

ADDIS ABABA UNIVERSITY
INSTITUTE OF LANGUAGE STUDIES
DEPARTMENT OF FOREIGN LANGUAGES
AND LITERATURE (GRADUATE PROGRAM)

INTERNET APPLICATION IN
TEACHING/LEARNING ENGLISH AS A
FOREIGN LANGUAGE: WITH REFERENCE TO
SOPHOMORE ENGLISH

MOLLA MITIKU

JUNE 2008

Internet Application in Teaching/Learning English as
a Foreign Language: With reference to Sophomore
English

By

Molla Mitiku

A Thesis Submitted to the Department of Foreign
Languages and Literature
(Graduate Program)

In Partial Fulfillment of the Requirements for the
Degree of Masters of Arts in Teaching English as a
Foreign Language

June 2008

**ADDIS ABABA UNIVERSITY
DEPARTMENT OF FOREIGN LANGUAGES AND
LITERATURE**

**INTERNET APPLICATION IN
TEACHING/LEARNING ENGLISH AS A FOREIGN
LANGUAGE: WITH REFERENCE TO
SOPHOMORE ENGLISH**

BY

MOLLA MITIKU

APPROVAL OF BOARDS OF EXAMINATION

_____	_____	_____
ADVISOR	SIGNATURE	DATE
_____	_____	_____
EXAMINER	SIGNATURE	DATE
_____	_____	_____
EXAMINER	SIGNATURE	DATE

Declaration

I, the undersigned, declare that this thesis is my original work and has not been presented for a degree in any other university.

Name _____

Signature _____

Place _____

Date of submission _____

Table of Contents

Contents	pages
Acknowledgement	i
List of Tables	ii
Abstract	iii
Chapter One: Introduction	1
1.1 Background to the Problem.....	1
1:2 Statement of the problem	4
1:3 Objectives of the study.....	6
1.3.1 General objective.....	6
1.3.2 Specific Objectives.....	6
1:4 The significance of the study	6
1:5 Limitations and scope of the study.....	7
1.6 Organization of the study.....	7
Chapter Two: Literature Review.....	9
2:1 IT Development in School.....	9
2.2 The Internet.....	13
2.2.1 Definition and concepts	13
2.2.2 Historical Development	16
2.2.3 The World-Wide-Web (WWW).....	17
2.3 The Internet and English Language Teaching.....	19
Chapter Three: Research Methodology.....	25
3.1 Research Design.....	25
3.2 Subjects.....	25
3.3 Data gathering tools.....	26
3.3.1 Questionnaire.....	26
3.3.2 Interview.....	27

3.3.3 Exploration/Searching	28
3.4 Methods of Data Analysis	28
Chapter Four: Data presentation, Interpretation and Analysis.....	29
4.1 Identified Website.....	29
4.1.1 Writing process website.....	30
4.1.2 Teacher Websites.....	
4.1.3 Sophomore English Website	32
4.1.4 Sentence master.....	32
4.1.5 Den tips paragraph	33
4.1.6 Other Websites.....	33
4.1.6.1 Sentence writing	33
4.1.6.2 Paragraph building.....	33
4.1.6.3 Essay writing.....	34
4.1.7 General Websites	34
4.2 Internet application in DFLL Sophomore English Classes.....	37
4.2.1 Subjects.....	37
4.2.1 Attitude towards the use of the Internet.....	40
4.2.3 Access, familiarity and application.....	43
4.2.4 Advantage Vs problems of using the Internet.....	50
Chapter Five: Conclusion and Recommendation	54
5.1 Conclusion.....	54
5.2 Recommendation.....	55
References.....	57
Appendix I: Questionnaires to Teachers	59
Appendix II: Questionnaires to Students.....	63
Appendix III: Sample Teaching Materials	67

CHAPTER ONE

Introduction

1.1 Background to the Problem

Language learning requires the integration of the four skills: listening, speaking, reading and writing. Unless these are interconnected, promoting effective language teaching and learning could be difficult. However, integrating these skills is not an easy task both for language teachers and learners.

Many scholars have been making efforts to minimize such problems. They considered language teaching methods as one of the significant means in promoting effective teaching and learning. So far, they introduced different methods to alleviate such difficulties.

English is a universal language. Besides, it is used as a medium of instruction in Ethiopia. It also serves as a means of communication with foreigners living in the country. As the country is the center for the head quarter of African Union, there are several embassies and other international and local organizations in Ethiopia that use English as their working language. Therefore, the need for English language in the country is very high.

That is why we need to have an effective and integrated approach of teaching and learning English language at all levels: primary, secondary and tertiary. This could be possible by using various teaching aids. Many scholars argue that teaching materials have greater roles in promoting effective language teaching and learning. A classroom teaching accompanied by teaching aids is by far better than one without teaching aid. “Cassettes, videos, CD-ROMs, DVDs, Dictionaries, Grammar Books, workbooks and the Internet” are crucial in language teaching” (Gonzalez (online), 2007).

Of these teaching materials, the Internet is the most recent one. It is a network of networks connecting computers all over the glob. In other words, the Internet is the

largest wide area network where thousands of computer networks throughout the world are connected. These networks help people living in any corner of the globe to access and get any information from any other parts of the world. Mathews (1995) confirmed that the Internet is a giant network of users, computers and resources.

The Internet has greater contribution to language teaching and learning. Its application in formal education settings has a remarkable potential to enhance learning. “The Internet provides many sites specifically for education” (Heathcote, 2002: 23). Heathcote also argued that it is the most crucial resource in this area. Of all the benefits that Information Communication Technology (ICT) has brought to education, the Internet is the most significant one.

The Internet offers abundant materials both in print and electronic forms. These materials incorporate four of the skills so that learners and teachers could use them to assist their lessons. The integration of Internet-based activities and traditional class-room based learning has clear implications for the roles of learners and teachers.

It increases the independence and autonomy of the former and transforms the role of the latter towards that of a facilitator. Therefore, it is argued that “the potential of ICT for improving the quality and standard of education is very significant” (Peachlers, et al, 1999:4).

Although the application of the Internet sources as teaching aids in teaching English as a foreign language is significant, there is no evidence whether the extent of its usage in Sophomore English classes is high or low. Besides, there is no clear evidence that shows whether sophomore students and their instructors are well aware of the possible Websites of the Internet that could assist English language teaching and learning.

It was Dr. Teshome Demesse, my advisor, who drew my attention towards the need to assess ICT utilization in language teaching and learning. Right after my discussion with him, I began searching for researches done in ILS, Kennedy and Graduate Libraries.

However, I didn't find any local research in the same topic. Therefore, it seems crucial to assess whether the newly emerging technology is exhaustively used in promoting English language teaching and learning.

This background, therefore, has initiated the need to conduct a research on the use of the Internet sources. Thus, the emphasis of this paper is to investigate the extent of the teaching and learning of Sophomore English in the Department of Foreign Languages and Literature (DFLL), Institute of Language Studies (ILS) at Addis Ababa University (AAU)

Information Technology (IT) highly influences media and business institutions. It is also becoming significant in the educational sector. Innovations and advancements in technology affect classroom teaching practices. Universities, colleges and schools all over the world are in need of integrating sources from the Internet with their teaching and learning process.

There are many Websites which could help both teachers and students in their teaching and learning activities. The uses of the Internet as an educational tool in teaching English as a foreign language appears to be a point of interest for conducting a this research.

The intention of this paper, therefore, is to assess whether there is an application of information technology in teaching English as a second/foreign language in general and Sophomore English Course in particular in DFLL, ILS at AAU. In doing so, various possible Websites that could help to supplement Sophomore English teaching and learning are identified. Along with this, an assessment is conducted to know whether these Websites are manipulated by students and their instructors.

1:2 Statement of the problem

English serves as a medium of instruction mainly at secondary and tertiary levels in Ethiopia. That is why students need to be equipped with English language skills no matter what fields they study. At this level, the students are expected to use English

language in their academic activities. They need to read, understand, extract and use the information of longer texts and use it in solving their problems (Littlewood, 1984).

This can be achieved if classroom teaching and learning is assisted by teaching aids like sources from the Internet. The Internet could play an indispensable role as long as it has a penetrating influence on the quality and quantity of education. So, the Internet is believed to be one of the crucial tools to enhance teaching and learning through dynamic interactive and engaging contents. (Chin, 1968)

Therefore, the practical development of teaching and learning English as a foreign language with the help of the Internet is vital. There is need on behalf of the instructors not only for updating themselves and searching sources for some researches but also to help their students.

They have to develop their own Webpage, load notes, exercises, homework, assignments and other materials so that their students could access them easily. Besides, they need to be in a position to indicate various Internet Websites, where students could get relevant information for their study. Students should also play their own roles in promoting their learning by using this technology.

Harmer (1991) argues that students need to update themselves and use modern approaches to widen their perspectives. However, it has not been investigated whether Foreign Language instructors and students use Internet sources to supplement their teaching and learning of Sophomore English Classes in DFLL Institute of Language Studies at AAU.

However, scholars like O'Leary (2005), (Chin, 1968) and (Heathcoat, 2002) believed that the Internet is highly influencing the ways people read, write and communicate. Therefore, incorporating it into language classroom could be very important although it needs serious attention in identifying the Websites with relevant materials. If efforts are made to literate and instigate instructors and learners to use Internet sources as teaching

and learning aid, effective teaching and learning process could be promoted. That is why the researcher developed the need to assess Internet application in teaching and learning Sophomore English in DFLL.

It is due to what has been said so far that this study has been conducted. It is mainly concerned in investigating whether Foreign Language students taking Sophomore English and their instructors use the Internet exhaustively to promote the teaching and learning process. Besides, the following questions are answered.

- What is the attitude of the instructors towards using sources from the Internet as a crucial teaching aid?
- What is the attitude of Foreign Language students who are currently taking Sophomore English Course towards using Internet sources in their study?
- What possible Websites are available and freely accessible in teaching English as a foreign language?
- To what extent do the instructors and the students use the Internet?

The application of Internet in classroom teaching and learning allows students to visit places and interact with objects which students couldn't access in the real traditional classroom. Besides, it not only gives a room to the students to relate their classroom learning to their outside contexts but also could help them learn how to transfer knowledge from one situation to another.

1:3 Objectives of the study

1.3.1 General objective

The General objective of this study is to assess the extent of the application of the Internet in teaching and learning Sophomore English and identify the possible websites that could help to supplement this course.

1.3.2 Specific Objectives

The Specific objectives are to:

- assess the application of Internet in Sophomore English classes.
- assess the attitude of instructors and students towards using the Internet as a teaching /learning aid for Sophomore English
- identify Websites that could supplement Sophomore English Course in particular and other English Courses in general.

The use of ICT in education in general and in English language teaching in particular is one of the significant means in the teaching-learning process. The main purpose of this study, therefore, is to describe the level at which the Internet is utilized as a teaching aid by sophomore students and their instructors.

1:4 The significance of the study

This study is significant for two major reasons. First, the world is dramatically changing in a rapid and unpredictable manner. Globalization and information technology have become the trade markers of this and are likely to transform the teaching and learning process from being dominated by traditional practices emphasizing the learning of rules and memorization of information to a kind of learning process that focuses on communicative skills, critical thinking and meaningful language practices.

The emerging of a new informational society requires schools to equip student with special skills so that they can function properly in this modern society. Therefore, the

study could be significant to the faculty in general and the department in particular to insist the application of Internet in teaching and learning English as a foreign language.

Second, the status of English in our country is gaining more time and space in education and in public life. Schools need to help students master the language as it is a medium of instruction. Therefore, it is necessary to enrich English classroom lectures and discussions.

The Internet, therefore, could be one of the teaching aids to enhance the teaching and learning of English as a foreign language. Besides, although the study considers the practice of teaching English as a foreign language with the help of instructors and the Internet at this level, the findings may also be useful for teaching at other levels in Addis Ababa University and other Institutions.

1:5 Limitations and scope of the study

This study, like any other research, was not free of shortcomings. Two of the major constraints are finance and time. Due to this reason, the research focuses only on sophomore English Language students in DFLL in ILS at AAU.

It could have become more objective if the assessment incorporates the status of using this technology in all faculties and departments of the university at all levels: under graduate, graduate and PhD Programs. However, such task demands a huge sum of money and ample time; that is why the focus area of this research is narrowed down to sophomore language students.

1.6 Organization of the paper

The paper is divided in to six chapters. Chapter one is the introduction which covers background, statement of the problem, justification, objectives, scope and limitations of the study. The literature review is presented in Chapter Two, whereas description of the

procedures and methods used for the study and the data presentation are dealt in Chapters three and four respectively. The last Chapter deals with the conclusion and recommendations of the study.

CHAPTER TWO

Literature Review

2:1 IT Development in Schools

We are living in the era of Information Technology (IT). Fifty years ago, people had little to do with computers. Of course, they fill out computerized forms, took computerized tests and paid computerized bills. Today, the computer has made our daily practice so easy. Now, everything could be done with the help of it. Any individual, institution, governmental or non governmental organizations could use the computer for any kind of purpose that the organizations intend to do.

The Internet also influences the educational sector. Currently, the teaching and learning practices at primary, secondary and tertiary levels have been highly influenced by it. Therefore, Information technology is one of the most crucial instruments in facilitating our daily activities and providing a grate deal of resource for every educational concept.

It could be used by anyone in anyway that individual intends. For instance writers write, artists draw, engineers design, scientists theorize and accountants calculate with computers. Its significance in the teaching and learning process is also magnificent. Researchers, teachers and students use computers for varieties of purposes. This recent innovation paves ways to have swift communication, access to the world knowledge, find people with same interest, advertise products and services, sell and purchase goods.

This innovation is making the world a village. Now, it has become possible for people at any part of the world to follow, observe and understand what is happening at any other corners of the globe. For instance, it is possible for people in one part to follow lectures and teachings given in any other corner of the world. It is highly interlinked with educational performances and other activities.

Information Technology touches our lives every day in a personal way. Many interesting and practical uses of IT have recently surfaced to make our lives richer and more intertwining. It refers to the computers and communication technologies such as communication links into the Internet that provides help and understanding to the end users. The rapid development of IT in the society has also influenced the educational sector (O'Leary, 2005:7).

The Information Technology Association of America (ITAA) has also defined Information Technology as the “study, design, development, implementation, support or management of computer based information systems.” (Wikipedia, Online).

The current interest in the application of Information Technology in education in general and English language teaching and learning in particular really comes into prominence in countries all over the world. This continued interest in technology has compelled teachers and learners to give priority and recognition to the application of Information Technology in their daily routines. It has a pervasive effect on health, economy, work, education and other areas. It provides people with a wide range of knowledge and information. “IT has enabled both teachers and students access world knowledge resources” (O'Leary, 2003:16).

According to O'Leary, any knowledge of the world is already in the Internet. You don't need to go to the library, search a catalogue and get a book either to find new concepts and theories if you have a computer connected to the Internet. In the same token, you don't need to go to supermarkets and shops to purchase any commodity or material or you don't need to travel to other countries for the same purpose as you can do it while you are at your home with the help of a computer connected to the Internet.

The same is true for enhancing your teaching and learning; you can access a great deal of teaching materials and reference books in a computer connected to the Internet. It is also possible to learn and supplement English language lessons using the Internet. Instructors and students can read, listen and practice speaking and writing using a computer

connected to the Internet. Therefore, Information Technology has made everything simple and accessible.

The development of Information Technology in schools could help teachers and students to use sources from the Internet as a teaching aid. Herring (2000:3) argued that IT mainly helps students to:

- ask historical questions;
- investigate changes, causes and consequences;
- assess and use a wide range of sources;
- organize information effectively;
- enable active engagement in construction of knowledge;
- make available real-world situations;
- provide representations in multiple modalities;
- drill students on basic concepts to reach mastery;
- facilitate collaborative activity among students;
- see interconnections among concepts through hypertext; and
- simulate laboratory and other work.

The development of Information Technology and its integration with educational curriculum can promote an effective teaching and learning. It could enhance learners' capacity in reflecting current practices, manipulating new technologies and assess future needs. Scholars like O' Leary (2005), Herring (2000), Stephenson (2001), Mambretti (1999) and Ager (2000) argued that the integration of information technology in teaching is a central matter in ensuring quality in the educational system. There are two equally-important reasons for integrating information technology in teaching English as a second/foreign language: the familiarity of students to the use of information technology and the improvement of quality teaching and learning. .

It is, therefore, possible to comprehend that IT could enhance the effective understanding of both teachers and students in the teaching and learning process. Therefore, it is vivid to imagine the need for Information Technology. It is possible to ensure the balance of IT

resources by offering trainings to all staff members and students so that they can use the Internet resources as a teaching material.

Scholars like Ager (2000), Herring (2000) and O'Leary (2005) argued that IT helps to perform time-consuming routine works and time could devote in the production of knowledge. The ability to gain an overview, to sort and choose between items of information will be quite central skills. Teachers can help students to choose appropriate information that could meet individual needs. Besides, basic computer skills and general knowledge of information technology on the part of the students is necessary for effective application of the Internet in teaching and learning. Therefore, professional skills and basic IT operating skills are crucial to manipulate the Internet for educational purposes. The integration of new pedagogic opportunities needs greater efforts to install the system among pupils, students, teachers and the education sector as a whole.

These scholars also argued that IT also offers opportunities for more individualized form of teaching in which students control the learning process. The teacher no longer becomes a presenter. Learners learn to learn and to accept responsibility for their own education. It can also provide equal and flexible access to education with out the consideration of age, school background and domicile. It gives everyone an opportunity to participate in a wide range of educational activities. Information Technology made education available outside of working hours and days in different parts of the country from which the teaching is taking place.

Therefore, IT has a vital role in education. It highly enhances the effectiveness of teaching and learning process. However, this doesn't mean that computers could replace teachers and do all things by themselves. In the early days of the innovation of computer developments, there was a view that computers would replace teachers. However, it quickly became clear that computers by themselves were unable to extend and develop learners' education. But the major current practice and argument is that using the Internet could give a room for students to learn to their pace, refer as many materials as possible; work in their appropriate time which could be impossible in the traditional classroom education. (Ager, 2000)

IT is of paramount importance that teachers must be trained and have good knowledge of IT and computer skills in order to help effective teaching and learning with the application of the Internet. Besides, teachers' role as facilitators of the teaching and learning process must develop in accordance with the integration of IT into education. Computer skills of both the teachers and students could be a necessity. In all universities, colleges and schools where learning is accompanied with Information Technology and the teaching learning process is student centered and the teacher simply plays a role as guide or source of inspiration, basic computer skills of both the teachers and students is a must.

2.2 The Internet

2.2.1 Definition and concepts

No one in the world could underestimate the importance of the Internet. It is really revolutionizing our society, economy and technological systems. It has brought people in all parts of the world closer and closer and has allowed people to generate exchange, share and manipulate information indefinitely. The global electronic networking has started some 25 years ago.

The US Defense Department created the ARPA net as an experimental network to support military research. Its growth lead to its use in sharing information among government departments which later spread to universities. The result of this was more development in computer and the networking of super computers to create electronic linkages (*Kahn E. and Cerf G., 1999*).

The Internet combines the knowledge of universities, libraries, art galleries, government departments, scientists, researchers and other millions of individual users. Therefore, the Internet is a system of interconnected computer networks which provides access to computers, electronic mail, bulletin databases and discussion groups.

The Internet has emerged as one of the greatest educational resources ever known to human civilization. It is not a single network but it is a series of smaller networks which inter-operate, creating the image of a single, seamless entity. However, the internet is without any governing body, decentralized, self regulating communication entity (Mambretti, 1999).

Scholars like Herring (2000), (O'Leary, 2005), Stephenson (2001) and Mambretti (1999) agreed that the Internet is a world wide network of networks that gives learners a room to inter-relate, communicate, educate and entertain. They emphasized that content-based materials of the Internet are more crucial in teaching English as a second/foreign language than the acquisition of a particular structure. It is a worldwide system of computer networks in which users at any one of the computers can get information from any other computer.

It is, therefore, possible to conclude that the Internet is a system of hundreds of thousands of computers all over the world, which is connected in a way that it lets other computers to access information on them. Although most literature is directed at the Internet as a tool for education, the instructors' interest and convenience appear to be the key factors for the use of the Internet as a teaching tool.

Using the Internet can supplement the traditional instructional methods, to complement a lecture, instruct and ask students to find specified websites to gain more in-depth knowledge about a particular topic. One problem in this area could be the fact that all students may not have prior knowledge of the application of computers (Forsyth, 1999).

The Internet has changed any activity of the society. It is also fundamentally changing not only the contents but also the ways of teaching and learning. The Internet is also defined as follow in Wikipedia, online Free Encyclopedia.

The Internet is a worldwide, publicly accessible series of interconnected computer network that transmit data by packet switching using the standard Internet protocol (IP). It is a network of networks that consists of

millions of smaller domestic, academic, business, and government networks, which together carry various information and services, such as electronic mail, online chat, file transfer and the interlinked web pages and other resources of the World-Wide-Web. (Wikipedia, online)

The Internet is a vital resource for research and effective education. It gives instructors the room to provide their students with abundant and complete range of teaching materials. “The rapid growing of the Internet has resulted in enthusiastic claims that Information Technology provides *high quality education for all.*” (Stephenson, 2001:1) *The Internet is also considered as a superhighway in which ideas flow freely among people around the globe.*

The Internet is often referred as the information superhighway. It is like a highway that connects one to millions of other people and organizations. Unlike the typical high ways that help people and things move from one location to another, the Internet moves one’s ideas and information (O’Leary, 2005:29)

It is at the heart of the teaching and learning of English language in particular and education in general. Its potential is so enormous that it could make fundamental changes in the teaching-learning process. “The Internet allows swift communication. It is a powerful medium for information and communication that possessing many unique characteristics as an information medium” (Mambretti, 1999:18).

The Internet could help students to access knowledge and learn in new and different ways. It is bringing learning to students instead of taking students to learning. Besides, it alleviates constrains of time and distance. It is a powerful tool in transforming the educational experience from lecturing methods to learner-centered approach.

Some of the aspects that make the use of the Internet unique from other technologies in the classroom are its non-linear nature, speed of communication, quantity of information and access of possibilities for students’ direct learning. The Internet can allow students to experience physically distant phenomena and allow them to pursue the areas that interest

them as individuals. Internet can also allow them to interact with objects in ways that are not possible during an actual field trip which could extend their experience.

2.2.2 Historical Development

The root of the Internet was traced to the 1950s with the launching of sputnik, the ensuing space race, the cold War and the development of ARPA net but it really took off in the 1980s when the National Science Foundation used ARPA net to link its regional supercomputer centers.

The US Department of Defense faced a strategic problem of communicating after the nuclear war. Therefore, it connected four sites over a computer link in 1968 so as to facilitate a collaborative work within the organization. Therefore, the Internet was conceived by the Advanced Research Projects Agency (ARPA) of the US government in 1969 named as ARPA net. (Warschauer,1997).

However, the growing pace of the Internet in the early 1990s is spectacular. It is spreading faster and faster. The Internet is moving out of its original base in military and expanded into schools, colleges, universities, public libraries and commercial sectors. Herring also agreed with Warschauer about the historical development of the Internet.

The Internet was begun in the 1970s and had military origins. The US Department of Defense needed to talk its military research network Called ARPA net to some of its other networks. The use of these linked networks spread to universities and research institutes in the USA and that was followed by link to Europe and the rest of the world. The Internet has grown at a phenomenal rate and it has been estimated that 3000 new organizations and users join the Internet every hour (Herring, 2000:27-28).

Other scholars like O’Leary (2005), O’Neil (2003) and Forsyth (1999) also agreed that the internet was launched in 1969 when the United States funding a project and developed a national computer network called Advanced Research Project Agency Network(APRA net). The United States National Science Foundation created five super computer centers opened for scholarly research.

The linkage of these and other super computers to other parts of the world create the Internet as a worldwide network of networks. It is also the network of networks that connects more than three million computers. The Internet is the virtual space in which users send and receive email, login to remote computers (telnet), browse databases of information and send and receive programs contained on these computers.

2.2.3 The World-Wide-Web (WWW)

The Internet and the World-Wide-Web are not one and the same. The Internet is a collection of interconnected computer networks, linked by copper wires, fiber-optics cables, and wireless connections. In contrast, the Web is a collection of interconnected documents and other resources linked by hyperlinks.

It is one of the services accessible via the Internet like that of e-mail, file sharing, online gaming and others. Therefore, the Internet and the Web are not the same. The Internet is the actual physical network.

It is made up of wires, cables, and satellites, being connected to this network are often described as being online. The Internet connects over 65 million computers and resources throughout the world, whereas the Web is a multimedia interface to resources available on the Internet. Everyday over a billion users from every country in the world use the Internet and the Web (O'Leary, 2005).

The World-Wide-Web, which is also alternatively called as Web, Website or Webpage, is a collection of one screen pages of information. In each page, there will be hyperlinks to other pages or other sites that will provide the reader with more information on a particular topic.

Webpage contains information in a variety of forms such as text, graphic, sound, videos, and animation. The most widely used part of the Internet is the Web. Its outstanding feature is hypertext. Using the Web, one can have an access to millions of pages. Web

browsing is done with a Web browser, the most popular of which are Microsoft Internet Explorer and Netscape Navigator.

The appearance of a particular Web site may vary slightly depending on the browser you use. This is depending on the sophistication of the Webpage that contains information in a variety of forms. Therefore, the Web is an exciting, a dynamic and rapidly expanding use of the Internet. Although using teaching materials from the internet is crucial, there should be identification and evaluation of the necessary Websites that students need to visit in order to properly and wisely use the Internet in supplementing their educating in general and their Sophomore English Course in particular. (Herring, 2000)

The introduction of networks in education offers the opportunity for new kinds of collaborative learning. World-Wide-Web enabled to employ a new kind of collaborative learning format. It has also enabled students explore for knowledge than regurgitating facts (Stephenson, 2001). Other scholars like O'Leary also argued that the World-Wide-Web offers an access to various resources that instructors and their students can use.

The Web provides an easy-to-use, exciting, multi-media interface to connect to the Internet and access the resources available in cyberspace. It has become an everyday tool for all of us. For instance, we can create personal Websites to share information with others, use instant messaging to share with friends and collaborate on group projects (O'Leary, 2005:29)

Mambretti (1999) on the other hand argued that the World-Wide-Web is a global system of Internet servers, which provides text and multimedia information for public access with an internal connection and browser displaying pages such as text, graphics, audio and video.

The most widely used part of the Internet is the WWW. Its outstanding feature is hypertext, a method of instant cross-referencing. The Web enables us access to millions of pages of information. Web browsing is done with a Web Browser; the most popular ones are Microsoft Internet Explorer and Netscape Navigator. Using the World-Wide-Web as an interactive educative tool is still a relatively new concept.

2.3 The Internet and English Language Teaching

“The Web is a virtual public library that enhances effective teaching and learning English as a foreign language” (Mamberetti, 1999:160). Other scholars also agreed that using the Internet in teaching and learning English language is so crucial that it improves the learning of students. They argued that students could learn from the Internet the skills of extracting meanings beyond the literal ones. It also helps them to explain how they choose language and style that affects the implied and explicit meanings.

Students could get opportunities to talk and write about a wide range of topics that relate to the real world. They should be encouraged to respond, imaginatively and intellectually to what they have read.

The Web can be used as a valuable source of ideas and information that learners can use along with other materials in the school or at home. Using the Website in teaching English as a second/foreign language provides published materials with options of the styles of various authors. The other one is that it provides teachers with a range of resources that can enrich their teaching (Herring, 2000:70)

Authentic tasks could raise students’ motivation and enhances learning. The introduction of the Internet into school basically increases possibilities for authentic and autonomous learning. In most cases the tasks that students set in schools tend to be quite different from the situations they find outside of their schools. There should be integration between what the students do in schools and what they face in their daily activities. Using authentic materials from the Internet could help in alleviating such problems.

Sophomore English is a course mainly concerned with writing. In teaching and learning Sophomore English, teachers and students could use the Internet to supplement their teaching and learning. They can use it as a source of authentic materials for their

contents. It is also possible to use the internet to relate what they are teaching their students with other teachers teaching the same course in any corner of the world.

On the other hand, students who take Sophomore English could also use materials from the Internet in enhancing and further strengthening what they have learned in the classroom.

The Internet (the Net) is a worldwide system of computer networks - a network of networks in which users at any one computer can, if they have permission, get information from any other computer and sometimes talk directly to users at other computers.

As it is argued by Herring (2000), the Internet as a teaching aid could help teachers to:

- draw good skills of teaching such as creating a stimulated classroom;
- enhance and broaden contents;
- use varieties of topics so that learners could choose according to their need; and
- use as many authentic resources as possible.

It is obvious that the impact of the use of the Internet in teaching English as a second/foreign language is alarmingly increasing. Leask (2001) argued that authentic activities are the ordinary practice of the culture and could highly motivate learners. In teaching English as a second/foreign language, online courses and resources are burgeoning from one hundred to two hundred sites. Kennedy (1999:22) summarized the advantages of using the Internet as a teaching aid for Sophomore English course as follow:

- learner control/learner autonomy;
- a synchronicity;
- learners need not be tied to a given action;
- ensures learners anonymity; and
- a ability to support a wide range of pedagogy.

A synchronicity learners and teachers can log on at any time of the day or night and are able to fit in teaching and learning when it is convenient to them. A synchronicity can enable learning to become place-independent, assuming the internet has access to a computer at home or elsewhere: Anonymity can highly liberate for many learner, enabling perceptions of status and social position by working online from the privacy of their terminals. Those who would not ordinarily participate in a face-to-face discussion feel freer to speak out online.

As many teachers have been using the Internet in English language classrooms, they need to focus on some basic pedagogical requirements in order to effectively use new technologies. Warschauer (1997-Online) designed some guidelines so as to help teachers implement computer network based activities in second/foreign language classrooms as follow:

- considering goals;
- involving students in decisions;
- providing necessary support;
- thinking integration; and
- realizing Complexity.

There are some reasons for using the Internet in teaching English as a second/foreign language. One of these reasons is the linguistic nature of online communication. This one could promote language learning. He said that electronic discourse is more lexically and syntactically complex than oral discourse and features in a broad angle of linguistic functions beneficial for language learning.

Besides, the Internet also helps to create optimal conditions for learning to write as it provides various teaching materials. It could also increase students' motivation and could

promote their future success. The Internet has much to offer to second/foreign language instructions in general and to Sophomore English in particular.

The amount of input that students can find from the Internet is unlimited and that makes learning through the Internet so comprehensive. Using the Internet in teaching English as a second/foreign language could help students to develop critical thinking, encourage self-directed learning, provide a library on-screen, give instant gratification and feedback, save duplicating-costs, and even allow students to keep up with materials on the Web when they failed to attend classes (Warschauer , 1997).

One of the challenges of instructors in teaching English as a second/foreign language is providing authentic materials. This could be easily solved if instructors have developed the habit of using different teaching materials from the Internet. The Internet is a useful repository of real-life related situations. Advantages and Disadvantages of using the Internet in teaching Sophomore English could directly interwoven to the entire advantages and disadvantages of the Internet to the teaching and learning process.

(i) Advantages

- ✓ Access to information;
- ✓ easy to use:
- ✓ Students motivated to share their work with the world; and
- ✓ Access to different learning styles

As it is mentioned above, if we take the lists in the advantages, Sophomore English students could also be benefited from them. The access to information can highly help students who take Sophomore English seriously argue and substantiate their writings. It could also give students a room to publish their writings online and communicate with international community.

They can receive various comments and feedback from people who could read their pieces so that they can improve their writing skills. It is also possible for students who

take Sophomore English to learn different writing styles if their classroom lesson is integrated with internet sources.

As it is given below, Sophomore English mainly devotes in writing. Therefore, its contents can be fully supplemented with materials from the Internet. Solomon (1991) designed the contents of students' Sophomore English textbook are given below so that the identified websites could be easily related with that.

1. Fundamentals of paragraph and essay writing

2. Paragraph

3. Topic and title

- ✓ Planning a paragraph
- ✓ Cohesion linking words
- ✓ Cohesion Pronouns
- ✓ Essay writing

4. General Descriptive

- ✓ Vocabulary building
- ✓ Sentence building
- ✓ Comparative and superlative

5. Scientific Description

- ✓ Vocabulary Building
- ✓ Classifying words
- ✓ Defining words
- ▶ Sentence Building
 - ✓ Using passive
- ▶ Paragraph Building
 - ✓ Developing idea
 - ✓ Writing
 - ✓ Organizing ideas to sequence

6. Narrative
7. Exploration
8. Argument and Persuasion

Many English language teachers and students recognize the potential of the Internet in teaching and learning English as a second/foreign language. It enables English language learners communicate with others across the globe. This doesn't mean all teachers and students understand the benefits of using the Internet in teaching and learning English Language.

There are many that fail to realize that the Internet can be of great benefit to supplement their teaching and learning. However, many scholars like Leask (2001) and Maley (2000) argued that the Internet has a tremendous potential as a tool for teaching English as a second/foreign language. The integration of the Internet sources in that teaching and learning Sophomore English could really help to:

- ✓ encourage experiential learning;
- ✓ arose motivation;
- ✓ enhance students achievements;
- ✓ provide authentic materials;
- ✓ create greater interaction;
- ✓ encourage individualization;
- ✓ minimize the dependency on single source of information; and
- ✓ increase global understanding.

It is, therefore, possible to conclude that the Internet could provide instructors and students who teach and learn Sophomore English could use the Internet as a teaching and learning aid. The appropriate Websites to supplement these contents are identified and listed in the analysis part of this research paper.

CHAPTER THREE

Research Methodology

3.1 Research Design

The intention of the study, as it is mentioned before, is not only to identify the possible websites in the internet that could assist the teaching and learning of Sophomore English but also to assess the extent to which students and their instructors use this technology in promoting the teaching-learning process. Thus, the combination of descriptive and survey researches will be employed.

Therefore one of the instruments used in this study is document analysis. In this case, the document is the Internet. An extensive search was made to identify the Website that contain abundant information for supporting the teaching and learning of Sophomore English Course in particular and English as a second/foreign language in general.

The searching and using teaching materials in the teaching and learning process was made which could enable the researcher to identify the possible websites. It then helps to investigate the initiative taken by the instructors and students on the application of the Internet in English language classes.

3.2 Subjects

The subjects of the study were students who are currently taking Sophomore Course and their instructors in the Department of Foreign Languages and Literature, Institute of Language Studies at Addis Ababa University. A questionnaire was prepared and distributed to students and instructors. In both cases, the questionnaires have incorporated two kinds of questions: attitude and practice.

Besides, an interview was held with one volunteer Sophomore English instructor to strengthen the information or the data collected using the questionnaires. Moreover, the search for language teaching materials both in the print and electronic forms was

extensive. Finally, the obtained data from all these sources has taken for the analysis, interpretation and recommendation.

3.3 Data gathering tools

The questions raised before could be answered based on the collected data. In doing so, the data was collected through three main tools: questionnaire, interview and exploration/searching.

3.3.1 Questionnaire

Questionnaires was prepared and administered to both instructors and students. The questionnaires had two parts: one for surveying the attitude of both teachers and students towards the use of this technology in Sophomore English Classes and the other to investigate the degree to which Internet sources are used in teaching-learning process in Department of Foreign Languages and Literature.

The questionnaire was prepared to investigate the benefits of using the Internet in supporting Sophomore English. It was organized in such a way that the respondents give their idea on what the internet provides for the teaching and learning of Sophomore English.

On the other hand, the questionnaires also help to investigate the attitude of the students and the instructors. One hundred and fifteen respondents were selected and given the questionnaires but only 110 of them filled and returned.

Eighty of them are students of Foreign Languages and literature who are currently taking Sophomore English and the others are instructors at the Department of Foreign Languages and Literature. I have used the Likert scales on five scale agreement for the attitude questions and the measurement scale for the practice.

3.3.2 Interview

The interview techniques applied in this study was not a structured one. It was held mainly intended to get information on justification of what was reported on the questionnaires. However, questions were asked based on questions raised and the responds given to them in the questionnaires.

3.3.3 Exploration/Searching

In this case, the researcher with the help of Software Engineers whom the researcher contacted seeking assistance in downloading and other computer skills explored the possible Websites that have teaching materials for Sophomore English Course. A list of commonly accessible Websites that could supplement this Course was identified.

3.4 Methods of Data Analysis

As it is mentioned above, the questionnaires have been designed to investigate attitude towards using the Internet in language teaching and to analyze the current practices. Therefore, the data would be analyzed both qualitatively and quantitatively. The attitude items have been further seen from the role of the teacher and his/her efforts to use sources from the Internet for teaching.

The practice items, however, have been analyzed quantitatively to find out the extent/level of ICT application. Moreover, a description has been given on the possible websites in language teaching and learning. An attempt has been made to identify the possible language teaching sites, find out the degree of the utilization of this technology in English language classes and identify the possible challenges in using it exhaustively.

CHAPTER FOUR

Data presentation, Interpretation and Analysis

This part is divided in two sections. In the first part, five major Websites that could supplement Sophomore English Course are identified and listed. The identified Websites are supposed to promote effective teaching and learning of English as a foreign language. Besides, Websites that could supplement specifically sentence, paragraph and essay writings are identified and listed. These Websites could promote the effectiveness of the teaching and learning of English as a second/foreign language in general and Sophomore English in particular.

In the second part, the extents of Internet application as a teaching aid for Sophomore English classes in the Department of Foreign Languages and Literature Institute of Language Studies at Addis Ababa University is investigated. The data for the investigation was collected using questionnaires and an Interview.

One hundred and ten questionnaires were filled by 80 Foreign Language students who are currently taking Sophomore Course and 30 instructors who have been teaching in the Department of Foreign Languages and Literature. Besides, one Sophomore English Course instructor was interviewed to substantiate and justify the results from the questionnaires.

4.1 Identified Websites

The Internet has a great deal of materials that could supplement the teaching and learning of English as a second/foreign language in general and Sophomore English in Particular. It is, of course, not easy to assess all the possible Websites in the Internet that could help for this purpose. As a result, this study is restricted to those Websites that have direct relevance to the contents of Sophomore English Course.

In this case, five major Websites with their own sub-categories are identified. Besides, 12 Websites for sentences, 9 for paragraphs and 11 for essays are identified. These Websites could help as teaching aid for Sophomore English Course. There are also other Websites that could supplement any English course including Sophomore English. In this case, about 29 Websites are already identified and listed.

4.1.1 Writing process Website

This is one of the Websites with more relevant teaching materials to supplement Sophomore English Course. 'Writing Process Website' has many sub categories, which have relevant contents to Sophomore English Course.

It has ample information to fully support the teaching and learning of Sophomore English. It is possible to access this Website through http://www.kent.k12.wa.us/curriculum/writing/elem_writing/bib/writingprocess.htm.

Accessing to this Website enables both instructors and students to manipulate all the subcategories given below (1 - 15). All of these have relevant information and contents to the contents of Sophomore English Course.

ABC's of the Writing Process (<http://www.angelfire.com/wi/writingprocess/>). This Website site provides resources that help in writing. It incorporates important information that could strengthen our writings on sentence, paragraph, essay and letters.

1. Steps of Writing a Basic Essay (<http://www.essaypunch.com/>). This one also helps as a teaching and learning aid for both instructors and students in developing short essays consisting of an introduction, a two or three-paragraph body, and a conclusion.
2. ESL teachers! (<http://www.kyoto-su.ac.jp/information/tesl-ej/ej08/a2.html>). This Website gives teachers additional information on teaching English as a Second Language mainly in teaching writing.
3. Learning Transitions (<http://www.unc.edu/depts/wcweb/handouts/transitions.html/>:) In this Website both instructors and students could get adequate information in teaching and learning Sophomore English.

4. Writing Effective Conclusions: - This Website could be accessed through (<http://www.kcmetro.cc.mo.us/maplewoods/writeplace/conclusions.html>). This Website could supplement how to write an effective conclusion. This is very important part especially in writing persuasive essays since the conclusion is the last chance that writer has to convince the reader.
5. Learning to Write Hooks: - This is another important Website that is accessed via (<http://www.kcmetro.cc.mo.us/maplewoods/writeplace/writingintros.html>). In this Website students could get ample information and model examples of introductory paragraph.
6. On-Line Writer's Workshop (<http://www3.sk.sympatico.ca/fiss/newpage1.htm>). This Website is an online workshop for classroom instructors that are interested in implementing the writing process in their classes. They can participate in various workshops in their virtual office and communicate with other scholars of the same discipline.
7. Writing Terrific Paragraphs (<http://www2.pvc.maricopa.edu/tutor/eng/engessbody.htm>): This Website has different sample paragraphs especially in wiring terrific paragraphs.
8. Writing a Basic Paragraph (<http://www.paragraphpunch.com>). This Website takes users through the actual steps of writing basic paragraphs. Users develop an idea and write their own topic sentence, body, and a conclusion. The Website provides questions that help to guide users step by step through pre-writing, writing, organizing, editing, rewriting, and publishing.
9. Five Paragraph Essay (<http://www.geocities.com/SoHo/Atrium/1437/structure.html>). In this Website both teachers and students get adequate information in writing five paragraph essay: an introductory paragraph, three body paragraphs and a conclusion.
10. Learn to evaluate and edit (<http://www.geocities.com/SoHo/Atrium/1437/eval.html>). Instructors and students could get ample information on the importance of editing.
11. Writer's Corner : - It is possible students and instructors to access this Website through (<http://ccweb.norshore.wednet.edu/writingcorner/writingprocess.html>). It ia a Website that gives supplementary about written communication.

12. Teacher's Ideas (<http://www.urich.edu/~writing/wweb.html>). This is a Website where instructors get ideas for their classroom.

13. Outline of the Basic Writing Process (<http://www.csuohio.edu/writingcenter/writproc.html>). Here, both instructors and students could get some exciting ideas like the necessary steps that any writer should follow.

14. Writing Examples and Fabulous Ideas: This Website is accessed through <http://freedom.up.net/~msbones/ww01000.htm>. It is full of examples written by students from different parts of the world.

4.1.2 Teacher Websites

The second important Website for teaching Sophomore English is the Teacher Websites (<http://thwt.org/englishteachersites.htm>). Under this major Website there are various links which could help instructors and students to supplement Sophomore English in particular and other English Courses in general.

1. Ted Nellen's Cyber English Homepage: - This Website is rich in information about teaching English with technology; it indicates that language teaching could be effective if it is assisted by technology.
2. Cyber English 9: - This Website helps students to use the different trends of writing.
3. Cyber Comp 10: This is an important Website to supplement Sophomore Composition class.

4.1.3 Sophomore English Website

This is the third major Website identified as one of the Websites that could supplement Sophomore English teaching and learning. Its path is http://158.91.55.1/~jeanar/Rock_files/. It has sub-categories that could enhance reading, writing, speaking, listening and others. These Websites could help students who take Sophomore English Course to integrate the four language skills.

http://158.91.55.1/~jeanar/Rock_files/writing.htm
http://158.91.55.1/~jeanar/Rock_files/speaking.htm
http://158.91.55.1/~jeanar/Rock_files/listening.htm
http://158.91.55.1/~jeanar/Rock_files/viewing.htm
http://158.91.55.1/~jeanar/Rock_files/studentwrk.htm
http://158.91.55.1/~jeanar/Rock_files/othersites.htm

4.1.4 Sentence master Website

This is the fourth identified major Website. It helps to supplement the teaching and learning of Sophomore English basically in sentence writing practices. This Website could be accessed through <http://www.sentencemaster.ca/rules.html>.

4.1.5 Den tips paragraph Website

The fifth major Website is Den tips Paragraph Website accessed through http://www2.actden.com/Writ_Den/tips/paragrap/. It is used to practice writing a paragraph. In this Website instructors and students could get adequate supplements about parts of a paragraph (topic sentence, supporting details and closing sentence), how to write a paragraph (prewriting paragraphs, writing paragraphs, editing and publishing paragraphs) and kinds of paragraphs (definition, classification, description, compare and contrast, sequence, choice, explanation and evaluation).

4.1.6 Other Websites

Although the above websites are identified as major ones to supplement Sophomore English Course, they are not the only ones. These are those with contents that match with the contents of Sophomore English Course. Since the Internet is very vast, the researcher believes that there are more important Websites that could supplement Sophomore English. An attempt has done to grouping the identified Websites according to the specific topic they supplement. Thirty two Websites have identified and classified under three headings: sentence, paragraph and essay Websites.

4.1.6.1 Sentence writing

- <http://www.arts.uottawa.ca/writcent/hypergrammar/bldsent.html>
- http://www.eslgold.com/grammar/building_sentences.html
- <http://grammar.about.com/od/sentencecombining/a/SBadjadvex.htm>
- <http://leo.stcloudstate.edu/punct/sentpatt.html>
- http://www.aueb.gr/lessons/english/int_eng1/int_eng1_writing.html
- <http://www.learnenglish.de/grammar/sentencetext.htm>
- <http://www.storyit.com/magnets/wmagnets.htm>
- <http://grammar.about.com/od/sentencecombining/a/SBprepphrases.htm>
- <http://grammar.about.com/od/sentencecombining/a/SBprepphrases.htm>
- http://209.85.129.104/search?q=cache:b_XXMz9ThzsJ:www.ngfl-cymru.org.uk/vtc/ngfl/english/118/Building%2520sentences/Building%2520sentences.ppt+Sentences+building&hl=en&ct=clnk&cd=10&gl=et

4.1.6.2 Paragraph building

- ✓ http://www2.actden.com/Writ_Den/tips/paragrap/
- ✓ <http://www.victoria.ac.nz/llc/academic-writing/pbuild-reading.html>
- ✓ <http://www.victoria.ac.nz/llc/academic-writing/pbuild1.html>
- ✓ <http://www.unc.edu/depts/wcweb/handouts/paragraphs.html>
- ✓ <http://www.bbc.co.uk/skillswise/words/writing/paragraphs/game.shtml>
- ✓ <http://secondlanguagewriting.com/explorations>
- ✓ <http://www.textcontrol.com/blog/permalink/2005060601/>
- ✓ http://contentwise.typepad.com/content_wise/2007/11/building-a-bett.html
- ✓ http://www.leeds.ac.uk/arts/studyskills/writtenassignments/page_11.htm

4.1.6.3 Essay writing

- http://www.leeds.ac.uk/arts/studyskills/writtenassignments/page_11.htm
- <http://elearn.mtsac.edu/pmarcy/vesl1wc/>

- <http://www.esc.edu/htmlpages/writerold/menub.htm>
- http://education.wichita.edu/caduceus/examples/essay_student/index.htm
- http://www.gsc.edu/ACTT/fsherwood/RegentsTest/essay_building.htm
- <http://members.tripod.com/~lklivingston/essay/>
- <http://essayinfo.com/>
- <http://hedc.otago.ac.nz/hedc/sld/Study-Guides-and-Resources/Essay-Writing.html>
- <http://www.jcu.edu.au/studying/services/studyskills/essay/>
- <http://www.monash.edu.au/lis/lionline/writing/general/essay/index.xml>
- <http://www.english.bham.ac.uk/staff/tom/teaching/howto/essay.htm>

4.1.7 General Websites

It is not easy to search all the possible sources in the Internet as it is vast and complicated. The identified Websites are among those that could help to supplement Sophomore English classes.

Of course, the researcher believes that there are a great number of Websites that could supplement the teaching and learning of English as a Second/Foreign Language. The next list of Websites mainly concentrates on vocabulary, pronunciation and other English language elements. Some of them are in text form and others are in audio.

- *Course*<http://cctc2.commnet.edu/grammar/index.htm>
- Creative Writing for Teens
- UVSC Writing Center
- <http://www.angelfire.com/ok/freshenglish/gc1.html>
- <http://www.angelfire.com/ok/freshenglish/englishnetadventures.html>
- <http://www.emints.org/ethemes/resources/S00000664.shtml>
- <http://www.masconomet.org/teachers/trevenen/soph.html>
- Spark notes poetry contest
- teenink.com
- <http://www.aitech.ac.jp/~iteslj/Articles/Choi-KeyPals/index.html>
- <http://www.iatefl.org/calrevnv.html>

- <http://www-esps.ucsd.edu/elp/unex.htm>
- http://firstmonday.org/issues/issue4_12/hara/index.html
- BBC.com/English
- VOA.com/English
- USA Today
- CNN.com
- Discover
- The Smithsonian
- US News and World Report
- Reader's Digest
- Books Online
- The Washington Post
- The Christian Science Monitor
- News Central - links to news papers from all over the United States

One of the research questions raised at the very beginning in the statement of problem is answered in the data presented so far. It has completely treated in section 4.1. In this case, the contents of Sophomore English Course are first listed and the Websites that could supplement the course are searched.

The result, however, is so encouraging that several Websites that have relevant materials to supplement the teaching and learning of Sophomore English are identified.

As it is presented under 4.1.1, 4.1.2, 4.1.3, 4.1.4 and 4.1.5, there are so many Websites that could be easily accessible for both the instructors and the students who take of Sophomore English.

This shows that the Internet is a vast area has to be used by instructors and students for varieties of authentic materials. Such practice could strengthen the teaching and learning process in general and that of English language in particular.

Both instructors and students can visit mainly these Websites to support their Sophomore English Course. On one hand, the application of such Websites could promote students' independent learning. It could also help to promote their communicability and argumentative reaction.

On the other hand, the availability of such Websites could be a good indication of how the Internet is rich in providing supplementary materials for Sophomore English in particular and other English Courses in general.

However, these Websites are not well acquainted by both the instructors and the students. The question that requested both instructors and students to list some of the possible Websites to supplement Sophomore English is not responded by most of the instructors 28(99.33%) and all of the students 80(100%). It seems possible to conclude that neither the instructors nor the students know the Websites that could supplement Sophomore English Course.

However, the search for Websites clearly indicates that there are different Websites that could enhance the effectiveness of the teaching and learning of English as a Second/Foreign Language if these Websites are used by both the instructors and students. Browsing these Websites could help students in various ways. It could enhance their:

- ❖ independent learning;
- ❖ communicability with students taking the same course in various parts of the world;
- ❖ practice on exercise of various tasks designed by different scholars;
- ❖ national, continental and global knowledge as there are possibilities to learn culture while studying English language;
- ❖ ways of thinking, looking, understanding and interpreting issues;
- ❖ capacity of developing ideas of argumentative and other forms of writing; and
- ❖ access to authentic materials.

4.2 Internet application in DFLL Sophomore English Classes

This part is the second aspects of the study. Previously, an attempt has been done to identify the important Websites that could supplement Sophomore English. The intention, therefore, is to investigate the extent of the application of the Internet resources in teaching and learning Sophomore English in DFLL, ILS at AAU. Besides, the study has investigated the attitude of instructors and students towards using the Internet in teaching and learning Sophomore English.

4.2.1 Subjects

The subjects of the study were Foreign Language Students who are taking Sophomore English in 2008 and instructors who have been teaching English in the Department of Foreign Languages and Literature, Institute of Language Studies at Addis Ababa University. There are about 200 Foreign Language students who are currently taking Sophomore English

Eighty students were randomly selected and filled the designed questionnaire. Besides, 30 instructors who qualify in teaching English as a foreign language and served as instructors for many years have responded to the designed questionnaires.

Of these instructors, 13 (43.33%) of them have PhD and served for more than 15 years of experience. Besides, 2(6.67%) of them are females and the rest 28(93.33%) of the instructors are males.

Table 1: Characteristics of respondents

Res pon den ts	Sex	Age		Education		Experience		No	%				
		No	%	No	%	No	%						
INSTRUCTORS	M	28	93.33	< 26	-	-	BA	2	6.67	<5	2	6.67	
				26-35	5	16.67	MA	13	43.33	5-10	6	20	
				36-45	10	33.33	PhD	13	43.33	11-15	5	16.67	
				>45	13	43.33	other	-	-	16-20	4	13.33	
										>20	11	36.67	
	F	2	6.67	<26	1	3.33	BA	1	3.33	<5	1	3.33	
				26-35			MA	1	3.33	5-10	-	-	
				36-45	1	3.33	PhD	-	-	11-15	-	-	
				>45			Other	-	-	16-20	-	-	
										>20	1	3.33	
Total		30	100		30	100		30	100		30	100	
STUDENTS	M	60	75	<15	-								
				15-25	55	68.78							
				26-35	5	6.25							
				>35	-	-							
	F	20	25	<15	13	16.25							
				15-25	7	8.75							
				26-35	-	-							
				>36	-	-							
Total		80			80	100							

As it is indicated above (table 1), the respondents are both instructors and students. Of the total number of instructors, 13 (43.33%) are seniors. Besides, 11 (36.66%) of the respondent instructors are in the age range 36-45. Whereas, 5 (16.67%) of the instructors are in 26-35 age ranges. Concerning their qualification, 13(43.33%) of them have PhD, 14 (46.66%) MA and only 3(10%) BA.

Moreover, the majority of the respondents are well experienced that is 12 (40%) of them have served for more than 20 years and 9 (30%) of the instructors has 11-20 years experience and only 4(13.33%) of the instructors have less than 5 years of experience.

As regards to the students, the majority of them 63 (78.75%) are in 15-25 age ranges whereas 5 (6.25%) of them are from 26-35 years of age. All of the students 80 (100%) are foreign language students who are currently taking Sophomore English in the Department of Foreign Languages and Literature at Addis Abba University.

Table 2: Questionnaires

Subjects	Distributed	Returned	%	Missed	%
Instructors	35	30	85.71	5	14.29
Students	80	80	100	0	0

The total number of distributed questionnaires was 115. However, only 110 of them responded to the questions in the questionnaires on which the data presentation and analysis is based. 5(14.29%) of the questionnaires were missed.

4.2.2 Attitude towards Internet application

Table 3: Instructors

Item	Strongly agree		agree		No opinion		Disagree		Strongly disagree	
	No	%	No	%	No	%	No	%	No	%
1. The Internet isn't important in teaching English language	-	-	-	-	1	3.33	5	16.67	24	80
2. There is no relevant teaching material in the Internet to supplement Sophomore English	-	-	-	-	3	10	7	23.33	20	66.67
3. The Internet could serve as a teaching aid for students who take Sophomore English	21	70	6	20	3	10	-	-	-	-
4. The Internet contributes little in enhancing personal skills	-	-	-	-	3	10	4	13.33	23	76.67
5. The Internet enhances communicability	23	76.67	7	23.33	-	-	-	-	-	-
6. In teaching Sophomore English the Internet benefits all students equally.	-	-	-	-	-	-	1	3.33	29	96.67

Attitude is one of the key factors for any performance. Having positive attitude towards something could greatly influence its implementation. Generally speaking, the attitude of both instructors and students towards using the Internet as a teaching material is positive. The majority of the instructors 24 (80%) believe that using the Internet in teaching English Language in general and Sophomore English in particular is very important. Only 1(3.33%) of the respondents replied no opinion.

Concerning item 2, the majority 20(66.67%) and 7(23.33%) of the instructors confirmed that there are relevant teaching materials for Sophomore English in the Internet. Moreover, 27(90%) of the instructors agreed that there are relevant teaching materials in the Internet for Sophomore English Course. Whereas, 3(10%) of the instructors have no opinion whether there are relevant materials in the Internet to supplement Sophomore English Course.

Regarding item 3 of table 3, the majority of the instructors 27(90%) agreed that the Internet could serve as a teaching aid for students who take Sophomore English and 3(10%) of them have reservations and chose no opinion. 10(12,25%) of the students, however, disagreed at the idea that the Internet enhances personal skills.

As it is indicated in the next data (table 4), 70 (87.5%) and 3(3.75%) of the students agreed and disagreed on the importance of the Internet in supplementing Sophomore English respectively. However, only 5 (6.25%) of the students know the availability of relevant materials in the Internet that could supplement Sophomore English Course, whereas, the majority 75(93.75%) don't know the availability of relevant materials. 7(8.75%) and 11(13.75%) of the students don't have opinions on whether the Internet is important for teaching English language and the presence of relevant materials to supplement Sophomore English respectively.

The majority of the students 44(55%) and 55(68.75%) strongly agreed that the Internet could enhance personal skills and communicability respectively, but 5(6.25%) and 12(15%) of them have no opinion on personal skills and communicability. Regarding the

contribution of the Internet in enhancing personal skills, 27(90%) and 3(10%) of the respondents agreed and have no opinion respectively. Whereas, there is no difference in the role of the Internet in developing communicability that 30(100%) of the instructors agreed. There is also a complete disagreement about students equal benefits from the Internet that 30(100%) of them agreed that all students couldn't be benefited from the application of the Internet.

Table 4: Students

Item	Strongly Agree		Agree		No opinion		Disagree		Strongly disagree	
	No	%	No	%	No	%	No	%	No	%
1. The Internet is important in learning Sophomore English	53	66.25	17	21.25	7	8.75	3	3.75	-	-
2. There is no relevant material in the Internet that supplement Sophomore English	5	6.25	-	-	11	13.75	23	28.75	41	51.25
3. The Internet enhances personal skills	44	55	21	26.25	5	6.25	10	12.5	-	-
4. The internet enhances communicability	55	68.75	13	16.25	12	15	-	-	-	-

The other important question is the attitude of the instructors and students. The fact that 24(80%) and 53(68.25%) of the instructors and students strongly agreed the Internet is important for teaching and learning Sophomore English.

This shows that there is no attitudinal problem in using the Internet as resource for teaching materials. Such positive attitude towards the application of the Internet in English Language classes shows that there are rooms to enhance its application. It may not be difficult to integrate the Internet sources to classroom discussions.

Unless this inward feeling of both the instructors and the students is poisoned, there won't be any reason that obstructs the successful and effective application of the Internet in the teaching and learning process. "Attitude determines successor failure" (Maxwell, 2003:14).

It seems possible that it is easy to integrate the Internet with classroom lesson discussion in the Department of Foreign Language and literature.

4.2.3 Access, familiarity and application

Table 5: Access and familiarity (I)

Respondents	Item	No. of respondents	Yes	%	No.	%
Instructors	1. Do you use the Internet as part of your daily work?	30	9	30	21	70
	2. Do you use the Internet for teaching purposes?	30	8	26.25	22	73.33
Students	1. Have you ever used a computer in High School classes for Educational purposes?	80	35	43.75	45	56.25
	2. Have you ever used a school computer connected to the Internet?	80	21	26.25	59	73.75
	3. Do you have any access to computers at home?	80	5	6.25	75	93.75

As it is indicated in the above chart, only 9(30%) of the instructors use the Internet as their daily works. The rest 21 (70%) of the instructors don't use the Internet as part of their daily works. Besides, only 8(26.25%) of the instructors use the Internet for teaching purposes but the majority of the instructors 22(73.33%) don't use it.

Concerning the questions given on table 5 item 1,2 and 3, the majority of the students, 45 (56.25%), 59 (73.75%) and 75(93.75%) of them never used computers, computers connected to the Internet when they were at High Schools and had no access to computers at home respectively. But 35(43.75%), 21(26.25%) and 5 (6.25%) of them

used computers, computers connected the Internet when they were at High Schools and access computers at home respectively while they were at High Schools and have their own computers at home respectively.

Table 6: Access and familiarity (II)

Item	Respondents			
	Instructors		Students	
	Freq	%	Freq.	%
1. How often do you use the Internet?				
• Everyday	19	63.30	8	36.67
• Once a week	8	26.67	35	43.75
• Once a month	-	-	25	31.25
• When I get free time	3	10	12	15
• Only when I feel tired	-	-	-	-
2. If you don't usually use the Internet which one of the following is your reason?				
• Don't know what it is	-	-	-	-
• Unaware of existence		-	30	37.5
• Have no access	2	6.67	37	46.25
• Unaware of usefulness	-	-	13	16.25
• other	-	-		
3. What application do you most use in the Internet?				
• Email	24	80	70	87.50
• World-wide-web	6	20	10	12.50
• Telnet	-	-	-	-
• Fax	-	-	-	-
• other	-	-	-	-

As it is indicated above, 19 (63.33%) of the instructors and 8 (36.67%) of the students use the Internet at a regular bases (everyday). Whereas 8(26.67%) of the instructors and

35(43.75%) of the students use the Internet once a week. Whereas, 25(31.25%) of the students use the Internet once a month. Besides, 3(10%) of the instructors 12(15%) of the students responded that they use the Internet when they get free time.

Whereas 2(6.67%) and 30(37.5%) of the instructors and students responded (table6, item2) that they are unaware of its existence. Besides, 37(46.25%) of the students responded that they have no access. There are also some respondents 13(16.25%) who are unaware of the usefulness of the internet. Moreover, the majority of the instructors 24(80%) and students 70(87.5%) responded that they use the e-mail and 6(20%) of the instructors as well as 10(12.5%) of the students use the WWW application of the Internet. There is no one who doesn't know either the existence or its usefulness.

Table 7: Access and familiarity (III)

Item	Instructors				Students			
	Yes		No		Yes		No	
	No	%	No	%	No	%	No	%
1. Do you have the skills of using the computers	29	96.67	1	3.33	31	38.75	49	61.25
2. Have you ever trained in basic computer skills and internet searching	23	76.67	7	23.33	27	33.75	53	66.25
3. Do you have a personal computer (PC) at home	5	16.67	25	83.33	5	6.25	75	93.75

As it could be inferred from the above data, 49 (61.25%), 53 (66.25%) and 75 (93.75%) of the students don't have basic computer skills, haven't taken training and have no personal computers. Only 31(38.75%), 27(33.75%) and 5(6.25%) of them have basic computer skills, don't take computer trainings and have personal computers. Of the total

instructor respondents 5 (16.67%), 23(76.67%) and 29(96.67%) of them have their own computers, get computer trainings and have basic computer skills respectively.

Table 8: Access and familiarity (IV)

Item	Instructors		Students	
	No. of respondent s.	%	No. of respondents.	%
1. Where do you use the Internet?				
• Internet Cafeteria	-	-	-	-
• University library	2	6.67	77	96.25
• University computer lab	1	3.33	-	-
• In the office	25	88.33	1	1.25
• Friends'/relatives' house	-	-	-	-
• At home	2	6.67	2	2.5
• other	-	-	-	-
2. If you use the Internet in the library/lab, how often do you use it				
• Usually				
• Sometimes	27	90	13	16.25
• No opinion	3	10	49	61.25
• Rarely	-	-	3	3.75
• never	-	-	15	18.75
3. For what purpose do you use the Internet primarily?				
• Communication	10	33.33	53	66.25
• Research	7	23.33	-	-
• Supplement Education	11	36.67	27	33.75
• Entertainment	-	-	-	-
• All	2	6.67	-	-
• other	-	-	-	-

As one can infer from the above data 25 (88.33%) of the instructors and 77 (96.25%) of the students responded that they use the internet in the office and in the university library respectively.

Whereas, 1(3.33%), 2(6.67%) of the instructors use the Internet at the computer lab and at home respectively. 2(2.25%) and 1(1.25%) of the instructors use the Internet at the computer lab and at their own homes respectively.

13 (16.25%)of the students and 27(90%) of the instructors use the internet at a regular basis (usually) whereas 49(61.25%) of the students and 3(10%) of the instructors use the internet some times and there are no instructors that do not use the internet.

And 15(18.75%) of the students use the internet rarely whereas 3(3.75%) of them do not give their opinion on this point. As it is shown in the above data (table 7 and item 3), the majority of the students 53(66.25%) and 10(33.33) of the instructors use the Internet for communication purpose whereas only 27(33.75%) of the students and 11(36.67%) of the instructors use it to supplement their education primarily. Besides, 7(23.33%) of the instructors responded that they use the Internet for research and entertainment at a primary level.

Table 9: Access and familiarity (V)

Respondents	Item	No.	%
INSTRUCTORS	1. If you use the Internet regularly for education purposes, what does it help you to improve?		
	• Planning	2	6.67
	• Content variety	1	3.33
	• Teaching material	3	10
	• Subject mastery	-	-
	• Interaction ability	1	3.33
	• Competency	-	-
	• All	23	76.67
	• other	-	-
	2. Do you know any online English course delivery in the Internet		
• Yes	3	10	
• No	27	90	
STUDENTS	1. If you use the internet regularly what did it help you to improve most?		
	• Homework	10	12.5
	• Scores	15	18.75
	• Competency	4	5
	• Interaction ability	19	23.75
	• other	32	40

As it is shown above the instructors use the Internet most for different purposes. 2(6.67%) of them use it for planning, 1(3.33%) of them use it for content variety, 3(10%)

of them use it for teaching material, and the majority of them 23(76.67%) use it for planning, content variety, teaching material and mastery of their subjects.

As for the question whether they know any online that offers English Language Course, the majority of the instructors 27(27%) responded they do not know any online language course offering. Besides, 10(12.5%) ,15(18.75%) , 4(5%) and 19(23.75%) of the students responded that the internet has benefited them to improve their home work, scores and competency respectively.

4.2.4 Advantage and problems of using the Internet

Table 10: Advantages and Problems

No. of Respondents	Items	No	%
30 Instructors	1. Give your comments about the advantages of using the Internet in language teaching.		
	• Recent information	2	6.67
	• Variety of contents	9	30
	• Model tasks	-	-
	• others	19	63.33
	2. Give your comments about the problems of using the Internet in language teaching.		
	• Lack of access to all	5	16.67
	• Problem of connectivity	5	16.67
	• Slow	2	6.66
	• All	18	60
• other	-	-	

Most of the teachers underlined that the Internet is supportive for English language teaching and learning. The majority of the instructors 19(63.33%) responded that the Internet has advantages of getting model task, 9(30%) of the respondents answered that they are benefited from the Internet as they get varieties of contents in it. Whereas 2(6.67%) of them said they are benefited from it as they are getting recent information.

Regarding the problems of the Internet, 5(16.67%) of the respondents answered there is lack of access, 5(6.67%) responded problem of connectivity, 2(6.67%) responded slowness and 18(60%) responded the Internet has all of the above mentioned problems.

As it is discussed in table 1, it seems possible to conclude that the information gathered about the application of the Internet in teaching and learning English as a second/foreign language in general and Sophomore English in particular seems sound as it could be substantiated by their qualification, experience and their stay in the university.

From the data given in table 6, it is, therefore, possible to conclude that the extent of using the Internet for teaching and learning of Sophomore English at DFLL Institute of Language Studies at Addis Ababa University is at its bottom.

However, both the instructors and the students use the Internet mainly for communication and e-mailing. Based on the give data (table 7), 24(80%) of the instructors and 70(87.5%) of the students responded that they use the Internet mainly for e-mailing. This could show us that the extent of the application of the Internet in teaching English as a second/foreign language in general and sophomore English in particular is at its infant stage.

The other important indication for this evaluation on the Internet application in teaching Sophomore English was the skills of the respective subjects in basic computer manipulations. As it is indicated in the data (table 8), 49 (93.75%), 53 (66.25%) and 75 (93.75%) of the respondents don't have skills of basic computer, take no trainings and have no personal computers respectively. From this data, it seems possible to conclude

that the extent of the application of the Internet in teaching and learning Sophomore English is less as basic computer skills is needed to search the supplement teaching materials from the Internet.

The other important point that has to be raised as one of the obstacles in using the Internet as a teaching and learning material in language classes could be the availability of the computers and their connectivity to the Internet.

As it is indicated in the data presentation (table 9), 77 (96.25%) of the students responded that they use the internet in library and they couldn't get the computers for longer periods that they simply use that time for communication.

55(66.25%) of them responded that they use the Internet for communication. It is, therefore, possible to conclude that the application of the Internet as a teaching and learning material in Sophomore English in the Department of Foreign Languages and Literature Institute of Language Studies at Addis Ababa University is not encouraging.

However, most of the teachers and students know that the Internet is a vast source for supplementing Sophomore English Course and they believe that using the Internet for teaching and learning is very crucial. Most of the instructors 19(63.33%) responded that the Internet has a good deal of advantages like providing recent information, varieties of contents and different model task. 18(60%) of the instructors believed that the Internet has problems like being slow, lack of connectivity and inaccessibility to all people due certain variables.

Not only the instructors but also the students are well aware of the benefits of using the internet as a teaching aid in sophomore English classes. The answers given for the open ended questions also show that many of the teachers believe that the Internet could be a good teaching and learning aid for instructors and students.

They believe that using the internet enhances their research skills and to access authentic materials, contact teachers in different parts of the world and follow recent developments. Many of the teachers acknowledged the benefits of the Internet to students that the Internet helps students increase their motivation, engage them in meaningful use of the language, get access to useful and authentic materials, interact with other English instructors over the globe and develop self learning skills.

Both the instructors and the students use the Internet for e-mail rather than supplementing their teaching and learning. The application of the as an educational tool is not at a position either to replace the traditional classroom lecture or to meaningfully supplement the traditional instructional methods in the Department of Foreign Languages and literature Institute of Language Studies at Addis Ababa University.

CHAPTER FIVE

Conclusion and Recommendation

5.1 Conclusion

The study addresses the availability of possible Websites that could help both instructors and students to supplement their Sophomore English Course. Besides, it addresses the current status of the application of the Internet as a teaching and learning aid for Sophomore English in particular and English Language Courses in general in the Department of Foreign Languages and Literature Institute of Language Studies at Addis Ababa University.

There are so many Websites that could supplement Sophomore English Course. It is obvious that this course, basically, concentrates on Writing Practices. As it is vividly mentioned in the data presentation and analysis, more than 30 Websites are identified that could help to support each of the contents of Sophomore English. Therefore, this study ascertained that there are many Websites for the instructors and students to use in their teaching and learning of English as a Second/Foreign Language.

However, the application of the Internet in teaching Sophomore English is not so encouraging that all of the students 80(100%) and most of the instructors 22(73.33%) don't use sources from the Internet as learning and teaching materials for their classes.

As there is positive attitude in both the instructors and the students in using the Internet as a teaching and learning aid in Sophomore English Course in particular and English Courses in general, the possibility of integrating the Internet in the teaching and learning of English as a second/foreign language in the department in the days to come is very high.

The study also shows a gap between the current need for the application of Internet for education and the performances at the ground. Thus, the faculty in general and the department in particular should use any possible room to access computers and the Internet to all university students as the time never allowed universities, colleges and schools to ignore the influence of the Internet in the teaching and learning process. The Internet has made the world a village. Its influence in every sector is very high. It also significantly affects the teaching and learning process in general and that of English language in particular. The internet enables students all over the world to communicate to each other and they can also communicate with various instructors via it. They can share ideas and experience; they can also develop their interactivity and personal skills using the sources in the Internet.

This is when the students are in universities and colleges but the Internet could help them even after their completion of university. The Internet can help them facilitate their works and develop their ability of conducting researches as well as solving problems of the society.

5.2 Recommendation

Many instructors s, as it is shown in the study and literature, agreed that the Internet is rich source of information for instructors and students. However, most of them don't use it for educational purposes. Instructors need to view the Internet as a motivational, enabling, and empowering tool that could benefit both in teaching and learning English as a Second/Foreign Language in general and supplementing Sophomore English Course in particular.

Therefore, integrating the Internet in the teaching and learning process is crucial. Sophomore English classes entail careful planning and continuous evaluation in order to achieve the designed objectives. The Internet, as a vast source of information, could contribute to the effective teaching and learning of Sophomore English. It provides the opportunity to access the latest relevant research and information products and interact

with other English language instructors and students all over the globe. It is obvious that the Internet will continue being a significant source of educational information. Based on the literature the researcher has gone through the collected data. An attempt has been made to analyze and interpret the data on the bases of which the following recommendations are forwarded.

- The faculty in general and the department in particular should incorporate the application of the Internet as a teaching material in its educational manuals and student handouts.
- The department should have a computer laboratory which could help students use any time they want.
- The instructors should encourage their students to use the Internet as their sources in their various tasks, term papers and assignments.
- The instructors need to make sure that their students understand the importance of using materials from Internet sources and should indicate the most relevant Websites.
- The instructors should assign tasks for the students from the Internet and tell them its direct source so that they can browse to it.
- Sophomore English instructors need to assess some of the identified Websites and inform their students to use supplement materials from them
- The university should offer instructors and students special training programs so that they could develop their searching and Internet application skills

References

Ager, R. 2000. *The Art of Information and Communication Technology of Teachers*. London: David Fulton publishers.

Chapelle, C.A 2003. *Computer Applications in second Language Acquisition*. Cambridge: Cambridge university press.

Forsyth, 1999. *Teaching and Learning Materials and the Internet*. London: Kogan Page Limited.

Herring; J.E. 2000. *Exploring the internet as an Information Resource in schools*. London: Library Association Publishing

Kahn E. R. and Cerf G.V. 1999. What Is the Internet (And What Makes It Work) available @ http://www.cnri.reston.va.us/what_is_internet.html

Kennedy, C. 1999. *Innovation and best practice*. England: Longman in association with the British Council

Leask, M. and Pachler, N. 1999. *Learning to Teach using ICT in the Second School*. New York: Rutledge

Lask, M. 2001. *Issues in Teaching and using ICT*. London and New York: Rutledge Flamer.

Littleton, K .1999. *Learning with computers: Analyzing productive interaction*. London: Rutledge.

Maley, A. 2000. *The Internet*. New York: Oxford University Press

Mamretti, C. 1999. *Internet Technology for Schools*. London: McFarland Company Inc Publisher

Maxwell, J. 2003. *Attitude*. Mumbai: magna publishing co. LTD.

Monteity, M.2000. *ICT for learning enhancement*. London: Intellect Ltd.

O' Leary, J. 2005. **Computing essentials: introductory edition**. London: Mc grew thrill.

O'Neil, J. 2003. **Technology Applications in education: A learning view**. London: Lawrence Erlbaum Association Publisher.

Perez, R.s.2003. **Technology Applications in education: A learning view**. London: Lawrence Erlbaum Associates publishers.

Stephenson, J. 2001. **Teaching and Learning online: pedagogies for new Technologies**. London: kogan page Limited.

Solomon, G. 1991. **Writing for Academic Purposes**. Addis Ababa: Addis Ababa University.

Warschauer, M. 1997. **The Internet for English Teaching: Guidelines for Teachers**. available @ <http://iteslj.org/Articles/Warschauer-Internet.html>

Wikipedia, the Free Online Encyclopedia. Available @ <http://en.wikipedia.org/wiki/Internet>

Appendix I: Questionnaires to Teachers

ADDIS ABABA UNIVERSITY
INSTITUTE OF LANGUAGE STUDIES
DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE
GRADUATE PROGRAM
QUESTIONNAIRE FOR TEACHERS

This questionnaire is designed to gather data for a survey on “The application of the Internet in Teaching English as a Second/Foreign Language” with reference to sophomore language students at Addis Ababa University. Its main purpose, therefore, is to obtain the necessary data on the application and integration of the Internet in teaching English as a second/ Foreign language. It intends to collect data on:

- current ICT infrastructure in the Department & location ;
- teachers’ access to the Internet;
- teachers’ skills and training in using the Internet ;
- the attitudes of teachers/ instructors towards using the Internet as a teaching tool; and
- the challenges in using the Internet as a teaching aid.

Put a cross (X) in the box of the given choices and answer the open questions briefly. I’d like to express my appreciation for providing the necessary data. You don’t need to write your name.

Section I: Personal Information

1. Sex

M	F

2. Age group

Below 26	26-35	36-45	Above 45

3. Educational Background

BA	MA	PhD	Other

4. Experience as an instructor

Less than 5 yrs.	5 -10 yrs.	11-15 yrs.	16-20 yrs.	More than 20yrs.

Section II: Background Information

1. Do you use the Internet as part of your daily work?

Yes	No

2. If you don't use the Internet, which one of the following is your reason?

Don't know what it is	Unaware of its existence	Have no access	Unaware of usefulness	Other

3. If your answer for question No. 2 is 'other', specify it.

4. How often do you use the Internet?

Everyday	Once a week	Once a month	When I get free time	when I feel tired	Other

5. If your answer for question No. 4 is 'other', specify it.

6. Do you use the Internet for teaching purposes?

Yes	No

7. If your answer for question No. 6 is 'Yes', mention the sites you used for the courses you teach

8. If your answer for question No. 6 is 'No', explain the reason briefly.

9. Give your comments about the advantages of using the Internet in language teaching.

10. Give your comments about the disadvantages of using the Internet in language learning

11. List the fundamental problems that you face in using the Internet?

Section III: Attitude questions

1. Using the internet is not important in teaching English language.

Strongly agree	Agree	No opinion	Disagree	Strongly disagree

2. There is no relevant teaching material in the Internet that could supplement sophomore English course.

Strongly agree	Agree	No opinion	Disagree	Strongly disagree
----------------	-------	------------	----------	-------------------

--	--	--	--	--

3. The Internet could serve as a teaching aid for sophomore language students

Strongly agree	Agree	No opinion	Disagree	Strongly disagree

4. Using the Internet contributes little in enhancing personal skills

Strongly agree	Agree	No opinion	disagree	strongly disagree

5. Using the Internet enhances our communicability with other people.

Strongly agree	Agree	No opinion	disagree	strongly disagree

6. Using the Internet in teaching Sophomore English benefits all students

Strongly agree	Agree	No opinion	Disagree	Strongly disagree

7. How beneficial is the Internet for sophomore English students?

Very high	High	Average	Low	Very low

Section IV: Familiarity with the Internet

1 Do you have the skill of using the computer?

Yes	No

1. If your answer for question No. 1 is 'Yes', where do you use it?

Internet cafeteria	University Library	University Computer Lab	In the office	Friend's/Relative's house	Other

2. If your answer for question No. 2 I 'other', specify it.

3. If your answer for question No. 2 is 'in the office', how often do you use it?

Usually	Sometimes	No opinion	Rarely	Never

4. If your answer for question No. 2 is 'library/lab', how often do you use it?

Usually	Sometimes	No opinion	Rarely	Never

5. For what purpose do you use the Internet primarily?

Communication	Research	Support education	Entertainment	other

6. If your answer for question No. 6 is 'other', specify it.

7. What application do you use most in the Internet

E-mail	World-Wide-Web	Telnet	Newsgroup	other

8. If your answer for question No. 8 is 'other', specify it?

9. If you use the Internet for education purposes, write the sites which could be used for teaching sophomore English course.

10. Do you know any online English course deliveries in the Internet

Yes	No

11. If your answer for question No. 11 is 'Yes', list some of them.

11. f you use the internet regularity for education what does it help you to improve?

Planning	Content variety	Teaching material	subject Mastery	Interaction ability	Competency	other

12. If your answer for question No. 13 is 'other', specify it.

some of the problems you face in using the Internet for academic purposes?

Appendix II: Questionnaires to Students

ADDIS ABABA UNIVERSITY
INSTITUTE OF LANGUAGE STUDIES
DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE
GRADUATE PROGRAM
QUESTIONNAIRE FOR STUDENTS

This questionnaire is designed to gather data for a survey on “The application of the Internet in Teaching English as a Second/Foreign Language” with reference to sophomore language students at Addis Ababa University. Its main purpose, therefore, is to obtain the necessary data on the application and integration of the Internet in learning English as a second/ foreign language. It intends to collect data on:

- students’ access to computers;
- students’ skills and training in using the Internet;
- the attitudes of students towards using the Internet as a supplement tool;
and
- the challenges in using in using the Internet in learning.

Put a cross mark (X) in the box below your choices and answer the open questions briefly. I’d like to express my appreciation for providing the necessary data. You don’t need to write your name.

Section I: personal Information

1. Sex

M	F

13. Age group

Below 15	15-25	26-35	Above 35

Section II: Background information

1. Have you ever used a computer in high school classes for educational purposes?

Yes	No

2. If your answer for question No. 1 is 'Yes', in which class you used it most?

3. Have you ever used a school computer connected to the Internet?

Yes	No

4. Do you have any access to computers at home?

Yes	No

5. For what means of communication do you use the Internet most?

E-mail	World-Wide-Web	Telnet	Fax	other

6. If your answer for question No. 5 is 'other', specify it.

7. If you don't use the internet at all, what is your reason?

Strongly agree	Agree	No opinion	Disagree	Strongly disagree

8. How often do you use the Internet?

Everyday	Once a week	Once a month	When I get free time	Only when I feel tired

9. Give your comments about using the Internet in language learning.

10. List the fundamental problems that you face in using the internet for learning?

Section III: Attitude questions

1. Using the Internet in learning sophomore English language is important.

Strongly agree	Agree	No opinion	Disagree	Strongly disagree

2. T2. There is no relevant material in the Internet that could supplement sophomore English course.

Strongly agree	Agree	No opinion	Disagree	Strongly disagree

3. The Internet couldn't serve as a learning aid for sophomore course.

Strongly agree	Agree	No opinion	Disagree	Strongly disagree

4. Using the Internet contributes a lot in enhancing personal skills.

Strongly agree	Agree	No opinion	Disagree	Strongly disagree

5. Using the Internet enhances our communicability with other people.

Strongly agree	Agree	No opinion	Disagree	Strongly disagree

Section IV: Familiarity with the Internet

1. Have you ever been trained in basic computer skills and internet searching? Yes/No
2. Do you have the skill of using the computer? Yes/No
3. If your answer for question No. 1 is 'Yes', how often do **you** use **it**.

Usually	Sometimes	No opinion	Rarely	Never

4. Do you have personal computer (PC) at home? Yes/NO
5. If your answer for question NO. 3 is "No", where do you use computers? If you have two or more options, you can cross at all of your options.

Internet cafeteria	University library/lab	Relatives/friends house	At home	Other

6. If your answer for question No. 4 is 'other', specify it.

7. If your answer for question No. 4 is 'library/ lab', how often do you use it?

usually	Sometimes	No opinion	Rarely	Never

8. For which one of the following purposes do you use the internet primarily?

Communication	Support for education	Research	Entertain	Other

9. If your answer for question No. 6 is 'Other', specify it.

10. If you use the Internet to supplement your education, list which of your course could be better supported by it.

_____ 1

10.Of the sites you use for supplementing your lesson, list those sites that you used for Sophomore English Course.

11. If you use the internet regularly, what does it help you to improve?

Homework	Scores	Competency	Interaction ability	Other

12. If your answer for question No. 10 is 'other', specify it.

13. What problems do you face in using the internet for your academic purposes?

How beneficial is the Internet for sophomore language students?

Very high	High	Average	Low	Very low

14. Using the internet in learning Sophomore English benefits all students.

Strongly agree	Agree	No opinion	Disagree	Strongly disagree

15. How many of your teachers integrate Internet in their language class?

All of them	Most of them	Half of them	Few of them	None of them

Appendix III: Sample

WRITING CONCISE SENTENCES:[HTTP://GRAMMAR.CCC.COMMNET.EDU/GRAMMAR/CONCISE.HTM](http://grammar.ccc.commnet.edu/grammar/concise.htm)

In addition to reading this section of the Guide and taking the quizzes at its conclusion, we urge you to visit William Strunk's *Elements of Style*, which has had a salutary effect on several generations of writers who have bought "the little book," and which is now, thanks to the Bartleby Project, online. (This online text is not exactly the same as the familiar text you'll find in bookstores, which was edited by E.B. White, but much of the really good stuff is the same.) We also recommend "The Perfectibility of Words," by Robert Hartwell Fiske, editor of the online journal *Vocabula Review*.

Vigorous writing is concise. A sentence should contain no unnecessary words, a paragraph no unnecessary sentences, for the same reason that a drawing should have no unnecessary lines and a machine no unnecessary parts. This requires not that the writer make all his sentences short, or that he avoid all detail and treat his subjects only in outline, but that every word tell.

— William Strunk Jr.
in *Elements of Style*

Whether it's a two-word quip or a 200-word bear, a sentence must be a lean, thinking machine. Here are some notes toward efficiency and conciseness in writing.

PRUNING THE REDUNDANT

Avoid saying the same thing twice.

- Many uneducated citizens ~~who have never attended school~~ continue to vote for better schools.

A phrase that repeats itself—like "true fact," "twelve noon," "I saw it with my own eyes"—is sometimes called a **pleonasm**.

Redundant phrases are bad habits just waiting to take control of your writing. Beware of the following.

Redundancy	The Lean Version
12 midnight	midnight
12 noon	noon

3 am in the morning	3 am
absolutely spectacular/phenomenal	spectacular/phenomenal
a person who is honest	an honest person
a total of 14 birds	14 birds
biography of her life	biography
circle around	circle
close proximity	proximity
completely unanimous	unanimous
consensus of opinion	consensus
cooperate together	cooperate
each and every	each
enclosed herewith	enclosed
end result	result
exactly the same	the same
final completion	completion
frank and honest exchange	frank exchange or honest exchange
free gift	gift
he/she is a person who . . .	he/she
important/basic essentials	essentials
in spite of the fact that	although
in the field of economics/law enforcement	in economics/law enforcement
in the event that	if
job functions	job or functions
new innovations	innovations
one and the same	the same
particular interest	interest
period of four days	four days
personally, I think/feel	I think/feel
personal opinion	opinion

puzzling in nature	puzzling
refer back	refer
repeat again	repeat
return again	return
revert back	revert
shorter/longer in length	shorter/longer
small/large in size	small/large
square/round/rectangular in shape	square/round/rectangular
summarize briefly	summarize
surrounded on all sides	surrounded
surrounding circumstances	circumstances
the future to come	the future
there is no doubt but that	no doubt
usual/habitual custom	custom
we are in receipt of	we have received

Reducing Clauses to Phrases, Phrases to Single Words

Be alert for clauses or phrases that can be pared to simpler, shorter constructions. The "which clause" can often be shortened to a simple adjective. (Be careful, however, not to lose some needed emphasis by over-pruning; the word "which," which is sometimes necessary [as it is in this sentence], is not *evil*.)

- Smith College, which was founded in 1871, is the premier all-women's college in the United States.
- Founded in 1871, Smith College is the premier all-women's college in the United States.
- Citizens who knew what was going on voted him out of office.
- Knowledgeable citizens voted him out of office.
- Recommending that a student copy from another student's paper is not something he would recommend.
- He wouldn't recommend that a student copy from another student's paper. (Or "He would never tell a student to copy")

Phrases, too, can sometimes be trimmed, sometimes to a single word.

- Unencumbered by a sense of responsibility, Jasion left his wife with forty-nine kids and a can of beans.
- Jasion irresponsibly left his wife with forty-nine kids and a can of beans.
(Or leave out the word altogether and let the act speak for itself.)

Intensifiers that Don't Intensify

Avoid using words such as *really*, *very*, *quite*, *extremely*, *severely* when they are not necessary. It is probably enough to say that the salary increase is *inadequate*. Does saying that it is *severely* inadequate introduce anything more than a tone of hysteria? These words shouldn't be banished from your vocabulary, but they will be used to best effect when used sparingly.

Avoiding Expletive Constructions

This sounds like something a politician has to learn to avoid, but, no, an *expletive construction* is a common device that often robs a sentence of energy before it gets a chance to do its work. Expletive constructions begin with *there is/are* or *it is*.

- There are twenty-five students who have already expressed a desire to attend the program next summer. It is they and their parents who stand to gain the most by the government grant.
- Twenty-five students have already expressed a desire to attend the program next summer. They and their parents stand to gain the most by the government grant.