

# CHAPTER ONE

## INTRODUCTION

### 1. General Background

This is a study entitled "Use of World Wide Web for learning English". This study consists of use of multimedia technology web, internet, E-mail, Listserv, Web Quest, Blogs, Wiki, CALL, online resources, for learning English.

Learning a language through technology is the use of computers which feature a variety of different electronic media, blending together, while the integrated treatment of a variety of media, information and in between a variety of media the establishment of a holistic as a logical connection with the interactive technology.

Electronic (media) technology effectively stimulate students interests in learning, improve attention, so that students will always be in active study status.

#### 1.1.1 World Wide Web (WWW): An Introduction

The World Wide Web abbreviated as WWW or W3 and commonly known as the web is a system of interlinked hypertext documents accessed via the internet. With a web browser, one can view web pages that may contain text, images, videos and other multimedia and navigate between them via hyperlinks. The World Wide Web is a user interface to the Internet. The Internet is the set of computers connected to each other with a network. Each of these computers either knows how to speak (or knows another computer that knows how to speak), a language called TCP/IP. This content is taken from the Berners Lee, Tim. "The World Wide Web browser" (23 July 2010).

The World Wide Web is easy to use, transparent user interface to the computers. In order to use the World Wide Web, we do not need to know

where the computers are or how many exist; The WWW is to the Internet as Microsoft Windows (or a Macintosh) is to DOS.

Using concepts from earlier hypertext systems, British engineer and computer scientist Sir Berners-Lee, now Director of the World Wide Web Consortium (W3C), wrote a proposal in 1990 to use hypertext "... to link and access information of various kinds as a web of nodes in which the user can browse at will" and they publicly introduced the project in December.

The WWW or web was developed to be a pool of human knowledge and human culture which would allow collaborators in remote sites to share their ideas and all aspects of a common project. The internet application that is currently drawing the most attention is the WWW. It is a series of servers that are interconnected through hypertext. Hypertext is a method of presenting information in which certain text is highlighted that when selected displays more information on a particular topic. In World Wide Web, the students can search through millions of files around the world within minutes to locate and access authentic materials (e.g. newspapers and magazine articles, radio broadcast, short videos, movie reviews, book excerpts).

According to Lorenzen's study on the topic High School Students and Their Use of the World Wide Web for Research states "The emergence of the WWW has created another information resource for conducting Research. The WWW is a wonderful tool for individuals and organizations that want to reach large numbers of people. It is also a great resource for finding information on current events. However, the lack of traditional gatekeeping that print material has used to filter information such as editors and peer reviewing is for the most part missing on the WWW. This puts the users of the Web in the position of having to be their own gatekeepers of information. This has presented challenges in particular to students who are trying to find scholarly or factual information on the Web who are not necessarily able to evaluate the information they find. More bothersome is the fact that many students are not aware of proper

methods of evaluating the Web and may not be aware of proper methods of evaluating the web and may not be aware that they need to do so".

A study was conducted in the Spring 2000 of high school students. The study consisted of interviewing students about how they used the WWW to find information for school assignments. It was hoped that the results of this study would help school, public and academic librarians understand how high school students use the Web in research. The result of the study indicated that while high school students are still using libraries, they are also using the Web and their ability to evaluate to evaluate the information they find in the Web is weak.

Berners-Lee, Cailliau; World Wide Web; Sep 1992: The World Wide Web largely realized the dreams of Bush, J.C.R, McLuhan, Nelson, and others for the potential use of information technology. The Web was also the key technology that popularized the internet around the world. Thus, the W3 view is of documents referring to each other by links. For its likeness to a spider's construction, this world is called the Web.

#### **1.1.1.1. A Brief History of the WWW**

The WWW got started because it was just plain too difficult to get at all of the information that is on the Internet. The only people who could do it were the computers geeks. The learning curve for accessing information on the Internet was indeed very steep. Basically, if you weren't a Unix or VMS guru, you were left out of the Internet. The first effort to make the Internet accessible to less geeky types was called gopher. Gopher was developed for use on terminal screens. It offered a very nice interface to the net. A user could move up and down along the screen and pick choices by highlighting a topic and pressing the enter key. When a useful document was presented, another press of the enter key download it to your local terminal.

Unfortunately Gopher didn't really come into its own. In this age of mice and windows, users demand more, much more than a simple terminal based interface. Think of Gophers as DOS SHELL or PCTOOLS to the Internet. Better than DOS, but nobody uses them any more today. Enter Hypermedia, if you have ever used Hypercard on the Mac or a Windows file you know all about hypermedia. It is a method of presenting a user with text (or other things) that can be clicked with a mouse. There are two different types of text presented, normal text which is to be read, and highlighted text which can be clicked (invoked somewhere).

So, now that you are bored to tears, the World Wide Web is a hypermedia interface similar to Hypercard or Windows help, to the Internet. A user is presented with text, picture, movies, sound and just about anything someone can dream up, that is clickable. So, the Internet has finally become something people can use much to the despair of the geeks.

In 1960's, Nelson popularized the hypertext concept and Engelbart created the first working hypertexts systems. In the 1980's the web itself was invented by Berners-Lee and Cailliau in Europe and then rapidly spread around the world over the Internet in the 1990's by Andreessen and the NCSA team that developed the Mosaic and Netscape browsers.

The WWW was developed in 1989 by English computer scientist Berners-Lee to enable the information to be shared among internationally dispersed teams of researchers at the European Laboratory for Particle Physics (formed known by the acronym CERN) near Geneva, Switzerland. It subsequently became a platform for related software development, and the numbers of linked computers and users grew rapidly to support a variety of endeavors including a large business marketplace. Its further development is guided by the WWW Consortium based at the Massachusetts Institute of Technology in Cambridge, Massachusetts.

Today, the Web and the Internet allow connectivity from literally everywhere on earth—even ships at sea and in outer space. The web is a global information medium which users can read and write via computers connected to the Internet. The term is often mistakenly used as a synonym for the Internet itself, but the Web is a service that operates over the Internet, as e-mail does. The history of the Internet dates back significantly further than that of the WWW. The concept of a home-based global information system goes at least as far back as "A Logic named Joe", a 1946 short by Leinster, in which computer terminals, called "logics", were in every home. Although the computer system in the story is centralized, the story captures some of the feeling of the ubiquitous information explosion driven by the Web.

#### **1.1.1.2 Development of the World Wide Web (1979-1991)**

By 1990 CERN had become the largest Internet site in Europe and this fact... positively/ in Europe and elsewhere .... A key result of all these happenings was that by 1989 CERN's Internet facility was ready to become the medium within which Berners-Lee would create the World Wide Web with a truly visionary idea. In 1980, Berners-Lee, an independent contractor at the European Organization for Nuclear Research (CERN), Switzerland, built ENQUIRE, as a personal database of people and software models, but also so a way to play with hypertext, each new page of information in ENQUIRE had to be linked to an existing page.

By Christmas 1990, Berners-Lee had built all the tools necessary for a working Web: On August 6, 1991 Berners-Lee posted a short summary of the World Wide Web project on the hypertext newsgroup. This date also marked the debut of the Web as a publicly available service on the Internet. The WWW project aims to allow all links to be made to any information anywhere. The WWW project was started to allow high energy physicists to share data, news and documentation. We are very interested in spreading the web to other areas,

and having gateway servers for other data. Collaborators welcome!" –from Berners-Lee's first message.

### **1.1.1.3 Growth of the WWW (1992-1995)**

Early websites intermingled links for both the HTTP web protocol and the then- popular Gopher protocol, which provided access to content through hypertext menus presented as a file system rather than through HTML files. Early Web users would navigate either by bookmarking popular directory pages, such as Berners-Lee's first site at <http://info.cern.ch/>, or by consulting updated lists such as the NCSA "What New" page. Some sites were also indexed by WAIS, enabling users to submit full-text searches similar to the capability later provided by search engines.

### **1.1.1.4 Web Organization**

In May 1994 the first International WWW conference organized by Cailliau, was held at CERN; the conference has been held every year since. In April 1993 at CERN had agreed that anyone could use the Web protocol and code royalty-free; this was in part a reaction to the perturbation caused by the University of Minnesota announcing that it would begin charging license fees for its implementation of the Gopher protocol. In September 1994, Berners-Lee found the World Wide Web Consortium (W3C) as the Massachusetts Institute of Technology with support from the Defense Advanced Research Project Agency (DARPA) and the European Commission. It comprised various companies that were willing to create standards and recommendations to improve the quality of Web. Berners-Lee made the Web available freely, with no patent and no royalties due. The W3C decided that their standards must be based on royalty free technology, so they can be easily adopted by anyone. By the end of 1994, while the total number of websites was still minute compared to present standards, quite a number of notable website were already active many of whom are the precursors or inspiring examples of today's most popular services.

## **1.1.2 Commercialization of the WWW (1996-1998)**

By 1996 it became obvious to most publicly traded companies that a public Web presence was no longer optional. Though at first people saw mainly the possibilities of free publishing and instant worldwide information, increasing familiarity with two-way communication over the Web led to the possibility of direct web-based commerce (e-commerce) and instantaneous group communication worldwide. More dotcoms, displaying products on hypertext web pages, were added into the Web.

### **1.1.2.1 Web 2.0**

Beginning in 2002 new ideas for sharing and exchanging context adhoc, such as Weblogs and RSS, rapidly acceptance on the Web. This new model for information exchange, primarily featuring DIY user-edited and generated websites, was coined Web 2.0. The Web 2.0 saw new service-oriented startups catering to a new, democratized Web. The WWW became easier to query, attained a higher degree of usability, and shed its esoteric reputation, it gained a sense of organization and unsophisticated which opened the floodgates and ushered in a rapid period of popularization. New sites such as Wikipedia and its sister projects proved revolutionary in executing the user edited content concept. In 2005, 3 ex-PayPal employees formed a video viewing websites called You Tube. Only a year later, You Tube was proven the most quickly popularized website in history, and even started a new concept of user-submitted content in major events, as in the CNN-You Tube Presidential Debates. The Web 2.0 have articles with embedded video, user-submitted comments below the article, and RSS boxes to the side, listing some of the latest articles from other sites. Web 2.0 has found a place in the global English lexicon. On June 10, 2009 the Global Language Monitor declared it to be the one-millionth English word.

### **1.1.2.2 Web and Internet**

The Internet and the web are terms that to most people mean about the same thing. While they are related, their definitions are different. The WWW is a part of Internet designed to allow easier navigation through the use of graphical user interfaces and hypertext links between different addresses. The Internet and the web work together.

The internet is a network of networks. Computer users on the internet can contact one another anywhere in the world. Millions of computers all over the world are connected through the internet. The internet application that is currently drawing the most attention is the WWW, using this, the students can search through millions of files around the world within minutes to locate and access authentic materials (e.g. newspaper, magazine, article, radio, broadcasts, short videos, movie reviews, book experts) to their own potential interests.

### **1.1.2.3 E-mail**

Electronic mail, commonly known as email or e-mail, is a method of exchanging digital messages from an author to one or more recipients. Modern email operates across the Internet or other computer networks. Some early email system required that the author and the recipient both be online at the same time, in common with instant messaging. Email servers accept, forward, deliver and store messages. Neither the users nor their computers are required to be online simultaneously, they need connect only briefly, to an email server, for as long as it takes to send or receive messages. Through this increased electronic access to the world around them, students' social awareness and confidence increases. Networking frees them from the limitation of traditional writing tools that often inhibit and restrict writing processes. Email has long been the most widely used Internet application. For some people, it is also their most frequent form of communication.



#### **1.1.2.4 Listserv**

Listserv was the first electronic mailing list software application, consisting of a set of email addresses for a group in which the sender can send one email and it will reach a variety of people. Since its launch in 1986, several other list management tools have been developed. It is a commercial mailing list management system that allow you to subscribe to or create, manage and control an electronic mailing list. Listserv refers to a specific mailing list server; but sometimes this term is used incorrectly to refer to any mailing list server.

#### **1.1.3 Web Quest**

A Web Quest is an inquiry-oriented lesson format in which most or all the information that learners work with comes from the Web. These can be created using various programs, including a simple word processing document that include links to websites. The model was developed by Dodge at Ran Diego State University in February, 1995. A particular type of information is provided by a kind of extended internet based project is called a Web Quest. This employs internet resources for students to use for researching. Since those beginning days, tens of thousands of teachers have embraced Web Quests as a way to make good use of the internet while engaging their students in the kind of thinking that the 21<sup>st</sup> century requires. It also supports a variety of instructional and cognitive practices such as critical thinking and problem solving through authentic assessment, cooperative learning, scaffolding and technology integration. It extend the students thinking to the higher levels of Bloom's taxonomy; analysis, synthesis and evaluation.

##### **1.1.3.1 Blogs**

Blogs (short for weblog) are uncensored forum for public. A person can create blog ID or can get others' view and send his/her comments which are constructive through it. Wikipedia is a popular blog nowadays within the

academic area. Blogs seem very constructive and important to learners and practitioners in any field. One becomes mature in the any respect with suggestions and constructive comments provided in blogs. One gets lots of knowledge and information. The language of blog in comments and suggestion section is simpler and sometimes like of message in message box of cell phone because in comments and suggestions people avoid minor word classes.

### **1.1.3.2 Wiki**

A wiki is simple to use software which allows users to create edit and link pages together. It is an easy way for people to collaborate on documents online and for this reason is often used for community websites. It is one of many Web 2.0 components.

### **1.1.3.3 Online Resources**

The website or the WebPages from where we get information are online resources. For our purpose, Wikipedia, Google search, BBC, British Council etc. are online resources.

### **1.1.3.4 CALL (Computer Assisted Language Learning)**

A computer is an electronic device which calculate a raw data and gives a valuable information which is the result of processing an output. Computer is used for various purposes. With the change of time nowadays, it is also being used in the field of English language teaching and learning. Word processors, sophisticated computers and multimedia computers have contributed a lot for actual practice of language teaching. CALL became dominant in 1980s and it widened its scope throughout the 1980s. So many other alternative terms to CALL were developed in 1990s but they couldn't gain the acceptance as CALL gained. CALL has created enormous opportunities for learners to enhance communicative abilities. Various methods and approaches to language learning like communicative approaches, content-based learning and task-based learning are enhanced by computers. CALL is based on the theory constructivism.

According to it, learning by using computer tools explore simulated worlds, build presentation and websites. CALL programmes present a stimulus to which the learner must respond. The computers provide feedback, indicating whether the learner response is right or wrong, and in the more sophisticated CALL programs, attempting to analyze learner response and to pinpoint errors. Language teachers use computer as a teaching tool in the classroom. The use of computer in the classroom has both advantages and disadvantages. CALL motivates students to learn. Videos, pictures and sound presented by computers stimulate sight and hearing simultaneously in a way traditional do not. Many students and teachers reject a way traditional do not. Many students and teachers reject a change from traditional classes.

#### **1.1.4 Use of WWW for Learning English**

For the purpose of learning a language through World Wide Web is one of the best way of learning through information technology. Lifelong learners are constantly on the search for new information and the internet has made it even easier to track down authoritative journals, libraries and museums around the world, college courses, language tools and other learners poking around online.

English is one of the most widely spoken language in the world. We can learn to speak English by taking a class or by ordering a tape. We need to take many English classes in which we will learn how to speak and write English correctly. Correct grammar and punctuations are needed in order to learn well English. Learning English language through online sources, web, internet, wiki is more convenient and information we get from these sources are based on facts. To learn English through online resources are today's need and they are beneficial for us.

Nowadays, most of the colleges, schools and Universities are using internet and Web. They are getting more-information through Web which also helps them to solve their course problem themselves without any doubt. There are various types of websites for particular subject matters. Like:

- List of biological websites
- List of web directories
- List of question and answer websites
- List of video sharing websites
- List of photo sharing etc.

All these websites are used for particular purposes only. For the learning of English language also there are many websites like: [www.Sai2000.org](http://www.Sai2000.org), [www.learnenglish.del](http://www.learnenglish.del), [www.agendaweb.org/](http://www.agendaweb.org/), <http://www.bbc.co.UK/>, [http://esl.about.com/od/speaking English/](http://esl.about.com/od/speaking%20English/).

For learning grammar, punctuation, vocabulary there are different websites which we can use as tools for learning English. The web is a complex, international, cross platform, cross language, cross cultural mesh of servers, clients, users, database, and quite a few artificial intelligences all talking, working, searching, viewing, accessing, downloading and who knows what else. No one owns or controls the Web. In fact, it is impossible to own or control by its very nature and design.

From the online resources, I can learn English effectively. With the help of free websites from the British council with games, stories, listening activities, and grammar exercises I can learn English. I will find lots of new listening activities and video content in listen and watch. I also have a new Grammar section and new IELTS exam practice materials. I can contact the Council if I have a question or want to report any problems. For learning English grammar I can read grammar topics and complete the interactive exercises. I can also use the site search to find grammar areas of interest like, pronouns, adjectives, determiners, nouns, verbs, adverbs, clauses, phrases, sentences etc.

Using the different websites I can learn four skills for language learning- speaking, listening, reading and writing. This is the best way to learn English

through the use of Web. I can find many listening texts, reading articles and books, videos and tapes recorded, which helps to improve the English language. Free English learning courses are also found in Web.

Thus, with the help of Web we can learn many things and it is one of the instructional tool for learning English. I can get many informations and techniques to learn language. Not only for improving language skill it helps to improve my internal skill and improve the habbit of self study. It is one of the essential tools for now. Nowadays, most of the students and learners use Web for getting information and grow the habbit of self research. Web is a useful tool for learning English and to develop confident.

## **1.2 Review of the Related Literature**

This is the study on Use of Web for learning English. Many researcher have carried out their research on the information technology and multimedia. Among them, I have reviewed some of the research works in my access.

The Russian psychologist Vygotsky (1978) states that "research on computer mediated communication (CMC) in the language classroom has been thin and has largely consisted of innovators reporting on the outcomes of their own teaching". (as cited in Shanmuganthan, 2000, p.3)

Sontgens (1999) found that, "language learning via e-mail enhanced autonomous language learning among her BA German students in the United Kingdom".(as cited in Shanmuganthan 20001, p.4)

According to the founder of Wikipedia Wates, "Wikipedia is something special. It is like a library or a public park. It is like a temple for the mind. It is the place we can all go to think to learn, to share our knowledge with others."

According to Gill 17 January 2008 in his article title 'The Web is my first part of call'. He writes "The web is my first part of call. I almost never go to the

library, which is horrifying really," said Mr. Parslow, who is studying for a PhD at the School of Systems Engineering at the University of Reading.

"The traditional approach to research, of sitting down to read through a set of journal papers, never suited me. Using the web, I can jump from one subject to another, keeping notes as I go, and I find it much easier," he said.

According to Murray (1999, as cited in Linder 2004, P. 11) "the ideal internet access through computer labs in education is not uniform". Internet access tends to be greater in developed nations than in developing nations, and within developed nations than in developing nations and within developed nations accessibility tends to be greater in more affluent urban areas than in less affluent outlying areas".

Bryant (2000, as cited in Sabieh 2001, P. 67) notes that "In the USA, 95 percent of the educational institutions and 72 percent of classroom have internet connection".

According to Berners-Lee November 22,(2010)in article Long Live the Web: A Call for Continued Open Standards and Neutrality he said that "The Web is critical not merely to the digital revolution but to our continued prosperity – and even our liberty. Like democracy itself, it needs defending".

According to the Chaudhary (2006) in his thesis titled "Use of Internet as a Language Learning Tool" he found that the highest number of students use internet frequently and the least number of students use it daily. The students mostly use internet for learning new vocabularies, reading articles, related to language and literature and searching information on different academic topics. Most students practice reading skill and least number of students practice speaking skills.

### **1.3 Objectives: The objectives of the study are as follows**

- To find out student's habit of using WWW for learning English.
- To find out the importance of WWW for learning English.
- To suggest some pedagogical implications.

### **1.4 Significance of the Study**

This is the study on the use of web for learning English. The value of the web for English language teaching and learning is undeniable. As Web is the source of authentic material, this study will motivate the learners to use the Web in learning English language. It will also be useful to language teachers to understand the status of the students in terms of Web use so that they can encourage the students to use Web as an authentic source. It will be useful to course designers as well.

Understanding the learners' interest and capability in using Web for learning English, they can include it in syllabus as a valuable source of authentic material. As to the significance of this study to the language teacher, I support Dudeney (2000). "For language teachers, involved in the communication process on a very basic level, Internet is the perfect medium. Language teachers are constantly on the lookout for quality, authentic teaching material. Almost all the teachers I know are no longer able to simply read a book or magazine, listen to a song or watch a film or television programmes without considering the material's possible value for exploitation in the classroom" (P.1).

Similarly, regarding the significance of this study, I support Linder (2004) who says "I hope that all practicing classroom English teachers, especially those in less-than- ideal teaching situation, will feel more encouraged to use the internet in their teaching" (P.16).

## **CHAPTER TWO**

### **METHODOLOGY**

I used the survey design in this study. This design enabled me to find out the extent to which the students of class 12 of four colleges WWW for learning English and to find out the nature and variation of WWW and interest use by the twenty students of four colleges for learning English language and for their study purposes. The sources of data, sampling procedure, tools of data collection, process of data collection and limitation of the study were specified as follows:

#### **2.1 Sources of Data**

Both primary and secondary sources of data were used to meet the objectives of the study.

##### **2.1.1 Primary Sources of Data**

The primary sources of data of this study were the students of class 12. Twenty students from each of four Colleges Cosmopolitan College MBM College, Brilliant Multiple Campus and Rastriya Nirman Higher Secondary School were selected as the primary source of this study.

##### **2.1.2 Secondary Sources of Data**

The secondary sources of data were various books especially Web Technology, Internet and Web, journals, articles taken from internet, research studies i.e. Chaudhary (2066), Adhikari (2067), Web related topics from different websites-[www.google.com](http://www.google.com). [www.extropia.com](http://www.extropia.com), [wee.bbclearningenglish.com](http://wee.bbclearningenglish.com) etc.

#### **2.2 Sampling Procedure**

The sampling procedure of my study is mentioned below.



I purposively selected four colleges from Kathmandu Valley as a research area of my study. From these colleges, I purposively selected twenty students from each of those colleges. Twelve class students were my study population. In total, there were eighty students in my research and they were provided thirty five questions to answer about the use of WWW and other related disciplines.

### **2.3 Tools of Data Collection**

I used only one kind of tool, i.e. questionnaire to collect data. The questionnaire consisted of both open-ended and close-ended questions.

### **2.4 Process of Data Collection**

To collect the primary data the following procedure were followed.

- i. I visited class twelve students of cosmopolitan college. I stayed in front of the class during the break time.
- ii. Then, I purposively selected twenty students and explained them about the purpose of the questionnaire.
- iii. After that, I distributed them the survey questionnaire and asked them to fill it. It took one hour to distribute and collect questionnaire from twenty students in each college. In total it tooks four days.
- iv. After collecting their response, I returned back to home and checked out all the answers gave by those students.
- v. Then after, I compared the answer sheets of each students with other.
- vi. Finally, I listed out the similar answers and presented those answers hierarchically on the table.
- vii. In the same way, the next day of my data collection process I visited MBM College and collected the responses of those students and those responses were also presented on the tables with comparison.

- viii. After visiting MBM college I went to Brilliant Multiple Campus and asked the students to fill up the questionnaire sincerely. Then, I distributed them the questionnaire. The twenty students responses from that college were also compared and presented in tables.
- ix. Last but not the least, I visited Rastriya Nirman Higher Secondary School. There also I collected the responses from twenty students and presented it in tables.

This was the final process of data collection of my study.

## **2.5 Limitation of the Study**

- i. This study was limited to four colleges of Kathmandu Valley.
- ii. It was limited to the students of class twelve of English Faculty.
- iii. It was limited to the open ended and close ended questions.
- iv. It was limited to the questionnaire distributed to the students.

## **CHAPTER THREE**

### **ANALYSIS, INTERPRETATION AND PRESENTATION OF DATA**

This chapter is concerned with analysis and interpretation of data collected from primary sources. The data was collected from the students of class twelve from four different colleges of Kathmandu Valley of English faculty.

The data was collected in only one way that was questionnaire.

There were all together thirty-five questions, open-ended and close ended in the questionnaire and they were arranged thematically so as to meet the objective of the study question number one to seventeen were asked to know the students habit of using WWW, from eighteen to thirty three questions were asked related to the course of study and facility provided by the colleges and last two questions were asked for the students suggestions and opinions on using web for learning English language.

The first question was asked to find out the students use of internet and web for their study. The second question was asked to find out whether the students get required information from web or not. Similarly, they were provided questions number three to eleven to find out their attitude towards the use of internet and web regarding the context of their country. In the same way, questions from twelve to seventeen were asked to know the students own view of getting information's to know the importance and effectiveness of using web for learning purpose. Question number eighteen was asked to know the necessities of web at higher secondary and college level in learning English. Question number nineteen and twenty were asked to know that whether students were provided a suitable environment and sufficient time to use internet and web in their colleges or not. In the same way, question number twenty-one to twenty-four were asked to know the students view of which language skill did they find more effective by using web and learn mostly through the web and

questions number twenty-four was to know which aspects of language is/are best facilitated through the use of web. From question number twenty-five the students were asked to know whether they use e-mail to share ideas regarding the subject matter with their friends and teachers or not and also that they were getting support from their teachers or not while using web. Similarly, question number twenty-eight was asked to find out it whether the students were agree or not for learning through web makes lesson clear to the students. Question number twenty-nine was little bit different from other questions that they were asked to order the websites they used to browse from most frequent to least for learning English language. From this question we can get the information that whether they used web for only entertainment or for learning purposes too. From question number thirty they were asked questions from their text books. Questions were asked, by using websites do they get required information for the study of poems, dramas, essays or not. Finally, question number thirty-four and thirty-five were asked to know their opinions and suggestions towards using web in English classes.

The analysis and interpretation of data collected through questionnaire has been presented under following headings.

- a) Analysis and Interpretation of Data collected through questionnaire common to four colleges from Kathmandu valley.
- b) Analysis and Interpretation of Data Collected Through Questionnaire Based on class twelve course of study.

First of all, the obtained information was tabulated and then analyzed and interpreted by using simple statistical tools such as percentage, tables and pie-charts.

### **3.1 Analysis and Interpretation of Data Collected Through Questionnaire common to four colleges from Kathmandu Valley**

There were altogether 35 questions in this section. The information collected through those questions has been discussed under the various sub-headings.

#### **3.1.1 Different sources for learning English Language**

The students were asked what are the different sources they use for learning English language? From their responses, it was found that they use dictionaries, internet, history of English Icon, web addresses, websites, newspapers, language books, language translated newspaper, magazines, [English movies, facebook, listening English music) i.e. audio-visual aids, articles, listening English News BBC, documentary, chatting with friends in English, Libraries, books, English games are the different sources they used for learning English language.

#### **3.1.2 Most Effective source for learning English language**

The students were asked which source they think is the most effective for learning English language. The data can be presented as:

**Table No. 1**

#### **Most Effective source for learning English Language in four Different Colleges**

##### **Rastiry Nirman Higher Secondary School**

S.N.	Particular	No.	Percent
1	Internet	5	25
2	Web (websites)	7	35
3	Language classes and institutions	4	20
4	English text books and dictionaries	4	20

### Brilliant Multiple Campus

S.N.	Particular	No.	Percent
1	Internet	6	30
2	Web (Websites)	8	40
3	English text books and dictionaries	2	10
4	Language classes and Institutions	4	20

### Madan Bhandari Memorial College

S.N.	Particular	No.	Percent
1	Internet	4	20
2	Web (websites)	8	40
3	Language classes and institutions	5	25
4	English text books and dictionaries	3	15

### Cosmopolitan College

S.N.	Particular	No.	Percent
1	Internet	4	20
2	Web (websites)	9	45
3	Language classes and institutions	6	30
4	English text books and dictionaries	1	5

The above table no. 1 shows that from Rastriya Nirman Higher Secondary School I found that from the total students number twenty-five students that means 25% think internet is most effective source for learning English language, 35% students think web is the most effective source, 20% students go with language classes and dictionaries and 20% students with English text books and dictionaries.

In the same way, Brilliant Multiple Campus data shows that 30% students were with internet, 40% with web, 10% with English text books and dictionaries and 20% with language classes and institutions.

Similarly, from Madan Bhandari Memorial College 20% students were in favour of using Internet, 40% web, 25% of language classes and institutions and 15% in English text books and dictionaries.

From Cosmopolitan College 20% students think of internet, 45% think of web, 30% think language classes and institution and only 5% think that English text books and dictionaries are most effective source for learning English language.

As a whole, by observing all data above, from four different college students view I can say that web is the most effective source for learning English language.

### **3.1.3 Students Attitudes Towards the Use of Internet and Web**

In this section, the students were provided with five statements i.e. www creates motivation in learning, using websites in learning process has an effective role in student life, use of web and internet is waste of time and money, using web in learning brings real situation in the classroom and learning through web makes the lesson clear to the students. There were two alternatives for two statements five alternative for three statements. The data can be presented as:

**Table No. 2**

S.N.	Statements	College	Response									
			Yes					No				
			No.	Yes	No.	Yes	No.	Yes	No.	Yes	No.	Yes
1	www creates motivation in learning	Cosmopolitan	20	100%	-	-	-	-	-	-	-	-
		MBM	20	100%	-	-	-	-	-	-	-	-
		R.N.H.S.S.	19	95%	1	5%	1	5%	1	5%	1	5%
		Brilliant	17	85%	3	15%	3	15%	3	15%	3	15%
2	Using web in learning brings real situation in the classroom	Cosmopolitan	13	65%	7	35%	7	35%	7	35%	7	35%
		MBM	10	50%	10	50%	10	50%	10	50%	10	50%
		R.N.H.S.S.	13	65%	7	35%	7	35%	7	35%	7	35%
		Brilliant	13	65%	7	35%	7	35%	7	35%	7	35%
3.	Using website in learning process has an effective role in student life		SA		A		NS		D		SD	
			No.	%	No.	%	No.	%	No.	%	No.	%
		Cosmopolitan	-	-	14	70	2	10	4	20	-	-
		MBM	2	10	12	60	4	20	2	10	-	-
		R.N.H.S.S.	-	-	12	60	6	30	2	10	-	-
		Brilliant	-	-	15	75	5	25	-	-	-	-
4.	Learning Through web makes the lesson clear to the students	Cosmopolitan	5	25	12	60	-	-	3	15	-	-
		MBM	2	10	17	85	-	-	1	5	-	-
		R.N.H.S.S.	1	5	15	75	-	-	2	10	2	10
		Brilliant	-	-	13	65	-	-	7	35	-	-
5.	Use of Web and Internet is waste of time and money	Cosmopolitan	5	25	4	20	-	-	6	30	5	25
		MBM	3	15	6	30	-	-	7	35	4	20
		R.N.H.S.S.	-	-	10	50	-	-	6	30	4	20
		Brilliant	3	15	9	45	-	-	5	25	3	15

\* SA= Strongly Agree, A = Agree, NS = Not Sure, D = Disagree

SD = Strongly Disagree, %= percentage and No. = Number of students

While analyzing the response given in the above table, it was found that from four different college; MBM college and Cosmopolitan college 100% said Yes,



Rastriya Nirman 95% said Yes and 5% said No and Brillaint college 85% said Yes and 15% said No for the statement WWW creates motivation in learning. Thus, it can be concluded that among four colleges almost all students agreed and only few said no to the statement.

Similar, 65% said Yes and 35% said No from Cosmopolitan college, 50% said Yes and 50% said No from MBM college, 65% said Yes and 35% said No from Rastriya Nirman and 65% said Yes and 35% said No from Brilliant College for the statement "Using web in learning brings real situation in the classroom." This shows that three colleges students hold strong positive attitude than one college which shows equality on both response towards the statement using web in learning brings real situation in the classroom.

Analyzing the response to the third statement it was found that from Cosmopolitan College 70% students were agreed, 10% were not sure, 20% were disagreed no none was with strongly agreed. At the same way, from MBM college 10% were strongly agreed, 60% were agreed, 20% not sure and 10% disagreed; from Rastriya Nirman 60% agreed, 30% not sure and 10% disagreed and from Brilliant College 75% agreed and 25% were not sure for the statement "Using website in learning process has an effective role in student life."

Regarding the fourth statements from Cosmopolitan College 25% strongly agreed, 60% agreed and 15% disagreed, MBM college 10% strongly agreed, 85% agreed and 5% disagreed, from Rastriya Nirman 5% strongly agreed, 75% agreed, 10% disagreed and 10% strongly disagreed, Brilliant College it was found that 65% agreed and 35% disagreed for the statement 'Learning through web makes the lesson clear to the students.'

For the fifth statement from Cosmopolitan College 25% students strongly agreed, 20% agreed, 30% disagreed and 25% were strongly disagreed, MBM College respond was 15% strongly agreed, 30% agreed, 35% disagreed and 20% strongly disagreed; from Rastriya Nirman 50% agreed, 30% disagreed and

20% strongly disagreed; and Brilliant College showed that 15% were strongly agreed, 45% agreed, 25% disagreed and 15% strongly disagreed for the statement 'Use of web and internet is waste of time and money.'

### 3.1.4 Use of Web as an Effective Learning Tool

The fourth question was asked to find out the use of web as an effective learning tool and the frequency of its use. The response, tabulation and interpretation is presented below:

**Table No. 3**  
**Use of Web as an Effective Learning Tool**

S.N.		Response from Four Colleges							
		Cosmopolitan College		MBM College		Brilliant College		R.N.H.S.S.	
		No.	%	No.	%	No.	%	No.	%
1	Yes	15	95	18	90	14	70	17	70
2	No	1	5	2	10	6	30	6	30

From the above table, it was cleared that 95% students from Cosmopolitan College, 90% from Madan Bhandari Memorial College, 70% from Brilliant College and 70% from Rastriya Nirman Higher Secondary School students use web as an effective learning tool. This shows that there was more web users than none-users in all four colleges. Comparing the result from four colleges Cosmpolitan and MBM Students use web more than of Brilliant and Rastriya Nirman Higher Secondary School.

### 3.1.5 Use Focused Questions

There were twenty-two questions asked which were related to the use of WWW for learning English language and they were numbered randomly. These questions were responded by the internet and web users only. The analysis and interpretation of those questions are mention below:

The first question was; Do you use internet and web for your study. The response collected from the students were given in the following table:

#### **Brilliant College**

S.N.	Response	No. of Students	Percent
1	Yes	18	90%
2	No	2	10%

#### **Cosmopolitan College**

S.N.	Response	No. of Students	Percent
1	Yes	19	95%
2	No	1	5%

#### **Madan Bhandari College**

S.N.	Response	No. of Students	Percent
1	Yes	19	95%
2	No.	1	5%

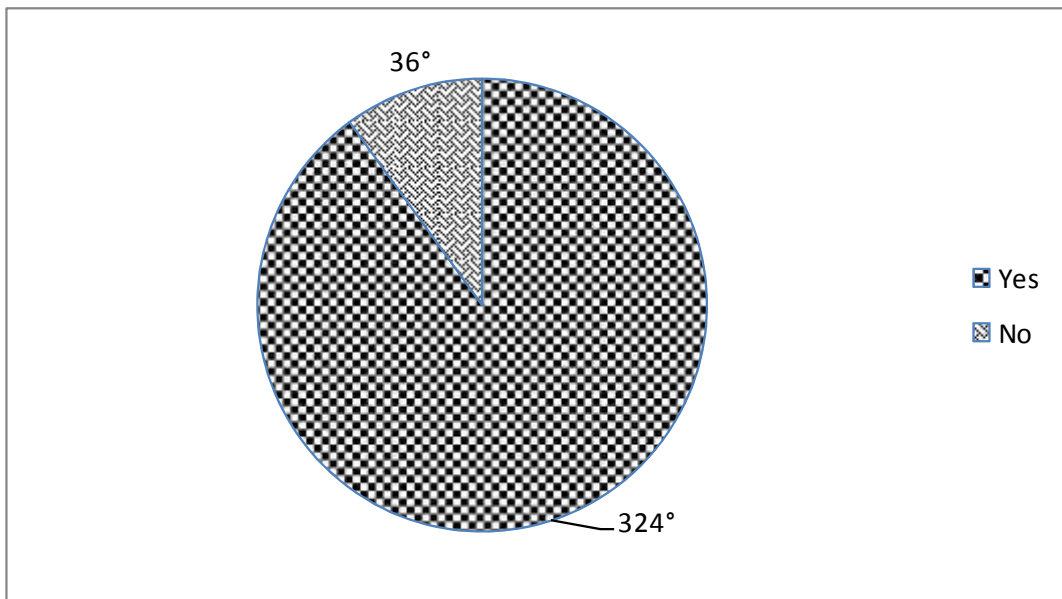
#### **Rastriya Nirman Higher Secondary School**

S.N.	Response	No. of Students	Percent
1	Yes	17	85%
2	No	3	15%

The above table were presented in Pie-chart below:

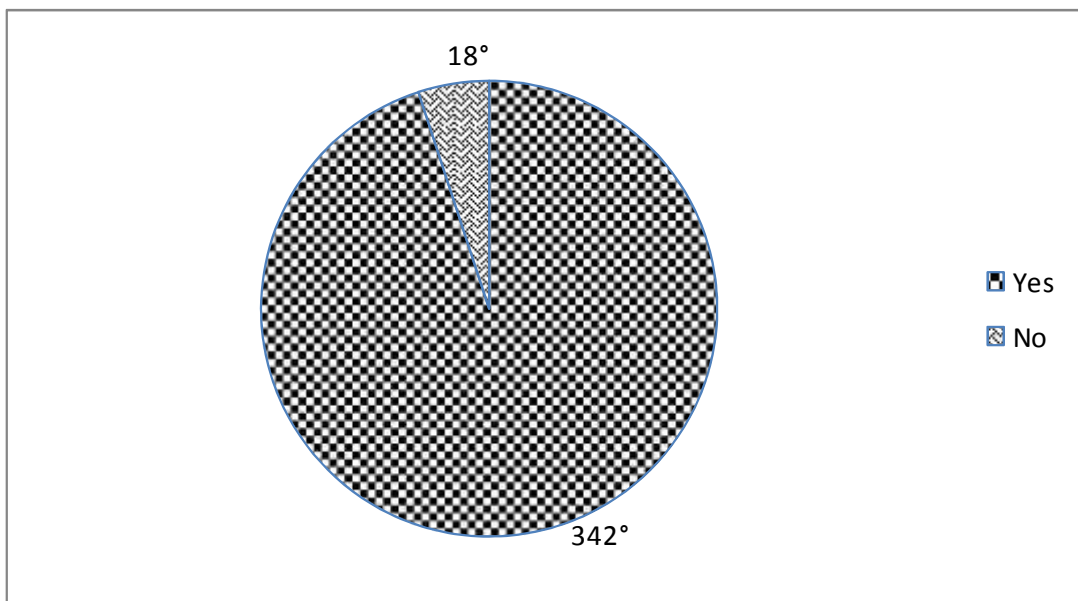
From Brilliant College it was found 90% said 'Yes' and 10% said 'No'. To the answer of do you use internet and web for your study. To present this in pie-chart I converted% into ( $^{\circ}$ ) and draw a pie-chart below:

**Figure No.1**



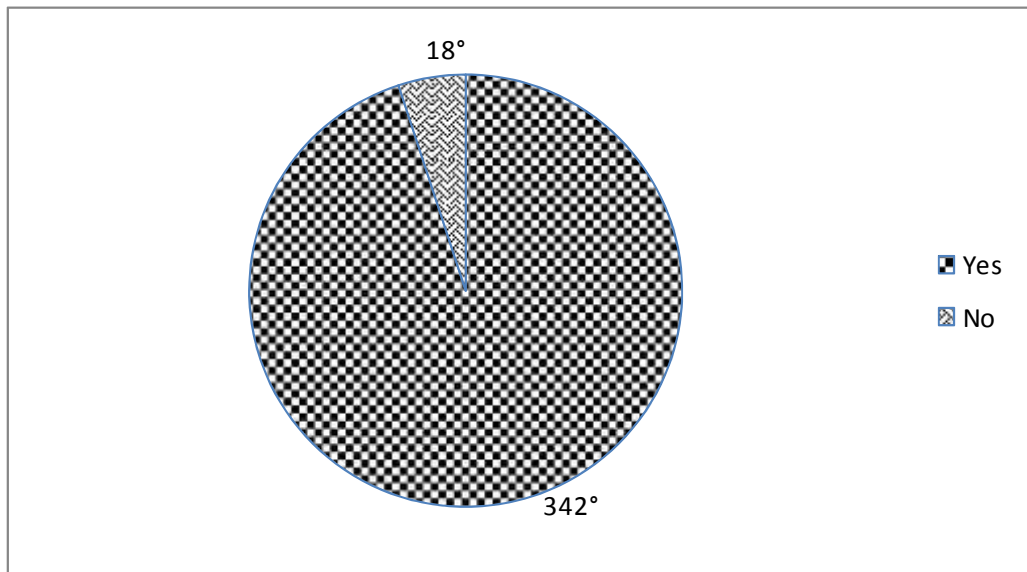
From Cosmopolitan College I found 95% answered 'Yes' and only 5% answered 'No'. I presented it into pie-chart below by converting % into (°).

**Figure No.2**



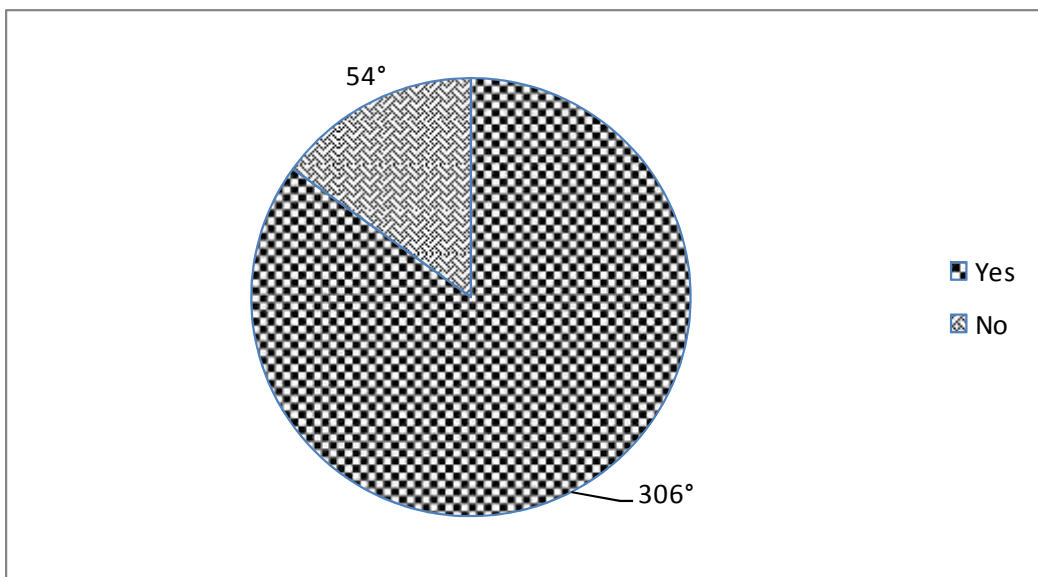
In the same way, from Madan Bhandari College I found 95% answer 'Yes' and 5% answered 'No'. The chart is given below:

**Figure No. 3**



Finally from Rastriya Nirman Higher Secondary School I found 85% said 'Yes' and 15% students said 'No' for the questions. Showing it is pie-chart below:

**Figure No.4**



From the above pie-chart shown it was cleared that there are equal numbered of students use internet and web for study from Cosmopolitan and Madan Bhandari College. After that Brilliant College students and at last Rastriya Nirman Higher Secondary School students. Among four colleges, it was found

that there were least number of students used web and internet from Rastriya Nirman Higher Secondary School.

The second question was; Do you get required information from web? Out of 80 users of web from four different colleges. Their responses are presented in the table below:

**From Brilliant College**

S.N.	Responses	No. of Students	Percent
1	Yes	18	90%
2	No	2	10%

**Cosmopolitan College**

S.N.	Responses	No. of Students	Percent
1	Yes	19	95%
2	No	1	5%

**Madan Bhandari College**

S.N.	Responses	No. of Students	Percent
1	Yes	19	95%
2	No	1	5%

**Rastriya Nirman Higher Secondary School**

S.N.	Responses	No. of Students	Percent
1	Yes	19	95%
2	No	1	5%

From the above table, it has been found that except Brilliant College all three college students have same responses. From Brilliant College 90% students said 'Yes' and 10% used 'No'. Except Brilliant College all three colleges responded was same i.e. 95% said 'Yes' and 5% said 'No' to the question 'Do you get required information from web?'

The question number six was asked to find out whether the use of web develop the creative aspect of students or not. From their responses it has been found that 65% said Yes and 35% said No from Brilliant College 90% said Yes and 10% response was No from Cosmopolitan College, Madan Bhandari College response was also same as Cosmopolitan; from Rastriya Nirman Higer Secondary College 85% said Yes and 15% said No for the question 'Does use of web develop the creative aspect of the student?'. From the above it has been found that most of the students agree with use of web develop the creative aspect of the students.

Question number 7 and 8 were asked to know whether the students find enough materials that they search for from the internet and web or not and they bought any web related books or magazines. It has been found that from Brilliant College 10 students found enough materials from web and 9 students bought web related books. From Cosmopolitan college except 1 student all others found enough materials that they search for from web and only 8 students bought web related books or magazines. Last but not the least from Rastriya Nirman Higher Secondary School 15 students found enough materials from web and only 2 students bought web related books or magazines.

Similarly, question number ten and eleven were asked to know whether using web in learning process is economic interms of time or not and using web in learning process is expensive in our context or not. From the response, it has been found that fifteen students from Brilliant College found using web in learning process is economic interms of time whereas 12 students found that using web in learning process is expensive in our context from same college. Except two students from Cosmopolitan College all others go with using web in learning process is economic interms of time and only seven students go with using web in learning process is expensive in our context. In the same way, from Madan Bhandari College also except two students all others go with using web in learning process is economic interms of time and only six students go with using web in learning process is expensive in our context.

Similarly, from Rastriya Nirman Higher Secondary School, it has been found that except three students all others go with using web in learning process is economic interms of time and only three students go with using web in learning process is expensive in our context. All colleges result shows that students are using web for learning process without caring of time and money.

The twelfth question was asked to know the students want to get what kind of information from the web. Almost all the students from four colleges responded that, they wants all kinds of information that helps to and later clear all the confusion of subject matter as well as other now and latest technologies, World News, educational and entertainment information's which helps them to be more creative and expand their knowledge in learning process.

Question number thirteen was asked to know the opinion regarding the importance of web in learning process. The respond was also almost same from all colleges. Their respond was that web plays vital role to develop the knowledge and skilled of students, it helps to find different world information's at sitting in a one place and helps in learning process as well as self study of every topic they want.

The fourteenth question was 'How long have you been using web?' The responses collected from the students were categorized into seven groups which are given in the following table.



**Table No. 4**  
**Duration of Web Use**

S.No.	Respondents	Number of students							
		Cosmopolitan College		MBM College		Brilliant College		RNHSS	
		No.	%	No.	%	No.	%	No.	%
1	Less than 1 year	1	5			1	5	3	15
2	1 to 2 years	7	35	5	25	5	25	8	40
3	3 to 4 years	5	25	4	20	5	25	6	30
4	5-6 years	2	10	4	20	2	10	2	10
5	7-8 years	3	15	6	30	1	5	1	5
6	Do not use	-				2	10	-	-
7	No answer	2	10	1	5	4	20	-	-

From the above table it, it has been found that 5% students from Cosmopolitan college has been using web for less then 1 year, 35% students have been using the web for 1 to 2 years, 25% students have been using the web for 3 to 4 years, 10% students have been using the web for 5 to 6 years, 15% students have been using the web for 7 to 8 years, 10% students have not given any answer.

Similarly, 25% students from MBM college have been using web for 1 to 2 years, 20% students have been using web for 3 to 4 years, 20% students using for 5 to 6 years, 30% students using for 7 to 8 years and 5% students have given no any answers. From Brilliant college 5% of students have been using web for less than 1 year, 25% students have been using web for 1 to 2 years, 25% students using for 3 to 4 years, 10% students using web for 5 to 2 years, 25% students using for 3 to 4 years, 10% students using web for 5 to 6 years, 5% students using web for 7 to 8 years, 10% students have not been using web yet, and 20% students have not give any answers. At last, 15% students from Rastriya Nirman H.S.S. have been using web for less than 1 year, 40% students using web for 1 to 2 years, 30% students using web for 3 to 4 years, 10%

students using web for 5 to 6 years and 5% students have been using web for 7 to 8 years.

Question number 18, 19 and 20 were related questions to each other. These questions were asked to know whether use of web is necessary at higher secondary and college level in learning English or not, whether there is a suitable environment for the students to use web and internet in their college or not and whether the students are provided with sufficient time to use internet for learning in their college or not. For all three related questions it has been found that from Brilliant College 85%, from Madan Bhandari College 80% and from Cosmopolitan and Rastriya Nirman Higher Secondary School 95% students thought that use of web is necessary at higher secondary and college level in learning English. Similarly, for question no. 19 from Brilliant College 40%, from Cosmopolitan College 30%, from Madan Bhandari 55% and from Rastriya Nirman 45% students has suitable environment to use web and internet in their college. For question no. 20 it has been found that 5% from Brilliant College, 15% from Cosmopolitan College, 30% from Madan Bhandari College and only 10% of students from Rastriya Nirman Higher Secondary School were provided with sufficient time to use the internet for learning in their college.

Question number twenty one was; 'To learn which language skills do you find use of web is more effective?' The response obtained from the students are presented in the table given below:

**Table No. 5**  
**Language Skills Found More Effective Through Web**  
**Brilliant College**

S.N.	Response	No. of Students	Percent
1	Listening	1	5%
2	Speaking	6	30%
3	Reading	6	30%
4	Writing	7	35%

### **Rastriya Nirman Higher Secondary School**

S.N.	Response	No. of Students	Percent
1	Listening	4	20%
2	Speaking	2	10%
3	Reading	6	30%
4	Writing	8	40

### **MBM College**

S.N.	Response	No. of Students	Percent
1	Listening	3	15%
2	Speaking	5	25%
3	Reading	10	50%
4	Writing	2	10%

### **Cosmopolitan College**

S.N.	Response	No. of Students	Percent
1	Listening	2	10%
2	Speaking	1	5%
3	Reading	8	40%
4	Writing	9	45%

From the above table it has been found that from Brilliant College; 5% of students were with listening, 30% speaking, 30% reading and 35% of students were with writing, From Rastriya Nirman Higher Secondary School 20% has written listening, 10% were with speaking, 30% reading and 40% with writing. Similarly, 15% listening, 25% speaking, 50% read and 10% writing from Madan Bhandari College. In the same way, from Cosmopolitan College 10% students were with listening, 5% speaking, 40% with reading and 45% were with writing. Comparing all four colleges, it has been found that reading and writing skills is more effective to learn through web rather than listening and speaking.

Question number twenty-two was almost similar to question no. 21 "Which language aspects do you learn mostly through the web?" The answer to this question has been found that from Rastriya Nirman Higher Secondary School 50% respond listening, 10% speaking, 15% writing and 55% reading. Brilliant College respond was 10%, listening, 15% speaking, 25% writing and 50% reading. It has been found that 50% students were with reading, 35% writing, 15% speaking and no one listening from Madan Bhandari College and 10% listening, 5% speaking, 40% reading and 45% writing from Cosmopolitan College. From the all four colleges, it has been found that students learned reading aspects more than other language aspects except Madan Bhandari College students.

Questions number twenty three was also related to question number twenty-two. This question was asked whether the students find any improvement on those aspects i.e. listening, speaking reading and writing or not. It has been found that 50% students from Brilliant College said Yes, 10% said No and 40% answered for Not sure. Similarly, from Cosmopolitan College 65% students said Yes, 5% said No and 30% were Not sure from MBM College 65% answered Yes, 5% and No and 30% were Not sure. From, Rastriya Nirman H.S.S. 60% students said Yes, 10% students said No and 30% of students said not sure.

Question number 24 was asked to know "Which aspects of language is/are best facilitated through the use of web". It has been found that from Rastriya Nirman Higher Secondary School 10% of students replied speech sounds, 25% students said vocabulary, 10% used language function and 55% were with grammar. Similarly, Brilliant College 15% with speech sounds, 10% vocabulary, 35% language function and 40% were with grammar. In the same way, 20% replied speech sounds, 20% replied speech sounds, 20% applied vocabulary, 35% were with language function and 25% replied for grammar. In this question from Cosmopolitan College it has been found that 25% of students replied speech sounds, only 5% were vocabulary. 25% were grammar

and 45% of students with language function in this question. Comparing the result this it has been found that from Rastriya Nirman Higher Secondary School and Brilliant College respond grammar is best facilitated through the use of web and from other two colleges language function is best facilitated through the use of web.

Question number twenty five was asked to find out whether the students use e-mail to share ideas regarding the subject matter with their friends or not. From their responses it has been found that 65% students from Rastriya Nirman Higher Secondary School and 30% students from Brilliant College use e-mail for that purpose frequently and from Madan Bhandari College 35% students use frequently and 50% use rarely and from Cosmopolitan college 50% of students use e-mail frequently to share ideas regarding the subject matter with their friends.

Question number twenty-nine was asked to find out the most frequent to least frequently browse websites by students for learning English. Comparing to all four colleges it has been found that all the students from four colleges mostly browse [www.google.com](http://www.google.com) first and secondly [www.facebook.com](http://www.facebook.com). from this I can say that students spend their time not only for entertainment but also for the learning purpose.

Question number thirty was whether using web in learning really helps to meet the objectives of the course or not. From the data collected from four different colleges, it has been found that most of the students from all colleges respond was similar and that responses are shorted here, web provides all kind of information of the course for the students, it identify students problem and helps to solve the problems related to subject matter, find proper solution of the problem, fast way of learning and make students more clear and easier to understand, get accurate information, when students are unable to understand anything in their classes by the teacher then they use web for the solutions and get solution easily. Some of the students said 'No' to the questions and their

respond was; web doesn't help to meet the objectives of the course because what we read particular subject, is absence in web, do not get enough information of a course.

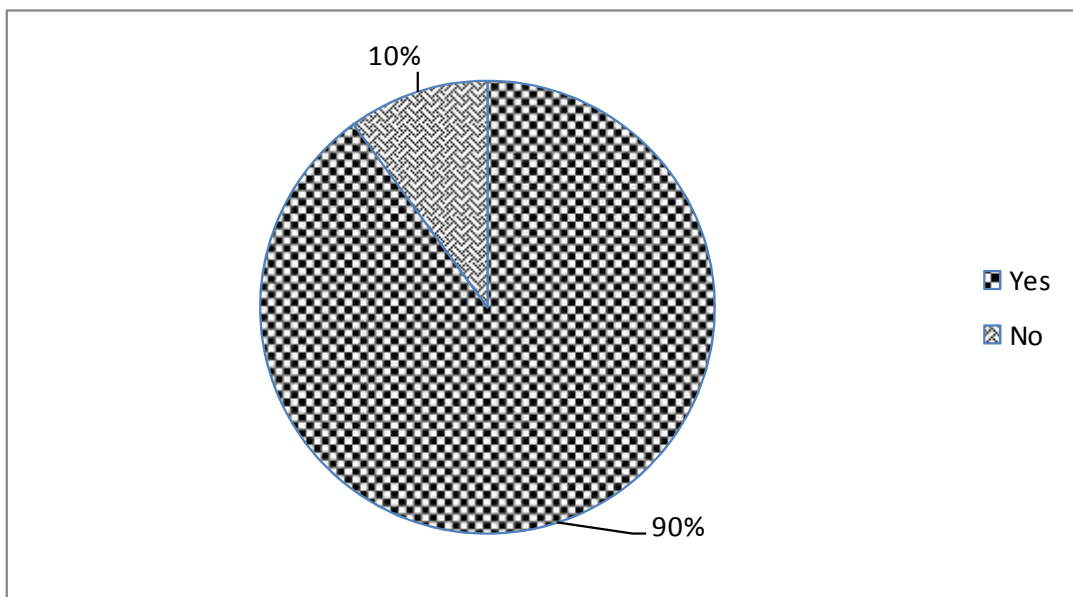
From aforementioned, it has been found that most students were using web and getting its advantages only less were against the web because there were not getting more changes to use it.

### **3.2 Analysis and Interpretation of Data Collected Through Questionnaire Based on 12 Class Course of Study**

In this section three questions were asked which were designed on the basis of class 12 course of study. The 12 class students who use web and internet as a language learning tool responded to the questions.

The first question (Q.No. 31) was asked to find out whether the students think that websites are useful for the self study of poems and finding their actual meanings. I have included all from colleges responses in one pie chart. The data can be presented as:

**Figure No. 5**  
**Use of Web for the Self study of Poems**

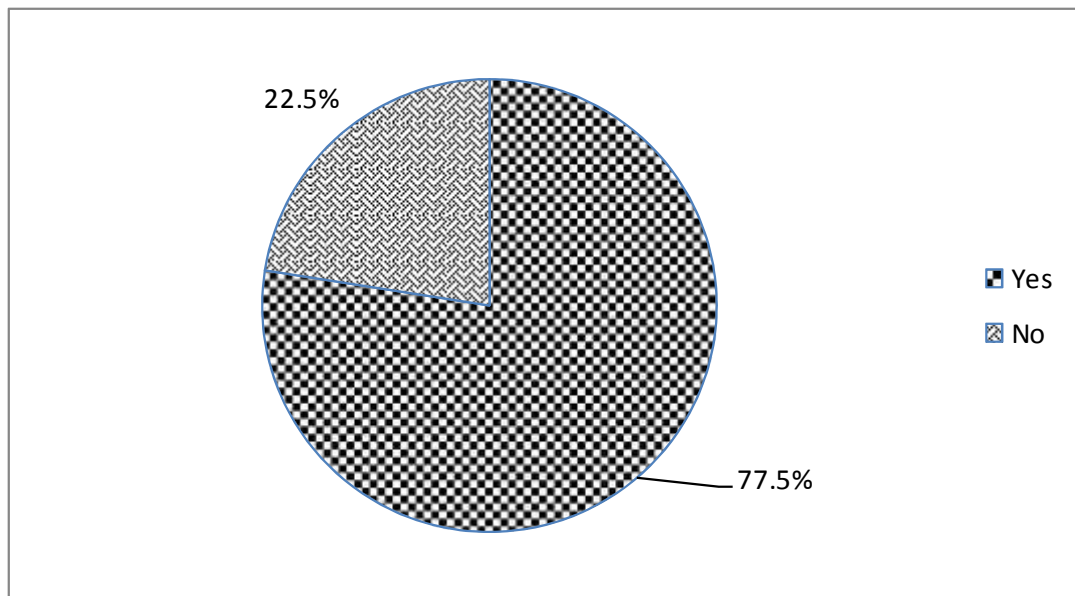


From the above figure it was clear that 90% students think that websites are useful for the self study of poems and finding actual meanings and only 10% students do not think so: Thus, it can be said that more students use internet and website far self-study of poems.

The second question (Q.No. 32) was asked to find out whether the students use web for study of drama and also what are the ideas do they get while studying Purgatory by william Butler Yeats from their text.

The four colleges data can be presented in one pie-chart below:

**Figure No. 6**  
**Use of Web for Study of Drama**



The above figure show that 77.55% students do not use web for studying drama and only 22.5% students use web for studying drama. This shows that only few students were using web far studying drama. The students who use web for that purpose replied that they use web to get the information about poets, know the real theme above of drama and learned by getting entertained through web. From this it has been also found that only less number of students use web for studying drama.

The third question 33 was asked to find out whether the students agree that web is necessary for learning how to write essays and if so how do they get the help to learn essay 'I have a Dream' from their text the four colleges combined data can be presented as:

**Figure No. 7**  
**Use of Web for Learning how to write Essay**

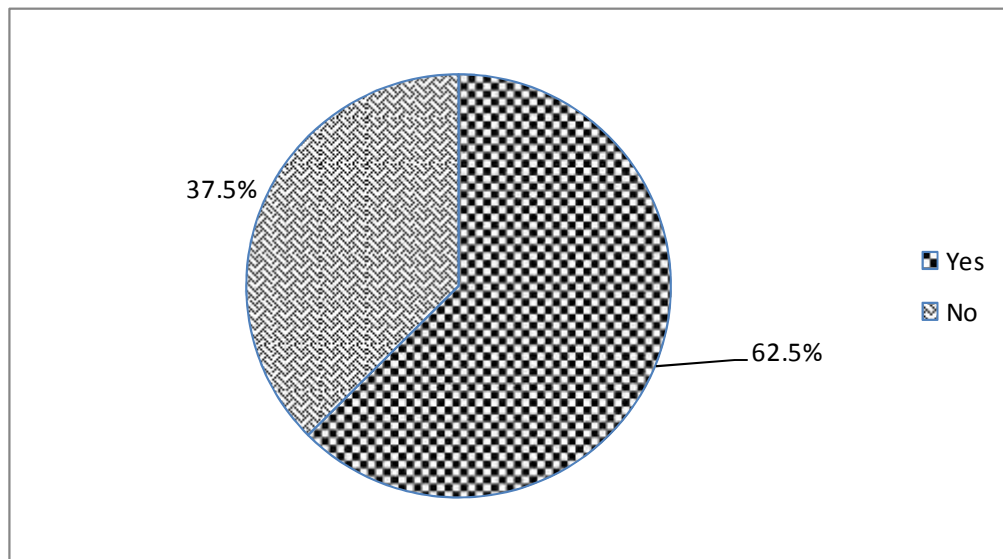


Figure No. 7 Shows that majority of students i.e., 62.5% agree for web is necessary for learning how to write essay and 37.5% do not agree for that purpose. The student who agree web is necessary for learning how to write essays replied. That they get helps to write essays including all the important points of the essay and helps to understand difficult meaning of the words while learning essay 'I How a Dream' from their text.

### **3.3 Analysis and Interpretation of Data Collected Through Students Suggestions and Opinions**

This was the last section of analysis and interpretation of data which concerns with students suggestions and opinion on using web for learning English languages. In this section only two questions were asked to find out the students suggestions and opinion towards using web in English classes for learning English language. The response are presented below:



The first question 34 this section was asked to find out the students suggestion toward using web in English classes. The responses from four different college are presented below point wise relating the similar point only are:

- Should develop vocabulary, provides knowledge of any information we need, helps to learn different things in English language.
- Should get knowledge of subject matter and get exact knowledge.
- Related websites should be given while reading English subject.
- CDs and DVDs should be provided of English languages and also teach proper pronunciation.
- Colleges should provide the facility of using internet and web in classroom for the better improvement of English languages.
- Users only get the particular ideas improving English language involve in curriculum activities, do not misused it.
- Its useful for improving reading, writing, speaking and listening.
- It improves the fluencies in speaking English language, self study of stories, poems etc. with its difficult meanings.

Aforementioned points were the suggestions given by the four different colleges students. It was cleared from that students had the knowledge and usefulness of internet and web.

The second question 35 was asked to know the opinion of students on using web for learning English language. The answers from four colleges student were listed below:

- Web provides various information related to their text and other knowledge.
- It helps to be perfect in grammar, language skills, pronunciation.

- It helps to learn English language by different essays, songs and videos.
- English language contains various words that are not prescribe or reading so web helps to find those words with meanings.
- It is easiest medium to get information in no time.
- It is the best way of learning English language from which we get fact result and proved ones.

These were the opinion of four different colleges of Kathmandu Valley Students.

## CHAPTER–FOUR

### FINDINGS AND RECOMMENDATIONS

This chapter deals with major findings of the research. It also presents some recommendations based on the basis of findings.

#### 4.1 Findings

After the analysis and interpretation of the data collected through the questionnaire, the following findings have been derived.

- i) It was found that 95% students from Cosmopolitan college, 90% students from MBM college, 70% students from Brilliard Multiple campus and 70% students from Rastriya Nirman higher secondary school use web as an effective learning tools.
- ii) It was found that students use dictionaries, internet, web addresses, websites, newspapers, articles, listening English news and music, audio vidual aids, chatting with friends in English as well as games in English were the different sources they used for learning English language.
- iii) Maximum number of students use internet and web as most effective source for learning English language from four different colleges.
- iv) From analyzing the students respond it was found that 100% students from MBM college and Compolitan college, 95% students from Rastriya Nirman higher secondary School and 85% students from Brilliant college agreed that WWW creates motivation in learning.
- v) Most students from four colleges of Kathmandu Valley were found using internet and web for their study.

- vi) It was found that 95% students from three colleges i.e. MBM college, Cosmopolitan college and Rastriya Nirman higher secondary school and 90% students from Brilliant college get required information from web.
- vii) Most of the students from four different colleges use internet, websites, chatting with English friends, text books and dictionaries and institution or language classes were the different sources for learning English language.
- viii) Maximum number of students from four colleges found reading skill was more effective through web and the least number of students found listening skill less effective through web.
- ix) It was found that more students from Rastriya Nirman higher secondary school and Brilliant college found grammar is best facilitated through the use of web where as MBM college and Cosmopolitan college students go for language function.
- x) The highest number of students were found using e-mail to share ideas regarding subject matters with their friends frequently and least number of students were using e-mail rarely to share ideas from four colleges.
- xi) Almost all the students responded that 'goggle' is the most useful site they browse for learning.
- xii) It was found that most of the students use web for the study of poems and essays and only least number of students use web for study of drama.
- xiii) While studying through web students suggested that they should be given websites related to the subject matter they want to learn, colleges should provide the facility of using internet through which they improve their reading, writing, speaking and listening skills in English language.

- xiv) Students gave some opinion regarding the use of web for learning English language and that web is easiest medium to get information in no time, provides various information related to subject matter as well as other information's and web is the best way of learning English language from which they get fact results.

## **4.2 Recommendations**

The following are some recommendations made on the basis of findings obtained from the analysis and interpretation of the collected data.

- i. Every students should learn to use web as it is the source of authentic materials.
- ii. The students should not only depend on textbooks. They need to search the current academic information related to the course which may not be available in the textbooks.
- iii. The students should share their ideas regarding subject matter with their friends and teachers using e-mail.
- iv. The teachers should encourage the students to use internet as a language learning tool since they can get varieties of information related to the course of study through web.
- v. The students should not waste their valuable time using web just for entertainment because sometimes it diverts their mind into bad things.
- vi. Different websites related to the course should be included as references in the syllabus.
- vii. The students should be given web based project works as that they will be motivated to learn and use web.
- viii. Since there are very few researches carried out so far in the field of web and internet use in the Department of English Education, T.U., the

students should be encouraged to carry out further researches in this field.

- ix. The campus administration should provide enough internet and web facilities to the students as for their need.
- x. This should be the area of interest to the subject experts and textbook writers as well.
- xi. In this fast growing world of information technology the students should take the advantage of web and internet, especially of web as far as possible to face the challenges in academic field and to make their future bright.