THE IMPACT OF INTERNET ON LANGUAGE LEARNERS IN ELT

A Thesis Submitted to the Department of English Education

In Partial Fulfilment for the Master of Education in English

Submitted by

Hari Prasad Pandit

Faculty of Education

Tribhuwan University, Kirtipur

Kathmandu, Nepal

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DECLARATION

I hereby declare that to the best of my knowledge this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date:- 2068/04/

Hari Prasad Pandit

RECOMMENDATION OF ACCEPTANCE

This is to certify that **Mr. Hari Prasad Pandit** has prepared this thesis entitled **The Impact of Internet on Language Learners in ELT** under my guidance and supervision.

I recommended this thesis for acceptance.

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DEDICATION

This thesis is especially dedicated to my honorable father Mr. Nitya Nand Pandit, my loving mother Mrs. Debaki Pandit and lovely Baby(Manu) who devoted all their life for making me stand on this position.

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ABSTRACT

The research work entitled 'The Impact of Internet on Language Learners in ELT' aimed to explore the influence of internet in the students of the English Language. Taking the sample of the students of the Master Level from the faculties of Humanities and Education, the researcher collected and analyzed the data and has found out that the internet has been an inevitable tool for learning among the master level students. I used both primary and secondary sources of data in this study. Twenty students from each category were selected using random judgmental sampling procedure. They were given questionnaires for data collection. Five students from each category were observed purposively at different cyber cafes in Kirtipur. The secondary sources of data were various books, journals, and internet related to the study. I analyzed and interpreted data collected through questionnaire and observation using simple statistical tools. The majority of students regularly consult the internet to enhance their learning. They frequently visit the cyber cafes to consult the websites of their interest. Although it has several of the negative effects on its users, it is not the case of with the Master level students since they clearly know that taking advantage or disadvantage from the use of internet depends upon the users themselves. So, the master level students are found out to be sincere in learning through the use of internet mastering their skills of language and knowledge about the English literature.

 This research work consists of four chapters and two appendices. Chapter one is an introductory one which includes general background, review of related literature, objectives and significance of the study. Chapter two includes methodology which includes the sources of data and limitations of the study. Chapter three consists of analysis and interpretation of data. Findings and recommendations of the study are given in the last chapter i.e. chapter four which is followed by references and appendices.

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LIST OF SYMBOLS AND ABBREVIATIONS

ELT   -   English Language Teaching

i.e   -   that is

M.Ed.   -   Masters in Education

M.A.   -   Masters in Arts

T.U.   -   Tribhuwan University

%   -   Percentage

CALL   -   Computer Assisted Language Learning

IT   -   Information Technology.

ITAA   -   Information Technology association of America

NELTA   -   Nepal English Language Teathers' Association.

P.   -   Page no.

PC   -   Personal Computer

SLA   -   Second Language Acquisitions.

S.N.   -   Serial Number

USA   -   United States of America

WWW   -   World Wide Web

CHAPTER ONE

INTRODUCTION

The present research entitled as "The Impact of Internet on the Language Learners in ELT" explores the current situation of the use of internet in the ELT outside and inside the classes and analyses the pros and cons of it. The introduction section of the thesis consists of the general background, a brief introduction to the computer assisted language learning, use of internet as an English Language teaching tool, review of the related literature, objectives and the significance of the study.

1.1   General Background

This is the twenty first century which is synonymous to "The Age of Information Technology". Information Technology (IT), as defined by the Information Technology Association of America (ITAA) is, "the study design, development, implementation, support or management of computer-based information systems, particularly software applications and computer hardware". IT deals with the use of electronic computers and computer software to convert, store, protect process, transmit, and securely retrieve information. IT is revolutionizing the way, in which we live or work. It is changing all aspects of our life and way of living. The digital revolution has given mankind the ability to treat information as a mathematical precision; to transmit it at very high accuracy and to manipulate it at will. Therefore, computers and communications are becoming integral parts of our life. Because of the development of the science and technology, even the inanimate things are getting into the act of transferring the communication from one corner of the world to the other. Whatever the means may be, language is used in it. Among the languages of the world English language is mostly used now-a-days since it is an international language. So, teaching or learning the English Language

is a cry of the contemporary world. Regarding the new technology of the 21st century Champelle (2001) says:

> As we enter the 21st century, everyday language is so tied to technology that learning language through technology has become a fact of life with important implications for all applied linguistics, particularly for those concerned with facets of second language education (p.1).

Since the present world is the world of information technology and the internet has been a boon now-a-days to accomplish every task rapidly and effectively. So, learning language, too, is strongly facilitated by the new technology.

Human civilization is expanding its horizon with the development of new technologies. People are usually interested in the use of such advanced technologies and get benefit from them. Among the new technologies, internet is the one. And the use of internet in Education is a global need now-a-days. In this context the use of internet in ELT is also a burning issue at present because by the use of it in the ELT it can be made more effective, more interesting, and useful. Now-a-days, in many developed countries the use of internet in the English language teaching has become very common. But in the developing countries like Nepal, where the new technology is yet to be expanded, the use of the internet in the ELT classes is a new thing and is rarely in use. Every new finding of the science and technology has its profound impact upon the human world. Such innovations in the field of science and technology have widened the area of knowledge and the ways of gaining it. Yet, each of such discoveries has its own bright and seamy sides.

The technology of the computer assisted language learning and especially the use of internet in the language teaching classes has obviously facilitated the learners to

learn the language and the instructors to instruct language. However, it has some of its own loopholes too. The present researcher tried to dig out the pros and cons of the use of internet in the language teaching classes and analyze its impact on the learners.

The information age is changing the way we work. It is not just affecting the work place. Its influences are felt in our educational system too. Leon & Leon (1999, p.35) say that "Our educational system was developed more than a century ago to teach students the basic facts and survival skills they would need for jobs in industry and agriculture-jobs they would probably hold for, their entire life". They call this model a 'factory model' and give the following three reasons for this:

   i.   It assumes that all students learn the same way and that all students learn the same things.

   ii.   The teachers' job is to pour facts into students, occasionally checking the level of knowledge in each student.

  iii.   Students are expected to work individually, absorb facts and to spend most of their time sitting quietly listening to the teacher.

Now, with the invention of information technology, the world has changed and is changing by the day.

Regarding the computer assistance in English language learning, Taylor (1980) says "Computer assistance in English language learning means that the computer is to be used to instruct, to aid, to facilitate and to deliver learning material for the students" (as cited in Sabieh, 2001, p.68). Similarly, Lederman & Niess (2000) say "It is a powerful tool since it puts demands on the students' cognitive functioning. The computer is not perceived as an end tool but as a means to an end- the language learning process" (as cited in Sabieh, 2001, p. 68).

The internet is a tool which offers unprecedented possibilities in the field of English Language Teaching (ELT). Internet assisted ELT can enhance teachers'

effectiveness and facilitates their work. It also increases students' independence, motivation and provides a real atmosphere for learning the language. Provided links lead to multimedia supported materials and additional information which allows expanding activities in the direction of students' interest. The links also enable communication and create many opportunities in learning the language. Students use the internet to communicate sending e-mail messages and participating in news boards, discussion groups and keeping in touch with newspaper editors. They use computers for interactive group work involving problem solving and simulations. Consequently, internet assisted ELT fosters the students' independence, helps them become more successful in school, and enhances their critical thinking skills by allowing to judge the value of the information they find. As a result, students engage in learning for its own sake in which they find pleasure and satisfaction too. As internet is a way to have worldwide connection, the internet-based ELT encourages and enables the cross-cultural interaction among the students from the different corners of the world which definitely helps in widening the area of knowledge along with the learning of language. Such learning has its own unique nature and significance in a present globalized world from which students can have a good approach all over the world in a new manner.

Among the different tools of teaching language in the ELT classes, internet is also one. By the use of it the teachers can have a good access to the sources of teaching and the students can be taught online. Similarly, the use of e-mail in teaching learning activities is also a form of use of internet facility in the language learning activity.

1.1.1 Computer Assisted Language Learning (CALL)

Computer is simply defined as an electronic device, which when fed up with an input produces output according to pre-arranged programme. It has become very

powerful device to aid the development in the field of data processing and research. Now-a-days computers are useful in business, in education and in the home. People can do their account on computers, they can learn language from them, they can write letter from them, they can control their central heating using them and in some places they even do their shopping with them. Language learning is a natural process if it is a first language. But learning a second language needs an extra effort. English language for the non-native learners needs several ways of learning it formally or informally. In the formal teaching and learning process there have been used various methods and tools. Such language teaching methods and tools become widespread with the dynamism of time. Computer, a recent product of the science and technology, has been used in multiple sectors and ELT too is not an exception. Language Teaching and learning by the use of computer, in fact, is the Computer Assisted Language Learning. In the use of it, it needs especial kind of software program and the skilled human ware too.

According to Sharma and Phyak (2009)

> The idea of using computers to the actual practice of language teaching reflected the principles similar to programmed instruction in the past. This was reflected in the term Computer Assisted Language Instruction (CALI), which originated in the USA and was in common use until the early 1980s when CALL became the dominant term. The basic assumption of the computer assisted language learning program is that computer leads the students through a leaned task step by step asking questions to check comprehension. Depending on the students' the computer gives them further practice, or progresses to new material (p.325).

Computer Assisted Language Learning (CALL) begins from the CIA (Computer Accelerated Instruction), a term that was first viewed as an aid for teachers. The philosophy of CALL puts a strong emphasis on student centered lessons that allow the learners to learn on their own using structured and unstructured interactive lessons. The lessons carry two important features: bidirectional (interactive) learning and individualized learning. Sometimes computer can be used as an interactive device in which the instructor instructs the language to the learners through the use of computer as a tool. Sometimes, it also can have its own especial software program in which the learner can learn the language oneself by using it and following its guidelines. CALL too is designed on the basis of various language learning theories like behaviorism, cognitive theory, constructivist theory, and Krashen's Monitor Theory. Therefore, CALL is a new method which adhere the basic principles of language teaching and learning and strengthens the effectiveness of the language teaching activity. In Computer Assisted Language Learning the computer can be utilized as a separate device or it also can be utilized and a networked device. From the use of the network like internet the CALL can be more effective and interactive. Depending on its design and objective, it may include a substantial interactive element especially when CALL is integrated in web based format. It may include the search for and the investigation of application in language teaching and learning. CALL has also been known by several other terms such as Technology – Enhanced Language Learning (TELL). Computer Assisted Language Instruction (CALI) and Computer-Added Language Learning (CALL), yet the field are the same.

According to Delcloque (2000) CALL's origins and development trace back to the 1960s. Since the early days CALL has developed into a symbiotic relationship between the development of technology and pedagogy. In the process of learning the English language by the use of computer, it can provide us different unprecedented facilities and techniques to enhance our language. The computer

would analyze the errors and give feedback. More sophisticated programmes would reach the students' mistakes by branching to help screens and remedial activities. While such programmes and their underlying pedagogy still exist today, to a large part behaviouristic approaches to language learning have been rejected and increasing sophistication of computer technology has led CALL to other possibilities.

Communicative CALL is based on the communicative approach that becomes prominent in the late 1970's and 1980's. In the communicative approach, the focus is using the language rather than its analysis and teaching of grammar implicitly. It is also allowed for originality and flexibility in student output of language. It also correlates with the arrival of the PC, making computing much widely available tool resulting in a boom in the development of software for learning language. The first CALL software in this phase is still in practice but not in drill format, for example, paced reading, text reconstruction and language games but computer remained a tutor. In this phase, however, computers provided context for students to use language, such as asking for directions to a place. The criticism of this approach includes using the computer is a disconnected manner for more marginal rather than the central aims of language teaching. It is usually taught skills such as reading and listening in a compartmentalized way, even if not in a drill fashion.

There have been developing even new techniques and methods in using computer and the assistance in learning the language. The explorative CALL which began from the 1990s has been using internet as the provider of the multimedia data as well as the computer mediated communication. CALL in this period has undergone a shift from the use of computer drill and tutorial purposes to a medium for extending education beyond the classroom.

1.1.2 Internet as a Tool of Language Learning

The Internet is generally defined as a worldwide network of continually connected computer systems (Webster, 2005). It is a network of networks. Millions of computers all over the world are connected through the internet. Computer users on the internet can contact one another anywhere in the world. If our computer is connected to the internet, we can connect to millions of computers. We can gather information and distribute our data. Dudeney (2000) says "the internet is the biggest communication revolution since the advent of the printed book, yet up until not too long ago it was secretive field enjoyed- and jealously guarded – by a few select individuals". In fact, the Internet contains teaching materials which make it possible to teach every language skills. Web-based ELT can include interactive skills as well. Lessons based on reading materials can lead to communicative activities. In other words, speaking can be incorporated into activities based on Internet texts. Provided Internet links and the application of e-mail enable communication consisting in reading and writing skills. Numerous Internet-based activities integrate several language skills. Internet-based lessons should include same stages as lessons based traditional teaching materials. Nevertheless, Internet-based lessons should include a pre-computer task, the main task and post-computer task.

The internet application is currently drawing the most attention is the World Wide Web. Using the World Wide Web, the students can search through millions of files around the world within minutes to locate and access authentic material like newspapers and magazine article, radio broadcasts, video clips, movies, books, book reviews and so on as per their personal interest. So, the use of internet has a variety of freedom of choice in which obviously the learners are motivated and an enthusiastic in learning the language as well as gaining the knowledge. By the use of internet the learner and the teachers both can have an access to share the ideas

and publish their creations among them, which facilitates the language learning activity.

Similarly, many English teachers recognize the potential of the internet for long-distance communication. It enables English language to communicate with others across the globe. It provides them the opportunity to exchange the information with the students and other related personals. Through the use of internet there are three types of electronic communications possible within a single class i.e. teacher-student communication, out-of-class electronic discussion, and in class, real time electronic discussion. Although the potential of the Internet for educational use has not been fully explored yet and the average schools still make limited use of computers, it is obvious that we have entered into a new age in which the links between technology and the TEFL have already been established. The development of the Internet has brought about a revolution in the teachers' perspective, as the teaching tools offered through the net were gradually becoming more reliable. Now-a-days, the internet is gaining immense popularity in foreign language teaching and more and more educators and learners are embracing it.

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 developed in developed nations than in developing nations, and within nations accessibility tends to be greater in more affluent urban areas than in less affluent outlying areas. Likewise, Linder (2004) says that "using the internet for language teaching is not a simple endeavor; the internet is actually many different things, each with a different pedagogical value". He further says that despite that complexity, the internet is a valuable tool for language education, with the potential to become an indispensable tool for language teaching in the future. He lists the following five basic possibilities that the internet offers for the networking English classroom:

i.   Real- time communication with other network users (using the internet as a telephone or video conferencing device, Internet Relay chat, or other).

ii. Deferred –time communication with other network users (e-mail, mailing lists, newsgroups, and other).

iii. Source of information (text, images, voice, sound, especially on the World Wide Web).

iv. Outlet for publication (text, images, voice, sound, especially on the World Wide Web).

v.   Distance teaching/ learning.

The students have access to authentic English through the use of internet. They can use the internet outside the classroom as a text-based means of acquiring information (for example, gathering data about a certain topic and receiving emails) or a text-based meaning sharing information (for example, sending emails and setting web sites).

1.1.3   IT Policy in Nepal

IT policy in Nepal is formulated in 2057 B.S. (2000 A.D.) with the vision to place Nepal on the Global map of Information Technology within the next five years. The Information Technology Policy was developed to attain the following three objectives:

i.   to make information technology accessible to the general public and increase employment through this means;

ii. to build a knowledge-based society;

iii. to establish knowledge based industries.

There are 17 policies formulated for the implementation of the strategies. The policies which are related to computer, internet and education are listed below:

i. to provide internet facilities to all village development committees of the country in phases;
ii. to render assistance to educational institutions and encourage native and foreign training as a necessity of fulfilling the requirement of qualified manpower in various fields pertaining to information technology;
iii. to increase the use of computers in the private sector;
iv. to use information technology to promote e-commerce, e-education, e-health, among others, and to transfer technology in rural areas;
v. to include computer education in the curriculum from the school level and broaden its scope.

To implement the national information technology policy and fulfill its objectives, different plans are mentioned which are as follows:

i. participation of private sector in infrastructure development;
ii. human resource development;
iii. dissemination of information technology;
iv. promotion of e-commerce and so forth, and
v. facilities

Under infrastructure development, IT policy aimed to establish an internet node in all development regions by fiscal year 2058/ 059 (2001/ 2002) and in district headquarters by fiscal year 2060/ 061 (2003/ 2004) with participation of the private sector in order to make internet available throughout the kingdom as well as to extend the use of internet to rural areas gradually. Similarly, under human resource development, IT policy aims to formulate a long term programme with a slogan "computer education to all by 2010 A.D." and to teach computer education as an optional subject in some public secondary schools from the coming academic year and to make a compulsory subject in phases. Another plan is to make the knowledge of computer compulsory to all newly recruited teachers in phases so as to introduce computer education in schools, and provide computer

education to all in- service teachers in phases through distant education. IT policy gives emphasis to providing computer education from the school level. There is a plan to make internet facility available free of cost to universities and public schools for four hours a day within the next five years to provide computer education in a systematic way.

Some of the measures that IT policy plans to pursue for the extensive dissemination of information technology are given below:

  i.   to introduce the distant learning system through the internet and intranet as well through radio and television;
 ii.   to develop networking systems like school-net, research-net, commerce-net and multilingual computing;
iii.   to formulate and launch a three year programme to extend the use of computer in governmental offices;
 iv.   to link all ministries, departments and offices to the internet, and to encourage other agencies to be linked through the internet.

The plan regarding computer and internet that IT policy aims to implement within five years has not been implemented to the full extent till now.

To conclude, we can say that the value of the internet for English Language teaching and learning is undeniable. As a source of authentic materials, a place for publication for material produced in the classroom, and a tool for intercultural communication, it is particular useful when doing project-based and content-based work.

1.2 Review of the Related Literature

This study claims that the present topic which is going to be studied is new and there is no more detailed study. Many researchers have already carried out their researches and have written books on the matter of the computer assisted language

learning and among of them, I have reviewed a few of the research works in my access.

Bryant (2000, as cited in Sabieh 2001, p. 67) notes:

> In the USA, 95% of educational institutions and 72% of classrooms have internet connections […] 86 present of educators use the internet for e-mail or for finding curricular material while only 66 percent of them use the net to enhance their instruction and students' learning. Moreover, only 33 percent of them use the internet for student research purpose and 16 percent of them use the medium for lesson planning.

Internet is a worldwide network in which typically all computers in the institutions or campuses, cyber cafes and homes are connected to each other. It is thus possible to share files among the users. This creates imminence possibilities for collaborative language learning (cited in Kroonenberg, 1995 http: liteslj org).

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

Similarly, John and Cash (1995, as cited in Shanmuganathan, 2001, p.6) found that an adult improved his German Via e-mail exchange with a native. The adult would first store all new vocabularies and phrases form the e-mail, and when he wanted to write he would review the past messages. From this example, we can claim that the use of internet in teaching language in formal classroom as well as outside, the teaching-learning activity of the English Language becomes really beneficial.

According to Fuller(2000), The national center of education statistics (1997) reported that in 1992, less than 41.3% of study did not use a computer weekly and

that more than half of those who did use the computer at all that year used it to play games or practice computer literacy skills.(as cited in Sabieh 2001, p.66).

Likewise Aasheal Al-Salem (2007) in his article entitled "the Internet in English Language Teaching: Advantages, Disadvantages and its application in the English Teaching Process" claims that Internet is the "greatest boon to English teaching. […] It provides a variety of material that meets individual student abilities and address individual student goals, leading to purposeful, constructivist learning."

Luitel (2007) made a research study on "Language Study on SMS". He has represented the comparative analysis of the characteristics of English used on SMS. The comparison has done in syntactic structures, mechanism of writing, abbreviation non-linguistic sign, numerals, code mixing and formality of language. He has found that there is maximum use of self created abbreviation in the language use on SMS.

Adhikari (2008) conducted research on "Effectiveness of using computer in teaching vocabulary." He aims at finding the effectiveness of using computer in teaching vocabulary in contrast to traditional ways of teaching vocabulary. He prepared the tools for data collection on the basis of 'Our English grade nine' prescribed for high school curriculum. He selected 24 students for his study. These students were classified into two groups namely controlled and experimental on the basis of odd and even number of their scores on pre-test. He concludes his research work stating that using computer in teaching vocabulary was a significantly effective way of presenting new vocabulary items in EFL classroom.

Khanal (2008) conducted research on "Attitudes of higher secondary teachers towards the use of computer and the internet." This study was carried out to study to the attitudes of higher secondary English language teachers of Kathmandu Valley and their perception on the basis of their personal characteristics, relative computer and internet advantages, cultural perception, computer competence and

the availability of computer and the internet. He has concluded his study with the findings that majority of the teachers have positive attitudes towards the computer and the internet. Although less than twenty five percent English teachers of Higher Secondary Schools in Kathmandu valley are still away from computer and the internet access, they are aware of use of computer and the internet and gave the positive attitudes towards the use of them in curricular activities. All teachers are interested to increase the computer and the internet access in the future.

Paneru (2009) conducted research on "Use of computer for Teaching English Grammar." The objectives of his study were to find out the effectiveness of the use of computer in the teaching of grammatical items such as: i) reported speech ii) tense iii) conditional clauses iv) subject verb agreement v) relative clauses vi) use of neither and so vii) voice viii) use of modal verbs ix) use of like and prefer verbs. The class tests were given to the students at the interval of every six or seven lessons of grammar items taught with the help of computer. He concludes his study saying that teaching grammar using computer was more fruitful than teaching it without.

Gohiwar (2009) carried out research on "Effectiveness of using Power Point in teaching English tense." He aims to find out the effectiveness of using PowerPoint in teaching English tenses incase of secondary level students in a private English Boarding School in Kathmandu Valley. For this purpose, he analyzed and interpreted time-on-tasks in daily classroom teaching, pre-test, post-test, and progressive tests as well. He used both primary and secondary sources of data. The primary data was elicited from the forty students of grade 9 of Milan Vidya Mandir, Anamnagar by administering time-on-tasks, pre-test, post-test and progressive tests. The secondary sources of data he used were Midas CD-ROM, Ratansagar CD-ROM, Burns (1999) and grade 8 and 9 English textbooks. His conclusion is that the use of PowerPoint in teaching the English tenses is an

effective way of presenting them in the classroom in the case of ninth graders of Milan Vidya Mandir School, Anamnagar.

Adhikari (2008) carried out experimental research whereas Paneru (2009) and Gohiwar (2009) carried out an action research. They aimed to find out the effectiveness of using computer in teaching vocabulary, effectiveness of using computer in teaching English Grammar, effectiveness of Power Point in teaching English terms respectively. They did not touch the area of internet. So, my research is different from them. Though Khanal's (2008) study has touched the area of internet but he has studied the attitudes of higher secondary teachers towards the use of computer and internet. None of the studies touched the area regarding the impact of internet on language learners in ELT. Therefore, my study is different from others.

1.3   Objectives of the Study

The objectives of the present research were as follows:
  i.   To explore the opinion of students towards the use of internet in ELT.
  ii.   To find out the impact of the use of internet in ELT.
  iii.   To list out some pedagogical implications.

1.4 Significance of the Study

As the present era world has been narrowed down due to the availability of internet connection from one part of the world to any other corner of it, the importance of internet is indescribable. Due to the internet the world has been changed into a global village. So, such innovative technology cannot be ignored in teaching and learning a language and especially the English language. Therefore, the present study that is aimed to find out the impact of the use of internet in English language learning has its great significance and relevance. The research work that will carefully analyze the impact of the use of internet will be useful to

the language teacher to get knowledge about the subject and use it to encourage his/her students. It will also be useful to the course designers and inspire them to make the right use of the new technology in the education system.

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 situations, will feel more encouraged to use the internet in their teaching" (p.16).

CHAPTER TWO
METHODOLOGY

To fulfil the above mentioned objectives the researcher adopted the following strategy.

2.1 Source of Data

For the accomplishment of the targeted goals, the researcher consulted and used the following sources of data.

2.1.1 Primary Source of Data

The primary sources of data of this study were the students of second year M.Ed. English and M.A. English of University Campus Kirtipur. Twenty students from each faculty were selected and given questionnaire and five students from each faculty had been observed at different cyber-café in Kirtipur.

2.1.2 Secondary Sources of Data

The secondary sources of data were different textbooks, especially Davis (1982), Butler (1985), Nunan (1992), Leon and Leon (1999), Dudeney(2000), Chapelle(2001), Kumar (2005), Best and Kahn (2006), Sealey (2010), Bitchener (2010), and various journals, articles, research studies and internet cites related to the topic.

2.2 Sampling Procedure

The sampling procedure of my study is mentioned below:

I selected the University Campus, Kirtipur as a research area of my study. From this Campus, I purposively selected two classes- M.Ed. second year English and M.A. second year English. Thus, M.Ed. second year English students and M.A.

second year English students were my study population. I selected only fifty sampling units from them. Twenty students from each faculty were selected using random sampling procedure and five students from each faculty had been observed at different cyber-café in Kirtipur according to the observation table given in appendix-II.

2.3   Tools of Data Collection

Two kinds of tools were used during the process of data collection, which are questionnaire and observation to collect the data. The questionnaires consisted of both open-ended and close-ended questions.

2.4   Process of Data Collection

I had followed the following processes to collect the data for the study.

i.   At the first, I visited M.Ed. second year English classes. I stayed in front of the class during the break time.

ii.   Then I selected 10 students in a day and explained them about the purpose of the questionnaire.

iii.   Then I provided them the survey questionnaire and asked to fill it. It took 3 days to distribute and collect questionnaire from 20 students.

iv.   After collecting their responses, I visited M.A. second year English class and followed the same process. It also took 3 days to distribute and collect questionnaire from 20 students.

v.   For observation I got permission from some 5 students from each group to go to cyber with them.

vi.   After getting permission I visited the cyber with them, observed their every activity and made note of them.

2.5   Limitations of the study

The limitations of this study were as follows:

  i.   The study was limited to the university campus kirtipur.

  ii.   It was limited to the students of second year M.Ed. English and second year M.A. English.

  iii.   It was limited to open-ended and close-ended questions.

  iv.   It was limited to the observation table given in appendix.

  v.   It was limited to cyber-café in Kirtipur.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter is concerned with the analysis and interpretation of the data collected from the primary sources. The data was collected from the students of M.A and M.Ed. second year English at University Campus, Kirtipur, Kathmandu.

The data was collected in two ways: through questionnaire (see appendix 1) and observation (see appendix 2). As the source of the primary data collection the population was randomly selected. There were 25 students from the M.A. and 25 students from the M.Ed. selected randomly and were given the questionnaire and each five were observed.

There were altogether 25 questions, open-ended and closed ended in the questionnaire. The question no. 1 to 20 were asked to both the groups but there were separate questions form question no 21 to 25 based on the course of study of M.A. and M.Ed. The questions were arranged thematically so as to meet the objectives of the study.

The first group of questions i.e. question no. 1-3 were asked to find out their views about internet as the source of learning. The second group of questions i.e. question no. 4-6 were asked to find out whether the internet motivates them to learn language. Similarly, the third group of questions i.e. question no. 7-10 were asked to find out whether their language skills and creativity were enhanced by the use of internet. To find out their frequency of visiting the internet sites the questions were asked form fourth group i.e. question no. 11-12. Nextly, the fifth group of the questions i.e. question no. 13-15 was asked to find out their interactive learning through the use of internet. The sixth group of the questions i.e. questions no. 16-20 were asked to find out their attitude towards the internet

which would help the researcher to know the impact of internet in the internet users.

The analysis and interpretation of the data collected through the questionnaire and observation has been presented under the four main headings:

1. Analysis of Data Collected Through Questionnaires

2. Analysis of Responses of M.A. Students Based on M.A. Curriculum

3. Analysis of Responses of M.Ed. Students Based on M.Ed. Curriculum

4. Analysis and Interpretation of Data Collected Through Observation

The obtained information was tabulated and then analyzed and interpreted by using simple statistical tools such as percentage, table and pai-charts.

3.1   Analysis of Data Collected Through Questionnaires

There were altogether 20 questions in this section. The information collected through those questions has been discussed under the six sub-headings. The information collected through those questions has been discussed under the six sub-headings as follows.

3.1.1   Internet as a Source of Language Learning

The questions of the first category were related to internet as s source of language learning. In this category there were altogether three questions. The first question is related to the sources of language learning except textbook. The second question talks about how internet helps in language learning and the last question talks about the authenticity of internet in language learning. The data can be presented as follows:

Table No. 1

Internet as a Source of Language Learning

S.N.	Questions	Responses	Number of students			
			M.Ed.		M.A	
			No.	%	No.	%
1.	Sources of language learning except text book.	- Internet - Magazine & newspaper - Audio-visual aids	12 5 3	60 25 15	9 6 5	45 30 25
2.	Do you learn English language through use of internet?	- Yes - No	15 5	75 25	11 9	55 45
3.	Do you think that internet is an authentic source of materials (or English language learning).	- Yes - Not sure - No	16 2 2	80 10 10	15 1 4	75 5 20

In the Table No. 1 the first question shows that 60% of students from M.Ed. and 45% students from M.A. think that internet is the most effective source of language learning. Similarly, 25% students from M.Ed. and 30% students from M.A. think that magazine and newspaper are the effective sources of language learning. Likewise, 15% students from M.Ed. and 25% students from M.A. think that Audio-visual aids are the effective sources of language learning.

 The second question shows that 75% students from M.Ed. and 55% students from M.A. are agreed that through the use of internet we can learn English language. Similarly, 5% students from M.Ed. and 45% students from M.A. are disagreed that about it.

 The third question shows 80% students from M.Ed. and 75% students from M.A. think that internet is an authentic source of material for language learning.

Similarly, 10% students from M.Ed. and 5% students from M.A. are not sure about the authenticity about internet. Likewise, 10% students from M.Ed. and 20% students from M.A. think that internet is not the authentic source of material for English language learning.

3.1.2 Internet and Learner Motivation

After collecting the responses from the respondents the researcher came to know that internet has a good and positive impact upon the students of the university level. The questions of the second category were related to the motivation. There are three questions in this category. The responses, tabulation and its interpretation of this category are presented below:

Table No. 2

Internet and Learner Motivation

S.N.	Questions	Responses	Number of students			
			M.Ed.		M.A	
			No.	%	No.	%
1.	Do you find the internet an interesting tool of English language learning?	- Yes - No	19 2	95 50	15 6	75 25
2.	Which of the following will your prefer for learning English language?	- Classroom activities - Textbooks - Internet - Others	6 3 10 1	30 15 50 5	88 97 3 2	40 35 15 10
3.	Internet creates a strong motivation for learning English language.	- Strongly agree - Agree - Disagree - A lot sure	1 17 1 1	5 85 5 5	10 15 2 2	5 75 10 10

From the above table, the first question from this category shows that 95% students from M.Ed. and 75% students from M.A. think that internet is an interesting tool for English language learning. Similarly, 5% students form M.Ed. and 25% students from M.A. are disagreed about it.

The second question of this category shows that 30% students from M.Ed. and 40% students from M.A. preferred classroom activities for learning English language. Similarly, 15% students from M.Ed. and 35% students from M.A. textbook for learning English language. Likewise, 50% students from M.Ed. and 15% students from M.A. preferred internet for learning English language. In the same way, 5% students from M.Ed. and 10% students from M.A. preferred for learning English language.

The last question of this category shows that 5% students from M.Ed. and 5% students from M.A. are strongly agreed that internet creates a strong motivation for learning English language. Similarly, 85% students from M.Ed. and 75% from M.A. are agreed that it creates strong motivation for learning English language. 5% students from M.Ed. and 10% students from M.A. disagree about it. Likewise, 5% students from M.Ed. and 10% students form M.A. are not sure that internet creates strong motivation for learning English language.

3.1.3 Use of Internet to Enhance Language Skills and Creativity

Certainly the students' responses show that the users of internet in learning language can grow their language skills and creativity rapidly and effectively. From the responses of the third group of the questionnaire the researcher has come to find out that the students' skill in reading and writing has been enhanced more than the others. It has worked as a facilitator for fostering their creativity by involving them in various kinds of writing tasks such as online article, or responses to the article. However, in comparison to their motivation to use the

internet their percentage of involving in such activities is a bit low. Only 56 percent of them have written online article yet.

3.1.4 Frequency of the Students' Visit to the Websites or the Cyber Cafes

There were two questions in this category. These questions were related to frequency of the students visit to the websites or the cyber cafes. The responses of the respondents are shown in the following table.

Table No. 3

Frequency of the Students' Visit to the Websites or the Cyber Cafes

| S.N. | Questions | Responses | Number of students | | | |
| | | | M.Ed. | | M.A | |
			No.	%	No.	%
1.	How often do you go cyber cafes to use internet for language learning purpose?	- Frequently	12	60	10	50
		- Occasionally	5	25	8	40
		- Rarely	2	10	1	5
		- Daily	1	5	1	5
2.	How long have you been using the internet?	- 2 years	10	50	11	55
		- 4/5 years	7	35	5	25
		- Since recently	3	15	4	20

From the about table, the first question shows that 60% students said that they visit cyber cafes frequently, 25% students said that they visit cyber cafes occasionally, 10% students said that they visit cyber cafes rarely and 5% students said that they visit cyber cafes daily from the M.Ed. group. Similarly, 50% students said that they visit cyber cafes frequently 40% students said that they visit cyber cafes

occasionally, 5% students said that they visit cyber cafes rarely and 5% students visited cyber cafes daily from the M.A. group.

The second question of this category shows that 50% students from M.Ed. and 55% students from M.A. have been using the internet for two years. Similarly, 35% students from M.Ed. and 25% students from M.A. have been using internet for 5 years. Likewise, 15% students from M.Ed. and 20% students from M.A. have been using the internet since recently.

3.1.5 Interactive Learning Through Internet

The questionnaires of fifth category were designed to seek the information of the respondents about their interactive learning. There were altogether three questions in this category. The responses of respondents collected through questionnaires were presented in the following table

Table No. 4

Interactive Learning through Internet

S.N.	Questions	Responses	Number of students			
			M.Ed.		M.A	
			No.	%	No.	%
1.	Do you have e-mail address of your teacher?	- Yes - No	9 11	45 55	8 12	40 60
2.	Do you send your queries to your teacher through e-mail?	- Yes - No	7 13	35 65	6 14	30 70
3.	Does your teacher respond you?	- Yes - No	18 2	90 10	16 4	80 20

The above table shows that 45% students from M.Ed. and 40% students from M.A. had e-mail address for their teacher. Similarly, 55% students from M.Ed. 60% students from M.A. did not have e-mail address of their teacher.

The second question of these category shows that 35% students from M.Ed. & 30% students from M.A. have been sending queries to their teacher. Similarly, 65% students from M.Ed. and 70% students from M.A. didn't send their queries to their teacher.

The last question of this category shows that 90% students from M.Ed. and 80% students from M.A. answered yes, that our teacher responds us. But some of them are passive about it.

3.1.6 Attitude to the Internet

The six categories of the common questionnaires were designed to derive students attitudes about the internet by which the researcher can find out the impact of it upon them. The researcher's hypothesis is that if they had positive attitude towards the internet use and if they used it positively its impact upon them too would positive, otherwise vice versa. There are altogether five questions in this category. The responses tabulation and it interpretation of this category are presented in the following table.

Table No. 5

Attitude to the Internet

S.N.	Questions	Responses	Number of students			
			M.Ed.		M.A	
			No.	%	No.	%
1.	The use of internet is a waste of time and money.	- Agree - Disagree - Not sure	1 18 1	5 90 5	2 15 3	10 75 15
2.	Is the use of internet just a passing of time?	- Yes - No	2 18	10 90	3 17	15 85
3.	Do you find enough materials that you search for from the internet?	- Yes - No	12 8	60 40	10 10	50 50
4.	Does internet spoil our mind and makes us dull?	- Yes - No - Depends on you	1 3 16	5 15 80	2 2 16	10 10 80
5.	Internet can be an easily available teacher?	- Agree - Disagree - Not sure	16 1 3	80 5 15	12 4 4	60 20 20

On the basis of above table, the first question shows that 5% students form M.Ed. and 10% students from M.A. were responded that the use of internet is a waste of time and money. Similarly, 90% students from M.Ed. and 75% students from M.A. were responded that it is not a waste of time and money. Likewise, 5% students from M.Ed. and 15% students from M.A. did not sure about it.

The second question of this category shows that 10% students from M.Ed. and 15% students from M.A. were responded that internet is just a passing of time. In this way, 90% students from M.Ed. and 85% students from M.A. were responded that use of internet is not just a passing of time, it was effective tool for learning English language. It means that most of the students positive about its use. The third question shows that 60% and 50% students from M.Ed. and M.A. responded that by the use of internet we got enough materials for ELT purpose respectively. But some of them like 40% and 50% students from M.Ed. and M.A. were disagree about it.

Fourth question shows that 80% students from M.Ed. and M.A both were responded that use of internet did not spoil our mind and made us dull because use of internet depend upon its user. But 5% and 10% students from M.Ed. and M.A. were agree about it, that internet spoil our mind and makes us dull.

The last question of this category shows that 80% students from M.Ed. and 60% students from M.A. agreed that internet can be an easily available teacher. Similarly, 5% students from M.Ed. and 20% students from M.A. were disagreed about it. Likewise, 15% students M.Ed. and 20% students from M.A. did not sure that internet can be an easily available teacher or not.

3.2 Analysis of Responses of M. A. Students Based on M.A. Curriculum

In this section 5 questions were asked which were designed on the basis of M.A. English curriculum. The M.A. students who used internet as the source of language learning responded the questions. Their responses help the researcher to find out the impact of the internet in their learning of language. The analysis and interpretation of their responses is presented below.

The first question q. no. 21 was asked to find out whether they have the habit of consulting the internet to learn more about the matter of their textbooks. And in response to it 60 percent of the total respondents said that they had such habit while rest of the others i.e. 40 percent of the respondents said that they have no habit but occasionally they visit the websites.

Figure No. 1

The above figure shows that there are more students with the habit of consulting the internet about the matter of their textbooks. Out of 20 students of M. A. English 60% of them regularly consult the websites whereas 40% of them occasionally.

The second question for them was whether they find any special enthusiasm while consulting the internet dealing with the materials of language and literature. In response to this question the majority of the respondents gave positive answers.

Figure No. 2

The above figure most of the students find interest in consulting the internet about the matter of their textbook. Out of 20 students 80 percent of them said that they find enthusiasm in doing so. It shows that internet has a good facilitator's impact upon the students.

The third question asked to the MA group was whether they search the websites related to poetry or not. Almost 80 percent of the respondents' reply was yes. The collected data about the question is presented below.

Figure No. 3

The above figure shows that the80 percent of the students of M.A. are apprenticed to consult the internet websites related to poetry. They said that they consult the websites especially to search the materials related to poetry such as the summaries, criticisms and the biography and history of poets. The facility of the internet has opened up such ways for the students who are interested to study the poems from the wider horizon. So, there is a growing demand of internet material for the study.

The fourth question was whether they consulted the websites about drama or not? In response to this question their reply was mixed i.e. 60 percent of the total respondents answered that they consult the website about drama while 40 percent showed ignorance about it.

Figure No. 4

The above figure shows that 60 percent of the respondents said that they consult websites to gain information about the drama while the other 40 percent said that they did not consult the websites about drama but they were interested to do it. This shows that internet has a positive impact upon them and they are interested to use it to gain knowledge and information.

The last question to them was whether they consult the sites about the critical theories or not. Majority of them have the habit of doing it, however 40 percent of them said that they have not consulted the internet to gain information about the theories of the criticism.

Figure No. 5

The above figure shows that the majority of students of M.A. English consult the internet to get the information about the critical theories. Among them 60% said that they consult the internet for critical theories whereas 40 % of the respondents said that they have not consulted it for them though they wished to do so. Such activities of the M.A students show that the internet has been their inevitable part. There is encouraging impact of internet upon the students of M.A. English.

3.3 Analysis of Responses of M.Ed. Students Based on M .Ed. Curriculum

The researcher had prepared separate five questions related to the M.Ed. course of study and the students were asked the questions on them. The M.Ed. students who use internet as a language learning tool responded to those questions. The analysis and interpretation of their responses is presented as follows:

The first question no. 21 was to ask whether they use internet as a tool to learn the things of their textbook. The responses of the respondents were varied. However, the 80 percent of them expressed their opinions that they use it for knowing the things of their textbook better.

Figure No. 6

The above figure shows that the 65% of students search in the internet for knowing the textbook better, whereas the remaining 35% of them show their passivity towards it. Since the majority of the students find pleasure in learning the matters of their textbook through the internet, the researcher finds out the positive impact of internet in the students.

The second question i.e. question no. 22 was asked to the M.Ed. students to find out whether the students consult the internet sites to search for any information related to phonetics and phonology. Among the respondents 80 percent said that they use internet to learn about phonetics and phonology whereas the 20 percent did not have any idea of using the internet, which can be presented in the diagram below.

The above figure no 7 shows us that 70 percent of the students search for information related to phonetics and phonology from the internet. And 30 percent students do not use internet for that purpose. The students who are interested for searching information related to phonetics and phonology replied that they search for information on pronunciation, development of phonology, generative phonology a distinction between phonetics and phonology. Thus, it is clear less number of students search the internet related to phonetics and phonology.

The third question asked to the students was whether they found pleasure to search the materials about in the internet. Most of the respondents' like 65 percent reply were positive. They were really interested to visit the sites related to the grammar study. The following diagram shows their responses.

Figure No. 8

The above figure shows that most of them use internet for the study of grammar while few (only 10 percent) of them have no such habit. The impact of the internet is clearly seen in them.

The fourth question no. 24 was asked to the M.Ed. students whether they use internet for searching any information related to ELT and they were also asked to mention the areas for which they consult internet. The presented as follows shows that the majority of the students use internet for that purpose.

Figure No. 9

The above figure shows that 85% students use and 15% students do not use internet for searching information related to ELT. This means majority of the students use internet to search for information related to ELT. The internet users replied that they search for information on ELT, history, theories, approaches, methods, and techniques. The variety of the areas under ELT found in the internet has a constructive impact upon the students.

The last (fifth) question i.e. question no. 25 was asked them to find out their use of internet websites for the study about psycholinguistics and their major areas of interest in it. The following figure shows that many of the respondents have been using internet for searching the materials about psycholinguistics.

Figure No. 10

The above figure shows that 60 percent of the total respondents have been using the internet sites for searching the materials about psycholinguistics. Since 40 percent of them showed lack of knowledge about it, the students have little interest about psycholinguistics. However, we cannot underestimate the pupils' interest about using the internet for their study.

3.4 Analysis and Interpretation of Data Collected Through Observation

This section mainly concerns with the observation of ten students, five students each from M.A and M.Ed. second year English group. I prepared an observation table and observed 10 students at the different cyber cafes in Kirtipur like Cystal, Saathi, ASP, and RR. I observed their every activity. The data found through observation has been presented in the following table.

Table No-6

Observation

S.N.	Date	Name of the Students	Faculty	Activities
1	2067-11-10	Narayan Sharma	Education	➢ Time spent ½ hours ➢ Consulted the site about Chomsky
2	2067-11-10	Chandra Kamal Adhikari	Humanities	➢ Time spent 1 hour ➢ Downloaded the criticism about the novel Frankenstein ➢ Consulted the site on Foucault
3	2067-11-12	Prakash Panta	Humanities	➢ Time spent 1 hour ➢ Downloaded the summary of the poem The Waste Land ➢ Sent e-mail to the teacher
4	2067-11-13	Manorma Shah	Education	➢ One hour ➢ Searching google for information on Krashen's Theories of SLA
5	2067-11-14	Laxmi Aryal	Education	➢ Time taken 1 hour ➢ Searched for information related to teaching techniques ➢ For chat
6	2067-11-14	Pankaj Mehata	Humanities	➢ Time taken 1:30 hrs ➢ Searched information on the critical foundation
7	2067-11-15	Arun Kumar Yadav	Educaiton	➢ Time taken 45 minutes ➢ Searched the materials about Phonetics and phonology
8	2067-11-16	Dhan Prasad Chapain	Humanities	➢ Time taken 1:15 hrs ➢ Searched the materials about Derrida and deconstruction
9	2067-11-17	Baby Shah	Educaiton	➢ Time taken 1 hour ➢ Searched about Linguistics
10	2067-11-17	Mira Sigdel	Humanities	➢ Time taken 1 hour ➢ Searched the material about New Historicism ➢ Used Facebook

By observing the students in the different cyber cafes the researcher has found out the fact that most of the students make use of internet for their study purpose. Most of them searched the sites about their concerned areas of curriculum. They also used internet for sending e-mails, visiting facebook, and chatting with friends. However, their main purpose of coming to the cyber café was to consult the educational cites of other informative sites like Google to derive the new and recent ideas or criticisms about different topics. The students of M.A. are more interested in criticism of different poems and novels as well as the theories of criticism. Whereas, the students of M.Ed. are found to have more interest in collecting ideas about the teaching methodology and recent view on grammar and linguistics. For example, student of M.A. Chandra Kamal Adhikari is seen in consulting the websites for downloading the criticism about the novel Frankenstein and the postmodern critical thinker Michael Foucault. Similarly, the student of M.Ed. Manorma Shah is found to be searching Google for information on Krashen's Theories of SLA.

Thus, it is concluded that the students of the master level either they are of education faculty or of humanities regularly visit the internet to consult the materials related to their courses. It seems that the new technological advancement has been an inevitable part of the new generation students. The easy availability of the materials and the wider scope of the area of knowledge have a praiseworthy impact upon the students. If it is used positively for the sake of knowledge it can be a boon for learning everything including the English Language.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

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

4.1   Findings

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

1. It was found that 60% students from M.Ed. and 45% students from M.A. use internet as sources language learning apart from text book.

2. Almost all of the students of the both categories agreed that Internet is the most important source of learning language but in their practicality a considerable percentage of them is found to be passive about it.

3. It was found that 85% students form M.Ed. and 75% students from M.A. have been strongly motivated towards the use of internet to derive the information about their curriculum.

4. Since they have been strongly motivated towards the use of internet and are conscious of its negative use, they do have an encouraging impact of internet in language learning.

5. It was found that 60% students from M.Ed. and 50% student form M.A. are frequently visit the cyber cafes to use internet for language learning purpose.

6. Internet has been established as a new technology of learning language which is almost inevitable.

7. Internet has widened the scope of the reading materials so consequently it has grown their knowledge about the textual subject matter as well as non-textual ones.

8. Several of the students were found to have used time by visiting non-academic sites like mail, chatting, facebook etc. though they have the knowledge that visiting the academic sites is more beneficial for them.

9. It was found that 55% students from M.Ed. and 60% students from M.A. do not have the e-mail address of their teacher.

10. The majority of the students are not found to have been encouraged to use the internet by their teachers.

11. It was found that 90% students from M.Ed. and 75% students from M.A. response as the internet is not a waste of time and money. But 5% students from M.Ed. and 10% students from M.A. think so.

12. It was found that 80% students form M.Ed. and 60% students M.A. response that internet can be an easily available teacher but 5% from M.Ed. and 20% from M.A students disagree about it.

13. Some of the students form both categories were found that using internet just for passing of time and entertainment through both questionnaires and observations.

14. Several students have complained about the lack of easy availability of the internet facility, the expensive rate, and the problem of power cut.

4.1 Recommendations:

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

1. Every student should learn to use internet as it is one of the sources of authentic materials.

2. The teachers should frequently encourage the students to utilize the internet positively as a language learning tool and for enhancing their knowledge.

3. They should be made conscious about the wrong use of internet and possibility of being the mind spoilt.

4. The students should not spend their valuable time just spending it on entertainment and passing time rather they should use it for constructive and wise purpose.

5. The learning from the internet should be made more interactive. They should share the ideas about using the internet and the learned things to their friends and teachers through e-mail.

6. Since it is the burning area of interest to the young learners the subject experts and the textbook designers should include the learning method through internet in the university curriculum too.

7. The government along with the university administration should provide an easy internet facility to the students at least of the master level.

8. Since internet has been a fast growing technology and the whole world has been accessible by sitting in a room in front of a computer, the university administration and the curriculum designers should take an immediate step in including the internet study course in the curriculum

9. The students should be given internet based project works so that they will be motivated to learn the language and use internet.

10. Since there are few researches carried out in the researcher field of internet use in the department of English Education, T.U., the researcher should be encouraged to carry out further researches in this field.

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Appendix-I

Questionnaires

Dear Colleague,

As part of my research, I am carrying out a survey regarding 'The Impact of Internet on Language Learners in ELT' under the guidance of Mr. Raj Narayan Yadav, Reader of the Department of English Education, T.U. I would be grateful to you if you could kindly fill in the following questionnaire with true information. All the information collected through the questionnaire will be used for the research purpose only and your identity will be kept highly confidential.

Name (optional)…………………………………………….

Level: …………………………………………………

Faculty: …………………………………………………….

Gender: …………………………………………………….

Please complete the following questionnaire with true information:

1. Apart from the textbook, what other sources of English Language Learning do you use?

………………………………………………………………………………

………………………………………………………………………………

2. Do you think we can learn English Language through the use of internet?

    a. Yes   b. No

3. Do you think that internet is an authentic source of materials for English language learning?

   a. Yes   b. Not sure   c. No

4. Do you find the internet an interesting tool of English Language Learning?

   a. Yes   b. No

5. Which of the following will you prefer for learning English Language?

   a. classroom activities

   b. textbooks

   c. internet

   d. others

6. Internet creates a strong motivation for learning English language.

   a. Strongly agree   b. Agree   c. Not sure

   d. Disagree   e. strongly disagree

7. Can the use of internet facilitate us for the all round development of the English language skill?

   a. Yes   b. No   c. Not Sure

8. Which of the four language skills have you learnt best by the use of the internet?

………………………………………………………………………………………

………………………………………………………………………………………..

9. Use of Internet for the English Language Learning can help us for our self study.

    a. Strongly agree   b. Agree   c. Not sure

10. Have you ever written any online articles? If yes, how often?

…………………………………………………………………………

…………………………………………………………………………

11. How often do you go to cyber cafés to use internet for language learning purpose?

    a. Daily   b. Frequently   c. Occasionally   d. Rarely

12. How long have you been using the internet for?

…………………………………………………………………………

………………………………………………………………………….

13. Do you have e-mail address of your teacher?

    a. Yes   b. No

14. Do you send your queries to your teacher through e-mail?

    a. Yes   b. No

15. Does your teacher respond you?

    a. Yes   b. No

16. The use of internet is a waste of time and money.

a. Strongly agree   b. Agree   c. Not sure

d. Disagree   e. strongly disagree

17. Is the use of internet just a passing of time?

     a. Yes   b. Not sure   c. No

18. Do you find enough materials that you search for from the internet?

     a. Yes   b. No   c. Not Sure

19. Does internet spoil our mind and makes us dull?

     a. Yes   b. No   c. Depends on you

20. Internet can be an easily available teacher.

     a. Strongly agree   b. Agree   c. Not sure

     d. Disagree

Questions for M.A. Students:

21. Do you have the habit of consulting the related matter of your textbook in the internet?

     a. Yes   b. No

22. Do you find any special enthusiasm in dealing with the internet while learning the English literature and language?

     a. Yes   b. No

23. Do you search the websites related with poetry?

     a. Yes   b. No

24. Do you search any information regarding drama from the internet?

      a. Yes   b. No

If yes what kind of information do you search?

…………………………………………………………………………

…………………………………………………………………………..

25. How far did you visit the websites for gaining knowledge about the theories of criticism?

      a. Daily   b. occasionally   c. sometimes   d. rarely

Questions for M.Ed. Students

21. Do you consult the internet to learn the things of your textbook better?

      a. Yes   b. No

22. Do you search any information related to phonetics and phonology form the internet?

      a. Yes   b. No

If yes, what kind of information do you search?

…………………………………………………………………………

………………………………………………………………………….

23. Do you find pleasure in studying the grammar through the materials in the internet?

      a. Yes   b. No

24. Do you search any materials related to ELT from the internet?

a. Yes.   b. No

If yes, what kind of information do you consult?

……………………………………………………………………………

25. Do you consult the websites for learning the things of Psycholinguistics?

a. Yes   b. No

If yes, what kind of things you have learnt through it?

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Appendix – Two

Observation Table

S.N.	Date	Name of student	Faculty	Use of internet for