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*Faculty of Letters and Foreign Languages*

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**The Effect of the Internet Assisted Language Learning  
(IALL) in Developing Students' English Language Skills.  
The Case of Third Year EFL Students**

*A Dissertation Submitted to the Department of English as a Partial Fulfillment of  
the Requirements for the Degree of Master in Didactics.*

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## **Dedication**

**In the Name of Allah, the Most Gracious, the Most Merciful, All  
praise due to Allah alone.**

### **we dedicated this work:**

with deep love this research is dedicated to our beloved parents, who have been our source inspiration during our piece of research, thanks for your prayers, words of encouragement

To our sisters, brothers, friends who shared words of advice and belief in our abilities to finish this work

**May Allah bless you all**

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## **List Abbreviations**

**EFL:** English as a Foreign Language

**EGP:** English for General Purpose

**TEFL:** Teaching English as a Foreign Language

**IALL:** Internet-Assisted Language Learning

**CA:** Communicative Approach

## **Abstract**

The study is an attempt to investigate the effectiveness of using Internet-assisted Language Learning (IALL) on developing Students' English language skill to Third year students of English in Iben khaldoun University (Tiaret). Hence, we hypothesized that Learners' attitude towards the Internet resources are mostly regarded as positive in EFL classes. To achieve the study aims, a Mixed- methods Approach was adopted, which is an amalgam of quantitative and qualitative research methods. In effect, the process of data collection by using questionnaire designed for students of English in order to scrutinize the students' for using Internet. In addition, questionnaire is administrated to thirty-nine (39) students committed by Third year during the academic year 2020-2021. The results showed that the majority of the students positively reacted to using the Internet, it gave them an opportunity to enhancing their English. The findings revealed that Students' belief that the Internet could play a positive

role in supporting English language learning. They confirmed that the Internet was potentially a powerful resource for Learning English.

### **Key Words:**

Internet-Assisted language learning (IALL) – Method – EFL – Skills



# General Introduction

## **General Introduction**

Recent studies have clearly shown that technology has made a big difference in our lives. The alterations are so significant that this twentieth-century trait has affected every area of life.

Today, the internet offers a diverse range of educational options. Currently, the worldwide network allows us to obtain higher education, study English, and refresh previously acquired knowledge. English is frequently utilized in people's communication in this era of globalization. Because of its widespread use, English has evolved into an international or universal language. English is employed in a variety of industries, including education, business, tourism, and so on. Because of the increased demand and importance, English teaching and learning has gotten a lot of attention all around the world. English has been adopted as the medium of instruction for higher education and it is taught English for General Purposes (EGP) or (EFL) English as foreign language.

The overall objective of the current research is to investigate and ascertain the aid advantages of the internet resources in teaching and learning English language skills at the level of English Language department at Ibn Khaldoun University (Tiaret). As a result, the emphasis has been on students' responses towards the problem during the academic year 2020-2021. Thirty-nine third-year students were the main participants of this study. These participants are the subjects of the current study's experiments.

The present research unfolds through three different chapters. The first chapter is research methodology, which covers collecting data, high-quality evidence that can be analyzed to come up with convincing and credible responses to the questions addressed. It is divided into six sections: instructional context, rationale for the research, research methodology, study data, research limitations and delimitations and definitions of key words.

The second chapter is the review of literature. It intends to inform readers about all of the aspects on which the current study is based on "the effect of using the internet assisted language learning in developing English language skills. It is an evaluative report based on material obtained in the literature in this particular field of study. This literature is described, summarized, evaluated, and clarified in this review. Its purpose is to provide a theoretical foundation for the research and determining the research's nature. It sheds some light on the authentic materials, comprehensive input, communicative approach, benefits and challenges of the use of the internet in EFL classrooms, and so on.

The third chapter pertains to data analysis and discussion. Throughout this chapter, data was classified and analyzed. It was collected from selected participants then discussed in depth to cross-check the findings and tie them to what was previously addressed in the study of literature in order to appropriately understand them and arrive at specific answers. In so doing a line has been drawn between the findings and the previously expressed questions in an attempt to address with all the materials that have been analyzed and discussed. More than this some well-informed proposals and solutions aimed at facilitating internet adoption at the departmental level of English and, eventually, at the national level have been proposed.



**Chapter one**

**Data Collection: Methods and Materials**



## **I.1. Introduction**

This chapter intends to give a clear picture of research methods and materials. It seeks to provide the reader with all the information on which this research is based upon. It describes the research process which is carried throughout the following steps. It starts by discussing the basic principles of the research, explaining the research questions, and formulating the research objectives and research hypotheses and highlighting the significance of the research.

More than this, this study proceeds to explain and discuss the applied research method, including the research design structure and chapter descriptions. The data collection process is systematic and based on clear procedures applicable to the context in which the questionnaire is used to collect data.

Such a study, as a matter of fact, adopts a mixed method namely quantitative, and qualitative method. The quantitative research involves testing hypotheses, which stem from the use of Internet resources in EFL courses in developing student's learning. According to the research question, the participants were selected for different purposes. Like most research design techniques, each method has advantages and limitations. Finally, this chapter discusses research ethical considerations and definitions of key terms.

## **I.2. Rational for the Research**

This research study puts forward the role of using the Internet to assist language learning in developing students' English language skills. It aims to address the need to use the Internet to investigate the current practice of EFL English learning at Iben Khaldoun University, and to create a curriculum initiative aimed at encouraging students to participate in technology-based

learning. Internet does for learning English. Such as Warschauer (2001) reveals that “*the Internet can make English principles of communicative Language teaching meaningful and interactive*”. This indicates that the Internet is essential to English Learning order to activate communication skills. According to Peachey (2012) “*internet resources is indeed large, the Internet provides unlimited opportunities for learning English*”. Morrison (2002) noted that using the Internet now is a better resource to improve Achievements in the EFL classroom; because hypermedia serves teachers and Learners can access language learning resources in a fast and attractive way. some of them Resources are: online journals, newspapers, magazines and blogs. Teachers can also create Their own interactive language learning activities on the Internet, which allows them to adapt Activities for their own courses and students. The global network provides an unlimited amount of teaching materials, including any important information, materials about regional geography (newspaper and journal articles, educational literature, etc...)

### **I.2. 1. Statement of the Problem**

The world wide web is invading our daily life, especially when the improvement of learning is necessary for searching and exploring for information by using the website resources. Students tend to learn foreign language, more precisely English, because it is an international language. It is the lingua franca of most of people around the world. It is being used widely at universities and other domain of life. For such a purpose, such a study has been conducted in order to explore how third EFL Students in the section of English at Ibn Khaldoun University can develop their English language skills by using the internet services. Simply put, this study intends to discuss the impact of the use internet in developing students’ English language at university of Iben khaldoun University Tiaret. Studies have clearly shown that the majority of



students and teachers face many problems and challenges to use the internet in Algeria because in our university using the internet is not often readily available. Also using the internet in teaching English is not available to all students that is students are unable to spend money for a purpose. The need for internet-based learning network is necessary to facilitate teaching and enhance students' learning. It is believed that the internet contributes significantly to students' language achievement and learning. It has also some benefits such as encouraging students to learn and communicate. The Internet allows learners practice and use their language skills. So, it is useful for developing students' English language skills.

Finally, after reading some of the previously available research, we found that using the Internet in the field of language learning and effective. The main objective of this research is based on the assumption that the use of the website sources can promote and develop students' English language learning skills, more precisely at the department of English in Ibn Khaldoun University Tiaret.

### **I.2.2. Research Questions**

This research attempts to explore the influence of the Internet in developing third year EFL students' English language skills in EFL classes. It seeks to answer the following three questions:

1. What are the main reasons behind students' failure to develop their English language skills?
2. What are the main reasons behind students' English language development?
3. What are the students' attitudes towards using the internet in teaching?

### **I.2.3. Research hypotheses**

This research intends to prove or disapprove the following formulated hypotheses:

1. Students' failure to develop their English language skills is mainly the result of a lack of an English learning environment
2. Students' English language development depends mainly on their continuous use of the internet resources.
3. Learners' attitudes towards the internet resources are mostly regarded as positive in EFL classes.

### **I.2.4. The objective of study**

The overall this research is to determine whether the use of the Internet to develop students' English is effective. The objective of the current research is:

1. Investigate the contribution of the Internet to students' English skills.
2. Explore some possibilities of the Internet in the development of EFL learners .
3. Research on how to improve students' current English learning level through the Internet.
4. The report on the way in which the using the internet development students in English language and to discuss effectiveness in learning.

### **I.2.5. Significance of the study**

This research can provide some theoretical and practical benefits. It brings to light new experience and information on the use of the Internet to facilitate the teaching process. It is may be one of the few studies conducted on the use of the Internet to develop students English. More

than this, this study can provide a reference for other researchers conducting similar studies. In fact, the results of the research are expected to bring some benefits to students.

The results of this research can help EFL teachers at Iben Khaldoun University (Tiaret) change their traditional methods to stimulate their students' ability to develop English skills.

### **I.3. Research methodology**

In order to solve the above problem, it becomes a must to study the phenomenon carefully and use Internet to enhance students' English language learning during the academic year (2020-2021). The collection of data is the most difficult because of the extensivity of the data that need to be tested and proved its relevance. Therefore, such a study is based on a mixed method including both quantitative and qualitative research tools. It uses a qualitative method in order to determine which assumptions are correct. The most common method. According to Savin-Baden, M. & Major, C, (2013)

*Is the also include group qualitative research interview, but forms of the data collected can also include group discussions, observation and reflection field notes, various lexis, pictures, and other materials.*

Therefore, qualitative research synthesis may become an important tool in this field. However, qualitative research synthesis is a kind of Must be cautious when we use it.

Quantitative research adopts an empirical world view (Henn, Weinstein and Foard, 2006, p. 27), which is called a paradigm and is closely connected with research technology (Hughes, 1990, p. 11). Cuba and Lincoln (1994, s.105) believe that the paradigm is superior to the query

method under study. Quantitative research is used to seek empirical support for the research, and the research collects numerical data samples from research participants to answer.

#### **I.4. Research Tools**

Research tools can be defined as vehicles that broadly facilitate research and related activities. It enables researchers to collect, organize, analyze and publicized research outputs. Research tools may be defined as anything that become as means of collecting information for your study is called a research tool for example observation forms, questionnaires are classified as research tools. They consist of set of nodes. This research uses a mixed method quantitative and qualitative. There are 19 items in the questionnaire are answered by the respondent in the context of the research, we choose questionnaire to gathering information about this study can supplement each other and hence increase the validity and dependability of the date, and this questionnaire with semi – structured questions. The sample consists of 39 EFL students choose from Third years at Iben khaldoun University (Tiaret) in the study area. This study makes use of specific tools. The Questionnaire allows further discussion and provides participants with opportunities to clarify issues when necessary. According to Wilson and Mclean (1994) *“questionnaires are useful tools for collecting structural and numerical data”*. The process includes clarifying the purpose and objectives of the questionnaire, as well as identifying the secondary topics with open ended questions are common, various types of questions can be used. The advantage of close ended is that it can limit the answers provided by the respondent. The reliability of the questionnaire is an important factor in determining its interference to participants and the questionnaires is designed to assess EFL students’ perceptions of their communication classroom environment before and after implementing the technology. The items

of the questionnaires are mainly developed based on the research objective and research question.

### **I.5. Study Design**

This thesis is built up of three chapters organized as follows: Chapter one introduces the research ideas, explains the basic principles of the research, and describes the research problems and research. It also sheds some light on some formulated hypothesis, research purpose, research significance and research process.

Chapter two reviews the theory and pedagogy, and outlines the pedagogical methods which are related to this research. It also explores the role of using the Internet to assist language learning in the development of students' English. The literature review, thus, discusses the importance of the internet in EFL learning. This provides a theoretical framework for this research.

Chapter three pertains to the analysis and discussion of research results. It provides further areas for possible research related to the issues studied in this study, and also includes recommendations and implications for pedagogical issues. In addition, it outlines the conclusions and final thoughts of the research.

### **I.6. Research Process**

In second semester of the academic year 2020/2021, a questionnaire was designed to collect the data of the study and it was sent to all students in particular Third years in the department English language in Iben Khaldoun University via a Facebook page. When we refined the goals of this study, we thought that the best option for collecting data was through

questionnaires, so we chose this option because we thought it was easy to answer by students and easy to spread to all students and to collect data. We use Google forms to create surveys. This allows us to choose to query the results immediately and use the answers for statistics. This is a good tool because it allows sending links on many platforms and reaching a wide audience within a limited span of time. This research, as a matter of fact, it involves a systematic process, focusing on being objective and collecting a large amount of information for analysis so that researchers can draw conclusion. Students are told that all data and participant details will remain anonymous and they can withdraw from the study. Participants were also provided with the contact information of the researcher.

### **I.7. Research Participants**

Some students were randomly selected as part of this survey; on the effect of using the Internet to assist language learning to develop students' English language skills. Type of sampling used in the study (Third grade) belongs to Ibn Khaldoun University. They studied English at the faculty of Letters and Foreign languages, department of English as part of their language development Process. The researchers of this group belong to Participate at the university's English teaching plan. Since the query is concentrated on students' responses to the questionnaire, this item is a non-probabilistic strategy selected groups and events, as well as areas of interest for the study, as students' responses in class terms of using the Internet to develop English skills, which implement Internet resources for EFL students. The study participants are all EFL students, they are both males and females, learning different subjects. The range of lectures participating in the research is 18 to 23 years / 24 to 29 years old. In practice, it is necessary to consider how EFL students interact with and respond to development-

oriented support using the Internet in the classroom. They need to create conditions for them under which they can experience Internet based development support. In order to provide this, it is appropriate for them to adopt preliminary pilot studies as an aspect of the research method. Students in the third year of the English department at Ibn Khaldoun university can be classified as pre-intermediate learners of English. We chose this group of students because they have not studied English extensively at the higher education stage and most of them have more knowledge about Internet skills. They are now beginning to have a strong interest in the use of the Internet. The English language syllabus is suitable for this research. Student schedules are pocked with university practical courses. This will be to some extent prevent students from spending their free time in the Internet lab or exchanging information about what is happening in any course under study that may affect the results. Although these students may have Internet skills, they did not have any other Internet related -courses that semester. This means that they are only exposed to the Internet in this course. The purpose of this research is to analyze the influence of the Internet on EFL classroom. For these reasons we selected English students who use the Internet tools to analyze their learning situation and find out how the Internet affects the English learning process. When collecting data, it is important to identify the appropriate people who can provide the data. In view of the fact that the focus of the investigation is to questionnaire selected groups and events related to this research, this is the student's response to language development and face implementation, so the sample type used in this research project is non – probabilistic strategy. The internet resources in the EFL classes guided by the researcher.

## **I.8. Data Collection Tools**

Data collection refers to the process of collecting and measuring information about variables of interest. Establish a systematic way to enable people to answer stated research questions and conduct tests make assumptions and evaluate the results. The main instruments used in this study the mixed methods research consists of closed-ended questionnaires. In any research project, the description of the tools used is important, because it enables readers to judge for themselves the way and credibility of the research. The project dates are collected during the second semesters (2020-2021) using the "questionnaire" method. This type of data allows the research to analyze relevant information from different perspectives. Considering the source of information, as a key student, the items of the questionnaires are mainly developed based on the research objective and research questions.

## **I.9. Questionnaire**

Questionnaire is a research tool consisting of a series of questions and other prompts The purpose of collecting information from the participants. According to Richards & Schmidt (2002), a questionnaire is a means of data collection, usually defined “*as a set of questions on a topic or group of topics designed to be answered by a respondent.*” The purpose of the questionnaire and the project should be clearly stated in order to eliminate any ambiguity and inspire respondents provided more information (Akbarak, 2000). An additional benefit of using such tools is that they record information themselves is in a "concrete" form that I can easily archive and reference. This is especially true for studies involving large sample sizes and large geographic areas. As the number of research questions increases, written questionnaires become more cost-effective increase. They are easy to analyze. They reduce prejudice. As mentioned



before, a student group was selected during the project period, with a total of 39 students participating, from whom were 15 males and 24 females participating in the study. They all belong to different learning programs. The selected group was informed of the purpose and development of the research project. The aim of the questionnaire in this research was to elicit direct judgments; obtain uniform, straightforward: data for analysis. Questionnaire encompasses a variety of instruments in which the subject response to written questions to elicit reactions, belief, and attitudes. In this study, the questionnaire was designed to gather either qualitative or quantitative data. The questionnaire (see appendix) has been distributed to third years learners at Ibn Khaldoun University (Tiaret). It includes (19) questions. The main purpose of the questionnaire is to assess students' needs for the Internet in the development of English language. The questionnaire's responses were completed by 39 students.

The questionnaire is divided into three parts and which was presented in English; the first part was aimed to elicit respondents' general information (gender and age), frequency of their Internet use, location of Internet access. Part two is about "Internet-based approach in EFL classes. Participants were asked questions about the reasons behind using the internet and the kind of materials. Part three sheds some light on student's Attitudes towards internet assisted language learning, their views about how the Internet assists them in learning English and the disadvantage of internet.

### **I.10. Ethical Consideration**

As in every other aspects of research, ethics has always been at the core of creating a prosperous learning environment, and the widespread availability of technology has brought new and challenging ethical issues to the forefront. Ethics has important added value to this research.

In order to conduct a questionnaire survey of the students of this study, given that this project was conducted among students at Ibn Khaldoun University (Tiaret) University. Driscoll & Brizee (2008) clearly stated that research conducted at university environment will usually requires institutional committee approval (p. 1). This means that in addition to getting all relevant permissions from the college, such a research project needs to be approved by the ethics review committee at Ibn Khaldoun University (Tiaret) to ensure that our proposal will not violate any ethical regulations in the planning stage, some ethical requirements were considered, namely, the use of the Internet to develop students' English language skills and data analysis. First, appropriate official and unofficial consultations were conducted to obtain the interviewee's permission to gain their trust. It also explained and emphasized the purpose of the research and the necessity of obtaining this information, and described how the research project will be. Students are required to participate in the project. and all the participants were assured of confidential and anonymity throughout the study, and keep records and all data for educational purposes only during the research. As pointed out earlier, the purpose of this study is to narrow the gap between using the Internet to develop students' English to meet exemplary moral standards, and at least avoid the common moral traps in many studies.

### **I.10. Limitation of the Study**

This study, as any research, has limitations and does not claim perfection. When undertaking a study, limitations may appear due to unexpected problem. Although the literature review shows the advantages of implementing IALL to enhance L3 learning, most studies are done using small samples, and many studies are completed in a short period of time, which makes it difficult to make general statements based on research data. Another important factor is

the idolization of the researchers in group research. Most research is conducted in small environments and it based only on specific language skills. Moreover, all students are regarded as equal learners, and these is no mention of whether there are students with special needs or any classification. In essence, research on the benefits of IALL is limited by the technology used in the research, and the development of technology is faster than the ongoing research. The sample of the study was limited to 30 English students at Ibn Khaldoun University in the second semester of the academic year 2020/2021. There are restrictions related to the difference in the number of students. It is limited to measuring the impact of using the internet on the EFL classroom. Due to the strike, it is difficult to easily obtain data from all leaders, so we cannot collect data through classroom observations. In addition, for the same reason, it is difficult to distribute the questionnaire, so we created an online questionnaire and shared it through the Facebook group. In addition, the main limitations are time and access to resources. This research, because any research is limited to examining one aspect of language. This research, because any research has its limitations, does not require perfection. When conducting research, limitations any arise due to unexpected problems. The following are some limitations that have some adverse effects our current research. Since this study involves two complete groups, it is not possible to randomly select a sample of students. The lack of internet in our class language lab forced us to focus on offline activities in the classroom. Some participants did not intend to access the learning materials through the Moodle platform because they were not familiar with it. Despite these limitations, this research was conducted to answer research questions and verify the research hypothesis proposed.

## **I.11. Conclusion**

This chapter aims to provide an overview of research design and data analysis. It involves research tools and analysis methods. It aims to analyze crash data and present the results. In fact, the analysis of the students' questionnaire shows that using the internet to learn English as a foreign language is very important and beneficial. However, every student should learn how to affect the Internet so that he will not encounter any problems when using it. This chapter will put forward some suggestions for learners to use the Internet. In the process of research, the positive effect of the Internet on students' English language learning opportunities has been proved the theory and practice. In addition to the development of language learning, it has also let to an increase in motivation to learn English. The use of the Internet is beneficial in learning and can optimize the educational process. The results of the above mentionable final evaluation show that students are learning the effects of IALL. Therefore, researchers may say That internet has an effect on students' English language ability. We will see in the next chapter that the use of the Internet in language classes helps to develop the English language skills of EFL students.

*Chapter Two*

*The Importance of the internet in English Language Teaching*

## **II.1. Introduction**

This chapter intends to shed some light on the importance of the internet website resources in English language teaching. It first starts by introducing the background theories on the use of the Internet, which defines three different theories: authentic material, comprehensible input and communicative approach. Today, the Internet plays an important role in educational life and has great potential. It is also used exclusively and widely in second language learning all over world. Then, as we all know, the Internet is basic requirement in today's technological world. The Internet brought many benefits to people in every field. This is very beneficial in the field of education. It has many benefits for students and teachers. After that, the Internet is called the knowledge world. Although the use of the Internet is second language and foreign language learning has brought certain advantages. It has some disadvantages. However, before discussing its advantages and disadvantages, potential problems must be mentioned. This study aims to explore the importance of the Internet in English teaching. This research aims to analyze the role of the Internet as a tool in classroom and the use of the Internet as an educational tool for learners in the classroom. Finally, the Internet has become a useful tool for foreign language in EFL classroom because they can find and use various materials on the Internet.

## **II.2. Background on the use of Internet**

There are three different theories: authentic material, comprehensible input and communicative approach.

### **II.2.1. Authentic Material**

Throughout the literature, the term for real materials has always been defined in various ways. According to Martinez (2002) and Hwang (2005), the truth is Materials (written or

spoken) are designed for native English speakers are not designed for language students, but designed for real audience and to convey a real message of some sort. Kilikaya (2004) Define real materials as disclosure of real language and use in real language community. The key term for real materials is defined any kind or texts written by English native speakers for English native speakers. According to Nunan (1989; 54), real material refers to any material that has not been certified and specially made for language teaching purposes, which easily makes it different the real material in the textbook material. Printed, video and audio materials are real materials changes encountered by students in daily life such as address lists, job application forms, voice mail, radio programs and videos. Authentic was originally used to identify any real or natural communication contract. The term of authentic materials refers to any written or spoken texts which are commonly not intended to language teaching. According to Tomlinson (1989), Masuhara (2010) Authentic is the text "produced for "communication" rather than for "teaching", The real task is to "enable learners to participate in the exchange to achieve a Better than practical language and it is real life text, not written for pedagogy purpose. These materials are likely not provided or designed for teaching English especially not non\*native speakers.

According to Rogers (1988) characterizes true materials as "suitable what's more, "quality" regarding objectives, goals, student needs and interest and "natural" in terms of reality and significant correspondence. Harmer (1991) characterizes valid writings as "materials which are intended for local speakers, they are genuine writings; planned not for language understudies, however for the speakers of the language". An exemplary model would be a paper article that's written for a local English-talking crowd" (Sanderson, 1999). Carrying true materials into the homeroom can be inspiring for the understudies, as it adds a genuine component to the

understudy's learning experience. Likewise authentic materials are critical since it expands understudies' inspiration for learning.

According to Widdowson (1990), authentic materials will be designed for English as their mother tongue. Providing up-to-date, meaningful and relevant content is always a challenge English as the content of foreign language students, one of the excellent sources of materials, For example: daily conversation. These materials provide language information and the actions accompanied by language provide us with an innovative way of teaching English.

### **II.2.1.1 Type of Authentic Materials**

There are many kinds of Authentic mater Materials that can be used in teaching foreign language, which are important and helpful in developing critical thinking skills. Teacher needs to classify those materials so it will be simple for him to use the suitable material in teaching. Accordingly, Gebhard (1996) and Ours (2012, 67-68) classified authentic materials into three categories are:

**a. Authentic Listening-Viewing Materials:** Materials which students can be seen and heard, tv, mate commercials, quiz shows, cartoons, news clips, comedy shows, movies, operas, professionally audio-taped short stories and novels, radio ads, songs, documentaries, and sales pitches.

**b. Authentic Visual Materials:** which students can see and enjoy, they have a lot of pictures and wordless for stance power point slides, photographs, paintings, children' artwork, stick-figure drawings, wordless street signs, silhouettes, pictures from a magazine, ink blots, postcard pictures, wordless picture books, stamps, and X-rays.



**c. Authentic Printed Materials:** which are presented on paper for example newspaper articles, movie advertisements, astrology columns, sports reports, obituary columns, advice columns, lyrics to songs, restaurant menus, street signs, cereal boxes, candy wrappers, tourist information brochures, university catalogs, telephone books, maps, TV guides, comic books, greeting cards, grocery coupons, pins with messages, and bus schedules.

### **II.2.1.2. The Significance of Authentic Materials**

Herron and Seay (1991) showed that language learners often listen to authentic tapes. Class activities show better listening comprehension than others. In addition, many experts in language teaching and pedagogy pointed out that the application of Authentic materials will improve the learner's communication skills. Gilmore (2007) studied the effect of using real materials compared with textbook materials. Develop learners' communicative competence in a one-year experiment Weyers studied the impact of real-life video materials on college language Learners, especially those with listening comprehension and communication skills. According to According to Ur (1996), it is troublesome for students to understand the text outside the classroom Reading materials used in the classroom do not illustrate the language in the real world.

### **II.2.1.3 Advantages of the Authentic Materials**

Using authentic materials in language environments has lots of advantages. Firstly, they engage both the learners' and teacher's attention in the language being taught. They have a high interest value because of their relevance to the real world keeping the students learning. The

importance of using authentic materials expressed by Berardo (2006) that students are benefited from the exposure to real language being used in a real context.

These materials can be used in class by asking the students to listen to them and requiring them to number the steps included in a diagram provided (Elle's & Johnson, 1994 :157). The second reason is These materials are instances of the specific registers they belong to, implying the use of Or appropriate terminology, grammatical structure and intonation, in other words, Language cognition. In fact, by using these resources, learners can obtain the accuracy of using vocabulary And specialized terms to express technical concepts, which means dealing with specialized The dictionary is also the source or real material. According to Sanderson (1999) Real materials have a positive influence on learners' motivation and can keep students informed understand what is happening in the world, so they have inherent educational value.

On the other hand, Authentic Materials also have some disadvantages, some authors oppose it questions about the use of real materials are related to teachers, not students. Harmer (1989) mentioned that by giving help, students become better readers they will increase the amount of reading, so they will become better readers. This does mean that by using only authentic material is a good idea for teaching reading skills. The role of the teacher and it is very important to use real materials suitable for students, otherwise will affect the motivation of Students.

### **II.2.2 Comprehensible Input**

Understandable input in English is English that you can understand language input is what you hear (for example: prod cats, broadcasts, conversation, and so on) and what you read (for example, books articles, English blogs posts. According to Stephen krashen's input

hypothesis is one of the most influential theories of second language acquisition, He believes that understandable input is the most important factor in learning another language. Comprehensible input for students with or without learning difficulties, Understandable input is a key concept for second language development comprehensible input means that students should be able to understand the essence of what is being said or expressed. But this does not mean that teachers can only use words that students understand. In fact, even if students know all the words, teaching is difficult to understand. When students receive input that is more difficult incomprehensible input, they will learn the best new language.

### **II.2.2.3. The Five Hypotheses Krashen's Theory of Second Language**

#### **Acquisition**

The input hypothesis was proposed by Stephen Krashen in the 1970s and 1980s. It is actually a set of five, they are:

#### **a. The Acquisition- Learning Hypothesis**

The difference between acquisition and learning is the most basic of the five assumptions in Krashen's theory and language teachers. According to Krashen (1982) point out in advance that many times, especially among language teachers, language learning and language acquisition are almost synonymous. According to Krashen there are two independent foreign language systems: the acquired system and the learning system. The acquisition of language is conscious, implicit, and selected from meaningful and interesting messages in the target language, obtaining language through these methods can improve students' language ability. It is important to acquire the language and understand the basic elements of the language (grammar and syntax) and acquisition enables students to go from novice to intermediate to advanced level, and they have

various abilities in listening, reading, speaking and writing language. The "system of learning" is a product of formal teaching, which includes a conscious process that leads to conscious knowledge about the language, such as knowledge of grammatical rules. This knowledge is useful, but only when it comes to editing of language that can already be produced. In the end you need to acquire the language and learn the basic elements of the language.

### **b. The Monitoring Hypothesis**

Explain the relationship between acquisition and learning and determines the influence of the latter on the former. The monitoring hypothesis states that conscious language learning (Such as studying grammar rules or doing vocabulary) can help people monitor language output, but it does not improve language use. According to Krashen, the role of the monitor is small and only serves to correct deviations from "normal" speech and make the speech look more "smooth". Krashen also suggests in the use of "monitoring" among language learners. It distinguishes those students who use the "monitor" all the time (excessive users): students who have not learned or prefer it (Incomplete users) and those who use the "monitor" appropriately (optimal users). Usually, extroverts are incomplete users, while introverts and perfectionists are often associated with excessive use of "monitors".

### **c. The Input Hypothesis**

This hypothesis says that language input provided to language learners is slightly more advanced than their current level, thereby improving their language. The hypothesis is that Krashen is trying to explain how learners acquire a second language, how to acquire a second language. According to this hypothesis, the learners will improve and progress along the

"Natural Order " when receiving the "Input" of the second language, which is one step higher than his/her current language ability stage. For example: if a student is in stage, he/her will learn when he /she comes into contact with the "understandable input". Belongs to the "+1" level. Since not all learners can be at the same level of language competence at the same time. Krashen suggested that natural communicative input is the key to designing the syllabus, in this way to ensure that every learner will get some "i+1" input suitable for him/her current level of language skills.

#### **d. The Effective Hypothesis**

The human emotion filter composed of a variety of human emotional qualities, including spectrum of motivation and sleepiness in human, self-confidence, anxiety and stress" emotional variable" (how can feel) play the role in second language acquisition. Krashen (1982) recognized that every learner walks into classroom with a variety of sensory states and possibilities. Learners with high motivation, self-confidence, and self-image are better to prepare for success of second language, if learners have negative emotions such as (shame or fear, anxiety) make person less capable acquiring a language. However, the emotional filter principle recognizes that these feeling and emotional help and hinder language acquisition.

#### **e. The Natural Order**

Finally, the secondary natural order hypothesis is based on research results (Dulay & Burt, 1974; Fathman, 1975; Makino ,1980, in krashen, 1987) which indicates that the acquisition of grammatical structure that the acquisition a predictable "natural order". For a given language, certain grammatical structures tend to be acquired earlier, while others are later. This order

seems to have nothing to do with the learners age, L1 background, and contact conditions. Although the agreement between individual gainers in the study is not always 100% the statistical similarity that supported the existence of the natural order of language. However, Krashen notes that the approach of the language program should be based on the order found in the research. In fact, when the goal is language acquisition, he rejects grammatical ordering.

#### **II.2.4. Communicative Approach**

Richards and Rodgers (1986) described CLT as an approach rather than a method, since it represents a philosophy of teaching that is based on communicative language use. The communicative approach is not method, it is unified and approach but broadly based theoretical position about the nature of language and of learning and teaching. This approach is found in the changes in the British language teaching tradition dating from the latest 1960s. A lot of British contributed to the formation of the communicative approach which aims to make communicative competence (Rhymes, 1972) the goal of language teaching and develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication.

First, communicative approach is much more pupil-oriented, because it is based on the pupils' needs and interests. Second, it seeks to personalize and localize language and adapt it to interests of pupil. Then seek to use authentic resources and that is more interesting and motivating for children. Finally, children acquire grammar rules as a necessity to speak so is more proficient and efficient. The communicative approach seeks to make meaningful communication and language use a focus of all classroom activities.

CA first emerged in European countries in the 1970s and was successfully implemented into the English curriculum in other countries in the 1980s (Littlewood, 2007; Ozsevik, 2010). For some CA means little more than an international of grammatical and functional teaching. Littlewood, quoted by Richards and Rodgers, states the following “one of the most characteristic features of CA is that it pays systematic attention to functional as well as structural aspects of language”. For others, it means using procedures where learners work in pairs or groups employing available language resources in problem solving tasks.

According to Widdowson (1972) started to develop the view that language teaching should focus on communicative proficiency. The CA emerges from the theory of language as communication, and it is aimed at developing what Hymes (1972) refers to as communicative competence Richards and Rodgers, (1998).

The communicative approach is the theory that language is communication. Therefore, the final aim of CA is communicative competence-communicative language teaching makes use of real life situations that necessitate communication. The communicative approach emphasizes the importance of language functions rather than focuses on grammar and vocabulary. The main principle of CA is to train students to use language forms appropriately a variety of contexts for a variety of purposes (Harmer, 2001). The principles of CA are communicative interaction, meaningful practice, active involvement, positive reinforcement of suitable materials, change of pace and activity, making the teaching process enjoyable, teaching English in English, realization that mistakes are natural and that even beginners can understand when taught in the target language.

The communicative approach is based on the idea that learning a language successfully comes through having to communicate real meaning. In communicative approach, the main

objective is: first, to increase the communication ability of the learners in order to enable them to cope with their communicative needs in the target situation. Second, language techniques are designed to engage learners in the pragmatic, authentic functional use of language for meaningful purposes. Third, students should share information which others don't know.

The communicative approach was developed particularly by British applied linguists (Christopher Candlin and Henry Widdowson John Firth, Hymes and John Austin) in 1980s.

Communicative approach in language learning is an approach that is used in learning or foreign language that emphasizes on the improvement of communicative ability that is the ability of applying the principle in order to produce grammatical sentences and understand « when, where and whom » the sentences used (Richard,1997) communicative method focuses on language learning as a medium of communication.

The origins of communicative approach can be traced back the middle 1960s as soon as linguists began to probe the abstract assumptions of traditional approaches, and especially as soon as Chomsky complex the two notions of competence and deed as a consequence against the prevalent audio-lingual method and its views.

### **II.3. Benefits of the Internet in English Language Teaching**

The internet has been one of the best inventions that have served people, and all information has been made available and accessible. The internet has also contributed to the development of the use of computers in science, communication, and medicine. So, it is very important in foreign language learning and teaching. Yang and Chen (2007) described the advantages of internet use in EFL learning in general sense:



*The internet enables English learners to access useful language and communicate directly with native English speakers...Learners can practice applying information and overcome the decontextualized predicament of English learning. Students can learn listening, speaking, reading and writing English integratively via real situations.*

First, according to Kasagna (1996), the internet use increases language use acquisition of second language. For example: it was found that interaction in language helps learners to gain input in language process (Kitao 1998) specifically, it increases synchronous and asynchronous communication of language learners.

Second, the internet motivates learners to use English in their daily lives and provides functional communicative experiences (Ponterio 1997). Communication with native speakers allows learners to practice specific skills such as negotiating, clarifying meaning.

Third, the internet is very important source of authentic materials. It is a Platform for experiencing and presenting creative works such as essays, poetry and stories. Additionally, the internet promotes higher thinking skills (Mike, 1996). It helps students to improve their computer skills, such as keyboard skills, opening and storing files, internet searching (Means and Olson, 1997), and technical and conceptual experiences. It increases the participation when it is used in classroom environment (Sullivan and Pratt, 1996; Warschauer,1996).

For instance, it was found that the ELF learners produce more sentences when it compared to the situation in classroom environment (Kern,1995).

It is also useful not only for the quantity but also for the quality of language. Learners have a great variety of speech discourse (Sullivan and Pratt,1996) and use more complex language (Warschauer,1996): “the internet provides variety of materials that meet individual

student abilities and address individual students' goals leading to purposeful, constructivist learning”

According to the research activities, the internet changes the interaction between learners and teachers (Kern,1995). There are fewer teachers and more learner talk in computer classes. Mike (1996) described the use of the Internet has also been shown to promote higher order thinking. A language teacher, for example may instruct learners search for specific information. Searching the web requires logic skills.

The Internet provides supplemental language activities which can provide students with additional practice in specific areas of language learning. It can also be used to retrieve and access information. It is also serves as a medium for experiencing and presenting creative works. While students can pursue the information of the net, they can also use a platform of their own work.

The Internet can also be used to acquire information from language resources for a variety of purposes. It promotes literacy for authentic purposes.

The Internet for English learning represents an important contribution to the field in terms of advancing the integration of Internet technologies in language courses and in terms of promoting communicative approaches through use of collaborative technologies.

The Internet not only provides students with opportunities to be exposed to natural and real language use in the classroom but also in the classroom. Teachers can use a lot of information and unlimited resources to let students make worksheets in the homework.

One of the advantages of learning English online is that he can design a study plan according to the appropriate time each day. Although it is recommended to allocate a certain

amount of time every day to ensure the determination to study and not to be lazy you will have complete freedom to decide when to start, when to stop the class.

In terms of promoting the integration of Internet technology and language courses and promoting communication methods through the use of collaborative technologies, the Internet of English learning has made important contributions to this field.

#### **II.4. Studies on the Use of the Internet within the EFL Classroom**

The use of internet in EFL classroom highlights the importance of assigning the students activities through the internet in order to provide them a more innovation and accessible way of interaction with the language in order outside the classroom. Prensky (2001) argues that nowadays people prefer to use fast and easy ways of communication such as smart phone, social reds and electronic devices. The interaction with web tools enables students to acquire skills according to this new century in which technology has have a relevant impact on the language educational field. Pink (2010) stated that “we are preparing student for their future, not our past” (p.6). That is why future teachers need to develop new techniques that match with the reality we are living in terms of technology, and fit in the world system that is growing every day. The application of internet in EFL classes can be one of those alternative resources to engage students to learn. In addition, Kuntz (2012) states that English teachers should consider That the use of the internet in classroom in order to train the students to use it appropriately and effectively. It is highlighted by the author that the assistance of the teacher can be helpful to develop technological skills that engage and support students in the process of learning a foreign language. According to Son (2008) the hypermedia has expanded the effect of the internet

assisted language learning (IALL) given the fact that it allows learners to explore and discover new learning paths; paths at the same time, language teachers benefit from it, as it has applicable resources for EFL classes.

The use of applications and tools of the internet that students are familiar with, can be employed in order to develop specific activities proposed by the educator. The internet has allowed people to find innovation forms of interaction with multimedia sources and networks that seems to promote efficient learning strategies that could be useful not only for learning but also for communication and facilitation of everyday life.

Technology, as noted by Mohamed, (2014) “is also considered as a body of knowledge used to create tools and develop skills, and as the combination of scientific method and material to meet an objective or solve problem”.

Mohamed (2014) argues that is very important that teachers make a good selection of materials and resources that they will use to achieve their learning objectives. According to him, “it is arguable that there is no need for a theory of technology enhanced learning. Internet can play an important role in the achievement of learning outcomes but it seems unnecessary to explain this enhancement with a special account of learning”

In this fragment, Beetham and Sharepe discuss about the importance of adopting Internet in English language learning. They claim that internet has an important function but it is difficult to ascertain That internet allows us to ensure that all the learning processes work.

Warschauer (2001) noted that the internet is a virtual library that has a huge amount of valuable information for teaching and learning. The author also argues that searching through the web exposes students and facilitators to a substantial variety of tasks available in a combination of formats, such as text, graphics, audio, videos and websites. To conclude, Warschauer (2001)

suggests web-based activities collaborate with the growth of the learning since educators are able to provide a wide assortment of materials for learners.

As a matter of fact, internet has had a relevant impact on many different fields facilitating the way in which people look for information. The implementation of the internet in people's daily routines has provided them with greater autonomy to develop activities in their jobs and educative exercises.

Using internet, according to Cutte, (2015) “in EFL classroom encourages English learners to foster their success in the English language. Internet offers many opportunities for learning language than traditional methodologies. Therefore, teachers have lots of resources and materials that they can use in their lessons”. He maintains that the “internet can help students to contextualize authentic learning opportunities, help students develop language and literacy skills as they make connections among text, knowledge”. (Cutter, 2015)

The internet has been a blessing since its inception. Students can take advantage of the internet to enhance their ability to learn on their own, handle their course work and do their assignments. Students do not need to wait for the teacher since each student has access to numerous online formal educational tools.

Teacher can also give assignments to students and keep track of their progress all the time. Students do not have to feel nervous anymore since they are using the internet to interact with their tutors. According to study mind, tutoring and online communication definitely improved the interaction. It can improve the quality of education in many ways. It opens doorways to a wealth of information, knowledge and educational resources, increasing opportunities for learning in, and beyond the classroom. Teachers use online materials to prepare lessons and students to extend their range of learning.

This concept has been used in the thesis project as it is appropriate to describe the benefits of the web materials and virtual platforms and comprehend its functionality for language teaching lessons.

The use of internet in EFL classroom refers to a framework that contributes to the implementation of activities which require the use of the web for their development and the selection of them. Internet assisted language learning (IALL), which is the application of internet connecting them. The use of the internet in EFL classroom will be explored.

## **II.5. Attitude of EFL Learners Towards the Internet**

Attitude, according to Likert "is a mental position (feeling or emotion) with regard to a fact or State". Gardner (1980) said the attitude as "the total of man's instinct and feeling, prejudice or bias, preconceived notions, fears, threats, and convictions about any specified topic". Ajzan (1988) believed that attitude is "disposition to respond favorably or unfavorably to an object, person, institution and persistence of human behavior".

In their influential books "attitude", Eagly and chaiken (1993, p.1) described attitude as "a psychological tendency". Expressed by evaluating as specific entity and certain entities the degree of approval or disapproval, the idea inherent in these definitions is reporting attitude involves expression of expression judgement on the subject of stimulation. In other words, the reports attitudes involve decision about like and dislike. Some attitude a person can be positive or negative or neutral, According to Brown (2007) second language learners, benefit from positive and negative attitudes, He believed that attitudes "develop in early childhood and they are the result of parent's and Peer's attitudes of contact with people who are different in any member of ways, and of interaction different factors in the human experience"(p 193). Baker

(1995) expressed attitude as a hypothetical construct use it for explanation of human behavior in terms of the direction and persistence. According to Smith (1971) attitude is not something unborn, but it is" relatively enduring because it is learners, it can be taught"(p82). This is cause of why attitude can be changed.

In discussion of the attitude, wenden 1991; cited in Al-Tamimi & Shulb, 2009, "attitudes are summary evaluation of an object that have affective, cognitive and behavioral components. Some other researchers have considered how these three components contribute to three formation experience of attitudes.

#### **II.5. 1. Affective component of Attitude**

Affective component of attitude refers to the feeling or emotion response (fear or hate/ like or dislike) with or against the posture object. One of the main ways that sensation affects attitude is due to the emotional response. Agarwal (2005) caused by the individual after contact with the attitude object and attitude (evaluative and judgement based on brand belief) researcher flow combining to propose comprehensive model of attitude and choice.

#### **II.5. 2. Behavioral Components of Attitude**

The second category of response from which attitudes, refer to past behaviors with respect to an attitude object, it is verbal or non-verbal behavior (Wicker 1969). Inclination by the individual consists of action or response that is observed the result of the position object.

### **II.5.3. Cognitive Component of Attitude**

Cognitive component of attitude refers to that part of attitude which is related to the beliefs and ideas or thoughts, opinions (belief/ disbelief) about the object of attitude. Fishbein & Ajzen (1975) stated that the belief: information about an object specifically linked to it, and attributes, The cognitive part is the storage part in which the individual stores information.

From another point of view, McGuire (1969) cited by Oscamp (1977) believes that these three parts may be so closely linked, he believes that "theorists who insist on distinguishing them should bear the burden of providing that the distinction is worthwhile". This made Can Else et al. (1984) believe that "it does not really matter whether all or only one of the three components are measured; the relationship between the components is so close that sufficient information on an attitude can be obtained by measuring only one component, no matter which"

Related literature shows that foreign language learners usually have positive attitude towards the internet. In Analysts (Slate, Manuel and Brinson, 2002) in terms of learners' perceptions of Internet use and educational purposes the language used by Tound is an important variable, which changed their attitude towards Internet use. In the same studies, Shave showed that gender is an important subject variable that affects people's attitudes towards the internet. In Usun's investigation Research (2003) aims to investigate Internet, 207 undergraduate attitudes towards educational use the students who must participate in the EFL course are used as a sample group. Most of the participants have a positive attitude Internet use in another study (Ministry of Education and Science of Ukraine, 2003), it was pointed out that 71% of ESP learners have a positive attitude towards the Internet, while only 43% of teachers acknowledge the Internet usefulness. In a study conducted in Turkey (Isman and Dabaj, 2004). The results show that the students are since with EFL is a compulsory course for under graduates in the



sample group. In the research conducted by Asan and Koca (2006), found that most students have a positive attitude. However, it should be noted that 77 among the 667 students in the research sample group, there are language center students. Because there is no the iconic differences between institutions based on C student responses can be said to be the original language Learners have a positive attitude towards the Internet. In another study (Yang and chen 2007), Integration or Internet tools in language learning, this is found belief that the Internet promotes learning possibility. 44 male students like and approve of EFL learning via the Internet, but their opinions different about its benefits. Regarding the attitude of EFL learners towards the Internet, Regarding English learners' attitudes towards the Internet the survey results show that: Learners have a positive attitude towards potential of the internet. Although research shows that learners have for a positive attitude towards the internet, it is necessary to emphasize that none of the studies only deal with EFL Learner as sample group.

## **II.6. Disadvantages of the Internet in the Language Teaching and Learning**

So far, the above discussion has described some potential benefits of the role of the internet in English teaching. However, such a discussion will be incomplete failure to solve the drawbacks or obstacles related to Internet use Language teaching. Singhal (1997) pointed out "while the internet and it's various facets offer a great deal to language learner, it is not without problems". Authors of in this field have pointed out some of the difficulties related to using the internet for ELT purposes or in general education. These will be mentioned in time, but listed first and discuss why the Internet is used for teaching in the Kingdom of Saudi Arabia (KSA) is Such a huge challenge.

### **II.6. 1.Facility Qualifications**

This only indicates whether the school, college or research institute is suitable for the technology. Some schools or universities are financially ready to introduce this technology, but they cannot provide suitable locations. They can provide all the necessary requirements for using the network services (such as computers, online services, etc.). Some teachers, administrators and students, as a matter of fact, have insufficient knowledge of e-learning and computers. They need to receive training to use online tools.

### **II.6. 2.System Requirements**

The convenience of using the internet is usually not easy to obtain. Most computers are available. What we a person need exactly is some required materials such a modem, a phone ne (or DSL adopter and DSL telephone line) and internet service provider. These requirements, however, are not easy to obtain. There are always financial problems with phone services. As a result, some students cannot afford it.

### **II.6. 3. User's Acceptance**

Such a point involves three agents: teachers, students, and parents. Probably Agree that the integration of the Internet into ELT requires teachers' ability and use this technique proficiently. If the teacher is not qualified, the training plan is essential. Providing a training period on the use of the internet in ELT will definitely eliminate such an obstacle.

They are still some teachers who are quite familiar with using the World Wide Web, yet, they may reuse or are reluctant to employ it in their EL classes. Teachers have to search the web and find suitable materials to their students. Teachers, in addition to that, have to come up with

new methods to introduce this technology into their classes and curriculum. The teaching process will not be totally on the teachers to do. It seems to the teachers like bring work back home with them. They have to look at students' e-mails or join with them in any chat session. This will definitely take up from the teachers' personal time. AS for students, the Internet in ELT gives them a chance to control their learning and be in charge of developing their language and improving areas of weakness, This, of course, makes students more involved in polishing their skills and more responsible for their EL proficiency progress. Unfortunately, some students turn down such an opportunity. Students usually prefer to come to class and listen to whatever their teacher has to say and be done with it. Of course, this is not applicable to all students.

Parents are essential participants in integrating the Internet into ELT Successfully. They raise a persistent problem, because in most cases, the internet is seen as a gateway. Therefore, do not accept or think that Web services are all together. Although illegal and prohibited sites are blocked, pop-up windows are inevitable. These ones Pop-up windows often provide gambling web sites or indecent pictures and screen savers. Therefore, many Parents will not approve children who use the Internet even for educational purposes.

The use of the Internet brings certain risks to the younger generation, such as bullying, harmful adults, inappropriate content and cheating. Singhal (1997) mentioned technical issues/inability to access the Internet, teachers' lack of knowledge and experience, information that is not suitable for children, and time-consuming Internet browsing. Chapman (2000) poses the threat of Internet use to young people. He further pointed out that "a large amount of information on the Internet is of dubious value, inaccurate or misleading." Therefore, teachers are facing a new teaching challenge, which is to teach their students how to use the Internet in a

responsible way. This task is an arduous task for teachers because it is combined with another educational task, which is to explore ways to use the Internet to promote overall learning.

#### **II.6. 4. Lack of Training**

Singhal in (1997) his article "Internet and foreign language Education: Benefits and challenge seems to summarize the challenges in a very clear way. He said:

*Lack of training and familiarity on part of the teachers can make it difficult to implement the internet in the language classroom. This requires that school administrator's budget for training in this area. Costs related to training, as well as on-line costs of using a provider are issues that may interfere with implementing such a technology in schools, especially in schools that have little funding.*

Regardless of these difficulties, the role of the internet must be recognized it is undeniable in ELT. The Net can be manifested in ELL in many ways, Eastment, Hardisty & Windeatt (2000) have written:

*The Internet is especially useful for integrating the skills because of its flexibility. The variety of source material (audio/written texts to be used as input), and the multiple platforms (E-mail, bulletin boards, and Internet relay chat) are provided for student" production and interaction with other Learners and native speakers of the target language.*

## **II.7. Conclusion**

As a conclusion, through this chapter, we try to clarify the use of the internet in English learning through the background theory of the use of the internet. We can clarify three different theories: authentic materials, understandable input, and communication method. The Internet has brought many benefits to students and even teachers. It plays an important role and great potential in foreign language learning and teaching. Although the internet provides students with many benefits, students should learn how to avoid the detrimental effect of the internet when using the internet. But we have also explored the positive and negative aspects of using the Internet in EFL classrooms. We have seen in many teaching methods the application of the internet in EFL classrooms, which have also brought evidence that certain aspects of the internet make it possible to effectively teach English. So we discuss these points with students and analyze their responses in the next chapter to find the answer to all questions posed before.

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## **Chapter Three**

### **Data Analysis: Results and Discussion**

### **III.1. Introduction**

This chapter describes the data collected during the study. It takes into consideration the finding of a selected sample consisting of 30 participants studying EFL. The initial field visit of our research took place at Ibn Khaldoun University (Tiaret). We distributed Printed questionnaires to 30 EFL students. In addition, we made a questionnaire on Google forms and sent it to third year students on facebook group. Only 14 students answered on Google forms. For this, we visited the university, we distributed the questionnaire. Sixteen (16) third-year students participated in this stage by filling out questionnaires and returning them back. As noted by Dheram and Rani (2008) this can be done in person then ask students to fill out their questionnaire while waiting. They confirmed that such a methodology may solve the problem of low returns by creating a "captive audience who will generally feel obliged to fill out the question". In this regard, testing students' performances online learning process may have harmful or beneficial effects about learning.

Finally, the results obtained from these research instruments will be analyzed, discussed and explained in third chapter, and trying to answer the research questions. Therefore, this chapter represents the practical part of the research.

### **III.2. Results and Analysis**

The main part of the study was conducted in two semesters, from 2020 to 2021. Due to the wide range of data collection which is the most difficult, the purpose of this research may determine the advantages of internet resources in the teaching of English language skills. So the focus is on the student's reaction to the problem. Quasi-experimental research design has been adopted in order to achieved the intended results.

According to Kagan (2005), “it is particularly important biographical data should include Name, age and personal interests. This information, help guide the questions in the questionnaire answered by student participants in this study. This section describes demographic data of the questionnaire. It is labelled personal background information and it describes the demographic features of the respondents. Simply put, this section deals with age and gender.

### **III.2.1. Research Results**

#### **III.2.1: Part one: Personal Information**

**Item 1:** Students’ age:

Response	18-23	24-29	30-35	36 years	Total
Participant	36	3	0	0	39
Percentage	92,30%	7,70%	0	0	100%

Table 1: Students’ Age Categories

The table (01) represents the age category of the students. As shown in the table, the age of the students is between 18 and 36 years old. The survey results show that there are two types in our sample. 36 students (92.3%) in their (18-23), three Students (7.7%) are between 23 and 25 years old.

**Item 2:** Students’ Gender:

Response	Female	Male	Total
Participants	24	15	39
Percentage	61,50%	38,50%	100%

Table 2: Students’ Gender



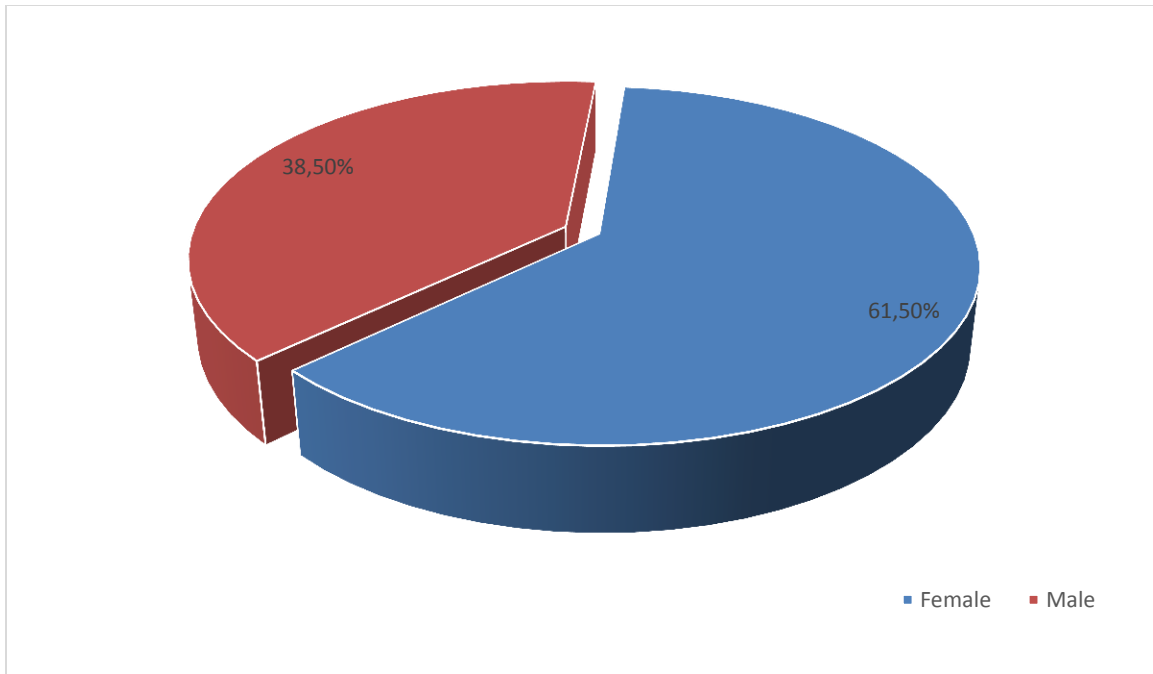


Figure 1: Students' Gender

Students' sample population consisted of twenty-four (24) females (61.5%) and fifteen (15) males (38.5%) respondents as illustrated in figure.

The number of females is 61.5%, which is higher than the number of males. Only males accounted for 38.5%. In fact, the number of female students far exceeds the number of male students. This reflects that females have a strong tendency to learn.

Analysis of the remaining data at this stage shows students' experience with the Internet and their views on the value of the Internet in developing students' English language skills in general, its usefulness and application in helping them learn English for English class. The questionnaire data is analyzed in order to solve the main baseline research questions raised in this research, namely: The effect of using the internet Assisted Language Learning on developing students' English language skills.

**Item 3:** In which academic year are you?

To answer this question, when we asked students about academic year, all of them declared that they on third year.

**Item 4:** How can you evaluate your English language?

In this question, students have four choices: Excellent, Good, Acceptable, bad. The results are shown in table 3:

Response	Excellent	Good	Acceptable	Bad	Total
Participant	0	22	17	0	39
Percentage	0,00%	56,40%	43,60%	0	100%

Table 3: Evaluating students' English language

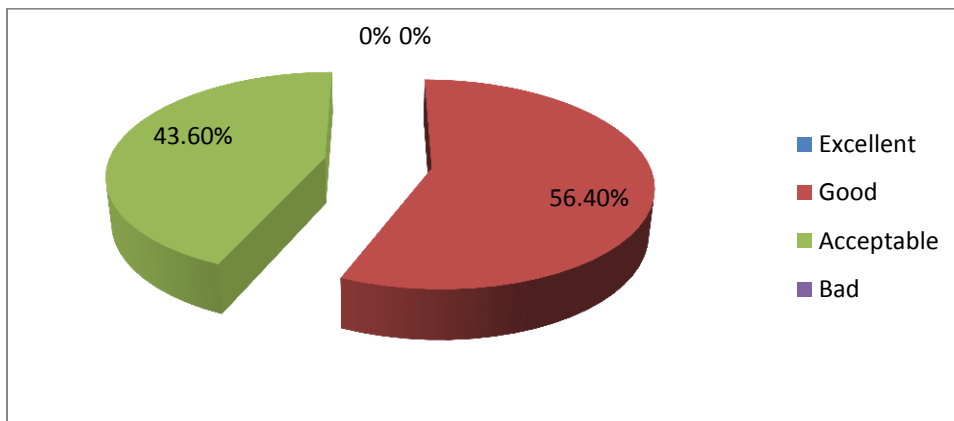


Figure 2: Students evaluation at English language

Following the results of table 3, it can be seen that most of the 22 students, or (56.4%) think that their English language is good. Seventeen Other students (43.6%) think their English is

acceptable. Third year students' responses this may be correct for the majority of University Tiaret students.

**Item 5:** How often do you use the internet in the classroom?

Response	Always	Often	Rarely	Never	Total
Participant	9	10	14	6	39
Percentage	23,10%	24,60%	35,90%	15,40%	100%

Table 4: Evaluating students' uses of the internet in the classroom

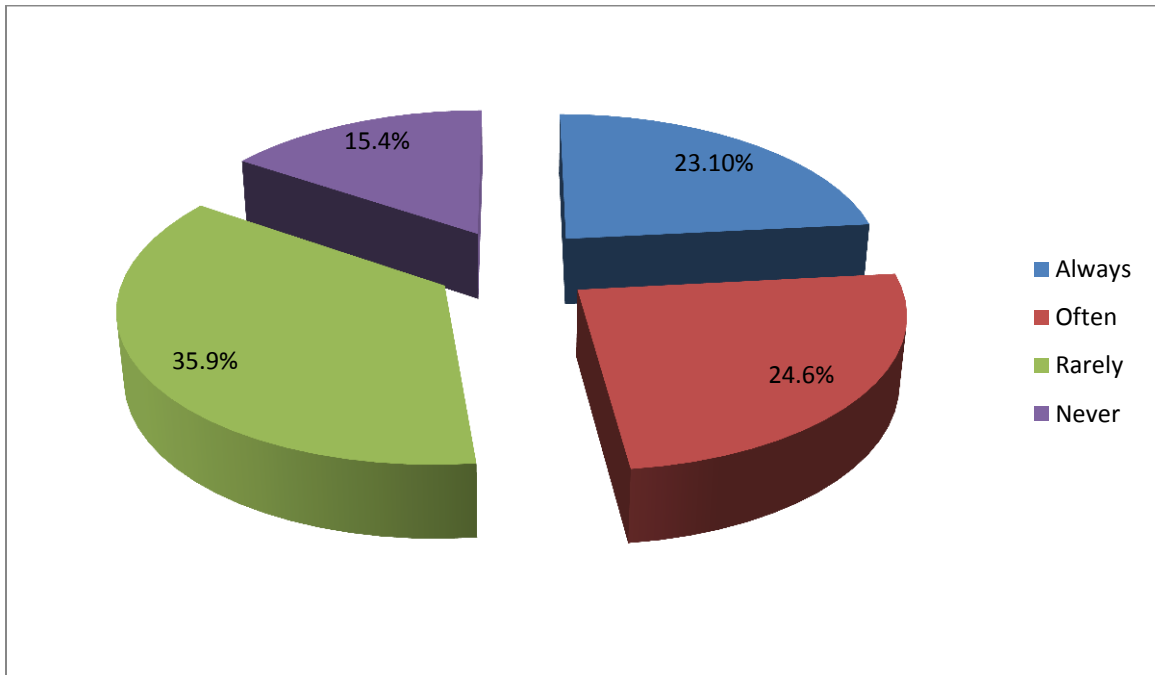


Figure 3: Evaluating students' uses of the internet in the classroom

Table (04) shows that students are divided into four categories. The first category, which consists of nine students (23.1%) always use net at their classes, second category consists ten

students (24.6%) often use the internet in classroom, yet fourteen informant (35.9%) rarely uses it, and the remaining six informants (15.4%) never use the Internet in their classroom.

**Item 06:** Have you ever used the internet for learning English?

Response	Yes	No	Total
Participant	39	0	39
Percentage	100%	0%	100%

Table 5: Evaluating students' uses of the internet for learning English

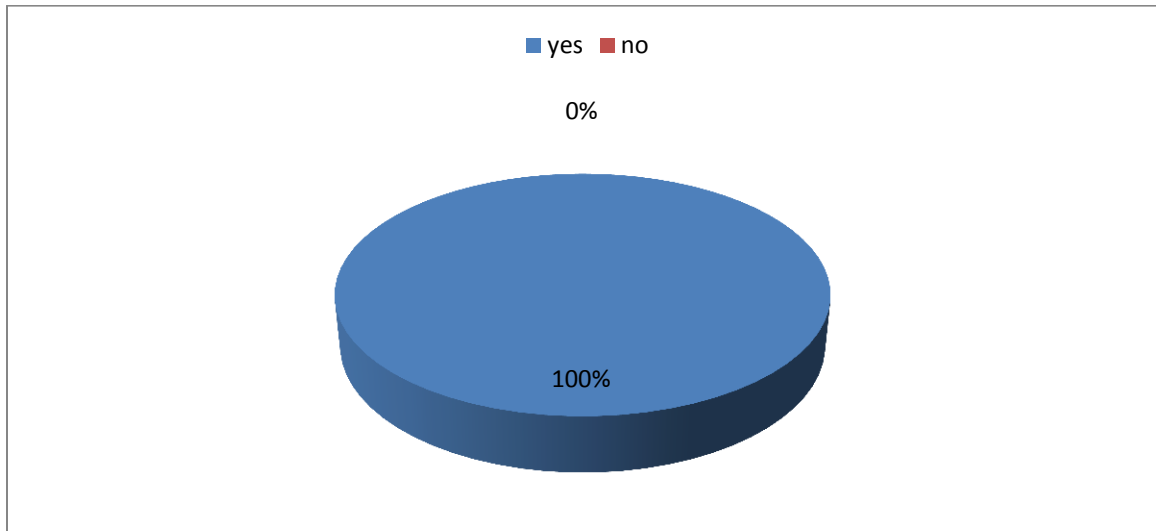


Figure 4: Evaluating students' uses of the internet for learning English

Table (05) shows that students responses are (100%) said "yes", all participants (39) students held that: they used the Internet to learn English. As result The Internet is very useful for language learning for them, and they help students to learn English language.

According to Singhal (1997), the Internet is also a platform Experience and display creative works, such as Essays, poems and stories, and provide Supplementary language

activities in specific areas Language learning. Internet-based materials can promote language learning and motivate them to learn English. They are an indispensable help for learning English. The process language acquisition.

### III.2.2. Part two: Internet-based approach in EFL classes

**Item 07:** For what reason do you use the internet?

Response	Participants	Percentage
a)-Sending and reading emails	2	5.12%
b)-Chatting online (e.g. facebook, skype... etc)	12	30.76%
c)-Searching different sources online for information and learning about a particular topic you are interested in	9	23.07%
Playing games online	4	10.25%
a-b-c	2	5.12%
a-d	1	2.56%
b-c-d	1	2.56%
b-c	5	12.82%
a-b	1	2.56%
b-d	1	2.56%
a-c-d	1	2.56%
Total	39	100%

Table 6: Students' motives behind using the internet

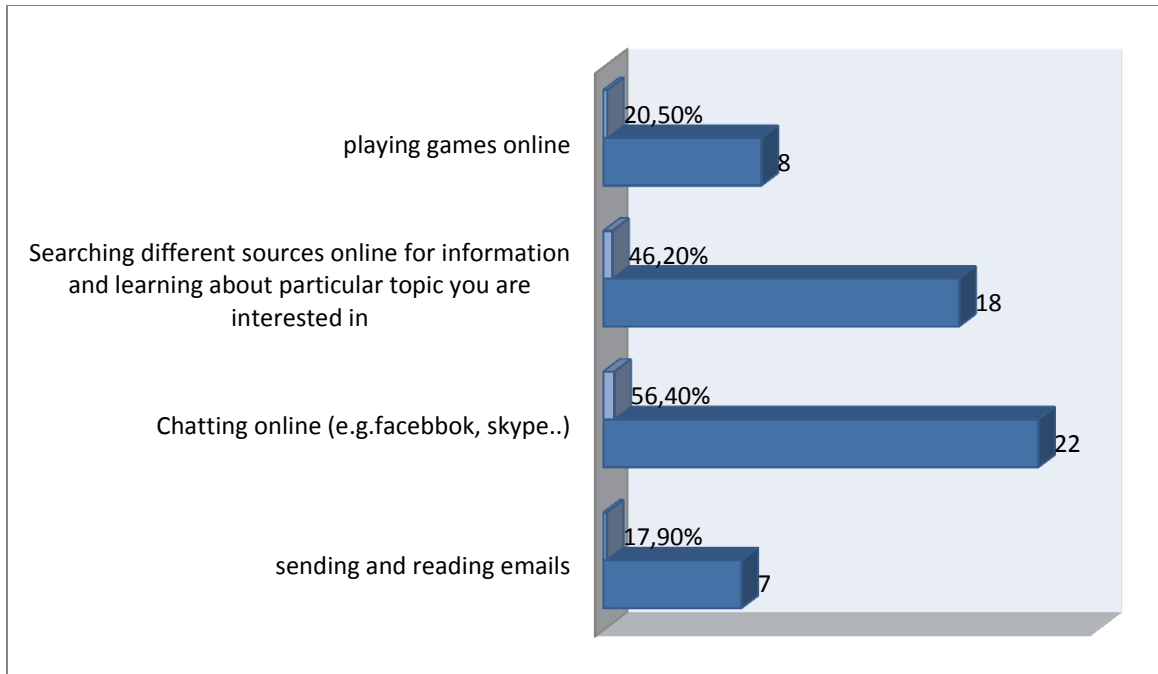


Figure 5: Students' motives behind using the internet

As can be seen in table 6, students were very distinct in their answers. Nevertheless, options "b", "c" and "d" are the most frequent. When taking into account, how many times "b", "c" and "d" are repeated in "b-c-d", "a-b", "a-d", "b-c", "b-d", "a-c-d", "a-b-c-", along with their separate results, we find that "b" chosen by twenty-two students (56.4%) of thirty-nine students "c" is chosen by Eighteen students (46.2%). As well as regarding "d" which was chosen by eight students (20.5%). By contrast, a few number of participants referred to "a" sending and reading emails. The results are not surprising, the majority of participants confirmed their access to chatting online (e.g. Facebook, Skype, ect...).

**Item 08:** What kind of authentic materials does your teacher often use in the classroom?

Listening/Viewing materials	20	51.28%
Visual materials	9	23.1%
Printed materials	14	35.9%

Table 7: Authentic materials used by teachers in the classroom

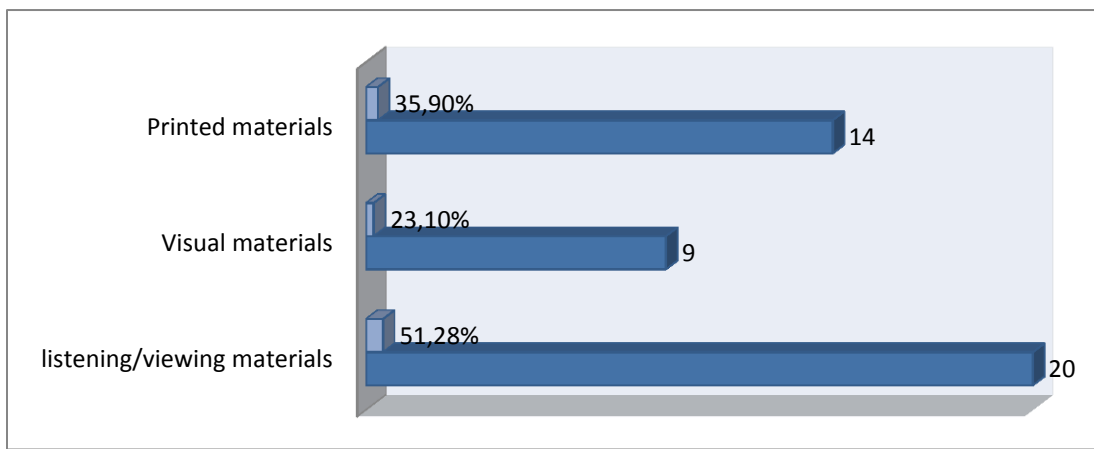


Figure 6: Authentic materials used by teachers in the classroom

The outcomes of the member's queries are shown in the table (9). It appears that the highest percentage (51.2%), which reflects twenty students' answers, is listening-viewing materials. to be the most frequent and widely utilized instructional materials With fourteen students, printed materials came in second place, with a percentage of (35 percent) . . The results confirmed that teachers played an important role in using real audiovisual materials as videos in EFL classrooms. These materials collect sounds and pictures and inspire them Learn in a pleasant and engaging way.

**Item 09:** What are your Attitudes towards using the Internet in learning?

Response	Very important	Important	I do not use it	Total
Participants	24	13	2	39
Percentage	33.3%	61.5%	5.1%	100%

Table 8: Students' attitudes towards using the Internet in learning

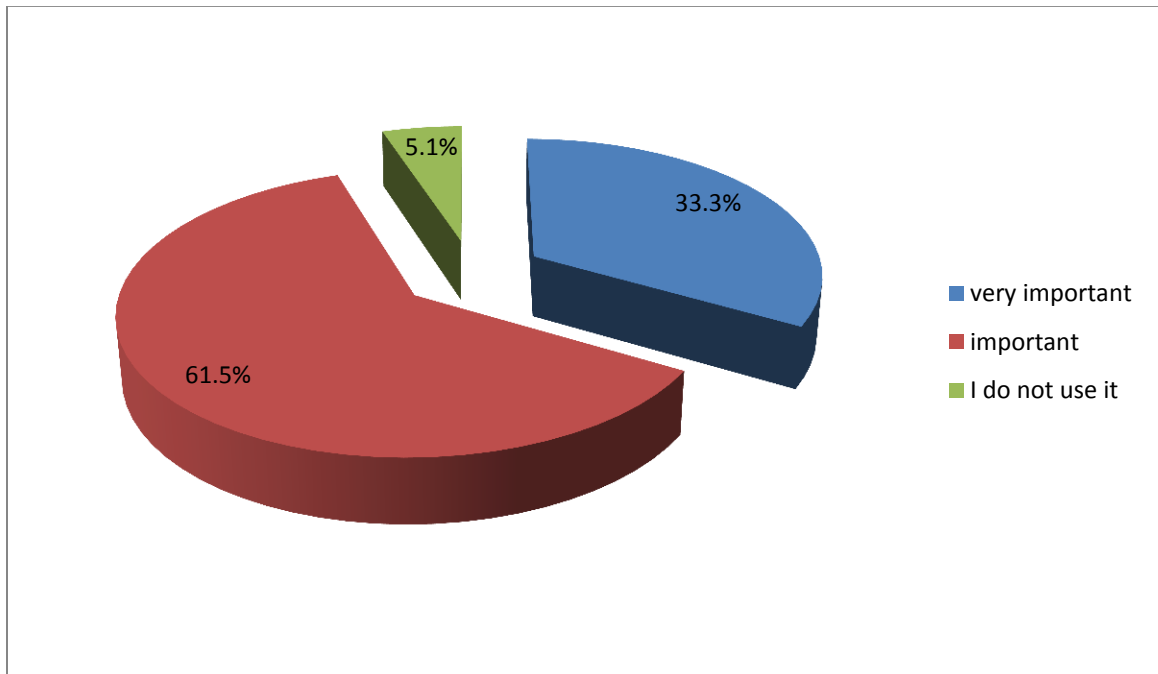


Figure 7: Students' attitudes towards using the Internet in learning

This table shows the students' attitudes towards using the internet in learning. Twenty-four students (61.5%) stated that the Attitude towards of EFL Learners is important for them. Next choice, which was chosen thirteen respondents (33.3%) noted that is very important, whereas, surprisingly enough, only two students (5.12%) said that they didn't use it. Consequently, our respondents affective Attitude towards using the internet is clearly positive.



According to Karahan (2007, p.84) avers that "*positive language attitudes let learners have positive orientation towards learning English*". As a result, attitudes may play a critical role in language acquisition, as they appear to influence students learning success or failure.

**Item 10:** What do you use the Internet to develop your English language learning?

Response	Positive	both	Negative
Participants	21	16	2
Percentage	53.8%	41%	5.2%

Table 9: Using the internet to develop English language

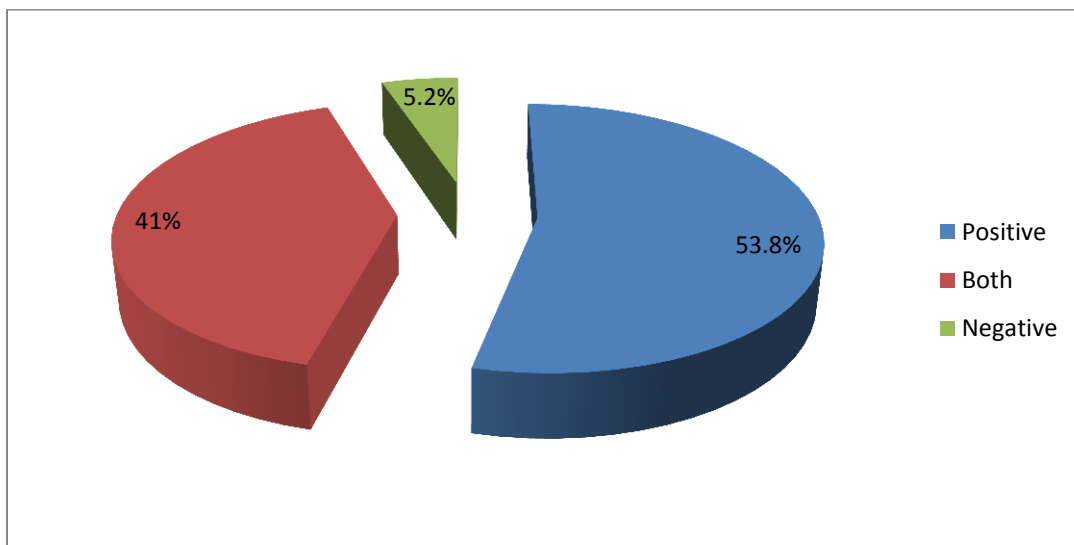


Figure 8: Using the internet to develop English language

Regarding the development of English language learning, the majority of participants 21 represent 53.8% affirming that they believe that the use of the Internet to develop English language learning is positive, while 16 participants represent 41% that using the Internet to develop English language learning has both (positive and negative). The remaining two 2

informants 5% clearly assert that it has negative impact. The figure below gives an ideas about the different reactions of the participants.

**Item 11:** Do use the Internet to develop your English language learning?

Response	Yes	No	Total
Participants	36	3	39
Percentage	92.3%	7.69%	100%

Table 10: Using the internet for developing students' English language

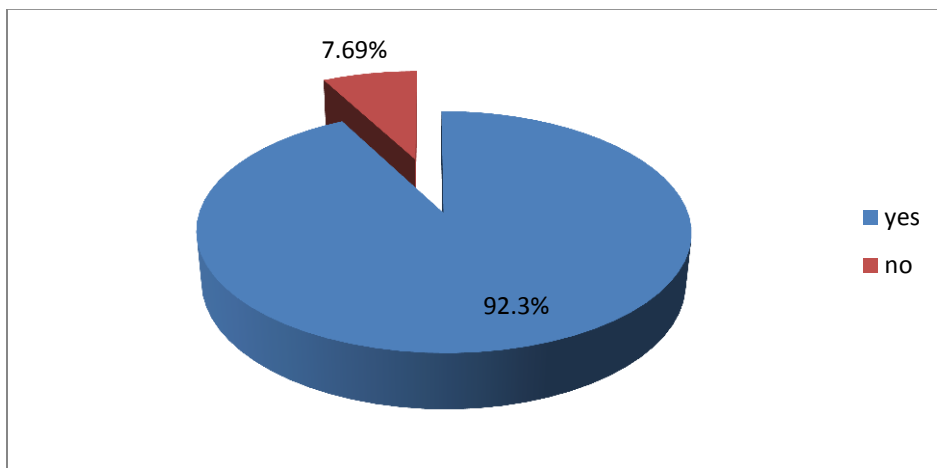


Figure 9: Using the internet for developing students' English language

The goal of this question is to see if the students believe that utilizing the internet to improve English study is beneficial or not. Thirty-six (36) students, or 92.3 percent, indicated they used the internet to improve their English language skills. Three (3) students, or 7.69 percent, claimed they did not use the internet to improve their English language skills. As result, this clearly shows that students are aware of the importance of the internet in improving the quality of learning. These numbers are shown on the screen.

**Item 12:** How often do you use the Internet to improve your English language?

Response	Participants	Always	Often	Sometimes	Rarely	Never	Total
Participants	39	13	11	14	0	1	39
Percentage	100%	33.3%	28.2%	35.9%	0%	2.6%	100%

Table 11: Using the internet for improving students' English language

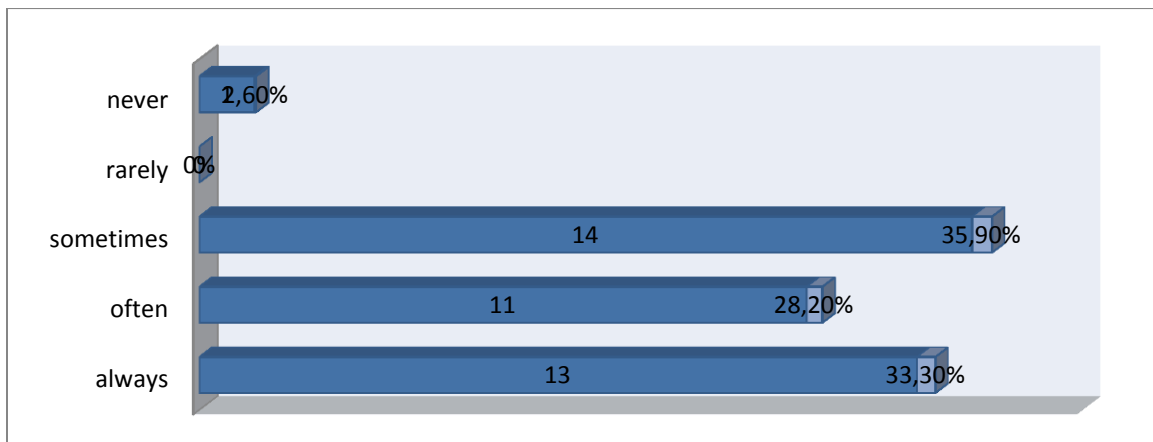


Figure 10: Using the internet for improving students' English language

Regarding question (12), 35.9% of 14 students confirmed that they sometimes use the Internet to improve your English. On the other hand, 33.3% of 13 students claimed that they always use it to improve their English. 11 students, which accounted 28.2% of the total, confirmed that they often use the internet to improve their English. The goal of this question is to see if the students believe that utilizing the internet to improve English study is beneficial or not. Thirty-six (36) students, or 92.3 percent, indicated they used the internet to improve their English language skills. Three (3) students, or 7.69 percent, claimed they did not use the internet to improve their English language skills. As a result, this clearly shows that students are aware

of the importance of the internet in improving the quality of learning. These numbers are shown on the screen. 28.2% said they often used it. Among them, only one participant represent 2.6% said that they never use the Internet to improve their English. Finally, no one answered that he/she rarely used it. The following figure provides ideas of the different responses to the information.

**Item 13:** Do use the Internet for some other activities than learning English?

Response	Yes	No	Total
Participants	37	2	39
Percentage	94.9%	5.1%	100%

Table 12: Using the internet for some activities

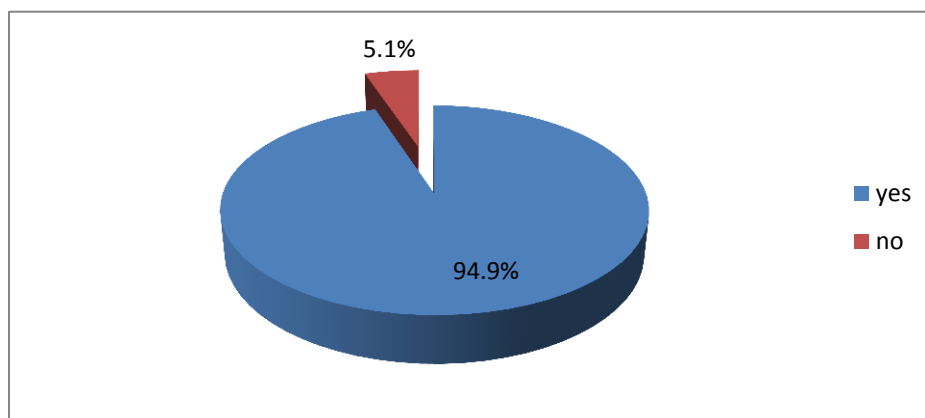


Figure 11: Using the internet for some activities

To answer Q (13), table 12 and figure 12 among the 39 participants 94.9% of the most, 37 participants admitted that they prefer to use the Internet for other activities rather than learning English. However, 5.1% of 2 students said they refused. The results show that the most students like to use the Internet for certain activities.

### III.2.3. Part Three: Student's attitude towards internet assisted language learning

**Item 14:** How do you prefer learning English?

Response	Traditional learning	Educational technology	Blended learning	Total
Participants	<b>13</b>	<b>20</b>	<b>6</b>	<b>39</b>
Percentage	<b>33.3%</b>	<b>51.3%</b>	<b>15.4%</b>	<b>100%</b>

Table 13: English language use preferences

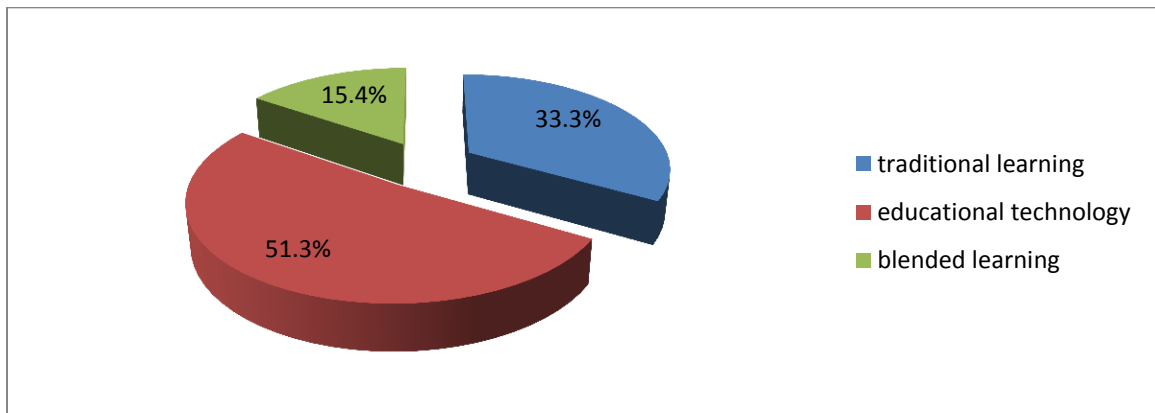


Figure 12: English Language use Preferences

When the respondents were asked whether they prefer to learn English for educational purpose, there were 20 students who preferred educational technology, accounting for 51.3% of the participants. On the other hand, 13 respondents representing 33.3% responded that they preferred to use traditional learning. As far as using blended learning, the study noted six 6 students representing 15.4% of the participants opted for (see figure, 13). One can see that the majority of students like to use educational learning during their studies. However, they did not ignore the use of blended learning.

**Item 15:** The online courses encouraged you to learn independently and be responsible on your own learning?

Response	Participants	Percentage
Strongly agree	3	7.7%
Agree	19	48.7%
Disagree	13	33.3%
Strongly disagree	4	10.3%

Table 14: Using the internet for independent learning

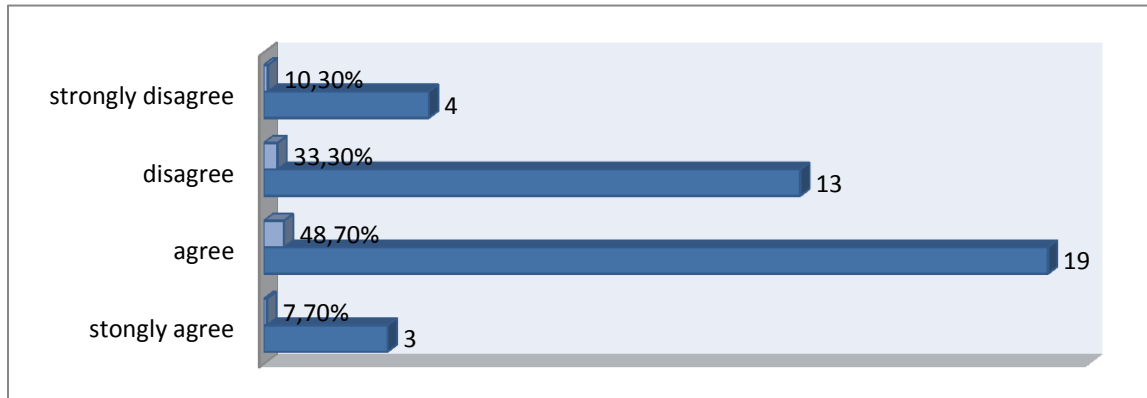


Figure 13: Using the internet for independent learning

Table 14 shows the majority of the participants 19 represented 48.7% agreeing with the fact that they want to study independently and respond to their own learning, and 13 of the participants represent 33.3% disagreed with these ideas. Nevertheless, 10.3% of 4 participants strongly disagreed. That rest of the participants 3 represent 7.7% are strongly agree with the online courses. The respondent's responses indeed confirm the fact that online courses encourage you to study independently and be responsible for your own learning.

**Item 16:** What are the most considerable benefits of using the internet in classroom? Cite some.

Regarding question 16 the participants were asked to state some benefits of using the Internet in the classroom which was addressed to the students to listen some benefits of using the Internet in the classroom. The respondents mentioned some benefits which were that the majority said the benefits of using Internet are:

- reducing time and get more knowledge
- Helping in improving the learning skills
- Have information about any topic, expand our knowledge
- Being up to date, finding the information easily and rapidly
- Save time...more resources
- Understanding better the course. Giving more detailed information or useful examples about the courses
- You can find voice and do good
- The big amount of information
- Access more information
- Eliminate the time and facilitate to get information quickly

**Item 17:** In your point of view, what are the disadvantages of using the Internet in the classroom? Cite some.

Regarding question 17, the respondents listed also the disadvantages that prevented them from developing their level. For instance, when using technology, the students do not make use their mind and depend only on the Internet so they forget the use of books. They stated that using

Internet in the classroom sometimes drove the students away from their studies. Two students considered that there are no disadvantages of using Internet in the classroom. The rest participants mentioned some disadvantages which are mentioned as follows:

-Social media may distract you from studying,

-Using the Internet in the classroom may interrupt your learning by using applications of social media,

-Mix our ideas

-Spending the time

-Trolls, stralkers and crime

-Distributing it take your intention

-May cut our concentration

-Less focus/ make our thinking out classroom

-Students will rely only if they won't tire minds to think of do any efforts

-It leaves you unfocused with the teacher distracting the students (games)

**Item 18:** Do you support the use of the hypothesis that the Internet enables EFL students to develop their English language skills?

Response	Yes	No	May be	Total
Participants	<b>21</b>	<b>1</b>	<b>17</b>	<b>39</b>
Percentage	<b>53.8%</b>	<b>2.6%</b>	<b>43.6%</b>	<b>100%</b>

Table15: Using the internet for developing students' English language skills



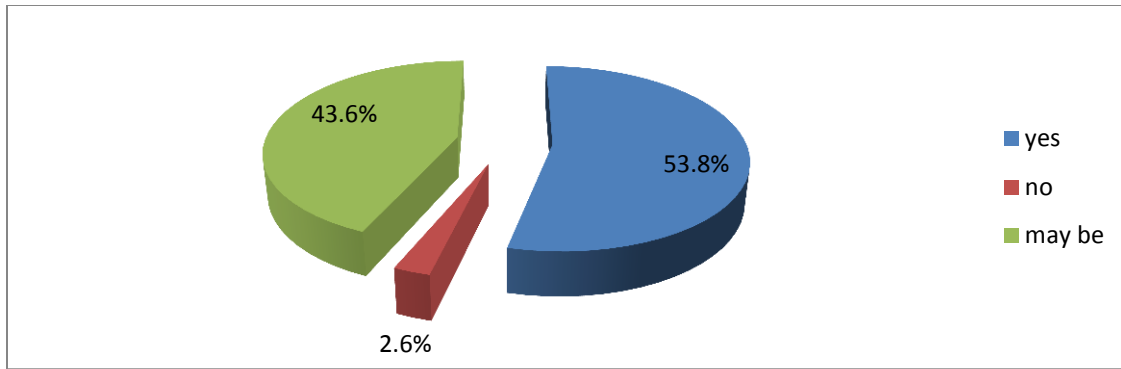


Figure 14: Using the internet for developing students' English language skills

Table (18) shows that the majority of students 21 representing 53.8% stated that they support the hypothesis that using the Internet enables EFL students to develop their English language skills. Of them, 17 participants represent 43.6% claimed that they might support it. Only one 1 participant represent 2.6% stated that they did not support the hypothesis of using the Internet to enables EFL students to develop their English language skills. The results is most participants support the use of the Internet.

**Item 19:** Say whether the following statement are true or false

Response	True	False
The internet makes you feel more independent in your learning (find out more about things you are interested in)	3	5
The internet makes you understand more easily what you are learning	3	4
The internet makes you remember more easily what you have learn	2	1
The internet improves the atmosphere in class (e.g. students are more engaged, there is less disruption.)	2	1

Table 16: Students' responses towards using the internet in learning EFL

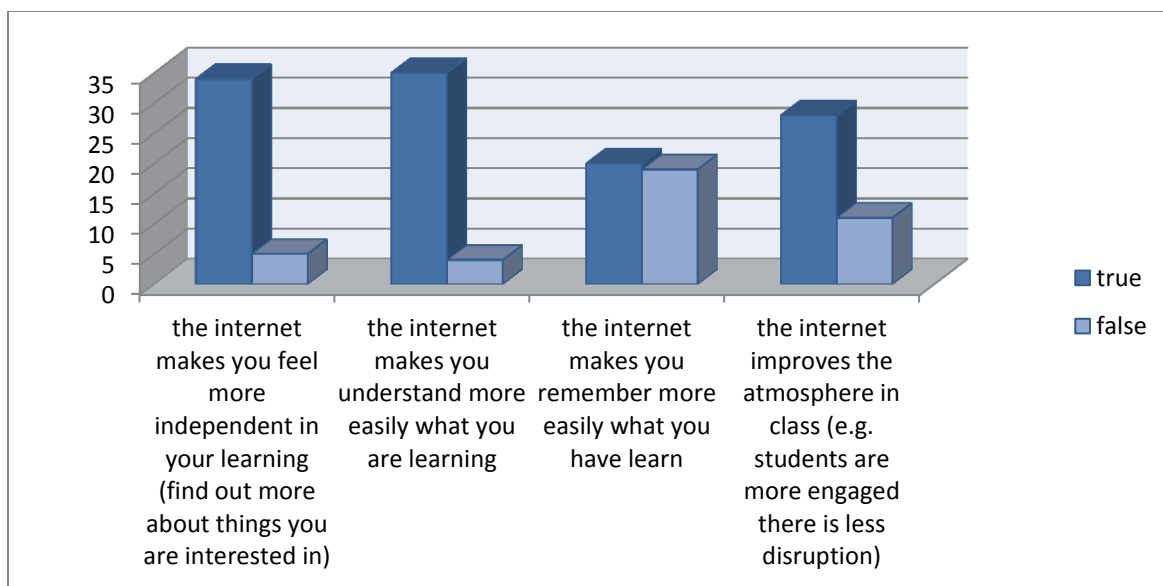


Figure 15: Students' responses towards using the internet in learning EFL

Figure 16 below shows whether those statements are true or false. For the statement one, the Internet makes you feel more independent in learning (find out more about things you are interested in) the majority of students 34 participants said this statement is true and the rest of the participants 5 said that this statement is false. Then, also the majority of students 35 participants said that the Internet makes you understand more easily what you are learning are true, but the rest of students 4 participants said that this statement is false. After that, the Internet makes you remember more easily what you have learn that the 19 students said that is true and the rest 20 participants said it is false. Finally, the 12 students stated that the Internet improves the atmosphere in class (e.g students are more engaged, there is less disruption) is true and the 27 students said that is false statement. So, the results of these questions are the majority of the students said that is these statements are true.

### **3.3. Conclusion**

This chapter analyzes the data collection at different stages of the research from the theoretical and practical aspects. Data analysis adopts students' questionnaire were carefully analyzed and expressed in tables and figures. Then, at the end of this chapter, the research results are discussed in depth. The results are compared with those in the literature review. It is designed to analyze data collection and present the results. In fact, the analysis of students' questionnaires shows that using the Internet to learn English is very important and beneficial. Finally, the research revealed some learning implementation. To conclude, the chapter provides answers to the research questions of this study.

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## **General Conclusion**

## **General conclusion**

This study intends to explore the impact of Internet assisted language learning (IALL) on the development of students' English language skills. Its main objective is to investigate whether EFL learners use IALL activities as a general support tool for their English learning. For such reasons, this study investigates the effectiveness of IALL on developing third year EFL students' English language skills at Ibn Khaldoun University, Tiaret, Faculty of Letters and Foreign Languages, department of English.

The first chapter provides data collection: methods and materials, rational of the study, research methodology, and study data. The results described this study seem to indicate that the use of technology in EFL classroom increases motivation and resources available. They believe that Internet provides more content, increases motivation and helps to develop students' English language skills. In the same vein, the second chapter discusses the internet assisted language learning as a method to develop students' English language skills. This chapter covers the basic concepts and definitions, background theories, studies, attitudes towards the internet, benefits and disadvantages of using internet in EFL classroom. To conclude this chapter this study comes to the conclusion that using IALL in EFL classroom have more advantages than disadvantages. Although there are some disadvantages, the tendency is to believe that using internet in EFL classroom is more positive than other English teaching materials. The results of the final chapter show that the IALL has positive impact on the development of students' English language skills. A questionnaire was conducted with EFL learners to understand their view on implementing IALL as a learning tool in EFL classroom to take advantages of its benefits and make learners more motivated and autonomous. To achieve such an objective a questionnaire was designed and distributed to English primary education learners in order to collect and analyze the essential data

in order to reach the conclusion that they are going to present. It is clear that learners need more IALL to develop students' English language skills. Finally, the effect of the Internet assisted language learning (IALL) is used instead of the more common traditional teaching materials because it is essential to learn English in EFL classroom.

Although, the Internet assisted language learning (IALL) is not the tool to solve all the problems, it does give another chance and new ideas to promote the use of IALL in learning English language. The present study, as a matter of fact, provides suggestions and implications for future learning.

In order to realize the full potential of IALL, learners must be familiar with the available technology and understand how it can improve and develop English language learning. The implementation of technical equipment and the internet in education process has become a target area of EFL learners to develop students' English language skills. The results of this study show the effectiveness of using the Internet to assist language learning in developing students' English language skills trace the following suggestions:

- IALL can be used to supplement and develop students' English language.
- Internet equipment seems to be a good tool to promote learners' autonomy learning.
- Students can encourage informal learning through IALL activities that they give learners further research.
- The IALL course seems to be very effective in learning English.
- Research must investigate the possibilities of traditional classroom.
- Similar courses can develop students' English language skills.
- In addition, the latest Internet technology is entering the classroom. It is necessary to conduct research on the latest Internet technology to discover its potential in English learning.

-This study should be copied to see if the results of this study will be repeated.

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**APPENDIX**

## Questionnaire for EFL students

### Dear students;

This survey focuses on highlighting the impact of the internet-assisted language in developing EFL students' English language skills. In this questionnaire, you will find questions about yourself and some other questions concerning the matter in hand. Some questions ask for facts while others ask for your opinions. All responses are anonymous and treated in the strictest confidence; no individual or department or college will be identifiable in the published reports. Read each question carefully and answer as accurately as possible. Ask for help if you do not understand something or are not sure how to respond. Each question is followed by a number of possible answers. In some cases, only one answer has to be chosen, in others you can choose several. For each question, read carefully the indications on the number of possible choices and then click accordingly on the box(es) next to the answer of your choice. I hereby request you kindly to respond honestly to this survey because your answers will determine the success of this study.

**Thank you for your support and participation!**

### **Part one: General information**

*1/ Age:*

a)-18-23 years  b- 24- 29years  c)-30-35years  d)- 36 years and above

*2/ Specify your gender:*

a)- Female

b)- Male

***3/ In which academic year you are?***

a- First year

b- Second year

c- Third year

d- First semester

e- Second semester

f- Third semester

g- Fourth semester

h- Fifth semester

i- Sixth semester

***4/ How do you evaluate your English?***

a- Excellent

b- Good

c- Acceptable

d- bad

***5/ How often do you use the Internet in the classroom?***

a)- Always  b)-Often  c-rarely  d)- Never

***6/ Have you ever used the internet for learning English?***

a)- Yes  b)- No

**Part two: Internet-based approach in EFL classes**

***7- For what reasons do you use the internet?***

a) Sending and reading emails

b) Chatting online (e.g. Facebook, skype, etc)

c) Searching different sources online for information and learning about a particular topic

you're interested in

d) Playing games online

**8/ What kind of authentic materials does your teacher often use in the classroom sessions?**

a)-Listening / Viewing materials  b)-Visual materials  c)-Printed materials

**9/ What are your attitudes towards using the internet in learning?**

a)-Very important  b)- Important  c)- I don't use it

**10/ What do you think about the influence of the Internet in learning English language?**

a)- Positive  b)- Negative  c)-Both

**12/ Do you use the Internet to develop your English language learning?**

a)- Yes  b)- No

**13/ How often do you use the Internet to improve your English language?**

a)- Always  b)- Often  c)- Rarely  d)- Never

**14/ Do you use the internet for some other activities than learning English?**

a)- Yes  b)- No

** Part three: Student's attitudes towards internet assisted language learning**

**15/ How do you prefer learning English?**

a)-Traditional learning  b)- Educational technology  c)-Blended learning

*16/ The online courses encouraged you to learn independently and be responsible on your own learning?*

a)- Strongly Agree  b)- Agree  c)- Disagree  d)- Strongly Disagree

*17/ What are the most considerable benefits of using the Internet in the classroom?*

*Cite some:*

- .....
- .....
- .....
- .....

**18)- In your point of view, what are the disadvantages of using the Internet in the classroom? Cite some:**

- .....
- .....
- .....
- .....

*19/ Do you support the use of the hypothesis that the internet enables EFL students to develop their English language skills?*

a)- Yes  b)- No  c)- Maybe

*20/ Say whether the following statements are true or false.*

a) The internet makes you feel more independent in your learning (find out more about things you are interested in). True

False

b) The internet makes you understand more easily what you're learning. True

False

c) The internet makes you remember more easily what you've learnt. True

False

d) The internet improves the atmosphere in class (e.g. students are more engaged, there is less disruption). True

False

## Summary

Researches in the field of foreign language teaching regard the EFL teacher as a dispenser of information in 60/90-minute lectures and the student as a passive receiver, container, and repeater of the transmitted information. The classic teacher-centered approach with ready-made lectures have limited opportunities for more effective student-centered learning competencies. This study, as a matter of fact, brings a new approach in English language teaching. It is conducted at the college of Letters and Languages, department of Foreign Languages, section of English, Ibn Khaldoun University, Tiaret, during the second semester of the academic year 2020/2021. It is based on the assumption that integrating technology in EFL classes may help students to develop English language skills. As opposed to the old-fashioned teaching classes which make EFL classrooms reflective of teaching English for no obvious reason, the internet incorporates the development of oral and written communication skills as one of the EFL objectives. It injects an element of vitality into teaching and motivates students as they communicate in a medium that is flexible, multimodal, constantly changing and connected to real life needs.

## Résumé

La recherche dans le domaine de l'enseignement des langues étrangères considère l'enseignant EFL (English Foreign Language) comme un simple distributeur d'informations en cours de 60/90 minutes et l'étudiant comme un récepteur passif et répétiteur des informations transmises. Cette approche classique centrée sur l'enseignant et les cours magistraux prêts à l'emploi ont des opportunités limitées pour des compétences d'apprentissage plus efficaces. Cette étude propose en effet une nouvelle approche de l'enseignement de l'anglais. Il s'est tenu à la Faculté des lettres et des langues, département d'anglais, Université Ibn Khaldoun, Tiaret, au cours du deuxième semestre de l'année universitaire 2020/2021. Cette étude est basée sur l'hypothèse que l'intégration de la technologie dans les cours d'EFL peut aider les étudiants à développer leurs compétences en anglais. Contrairement aux anciennes classes d'enseignement qui faisaient que les classes EFL reflètent les classes EFL sans raison apparente, Internet intègre le développement des compétences en communication orale et écrite comme l'un des objectifs de l'EFL. Il injecte un élément de dynamisme dans l'enseignement et motive les étudiants à communiquer sur un support flexible, multimédia, en constante évolution, connecté aux besoins de la vie réelle.

## ملخص البحث

تعتبر الأبحاث في مجال تدريس اللغة الأجنبية أن مدرس اللغة الإنجليزية كلغة أجنبية ما هو الا موزع للمعلومات في محاضرات مدتها 90/60 دقيقة والطالب كمستقبل سلبي ومكرر للمعلومات المنقولة. هذا النهج الكلاسيكي المتمحور حول المعلم والمحاضرات الجاهزة لديه فرص محدودة لكفاءات تعلم أكثر فاعلية. هذه الدراسة، في واقع الأمر، تقدم نهجاً جديداً في تدريس اللغة الإنجليزية. أقيمت في كلية الآداب واللغات، قسم اللغة الإنجليزية، جامعة ابن خلدون، تيارت، خلال الفصل الدراسي الثاني من العام الدراسي 2021/2020. تعتمد هذه الدراسة على افتراض أن دمج التكنولوجيا في فصول اللغة الإنجليزية كلغة أجنبية قد يساعد الطلاب على تطوير مهارات اللغة الإنجليزية. على عكس فصول التدريس القديمة التي تجعل فصول اللغة الإنجليزية كلغة أجنبية تعكس تدريس اللغة الإنجليزية بدون سبب واضح، فإن الإنترنت يدمج تطوير مهارات الاتصال الشفوي والكتابي كأحد أهداف اللغة الإنجليزية كلغة أجنبية. إنه يضح عنصراً من الحيوية في التدريس ويحفز الطلاب أثناء تواصلهم في وسط مرن ومتعدد الوسائط ومتغير باستمرار ومتصل باحتياجات الحياة الحقيقية.