE PROBLEM OF THE STUDY:**

As it is observed the level of our students in Saudi Arabia, especially in Al-Madinah region, in English language, is not satisfied. Most of our students have no strong motivation towards English language learning. So we should think of new methods that stimulate students towards English language and increase their motivation to learn it. Internet is the newest media in which many countries in the world begin to use in the educational process. Teachers, supervisors, and all the school staff welcome it. As a teacher of English language for eight years, I can say that teachers of English in Saudi Arabia have the following complaints in general:

- 1.The students have low standard in English.
- 2.They lack motivation towards learning English language.
- 3.Schools do not have or lack the modern teaching aids.
- 4.Teachers face difficulty in teaching the language because classes are very crowded. This hinders the proper interaction.

## **THE STATEMENT OF THE PROBLEM OF THE STUDY:**

The problem of the study can be stated in the following main question:

**-What is the effectiveness of implementing Internet in teaching English as a foreign language in the intermediate schools?**

From this main question, the following questions are derived:

1. Does the use of the Internet as an aid in teaching English as foreign language increase the ability of students of intermediate schools to acquire the language skills?
2. Are there statistically significant differences at (0,05) level between the levels of pupils who learn English with the assistance of the Internet and those who learn it without using Internet services (using the ordinary



teaching aids such as: blackboard, flashcards, posters, ... etc)?

3. Are there statistically significant differences at (0,05) level between pupils in acquiring English language skills related to the use of the Internet in teaching?

### **THE SIGNIFICANCE OF THE STUDY:**

The importance of the study can be summarized as the following:

1. The need for getting the benefits from the wide information resources on the Internet network.
2. There are only a few studies about this topic, and as the researcher knows this study may be the first in Saudi Arabia, in its subject and procedures.
3. The need for using Internet in teaching English as a foreign language.
4. The need for a new enjoyable media in teaching English as foreign language.
5. The necessity of using the Internet to maximize the learner's participation.
6. The need for maximizing the implementation of the Internet in teaching English language in this stage of schooling programs.

### **THE PURPOSES OF THE STUDY:**

The study has the following purposes:

- 1.To investigate the effectiveness of Internet in teaching English as foreign language in the intermediate schooling stage.
- 2.To find out the differences between the traditional aids of teaching and the Internet as a modern aid in teaching English.
- 3.To find out the effect of the Internet on the learners with respect to the acquisition of English.
- 4.To find out how we can develop the use of Internet in teaching English in order to elevate the learners' standard in English language.

**HYPOTHESES OF THE STUDY:**

1. There are significant differences between pupils who learn English language with help of the Internet and who learn it by the ordinary method in the skill of reading according to the results of the post-test.
2. There are significant differences between pupils who learn English language with the help of Internet and who learn it by ordinary method in the skill of understanding (comprehension) according to the results of the post-test.
3. There are significant differences between pupils who learn English language with the help of Internet and who learn it by the ordinary method in the skill of writing a composition according to the results of the pos-test.

**DELIMITATION OF THE STUDY:**

1. This study deals only with the pupils of the intermediate schools.
2. It examined the effectiveness of using Internet in teaching the pupils English language in Al-Madinah Al-Munawwarah city.
3. It deals only with the male intermediate schools only.
4. The study applied in the second term 1422 AH, 2002 AD.
5. The public intermediate schools for male were involved.

**DEFINITION OF TERMS:****1. Comprehension:**

“Comprehension is the ability to grasp something mentally and the capacity to understand ideas and facts”

The previous definition includes:

- Grasping (understanding) the meaning of informational materials.
- Classifies; cites; converts; describes; discusses;

estimates; explains; generalizes; gives examples; makes sense out of; paraphrases; restates (in own words); summarizes; traces; understands (Al-khawaldah and Audah,1985, 126-127)

## **2.Effectiveness:**

“ is the ability to bring about the results intended” (Hornby,1984, 277). It is producing a desired effect (Longman, 1982,306). So this study is looking for the desired effect of the use of Internet in teaching English as foreign language.

## **3.Internet:**

“Internet is a worldwide collection of Computers networks connecting Academic, governmental, commercial, And organisational, sites. It provides an access to communication services and information resources to millions of users around the world.”

(Caroline, 2001,16)

## **4.Foreign language (EFL):**

“The term EFL “English as a foreign language”, is used to describe English language learning in countries where English is not an official first language.”

## **5.Ordinary method:**

In this study, ordinary method, means the simple teaching methods which are used by teachers. Here, teachers use only aids like blackboard, recording tapes, and posters.

## **CHAPTER 2:**

### **Review of Literature**

**Part 1      • The Theoretical Frame**

**Part 2      • Previous Studies**

# REVIEW OF LITERATURE

## Part I:

### The Theoretical Frame

#### GENERAL AIMS OF TEACHING ENGLISH LANGUAGE IN THE INTERMEDIATE SCHOOLS IN SAUDI ARABIA:

The intermediate courses of English language in Saudi Arabia are authorized:

1. To enable students to practice in real world using English
2. To give them a foundation for the secondary English courses.
3. To teach them about 15000 of the most useful words.
4. To give them a clear understanding of the basic tenses for Past, Present, and Future.
5. To teach them the basic grammatical structure of English.
6. To enable them to understand what they hear on a Variety of topic.
7. To prepare them to read simple by themselves.
8. To enable them to write a simple composition.

(Department of English language supervision,  
1999,27)

#### ENGLISH LANGUAGE COURSES FOR INTERMEDIATE STAGE IN SAUDI ARABIA:

There are 3 textbooks of English language studied by Saudi students in 3 years during the intermediate stage. The courses are called: "ENGLISH FOR SAUDI ARABIA". Each book has 24 units: 12 units for the first term, 12 units for the second term. Every unit has 4 lessons. These textbooks are authorized by the Ministry of Education in Saudi Arabia.

## THE NEEDS OF THE TEACHER OF ENGLISH AS A FOREIGN LANGUAGE:

P. Gurrey (1973,2-3), mentioned that there are three essential requirements that a teacher of English needs. They are:

1. Knowledge of the best and most effective methods to use. The teacher of English should be familiar with all teaching methods to extract the most effective and the best method, to sustain the achievement of his students and enhance their ability and skills in the language lessons.

2. An understanding of the purpose and aim of each method he uses. This factor is close to the previous one. Every teaching method has aims. The teacher of English should understand the aims of the methods of teaching to use them effectively in the language lessons.

3. Confidence and skill in his handling of them, with Perseverance and courage to carry on the work with good humor and enjoyment. A teacher of English should have confidence and skill in using the suitable teaching method.

## THE ROLE OF THE TEACHER DURING THE ERA OF THE INTERNET:

According to Al-Baloui ( 2000,1-3) , the **role** of the teacher changed gradually:

1. The **prompter** of the information:

The first role of the teacher was the prompter of information. He focused on prompting the information and filling the mind of the students with a lot of information. He interested in the philosophical and theoretical points and neglected the practical sides of the learning process.

2. The **explainer** of the information:

According to this role, the teacher presents the new material. Then, he provides the needed explanations of the information. He gives a chance for the students to ask some questions about the non-understood information.

### 3. The **user** of teaching aids:

The role of the teacher has changed to take additional task. He became the user of the teaching aids to facilitate the information that he presented to the students. The use of the teaching aids was arbitrary and dependent on the mode of the teacher.

### 4. The **experiments workingman**:

The teacher has begun to try laboratorial experiments, in this phase of developing his role in the learning process. He tried to learn his students by the direct experience.

### 5. The **supervisor** of independent studies:

According to this role, the teacher supervises the independent studies which are done by the students. He encourages the autonomous learning.

### 6. The **planner** of the leaning process:

The role of the teacher has developed to be a planner of the learning process. He designs the instructional units and programs. He puts the objectives of the instructional programs in regard of individual differences and abilities of the students.

At the end of 20<sup>th</sup> century, appeared another role that teacher should do it. It related to four wide areas include the following:

**A. Designing** instruction competencies

**B. Using** technology competencies

**C. Encouraging** students interaction competencies

**D. Promoting** students self-regulation competencies.

According to Wheeler ( 2000, 4-5), the role of the teacher must change, and here are four key reasons why this must happen:

- Firstly, “the role of the teacher must change because Information and Communication Technology will cause certain teaching resources to become obsolete”. For example, the use of overhead projectors and chalkboards may no longer be necessary if learners all have access to the same networked resource on which the teacher is presenting information. Furthermore, if students are distributed throughout several classrooms – which is becoming more common place – localised resources such as projectors and chalkboards become redundant and new electronic forms of distributed communication must be employed.
- Secondly, “*Information and Communication Technology* may also make some assessment methods redundant.” Low level (factual) knowledge for example, has been traditionally tested by the use of multiple choice questions. In an Information and Communication Technology environment, **on-line tests** can easily be used which instantly provide the teacher with a wide range of information associated with the learner's score. Comparisons of previous scores and dates of assessment for example, will indicate a child's progress, and each student can be allocated an individual action plan data base stored in electronic format into which each successive test's results can be entered automatically.
- Thirdly, “the role of the teacher must change in the sense that it is no longer sufficient for teachers merely to impart content knowledge.” It will however, be crucial for teachers to encourage critical thinking skills, promote information literacy, and nurture collaborative working practices to prepare children for a new world in which no



job is guaranteed for life, and where people switch careers several times. One of the most ubiquitous forms of Information and Communication Technology – the **Internet** – gives access to an exponentially growing storehouse of information sources, almost unlimited networks of people and computers, and unprecedented learning and research opportunities. The **Internet** is a network of networks, providing opportunities for inquiry-based learning where teachers and students are able to access some of the world's largest information archives. Students and teachers are able to connect with each other, learn flexibly, and collaborate with others around the world. Generally speaking, geographical distance is no longer a barrier, and the age of the 'borderless' provision of education is upon us. Teaching strategies and resources can be shared through communication with other students and may be integrated across the curriculum. The Internet provides a wealth of information to the extent that it is now impossible to comprehensively track the amount of information available. Unfortunately, misinformation and inaccuracies are similarly present in great numbers on the Internet so one of the new roles of the teacher within the electronic classroom will be to separate out quality information from misinformation. Identification, classification and authentication of electronic information sources will be critical new tasks for teachers.

- Finally, “teachers must begin to reappraise the methods by which they meet childrens' learning needs and match curricula to the requirements of human thought.” The Internet can be an excellent way to adapt information to meet the characteristics of human information processing. Traditional methods of imparting knowledge, such as lectures and books are characterized by a linear progression of information. Human minds are more

adaptable than this, using non-linear strategies for problem solving, representation and the storage and retrieval of information. Hypertext software enables teachers to provide their students with the non-linear means to match non-linear human thinking processes.

## TECHNOLOGY OF EDUCATION:

As Dickhudt (2001, 1) mentioned, advancements in learning and distributive communications technology throughout the world have created the potential for unprecedented change in the education. These advancements have created the impetus for educators to use technology to develop and facilitate changes in the presentation and delivery of education.

### What is technology?

Before talking about technology of education, technology should be defined: according to Michael A. Scott (1993, 1): **Technology** is the application of knowledge to develop the tools our society requires to run. It is a combination of science, art, engineering, economics, and social studies that is brought together with creativity and ingenuity to improve the quality of our lives. Technology is about making it better, faster, easier, more economical, or more efficient. It is about making the world a better place to live.

## CHARACTERISTICS OF TECHNOLOGY:

### 1. Technology is about change:

During the Industrial Era, technology developed rapidly, vastly changing the way we lived. In our lifetimes, in what we call the **Information Age**, technology has turned change into a revolution, with changes occurring in an ever-accelerating pace. Change affects everyone, and the way we live.

## **2. Technology is about the creative spirit:**

In order to develop ideas and to use the tools technology provides for us, we must learn to use our imaginations, to use our creative instincts. The great designers and engineers of our time were also great artists. They dreamed dreams of what did not exist, and then learned how to make it happen.

## **3. Technology is about teamwork:**

Technology is becoming increasingly complex, more complex than any one person can handle. Some people have great computer skills, some are good at building things, some are good at business, some at drawing, etc. The modern way of working requires teamwork, learning how to use each other's best skills to accomplish the goals of the project, whether it be fixing a car engine or designing a curriculum.

## **4. Technology is the joy of discovery:**

There is a tremendous amount of satisfaction to be gained when you learn how things work, and then learn how to actually build or fix it yourself. Technology is hands on; technology is learning to put theory into practice. It is a never-ending process, a new discovery to be made around every corner.

## **5. Technology is the pursuit of excellence:**

In order to be successful in any field of technology, one must learn to be professional, to always reach for excellence. There is a great amount of satisfaction and pride when you work extra hard to accomplish something, and to know you did your best work on it.

**6. Technology is about innovation:**

Technology is the science of making do with less, of learning to be creative and make things happen. It's about dreaming of new concepts and ideas, then finding ways to accomplish them. It's about using your best strengths to accomplish your goals.

**7. Technology is about caring:**

In order to develop the tools of technology, one must care about life, and about community. Technology is useless if it does not in some way improve life. And more important in today's world, it must also serve to help improve the chances of survival for all life on this planet.

(Clark and Wenig, 1999, 19-24)

**WHAT IS TECHNOLOGY OF EDUCATION?**

**Technology of education** is an integrated, experience-based instructional program designed to prepare students to be knowledgeable about technology – its evolution, systems, technologies, utilization, and social and cultural significance. It results in the application of mathematics and science concepts to technological systems in areas such as, but not limited to: construction, manufacturing, communications, transportation, biotechnology, and power and energy. Students are challenged to discover, create, solve problems, and construct solutions by using a variety of tools, machines, computer systems, materials, processes and technological systems.

**The mission of Technology of Education:**

The mission of Technology of Education is to be organized around a set of concepts, processes, and systems that are uniquely technological.

**Benefits of Technology of Education:**

According to Dickhudt (2001,5), three primary educational issues have resulted from technological advancements:

- First, students are no longer primarily dependent on a teacher, a textbook, assignments, and tests as the sole support for their knowledge gathering and progression. The emergence of advanced computer and other visual and audio technologies enable students to independently facilitate their access to learning opportunities.
- Second, those same advancements enable teachers to enhance the structure and presentation of information and curriculum and to choose from a variety of options regarding how that instructions will be provided for, and delivered to, learners.
- Third, technology-based communications infrastructures have significantly altered the definition of location when applied to the delivery of education.

Important findings in the previous studies about technology of education include:

- Educational technology as demonstrated a significant positive effect on achievement. Positive effects have been found for all major subject areas, in preschool through higher education, and for both regular education and special needs students. Evidence suggests that interactive video is especially effective when the skills and concepts to be learned have a visual component and when the software incorporates a research-based instructional design. Use of online telecommunications for collaboration across classrooms in different geographic locations has also been show to improve academic skills.

- Education technology has been found to have positive effects on student attitudes toward learning and on student self-concept. Students felt more successful in school, were more motivated to learn and have increased self-confidence and self-esteem when using computer-based instruction. This was particularly true when the technology allowed learners to control their own learning.
- The specific student population, the software design, the teacher's role, how the students are grouped, and the level of student access to the technology influence the level of effectiveness of educational technology.
- Students trained in collaborative learning, had higher self-esteem and student achievement.
- Introducing technology into the learning environment has been shown to make learning more student-centered, to encourage cooperative learning, and to stimulate increased teacher/student interaction.
- Positive changes in the learning environment brought about by technology are more evolutionary than revolutionary. These changes occur over a period of years, as teachers become more experienced with technology.
- Courses for which computer-based networks were use increased student-student and student-teacher interaction, increased student-teacher interaction with lower-performing students, and did not decrease the traditional forms of communication used. Many students who seldom participate in face-to-face class discussion become more active participants online.
- Greater student cooperation and sharing and helping behaviors occurred when students used computer-based learning that had students compete against the computer rather than against each other.

- Small group collaboration on computer is especially effective when student have received training in the collaborative process.

## **THE INTERNET AS A TEACHING MEDIUM OF ENGLISH LANGUAGE:**

Many teaching aids were used in teaching English as a foreign language through the different periods of teaching history. These teaching aids were improved gradually.

The aids or media of teaching English as foreign language which were used in the past and still used:

### **A. Visual aids:**

1. The board
2. Flashcards
3. Picture and wall pictures
4. Posters
5. Slides

### **B. Aural aids:**

1. Tape-recorder
2. Language laboratory
3. Radio

### **C. Audio-visual aids:**

1. Video tape- recorder
2. Computer
3. Language laboratory And now the Internet (Frank M.Grittner, 1979, Pp300-318).

### **The Importance of Instructional Medium:**

Yaseen (1420, 14), indicated that the importance of teaching aids or instructional media is represented in the following:

1. Stimulating interests of the learner.
2. Increasing experiences of the learner.
3. Differentiating experiences of the learner.
4. Increasing participation of the learner

5. Reinforcing the information in the learner's memory.
6. Maintaining individual differences between the learners.
7. Training the learner to arrange his thoughts.
8. Modifying the learner's conducts and forming the desired attitudes.

### **What is the Internet?**

"Internet is a world-wide linkage of computers joined by telephone lines and fiber optic cables. The "Inter" refers to the fact that it is an International connection, and the "net" is Short for network (a connection of two or more Computers that share their resources)."

(Hardy, 1993,19)

### **History of the Internet in brief:**

According to Sterling(1993,26),in the 1960s, an American Cold war think-tank called the RAND Corporation focused their attention onto how the US authorities could successfully communicate in the event of a nuclear war. Their proposal was to create network of "high-speed supercomputers" that would have no central authority, with each computer equal in status to the other, so that each could create, pass simply take an alternate route through the network in order to reach their destinations. Although the first such network was first tested at the National physical laboratory in Great Britain, the first permanent network of this type was set up at UCLA in the United States in 1969. This was funded by pentagon's Advanced Research Projects Agency, and hence the network was called APRANET. It contained all of four computers. Sterling(1993), mentioned:

"By 1972, there were 37 computers operating in APRANET. At this point, a strange fact became clear: the network was not primarily used for long-distance computing as was the impetus for the original design, but rather for news and personal messages. The mailing-list



sprang up after a short while, and the network continued to grow throughout the 1970s. New networks began towards end of the 1970s and during the 1980s, and were able to link to one another by means of a standard method of transmission called TCP or "Transmission Control Protocol," which is still widely in use today. Throughout the two decades, a wide range of groups around the world were using this Internet, or network of networks, including Educational institutions, the military, and government Organizations. In the 1990s, this has widened to include businesses, individuals, libraries and schools."(p28)

### **Constituents of the Internet:**

Internet consists of three main factors:

#### **1. Computers including their programs**

##### **1. People**

**3. Other equipments** (switches, switchboards, cables, And the infrastructures for communications in countries connected to the Internet, including satellites and their ground stations).

The Internet includes an enormous number of information and free services programs prepared and presented by: governments and many commercial companies and establishments to attract people to their different services.

### **The Internet Services:**

The Internet has variety of services:

#### **• E-mail (Electronic mail):**

The subscriber can use it to send and receive messages with other subscribers on the Internet. The electronic mail, at first, was essential in the commercial work. Their users were 75 million. They increased to be 160 million users.

The most important applications of E-mail in teaching English are the following:

1. Using E-mail as a means of communication between the students and the teachers. The students can send their homework to their teachers.
2. Students can send their questions about the lessons of English language to the teachers by using E-mail.
3. They can practice conversation in English by sending messages to each other through E-mail.
4. They can also receive the (feedback) of their homework from their teachers. (Al-Mosa, 1421)

According to Gonglewski, Meloni and Brant (2000), the pedagogical benefits of E-mail, in teaching English as a foreign language, are:

1. Extends language learning time and place:

It provides additional interaction in the foreign language beyond the time and the place of the classroom.

2. Provides a context for real-world communication and authentic interaction:

By connecting FL speakers outside of the classroom, E-mail also provides a context for communicating with other speakers in authentic communicative situations.

3. Expands topics beyond classroom-based ones:

E-mail gives the learner an additional context that can be linked to topics being covered in classroom.

4. Promotes student-centered language learning:

By E-mail, the learner can increase his experience beyond the topics learned in the classroom.

5. Encourages equal opportunity participation

6. Connects speakers quickly and cheaply

- **Newsgroups:**

It can be used as a forum or gathering place for discussion of those who have the same interests.

- **WWW:**

It is considered as the easy gate for entering the Internet services by establishing (Hypertext link) between the documents in the different places on the international net.

- **Chat:**

It is used to send and receive written speech between the subscribers on the Internet immediately and alive.

- **Video-conferencing:**

It can be used to make conference between two or more persons alive (by listening to the sound and seeing the photograph).

## THE INTERNET ITEMS:

Many items and abbreviations appeared in the Internet processes, a lot of us might know nothing about them and their meanings. The following the most famous abbreviations:

**WWW:**

World Wide Web

**.com:**

Commercial organization

**.edu :**

educational organization

**.gov :**

government organization

**.mil :**

military organization

**.net :**

network organization

**.org :**

non-profit organization

**.au, .uk, .sa :**

country codes for countries other than the USA.

(Caroline, 2001)

**/comp:** Something related to computer's hardware( offering the accessories and parts of computer)

**/Rec:** It means relaxation and entertainment.

**/Sci:** It means science.

**/Soc:** It means society affairs.

The above abbreviations are related to the addresses of the sites on the Internet.

Also, there are other abbreviations related to the setting of the Internet service. The most famous of them are:

**DNS:** Domain Name Service.

**FAQ:** Frequently Asked Questions.

**FSP:** File Sharing Protocol.

**FTP:** File Transfer Protocol.

**Gif:** graphic interchange format.

**HTML:** Hypertext Markup Language.

**JPEG:** Joint Photographic Expert group.

**PPP:** Point-To-Point Protocol. (Husein 1997, 166-167)

### **THE INTERNET IS A FUTURE TEACHING MEDIUM:**

Some educators predict that learning will dramatically change over the next 10 to 20 years, for several reasons. First, education costs will continue to rise for the foreseeable future. For example, between 1985 and 1996, the cost of attending a public 4-year college increased 77%, and the cost of attending a private 4-year school increased 91%. Second, learning has become a lifelong process in which college students are older, part-time, and employed, rather than full-time and directly out of high school. Third, business practices are being used to restructure the education arena to reduce costs similar to the way in which managed care restructured health care. Fourth, education technology is rapidly changing. We now have multimedia training programs, virtual libraries, and videoconferencing over the Internet. These new technologies support individualized learning and home-based education. They allow universities to deliver courses with minimum administrative overhead, without the expense of a

physical plant, and without requiring students to travel.(Schoech, 2000, 20).

## **STEPS OF DESIGNING THE EDUCATIONAL SITES:**

Al-Habis and Al-Kandari(2000, 181-190) mentioned the steps of designing an educational Web site that were reached by December and Randall (1994):

### **1.Planning:**

When you decide to design an educational web site you have to determine or put in your mind the following things:

- the objectives of the sites
- the activities that can be presented through the site.
- the roles of the teachers and pupils in the site?
- evaluation of the site.
- the feedback.

### **2.Analysis:**

It means to use the background and the level of the pupil as the basis for choosing the content of the program presented through the site.

### **3.Designing of the courseware:**

The designer of the courseware should take in his consideration:

- The wrong answer
- The times of answer repetition
- The exit from the program

The main kinds of designing styles are the following:

#### • **Linear Design:**

It is designed in the shape of the book and uses links to remove inside the site or other site.

#### • **Branching Design:**

This kind divided into three kinds:

- Forward Branching: Removing from the site to the following sites.
- Backward Branching: Removing from the site to the last site.

-Random Branching: allows removing to the following and to the last site at the same time according to the needs or requirements of the program.

#### **4.Application and evaluation:**

In this step, the site will be loaded on the Internet, in order to present it to the students. Then, evaluation will be done to modify or edit or cancel the program.

According to Muehleisen (1997,32), some considerations should be taken before thinking of designing a web site or page:

##### **1.Decide on the size of working groups:**

Will students work individually, in small groups, or as a class?

##### **2.Decide on a theme:**

Is it related to textbook or related to students' other interests.

##### **3.Decide on a target audience:**

Who will receive your site or page? In what educational stage is he?

**4.Look for related pages** on the WWW that you might find something related to your topic on them.

### **USING THE INTERNET IN TEACHING ENGLISH:**

Some surveys such as : Guido, Stempel III, Thomas and Joseph(2000,71-79) showed a huge gain for the Internet use in the last five years and decline for the use of other media, in all life sides, including education process. The educators believe that the Internet use in education has more importance.

According to Donn&Bob(2001, 43),the importance of the Internet use in education (also in teaching English) is represented in the following:

**1. Motivating the learner:**

The use of graphics, color, animation, and sound have been used as external stimuli for years to motivate the learners, and all can be included in Web pages.

**2. Identifying what is to be learned:**

In most cases, it is important to let the learners know early the lesson what they will responsible for at the end of the instruction (unless you are working with discovery learning). This helps learners focus on those factors which the instructor deems salient.

**3. Reminding learners of past knowledge:**

“Cognitive psychologists generally agree that for information to be retained in long-term memory, learners must construct a memory link between the new information and some related information already stored in long-term memory” (Gagne, 1985,25). Web multiple pages allow learners with diverse backgrounds and knowledge to choose the most salient link to remind them of the knowledge they previously learned before new information is offered.

**4. Requiring active involvement:**

Generally speaking, a more active learner will integrate new knowledge more readily than a passive learner. Teaching and learning by using the Internet give an opportunity to learner to participate effectively in the learning process.

According to Muehleisen (1997,13), the reasons that lead teachers and students to use the Internet in learning English can be represented in:

1. Learning to use computer provides a strong intrinsic motivation for learning English
2. The Internet places English in an international context: Students quickly discover for themselves that a majority the information on the Internet is in English; they also discover that they can use English as a means of learning about and communicating with people around the world.
3. The Internet sites are interactive

4. Facilities for using the Internet are often readily available.

Terril(2000,4) said that:“ Using the **Internet** in project-based learning is another way to facilitate the development of learners' **language skills** as well as their teamwork and other communication skills so needed in today's world.”

Lee (2001,61) mentioned that Many English teachers recognize the potential of the Internet for long-distance communication. It enables English learners to communicate with others across the globe. However, many teachers fail to realize that the **Internet** can be of **great benefit not only** for long-distance exchanges but also for **linking students** in a single **classroom**. Three types of electronic communication are possible within a single class: teacher-student communication, out-of-class electronic discussion, and in-class, real time electronic discussion.

He added : the **Internet** is a valuable **tool** for **English teaching**. Yet the **Internet**, like other forms of **technology**, will not itself solve problems. It will be up to us as instructors to develop the right ways of using the **Internet** based on our general goals, our teaching style and approach, an analysis of our students' needs, and the technological tools we have at hand. There are several steps to consider before using the Internet in the classroom:

### **Before the Class:**

1. Work with the school to make sure that computers are as accessible as possible. The most frequent access your students have to the computers, the more rewards they will get out of using the Internet.
2. Choose the hardware and software that are most user-friendly. An easy-to-use system is usually preferable to a powerful but complicated one.
3. Prepare a thorough and easy-to-read handout for the students that covers all the basic instructions.



### During the Class:

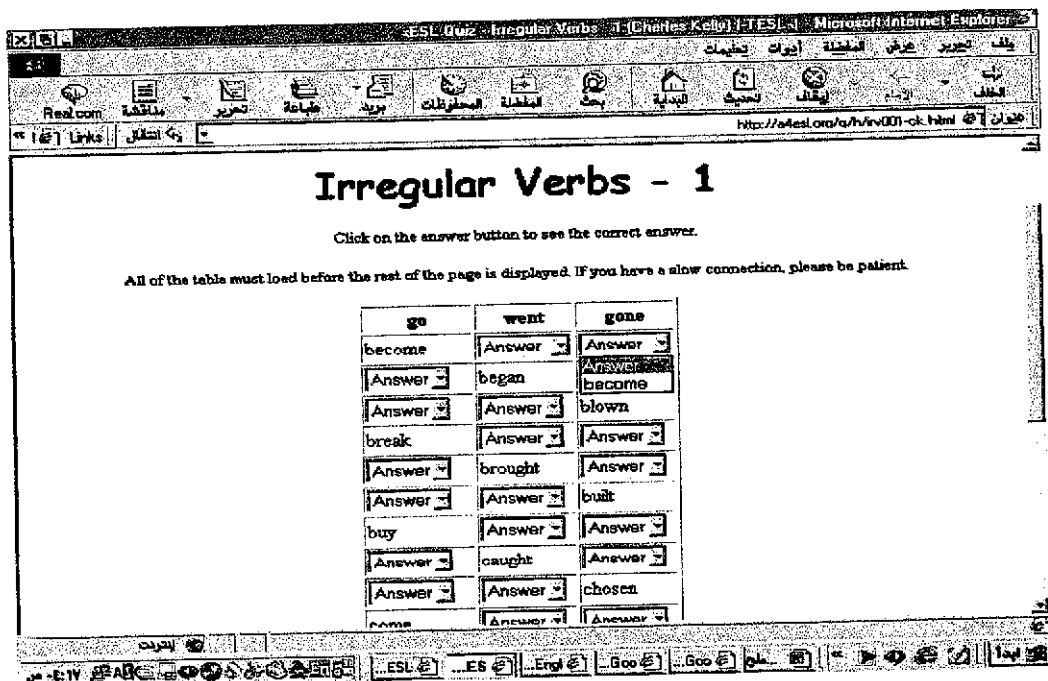
1. Arrange for a couple of assistants during the first class period.
2. Send a message to the students before they log on the Internet. They will have something there waiting for them, which can really motivate them.
3. Do a sample training session with one or two students first to see what types of problems may arise before attempting to train an entire class.

## TESTING ENGLISH LANGUAGE ON THE INTERNET:

Testing is something that almost all language teachers have to do at one time or more. Whether teachers like it or not, in academic settings, and even many non-academic settings, it is an important part of teaching. Properly used, tests can help students to improve their learning and teachers to improve their teaching. The following are some examples that show testing English language on the Internet:

### 1. Grammar test:

The following two examples indicate that the student can test himself before making sure of the right answer:



ESL Quizzes - Prepositions I (Vera Mello) I-TEST-J - Microsoft Internet Explorer

Home Grammar-E Grammar-M Grammar-D Vocabulary-E Vocabulary-M Vocabulary-D

Activities for ESL Students

Crosswords-E Crosswords-D Bilingual JavaScript Flash HTML-Only For Teachers

## Prepositions I

Make a choice by clicking on the radio button, then compare it with the correct answer hidden under the answer button.

1. \_\_\_\_ the meantime, you can prepare dinner.  
☐ On  
☐ In
2. Have you decided \_\_\_\_ a name \_\_\_\_ the baby yet?  
☐ on, for  
☐ about, to

## 2. Testing vocabulary:

There are lots of web pages that test English vocabulary on the internet. Here are two good examples:

ESL Quiz - Nouns from Verbs (Vera Mello) I-TEST-J - Microsoft Internet Explorer

Home Grammar-E Grammar-M Grammar-D Vocabulary-E Vocabulary-M Vocabulary-D

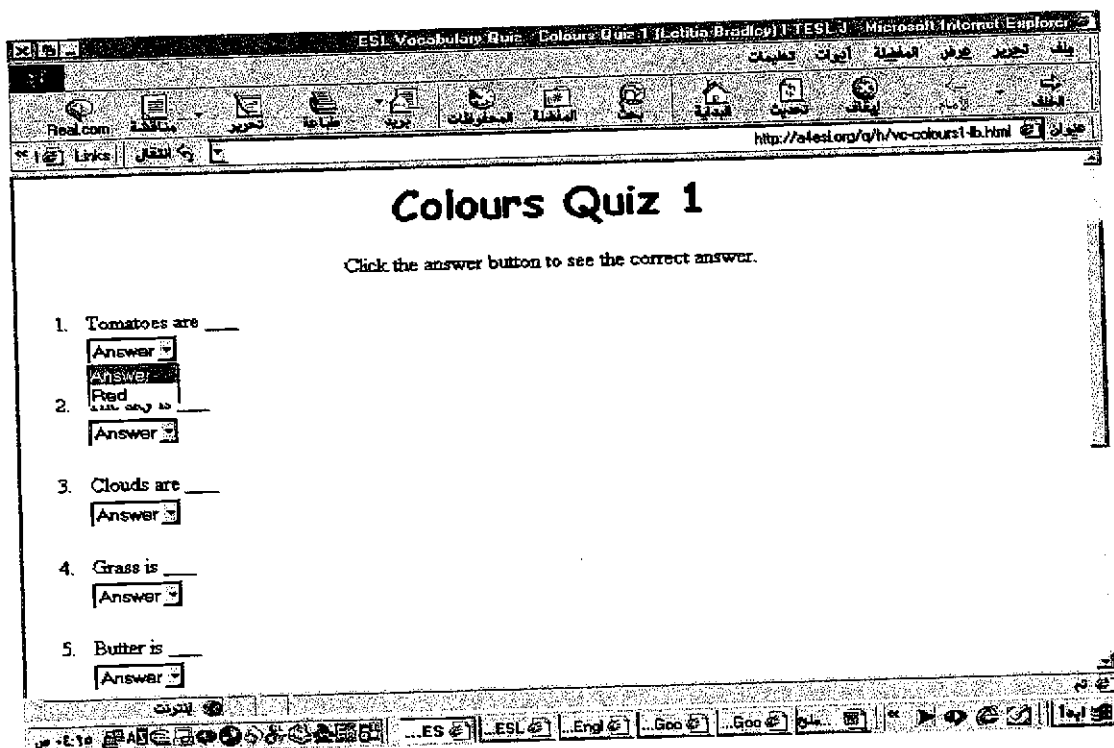
Activities for ESL Students

Crosswords-E Crosswords-D Bilingual JavaScript Flash HTML-Only For Teachers

## Nouns from Verbs

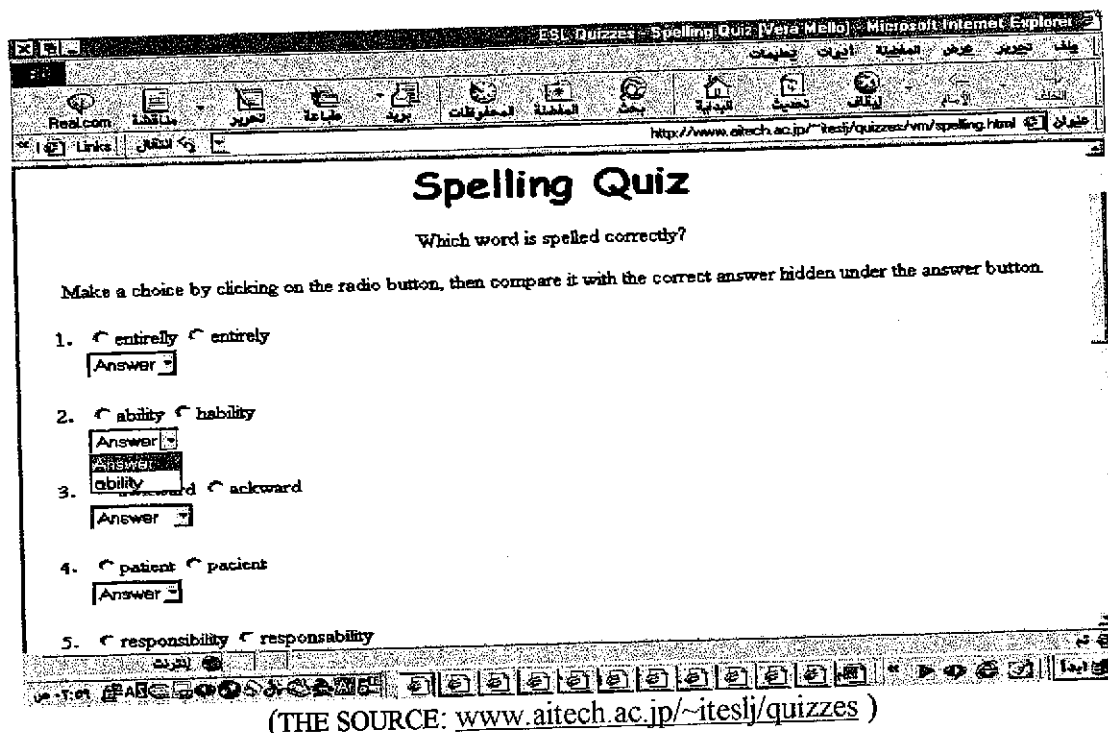
Complete the sentences with a noun form corresponding to the verb given in parentheses.  
Click the answer button to see the correct answer.

1. He \_\_\_\_ to understand the problem surprised me. (fail)
2. \_\_\_\_ to do the work irked the boss. (refuse)
3. They do not have free \_\_\_\_\_. (deliver)



### 3. Spelling testing:

The following example shows a multiple choice test that enables the students to recognize the right answer after testing himself.



(THE SOURCE: [www.aitech.ac.jp/~iteslj/quizzes](http://www.aitech.ac.jp/~iteslj/quizzes))

## EXPERIMENTS OF SOME COUNTRIES IN USING THE INTERNET IN EDUCATION:

Here some of last experiments of other countries. As mentioned previously, 89% of USA schools has at least one Internet connection within their campus. There are many countries have implemented the Internet in their education systems, such as:

### 1.The UK Experience:

According to Wheeler (2000, 3). In the UK, the government is encouraging schools to embrace Information and Communication Technology as a fundamental part of the fabric of the curriculum. In 1998-1999, the UK government's funding for Information and Communication Technology development in schools, known as the National Grid for Learning (NGfL) finally began to have an impact. The funding provided by NGfL has resulted in a growth of connections to the Internet in primary schools. In March 1998 only 17 per cent of primary schools in the UK had Internet access. By March 1999 this had increased to 62 per cent and in the same period there was also an increase of the Internet connectivity in secondary schools from 83 to 93 per cent. Many secondary schools and an increasing number of primary schools are now developing websites and announcing their presence in cyberspace. The use of web pages to post school news and homework assignments is soon to become common practice, as is the submission of work via E-mail from the child's home to the teacher's mailbox. This, however is just the first step in introducing Information and Communication Technology into schools. It is expected that all British teachers will be offered training in the use of Information and communication Technology by 2002, and the UK Government has committed to spending £230 million to drive this training initiative forward. British teachers are also being supported in the purchase of a personal home computer, with a further fund of

£20 million being offered. Teachers can expect to purchase a computer and modem at approximately half the retail price for exclusive home use. Through these initiatives it is envisaged that many more teachers will be encouraged to explore the possibilities of Information and Communication Technology, and increase their confidence in the use of computers. It is possible that entirely new working practices will evolve, where teachers work in a more collaborative manner, both with colleagues and with children. Finally, schools in some pilot areas are being encouraged to work together in clusters using Information and Communication Technology as a Communication Method. This approach enables schools to collaborate, sharing teaching and learning materials, which can be made available cost effectively to larger distributions of children. This method of working will also enabled key staff to provide on the job training to their colleagues from a centralized resource base

## **2.Canada:**

Canadians began the project of using the Internet in education in 1993. Then, the commercial establishments contributed in improving this project to be "SchollNet" project in 1995. The government prepared 30 million dollars as a budget for this project.

## **3.Korea:**

In March 1996, the project of (Kid Net) entered the Korean elementary schools. Then, the project was expanded to include the intermediate and secondary schools, and then the universities and colleges. The project was built by the co-operation between governmental and commercial establishments. These establishments were:

- Global Youth Net for peace (GYN), Michigan state university, in America.

- One of Korean newspapers.
- Ministry of information and communications.
- Ministry of education.

The budget of the project was a co-operative between the government and commercial companies and establishments. Also, the volunteers from the parents of the students participated in this budget. The time of the fulfillment of the project was ten years divided into four stages:

1. The time of the first stage was one year (1996) the experiment took place in 20 primary schools.
1. The time of the second stage was three years (1997-1999) the experiment included 500 schools.
2. The time of the third stage is three years also (2000-2002) the project will cover half of Korean primary schools.
3. The time of the last period is also three years (2003-2005). In these three years, there will be evaluation for the goals of the project to judge its continuity or modification or cancellation.

#### **4. Japan:**

Japan, also has begun involving the Internet in education process and particularly in teaching English as foreign language. For Example, Doshisha University in Japan set up some Internet sites for teaching English as foreign and second language (TEFL/TESL) in 1998. These are samples for those sites:

- <http://ilc2.doshisha.ac.jp/users/kkitao/online/www/teacher.htm>
- <http://202.23.150.181/users/kkitao/online/>. (Kenji and S. Kathleen, 1998)\*

The left sites will be mentioned later.

### **5.Singapore:**

The ministry of education in Singapore co-operated with the National Computer Board (NCB) to link the schools with Internet network. The project began in six schools in 1993. Then. The project expanded to include intermediate, secondary schools and junior colleges. Also, the ministry of the arts and information made information map service and information technology plan, called (IT2000-2000), to make Singapore the "Intelligence Island" for the 21century. (Al-Fantookh and Al-Sultan, 1999)

## **OBSTACLES IN USING THE INTERNET IN EDUCATION:**

Lipinski(1998,27-31) mentioned that educators in many schools still face obstacles to success as they attempt to involve the Internet into their classrooms and their curriculum. A variety of problems arise in schools that can cause frustration teachers and waste the time.

### **1.Expense:**

Maintaining access to the Internet is expensive. Schools with newly installed networks are discovering that wiring schools represents only a small portion of the cost of the Internet access. There may not be enough computers to go around.

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\*This article translated into Arabic by the researcher and published in "Al-Ma'arefah magazine", vol. 72. 4/1422.AH, pp68-74

A single computer in a classroom is not going to provide adequate Internet access for a class of twenty five students. Many schools own computers that are just too old. Older computers are not satisfactory web browsers. They are too slow and lack the memory required by modern web browsers. These older computers either need major upgrading or replacement. New equipment becomes obsolete within a few years and few schools plan or budget a systematic replacement of these machines.

## **2. Technical Support:**

Most web browsing software is free, but technical support in the classroom is not. Modern computers are easier to use, but they are not television sets. Schools can't just plug them in and expect that they will work perfectly every time a student sits down to do work. Computers are complex systems with complicated operating systems. These machines require trained technicians to configure them and troubleshoot the variety of problems that occur in everyday usage. Properly trained technicians and network administrators are expensive and hard to come by. Technicians who can also work with students and teachers are even more rare. Many schools install complex networks, but fail to provide the funds to administer and maintain them.

## **3. Professional Development:**

Professional development is another huge expense that many school districts fail to adequately fund. Teachers need training on how to use the Internet, develop curriculum and manage the Internet access in the classroom. One or two afternoon in-service training sessions can't possibly provide teachers with the skills they will need to begin to integrate the use of the Internet into their classrooms. Few districts are prepared to provide expensive and intensive training for all staff members and there is little or no time in the regular



school schedule to conduct these sessions. Teachers need plenty of training to effectively use the Internet in their classrooms because there is a lot to learn. The World Wide Web has evolved into the most popular and user friendly component of the Internet, but it still represents a challenge to all but the most experienced web explorer.

#### **4. Conducting The Internet Research:**

Finding useful Internet sites that have a direct connection to the curriculum is rarely a simple task. The World Wide Web is not a library. It has no central card catalog organized by topic, subject or author. Search engines are available, but they often provide students and teachers with sites of questionable educational value or sites totally unrelated to the topic being researched. Students and teachers can search for hours on the web without finding relevant information. Quality educational sites are abundant, but they are not always easy to find. Teachers' schedules rarely provide them with time to locate them anyway.

Reliability of the information found on the Internet is often an issue. Anyone can post information on the web and lots of people do. Fancy graphics and creative web design can make any information look official, even if it isn't. Reputable sites do exist, but may be indistinguishable from the others.

Another problem is that the Internet is constantly changing. Web sites come and go. Familiar and useful websites suddenly disappear or move to different addresses. Web sites are frequently redesigned and new "features" are added. Many of these new features require additional hardware and software that the user may or may not have. These features (audio, video, animation) often overburden the capacity of the school network, slowing access for other school users. They also create a need for a faster and more expensive school Internet connection.

### **5. Technical Difficulties:**

The unpredictable performance of the Internet is another factor that can lead to frustration. The popularity of the Internet has helped to create the Internet traffic jams that can seriously effect the performance of the web. Access to a web site can suddenly slow to a crawl or stop completely. The teacher is left trying to figure out the problem. Is the problem on the Internet, the local network, or the workstation? Most teachers do not have the time, tools or training to find out. In the meantime, a promising lesson has come to an abrupt and unplanned halt.

### **6. Instant Access to Objectionable Material:**

To complicate matters even more, an abundance of objectionable web sites are available at the click of a mouse button. These sites contain materials that can seriously disrupt even the most orderly classrooms and lessons. Teachers attempting to conduct Internet-based lessons can suddenly find themselves dealing with a student or students who accidentally encounter one of these sites. Learning comes to a halt while the teacher deals with the situation and attempts to refocus the lesson. Students interested in intentionally sabotaging a lesson can do so with ease. Filtering software can help to solve some of these problems, but it doesn't always work. Using filtering software also creates issues around censorship while further complicating technical support issues by adding an additional layer of hardware or software that must be administered.

### **7. Advertising:**

Advertising on the Internet is a major issue that schools must face. The Internet brings a barrage of advertising into the classroom. Over the past five years, the Internet has evolved from a world wide academic network connecting

colleges and universities around the world into a vast commercial network. Businesses have taken over large areas of the Internet. Individuals, small businesses, and global corporations are using the Internet to support their present customers and to find new ones. Advertising dominates large portions of the World Wide Web and is almost impossible to avoid. Enticing banner ads are ubiquitous. Students using search engines like AltaVista and Lycos to conduct research will find ads displayed on almost every page of these and many other popular web sites. Ads distract students from the content that is the focus of the lesson. Cleverly constructed ads entice students to click on links that lead to web pages far removed from the original web site. The focus of the lesson is disrupted and no learning takes place. Ironically, the school is helping businesses to pay for this distraction by providing the network

### **THE INTERNET IN SAUDI ARABIA EDUCATION:**

The use of the Internet for education purposes has begun late to some extent, in Saudi Arabia schools and other educational establishments. The first appearance of the use of the Internet was in the private schools that spread in the main cities of the Kingdom. Then, the ministry of education began the national project to prepare for wide Internet using in the different educational purposes. Nowadays, the ministry makes connection to the Internet services gradually in at least two schools from the intermediate and secondary schools through one year in many cities of the Kingdom, e.g.: ( Abdul-Rahman Al-Nasser and Al-qaa'a bin Amr intermediate schools in Madinah, 1422)

In Saudi higher education, King Fahd University began to teach one of computer and information department courses "Data Structure" on the Internet in the first term 6/1422AH corresponding to 9/2001 (Okaz, 2001).

## **SOME OF WEB SITES USEFUL FOR ENGLISH TEACHERS:**

As David Eastment (2001, 103) mentioned, the World Wild Web continues to grow. 800 million pages last year, an estimated 1.5 billion pages by the end of 2000. The Web is opened to all, however, and as long as anyone can publish, the junk will remain: 'the cobweb' sites, which have not updated for years; the 'under construction' pages, which are never completed; the trivial, the dull, and the simply misleading. For the teacher, to find worthwhile material is not an easy task. The following sites were chosen according to the basis of: (Eastment, 2001, 105)

1. Accuracy: is the information correct?
2. Currency: is the information up -to-date and is there an indication of when the page or site was last updated?
3. Authority: is it clear who , where wrote the page and is there an indication of when the page or site was last updated?
4. Presentation: are the pages attractively designed and easy to navigate?:

- **Sites for Teachers :**

[www.sitesforteachers.com/](http://www.sitesforteachers.com/)

This site connects teachers with many sites that have all the tools teachers may need including:

- Flashcards of letters, words and pictures
- Word puzzle, cross words and many other printable exercises.
- Dotted letters, words and lined empty paper for practicing handwriting. It also presents more than 5000 themes related to English language teaching. This is a very useful site for English language teachers. The researcher recommend all English language teachers to visit it soon.

- **Lesson plans page:**

[www.lessonplanspage.com](http://www.lessonplanspage.com)

This site is also useful for teachers. It exposes lots of ideal models for planning and preparing lessons of many subjects , including English language lessons. From this you can connect the previous site.

- **The best on the web for teachers:**

[Teachers.teach-nology.com](http://Teachers.teach-nology.com)

This is also a very useful site for teachers. It contains many links to lots of site that the teachers of English language need such as, free worksheets, and other tools of the teachers. Visiting this site is recommended. The site is available at the above address.

- **Lesson plans site:**

[www.lesssonplans.com](http://www.lesssonplans.com)

This site is as good as lesson plans page site mentioned above. It presents ideal models for preparing lessons. You can visit this site at the above address.

- **Teachers-training site:**

<http://www.teacher-training.net/>

This site intersted in training teacher and (on- the job training) for teachers of English language. The site can be visited at the above address.

- **ELT News site:**

[www.eltnews.com](http://www.eltnews.com)

It is a good site. It connects you with many themes related to English language such as, the organizations of English language in many countries of the world.

- **EFL web site:**

[www.eflweb.com](http://www.eflweb.com)

This is an excellent sit that connect you with a lot of English language learning centers around the world.

It also connects you with resources of the teacher and student.

### **SOME SITES USEFUL FOR STUDENTS:**

- **Education –online sites:**

[www.really-fine.com/education-online](http://www.really-fine.com/education-online)

This site presents lots of English language lessons. It is useful for students of secondary school stage and students of colleges. You can connect the site at the following address:

- **English peak site:**

[www.peakenglish.com](http://www.peakenglish.com)

This site exposes many courses for learning English language. These courses depend on the pre-course test. This pre-test is presented online in the site. You can visit it at the above address.

Also, the following sites are useful for students:

[www.englishlearner.com](http://www.englishlearner.com)

[www.wannalearn.com](http://www.wannalearn.com)

[www.studyweb.com](http://www.studyweb.com)

[www.parlo.com](http://www.parlo.com)

### **SITES USEFUL FOR TEACHERS AND STUDENTS:**

- **Education sites:**

[www.edufind.com](http://www.edufind.com)

This is a useful site for both teachers and students. It connects you with the themes and other sites related to education and English language including: conferences and seminars. You can visit this site at the above address.

- **Webster dictionary:**

[www.w-m.com](http://www.w-m.com)

This sites gives the meaning of any of English words. It also enable you to listen to utterance of the words that uttered

by the native speaker. You can visit this site at the above address.

- **Languages learning net site:**

[www.language-learning.net](http://www.language-learning.net)

This site was designed in Germany. It connects its visitor to the languages learning centers in many countries around the world. You can visit this site at the above address.

- **Abbreviation finder site:**

[www.acronymfinder.com](http://www.acronymfinder.com)

This site gives you the complete words for many of abbreviations, found in the books and on industrial products, e.g: ANOVA, SWF,.....,etc. The site can be visited at the above address.

In addition. There are lots of sites can be useful for teachers and students, some addresses of these sites listed as the following:

[www.cortland.edu/f/teach](http://www.cortland.edu/f/teach)

[www.eflweb.com/home.htm.bookreviews/reviews=10-shtml](http://www.eflweb.com/home.htm.bookreviews/reviews=10-shtml)

[www.English.uiuc.edu/workshop/ww\\_hand.html](http://www.English.uiuc.edu/workshop/ww_hand.html)

The Internet TESL journal [www.aitech.ac.jp/~iteslj/links/](http://www.aitech.ac.jp/~iteslj/links/)

[www.bbc.co.uk/schools/gcsebitesize/english/](http://www.bbc.co.uk/schools/gcsebitesize/english/)

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[www.usatoday.com/educate/homesplash](http://www.usatoday.com/educate/homesplash)

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English Teachers Electronic Newsletters:

[http://agoralang.com/agora/agoranews\\_current.html](http://agoralang.com/agora/agoranews_current.html)

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The Guardian Education Unlimited TEFL section:

[www.educationalunlimited.co.uk/tefl/](http://www.educationalunlimited.co.uk/tefl/)

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E.L. Easton [www.eleaston.com](http://www.eleaston.com)

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ESL Partyland: The Media

[www.eslpartyland.com/students/nov/media.htm](http://www.eslpartyland.com/students/nov/media.htm)

Learning page:

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Teaching English Newspaper:

<http://www.aitech.ac.jp/~iteslj/lessons/Kitao->

[Newspaper.html](http://www.aitech.ac.jp/~iteslj/lessons/Kitao-Newspaper.html)

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Web Projects for the ESL/EFL Class:

<http://www.kyoto-su.ac.jp/people/teacher/trobb/projects.html>

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ESL Partyland Discussion:

[www.eslpartyland.com/disnews.htm/](http://www.eslpartyland.com/disnews.htm/)

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ESL Café' Discussion center: [www.eslcafe.com/discussion/dc/](http://www.eslcafe.com/discussion/dc/)

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There are also other general sites, useful for teachers, researchers and students who eager to learn:

- [www.Altavista.com](http://www.Altavista.com)
- [www.excite.com](http://www.excite.com)
- [www.google.com](http://www.google.com)



- [www.britannica.com](http://www.britannica.com)
- The open directory: [www.dmoz.org](http://www.dmoz.org)

## Part II :

# Previous Studies

Here, the researcher presents some of the previous studies have dealt with the use of the Internet and its effectiveness in teaching English language and in education process in general:

### 1.The study of Baker 1996:

The title of the study is:

“Access and Attitudes regarding the use of online services among socioculturally diverse college students”

It is descriptive study, which discussed the attitudes of 710 college students towards using online services in two universities and four community colleges in Arizona and California states. The important points resulted from this study:

1. The attitudes towards using online services, was high.
2. The attitudes of those students who have used online significantly more positive than students who did not use or did not intend to use online services.
- 3.Differences among students groups were inconclusive due to the students' difference in the income.
- 4.Differences based on gender were not conclusive.

The study recommended for additional research about the attitudes towards the use of online services among groups in the lower educational levels.

### 2.The study of Yin 1997:

The title of the study is:

“Beliefs selected Texas educators about utilization of the Internet to facilitate multicultural education.”

This study was descriptive. The purpose of the study was to determine educators' beliefs about the use of the Internet for multicultural education. A 39-item survey questionnaire was used to collect data. The sample was 229 students enrolled in graduate courses at a southern regional university. The most important points resulted from this study are:

- The selected students have positive beliefs about using the Internet for multicultural education.
- Online and face- to -face communication has enhanced in intercultural communication between each other.
- Educators have similar beliefs on the issue of using the Internet for multicultural education regardless of their gender, age, subject taught, and use of the Internet.
- Differences, in beliefs, are between the educators who work in schools of more than 30% of ethnic minority students and educators who work in schools of lower than 31% of ethnic minority students and the educators in K-12 and higher education.

The study ensured that the usefulness of the Internet in learning of foreign and second language is still questioned by educators. More research in this issue should be done in the future.

### 3.The Study of Kathryn 1998:

#### **“Student Attitudes Towards Electronic Information Resources.”**

This study was descriptive. It aims at recognizing how students feel about various issues surrounding electronic resources and whether change in attitudes depends upon subject studied. 317 students across universities completed a questionnaire to determine level of use of various electronic information resources, and ways in which they felt that electronic resources had hindered or improved their academic career.

The findings have suggested that many respondents do use some electronic resources and are aware of their benefits. Results were different dependent upon subject studied for most of the questions, suggesting three things, which may effect how the respondents feel:

- The use of technology in the degree course
- Relevant information available electronically
- The effectiveness of academic staff in promoting these new services.

The study recommended to more research efforts to recognize the use of the Internet in education.

#### 4.The study of Chen 1998:

“Integrating Internet resources into the learning of English as a foreign language in a Taiwanese high school: A case study.”

This research is a case study that study explores use of the Internet resources for learning English as foreign language (EFL) in Taiwanese high school EFL education. The overall objectives of the study are:

To examine qualitatively 40 high school students’ performance, attitudes, and learning strategies using an experimental Internet-integrated learning to consider its potential impact on current EFL education in Taiwan, to gain insight into the feasibility of integrating the Internet into Taiwanese high school EFL standard curriculum.

Subjects were engaged in thematic, purposeful, collaborative Internet-integrated learning activities where English is used for data searching, group discussion, and individual presentation, as well as for acquiring knowledge of other subject matter. E-mail messages, mailing lists, interviews, questionnaires and subjects’ writing samples were collected and analyzed.

Results are discussed in terms of meeting the demands of information and human resources required for effective EFL learning and reshaping the role of instructor as guide and co-learner. Also discussed is how the Internet integrated mode facilitates interdisciplinary, collaborative and learner-centered EFL learning and incorporates students' and teachers' interests and expertise.

Finally, the recommendations of the study are offered for future research studies, including possibly developing a compatible assessment system and establishing an EFL instruction web station to convince and support teachers interested in conducting authentic, cross-cultural, and learner-centered EFL instruction with the aids of rich and dynamic multimedia resources on the Internet.

#### 5. The study of Al-Sultan and Al-Fantookh 1999:

"The Internet in Education: The Project of an Electronic School."

This is a surveyed study. It surveyed some of countries experiments involving the Internet in education:

- Canada experiment
- Korea experiment
- Singapore experiment

The researcher will give more details about these experiments in the conceptual frame. The most things that this study ensured are:

2. The necessity to a political planed decision towards involving the Internet in educational process in Saudi Arabia
3. The necessity to provide the information resources on the Internet networks by all of our general directorates of education in the different region of the Kingdom.
4. The necessity to provide libraries that serve teachers on the Internet in their mother tongue (Arabic language).

The research also surveyed the attitudes against using the Internet in education in the kingdom of Saudi Arabia. They were one of the following:

1. Tendency to use the traditional methods. Refusing the invitation to involve the modern methods.
2. Paying no attention to the modern educational changes.

It recommended to more research in this issue to indicate the usefulness of the Internet in education.

#### 6.The study of Cook (2000):

“The effects of Web-based instruction on pre-service teachers’ attitude, confidence, and perceived value regarding Internet-based learning resources.”

This study ensures that comprehensive reviews of recent literature in educational technology claim that most teacher preparation programs are not preparing teachers to effectively use Technology Assessment. In an attempt to better prepare pre-service teachers to integrate technology into the curriculum, there is a trend where many education programs are using Web-based or Web-enhanced courses where technology integration can be experienced first hand. Current literature suggests that students can achieve the necessary goals of a course via Web-based instruction, however, no studies have taken into account the vast differences in the prior computer experience of the students taking these courses and how these difference effect the students’ attitudes, confidence, value, and achievement regarding Internet-based learning resources. 60 undergraduate pre-service teachers from an urban university were the subject in this study designed to determine the effects of Web-based instruction on attitude, confidence, value, and achievement regarding Internet-based learning resources. A questionnaire, survey, and achievement test were used to collect raw data. Then, a 2x2 repeated measures analysis of variance was used to determine the effects of prior computer experience and

participation in a computer course on the changes in attitudes, confidence, value, and achievement from pre-treatment to post-treatment. It was concluded that positive gains were made in all four areas under study. Additionally, differences in computer background were found to make a difference in the student's overall performance. Most importantly, it was discovered that a positive attitude toward the use of computers can benefit the student greatly as it helps to build confidence in computer use which leads to more computer use and higher overall achievement.

#### 7.The study of Dean, 2000:

“Influencing Technology in K-12 classrooms: A study of one method used to prepare teachers to integrate information technologies into their teaching.”

The purpose of this quasi-experimental study was to conduct research on one method used to prepare teachers to integrate technology into their teaching so that children will become capable and confident users of technology.

Technology is being looked to as an important part of the solution to the perceived problems of the current education system. Microcomputers and Internet access is becoming more widespread both within the schools and at home.

A total of 210 teachers participated in this study. Participants received technology training, a laptop, and funding for technology for their classrooms. Pre and post quantitative data were collected to determine the impact this preparation method had on the Internet and computer attitudes, self-efficacy, and experience(frequency of use) of the teacher participants as measured by a Computer and Internet attitudes, Self-Efficacy, and Experience (CASE) assessment instrument. Additional factors observed in this study included: (a)the impact of teachers' school district on their technology infusion efforts, (b) teachers' perception of their role as an effective integrator of technology at the conclusion of the treatment,

and (c) teachers' perception of the impact on student learning which has resulted from their technology-infusion efforts. Survey results showed significant improvements in teachers' computer attitudes, self-efficacy, and computer experience measured on a pre to post test basis. Responses on post only factors indicated that: (a) school districts did not contribute significantly to participant's technology infusion efforts, (b) teachers described themselves as collaborative, mentoring, confident integrators of technology who have adopted a coach/guiding teaching style, and who have access to software that engages their students, and (c) teachers expressed an extremely uniform perception that student learning is being positively impacted by their technology infusion efforts.

#### 8.The Study of Faux(2000):

" A COMPARISON OF USING THE INTERNET VERSUS LECTURES TO TEACH SOCIAL WORK HISTORY"

This study 's goal was to determine the effectiveness of using the Internet as a primary teaching method. Method: Introduction to Social Work students in three different class sections were taught social work history using three different teaching methods. One class section was taught using traditional lecture and discussion, a second was taught through a self-directed Internet assignment, and a third was taught using a combination of the Internet assignment and classroom discussion. A pretest and a posttest were administered to each class section to evaluate learning.

Results: Contrary to pre-research expectations, it was found that students stated a preference for teacher contact over the Internet instruction and performed better on a posttest when taught through traditional lectures than when taught through the Internet.

Conclusion: Using Internet-only instruction may not be the most effective way to teach students about social work.

#### 9.The study of Lindsey(2000):



“Information A constructivist study of developing curriculum to teach Internet literacy to Navajo high school students”

This thesis reports the results of a school year long study, (1999/2000) that examines the development of a curriculum for teaching Navajo/Dine high school students Internet information literacy. Lessons were constructed through observation of student responses and formal discussions with teachers over the course of the project. There are three phases of the study. The initial phase identifies effective content and delivery modalities. The second phase implements the finding of the first. A student self-assessment was administered to participating students during the third phase. The final report of the study indicates students who participated in three sets of the Internet information literacy lessons expressed more confidence in their abilities to use the Internet in their class work than those who had taken one set of lessons.

#### 10.The study of Al-Habis and Al-Kandari 2000:

“Scientific basics for establishing an educational unit on the Internet.”

This study was deliberative (it is a scientific procedure can be used in the educational researches). It determined the scientific bases that should be considered in establishing educational unit on the Internet:

- Planning: Objectives determination and asking questions such as:
  - Are objectives related to the curriculum?
  - In what ways can we reached these objectives?
- Analysis: using the background of the student as a base for the contents of the unit.
- Design of courseware: the good design of the site on the Internet plays a main role in its goals. The main styles of the designation of the sites on the Internet are:

1. Linear Design.
2. Branching Design:
  - (a). Forward Branching.
  - (b). Backward Branching.
  - (c). Random Branching.
- Application and evaluation:

The results of the study indicated that using the Internet in education goes easily and quickly day after day into the educational process. It recommended for additional studies to recognize the training needs of the teachers and students in using the Internet.

#### 11. The study of Al-Heelah 2000:

“The influence of using the Internet at home on students’ educational achievement.”

The study was descriptive. The questionnaire of the research distributed to two groups of pupils:

- The first group consisted of 36 students subscribed in the Internet service at their homes.
- The second group consisted of 80 students not subscribed in the Internet service at homes, but they went to the Internet café service.

The results of this research indicated that:

- %65 of students mentioned that using the Internet at home had negative influence on educational achievement because it wasted their times.
  - %21 of respondents indicated that using the Internet at home increased their educational achievement, because they guided and supervised by their parents.
  - %14 of respondents said that no influence from using the Internet at home on their educational achievement, because they used the Internet in their spare time.
- The study recommended the fathers and mothers to guide their sons and daughters in using the Internet

services to reinforce the information they studied in their schools. Also, the study recommended to more research to cover the other sides of using the Internet in teaching and learning process.

### 12.The study of Hayakawa 2000:

Title: "International Usability, Design Guidelines and Effectiveness of a World Wide Web-based Instructional Program for High School Students in a Cross-culture Learning Environment."

This research was descriptive. It talked about the problem of the growth of the Internet and the World Wide Web (WWW) that has resulted in a vast array of on-line courseware and educational Web sites. Unfortunately, as a large percentage of this information is written in English, non-English speakers are unable to access it. The study was designed to contribute to the area of bilingual learning on the WWW. The researcher developed and evaluated three types of mathematics courseware: an English- only version, a Japanese -only version, and a bilingual version. While both the bilingual and English-only courseware enabled Japanese students with a basic knowledge of English to learn both quadratic equations and mathematical in English. The research found that the bilingual version was the most effective courseware for learning both mathematics and English simultaneously.

### 13.The study of Ontario (2000):

"Preparing Teachers for Effective and Wise Use of the Internet in Schools."

The research was a surveyed study. It talked about how do teachers prepare to guide their students wisely and effectively in using the Internet in their learning. The research surveyed

some projects of training teachers to use the Internet in the teaching process. One of these projects, is:

- The SchoolNet Support Teacher Pilot Project:  
The project began in September 1995 as a four-month pilot to provide training and professional development for interested teachers. The sponsors-SchoolNet and six school- boards extended the project for the entire 1995-96 school year. The project had four distinguishing characteristics:
- Most of the teacher training- technical and pedagogical- in the project was done by certified teachers;
- The SchoolNet Support Teachers were newly certified teachers, having just graduated from a faculty of education;
- Most of the training was done on site, in the schools, during the school day, and was related directly to the work of the teachers;
- The support teachers worked in close cooperation with board administrative personnel to expand or establish sustainable on-site professional development programs in keeping with board plans for the educational use of telecommunications.

The project addressed four areas of concern:

- Development of teacher knowledge, skills, and attitudes;
- Curriculum integration;
- School-level site-based planning; and
- Board-level planning

The research had invitation to more research in the topic of using the Internet in teaching and learning process.

#### 14. The Study of (Schoech, 2000):

“TEACHING OVER THE INTERNET: RESULTS OF ONE DOCTORAL COURSE”

Although the Internet is new, many educators see it as a future instructional medium that will rival the face-to-face classroom. Currently, we have very little experience teaching a course using only the Internet. The objective of the course evaluated in this article was to test the feasibility and effectiveness of teaching a semester-long social work Ph.D. course on Technology Supported Practice entirely over the Internet. The course was open to master's of social work and Ph.D. students, and continuing education students. Method: the Internet tools used included a Web site, listserv, discussion forum, and chat room.

Results: Findings suggest that the Internet provides ample tools to deliver a course, especially when chat is used. Students report satisfaction and learning similar to a face-to-face classroom.

Conclusion: The Internet provides an environment rich enough to teach at a level of quality consistent with a face-to-face classroom.

#### 15. The study of (Watson, 2000):

“The Info Tective: The Evaluation of An On-line Curriculum Framework. (A Case Study)”

This study explored how an Info Tective on-line curriculum framework affects the social studies classroom dynamic, how the social studies teacher adapts and utilizes the on-line framework and its resources, and how an on-line framework affects history teaching and student understanding of historical documents. Students from a public high school U.S Civil War History elective from the use of an on-line curriculum framework. This dissertation provided a snapshot of factors affecting teacher and student satisfaction and performance when using the Info Tective on-line curriculum frame work. Qualitative data were collected through observations, interviews, reflective journals, and students archives, presentations, and final products. Analysis of the

data according to five emerging categories produced four assertions about ways in which students and teachers used the Info Tective on-line curriculum framework. These four assertions are:

- (a). There is a disparity between constructivist-learning techniques using technology and the current secondary school student-learning culture,
- (b). To incorporate the Info Tective Internet-based activity into the social studies curriculum, particular attention must be given to activity organization, the technology skills necessary to facilitate the activities, and the academic frame of reference needed for the students to read and effectively analyze primary documents,
- (c). Activities which incorporate access to on-line primary documents enhance both the academic experience and curriculum, and
- (d). A barrier to this fusion remains because social studies courses are content driven and bound by national state and local test preparation thereby limiting the teacher's ability to employ constructivist methods. The findings have implications for student preparation and usage of the Internet and computer technologies in the secondary school classroom and teacher social studies methods preparation. The findings reflect the gulf between student and teacher perceptions on the integration of technology and the student and teacher preparation for the integration of technology. In order to move forward to actual integration of technology with the social studies curriculum there must be both technology-based skills and constructivist learning strategies within secondary instructional methods courses. Research institutions should make a greater effort at addressing these concerns in secondary social studies education.

#### 16. The study of Al-Fahd 2001:

“Using The Internet in Teaching Pre-university students.”

This research used both the experimental and descriptive methods. It aims to investigate the importance of involving the Internet into education. The researcher tried to measure the influence of the Internet on the performance of the pupils by dividing the sample of the study into two groups:

- 31 pupils studied some lessons in the traditional method of teaching.
- 31 pupils studied the same subject of the lessons by using the Internet site designed for the sake of this study.

Then, the researcher examined both of the two groups, after introducing the chosen lessons for them.

The results indicated that the marks of pupils who studied the lessons by using the Internet, are better than the marks of the pupils who studied the lessons by using the traditional method in teaching them. This study concerned with the influence of the Internet in teaching process in the primary schools.

The research recommended to more research about the influence of the Internet in the teaching process through the upper instructional stages: intermediate and secondary schools. It also, called to train both teachers and pupils about the ways of using the Internet, in order to promote the level of our pupils in all educational stages.

#### 17.The study of (Quesada, 2001):

“Using the Web to Practice and Learn Grammar: ESL student perspectives”

The purpose of this study was to describe and explain the perspectives of ESL college students on using the Internet resources found in the web site NetGrammar for grammar practice. In order to understand the participants' perspectives, three main research questions were studied:

- (1).In what ways do ESL students use the Internet resources found in the Web site NetGrammar for enhancing the learning of English grammatical structures?
- (2).What are the perceived advantages and disadvantages of web-based support materials for learning English grammar?
- (3).What are the students' perspectives on the interactive Web exercises for practicing English grammar?

A qualitative method of inquiry was used to explore the potential impacts of the Web resources on a university-level curriculum. Eight participants of eight different countries were chosen to participate in this study. The major method for data collection was standardized open-ended taped interviews. Data was also collected from lab observations and fields notes. Results suggested that the most of the participants followed a similar pattern in the mode of use of the Web material. They either practiced directly on the computer and/or printed out the exercises in order to work on them later on. Findings suggested that although students require ongoing the Internet training, and technical support, Web b-based materials use can increase :

- Students' self-esteem
- Motivation
- And can improve their attitudes toward the English grammar learning.

#### 18.The study of Lal( 2001):

“ The Importance of Using The Internet in The Educational Process: From points of views of Saudi universities teaching stuff.”

This study was descriptive. It surveyed the opinions of the universities teaching stuff in Saudi Arabia. The study discussed the importance of the Internet in education and mentioned some efforts in using the Internet for educational purposes such as:

- Learning link



- National Geographic Kids Network

The study recommended the ministry of education and universities in Saudi Arabia to pay attention towards involving the Internet into education and prepare training programs in using the Internet for teachers and students.

#### 19.The study of Czech 2002:

“Beginning teachers use of the Internet for classroom learning activities: A study of affect.”

This research on beginning teachers' use of the Internet examines two areas. First, the initial study examines pre-service and in-service teachers' expressed attitudes towards the use of the Internet and on line learning activities for classroom instruction . The purpose of the initial study is to develop a baseline composite of teachers' attitudes. The second area of the research, is designed to determine the applicability or value to supplementing the technical training for beginning teachers in the use of the Internet with an affective component.

The study was descriptive. Its sample was 98 beginning teachers. Its tool was a questionnaire.

The results of this study indicated The following:

-It is found that generally teachers have overall positive attitudes towards the Internet and its use in classroom learning.

-The data analysis of the second area does not support the hypothesis that affective training would improve teachers' attitudes towards the use of the Internet for classroom learning.

## COMMENTS ON THE PREVIOUS STUDIES:

All the previous studies discussed using the Internet in education in many educational levels or stages. Most of these studies, concentrated on the attitudes of teachers and students towards the Internet. A few of them tried to measure the influence of the Internet in teaching English as a foreign language. They have discussed the using of the Internet in different educational stages and levels. All topics that they have covered can be summarized as the following:

The studies of Baker(1996), Yin(1997), Chen(1998), Kathryn(1998), Cook(2000) , Lal(2001) and Czech(2002) were descriptive whereas this study is quasi-experiment. They dealt with the attitudes of teachers of English language, universities teaching stuff and students towards using the Internet in the learning process. Their results that showed the positive attitudes of both teachers and students towards the Internet, encouraged the researcher to go ahead in his study.

The study of Al-Sultan and Al-Fantookh(1999) and the study of Al-Habis and Al-Kandari(2000), were a surveyed and deliberative studies. They reported the experiments of many countries in using the Internet in education. The two studies were different from this study but they were useful because they contained the steps of designing the educational web sites. They helped the researcher to design the web site of the study in a scientific way.

The study of Hayakawa(2000), was descriptive. Its findings showed that using the Internet is useful for teaching mathematics and English language. This result supported the researcher to continue in his study because it showed that the Internet is good for teaching English language. It was different from this study because it was not dealt with the course of English language that authorized by the ministry of education.

The studies of Faux(2000) and Watson(2000) aimed at determining the effectiveness of the internet in the social work and social studies. They indicated that using Internet-only instruction may not be the most effective in this field of education but it can be effective when it is used as teaching aid. The results of these studies guide the researcher to study the effectiveness of using the internet as a teaching aid.

The study of Al-Heelah (2000) was descriptive. It aimed at investigating the influence of using the Internet at home on educational achievement. The results of the study indicated that using the internet at home had negative influence on the educational achievement. This result guides the researcher to study the effectiveness of the internet at school or in the classroom environment.

The study of Quesada(2001), investigated the effectiveness of using the internet ready resources in teaching English language grammar. The study is different from this study because it dealt with using the ready resources on the internet but this study uses the web site that is designed for the purpose of it.

The studies of Dean(2000), Lindsey(2000) and Al-Fahad(2001) were quasi-experiment. They were close to this study but they were different in many things:

- The study of Dean concentrated on preparing the teachers to integrate technology into their teaching so that children or pupils will become capable and confident users of technology including the internet whereas this study concentrated on the effectiveness of the internet on the achievement of pupils in the English language lessons.

- The study of Lindsey aimed at determining the effectiveness of using the internet in teaching the students of high schools whereas this study aimed at determining its effectiveness in teaching the pupils of intermediate schools.
- The study of Al-Fahad was very similar to this study because the researcher designed a web site contained a fixed lessons for the purpose of his study. But it was different from this study because it measured the effectiveness of using the internet in teaching students Arabic language in the primary schools whereas this study aims at determining the effectiveness of using the internet in teaching English language in the intermediate schools.

Finally, this study tries to investigate the effectiveness of using the Internet as an assistance media in teaching English in the intermediate governmental schools in Al-Madinah. It studies the influence of the Internet in the real teaching situation through the web site designed by the researcher for the purpose of the study.

## **CHAPTER: 3**

### **Methodology of The Study**

- Study Design
- Population and Sample
- Procedures of Data Collection
- Statistical Analysis of Data

## Methodology of the Study

The design of the study includes the following procedures:

### **STUDY DESIGN:**

It is a quasi-experiment study. Quasi-experiment is a type of quantitative research design conducted to explain relationships between and/or clarify why certain events happen. This type of research design is used in the educational field. The purpose of quasi-experimental designs is to examine causality.

### **POPULATION AND SAMPLE:**

The community of the study were all the male students at the intermediate stage who learn English at governmental schools ,second term 1423.AH in Al-Madinah Al-Munawwarah region.

### **SAMPLE OF THE STUDY:**

The sample of the study was 60 pupils from two intermediate schools in Al-Madinah Al-Munawwarah. They were chosen at random. The researcher wrote the classes' numbers in small pieces of paper, then he put them into a small box, he shook them and chose one at random. This way was done in the two schools.

### **INSTRUMENTATION:**

The researcher used three tools to collect the data. These tools are the following:

- (a).Pre-test
- (b). Designing A Web Site:
- (c).Post-test

#### **(a).Pre-test:**

Both experimental and control groups were entered a

pre-test in order to measure the homogeneity between the treatment groups.

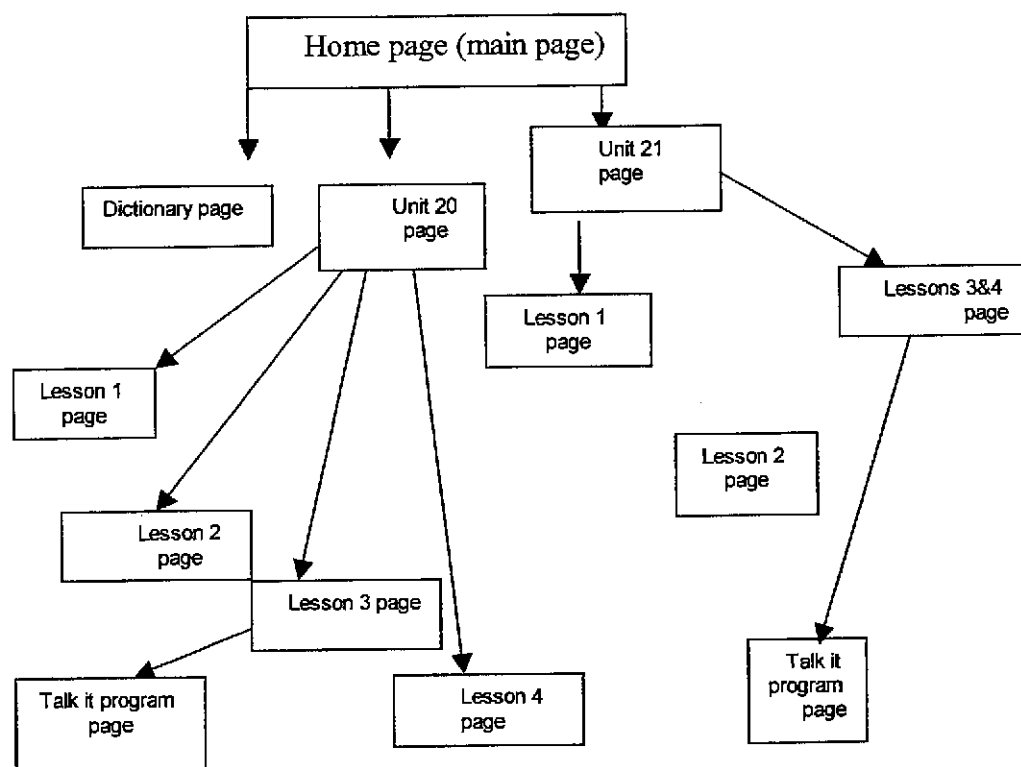
### (b). Designing A Web site

According to (Spaulding , 1996): "Internet computers provide valuable educational tools". So that the researcher designed a web site for the purpose of the study, this site consisted of the following:

1.111 files were uploaded on the Internet. They were divided into the following:

- (a). 55 files of the pictures related to the lessons of the experiment.
- (b). 24 files of htm pages designed by front-page program.
- (c). 21 files of buttons that helps the visitors to move between the pages of the site.
- (d). 11 files of sounds related to the utterance of the new words in each lesson.

The following diagram shows these pages:



"Talk it" program: is a program that enables the students to cut the passage or any English word and paste it into it, then they click talk it button and listen to the passage or the word.

## CONTENTS OF THE LESSONS PAGES:

The pages have similar contents for the eight lessons. The main items of these contents:

**New vocabulary**

**The text of lesson**

**Summary of explanation**

**Homework:**

The E-mail of the teacher written on the lessons pages to receive the answers of homework and any comments from the pupils.

## THE PROGRAMS USED IN DESIGNING THE WEB SITE:

To design the web site of the experiment, the researcher used the following programs to help him in designing processes:

1.Absolute Gif Optimizer



2.Adobe Photoshop



3.Advanced HTML Optimizer



4.FrontPage2000



5. Flash 5



6.swish2



7.Ulead gif animator



## TESTING THE SITE:

The researcher began to design the site in 10/9/1422.AH and finished at 2/11/1422.AH. Then, the site published on the web in the same date on the following address:



[www.geocities.com/binrobeiq](http://www.geocities.com/binrobeiq)

After that, the lessons on the site were tested by many of English language specialists. They checked the spelling and grammatical structure of the lessons. Also the researcher checked the site on the whole by advising the following site (see Appendix 3):

[Websitegarage.netscape.com](http://Websitegarage.netscape.com)

According to the advice of the educational specialists, the researcher changed the site address to the following:

[B33.50megs.com](http://B33.50megs.com)

**(c). Post- test:**

At the end of the experiment, both experimental and control groups entered a written test to investigate the difference between them and recognise the influence the Internet.

**VALIDITY OF THE TOOLS:**

The researcher distributed- to more than 17 specialists in English language, English teaching methodology , psychology, and those who interested in the Internet applications from the academic specialists-

the tools of the study which include:

- The objectives of the target lessons.
- The designed test that measures the students' achievement in these lessons.
- The web site that was designed for the purpose of the study.

Then, the researcher received the modifications and comments of the specialists and modified the tools of the study according to them.

**STABILITY OF THE TOOLS:**

It was measured by testing and re-testing one group of 29 pupils (pilot study). (Not the experimental group and not the control group). The results of these tests were examined

statistically as the following:

$$\begin{aligned}
 R &= \frac{\Sigma xy - (\Sigma x \Sigma y)}{\sqrt{[n \Sigma x^2 - (\Sigma x)^2] [n \Sigma y^2 - (\Sigma y)^2]}} \\
 &= \frac{29 \times 424 - (98 \times 116)}{\sqrt{[29 \times 370 - (98)^2] [29 \times 498 - (116)^2]}} \\
 &= \frac{12290 - 11368}{\sqrt{(10730 - 9604) - (14442 - 13456)}} = \frac{928}{\sqrt{1126 \times 986}}
 \end{aligned}$$

Correlation coefficient of Person = .88

Stability of the test was measured by using Spearman and Braun equality:

Coefficient of stability = .94

## VARIABLES OF THE STUDY:

### 1. Independent Variable:

The Internet

### 2. Dependent Variable:

Pupils' achievement in the results of the post- test of the chosen lessons.

## PROCEDURES OF DATA COLLECTION:

The study passed through the following procedural steps:

1/ The researcher chose at random 60 pupils from two intermediate schools, third year, in Al-Medina region. The two schools are:

-**Abdul-Rahman Al-Nasser** intermediate school (experimental group). The school has connection to Internet service, computers and data show equipment.

-**Abbad bin Beshir** intermediate school (control group)

In order to choose these two schools, the researcher took a list of the names of the intermediate schools in Al-Madinah

Al-Munawwarah from the general directorate of Al-Madinah education zone. The list consisted of about 67 intermediate schools. The researcher chose the two school in the same way by which the students were chosen.

2/ The 60 pupils were divided into two groups; each group consists of 30 pupils.

3/ 30 pupils were taught two units (8 lessons during 8 days). They were taught by the researcher in the ordinary method without Internet. (Controlled group)

4/ The other 30 pupils (experimental group) were taught the same two units (8 lessons during 8 days) by using the Internet. These eight lessons were uploaded on the private Web Site, designed for the purpose of this study by the researcher.

5/ All 60 pupils entered the pre-experiment test to find out their level in these lessons that they learned and to measure the homogeneity between them.

6/ All the 60 pupils took the same post-test to recognize the influence of using the Internet as a teaching aid device .

The experiment began on Tuesday, 19/1/1423 AH, corresponding to 2/4/2002 AD and finished on Wednesday, 11/2/1423 AH, corresponding to 24/4/2002 AH. It took place in two intermediate schools in Al-Medina Al-Munawwarah city. The pupils in this school were taught the target lessons with the assistance of the Internet.

### **STATISTICAL ANALYSIS OF THE DATA:**

For the statistical analysis of the collected data the researcher used ANACOVA to analyze the results with the help of :

- Statistical Program of Social Sciences "SPSS"
- The Centre of Information, computer and Academic Development in Um Al-Qura University.

The analysis of the data concentrated on the following to illustrate the results:

\_Tables

\_And diagrams.

ANACOVA is an acronym for a procedure entitled Analysis Of Covariance. It is an extension of the Analysis Of Variance (ANOVA), but in addition, all the observations are “adjusted” by (regressed on) a number of continuous variables. It is useful to compare between two or more groups that are different in their levels.

This procedure employs the statistic (**F**) to test the statistical significance of the differences among the obtained MEANS of two or more random samples from a given population. More specifically, using the Central Limit Theorem, one calculates two estimates of a population variance.

- (1) An estimate in which the **s** squares of the obtained means of the several samples is multiplied by **n** (the size of the samples).
- (2) An estimate that is calculated as the average (mean) of the obtained s squares of the several samples.

The statistic (**F**) is formed as the ratio of (1) over (2) or 0.05. If this ratio is sufficiently larger than 1, the observed differences among the obtained means are described as being statistically significant.

(Al-Sayad and Habeeb, 1989, 221-231)

## **CHAPTER: 4**

### **ANALYSIS OF THE DATA OF THE STUDY**

## ANALYSIS OF THE DATA OF THE STUDY

To simplify the analysis procedures, the researcher arranged the results of the students in pre- and post-test in the following tables:

### 1.Pre-test Score of The Treatment Groups:

#### (A). Control Group:

NO	READING SKILL MARKS	SQUARE OF IT	COPREHENSION MARKS	SQUARE OF IT	WRITING SKILL MARKS	SQUARE OF IT
1	3	9	3	9	1	1
2	3	9	3	9	0	0
3	3	9	3	9	1	1
4	2	4	3	9	0	0
5	2	4	1	1	0	0
6	1	1	1	1	0	0
7	4	16	1	1	0	0
8	2	4	3	9	0	0
9	1	1	0	0	0	0
10	2	4	1	1	0	0
11	2	4	2	4	0	0
12	2	4	1	1	0	0
13	2	4	2	4	0	0
14	2	4	1	1	0	0
15	1	1	2	4	0	0
16	2	4	1	1	0	0
17	2	4	1	1	0	0
18	1	1	0	0	0	0
19	1	1	1	1	0	0
20	1	1	0	0	0	0
21	1	1	1	1	0	0
22	1	1	1	1	0	0
23	1	1	0	0	0	0
24	1	1	0	0	0	0
25	1	1	0	0	0	0
26	1	1	0	0	0	0
27	1	1	1	1	0	0
28	1	1	1	1	0	0
29	1	1	1	1	0	0
30	1	1	1	1	0	0
Total	49	99	36	72	2	2

**(B).Experimental Group:**

NO	READING SKILL MARKS	SQUARE OF IT	COMPREHENSION MARKS	SQUARE OF IT	WRITING SKILL MARKS	SQUARE OF IT
1	1	1	3	9	0	0
2	2	4	2	4	0	0
3	2	4	1	1	0	0
4	2	4	3	9	0	0
5	3	9	2	4	0	0
6	3	9	2	4	0	0
7	2	4	3	9	0	0
8	2	4	3	9	0	0
9	1	1	1	1	0	0
10	1	1	1	1	0	0
11	1	1	0	0	0	0
12	1	1	0	0	0	0
13	1	1	2	4	0	0
14	1	1	1	1	0	0
15	2	4	2	4	0	0
16	2	4	2	4	0	0
17	1	1	1	1	0	0
18	2	4	2	4	0	0
19	1	1	2	4	0	0
20	0	0	0	0	0	0
21	2	4	1	1	0	0
22	2	4	0	0	0	0
23	2	4	3	9	1	1
24	2	4	3	9	0	0
25	1	1	1	1	0	0
26	0	0	1	1	0	0
27	1	1	0	0	0	0
28	1	1	1	1	0	0
29	2	4	1	1	0	0
30	0	0	1	1	1	1
Total	44	82	45	97	2	2

## 2. Post-test Score for The Treatment Groups:

### (A). Control Group:

NO	READING SKILL MARKS	SQUARE OF IT	COPREHENSION MARKS	SQUARE OF IT	WRITING SKILL MARKS	SQUARE OF IT
1	4	16	4	16	4	16
2	4	16	4	16	4	16
3	4	16	4	16	3	9
4	3	9	4	16	1	1
5	4	16	3	9	0	0
6	3	9	4	16	0	0
7	3	9	2	4	1	1
8	3	9	3	9	0	0
9	3	9	3	9	0	0
10	2	4	3	9	1	1
11	2	4	2	4	1	1
12	1	1	2	4	1	1
13	2	4	1	1	1	1
14	2	4	2	4	0	0
15	2	4	1	1	1	1
16	2	4	2	4	0	0
17	2	4	2	4	0	0
18	2	4	1	1	0	0
19	1	1	2	4	0	0
20	2	4	1	1	0	0
21	2	4	1	1	0	0
22	1	1	2	4	0	0
23	1	1	1	1	0	0
24	1	1	1	1	0	0
25	1	1	1	1	1	1
26	1	1	1	1	0	0
27	2	4	2	4	0	0
28	1	1	1	1	0	0
29	1	1	1	1	0	0
30	1	1	1	1	0	0
Total	63	163	62	164	19	49



## (B).Experimental Group:

NO	READING SKILL MARKS	SQUARE OF IT	COMPREHENSION SKILL	SQUARE OF IT	WRITING SKILL MARKS	SQUARE OF IT
1	4	16	4	16	4	16
2	4	16	4	16	4	16
3	4	16	4	16	4	16
4	4	16	4	16	3	9
5	4	16	4	16	2	4
6	4	16	4	16	2	4
7	4	16	4	16	1	1
8	4	16	4	16	1	1
9	4	16	4	16	1	1
10	4	16	4	16	1	1
11	4	16	4	16	1	1
12	4	16	4	16	1	1
13	4	16	3	9	0	0
14	4	16	3	9	1	1
15	4	16	4	16	0	0
16	4	16	2	4	1	1
17	4	16	3	9	0	0
18	4	16	3	9	0	0
19	4	16	3	9	0	0
20	3	9	2	4	1	1
21	4	16	2	4	0	0
22	4	16	2	4	0	0
23	4	16	2	4	0	0
24	3	9	2	4	0	0
25	3	9	2	4	0	0
26	3	9	2	4	0	0
27	3	9	1	1	0	0
28	3	9	1	1	0	0
29	2	4	0	0	0	0
30	2	4	1	1	0	0
Total	110	414	86	288	28	74

## Analysis of Data:

Data collected for the hypotheses of the study was analyzed using Analysis of Covariance procedures (ANACOVA), and a ninety-five percent confidence level (0.05) was used as the criterion level for determining statistical significance. Before discussing the analysis, attention should be paid to the following abbreviations appeared in the tables of the analysis:

**DF:** Degree of Freedom

**MS:** Mean of squares.

**SS:** Sum of squares.

**Sig:** statistically significant difference

### First:

#### Measuring The Homogeneity of The Sample:

To maintain homogeneity between the control group and the experimental group, the researcher analyzed the results of the pre-test for both groups in each hypothesis according to the following table:

#### (1). The Results Analysis for The Pre-test of Reading Skill:

PRE-TEST RESULTS	N	MEAN	STD DEV
Control group	30	1.633	0.809
Experimental group	30	1.467	0.776

Table (1A)

Source of variation	DF	SS	MS	F	sig
Between groups	1	0.417	0.417	0.663	0.419
Residual	58	36.433	0.417		
Total	59	36.850			

Table (1B)

From the values indicated in tables 1A and 1B the two groups are homogeneous according to the results of pre-test for

reading skill and there is not a statistically significant difference (sig=0.0419).

### (2).The Results Analysis for The Pre-test of Comprehension Skill:

PRE-TEST RESULTS	N	MEAN	STD DEV
Control group	30	1.200	0.997
Experimental group	30	1.500	1.009

Table(2A)

Source of variation	DF	SS	MS	F	sig
Total	1	1.350	1.350	1.343	0.251
Residual	58	58.300	1.005		
	59	59.650			

Table(2B)

From the values indicated in tables 2A and 2B the two groups are homogeneous according to the results of pre-test for comprehension skill and there is not a statistically significant difference (sig=0.251).

### (3).The Results Analysis for The Pre-test of The Writing Skill:

PRE-TEST RESULTS	N	MEAN	STD DEV
Control group	30	0.667	0.254
Experimental group	30	0.667	0.254

Table (3A)

Source of variation	DF	SS	MS	F	sig
Between groups	1	0.000	0.000	0.000	1.000
Residual	58	3.733	0.0644		
Total	59	3.733			

Table (3B)

From the values indicated in tables 3A and 3B the two groups are homogeneous according to the results of pre-test for writing skill and there is not a statistically significant difference (sig=1.000).

### Second: Measuring hypotheses of the study:

(H1). There are significant differences between pupils who learn English language with the help of the Internet and who learn it by the ordinary methods in the skill of reading according to the results of the post-test.

POST-TEST OF THE TWO GROUPS	MEAN	STD DEV	N
Control group	2.100	1.029	30
Experimental group	3.667	0.606	30
Total	2.8833	1.1511	60

Table(4A) :

This table indicates the means of reading skill mark (4marks) for the treatment groups in the post-test

Source of variation	SS	DF	MS	F	sig
Pre-effect	6.968	1	6.968	11.546	
Experimental factor	33.092	1	33.092	54.835	.000
Error	34.399	57	.603		
Total	577.000	60			
Corrected total	78.183	59			

Table(4B)

Table 4B indicates that there is a statistically significant differences between the controll group and the experimental group at ( $P=0.05$ ) with the degrees of freedom (1) , (58), and the value of  $F=54.835$ . According to this value, the first hypothesis is accepted. Also, Table 4A indicates that the mean of the experimental group(3.667) is more than the mean of the control group(2.100). This means that the statistically significant difference is an advantage of the experimental group

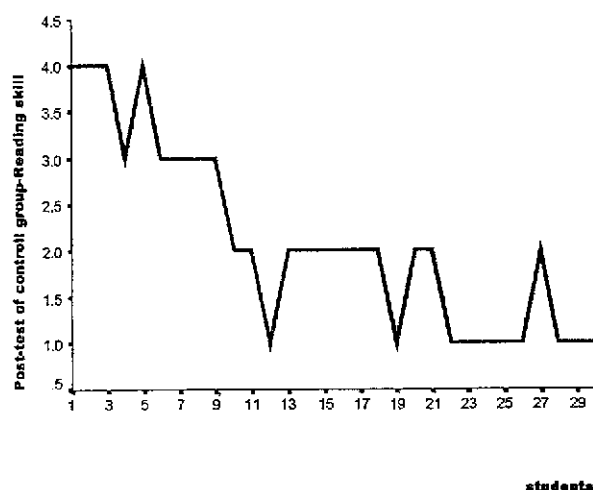
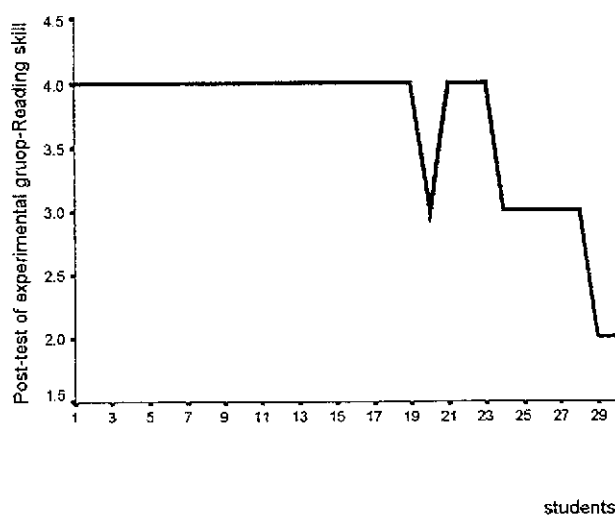


Diagram (1)(control group)



Diagram(2) (experimental group)

The above diagrams indicate obviously the significant difference between the marks of reading skill in the post-test.

(H2). There are significant differences between pupils who learn English language with the help of Internet and who learn it by ordinary method in the skill of understanding (comprehension) according to the results of the post-test.

POST-TEST OF THE TWO GROUPS	MEAN	STD DEV	N
Control group	2.067	1.112	30
Experimental group	2.867	1.196	30
Total	2.4667	1.2139	60

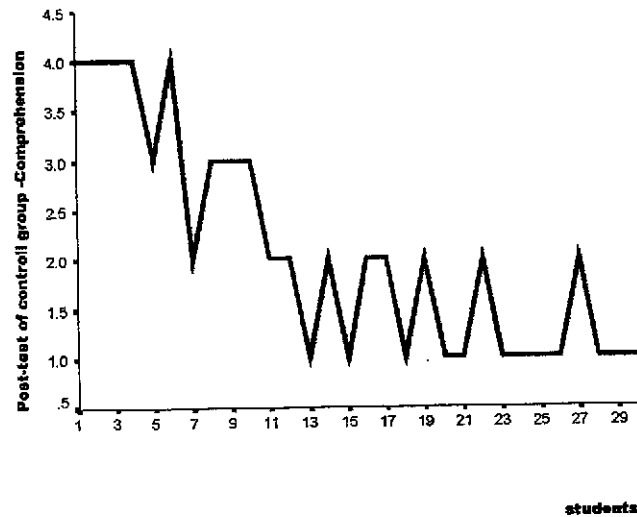
Table (5A)

Source of variation	SS	DF	MS	F	sig
Pre-effect	10.550	1	10.550	9.044	
Experimental factor	12.615	1	12.615	10.767	.002
Error	66.784	57	1.172		
Total	452.000	60			
Corrected total	86.933	59			

Table (5B)

Table 5B indicates that there is a statistically significant differences between the control group and the experimental group the degrees of freedom (1), (57), and the value of  $F=10.767$ . According to this value, the second hypothesis is accepted. Also, Table 5A indicates that the mean of the experimental group(2.067) is more than the mean of the control group(2.867). This means that the statistically significant difference is an advantage of the experimental group. The difference between the groups in "comprehension" is found less than the difference between them in reading. The main of experimental group marks in reading skill post-test is

(3.667) opposite of (2.100) for control group. But, in comprehension post-test, the main of experimental group is (2.867) to (0.067) for the main of control group.



Diagram(3) (control group)

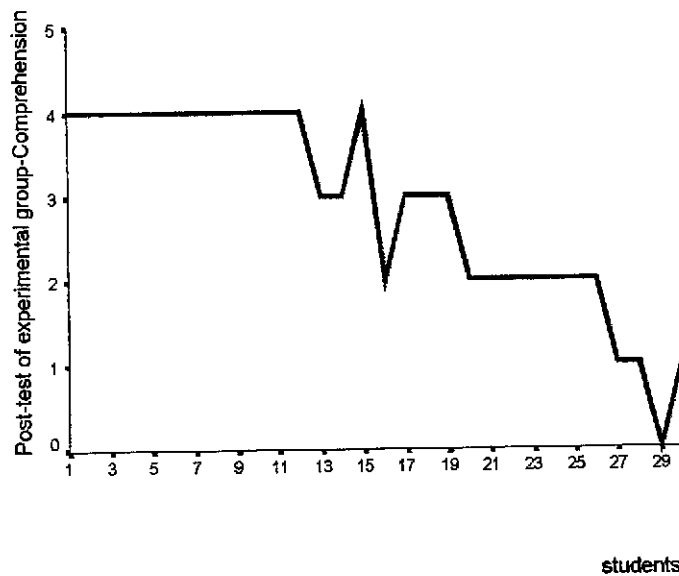


Diagram (4)(Experimental group)

Diagrams (3) and (4) indicate obviously the significant differences between the treatment groups in the marks of comprehension skill in the post-test.

(H3). There are significant differences between pupils who learn English language with the help of Internet and who learn it by the ordinary method in the skill of writing a composition according to the results of the pos-test.

POST-TEST OF THE TWO GROUPS	MEAN	STD DEV	N
Control group	0.633	1.129	30
Experimental group	0.933	1.285	30
Total	.7833	1.2086	60

Table(6A)

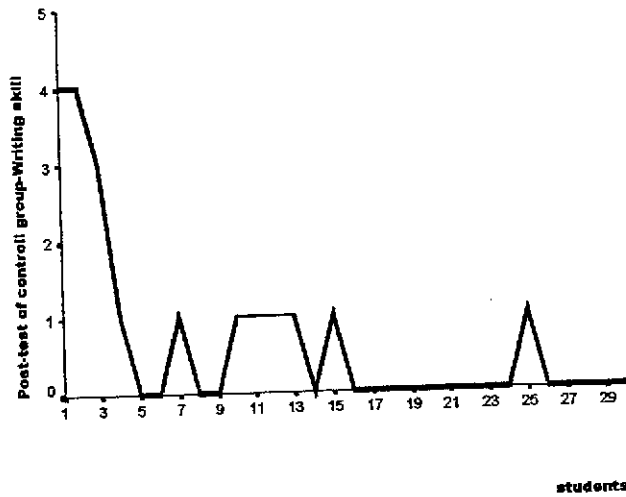
Source of variation	SS	DF	MS	F	sig
Pre-effect	6.344	1	6.344	4.607	
Experimental factor	1.350	1	1.350	.980	.326
Error	66.784	57	1.172		
Total	78.489	60			
Corrected total	86.183	59			

Table(6B)

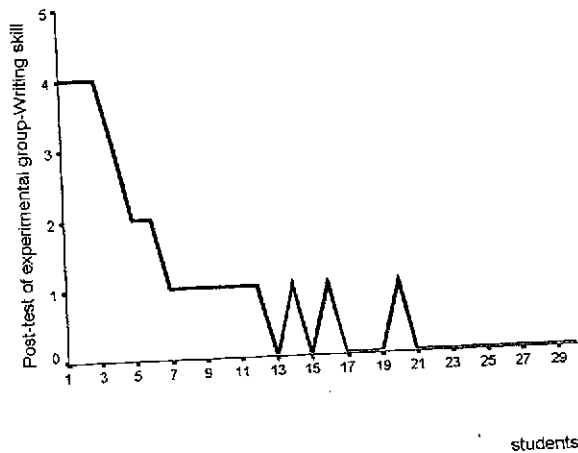
Tables (6A)and(6B) illustrate that there is not a statistically significant differences between the the control and experimental group in writing skill according to the post-test at the degrees of freedom (1) ,(57) and the value of  $F=.980$ . Also, there is almost no difference between the means of the marks of writing skills for the two groups in the post-test :

Mean of control group=0.633  
Mean of experimental group = 0.933





Diagram(5)(control group)

Diagram(6)  
(experimental group)

The above diagrams (5) and (6) indicate that there is no a statistically significant difference between the treatment groups in the marks of writing skill according to the post-test results.

So, the third hypothesis is not acceptable according to this result. It should be as the following:

- There are no statistically significant differences between pupils who learn English language with the help of Internet and who learn it by the ordinary method in the skill of writing (a composition) according to the results of the pos-test.

## **CHAPTER: 5**

### **DISCUSSION OF THE RESULTS AND RECOMMENDATIONS**

## DISCUSSION OF THE RESULTS AND RECOMMENDATIONS

According to the analysis of the data and the observations of the researcher, Using Internet in teaching English language for the intermediate stage is more useful than using the ordinary methods and teaching aids. The researcher observed that the pupils who learn with help of Internet seem to be more interactive with learning the lessons and doing homework. They have more enthusiasm to learn English language.

### The Findings of The Study According to The Analysis of Data:

1. There statistically significant differences between the students of the experimental group and the students of the control group in the reading skill marks according to the results of the post-test.

GROUPS	MEAN	STD. DEVIATION	NUMBER OF THE GROUP
Control post test	2.1	1.028	30
Experimental post-test	3.6	.6065	30
Total	2.8	1.1511	60

**Table (7)**

As indicated in the table, the difference is clear between control and experimental groups. The mean of the control group marks in the post-test is "2.1" out of 4 marks in the reading skill test, whereas, the mean of the experimental group is "3.6" out of 4 marks. This means that the mean of students' marks in the experimental group is "%90" from the full mark of reading which is "4", whereas, the control group students got only "%52.5"

The result reflects the effectiveness of the Internet. Students of experimental group were enforced to read the

instructions for moving into the pages of the sites. Also, The program of “talk it” helped them to improve their reading skill. This result ensured by the study of Lindsey(2000) (see p53) and the study of Al-Fahd(2001) (see p59).

2. There are statistically significant differences between the students of the experimental group and the students of the control group in comprehension marks according to the results of the post-test.

GROUPS	MEAN	STD. DEVIATION	NUMBER OF THE GROUP
Control post test	2.06	1.1121	30
Experimental post-test	2.8	1.1958	30
Total	2.4	1.2139	60

**Table (8)**

As in the table above, the difference is clear between control and experimental groups. The mean of the control group marks in the post-test is “2.06” out of 4 marks in the comprehension skill test, whereas, the mean of the experimental group is “2.8” out of 4 marks. This means that the mean of students’ marks in the experimental group is “%70” from the full mark of comprehension which is “4”, whereas, the control group students got only “%51.5”

This result came from the help of the dictionary page, the opposite words, the general questions about the lessons were available on the site all the time.

3. There are no statistically differences between the students of experimental group and the students of control group in the writing skill marks according to the results of the post-test for each group.

GROUPS	MEAN	STD. DEVIATION	NUMBER OF THE GROUP
Control post test	.63	1.1290	30
Experimental post-test	.93	1.2847	30
Total	.78	1.2086	60

**Table (9)**

As in the table above, the difference is not clear between control and experimental groups. The mean of the control group marks in the post-test is “.63” out of 4 marks in the writing skill test, whereas, the mean of the experimental group is “.93” out of 4 marks. This means that the mean of students’ marks in the experimental group is “%23.25” from the full mark of writing skill which is “4”, whereas, the control group students got only “%15.75”. There is not statistically significant difference between the two groups in the writing skill.

After correcting the post-test, the researcher asked the students of experimental group about the reasons of their lower results. They said that the main reason of this undesirable result was copying and pasting the sentences of the practical composition directly from the site to the E-mail of the teacher.

### **Recommendations of The Study:**

#### **(A). Recommendations for Effective Using of The Internet:**

From the results of this study, the researcher recommends to:

- 1.implemet the Internet in teaching English as foreign language in Saudi Arabia intermediate schools.
- 2.Train the teachers of English language in the intermediate to be able to use the Internet effectively in the learning process.
- 3.Train the teachers of English language in this stage to be able to design the educational web sites.
- 4.Build programs for training pupils to use the Internet for educational purposes effectively and independently.

5. Provide the intermediate schools with computers and the necessary equipment for the Internet connection service.

6. Make a yearly competition in designing English language lessons sites for English teachers.

7. Design programs to help the pupils to learn English language effectively.

**(B). Recommendations for Future Studies:**

For future studies, the researcher recommendations are:

1. Further studies about the effectiveness of Internet in teaching English language in the intermediate schools, with concentrating on listening and speaking skills, should be done,

2. Making more studies last more time than this study (complete term/year) about the effectiveness of the Internet in teaching English language in the intermediate schools.

3. Studying the effectiveness of the Internet in teaching English language in the other educational stages.

4. Doing further studies about the effectiveness of the Internet in teaching the writing skill of English language.

## **Conclusion**

From the good results of this study, the researcher had a good confidence to continue in designing the site for all English courses in the intermediate stage. The designing process was seriously begun.

We hope to continue the serious efforts by the other researchers for the sake of improvement of teaching English language process and the whole educational environment.

At the end of this study, it should be realized that this endeavor is not exactly perfect, because "Perfection is a divine of God". But it was a try to get something useful for teaching English language in the intermediate stage by using modern and effective teaching aids.

Praise be to Allah and blessings and peace be upon the prophet Mohammed (peace be upon him).

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# APPENDIXES



**Appendix (1)**  
**The Tool of the Study**

KINGDOM OF SAUDI ARABIA  
MINISTRY OF EDUCATION  
UMM AL-QURA UNIVERSITY – MAKKAH  
COLLEGE OF EDUCATION  
DEPARTMENT OF CURRICULUM AND INSTRUCTION



تحكيم أداة بحث بعنوان:  
فعالية استخدام الإنترنت في تدريس اللغة الإنجليزية كلغة أجنبية  
في المدارس المتوسطة في المدينة المنورة  
(دراسة شبه تجريبية)

The effectiveness of implementing Internet  
in teaching English as a foreign language in the intermediate  
schools  
in Al-Madinah region.

(Quasi-experiment)

إعداد الطالب:

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Prepared by:

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بإشراف الدكتور:

موسى محمد صالح الحبيب

الأستاذ المشارك بقسم المناهج وطرق التدريس

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Associate professor, Department of Curriculum and instruction

اعد هذا البحث لإكمال متطلبات الحصول على درجة الماجستير في المناهج وطرق التدريس

(تخصص لغة إنجليزية) من كلية التربية ، جامعة أم القرى.

This research was prepared for fulfillment of the requirements  
of the master degree in  
Curriculum and Instruction  
College of Education, Umm Al-Qura University  
Makkah Al-Mukarramah

### **The importance of the study:**

The importance of the study can be summarized as the following:

- 1.The need for getting the benefits from the wide information resources on the Internet network.
- 2.There are only a few studies about this topic, and as the researcher knows this study may be the first in Saudi Arabia, in this subjects and procedures.
- 3.The need for using Internet in teaching English as a foreign language.
- 4.The need for a new enjoyable media in teaching English as foreign language.
- 5.The necessity of using the Internet to insure the learner's participation.
- 6.The need for maximizing the implementation of the Internet in teaching English language in this stage of schooling programs.

### **The purposes of the study:**

The study has the following purposes:

1. Investigating the effectiveness of Internet in teaching English as foreign language.
  - 2.To find out the differences between the traditional methods and the Internet method in teaching English.
  - 3.To find out the effect of the Internet on the learners with respect to the acquisition of English.
  - 4.To find out how we can develop the use of Internet in teaching English in order to elevate the learners' standard in English language.
- Study design:

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  - 4.To find out how we can develop the use of Internet in teaching English in order to elevate the learners' standard in English language.
- Study design:

It is a quasi-experiment study. Quasi-experiment is a type of quantitative research design conducted to explain relationships between and/or clarify why certain events happen. This type of research design is used in the educational field. The purpose of quasi-experimental designs is to examine causality

- Community of the study:

The community of the study will be the pupils who learn English language at the intermediate schools in Al-madinah region.

- Sample of the study:

The sample of the study will be 60 pupils from two intermediate schools in Al-Madinah Al-Munawwarah. They will be chosen at random.

- Variables of the study:

1.Independent Variable:

1. The Internet

2.Dependent variable:

An achievement of pupils in English language lessons.

Tools of the study:

(A). Pre-test: (to determine the level of pupils in English language.)

(B). Designing a web site: (for the purposes of the study.)

(C). Post- test: (to measure the influence of Internet on the target pupils.)

A. Pre-test:

This test will be applied before the researcher starts the experiment to recognize the background of pupils about unit 20/lessons 1-4 and unit 21/lessons 1-4. It will be applied on all chosen pupils of third year intermediate in the two schools.

- Validity of the tools:

By judgment of the interested specialists.

- Firmness of the tools:

Will be measured by testing and re-testing one group of the pupils. (not the experimental group and not the control group)

The test will be as the following:

1. Read the passage:

One evening, Al-Junaid Al-Baghdadi was sick. He did not go to the mosque. At prayer time, a thief entered

Al-Junaid's house. The thief wanted money but there wasn't any in the house. So he took a new thobe, which was in Al-Junaid's bedroom.

Now Al-Junaid was a good man. He heard the thief, but

He said to himself, "The thief probably needs the thobe more than I do." So he decided to do nothing.

(4 marks for reading)

#Answer these questions from the passage:

(a). The title of this passage is.

1. a thief
2. The stolen thobe
3. Al-Junaid's house

(b). When did a thief enter Al-Junaid's house?

( c ). What did Al-Junaid decide to do?

(3 marks)

2.Fill in the blanks with right words:

comfortable pilot tool helicopter sells

(a). A saw is a \_\_\_\_\_ which cuts wood.

(b).A \_\_\_\_\_ is a person who flies planes.

(c). It feels \_\_\_\_\_.

(d). A \_\_\_\_\_ is a machine, which flies in the air.

(e). A shopkeeper is a person who \_\_\_\_\_ things.

(5 marks)

3.Write the opposites of the following words:

sugar:

rough:

quiet:

(3 marks)

4. Write a composition about "What is a bicycle?" Use these words to help you:

vehicle\_ human\_ two wheels\_ Pedals \_ a chain \_  
moves \_ a cyclist

\_\_\_\_\_

(5 marks)

B. Designing a web site:

The researcher designed a private web site consists of four pages. Each page has one lesson on it. The pages have similar contents for the four lessons. The main items of these contents:

New vocabulary

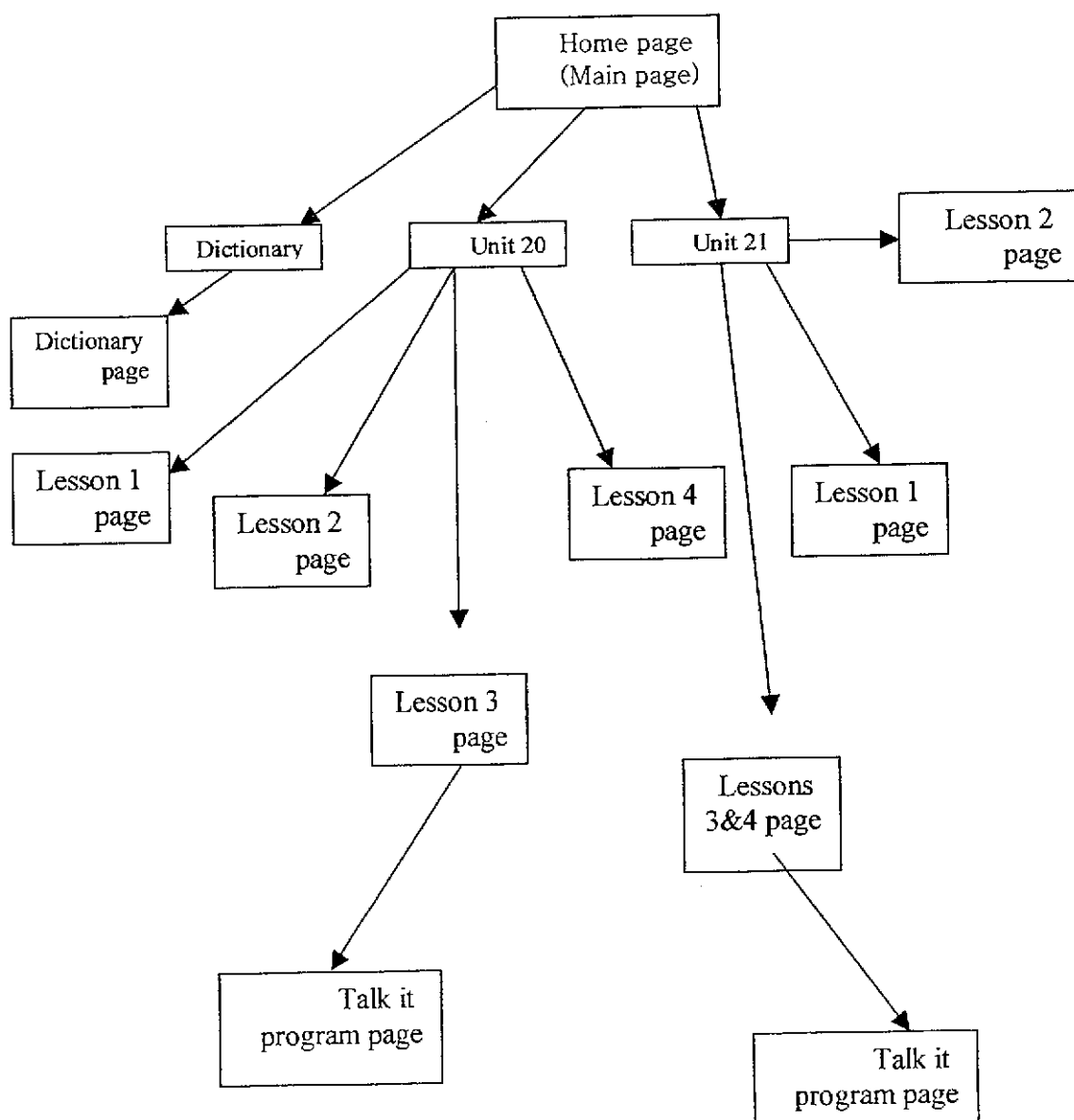
The text of lesson

Summary of explanation

Homework

The E-mail of the teacher to receive the answers of homework and any comments of the pupils.

The following diagram indicates the 10 pages of the web site:





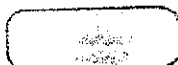
\* Talk it program is for helping pupils in reading passages and new words.

### 1. Lesson 1:

- The behavioral objectives of lesson 1:  
At the end of the lesson pupils will be able to:

No	Objective
1	Recognize the meaning of new words: person, mice, thing, animal and wool.
2	Learn to classify creatures: persons, animals and things.
3	Define persons (e.g, a pilot), animals (e.g, a wolf), and things (e.g, a key)
4	Write at least three relative clauses with "that"
5.	Write the answers of three questions . (Homework).

- Content of the lesson :



What's a mechanic?

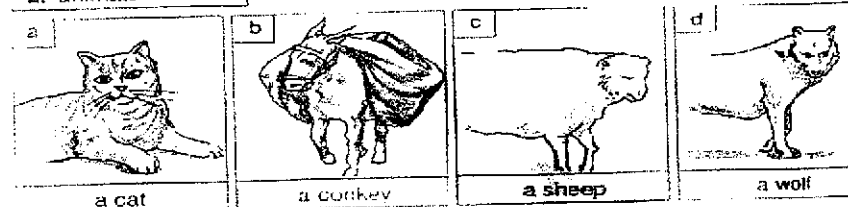
A **mechanic** is a **person** that repairs cars.

A. First, look at these.

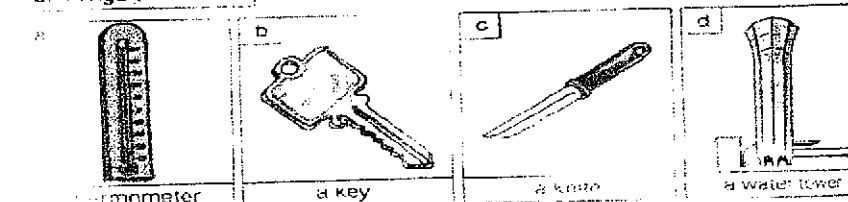
#### 1. people (persons):



#### 2. animals



#### 3. things



copy for lesson 1 from pupil's book.

## 2. Lesson 2:

- Behavioral objectives of lesson 2:

At the end of the lesson pupils will be able to:

No	Objective
1	Recognize "who" and "which" in relative clauses (subject position only)
2	Classify and define things (tools, machines, instruments).
3	Differentiate between the use of "who" and "which" (according to the sort of subject)
4	Read at least two relative clauses with "who" and "which".
5	Write at least three relative clauses with "who" and "which"

- Content of the lesson: (look at next page)



A. Look at these two sentences:

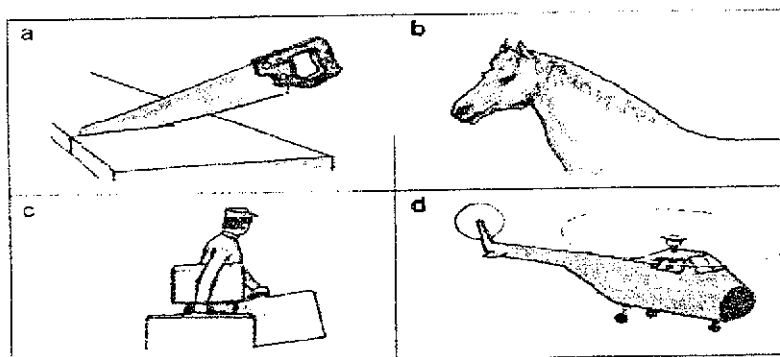
**A teacher is a person who teaches children.**

**A key is a thing which opens doors.**

a person	who ...
a thing an animal	which ...

B. Now listen and answer the questions.

- Which picture shows a helicopter?
- Which picture shows a saw?
- Which picture shows a horse?
- Which picture shows a porter?



Scanner copy for lesson 2 from pupil's book.

### 3. Lesson 3:

- Behavioral objectives of lesson 3:

At the end of the lesson pupils will be able to:

No	Objective
1	Recognize the meaning of new words: argument, decide, feel, steal, thief.
2	Read at least one paragraph of the passage correctly.
3	Write three answers for the questions on the subject of the passage.

- Content of the lesson

The following is the passage of lesson 3. It was taken by scanner "Fine reader program" from Pupil's book, p113:

#### The stolen thobe

One evening, Al-Junaïd Al-Baghdadi was sick. He did not go to the mosque. At prayer time, a thief entered At-Junaïd's house. The thief wanted money but there wasn't any in the house. So he took a new thobe, which was in Al-Junaïd's bedroom.

Now Al-Junaïd was a good man. He heard the thief, but he said to himself, "The thief probably needs the thobe more than I do." So he decided to do nothing.

The next day, Al-Junaïd went to the market. He heard an argument between two men. He asked, "What's the problem?" "Well," said one of the men, "I want to buy this thobe from him but I think he stole it."

Al-Junaïd knew the thobe. It was his. Then he knew that the second man was the thief. Again he decided to do nothing. In fact, he said he knew the thobe wasn't stolen. Then he said he would buy it himself. Of course, the thief felt terrible. He went to Al-Junaïd. He  
Said he was sorry. He decided to become a good Muslim  
and never steal again.

#### 4. Lesson 4:

Behavioral objectives of lesson 4:


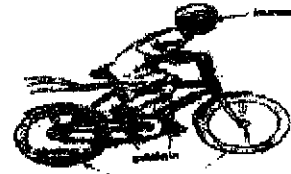
At the end of the lesson pupils will be able to:

No	Objective
1	Recognize the meaning of new words:(crankshaft), (drive shaft), move, pedal, vehicle, and wheel.
2	Do at least a four-sentence oral composition
3	Write at least four- sentence composition about "a car"

#### Content of lesson 4:


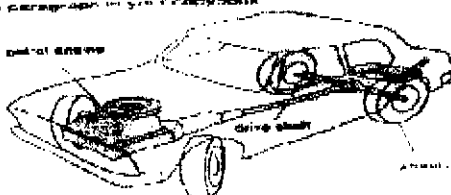
**UNIT 20**  
**LESSON 4**

**What is a bicycle?**  
Look at the picture. Then look at the words in the box. Use how they are used in the paragraph about a bicycle.

A bicycle is a vehicle which has a human engine and two wheels. There are pedals which turn a chain. The chain drives the back wheel which moves the bicycle forwards. A person who rides a bicycle is a cyclist.

**What is a car?**  
Look at the picture. Then use the words in the box to make a paragraph about a car with your teacher. Finally, write the paragraph in your notebook.

Write a paragraph with the title, "What is a car?"  
Use the words in the box.

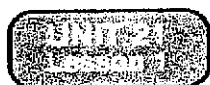
copy for lesson 4 from pupil's book

# 5. Unit 21 lesson 1 :

At the end of this lesson pupils will be able:

No	Objective
1	Acquire the meaning of these words: afraid, angry, embarrassed, surprised.
2	Acquire the structure It/He looks + adjective together with some new adjectives showing emotions .
3	Practice the new structure and vocabulary in a game (face miming)

## Content of lesson 1:



Look at the pictures and read the sentences.

Then make more sentences from the words.

### A. It looks heavy.



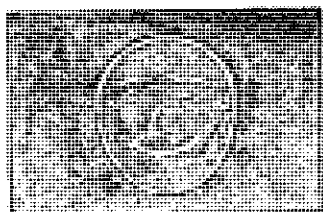
1. heavy

### It looks light.



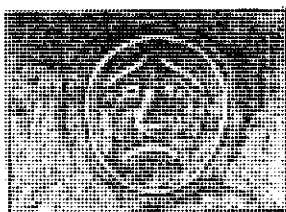
2. light

### B. He looks happy.

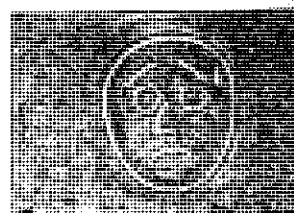


1. happy

### He looks sad.



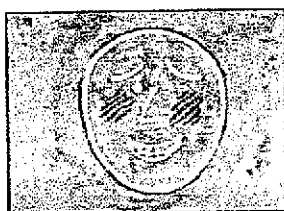
2. sad



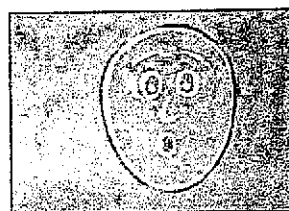
3. afraid



4. angry



5. embarrassed



6. surprised

Copy for lesson 1

## 6. Lesson 2:

At The of the lesson pupils will be able to:

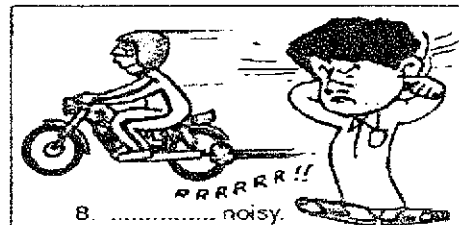
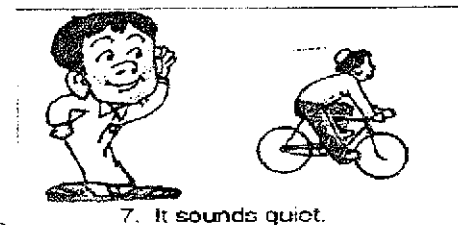
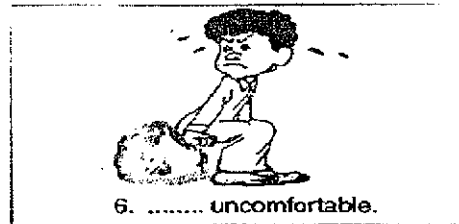
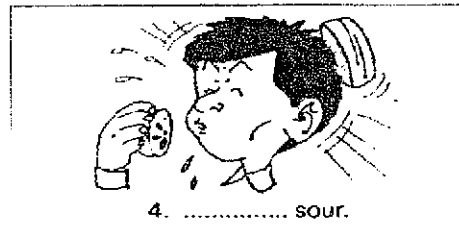
No	Objective
1	Acquire the meaning of the following words: comfortable, uncomfortable, feel, smell, sour, sweet.
2	Write at least 2 sentences using the new words

### Content of lesson 2:



It smells good. It smells bad.

Look at the pictures and read sentences, write them in your copybook.



2

Copy for lesson 2

## 7.Lessons 3&4:

At the end of the lesson pupils will be able to:

No	Objective
1	Acquire the meaning of the following words: Bag, find, judge, powder, proof, pudding, rough, a saying, shook, sugar, thought, to water.
2	Read at least 5 sentences from the passage correctly.
3	Answer at least 3 questions about the passage.

### Content of lesson 3:



**The proof of the pudding is in the eating.**

Look at pictures. Then read the story



In English, there is a saying. "The proof of the pudding is in the eating." It means that you should not judge something until you try it yourself. Here is a story about Joha which shows this clearly.

Joha liked sweet things. One day he wanted to eat something sweet. He looked everywhere in the house but he could not find anything for a long time. Finally, he found a small box in a kitchen cupboard.



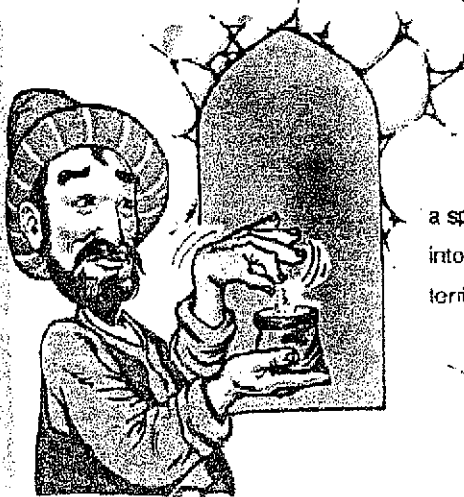
Copy for lesson 3

• Content of lesson 4:

He picked it up and shook it.  
 "Hmmm," he said. "It sounds  
 interesting." Then he opened it.  
 Inside he found a bag. The  
 powder in the bag looked  
 white. He felt it. It felt rough.  
 He smelled it. It smelled all right.  
 "It's sugar," he thought, and  
 his mouth began to water.



He picked  
it up and  
shook it.

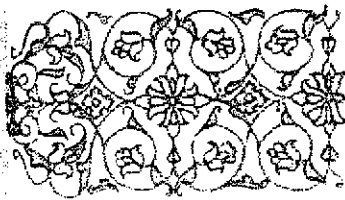


It felt rough

He opened the bag and pushed  
 a spoon in. Then he put the spoon  
 into his mouth. He stopped. It tasted  
 terrible! It wasn't sugar! It was salt!



It tasted terrible



Scanner copy for lesson 3, Unit 21



(C). Post- test:

This test will be after the experiment to measure the influence of implementing Internet in teaching the previous four English lessons.

1.Read the passage:

One evening, Al-Junaid Al-Baghdadi was sick. He did not go to the mosque. At prayer time, a thief entered Al-Junaid's house. The thief wanted money but there wasn't any in the house. So he took a new thobe, which was in Al-Junaid's bedroom.

Now Al-Junaid was a good man. He heard the thief, but He said to himself, "The thief probably needs the thobe more than I do." So he decided to do nothing.

(4 marks for reading

#Answer these questions from the passage:

(a). The title of this passage is .....

1. a thief                      2. The stolen thobe                      3. Al-Junaid's house

(b).When did a thief entered Al-Junaid's house?

(c). What did Al-Junaid decide to do?

(3 marks)

2.Fill in the blanks with right words:

comfortable      pilot      tool      helicopter      sells

(a). A saw is a \_\_\_\_\_, which cuts wood.

(b). A \_\_\_\_\_ is a person who flies planes.

(c). It feels \_\_\_\_\_.

(d). A \_\_\_\_\_ is a machine, which flies in the air.

(e). A shopkeeper is a person who \_\_\_\_\_ things.

(5 marks)

3. Write the opposites of these words:

sugar:

rough:

quiet:

(3 marks)

4. Write a composition about "What is a bicycle?" Use these words to help you:

vehicle\_ human\_ two wheels\_ Pedals \_ a chain \_ moves \_ a cyclist

\_\_\_\_\_

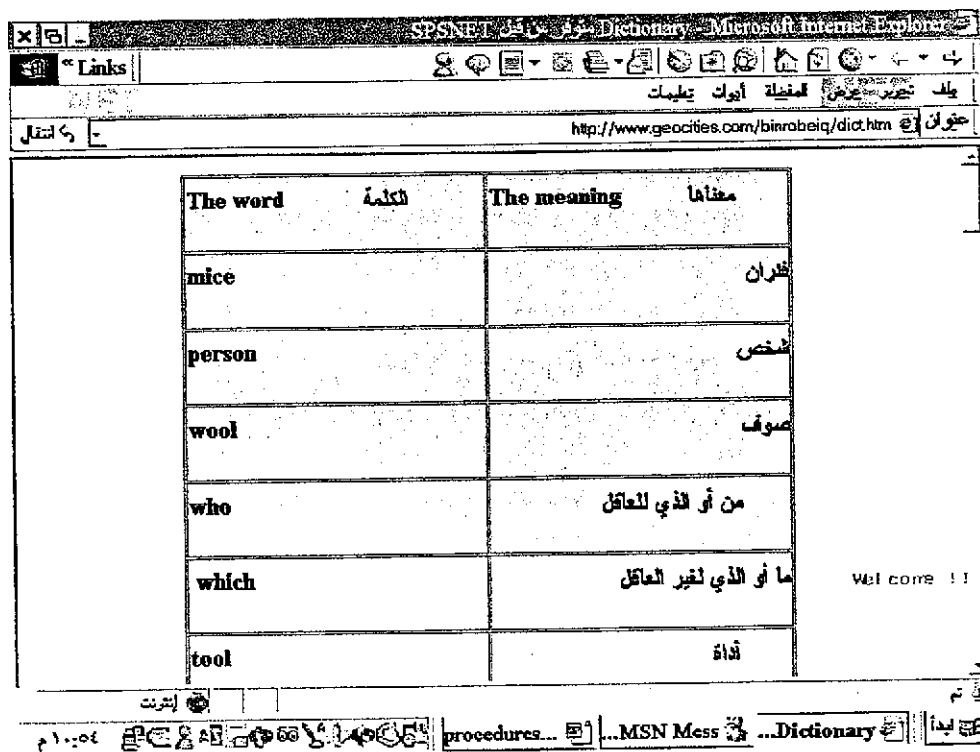
( 5 marks)

## **Appendixes**

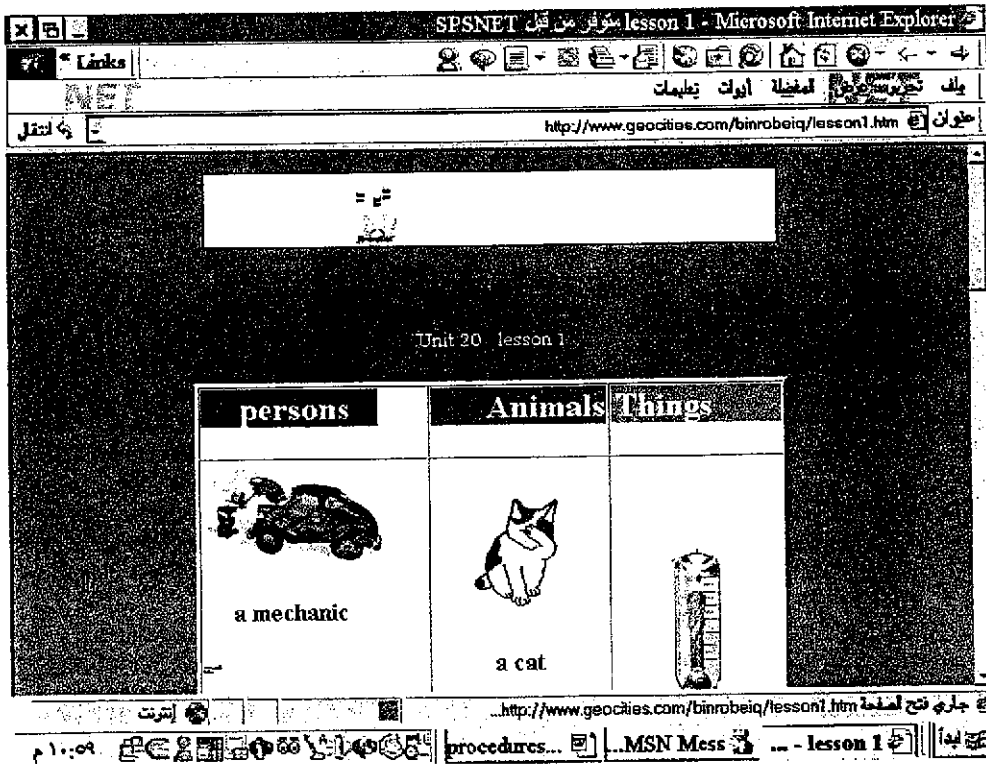
- 1. The Web site (10 pages for 8 lessons)**
- 2. The test**
- 3. The table for listing the names of pupils and their result in the test.**
- 4. Table for listing the marks of the test according to study hypothesis.**



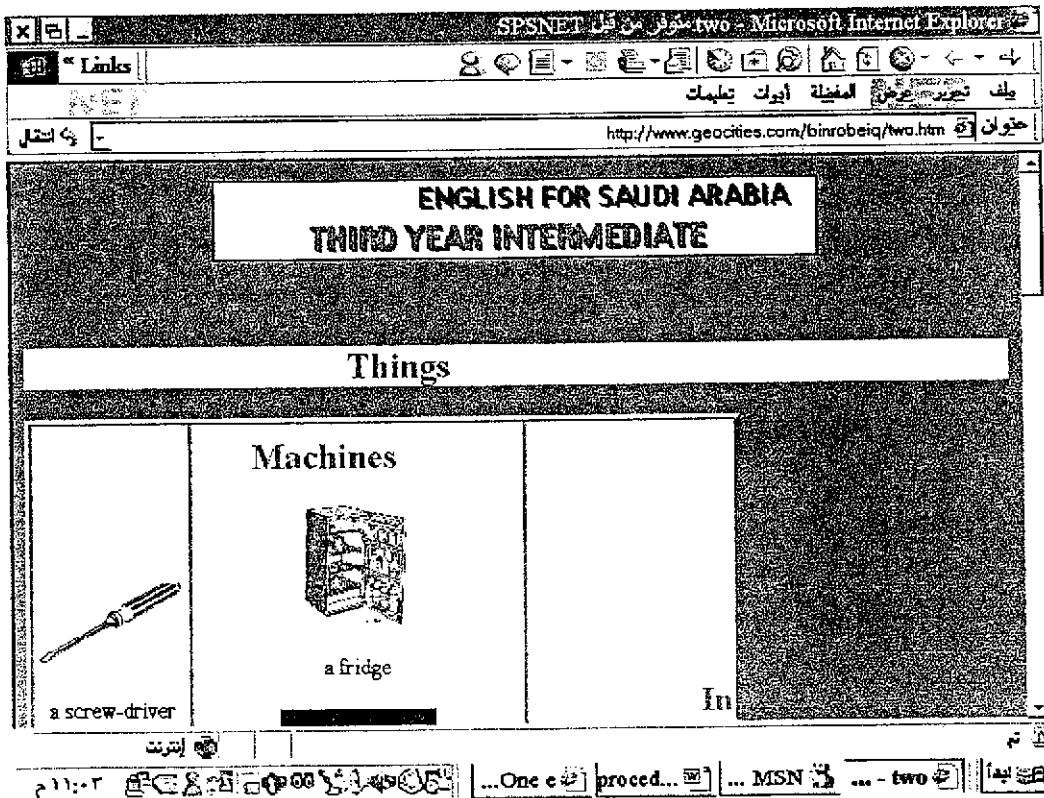
copy for the main page of the designed web site



copy for the dictionary page on the web site designed by the researcher



copy for lesson 1 unit 20 as it is online.



copy for lesson 2 also

SPSNET من قبل One evening - Microsoft Internet Explorer

Links

NET

ملف تعريف الموقع المفضلة أدوات تعليمات عنوان

http://www.geocities.com/binrobeiq/three.htm

### ENGLISH FOR SAUDI ARABIA THIRD YEAR INTERMEDIATE

#### The stolen thobe

One evening, Al-Junaid Al-Baghdadi was sick. He did not go to the mosque. At prayer time, a thief entered Al-Junaid's house. The thief wanted money but there was not any in the house. So He took a new thobe which was in Al-Junaid's bedroom.

Now Al-Junaid was a good man. He heard the thief, but he said to himself, "The thief probably needs the thobe more than I do." So he decided nothing.

The next day, Al-Junaid went to the market. He heard an argument between two men. He asked,

argument

decides. It means he chooses one thing from many things.

pro... On... MS... two

copy for lesson 3 page on the Internet.

SPSNET من قبل LESSON 4 - Microsoft Internet Explorer

Links

NET

ملف تعريف الموقع المفضلة أدوات تعليمات عنوان

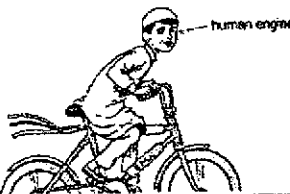
http://www.geocities.com/binrobeiq/lesson\_4.htm

### ENGLISH FOR SAUDI ARABIA THIRD YEAR INTERMEDIATE

Unit 20 lesson 4

#### What is a bicycle

Look at the picture. Then look at the words in the box. See how they are used in the paragraph about a bicycle.



human engine

#### Homework:

Write 4 sentences about "What is a car?"

Use these words to help you

New words

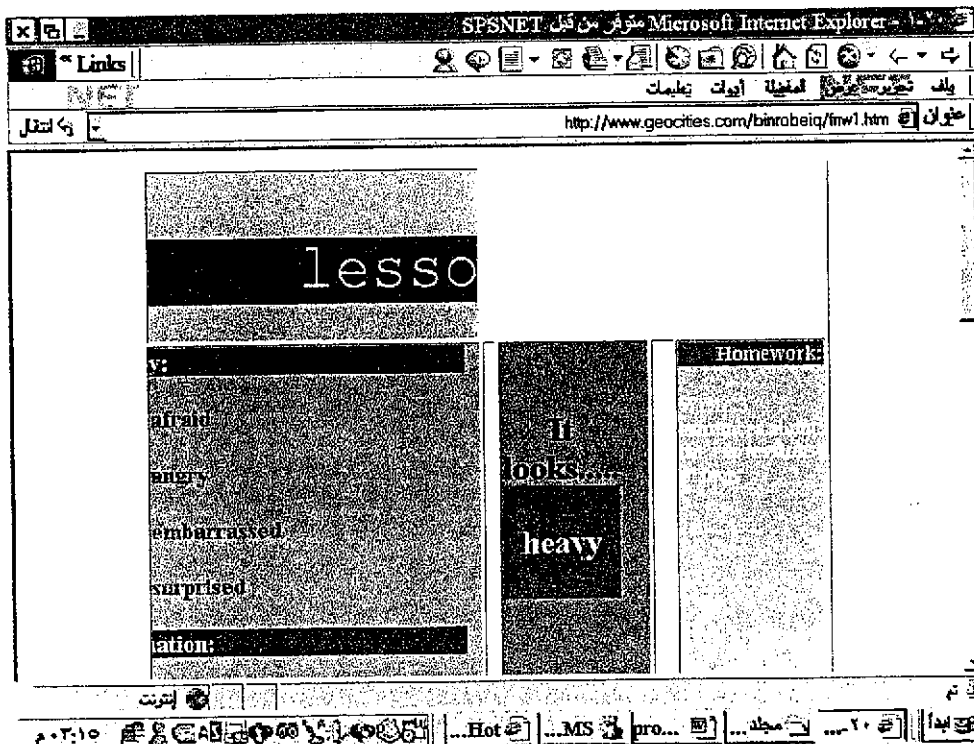
transmission

pedal

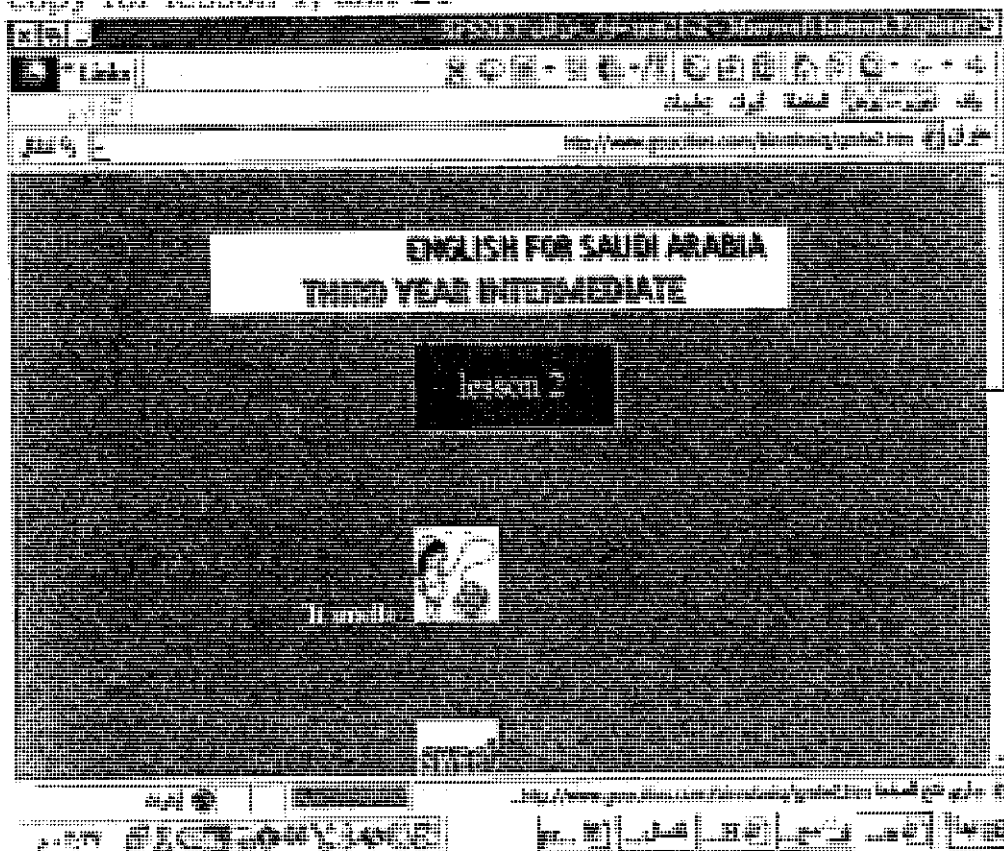
vehicle

myweb4 pro... LE MS

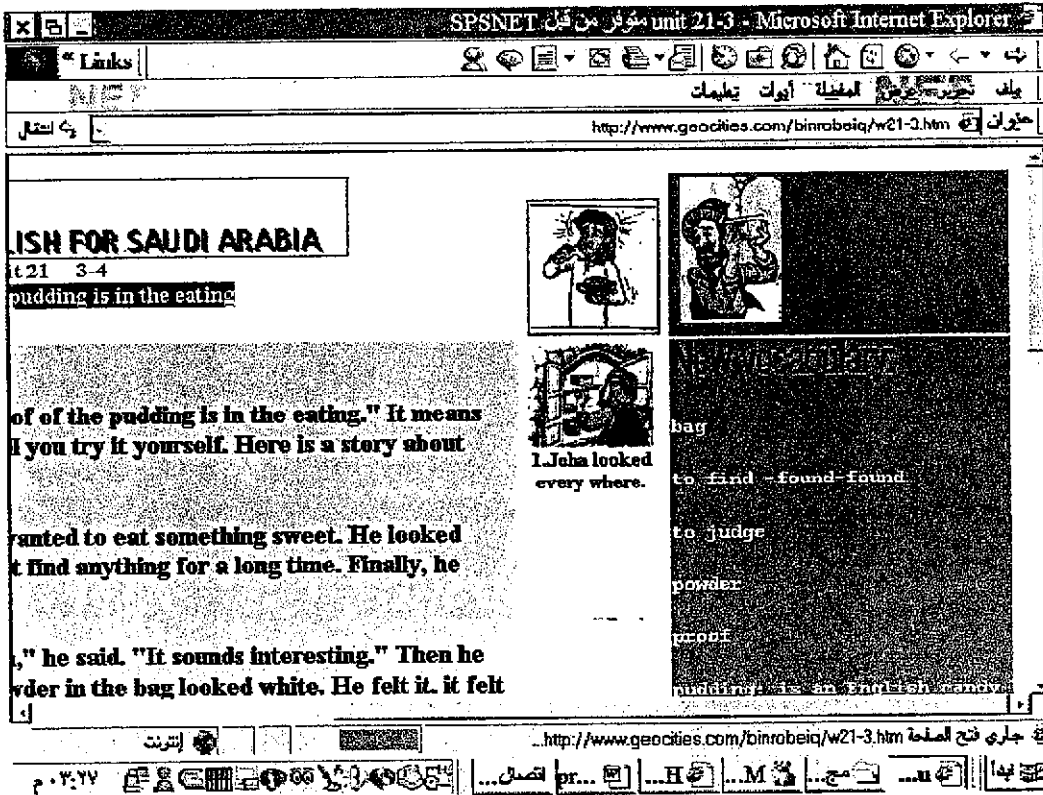
copy for lesson 4 ,unit 20 as it is online.



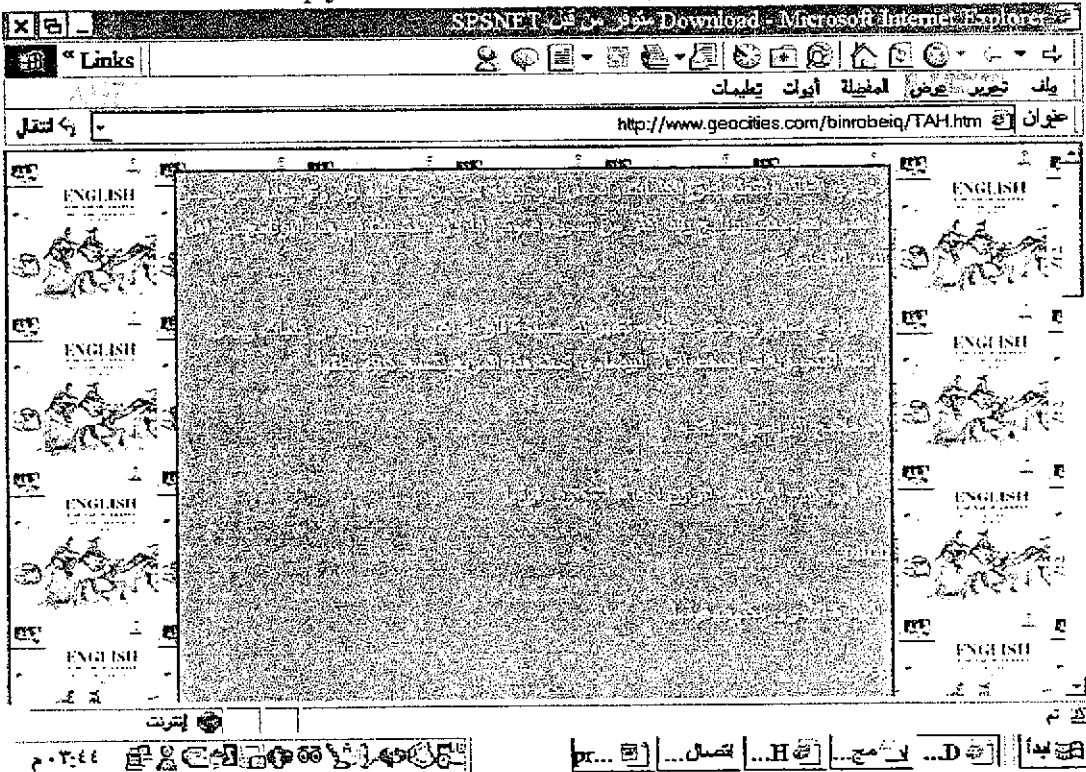
copy for lesson 1, unit 21



copy for lesson 2, unit 21



copy for lessons 3&4, unit 21



copy for the page of Arabic explanation for Talk it program  
Kingdom of Saudi Arabia



Ministry of Education

General directorate of Al-Madinah education zone

Name:

Class:

1. Read the passage:

One evening, Al-Junaid Al-Baghdadi was sick. He did not go to the mosque. At prayer time, a thief entered

Al-Junaids house. The thief wanted money but there wasn't any in the house. So he took a new thobe, which was in Al-Junaids bedroom.

Now Al-Junaid was a good man. He heard the thief, but

He said to himself, "The thief probably needs the thobe more than I do." So he decided to do nothing.

#Answer these questions from the passage:

(a). The title of this passage is .....

1. The thobe  
stolen.

2. The stolen thobe

3. The

(b). When did a thief entered A l-Junaids house?

(c). What did Al-Junaid decide to do?

2. Fill in the blanks with right words:

sorry

pilot

tool

helicopter

sells

- (a). A saw is a \_\_\_\_\_, which cuts wood.
- (b). A \_\_\_\_\_ is a person who flies planes.
- (c). He went to Al-Junaid. He said he was \_\_\_\_\_ .
- (d). A \_\_\_\_\_ is a machine, which flies in the air.
- (e). A shopkeeper is a person who \_\_\_\_\_ things.

3. Write the opposites of the following words:

sugar:

rough:

quiet:

4. Write a composition about "What is a bicycle?" Use these words to help you:

vehicle\_ human\_ two wheels\_ Pedals \_ a chain \_ moves \_ a cyclist

\_\_\_\_\_

Table for listing the names of the pupils and their results in the pre-test and post-test

NO	NAME OF THE PUPIL	PRE-TEST MARKS	POST-TEST MARKS
1			
2			
3			
4			
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9			
10			
11			
12			
13			
14			
15			
16			
17			
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22			
23			
24			
25			
26			
27			
28			
29			
30			

**This table for listing the marks according to the hypothesis of the study:**

[illegible]

Appendix (2)  
The Names of the Specialist  
Who Judge the tools of the  
study

No	Name	Specialization	Place of work
1	Dr. Mosa Saleh Al-Habeeb	Associate Professor, department of curriculum and teaching methods	College of Education, Um Al-Qura university
2	Dr. Ahmad Al-Saqaff	Associate Professor, department of curriculum and teaching methods	College of Education, Um Al-Qura university
3	Dr. Abdul-Aziz Gogandi	Associate professor, department of curriculum and teaching methods	College of Education, Um Al-Qura university
4	Dr. Fareed Hakeem	Associate professor, department of curriculum and teaching methods	College of Education, Um Al-Qura university
5	Dr. Sultan Al-Juhani	Assistant Professor, department of curriculum and teaching methods	College of Education, King Abdul-Aziz university
6	Dr. Zein Al-Raddadi	Professor, department of psychology	College of Education, King Abdul-Aziz university
7	Dr. Ali Dweidi	Associate professor, department of instructional Media	College of Education, King Abdul-Aziz university
8	Dr. Masha'an Al-Oteibi	Associate professor, department of curriculum and teaching methods	College of Education, King Abdul-Aziz university
9	Dr. Nasser Al-Qadhi	Associate professor, department of foreign languages (English language)	College of Education, King Abdul-Aziz university
10	Dr. Wajeeh Abdul-Rahman	Associate professor, department of foreign languages (English language)	College of Education, King Abdul-Aziz university

11	Dr.Obeid Kheiri	Professor, English Language Department	College of Education (girls) in Madinah
12	Dr.Heitham Sab	Associate professor, department of foreign languages (English language)	College of Education, King Abdul-Aziz university
13	Mohammed Al-Mohanna	Supervisor of English language	Ministry of education
14	Faisal Al-Basri	Supervisor of English Language	Al-Madinah general directorate of education zone
15	Ali Saleh Al-Jabri	Teacher of English language	Khalid bin Al-Waleed secondary school, Al-Madinah
16	Adil Al-gaidi	Teacher of English language	Abdul-Rahman Al-Nasser intermediate school
17	Tareq Hamed Al-Harbi	Teacher of English Language	Abbad Bin Beshar Intermediate School

**Appendix (3)**  
**The Result of Testing the Site**  
**With the Help of Another Site**



SPSNET متوفر من قبل Web Site Garage: Summary Report - Microsoft Internet Explorer

Links

NET

عنوان http://websitegarage.netscape.com/O=wsg/bin/go

Yahoo My Yahoo Bookmarks Tax Center Search Customize

Diagnostic Reports (Click on a diagnostic for a detailed report)		Mechanic's Recommendations
Browser Compatibility	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor	
!Register-It! Readiness	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Fair <input checked="" type="checkbox"/> Poor	add <META> tags
Load Time	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Fair <input checked="" type="checkbox"/> Poor	
Dead Link	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor	
Link Popularity	Unable to get Link Popularity Check	
Spelling	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor	
HTML Design	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input checked="" type="checkbox"/> Fair <input type="checkbox"/> Poor	
<p style="text-align: right;">x <i>Signature</i> Head Mechanic, Web Site Garage</p>		

منطقة غير معروفة sitegarage.netscape.com/O=wsg/bin/go الصفحة (1) عنصر متبقية) جاري فتح الصفحة

م ٩:٤٧ ...Fuga ...Web ...Yah ...Hot ...نيل ا ...بدأ

**Appendix (4)**

**Formal Request from Um Al-Qura University to Al-Madinah  
General Directorate of Education**

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الرقم: ٨١/٢٢٢٢  
التاريخ: ١٤٤٢/١٢/١٧  
المشروعات: .....



المملكة العربية السعودية  
وزارة التعليم العالي  
جامعة أم القرى

سعادة مدير عام التعليم بمنطقة المدينة المنورة المحترم

السلام عليكم ورحمة الله وبركاته وبعد ..

نفيد سعادتكم بأن الطالب / عبدالله بن عبد الحسن سعد الحارثي ، أحد طلاب الدراسات العليا بمرحلة الماجستير بقسم المناهج وطرق التدريس ، يرغب بتطبيق الاداة الخاصة بدراسته . بعنوان :  
فعالية استخدام الانترنت في تدريس اللغة الانجليزية كلفة اجنبية في المدارس المتوسطة في المدينة المنورة .

لذا آمل من سعادتكم التكرم بالموافقة وتسهيل مهمة الطالب ليتمكن من تطبيق الاداة المرفقة .

شاكرين لكم كريم تعاونكم .

وتقبلوا خالص التحية والتقدير ؛

عميد كلية التربية بمكة المكرمة

أ.د. محمود بن محمد كستاوي

Umm AL - Qura University  
Makkah Al Mukarramah P.O. Box 715  
Cable Gameat Umm Al - Qura, Makkah  
Telex 540026 Jammka SJ  
Faxemely 5564560  
Tel - 02 - 5574644 (10 Lines)

مطابع جامعة أم القرى

جامعة أم القرى  
مكة المكرمة ص.ب : ٧١٥  
برقيا : جامعة أم القرى مكة  
تلكس عربي ٥٤٠٠٤١ م . ك جامعة  
فاكسميلي : ٥٥٦٤٥٦٠  
تليفون : ٥٥٧٤٦٤٤ - ٠٢ (١٠ خطوطا)

**Appendix (5)**  
**The Formal Letter From The General Directorate of Al-Madinah**  
**Education Zone to the Target Schools**

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

المملكة العربية السعودية

وزارة المعارف

الإدارة العامة للتعليم بمنطقة المدينة المنورة

## الشؤون التعليمية - التطوير التربوي

البحوث والدراسات التربوية



الرقم : ٧٣

التاريخ : ١١ محرم ١٢٢٣

المشروعات :

إلى : مدير مدرسة / عبد الرحمن الناصر

مذاهب فخرية / عباد بن بشر

من : المدير العام للتعليم بمنطقة المدينة المنورة

بشأن / تطبيق أداة بحث ( الاختيار ) على طلاب المرحلة المتوسطة للباحث/ عبد الله بن عبد المحسن بن سعد الحربي .

السلام عليكم ورحمة الله وبركاته . . . وبعد ،

فاشارة إلى خطاب سعادة عميد كلية التربية بجامعة أم القرى رقم ١/٨١/ك.ت.

بتاريخ ١٤٢٣/١/١٧ هـ المتضمن رغبة الباحث عبد الله بن عبد المحسن بن سعد الحري

تطبيق أدوات بحثه ( اختبار ) بعنوان " فعالية استخدام الإنترنت في تدريس اللغة الإنجليزية "

كلغة أجنبية في المدارس المتوسطة بالمدينة المنورة "

نأمل تسهيل مهمة الباحث عند زيارته للمدرسة لتطبيق أدوات بحثه

( اختبار على طلاب صفوف المرحلة المتوسطة ).

شَاكِرِينَ تَعَاوَنُكُمْ .

واکم تحیاتسی ، ، ،

بہجت بن محمود جنید

سورة نوح

مسودة لإدارة التطوير التربوي / قسم البحوث والدراسات التربوية .

قائمة المراجعيات .

التصوير الترميزي ( ٨٢٣٥.٥٢ / ٨٢٧٩٢٦١ ) البحوث الترميزية ( ٢٠٥ ) فاكس ( ٢١٩ )

e-mail ( [edu.development@madinaedu.gov.sa](mailto:edu.development@madinaedu.gov.sa) )

**Appendix (6)**

**Samples from Experimental Group Students  
Homework**

SPSNET مؤلف من قبل Hotmail Message - Microsoft Internet Explorer

Links

العنوان: e=1263b245bdcab295bb901577a665aff5&msg=MSG1018092912.498&start=169&len=4360&msgread=1&ms=7

Yahoo My Yahoo Sign in Tax Center Search Customize

Subject: home work  
Date: Sat, 06 Apr 2002 11:35:12 +0000

Reply Reply All Forward Delete Put in Folder...

Lessen (2)

Q1) What is a porter?  
A1) A porter is a person who carries luggage in the airport.

Q2) What is a fridge?  
A2) A fridge is a machine which

Special Offers  
POP Mail  
Find Message  
Reminders  
Directories

MSN Worldwide  
MSN France  
MSN Germany  
MSN Italy  
MSN Japan  
MSN Korea  
MSN Netherlands  
MSN Sweden  
TIMEN  
MSN Taiwan  
More MSN Int'l Sites...

SPSNET مؤلف من قبل Yahoo! Mail - Microsoft Internet Explorer

Links

العنوان: http://us.f201.mail.yahoo.com/ym/login?rand=6g8frser2i2k0

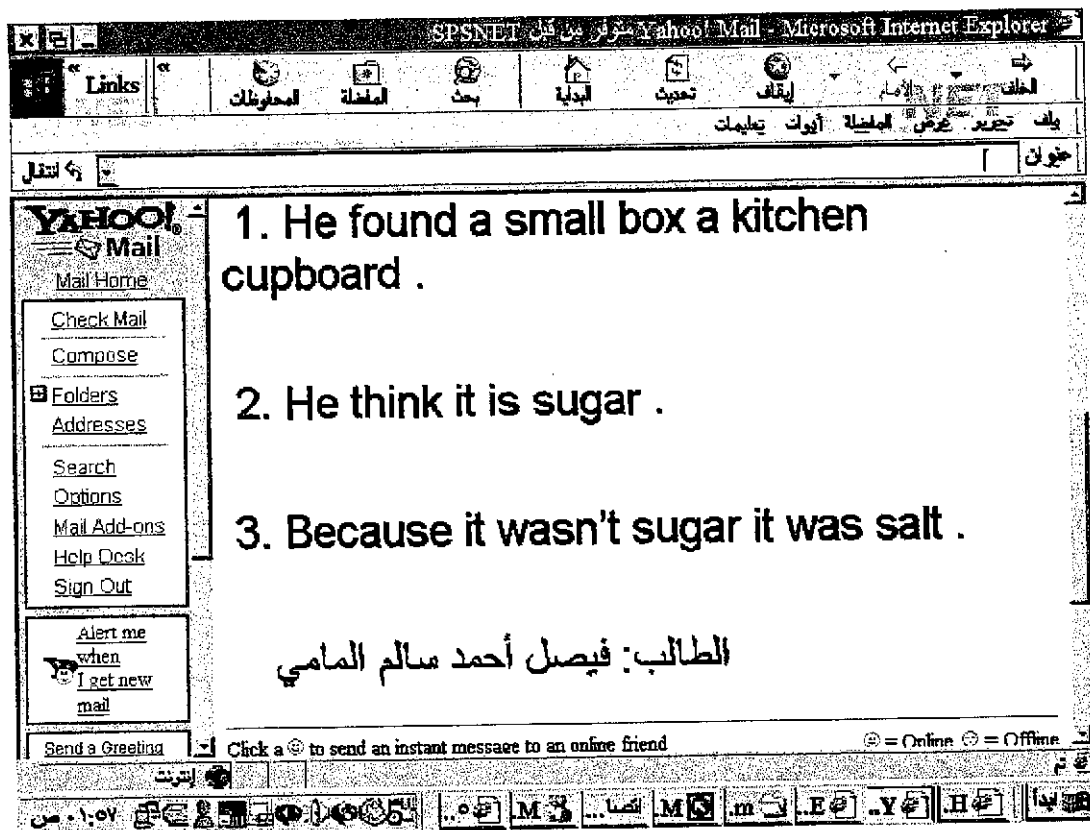
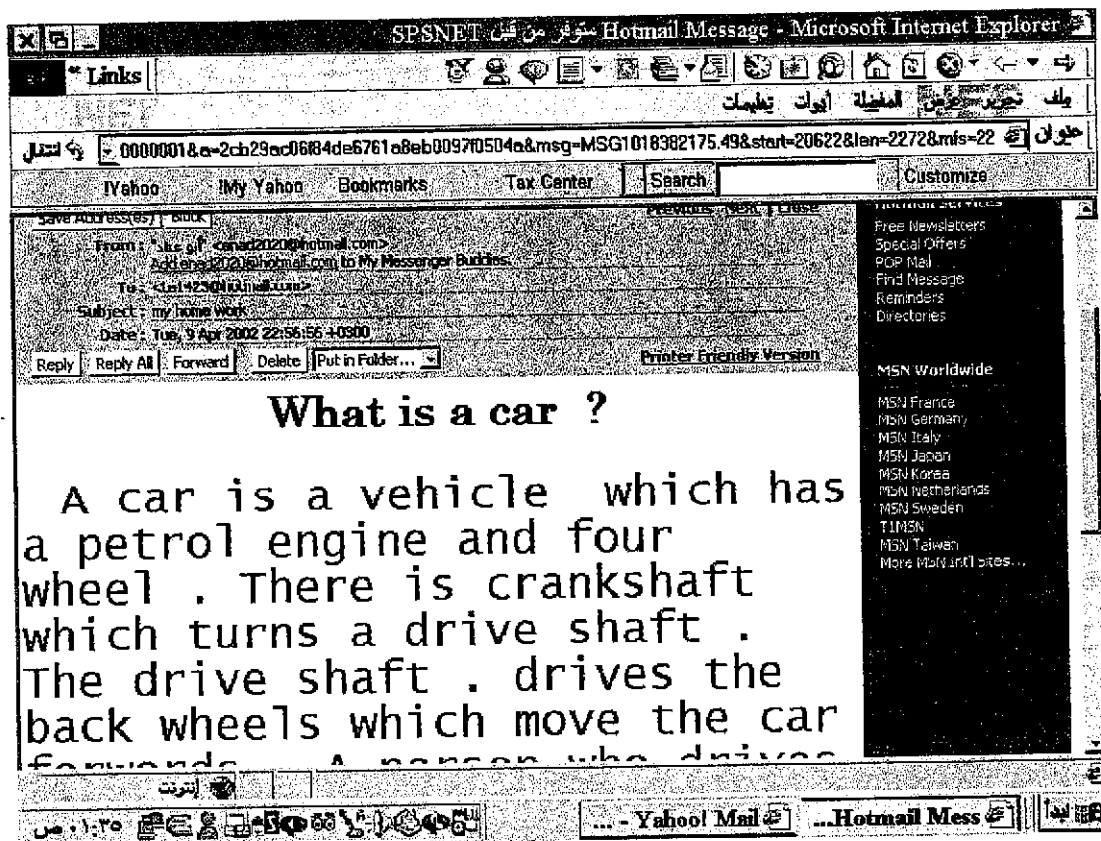
Yahoo My Yahoo Sign in Tax Center Search Customize

Yahoo! Mail  
Mail Home  
Check Mail  
Compose  
Folders  
Addresses  
Search  
Options  
Mail Add ons  
Help Desk  
Sign Out

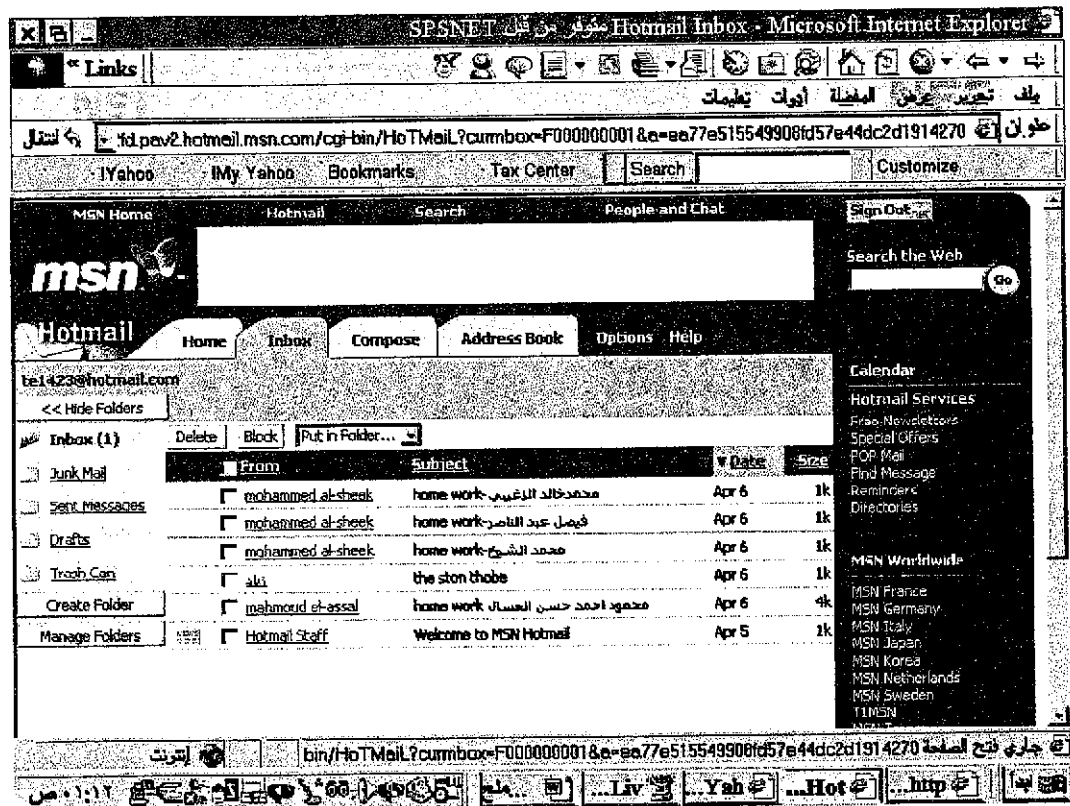
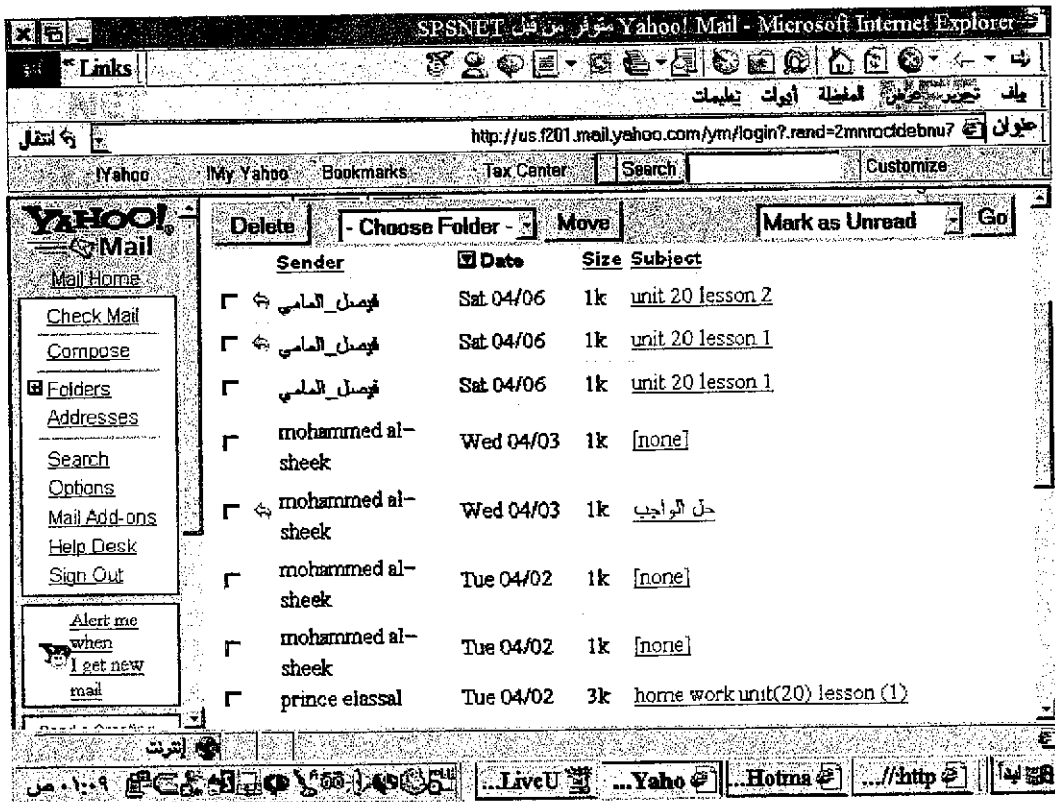
Alert me when I get new mail

زواد	Sat 04/13	2k	[none]
فوصل أحمد	Sat 04/13	4k	unit 21 lesson 2
فوصل أحمد	Sat 04/13	6k	unit 21 lesson 2
فوصل أحمد	Fri 04/12	10k	unit 21 lesson 2
فوصل أحمد	Fri 04/12	3k	Homework Unit 21 lesson 1
أحمد عواد	Tue 04/09	3k	my home work
qazi yaqoob	Tue 04/09	2k	الواجب
زواد	Tue 04/09	3k	[none]
فوصل_العامي	Sat 04/06	1k	unit 20 lesson 2
فوصل_العامي	Sat 04/06	1k	unit 20 lesson 1
فوصل_العامي	Sat 04/06	1k	unit 20 lesson 1
mohammed al-	Wed 04/03	1k	[none]

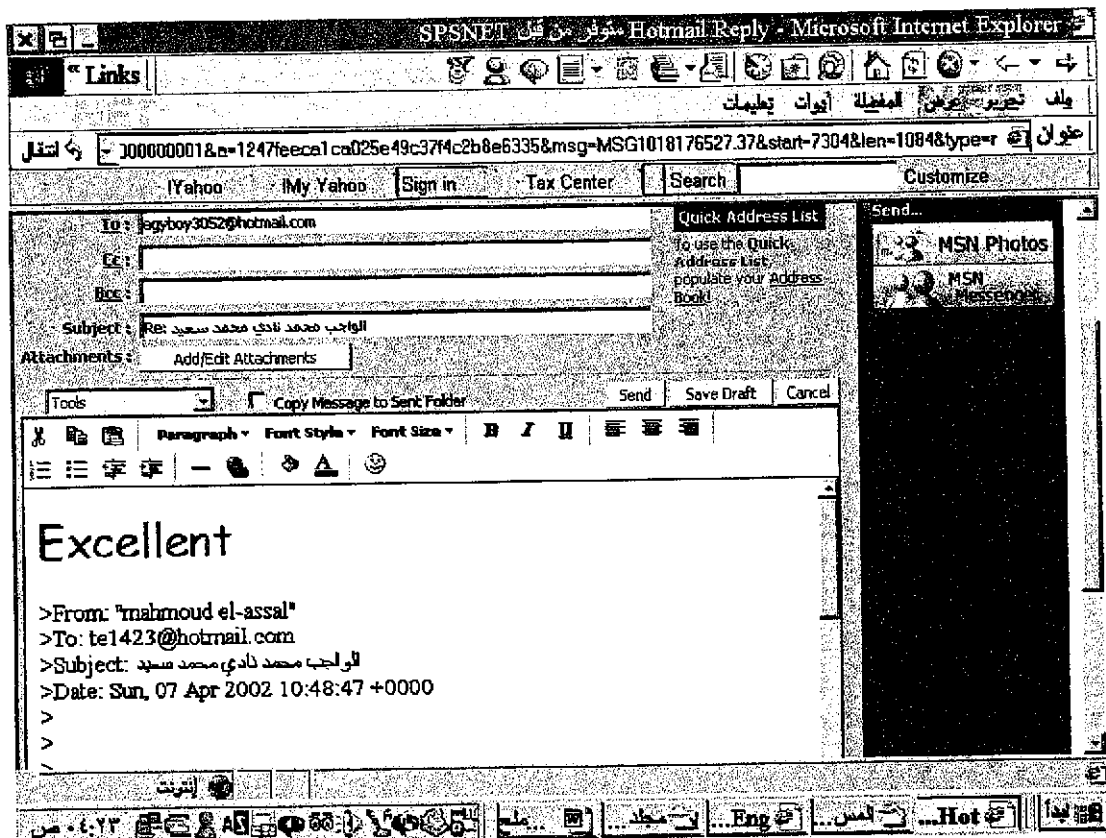
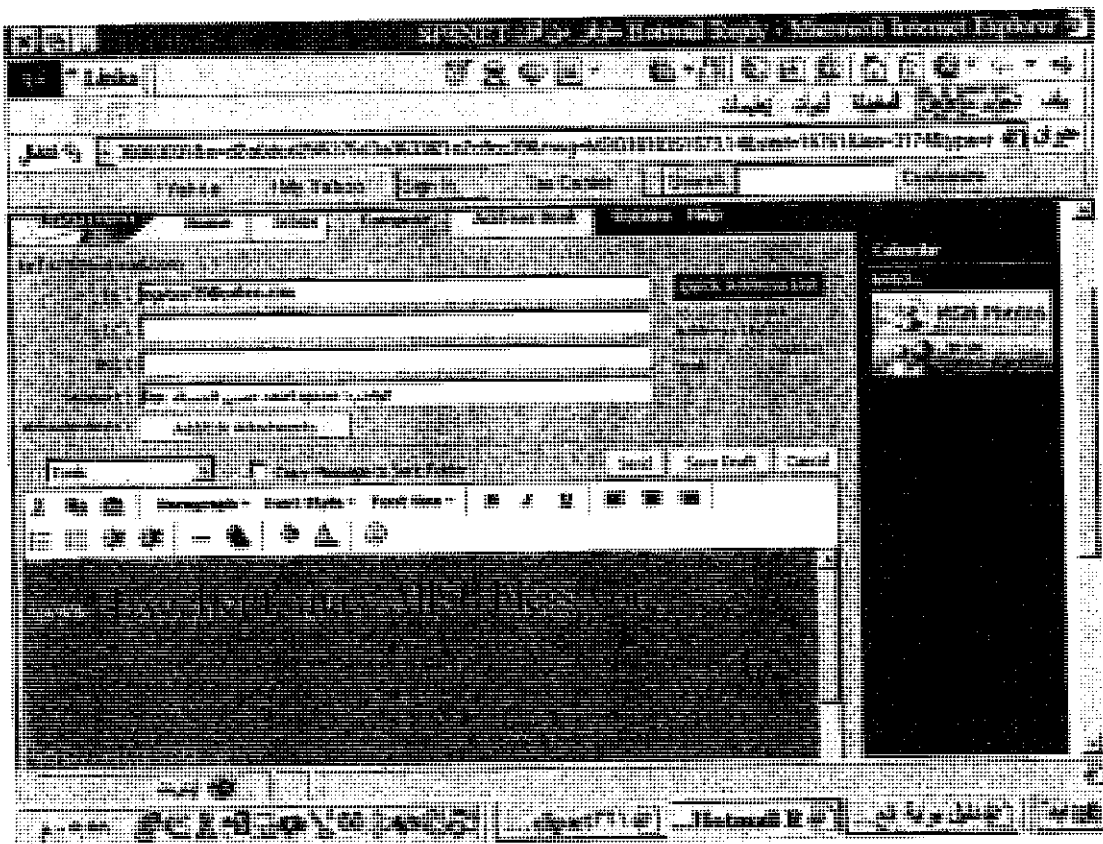
id=4186\_32268\_5057\_1333\_2667\_0\_70&inc=25&order=down&sort=date&pos=0&view

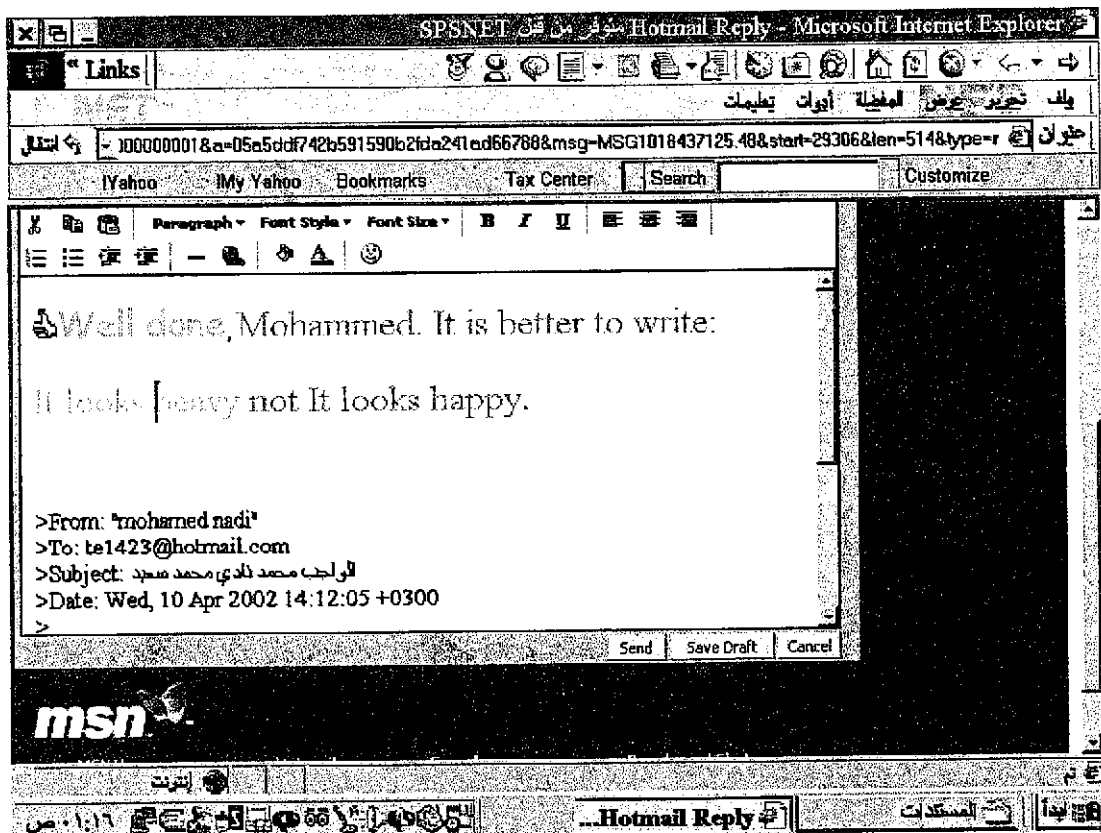
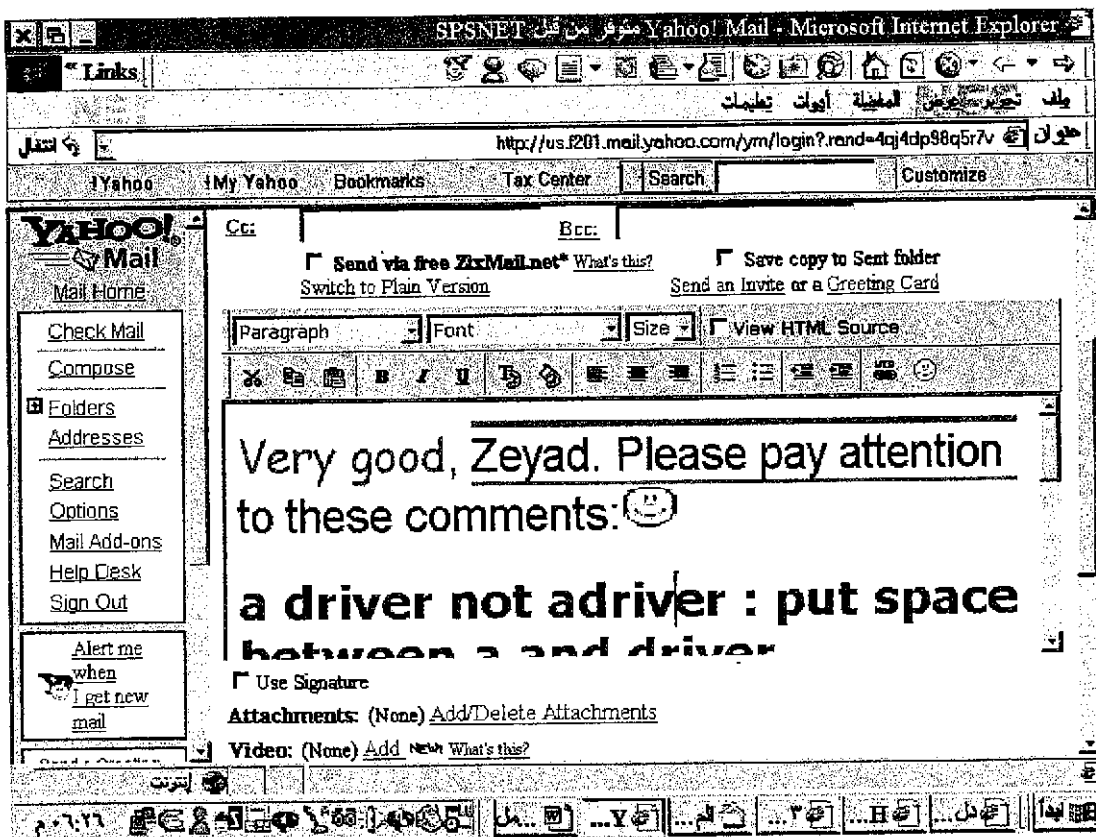


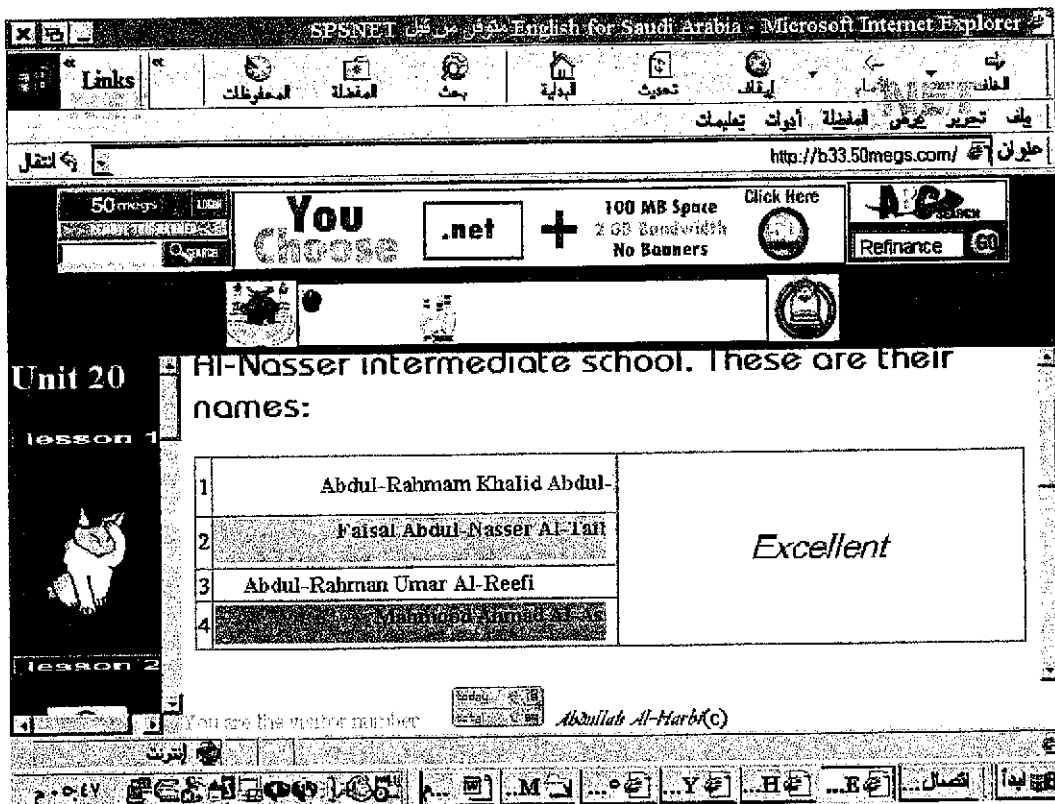
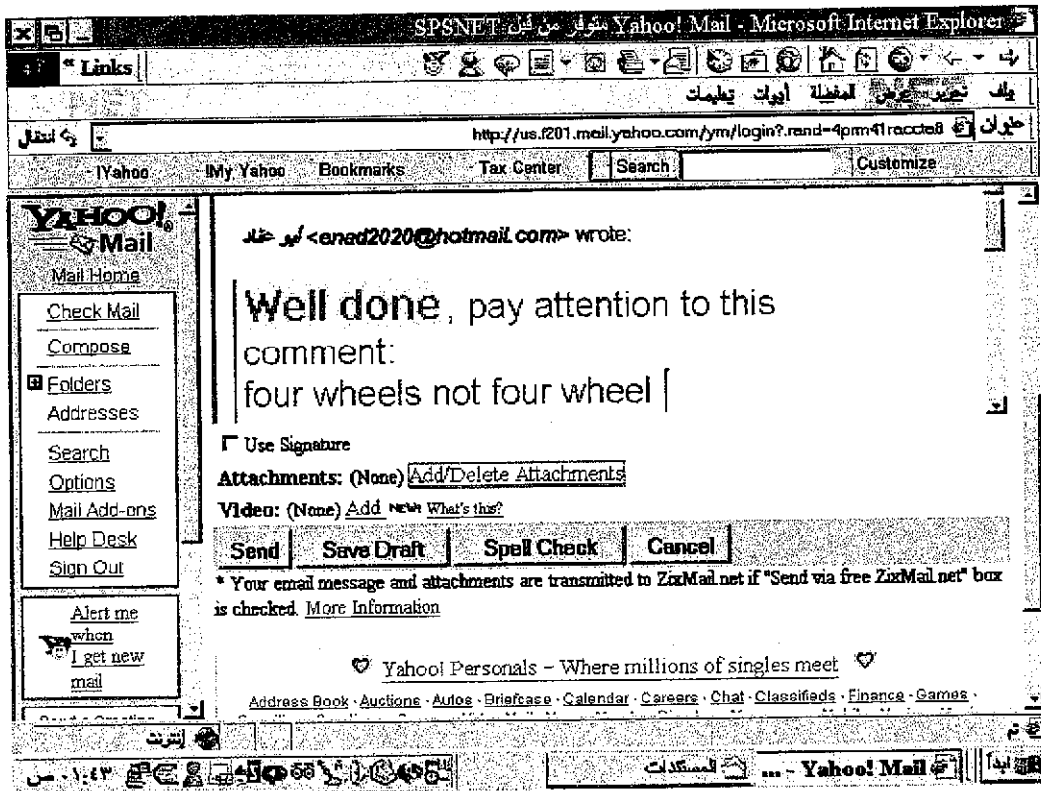




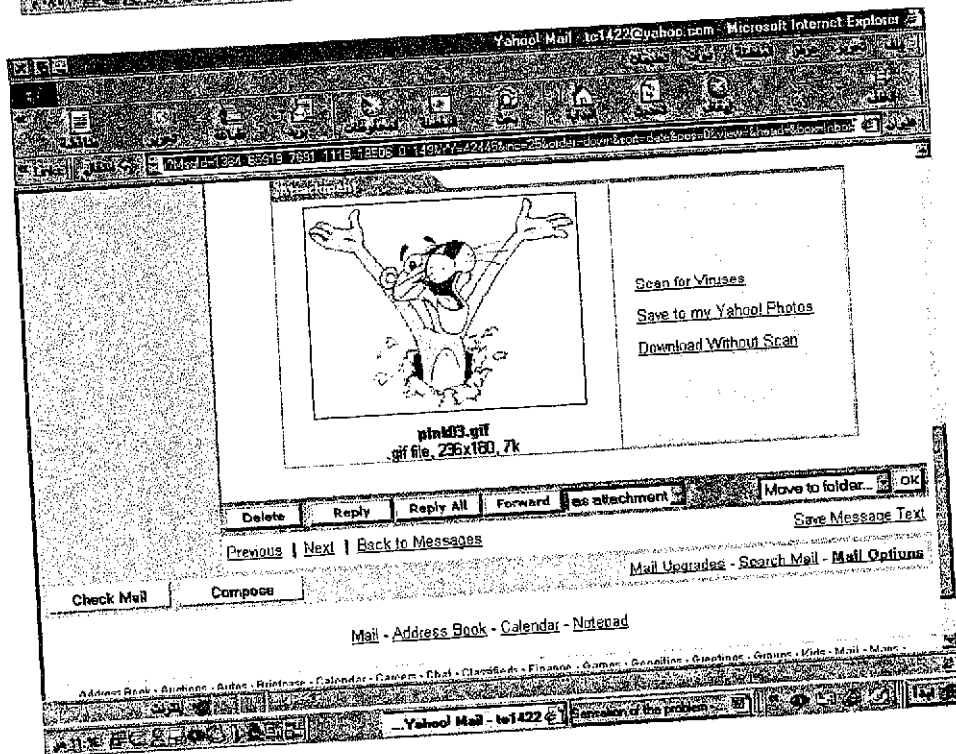
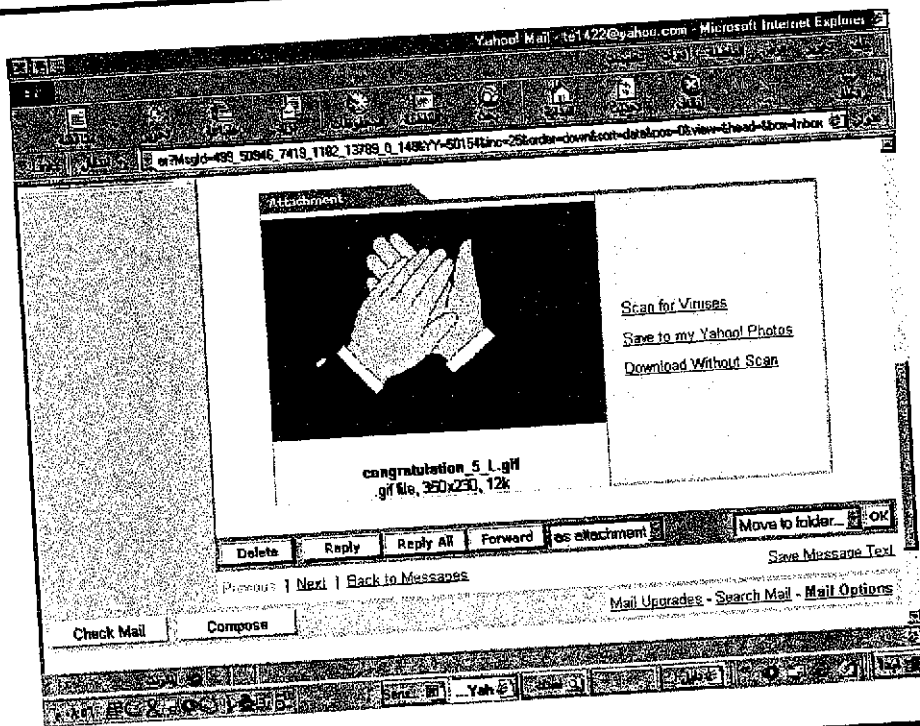
**Appendix (7)**  
**The correction of the homework**

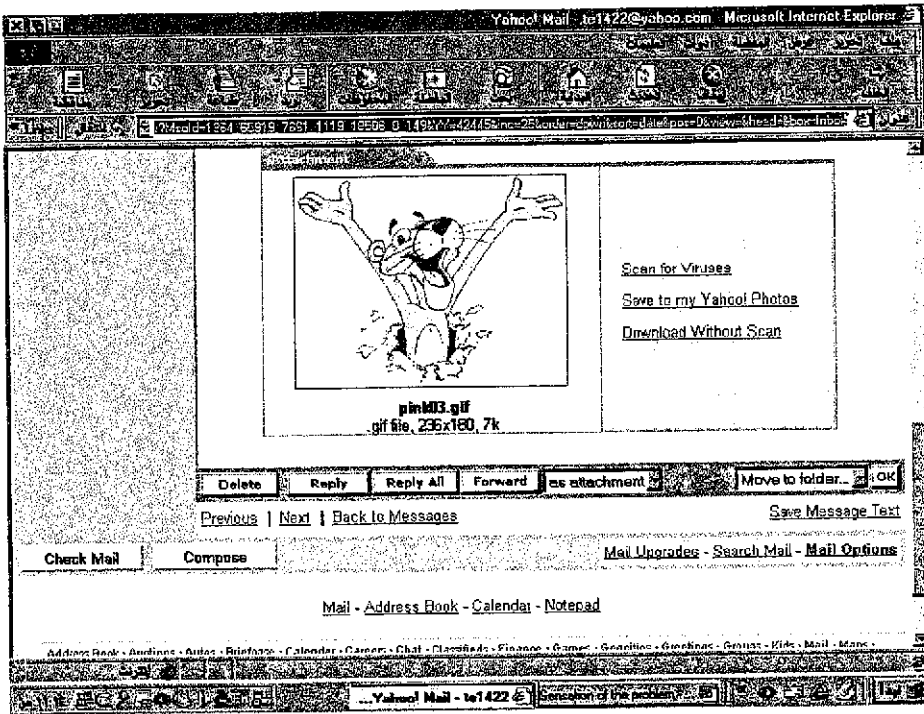
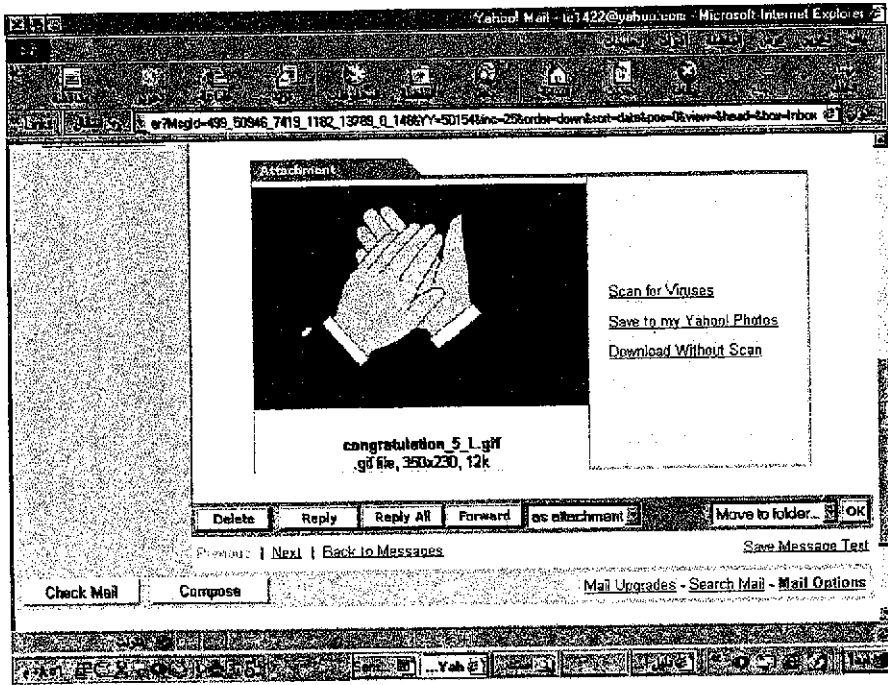




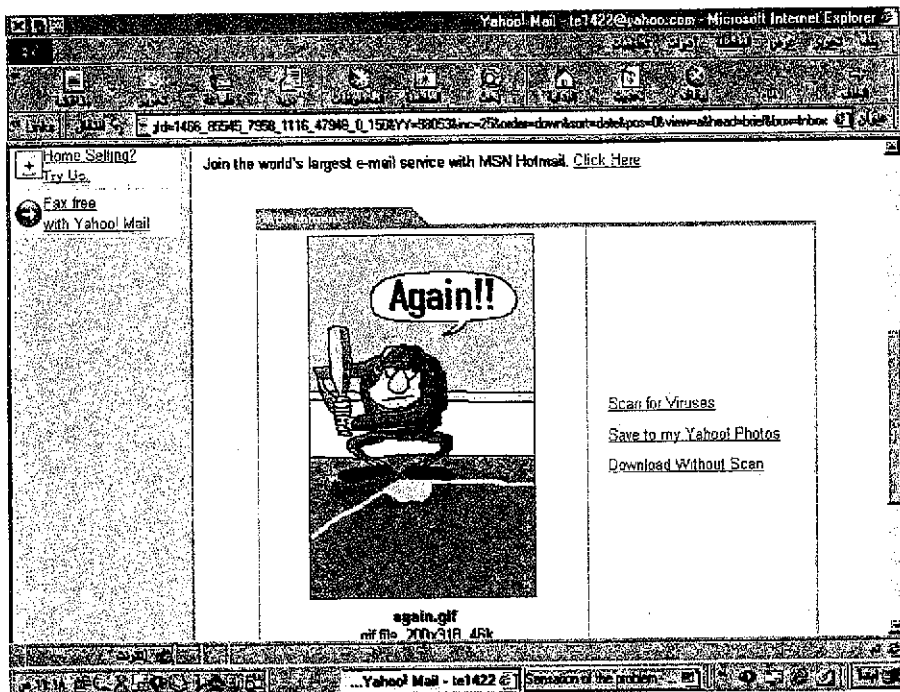
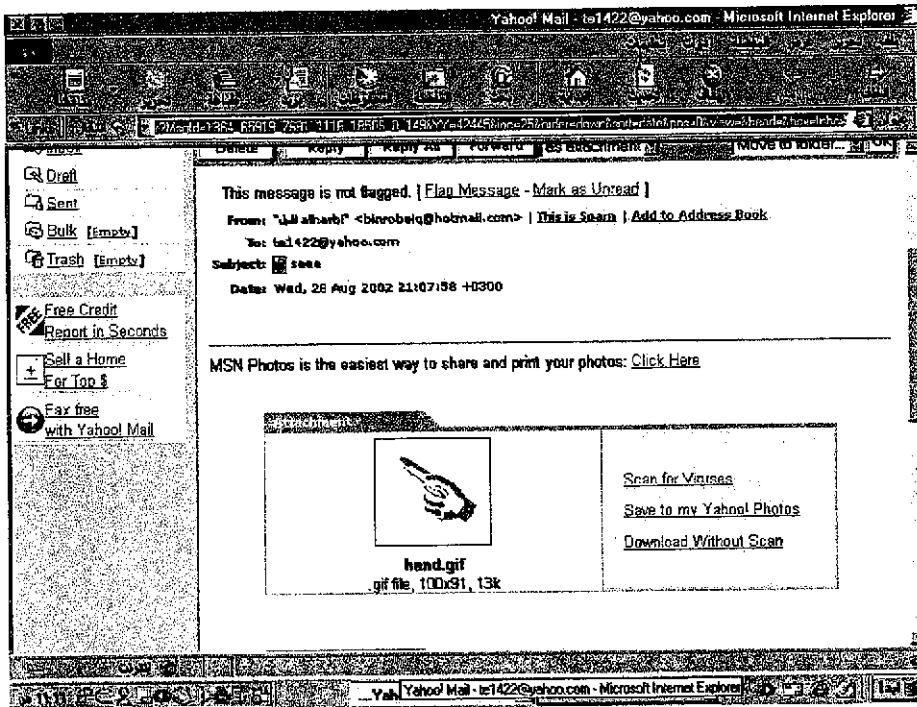


**Appendix (8)**  
**Samples of Encouragement Moved**  
**Pictures were sent as attachment of correction**









Appendix (9)  
Statistical Analysis of the Stability  
Of The Test

Student's number	x	y	X*y	X <sup>2</sup>	y <sup>2</sup>
1.	1	2	2	1	4
2.	2	3	6	4	9
3.	4	5	20	16	25
4.	4	4	16	16	16
5.	4	5	20	16	25
6.	3	3	9	9	9
7.	4	4	16	16	16
8.	2	3	6	4	9
9.	3	3	9	9	9
10.	5	4	20	25	16
11.	5	6	30	25	36
12.	1	2	2	1	4
13.	2	3	6	4	9
14.	3	4	12	9	16
15.	4	5	20	16	25
16.	4	5	20	16	25
17.	5	6	30	25	36
18.	3	4	12	9	16
19.	4	4	16	16	16
20.	2	3	6	4	9
21.	2	3	6	4	9
22.	4	5	20	16	25
23.	3	3	9	9	9
24.	5	6	30	25	36
25.	3	4	12	9	16
26.	5	5	25	25	25
27.	4	4	16	16	16
28.	4	4	16	16	16
29.	3	4	12	9	16
Total	98	116	424	370	498

$$R = \frac{\Sigma x y - (\Sigma x \Sigma y)}{\sqrt{[n \Sigma x^2 - (\Sigma x)^2] [n \Sigma y^2 - (\Sigma y)^2]}}$$

$$= \frac{29 \times 424 - (98 \times 116)}{\sqrt{[29 \times 370 - (98)^2] [29 \times 498 - (116)^2]}}$$

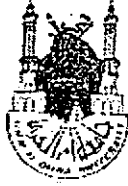
$$= \frac{12290-11368}{\sqrt{(10730-9604)-(14442-13456)}} = \frac{928}{\sqrt{1126 \times 986}}$$

Correlation coefficient of Person = .88

Stability of the test was measured by using Spearman and Braun equality:

Coefficient of stability= .94

**Appendix (10)**  
**Statistical Analysis of the Results of the Study**  
**Done by the Center of Information, Computers and Academic**  
**Development**



المملكة العربية السعودية

وزارة التعليم العالي

جامعة أم القرى

قسم الشؤون الأكاديمية

نموذج رقم: 101

مركز المعلومات والحاسب الآلي والتطوير الجامعي

اسم الباحث : عبد المحسن محمد الطريحي اسم المشرف : د. محمد صالح الحبيب

عنوان البحث : تأثير استخدام الحاسب الآلي في تحسين مستوى التحصيل الدراسي لدى طلبة المرحلة المتوسطة

عدد الحالات ( الاستبيانات ) : ..... أسماء المتغيرات : ( ١ ) مشاركة ( ٢ ) مشاركة ( ٣ ) مشاركة ( ٤ ) ..... ( ٥ ) ..... ( ٦ )

توصيف المتغيرات ( عدد الخانات لكل متغير )

المتغير	مسلسل	عبارات ( فقرات ) الاستبيان
عدد الخانات	١	
رقم العمود	٣ - ١	

المحاور / أو المجموعات ( إن وجدت في البحث ) : يُرجى استخدام الصفحة من الخلف .

م	التحليل الإحصائي	المتغيرات المطبق عليها التحليل الإحصائي	عدد الاختيارات في المتغير
١	المتوسطات والتكرارات		
٢			
٣			
٤			
٥			
٦			

الاسم	الباحث	المشرف	الاستشارة الإحصائية
التوقيع والتاريخ	<u>عبد المحسن محمد الطريحي</u>	<u>د. محمد صالح الحبيب</u>	<u>د. محمد صالح الحبيب</u>

خاص بالشؤون التعليمية بالحاسب الآلي

ملف البيانات : <u>M.O.H.S.E.N</u> : ملف التوصيف : <u>M.O.H.S.E.N</u> : 2 : ملف التحليل : <u>M.O.H.S.E.N</u>	توقيع المختص والتاريخ : <u>١٤٢٢ / ١</u>
---	---

```

1 0 COMMENT
2 0
3 0 SUPERVISOR : DR. MOSA ALHABIB
4 0 DATE : 26-05-1423
5 0 DONE : BY HASHIM ALAHDAI
6 0 DATA2 : MOHSEN - MOHSEN
7 0 DATA3 : MOHSEN
8 0 DATA LIST RECORDS = 1
9 0 /Z SN 1-3 VI TO V4 4-7 W1 TO W4 8-11
10 0 *COMPUTE TOTB=(KA+FA+GA)/3
11 0 *COMPUTE TOT=(TOTB+TOTB)/2
Othis command will read 1 records from the command file
Ovariable Rec Start End Format

```

```

SN 3 1 3 3 3
V1 3 4 4 4 4 4
V2 3 5 5 5 5 5
V3 3 6 6 6 6 6
V4 3 7 7 7 7 7
W1 3 8 8 8 8 8
W2 3 9 9 9 9 9
W3 3 10 10 10 10 10
W4 3 11 11 11 11 11

```

```

12 0 IF SN LE 30 GN=1
13 0 IF SN GT 30 GN=2
14 0 begin data ( mohsen) abdallah mohsen alharbi
15 0 end data
16 0 * ABDALLAH MOHSEN ALHARBI
17 0 * FREQUENCIES VARIABLES=VI TO W4
18 0 /STATISTICS=1,2
19 0 * RELIABILITY VARIABLES=VI TO W4
20 0 /SCALE(S1)=VI TO W4
21 0 /MODEL=ALPHA
22 0 *-TEST PAIRED=VI WITH W1/V2 WITH W2/V3 WITH W3/V4 WITH W4
23 0 *-TEST GROUPS=GN(1,2)/VARIABLES=VI TO W4
105-AUG-02 SPSS RELEASE 4.1 FOR IBM OS/MVS
13:52:12

```

Source of Variation  
Main Effects

GN  
Explained  
Residual  
Total

Sum of Squares	DF	Mean Square	F	Sig.
.417	1	.417	.663	.419
.417	1	.417	.663	.419
.417	1	.417	.663	.419
36.433	58	.628		
36.850	59	.625		

-60 cases were processed.

0 cases (.0 pct) were missing.  
105-Aug-02 SPSS RELEASE 4.1 FOR IBM OS/MVS  
13:52:12

\*\*\* ANALYSIS OF VARIANCE \*\*\*

V2  
by GN

Source of Variation  
Main Effects

GN  
Explained  
Residual  
Total

Sum of Squares	DF	Mean Square	F	Sig.
1.350	1	1.350	1.343	.251
1.350	1	1.350	1.343	.251
1.350	1	1.350	1.343	.251
58.300	58	1.005		
59.650	59	1.011		

-60 cases were processed.

0 cases (.0 pct) were missing.  
105-Aug-02 SPSS RELEASE 4.1 FOR IBM OS/MVS  
13:52:12

\*\*\* ANALYSIS OF VARIANCE \*\*\*

V3  
by GN

Source of Variation  
Main Effects

GN  
Explained  
Residual  
Total

Sum of Squares	DF	Mean Square	F	Sig.
.017	1	.017	.341	.561
.017	1	.017	.341	.561
.017	1	.017	.341	.561
2.833	58	.049		
2.850	59	.048		

-60 cases were processed.

0 cases (.0 pct) were missing.  
105-Aug-02 SPSS RELEASE 4.1 FOR IBM OS/MVS  
13:52:12



105-AUG-02 SPSS RELEASE 4.1 FOR IBM OS/MVS  
13:52:12

0 \*\*\* ANALYSIS OF VARIANCE \*\*\*

W1  
by GN

Source of Variation	Sum of Squares	DF	Mean Square	F	Sig of F
Main Effects	36.817	1	36.817	51.620	.000
GN	36.817	1	36.817	51.620	.000
Explained	36.817	1	36.817	51.620	.000
Residual	41.367	58	.713		
Total	78.183	59	1.325		

-60 cases were processed.  
0 cases (.0 pct) were missing.  
105-AUG-02 SPSS RELEASE 4.1 FOR IBM OS/MVS  
13:52:12

0 \*\*\* ANALYSIS OF VARIANCE \*\*\*

W2  
by GN

Source of Variation	Sum of Squares	DF	Mean Square	F	Sig of F
Main Effects	8.067	1	8.067	6.103	.016
GN	8.067	1	8.067	6.103	.016
Explained	8.067	1	8.067	6.103	.016
Residual	76.667	58	1.322		
Total	84.733	59	1.436		

-60 cases were processed.  
0 cases (.0 pct) were missing.  
105-AUG-02 SPSS RELEASE 4.1 FOR IBM OS/MVS  
13:52:12

0 \*\*\* ANALYSIS OF VARIANCE \*\*\*

W3  
by GN

Source of Variation	Sum of Squares	DF	Mean Square	F	Sig of F
Main Effects	1.067	1	1.067	.722	.399
GN	1.067	1	1.067	.722	.399
Explained	1.067	1	1.067	.722	.399
Residual	85.667	58	1.477		
Total	86.733	59	1.470		

-60 cases were processed.  
0 cases (.0 pct) were missing.  
105-AUG-02 SPSS RELEASE 4.1 FOR IBM OS/MVS