

THE ATTITUDES OF ONE TEACHER AND HER STUDENTS TOWARDS USING
INTERNET SOURCES TO DEVELOP STUDENTS' READING SKILLS

A Master's Thesis

by

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To the memory of my beloved father,
Orhan Koçak

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ABSTRACT

THE ATTITUDES OF ONE TEACHER AND HER STUDENTS TOWARDS USING
INTERNET SOURCES TO DEVELOP STUDENTS' READING SKILLS

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This study investigated students' and the teacher's attitudes towards the benefits and challenges of using Internet sources to develop students' English reading skills. The data was collected through questionnaires distributed to 42 students, interviews conducted with a teacher and 12 students in the Preparatory School at Cumhuriyet University and a journal kept by the teacher.

Student questionnaires and interviews investigated students' and the teacher's general attitudes towards the benefits and challenges of using Internet sources to develop reading skills and their opinions about three different Internet-based reading tasks: teacher-centred, teacher-facilitated and learner-determined. The teacher journal aimed to provide in-depth information about the teacher's perceptions on each Internet based reading task and her observations of the students.

The data gathered from all instruments were analyzed qualitatively and quantitatively. Findings revealed that both students and the teacher have positive attitudes towards using Internet sources to improve reading skills. In addition, the teacher and the students believe that reading skills can be developed by means of Internet sources. The data gathered from both qualitative and quantitative analysis showed that students have positive attitudes towards doing all types of Internet-based reading tasks. With regard to the teacher's attitudes, although she has positive attitudes towards using teacher-determined and learner-determined tasks in her classes, she has negative attitudes towards using teacher facilitated task. Both the teacher and the students think that the most challenging task among all the Internet-based reading tasks is the teacher-facilitated one. However, although both the teacher and students found it challenging, they think that it is beneficial to developing students' reading skills.

Key terms: teacher-determined, teacher-facilitated, learner-determined Internet based reading tasks.

ÖZET

BİR ÖĞRETMENİN VE ÖĞRENCİLERİNİN ÖĞRENCİLERİN OKUMA
BECERİLERİNİ GELİŞTİRMEDE İNTERNET KAYNAKLARINI KULLANMAYA
KARŞI OLAN TUTUMLARI

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Yüksek Lisans, Yabancı Dil Olarak İngilizce Öğretimi Bölümü

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Bu çalışma, öğretmen ve öğrencilerin, İngilizce okuma becerilerini geliştirmede internet kaynaklarını kullanmanın faydalarına ve zorluklarına karşı olan tutumlarını araştırmıştır. Çalışma için gerekli olan bilgi, Cumhuriyet Üniversitesi'ndeki 42 öğrenciye dağıtılan anketler, bir öğretmen ve 12 öğrenciyle yapılan mülakatlar ve öğretmen günlüğü ile toplanmıştır.

Öğrenci anketleri ve mülakatlar, öğretmenin ve öğrencilerin okuma becerilerini geliştirmede internet kaynaklarını kullanmanın faydalarına ve zorluklarına karşı olan genel tutumlarını ve üç farklı internet tabanlı okuma aktivitesi (öğretmen merkezli, öğretmen yardımına dayanan, öğrenci merkezli) hakkındaki görüşlerini araştırmıştır.

Öğretmen günlüğü, öğretmenin her aktivite ile ilgili görüşleri ve öğrenci gözlemleri hakkında ayrıntılı bilgi sağlamayı amaçlamıştır.

Toplanan veri nitel ve nicel yöntemlerle analiz edilmiştir. Bulgular, hem öğretmenin hem de öğrencilerin okuma becerilerini geliştirmede internet kaynaklarını kullanmaya karşı olumlu bir tutuma sahip olduğunu göstermiştir. Hem öğretmen hem de öğrenciler, okuma becerilerinin, İnternet kaynakları kullanılarak geliştirilebileceğine inanmaktadırlar. Ayrıca hem nicel hem de nitel bulgular, öğrencilerin internet tabanlı okuma aktivitelerinin (öğretmen merkezli, öğretmen yardımına dayanan, öğrenci merkezli) hepsine karşı olumlu tutuma sahip olduğunu göstermiştir. Öğretmen ise, “öğretmen merkezli” ve “öğrenci merkezli” aktiviteleri okuma derslerinde kullanmaya karşı olumlu bir tutum sergilerken, “öğretmen yardımına dayanan” aktiviteleri kullanmaya karşı olumsuz bir tutum içindedir. Hem öğretmen hem de öğrenciler “öğretmen yardımına dayanan” internet tabanlı okuma aktivitesinin, bütün aktiviteler arasında, en zor olan aktivite olduğunu düşünmektedir. Fakat bu aktiviteyi zor bulmalarına rağmen, aktivitenin okuma becerilerini geliştirmeye yararlı olduğunu düşünmektedirler.

Anahtar Kelimeler: öğretmen merkezli, öğretmen yardımına dayanan, öğrenci merkezli internet tabanlı okuma aktiviteleri.

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CHAPTER 1: INTRODUCTION

Introduction

With the recent developments in technology, every aspect of life has started to be reshaped. Current technological developments have greatly affected different fields such as economy, business, entertainment and media. It is obvious that education is one of the areas significantly influenced by technology. Crucially, developments in Information and Communication Technologies (ICT) have had a great impact on education. ICT tools help teachers and students access information on various subjects quickly and exchange information, thoughts and experiences with people from all over the world. Moreover, the World Wide Web (WWW) and the Internet allow teachers and students to access great amounts of information.

Recent developments in technology have also affected language teaching, and of course, English Language Teaching (ELT). The Internet provides a vast range of materials and offers many opportunities for exposure to authentic materials, both audio and written text (Arslan, 2008; Hussin, 2004; Son, 2008). This study investigates the perceived benefits and challenges of using Internet sources for developing reading skills of students who study English as a Foreign Language (EFL) from the perspective of one teacher and her students. The study also explores in what ways students' and the teacher's attitudes towards Internet use in reading classes are affected by the nature of reading tasks.

Background of the Study

Technology has greatly influenced our modern age and has allowed us to access great amounts of information. Similarly, technology has had a great impact on the teaching and learning of language. Arslan (2008) states that:

” From the perspective of an educator who utilizes technology daily, technology integration can be defined as the utilization, combination, mix, and supplementation of technology tools with instruction to aid and improve learning in the classroom.” (p.8)

Crucially, modern technology makes person-to-person interaction easier for learners by providing them with opportunities to interact with native speakers and other second language learners in different parts of the world via telecommunications and computer networks (Arslan, 2008).

The most valuable outcome of modern technology is arguably the Internet. The Internet is a complicated store including a vast range of information from different sources. The use of the Internet provides three main learning tools in the area of education: tools for “inquiry, communication and construction” (Kumar, 2004) Learners can use the Internet to find information sources on a particular topic and to access these sources easily. Therefore, learners can improve their understanding by using the Internet. Further, it is a means of fast communication. The internet provides learners with ‘synchronous’ and ‘asynchronous’ communication in various forms such as e-mail, mailing lists, newsgroups, chat and videoconferencing. Finally, the internet is a tool for construction as it enhances students’ knowledge by providing them with authentic

learning activities. These activities require students to construct products such as web pages and enable them to develop their higher-order thinking skills (Kumar, 2004).

With regard to the advantages of using the Internet in foreign language instruction, it supplies language teachers with network-based teaching settings which enable them to design meaningful tasks and make use of a variety of materials for language learners. The Web assists technological integration in language teaching with various hyperlinked multimedia documents and computer-mediated communication (CMC) tools (Son, 2008). With the recent developments in technology the World Wide Web (WWW) has become a popular source for a variety of language learning materials: text documents, videos, images, audio files, presentations, conceptual maps or documents with various graphic or interactivity or multimedia combinations. Moreover, access to these information sources is mostly free (Arslan, 2008).

As regards web materials, Arslan (2008) suggests that they can be divided into diverse categories for educational use: “teaching materials, authentic materials and reference materials” (p.17-18). According to Arslan (2008), teaching materials are generally designed with a curricular instructive aim and may contain a variety of documents and activities: “practice exercises (grammar, vocabulary, skills), tutorials, simulations and games” (p.18). Authentic materials provide a resource for discovery based learning activities and web tasks for language learning. Finally, reference materials include dictionaries, encyclopaedias, and manuals.

The use of Internet-based reading materials has also gained importance for educators with the effect of recent developments in educational technology. To build up a critically literate community, it is necessary that students take part in, use and create texts within online networks (Hansfield, Dean, & Chelocha, 2009). Similarly, Miners and Pascopella (2007) state that traditional literacy consists of words and pictures students read and examine which are included in textbooks, in novels, on standardized tests and in even comic books. On the other hand, the new literacies include much more. They involve the ability not only to read but also to move between web sites, find information, assess it critically, blend it and communicate it (Miners & Pascopella, 2007).

As reviewed by Hsieh & Dwyer (2009), previous studies have shown that some learners have difficulty in learning online as they encounter difficulty in changing their learning habits in order to adapt to reading new electronic texts . Some learners think that they are not able to deal with the changes in the learning process. On the other hand, some learners have self confidence and manage to adapt to the current learning environment. They are comfortable with reading electronic materials (Hsieh & Dwyer, 2009) .However, it is not known what the best way is to employ a text-based reading strategy in an online environment to encourage students to learn in new learning environments.

Similarly, according to Brandl (2002), although the use of Internet-based reading materials has received much attention in language instruction, there has been little theoretical and empirical research that shows “how to make use of such practices in a

sound pedagogical way” (p.87). Brandl (2002) describes three approaches to integrating Internet-based reading materials into a foreign language curriculum to provide guidance to teachers and curriculum developers: teacher-determined, teacher-facilitated and student-determined approaches.

Teacher-centred approaches provide reading instruction online. The teacher selects reading materials from Internet-based or other sources, prepares comprehension activities and makes them available through his/her web page. The teacher adapts the contents and the tasks to the students’ proficiency level as he/she selects and prepares the readings. The learners are also provided guidance through the texts since the teacher scaffolds the reading task. Brandl (2002) states that “such tasks are designed to support reader’s comprehension process focusing on textual, linguistic and cultural features” (p. 90).

In lessons designed according to teacher-facilitated approaches, the teacher determines a specific topic and a set of goals for the lesson, such as exploring Mexican restaurants or German cities. The teacher also selects a set of sites whose contents are appropriate for the lesson’s pedagogical goals. The teacher facilitates the students’ reading process and guides them to explore these pre-selected sources by means of a particular task design. The learners have some autonomy as they have a choice in the sites they explore in spite of the restrictions. The task types generally contain “comparisons, gathering factual information, descriptions and short summaries” (p. 91). The teacher defines clearly the outcome of students’ assignments. In this approach, the

teacher acts as a guide and a facilitator. The students do the tasks using the teacher's instructions; however, they get to explore the contexts themselves (Brandl, 2002).

Internet-reading lessons designed according to learner-determined approaches are completely learner-centred. According to Brandl (2002), in learner-determined approaches, "the learners determine the topics, reading materials, and the way they go about exploring the readings themselves" (p. 93). They also choose the process and the product, determine the goals and Internet-based resources and decide on how the outcome should be evaluated. In this way, they take full charge and responsibility of their outcomes and undertake the role of autonomous learners. The teacher's role in this approach can best be described as a guide and facilitator. Teacher-, self- or group-assessment may be used. Assessment of learner outcomes may be teacher-directed or student-centred. This approach includes such tasks as "short writing assignments, essays, or mini-projects or presentations that show the students' analytical and interpretative skills of cultural readings and texts" (p. 93). In addition, students may write down the process and stages of their projects using diaries or maintaining a portfolio.

Although technology and the internet can play an important role in English Language Teaching (ELT) by providing students with authentic learning environments in which skills are easily integrated and helping students become autonomous learners (Arslan, 2008), there are many controversies in the use of communication and information technology in the teaching and learning of languages. Hussin (2004) claims that while some teachers are eager to integrate educational technology into their courses, some are unwilling to develop web-based language learning materials. Many language

teachers think that computer programming is difficult as they do not have a computer programming background (Hussin, 2004). Moreover, Timuçin (2006) states that some teachers are reluctant to implement technology for teaching purposes as they have a fear that they may be replaced by the computers. As Brandl (2002) emphasizes teachers should be cautious about using the Internet in language practice. Students may get lost on the Internet due to the "hyper-linked structure and presentation of information" (p. 88). In addition, readers decide how to use the internet sources; therefore, teachers do not have a chance to control the quality and accuracy of information.

Students and teachers may have positive or negative attitudes towards using the Internet for reading promotion. The attitudes of both students and teachers can give clues about the benefits and challenges of using the Internet to develop students' reading skills. Consequently, positive and negative attitudes of students and teachers play a vital role in determining if internet-based activities in EFL environments should be integrated into school curricula.

Statement of the Problem

Much research has been done on the incorporation of technology into language teaching practice. A number of studies have looked at the benefits and challenges of integrating educational technology and the Internet in language teaching and learning (Arslan, 2008; Hirvela, 2006; Hussin, 2004; Son, 2008). In addition, many researchers have assessed using the Internet as a tool to develop students' listening, speaking, reading and writing skills. Several studies have focused on using the Internet as a source

to promote students' reading (Brandl, 2002; Hansfield, et al., 2009; Rowsell & Burke, 2009; Sox & Avila, 2009). However, there is a lack of research in the field of foreign language instruction concerning students' and teacher's attitudes towards using Internet sources for developing reading skills. In addition, although the use of Internet-based reading materials has received much attention in language instruction, there has been little theoretical and empirical research that shows "how to make use of such practices in a sound pedagogical way" (Brandl, 2002, p.87). Moreover, there is also a lack of research regarding the ways in which the nature of the task (teacher-determined, teacher-facilitated or learner-determined) affects students' and teachers' attitudes towards internet use in reading classes.

At Cumhuriyet University, English Literature students attend English courses in preparatory class. These students are considered to have need of more developed reading skills than students from other departments. They need to develop their reading skills as they have to read and analyse various literary texts during their subsequent four year university education. Therefore, improving their comprehension skills is very important for English Literature students. In the preparatory class, these students lack the potential opportunities which Internet sources offer for a reading class. Thus, an investigation into students' and the teacher's perceptions about the benefits and challenges of using internet sources for promoting reading skills, and exploring the effect of the nature of Internet-based reading tasks on students and the teacher's attitudes will provide information for designing effective internet-based reading classes in which students have many opportunities to develop their reading skills.

Research Questions

1. What are the teacher's and students attitudes towards benefits and challenges of using Internet sources for developing EFL students' reading skills?
2. In what ways does the nature of the task (teacher-determined, teacher-facilitated or learner-determined) affect students' and teachers' attitudes towards internet use in reading classes?

Significance of the study

Although many studies have been conducted on students' and teachers' perceptions about the use of the Internet in language teaching and learning, there has not been a study focusing on students' and teachers' attitudes towards using Internet sources to develop reading skills. This study may contribute to the literature by revealing the benefits and challenges of using Internet sources for developing EFL students' reading skills from the perspective of teachers and students. The study may also provide information about how Internet-based reading courses can be designed according to the three different approaches to lesson design (teacher-determined, teacher-facilitated and learner determined) and may reveal in what ways the nature of reading tasks affect students' and teachers' attitudes towards Internet use in reading classes.

At the local level, the study attempts to reflect students' and teachers' attitudes towards using Internet sources for developing reading skills in the Preparatory School at Cumhuriyet University. As the students do not use the Internet in reading classes, they

have limited opportunities to develop their reading skills in this growing and arguably effective manner. In addition, in traditional text-based reading classes, they focus on the written text in the coursebook and engage in activities in a usual class atmosphere.

Internet sources may be integrated into reading classes to allow students to experience new literacies of reading comprehension on the Internet. However, before integrating Internet use into reading courses, teachers' and students' perceptions should be taken into account. As a result, identifying students' and teachers' perceptions towards Internet use in reading courses has a vital role in determining if Internet-based activities can be integrated into the school curriculum.

CHAPTER II: LITERATURE REVIEW

Introduction

With the arrival of recent technological developments, notably the Internet, there have been changes in education and in English Language Teaching (ELT) instruction. Teachers have started to use web-based and technology-based materials. In addition, both students and learners have started to use Internet sources to practice English and improve their language skills.

Electronic texts have become widespread as a result of technological developments. An electronic text looks different from a printed one, seeming “more flexible, more fluid, more akin to the flickering of light than to the fixity of print” (Costanzo, 1989, p.11). The difference in electronic text derives from the ease of electronic changes. Electronic texts provide us with “the ability to make words dilate, disappear or dance across the screen” (Costanzo, 1989, p.11). Furthermore, a document on screen may also be present “in the computers’ memory, in the storage of a flash drive, or in the printed form of a hard copy” (p.11). They reflect one of the changing sites of literacy and today, in classrooms and programs, they are being used as valuable sources.

This chapter reviews the literature on the role of technology, especially the Internet, in language instruction and reading teaching. Specifically, the first sections provide background on teaching reading in general, reasons for reading in a second language, different types of reading, and reading for different purposes. The review then

turns to look at technology in language education, the Internet, and the benefits and challenges of using the Internet in language education, before focusing specifically on the new literacies of reading comprehension and online reading, integrating Internet-based reading materials into foreign language instruction and students' and teachers' attitudes towards Internet use in ELT instruction.

Reasons for Reading in a Second Language

One of the significant duties of the teacher is to motivate students to read English texts. Students want to be able to read English texts for different reasons. One of the reasons for reading is to have a career. Another reason is that they need to read English texts for study purposes. Some students learn English for a Specific Purpose (ESP). For example, students may need to learn “business language, legal language, the language of tourism, banking or nursing” (Harmer, 2007, p.11). In addition, many students learn English for Academic Purposes (EAP). They need to read academic texts written in English to conduct their studies, or they aim to study at an English-medium college or university. Moreover, a lot of people in the world wish to learn general English to be able to operate in English for international communication. Another reason for reading is to get pleasure. Students may read just to have fun in addition to reading for study purposes.

Harmer (2007) has suggested that reading is beneficial to language acquisition. It is a fact that “the more students read, the better they get at it” (p. 99). Reading also assists students in improving their vocabulary knowledge and supplies students with

good models for writing and offers opportunities to study language. Reading materials can be used as a source showing how sentences, paragraphs and whole text are formed and organized. Therefore, students may use reading materials as a good model for their own writing (Harmer, 2007). Finally, high-quality reading texts arouse discussion, present interesting topics, stimulate creative answers and help to design attractive lessons (Harmer, 2007).

Different Types of Reading

Scholars have distinguished two kinds of reading: extensive and intensive reading (Harmer, 2007). Extensive reading includes reading activities students do for pleasure outside the classroom such as reading newspapers, magazines, web pages or novels. If students are provided with opportunities to determine the reading materials they will read and if the teacher encourages them to read, they develop their reading skills. Students can be encouraged to read extensively in various ways. Students need to be given sufficient time in order to understand the text and realize the attractiveness of the reading activity. In addition, if students have a chance to decide on what they read, they will read the text joyfully. Harmer (2007) also states that it is essential for students to be able to access libraries having a variety of genres. On the other hand, intensive reading refers to the “detailed focus on the construction of reading texts which takes place usually (not always) in classrooms” (Harmer, 2007, p.99). Students are asked to read various text genres. The topics and text genres may be chosen by considering the specific purposes which students study for (such as tourism, business or science). Intensive reading supplies students with study activities. Students may be asked to

examine specific uses of vocabulary and grammar, to get the meaning, to figure out the type of the text they read and do other learning activities by using the information in the text (Harmer, 2007).

How to Read for Different Purposes

Students need to develop their reading skills in order to read for different purposes, - including “skimming, scanning, reading for pleasure and reading for detailed comprehension” (Harmer, 2007, p.110). The term scanning refers to reading a text to get some specific detailed information (for example, searching quickly through a document to find a particular word or a name). Students do not have to read every word and line while reading a text. On the contrary, this prevents students from scanning successfully (Harmer, 2007).

The term skimming refers to quickly identifying the main ideas of a text. Students need to be able to skim a text to gain a general idea about its content (for example, reading a report quickly to understand what is about). At this stage of reading activity, if students focus on all the details in the text, they may be overwhelmed by information and may not be able to get the general idea of the text they read (Harmer, 2007).

Reading for pleasure includes reading activities students do for pleasure outside the classroom such as reading newspapers, magazines, web pages or novels. Although not all students are fond of this kind of reading, it can be said that “the ones who read most progress fastest” (Harmer, 2007, p. 99).

Detailed comprehension involves “looking for detailed information or picking out particular examples of language use” (Harmer, 2007, p. 101).

Harmer (2007) suggests that teachers provide students with a combination of materials and activities which enable them to practice using these skills through English texts.

In sum, students need to realise how to read for different purposes using various techniques. They generally have positive attitudes towards reading. Teachers should encourage them to read as often and as much as possible. In addition, it is essential that they have the choice to decide what they read in terms of both genre and level as this motivates them to read more. Moreover, they should be given the opportunity to decide on their reading speed in order to understand the texts well.

Technology in Language Education

The use of technology in language teaching has a long history. Language teaching has benefited from technology for decades, even arguably for centuries if the blackboard is categorized as a form of technology. Tape recorders, video and language laboratories have been used in language education since the 1960s and 1970s and they are still in use in language teaching all over the world (Dudeny & Hockly, 2007).

Computer Assisted Language Learning (CALL) emerged in the early 1980's. In the first form of CALL programs, learners responded to stimuli on the computer screen

and carried out tasks such as doing multiple-choice activities, matching sentences and filling the gaps in texts. Text construction, which requires learners to recreate a whole text that is partially blanked out by typing in words, is one of the well-known early CALL activities. The computer provides learners with feedback for all of these activities (Dudeny & Hockly, 2007).

As a result of information and communication technology (ICT), which has become more popular, CALL has gone beyond the use of computer programmes since the 1980s and incorporated the use of the Internet and web-based tools. As a result of increasing opportunities provided by the Internet and communication technologies, Technology Enhanced Language Learning (TELL) appeared in the 1990s (Dudeny & Hockly, 2007).

The use of technology in the classroom is gaining importance day by day. Moreover, in the coming years, it is likely to become a usual a part of usual English Language Teaching (ELT) practice. Dudeny and Hockly (2007) summarize the reasons for integrating technology into ELT:

- Learners can quickly access the Internet either in their homes or at Internet cafes.
- As younger learners are growing up with technology, the use of technology is an accepted and integrated part of their lives. These learners see technology as a means of integrating the outside world into the classroom.

- English is used in “technologically mediated contexts” as an international language.
- Technology, particularly the Internet, offers growing possibilities to access authentic materials and tasks, and of course, a range of ready-made ELT materials.
- The Internet provides learners who live in different parts of the world with opportunities to communicate and collaborate with each other
- Learners increasingly expect language classes in which technology is used as an instructional tool.
- Technology presents new methods to practise language and assess performance.
- Technology is everywhere as it is becoming increasingly mobile: in the classroom, self-access centre, at home or even on the way to school.
- Students can practice the four main language skills - listening, speaking, reading and writing - through using various ICT tools.

We can conclude that recent developments in technology, especially the Internet, present both teachers and learners with many opportunities in ELT practice. The next part of this review will focus on the approaches used for integrating technology into language classes.

The Use of the Internet in Language Teaching

Previous studies have shown that Internet is a valuable instructional tool for English language instruction (Akar, 2008; Çele, 1999; Donat, 2000). Teachers can integrate the Internet into foreign language instruction in various ways to enhance students' learning through using web sites, Internet-based project work, emails, chats, blogs, wikis, podcasts and online reference tools (e.g. concordancers and corpora for language analysis). Since web sites and Internet-based project work were used in this study, the following sections will present information about these topics.

Using websites

For teachers, one of the easiest and least stressful ways of integrating technology into the classroom is using web sites. The web includes a large collection of sources ranging from authentic to “ELT-specific (made by, and for teachers)” sites (Dudeny & Hockly, 2007, p. 27).

According to Dudeny and Hockly (2007), an important issue about using websites is the choice of websites: using ELT websites or authentic websites. They state that this depends on what the teacher aims at doing with the web sites. There are many web sites that students can use for learning English. For instance, language practice activities on web sites offer students opportunities to study on their own and to practice what they have learnt. Moreover, they benefit from these web sites to do homework. On the other hand, authentic texts can be used to match students' interests. This is an important factor for keeping students' motivation high. In order to incorporate authentic

sites into teaching, teachers should try to choose websites with “easy structure and navigation, and with smaller chunks of text per page “(Dudeny & Hockly, 2007, p. 29). They also suggest that achievable Internet-based tasks should be designed and if students need, they should be shown how to use online dictionary sites. Furthermore, authentic websites offer students an opportunity to deal with the issue of “total comprehension” (p. 29). Teachers can guide students to understand the content of the site and make out what they need to know easily.

With regard to how to find useful websites, Dudeny and Hockly (2007) states that the ability of searching through the Internet and accessing appropriate resources easily is the most beneficial skill for both students and teachers. Therefore, it is important to acquire this skill. Good research skills enable teachers to access useful sources fast, accelerate lesson planning and assist web use in class. The students having good research skills are able to do web-based tasks quickly. Dudeny and Hockly (2007) also suggest that teachers should work with other teachers collaboratively to effectively use websites. If they share with their colleagues their favourite websites and how they adapt and use them in their classes, they do not spend too much time to search for useful websites and preparing materials.

In respect to evaluating websites, Dudeny and Hockly (2007) mention that four criteria should be taken into consideration:

1. “Accuracy (Who wrote the page? Is the page content reliable and factually correct?)
2. Currency (Is the content up to date? When was the page last updated?)

3. Content (Is the site interesting and simulating? Is it attractive and easy to navigate?)
4. Functionality (Does the site work well? Are there any broken links?)”
(p.34)

The teachers can benefit from web pages to enhance students’ learning in foreign language instruction by bearing in mind these suggestions.

Internet-based project work

Dudeny and Hockly (2007) states that teachers can use Internet-based project work for various reasons. First of all, teachers do not need to have any special technical knowledge to create and use Internet-based project work. Nevertheless, to plan and design the projects takes time. Secondly, Internet-based project work generally involves group work and enables learners to communicate with each other and share knowledge which are two basic purposes of language teaching. In addition, using projects promotes cooperative learning and encourages interaction. Another reason is that they can be used for teaching and learning in various disciplines in addition to foreign language instruction. This provides learners “a more real-world look and feel” (p.44) and increases their motivation. The last reason for using Internet-based project work is that it promotes students’ critical thinking skills since it involves not only rehearsing the information they find but also transforming the information to do the given task.(Dudeny & Hockly, 2007).

Project work can be used in the class in various ways ranging from a simple project for low-level students such as making a poster presentation about a famous

person to a high level project requiring students to research a subject and present opinions in a report or discussions.

Fernandez (2001) comments and reflects on how the Internet affects ways of teaching and learning by showing some of the web pages developed for a class of English for Architecture and Construction at the English Department of the University of Granada. She examined the class during the academic year 1999-2000. The participants were second year students and they were provided with technical texts and vocabulary in the field of engineering and architecture. The class was divided into two main sections. The first section included traditional tuition which focused on reading practice and the acquisition of new vocabulary, both standard and technical. The other section of the class involved using the internet and the English for Construction Resources web site in order to carry out an independent study project. In this part of the class, students worked in groups of between two to four. They were required to choose a web site in English related to architecture and the construction business and carry out a project which included a summary of the contents they found, the technical vocabulary with its corresponding translation into Spanish and the information in the web site. Finally, they shared the information they had obtained from the web sites with the rest of the students by means of a short presentation in class. According to Fernandez (2001), the original aim of the class was achieved by enabling students to use the web and their knowledge of English to obtain information in the real world. Fernandez interprets her study as indicating that students can have enough autonomy to decide on their curriculum to have the instruction they need. She also emphasizes that the change in

approaching the curriculum requires both the use of new technologies and a logical and adequate change of the content.

Webquests

According to Dudeney & Hockly (2007), Bernie Dodge, one of the first people to try to define and organize webquests, defines these activities as “an inquiry-oriented activity in which some or all of the information that learners interact with comes from resources on the Internet” (p.54). He also identifies two kinds of webquests: short-term and long term. Short-term webquests require learners to search through a selection of sites to get information and use this information in class to achieve learning goals. Long - term webquests involve analysing and transforming the knowledge learners acquire and then producing something such as a report, a presentation, an interview or a survey to show that they understand the material. Long - term webquests are completed in a few weeks or even a term or semester (Dudeney & Hockly, 2007) . In addition, Dudeney and Hockly (2007) suggest that students’ needs and learning styles should be taken into consideration while designing webquests.

A recent study about webquests is that of Büyükyazı (2007). She investigated how web-based activities as extensive reading (ER) affect learners’ motivation and proficiency in L2 reading. The study was carried out with 36 students at the pre-intermediate level in the preparatory school at Celal Bayar University. To conduct the study, students were divided into three groups: The Traditional Group (TG) followed an ER program through graded readers; the Internet Group (IG) followed a program of web-based activities (webquests) and the control Group (CG) received no ER. Data

about L2 motivation and language proficiency were gathered via pre- and post-tests. The learners in the experimental groups were also interviewed. The results indicated that both traditional ER and web-based ER significantly improved the proficiency level of students. Nevertheless, it was found that the web-based activities had a greater effect on students' language proficiency. Moreover, a significant increase was found in the L2 motivation of the Internet group. In addition, the results gathered from interview responses showed that the learners in the experimental groups thought that the programs were useful for increasing students' "vocabulary storage, reading speed, reading comprehension, motivation in reading in English, developing some comprehension techniques, and transferring the vocabulary items gained through ER to the productive skills" (Büyükyazı, 2007, p.1). Büyükyazı (2007) interprets these results as indicating that web-based reading activities can be used in addition to traditional ER programs as they have a positive effect on students' motivation.

While teachers and learners can benefit from the use of the Internet in language education, they also face some challenges in the integration of the Internet into language instruction. The next part will discuss benefits and challenges of using the Internet as an instructional tool.

Benefits and Challenges of Using the Internet in Language Education

A number of studies have assessed the benefits and challenges of using the Internet in language education. A recent example is that of Akar (2008). He investigated whether the Internet is a useful teaching tool in English language teaching in the primary

schools of Turkey. A questionnaire was administered to the English language teachers of fourteen primary schools. According to the results, the internet is perceived by the teachers who took part in this study as an effective and beneficial tool. The students learning English with the help of the Internet are more enthusiastic to learn English than the students who learn English without the Internet. In addition, Internet sources are believed to make the learning process easier and more effective. The findings also show that many schools provide students with Internet connections and students generally use Internet resources for their homework, projects and research. Teachers believe that such Internet resources as the World Wide Web, e-mail and discussion lists are beneficial in English language teaching and learning. Also, the teachers have computers both at home and at school, so they use the Internet for their personal and occupational purposes. Furthermore, the results reveal that the lessons in which the Internet is used as a teaching tool are more motivating and enjoyable for students. The Internet offers opportunities to students who are unwilling to participate in lessons to study individually at their own pace by learning the topics, practicing what they have learnt and doing their homework easily. The findings also indicate that the Internet is useful for students with different learning styles (Akar, 2008).

Related to the problematic issues of using the Internet in English language classes, the findings show that the most problematic issue is providing students with an adequate number of computers in the school. The second problematic matter is to train teachers to guide students in using computers and the Internet. The third problem is training students to use computers and the Internet. The final problematic issue is that

teachers do not have enough knowledge and desire to integrate the Internet use into English Language Teaching (Akar, 2008).

In another study, Aykaç (2005) has explored the advantages and disadvantages of using Computer Mediated Communication (CMC) tools as instructional teaching sources. The data were gathered through e-mail interviews conducted with 12 CMC experienced international instructors (ELT Webheads Teachers: Members of an online community of language teachers worldwide who meet as a chat group) and through questionnaires administered to 60 ELT instructors at Muğla University.

Both Muğla teachers and Webheads teachers stated some advantages of CMC voice chat. The findings showed that most of the ELT Webheads teachers think that CMC voice chat can facilitate solving some of the problems of ELT teachers regarding teaching speaking. Muğla teachers and ELT Webheads teachers state that CMC voice chat:

- increases student's motivation to learn language and develops their speaking skills,
- creates a relaxed atmosphere by decreasing psychological restrictions of class,
- facilitates student-centred instruction in ELT,
- improves the quality of students' pronunciation and intonation via use of playback of CMC interchanges,
- provides students with opportunities to interact in an authentic environment with native or non-native speakers of English,

- enhances students' dynamic participation in language,
- decreases anxiety to speaking in the target language,
- help learners to develop their interactive competence skill.

When it comes to disadvantages of CMC voice chat in teaching English, teachers reported some problems as follows:

- inadequate student computer skills,
- students' not having confidence to use CMC elements such as microphones or headphones,
- undependable connections to the Internet,
- inadequate audio quality,
- virus and software bugs,
- time and training necessary to use CMC effectively,
- finding international chat partners according to students' levels, numbers, interests and time zones,
- getting authentic tasks and beneficial projects for CMC teamwork.

In a similar study assessing the effectiveness of Computer Mediated Communication in ESL/ EFL classes, Hirvela (2006) evaluated the effectiveness of using CMC, in the form of a course listserve, in an ESL teacher education course. A listserve is an automatic mailing list where an e-mail message sent to one address is distributed to all the people who have subscribed to that list was established for a course called "Pedagogical Grammar" offered in an MA TESOL degree programme at Midwestern University in the United States. Twenty-five students from nine countries

participated in the course. Sixteen students were non-native speakers of English and nine were native speakers. In the study, students' postings in the listserv activity were examined to look at what students were interested in discussing and how they interacted with each other in a dialogue enacted on the listserv. Each context showed how it served the goals of community building, and negotiating understanding of important ideas and issues. In analysis, Hirvela (2006) shows how a wide-ranging dialogue can develop via CMC and so gain "a sense of development and organization that would not be evident in the purely oral discourse of traditional classroom discussion" (Hirvela, 2006, p.239-40).

In contrast, Hussin (2004) emphasizes some problems concerning teacher's inadequacy in computer programming skills and training teachers to develop computer-based language learning materials. This study shows the development of web-based programming activities among in-service language teachers who participate in English Language Study Programs at University Kebangsaan, Malaysia. The research also provides results from a study that investigates these in-service teachers' post-coursework activities in their teaching profession. The results show that "teachers need more opportunities to be involved in web-based materials development". Moreover, "training or retooling or reengineering of language teachers is needed, especially for those who received little exposure on ICT knowledge and skills as well pedagogical principles in web-based teaching and learning" (Hussin, 2004, p.41). Hussin (2004) argues that language teachers can learn basic programming skills to develop their own web-based materials with the availability of simple authoring systems. This encourages teachers to

improve themselves in their profession through learning contemporary knowledge to catch up with technological developments in language education (Hussin, 2004).

Online Reading

Today's new technologies enable us to use multi-media texts to extend reading experiences, especially with free resources available online. Exposing students to various interactive books "goes a long way toward creating a literacy-rich environment that benefits all students" (Jastek & Mangelson, 2008, p. 1). Students can be exposed to a wide range of interactive books available online and as a result, can broaden their vision of "what literacy is".

For instance, "Book PALS Storyline Online" is a free resource supported by the Screen Actors Guild Foundation, including a video collection of popular children's books read aloud by some of today's famous actors. Students may enjoy listening to these stories, reading the accompanying texts and looking at the illustrations (Jastek & Mangelson, 2008).

Another example is NASA's "Eclipse in a Different Light" housing multi-media storytelling clips that tell cultural myths about the causes of solar eclipses. In addition, a downloadable transcript is presented for each story. Moreover, if students are interested in space, they can visit NASA's free and easy to read multimedia science books available in English and Spanish. Also, other NASA sources such as an interactive gallery and image gallery can extent students' comprehension and vocabulary while searching these engaging texts (Jastek & Mangelson, 2008).

Another example is Scholastic's "BookFlix", pairing video stories from Weston Woods with non-fiction e-books. These pairings are both in English and Spanish. Age appropriate web links expand students' learning by providing them more information about both fiction and non-fiction topics. The English language learners can all benefit from the content connections presented. Multimedia texts offer many opportunities to gain an awareness of literature (Jastek & Mangelson, 2008).

Consequently, the Internet presents a wide range of reading materials to promote reading. In the 64th IFLA (International Federation of Library Association) general conference, in her presentation about Internet resources for reading promotion, Clyde (1998) explains that the resources available on the Internet to develop reading skills include the following:

- World Wide Web pages for teachers including information for reading promotion and lesson plans/ activities,
- Listservs and newsgroups for teachers where various topics are discussed,
- World Wide Web pages/sites for children and young people to promote reading, often through games, discussions, activities, listening to stories (through Real Audio) and "reading along" with the pages on the screen,
- International projects requiring co-operative work via the internet for students and teachers to develop reading skills,

- Web sites and other internet resources that broadcast students' work such as online magazines created by young people (Clyde, 1998).

New literacies and reading comprehension on the internet

The nature of literacy has been constantly changing due to the effects of the Internet and other forms of information and communication technologies (ICTs). Since texts have transformed from printed pages to electronic screens, researchers have wondered whether the skills, strategies and practices that have been used effectively with print texts could be adapted to use in online environments (Mokhtari, Kymes, & Edwards, 2008). A number of researchers have conducted studies in an attempt to assess reading techniques. (Corcoran & Mamalakis, 2009; Dyson & Haselgrove, 2000; Petrini, 1992; Rizopolous & Wolpert, 2004). Dyson and Hesolgrove (2000) focus on using reading techniques on computer screens rather than on printed texts. They state that although rapid scanning or skimming of material on screen has become a recurrent activity with the increasing use of the World Wide Web (WWW), the outcome of this method of reading has not been systematically examined. In their study, they measured students' reading comprehension after they read from a screen. Twenty-four university students at Reading University, in the United Kingdom, were asked to read documents on the screen at both a normal and fast reading speed and their comprehension was measured using a variety of question types. Additionally, reading patterns were investigated by automatically recording how readers scrolled through each document. The researchers found "a speed-accuracy trade off". The level of comprehension was better at a normal reading speed, as might be expected. Overall, the results showed that

responses to higher order questions were more accurate than the recall of specific details. Nonetheless, questions that focused on the structure of the text were the most difficult ones for the students. Students had difficulty in answering the questions addressing the structure of the documents. Analysis of the scrolling movements revealed that at normal reading speed, students spending longer pausing between scrolling showed better comprehension. The general time spent pausing between movements was the greatest sign of comprehension (Dyson & Haselgrove, 2000).

In addition, in an interview conducted with members of the New Literacies Research Lab at University of Connecticut, the nature, teaching and assessment of online reading comprehension were at the centre of attention (Mokhtari, et al., 2008). Particularly the members of the New Literacies Research Lab were asked to “(a) discuss whether there are differences and similarities between reading comprehension on the Internet and in print based reading environments, (b) describe whether the new literacies of online reading comprehension can be assessed and how, and (c) report on recent and emerging work relative to the new literacies of online reading comprehension that they and others are doing around the world “ (Mokhtari, et al., 2008, p.354). The following section will look at the first question since it is related to the topic of this study.

The differences and similarities between reading comprehension on the Internet and in print-based reading environments

Online reading comprehension almost always includes problem-solving processes through informational texts. It starts with a question and occurs in an almost unlimited informational place in which anything may be published by anyone. In addition, it

occurs in a context where readers discuss with others about the problem they are making an effort to understand. Mokhtari, Kymes and Edwards (2008) state that online reading comprehension skills cluster around five areas:

- (1) reading online to generate a problem or question from one's social context,
- (2) reading to locate information online
- (3) reading to critically evaluate information online,
- (4) reading to synthesize information online from multiple sources
- (5) reading to communicate and exchange information online with others (p.355).

Mokhtari, Kymes and Edwards (2008) place their work within the larger theoretical work taking place in new literacies and introduce these skills as the new literacies of online reading comprehension.

For example, when we read to locate information on the Internet, we should know which search engine to use, how each works and how to read and evaluate the results of the search engine. The reading skill of locating and critically evaluating information in particular may be significant during online reading comprehension (Mokhtari, et al., 2008).

Integrating Internet-based Reading Materials Into Foreign Language Instruction

Many teachers support the use of Internet-based reading materials. However, few researchers have demonstrated how to make use of Internet-based reading materials in a good pedagogical way. Brandle (2002) gives theoretical information to teachers and curriculum developers about three approaches to integrating Internet-base reading materials into a foreign language curriculum: teacher-determined, teacher-facilitated and learner-determined approaches. He emphasizes that the "teacher's pedagogical

approach, his/her technological expertise and the students' language proficiency" largely affect the design of Internet-based lessons (p.87). In addition, according to Brandl (2002), the three lesson designs are determined by the degree of teacher and student involvement in making decisions about "the content (choice and selection of topics and Internet-based materials), the scope of the learning environment (number of different sources: sites or links), and the learning process and tasks (ways of exploring the reading materials)" (p.89). The following sections will present information about integrating teacher-determined, teacher-facilitated and learner-determined Internet-based reading materials into foreign language instruction.

Teacher-determined approach

With regard to teacher-determined tasks, Brandl (2002) states that this approach requires teachers to choose reading materials or cultural readings from the Internet or other sources, prepare comprehension activities and place them in their own web sites. The pedagogical strength of this approach is based on a text-specific approach to investigating authentic cultural (textual or images) sources. Since teachers select and prepare the readings in advance, they design the tasks and the contents by considering the students' proficiency level. In addition, teachers aim at developing students' "comprehension process focusing on textual, linguistic and cultural features" through using these activities (p.90).

In respect to the advantage of these Internet-based reading activities over reading activities based on authentic printed sources, Brandl (2002) states that teacher-determined tasks provide both teachers and students with benefits in that they enable

students to explore the authentic reading material outside of the class at their own pace. He emphasizes this point by asserting reading “is a silent process that is best done individually” (p. 90). Since the activity is done out of the class, this enables teachers to have more time to get students involved in communicative language activities. In addition, students’ answers may be automatically computed and sent to teachers. Moreover, as regards the advantages of online reading, Brandl (2002) states that the online environment enables learners to make use of a lot of hypermedia functions and images to attach to text.

As regards technological considerations, according to Brandl (2002), designing reading lessons following a teacher-determined approach may be unwieldy and time consuming. It is necessary for the educators who design these activities to have skills and knowledge in language pedagogy and instructional design. In addition, educators need to know some programming, and this may include experience with HTLM editors, HTLM, or Internet-based authoring packages. Moreover, it is suggested that educators should have other technological skills such as using graphic programs or scanners to create these reading activities.

Teacher-facilitated approach

In reading lessons following a teacher-facilitated approach, Brandl (2002) states that the teacher selects a specific topic and determines goals for the lesson, such as exploring German cities or Mexican restaurants. The teacher also chooses a set of web sites whose content matches the goals of the lesson. This gives the teacher an opportunity to control the navigational scope, the type and number of the web sites. The

teacher guides the students to search through various resources and facilitates their reading process by designing a teacher-facilitated task. In addition, since the tasks allow students to choose the sites they access and explore, it provides them with some autonomy. Task types comprise gathering factual information, descriptions, short summaries and comparisons.

Brandl (2002) asserts that the approach to exploring information in a nonlinear (hypermedia) structure on the Web may enable students to develop their reading skills. For instance, most learners prefer to read a text linearly rather than holistically. Therefore, generally, they are not able to draw inferences from outside the context. The hypertext organization of information on the Internet which requires learners to jump between texts may help them to develop more holistic reading strategies. Moreover, students can learn to become critical readers by reading and comparing the texts on the Internet presenting information from different sources (e.g. news topics or newspapers ads) in a nonlinear structure (Brandl, 2002). However, students may encounter some problems due to the structure of the hypermedia environment of the Internet: cognitive overload and navigational problems. While navigating from one site to another, students confront not only new information in a new environment but also “the burden of the language that requires learners to decode not only the different structure of the information, but the basic vocabulary and syntax of the text itself” (p. 92). Brandl (2002) emphasizes that special attention needs to be given to the design of the tasks and selecting sites. In this way, it is possible for teachers to control navigational scope, helping students to avoid getting lost.

According to Brandl (2002), teacher-facilitated Internet-based reading tasks are used with the highest potential, especially with the learners at the beginning and intermediate level. In addition, he states that students can give a wide variety of answers to the questions prepared for the task due to the open-ended structure of this type. Therefore, it is suggested that the teacher should decide on how to assess the students. Brandl (2002) also asserts that this task type can be integrated into any curriculum at the intermediate level or above as short-term assignments since it allows them to estimate the time students spend to do the task.

With regard to technological considerations, Brandl (2002) states that the most time consuming part of the approach may be to pre-screen and select the sites. Therefore, it is necessary for the teachers to have knowledge about search engines and how to use them. Furthermore, if the teacher wants to provide instructions and activities online, they are required to have experience with HTML editing programmes. On the other hand, the instructions and the tasks can be made available by a worksheet.

Learner-determined approach

Brandl (2002) states that learner-determined lessons require learners to choose the topics, reading materials and the way through which they explore the readings. In addition, this approach enables learners to be autonomous since they decide on everything concerning lessons: the goals, the process and product, and the Internet sources used. The role of the teacher is just to give students guidance when they need. Teacher-, self- or group-assessment can be used to evaluate students' outcomes. These may include tasks such as essays, short writing assignments, mini-projects or

presentations reflecting students' "analytical and interpretative skills of cultural readings and texts" (p.93). In addition, the process and stages of projects may be written down by students by means of diaries or portfolios.

Internet-based projects can be conducted over a short or long period of time. This approach is derived from the theory of project-based learning. For instance, some benefits of using project-based learning mentioned by Stoller (1997) are as follows:

- Project work concentrates on content learning. Projects can be based on real world subject matters and topics that interest students.
- Although project work is student-centred, teachers have an important role as a facilitator and guide during the process.
- Project work requires students to work cooperatively rather than competitively. Project work can be done individually, in small groups or as a whole class.
- Project work leads to authentic integration of skills and processing of information from varied sources, mirroring real-life tasks.
- Project work requires learners to produce an end product (e.g. an oral presentation, a poster session, a report). The most beneficial part of the projects to learning includes the process of working to create the end product.
- Project work is potentially motivating, stimulating, empowering, and challenging. It usually results in building students' confidence, self-

esteem, and autonomy, as well as improving students' language skills, content learning and cognitive abilities. (cited in Brandl, 2002, p. 94).

As regards the benefits of Internet-based project work, Brandl (2002) also mentions that it enables students to develop their skills of conducting research as they follow the research process to do their projects. Stoller (2010) lists seven steps followed in the process of doing a project work:

1. Agree on a theme for the project.
2. Determine the final outcome.
3. Structure the project.
4. Gather information.
5. Compile and analyze information.
6. Report Information.
7. Evaluate the project.

Stoller (2010) states that in step 4, in order to gather information students read. They establish a purpose to read. They skim for main idea and scan for particular ideas. Moreover, they learn topic related vocabulary and key grammar structures (Stoller, 2010).

As regards technological considerations, Brandl (2002) states teachers can use this approach to integrate Internet-based reading sources into their lessons with few technological skills. Brandl (2002) also emphasizes that providing students guidance about how to search on the Internet and information on search engines are essential.

Brandle (2002) emphasises that “little is known about students’ attitudes towards the integration of Web-based readings in the foreign language curriculum” (p. 88). This study investigates students’ and the teacher’s attitudes towards the benefits and challenges of using Internet sources to develop reading skills, to provide general information on the students’ and teacher’s’ attitudes towards Internet use in language instruction, the following section presents information about studies of student and teacher attitudes about the use of the Internet to support English language instruction.

Teacher Attitudes Towards the Use of the Internet in English Language Practice

Many teachers generally have negative attitudes towards integrating technology into language classes as they do not have the confidence, adequate facilities or training (Dudeny & Hockly, 2007). Different teachers may have different attitudes towards the use of technology. Although the teachers may want to use more technology in their classes, their schools may not offer opportunities. On the other hand, teachers may be educated to use technology if they lack training (Dudeny & Hockly, 2007).

Several researchers have conducted studies in an attempt to investigate students’ and teachers’ attitudes towards the use of technology, especially the Internet, in ELT practice. Akar (2008) has evaluated teacher’s beliefs about the usefulness of Internet sources. The findings reveal that the majority of teachers see the World Wide Web as a useful tool for teaching and learning languages. In addition, almost half of the teachers think that Internet chat groups and electronic mail facilitate English language instruction. Among the Internet sources, electronic journals are viewed as the least

useful Internet use (Akar, 2008). In addition, Aykaç (2005) states in his study that teachers at Muğla University have positive attitudes towards the use of communication technologies and voice chat in language teaching and learning. Most teachers believe that chat can be used to develop learners' speaking skills. Although the majority of the students think that Internet chat offers many opportunities in language instruction, only 15% of teachers state that they use Internet chat groups daily (Aykaç, 2005).

In another study focusing on teacher attitudes towards CALL, Önsöy (2004) reports that 64% of the teachers surveyed think that training is necessary for them to guide students in the use of software for learning a language and this affects their teaching. Moreover, 82% think that the time they spend in a computer laboratory is insufficient to cover all the topics on the curriculum, so this affects their teaching. In addition, 64% believe that the attitudes of students towards the use of CALL in language instruction influences their way of teaching (Önsöy, 2004).

Students' Attitudes Towards the Use of the Internet in English Language Practice

With the arrival of the Internet, many teachers want to integrate it into language instruction. However, in addition to the teachers' attitudes, it is important to know students' perceptions about using the Internet as a teaching and learning tool to design the curriculum of language instruction effectively.

As mentioned before, in her study about CALL, Önsöy (2004) reports that students frequently use computers for general purposes. Computers are used for playing games, surfing the Internet and e-mail. Students believe that using computers helps them

to be more efficient in their lives and they have positive attitudes towards using computers in language instruction. However, most students think that computers do not make completing the task easier and they do not help them to become more efficient in the classroom (Önsöy, 2004).

Likewise, the results of another study on CMC conducted by Aykaç (2005) reveals that students have positive attitudes towards using voice chat with native speakers of English and they believe it can increase their motivation to speak. The findings also suggest that not only teachers but also students need training in order to use CMC tools effectively.

In addition, Özmen (1990) investigated students' attitudes about the innovation of Computer Assisted Language Instruction at Turkish Universities. The data gathered through questionnaires shows that nearly all the students think that using computers in education is useful and necessary. A surprising result is that students object to using computers for playing games. Instead, they assess computer assisted instruction seriously and regard playing games on computers as a waste of time. Finally, students think that teachers will not be replaced by computers as they believe in the necessity of teachers in the classroom (Özmen, 1990).

There have been many studies conducted in an attempt to investigate students' and teachers' attitudes towards the use of the Internet. These studies have focused on students' and teachers' attitudes towards CALL, CMC or general use of the Internet and have revealed that both teachers and students generally have positive attitudes towards

Internet use in English language instruction.. However, there is a lack of research in the literature exploring students' and teachers' attitudes towards Internet use to develop reading skills. Therefore, this study will examine this topic.

Conclusion

In this chapter, teaching reading with reasons for reading, different kinds of reading and reading for different purposes were reviewed. Then, the use of technology in language instruction was discussed. The role of the Internet in language teaching and the benefits and challenges of using the Internet in ELT practice were summarized. After that new literacies of reading comprehension and online reading were evaluated, and integrating Internet-based reading materials into foreign language instruction through three different approaches were discussed. Finally, studies on the attitudes of teachers and students towards using the Internet in language instruction were presented.

CHAPTER III: METHODOLOGY

Introduction

This study investigated the attitudes of students and one teacher at the Preparatory School of Cumhuriyet University (CU) towards the benefits and challenges of using Internet sources to develop students' reading skills in language instruction. The study also explored in what ways the nature of particular tasks affected students' and teachers' attitudes towards internet use in reading classes.

The study also aimed to provide information about how to effectively integrate Internet-based reading materials into a foreign language curriculum by exploring the factors that affect students' and their teacher's attitudes towards Internet use in reading classes.

The study explores the following research questions

1. What are the teacher's and students' attitudes towards the benefits and challenges of using Internet sources for developing EFL students' reading skills?
2. In what ways does the nature of tasks (teacher-determined, teacher-facilitated or learner-determined) affect students' and teachers' attitudes towards internet use in reading classes?

The results of the study will provide information for designing effective internet-based reading classes in which students have many opportunities to develop their reading skills.

This chapter presents the setting and participants of the study, the instruments used for data collection, the procedures of data collection and data analysis.

Setting

This study was conducted at the Preparatory School at Cumhuriyet University. The Preparatory School aims to provide English Language and Literature students whose English is below the required proficiency level with advanced language skills so that they will be able to follow their undergraduate studies in the department of English Language and Literature where the medium of instruction is English. The other departments at Cumhuriyet University do not attend the Preparatory School as the medium of instruction in their departments is Turkish. The students attend English courses in prep school (listening, speaking, reading, writing, vocabulary and grammar) for one academic year. They are required to study 24 hours per week in order to be proficient enough in English to enrol in their departments. In total, there are 56 students at the preparatory school. The preparatory school includes two classes: one consists of twenty-five and the other twenty-two students. At the beginning of the first academic term, before starting their university program, students take an English proficiency exam. If they get seventy from this exam, they do not attend the prep class and start their undergraduate studies in the department of English Language and Literature. The students who cannot pass the proficiency exam have to attend the preparatory school for a year. They are at the upper-intermediate level and are randomly placed in the classes.

Participants

The participants in this study are 42 students (30 male and 12 female) and a teacher in the Preparatory School at Cumhuriyet University. The students, aged between 18 and 23, have been studying English for 9-13 years. They will study English Language Literature in their subsequent four year education. The students have been chosen for this study without regard to their level of English language proficiency or computer experience.

The teacher is teaching at Cumhuriyet University prep school and other departments. She has been teaching English for twenty years. She is a graduate of English Language Teaching and this year, she is teaching reading courses in both classes in prep school.

The main reason for choosing these students and this teacher for the study is that the students have not performed Internet-based reading tasks before. In addition, the teacher has not used Internet-based reading tasks in reading classes up to now. They gained experience in integrating the Internet into reading classes by means of this study. Perceptions of the teacher and the students about Internet-based reading tasks also provided information about how the Internet might best be integrated in to the curriculum of reading courses at Cumhuriyet University. Moreover, developing reading skills is very important for the English Language Literature students as they will read many literary texts during their subsequent four year university education. These

students are thought to have need of more developed reading skills than students from other departments.

Instruments

The data for this research were collected via five different questionnaires for students, a journal kept by the teacher and semi-structured interviews with the teacher and students: four interviews with the teacher and an interview with 12 students. In addition, three Internet-based reading tasks were prepared.

Questionnaires for the students

Five different questionnaires were prepared in Turkish to gather data for this research. The questions asked in questionnaires were different from each other except for six items which were repeated across questionnaires 3, 4 and 5. The reasons for preparing the questionnaires in Turkish is that it was thought that the participants would be able to completely understand the questions and express themselves well in their mother tongue. I examined the questionnaires of some theses on attitudes of students and teachers towards using the Internet in foreign language instruction in order to get ideas for my questionnaires. I also adapted some questions according to the context in which the questionnaires would be used (Akar, 2008; Aykaç, 2005; Önsöy, 2004). The first questionnaire was designed to get information about the students' reading skills and Internet use. The second questionnaire was designed to get information about students' attitudes towards the benefits and challenges of using Internet sources for developing reading skills. The other questionnaires were employed to elicit information about the

ways in which the nature of the task (teacher-determined, teacher-facilitated or learner-determined) affects students' and teachers' attitudes towards Internet use in reading classes. A questionnaire was designed for each Internet-based reading task that was performed by the students.

The first student questionnaire (shown in Appendices C and D) was administered to learn students' perceptions about their reading skills and to get information about students' use of the Internet. I thought that this student data would be beneficial with regard to the aim of the survey as it would provide background information about the students' reading skills and their Internet use. The first questionnaire consisted of three sections.

- a. background information about the students (class, department, age, sex and year of studying English).
- b. students' opinions of their own reading skills and reading classes. This section included two questions eliciting responses on 5 points Likert scales.
- c. students' internet use and internet availability. There were four multiple choice questions in this section.

The second student questionnaire (shown in Appendices E and F) was prepared to get information about students' attitudes towards the benefits and challenges of using Internet sources for developing reading skills. Students generally use the Internet for educational purposes (searching for a specific topic; reading English newspapers, stories, articles etc.) so this questionnaire aimed to provide information on

students' opinions about general benefits and challenges they encounter while reading on the Internet. There were three sections:

- a. why students read on the Internet (for pleasure or to search for a specific topic). There were two questions and Likert scale answers (on 1-5 point scales) were requested.
- b. students' attitudes towards the benefits and challenges of using Internet sources for developing reading skills. This section contained seventeen questions requiring responses on 5-point Likert scales.
- c. three open-ended questions aiming to get more detailed information about student's opinions and comments in terms of using Internet sources to develop reading skills.

The other three student questionnaires (shown in Appendices G-L) investigated students' attitudes towards teacher-determined, teacher-facilitated and learner-determined Internet-based reading tasks. These questionnaires were given to students after each reading task and they included questions on what students thought about the reading task. Each questionnaire contained two sections. The questions in the first section required responses on 5-point Likert scales. The second section contained three open ended questions about Internet-based reading tasks.

Internet-based reading tasks

In the study, the students performed three Internet-based reading activities designed according to three different approaches: teacher-determined, teacher-facilitated

and learner-determined. A web page was designed to present the activities to the students (www.arzukocak.tr.gg).

The first Internet-based reading task was prepared according to a teacher-determined approach. An authentic text about English language was taken from Wikipedia. Some comprehension activities were prepared and presented in the researcher's web site. In addition, another web site designed to prepare and conduct online surveys was used in order to design this reading activity (www.jetanket.com). This web site enabled the students to complete the activity on the Internet and send their answers to the mail address of the teacher. This web site also statistically showed each student's answers in detail (with percentages and graphics). In order to complete the activity, firstly, the students entered the researcher's web site. Then, from this web site, they connected to the other web site to perform the activity. The teacher-determined task is shown in Appendix M.

The second Internet-based reading task was prepared according to a teacher-facilitated approach. In this task, students were required to visit websites about one of five English cities (London, Birmingham, Liverpool, Leeds and Manchester) and fill out the chart given by working in pairs. The list of web sites students could use to perform the activity was given to the students. Furthermore, a worksheet explaining how to complete the activity was distributed to the students. The activity was also made available on the researcher's web site. The students completed the activity on this web site and sent their answers to the teacher. The teacher-facilitated task is shown in Appendix N.

The third Internet-based reading task was prepared according to a learner-determined approach. Students were asked to work in small groups to complete a mini project. They were also required to determine a real world topic, reading materials from internet-based resources, design their project and make a mini presentation on their project. The learner-determined task is shown in Appendix O.

Semi-structured interviews with the teacher and the students

Semi-structured interviews were conducted with the teacher and eight students to get in-depth responses. Four interviews were conducted with the teacher. In the first week of the study, the teacher was interviewed in order to elicit information about her attitudes towards the benefits and challenges of using Internet sources for developing students' reading skills. In the following three weeks, the teacher was interviewed about three types of Internet-based reading tasks. Each week, an interview was conducted with the teacher after each internet-based reading task was performed by the students to learn her opinions about the tasks. In addition, the teacher kept a journal during the study and wrote down what she thought about the reading tasks, using Internet sources to develop reading skills and her observations of students. The teacher journal gave in-depth information about what she thought about each task and the effects of tasks on the students. Interview questions for the teacher are shown in Appendix P, Turkish quotations from teacher interviews are shown in Appendix R and the teacher journal is shown in Appendix S.

12 students were interviewed At the beginning of the study, before the implementations of the tasks, three students were interviewed about their attitudes

towards the benefits and challenges of using Internet sources for developing reading skills. The other students were interviewed after they had performed the tasks. They were interviewed both about their general attitudes towards using the Internet to develop their reading skills and their opinions and comments about the internet-based reading tasks. Three students were interviewed for each internet-based reading task. Interview questions for the students are shown in Appendix Q and quotations from student interviews are shown in Appendix R.

Procedures for Data Collection

In order to conduct the study, I obtained the necessary permission for data collection to the administration of School of Foreign Language at Cumhuriyet University.

Before the questionnaires were administered, a pilot study was carried out for the first and second questionnaires to assess their validity and reliability. The pilot study was conducted with thirty-one students in the department of English Language and Literature. In addition, because I did not have an opportunity to implement the internet-based reading tasks before the study, other preliminary questionnaires on the tasks were administered to 10 graduate students in the department of Teaching English as a Foreign Language at Bilkent University to get feedback about the questions and to ensure that the questionnaires were reliable. After these processes, necessary changes were made in the questionnaires.

The study was conducted in the Preparatory School at Cumhuriyet University at the beginning of the second semester, in March, 2010. The study started on March 1, 2010 and was carried out for five weeks. In the first week of the study, the students were informed about the study and asked to sign an “informed consent” form to participate in the study. The student consent form is shown in Appendix A and the teacher consent form is shown in Appendix B. They were also informed about the internet-based reading tasks they would perform. In addition, semi-structured interviews were conducted with the teacher and three students about their perceptions about the benefits and challenges of using Internet sources to develop reading skills. The first and second questionnaires were conducted with the students on March 5 after the validity and reliability of the questionnaires used in the pilot study were checked.

In the following weeks, two groups of EFL students experienced the three sets of Internet-based reading activities described above (Teacher-determined Internet-based reading task on March 8-12, Teacher-facilitated Internet-based reading task on March 15-19, Learner-determined Internet-based reading task on March 29- April 2. Between 22 and 26 March, students were given time to prepare their project work). All the students in the two classes experienced the same reading tasks. The tasks were done out of class, and students discussed the answers in class. The teacher’s thoughts were taken into consideration when preparing the tasks to see whether they are appropriate for participants’ level. After students experienced each task, they reflected their perceptions in a questionnaire (3rd, 4th and 5th questionnaires). In addition, three students were interviewed about each Internet-based reading task after they completed a particular

task. The students were chosen at random and were different after each task. Also, the teacher teaching both groups kept a journal during the study to show her thoughts on each task and she was interviewed about her perceptions on the use of internet-based reading tasks.

Data Analysis

The data were analysed both qualitatively and quantitatively. All the data collected from the five different questionnaires were analysed using Statistical Packages in Social Sciences (SPSS) Version 11.5 except the open ended questions. The answers to multiple choice and Likert type questions were analysed quantitatively using percentages and frequencies. In addition, Friedman's ANOVA was used to compare the tasks. The responses given to the open-ended questions in the students' questionnaires and the interviews were analysed qualitatively. The interviews were audio taped, transcribed and analysed. The transcript data was categorized in four parts:

- general attitudes towards internet use to develop reading skills
- attitudes towards teacher-determined internet based reading task
- attitudes towards teacher-facilitated internet based reading task
- attitudes towards learner-determined internet based reading task

Conclusion

This chapter gives general information about the setting, participants, instruments and the procedures of the study. In the next chapter, the data analysis and the findings will be discussed in detail.

CHAPTER IV: DATA ANALYSIS

Introduction

This study investigated the attitudes of students and a teacher at the Preparatory School of Cumhuriyet University (CU) towards using Internet sources to develop students' reading skills in English language instruction. It has focused on the following research questions:

1. What are the teacher's and students' attitudes towards the benefits and challenges of using Internet sources for developing EFL students' reading skills?
2. In what ways does the nature of tasks (teacher-determined, teacher-facilitated or learner-determined) affect students' and teachers' attitudes towards Internet use in reading classes?

Data Analysis

In this section, data gathered from students' questionnaires, the teacher and student interviews and teacher journal will be discussed separately in relation to the research questions.

Research Question 1: What are the teacher's and students' attitudes towards the benefits and challenges of using Internet sources for developing EFL students' reading skills?

Students' reading skills (Questionnaire 1, Section II)

The study investigated students' opinions of their reading skills and their current reading classes in terms of usefulness to them to find out whether the students need to develop their reading skills and whether they are content with traditional text-based reading instruction. These data also enabled me to compare students' opinions about traditional text-based reading tasks with their opinions of Internet-based tasks. The results are presented in Table 1.

Table 1 - Students' evaluation of their current reading skills and courses

	How would you rate your reading skills? Percentage (N=42)	How would you rate your current reading instruction in terms of its usefulness to you? Percentage (N=42)
Very Poor	0	0
Poor	2.4	0
Average	9.5	9.5
Good	76.2	52.4
Very Good	11.9	38.1
Total	100	100

The responses given to Q1 indicate that the vast majority of the students rated themselves as good (76.2%) or very good (11.9) and only one student rated themselves as poor. Moreover, most of the students rate their reading classes as good (52.4%) or very good (38.1%) in terms of their usefulness to them. These results indicate that students are generally (90.5) satisfied with their current reading classes.

Students' Internet use (Questionnaire 1, Section III)

The questions about students' Internet use aimed to get information about students' Internet availability and whether students use the Internet to support their English learning since it is thought that these factors may affect students' attitudes towards Internet use in developing their reading skills.

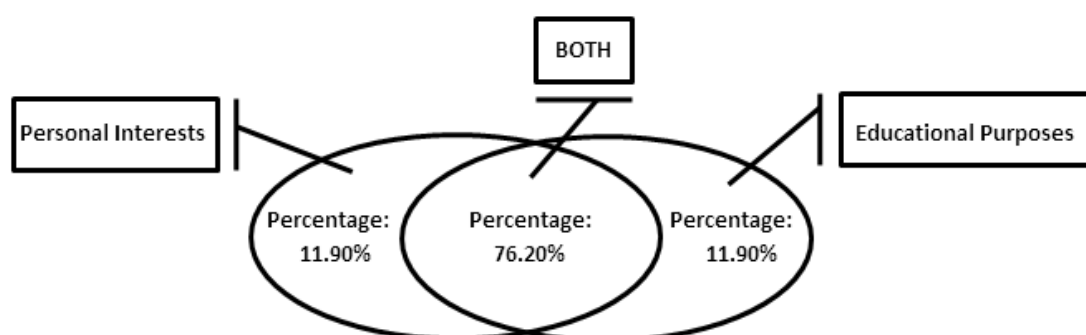


Figure 1 - What do the students use the Internet for?

As shown in Figure 1, most students (76.20%) used the Internet for both personal interest (electronic mail, games, music, chat rooms etc.) and educational purposes (doing homework, searching for information etc.).

In response to the question of whether they used the Internet for their English courses 70% of the students state that in their main course, they usually search for information about English Language and Literature, such as finding classic stories and getting information about writers. In addition, for this course, they say that they find some films that include English subtitles and look unknown words up in dictionaries on the Internet. Moreover, students state that for the writing course, they find some model

paragraphs and essays on the Internet to see how they are constructed. The results also show that in vocabulary courses, they use the dictionaries on the Internet for the words they do not know. The students also say that in reading courses, they use the Internet to search for information about a topic. According to these results, students are familiar with using the Internet for their English courses.

Table 2 - How do students connect to the Internet?

Internet availability	percentages
Internet cafes	59.52
dormitories	38.10
home	30.95
wireless network	16.57

As is seen in Table 2, most of the students (59.52%) connect to the Internet from Internet cafes. Therefore, it can be concluded that connecting to the Internet for educational purposes can be a problem for the students.

Students' attitudes towards using the Internet in developing English reading skills:

Quantitative analysis (Questionnaire II)

The results gathered from student questionnaire 2 provided information about why students read on the Internet and students' attitudes towards the benefits and challenges of using Internet sources to develop their reading skills.

As regards the reasons for reading on the Internet (Section A), most of the students (90.4%) state that they read on the Internet to search for a specific topic and 66.6% of the students maintain that they read on the Internet for pleasure. These results indicate that students mostly read on the Internet to get information about a particular topic.

The results concerning the benefits and challenges of using Internet sources (Section B) are presented in Tables 3 and 4 respectively. These questions required responses on 5-point Likert scales (ranging from “strongly disagree=1” to “strongly agree=5”). In the table, the responses “agree” and “strongly agree” are combined “A/SA”; “disagree” and “strongly disagree” are combined “D/SD”.

Table 3 - Students' attitudes towards the benefits of using Internet sources to develop reading skills

		A/SA	N	D/SD	M
		%	%	%	
1	I believe that internet sources are useful for developing reading skills	95.2	4.8	0.0	4.48
2	Internet sources can be used to develop reading skills to support my learning	95.2	4.8	0.0	4.38
3	My reading ability can develop by using various Internet sources	88.1	11.9	0.0	4.17
4	My interest and motivation to read can increase by using Internet sources	78.6	19.0	2.4	4.07
5	I generally have positive attitudes towards using the Internet in reading classes	76.2	19.0	4.8	4.05
6	I believe that the Internet offers a good source to develop our English reading skills	90.5	9.5	0.0	4.52
7	The Internet provides various authentic and reference materials	81.0	14.3	4.8	4.19
8	The Internet enables us to access authentic reading materials easily and quickly	92.9	2.4	4.8	4.52
9	I like searching the internet for general interest	83.3	7.1	9.5	4.12
10	I like searching the Internet for study resources	73.8	11.9	14.3	3.81
11	The English texts in the Internet help me to learn new vocabulary	88.1	4.8	7.1	4.17

Note: M: Mean Number of Students: 42

A: Agree SA: Strongly Agree N: Neutral D: Disagree SD: Strongly Disagree

Table 4 - Students' attitudes towards the challenges of using Internet sources to develop reading skills

	A/SA	N	D/SD	M
	%	%	%	
12 I think that I need training to use the Internet effectively to develop my reading skills	61.9	14.3	23.8	3.45
13 I have difficulty in understanding the English texts on the Internet	35.7	16.7	47.6	2.81
14 I have difficulty in understanding the English texts on the Internet as I encounter many unknown words	47.6	21.4	31.0	3.14
15 I have difficulty in understanding the English texts on the Internet as I encounter many unknown grammatical structure	26.2	23.8	50.0	2.67
16 My motivation and interest towards reading declines due to the unknown vocabulary on the Internet	21.4	19.0	59.5	2.43
17 I have difficulty in completing Internet-based reading tasks as I do not have an opportunity to connect to the Internet	47.6	11.9	40.5	3.17

Note: M: Mean Number of Students: 42

A: Agree SA: Strongly Agree N: Neutral D: Disagree SD: Strongly Disagree

The mean scores of responses to questions about the benefits of the Internet were between 3.81 and 4.48, indicating that the students have positive attitudes about the use of Internet sources to develop their English reading skills. It seems that a majority of the students agree that Internet sources offer students opportunities to improve their reading skills. The mean scores of responses that were given to the last questions about the disadvantages of the Internet (questions 12-17) were between 2.43 and 3.45. While these received less agreement than the 'advantage' items, these results nevertheless indicate that students encounter some problems while using Internet sources to develop their reading skills. The most problematic issue for the students is that more than half of them believe that they need training to use the Internet effectively to develop their reading skills. This is important for the study since it may affect students' attitudes towards

using Internet-based tasks in classes. Moreover, it seems that Internet availability and having difficulty in understanding the text due to unknown words are problematic issues for some students.

Students' attitudes towards using the Internet in developing English reading skills:

Qualitative analysis

This section presents the analysis of qualitative data gathered from three open-ended questions in Part C of the second questionnaire and students' interviews. The interviews and open-ended question section in questionnaire 2 have focused on the same three questions. These are shown in Table 5 along with the number of the students who responded to the open ended questions in questionnaire 2.

Table 5 - Open ended questions in questionnaire 2

The questions	Number of	
	Missing responses	Responses received
1. What do you think are the benefits of using Internet sources for students to develop their reading skills in English?	12	30
2. What kind of challenges do you think students may encounter while using Internet sources to develop their reading skills?	14	28
3. Do you believe that Internet sources are useful for developing reading skills in foreign language instruction? Why?	12	30

The benefits of using Internet sources to develop students' reading skills (Q1)

Half of the students (open ended responses: 15/30 students, interview responses: 6/12 students) stated that the Internet provides students with a variety of sources on different topics. Some students (open ended responses: 4 students, interview responses:

4) also mentioned that the Internet enables them to reach these authentic reading materials easily and quickly:

“We do not have enough materials or texts. However, when we enter the Internet, we can find and read a great number of sources” (Interview responses) (1)

“We can access authentic materials easily” (open-ended questions) (2)

Some of the students (Interview responses: 3/12) also stated that the Internet enables students to get detailed information on a specific topic:

“We find detailed information about the topic that we are searching for” (Interview responses) (3)

“You can get detailed information on the Internet. I have greatly benefited from the Internet in this way” (Interview responses) (4)

With regard to skill development, some of the students (open ended responses: 10/30, interview responses: 2/12) say that they learn new words by means of reading on the Internet:

“May be there is a word we have not heard before. However, as this word is being used on the Internet currently, the Internet enables us to use this word” (Interview responses) (5)

“As our pace of reading accelerates, our knowledge of vocabulary increases and we can find the meanings of unknown words instantly.”(open-endedquestions) (6)

A number of students stated that using Internet sources helps them to improve their reading comprehension skills, more specifically, according to some students, one of the benefits of using Internet sources is that they have an opportunity to use scanning and skimming skills (interview responses: 2/12) and to develop reading fluency (open-ended responses: 7/30, Interview responses: 2/12):

“Since we will find a large variety of sources for the information we are searching for, we use reading skills such as skimming and scanning in order to reach detailed information in these sources” (Interview responses) (7)

“It can be useful for reading fluently. In addition, you can get familiar with using the Internet” (Interview responses) (8)

Some students (interview responses: 5/12) also stated that reading on the Internet is motivating, interesting and enjoyable.

“There are lots of websites and they can be very enjoyable. Pictures and other factors get people’s attention and they want to read” (Interview responses) (9)

“I get bored when I hold a book and turn its pages but when I read on the Internet all the pages are in front of me. It seems more motivating to me” (Interview responses) (10)

It also worth noting that some students (open ended responses: 2/30, interview responses: 1/12) stated that the greatest benefit of using Internet sources to improve their reading skills is that it increases their general cultural knowledge:

“While reading on the Internet, another topic can attract your attention. After you read it, you decide to read another topic, so you get information about this area. This increases your general cultural knowledge”(Interview responses) (11)

“Our general cultural knowledge increases” (open-ended questions) (12)

The challenges of using Internet sources to develop students’ reading skills (Q2)

Responses to the open-ended questions and interviews show that one of the problematic issues in using the Internet for reading in English is unknown vocabulary and grammatical structures (open-ended responses: 10/28, interview responses: 5/12):

“We sometimes encounter many words whose meanings we do not know and very complicated structures” (Interview responses) (13)

“When there is a very complicated passage, we can have difficulty in understanding it” (open-ended questions) (14)

However, others (interview responses: 3/12) reported that the grammar and vocabulary used in the texts on the Internet is not a problem for them. They stated that the grammar structures on the Internet are not complicated and they can find the meanings of unknown words easily by using online dictionaries:

“I come across some words whose meanings I do not know on the Internet, of course. However there are many English dictionaries giving detailed information about the words on the Internet.” (Interview responses) (15)

Another problem stated by some students (open-ended responses: 4 /28, interview responses: 2/12) is the availability of the Internet. This tallies with the the results of the first questionnaire that most of the students connect to the Internet at Internet cafes. Students stated that not every student has an Internet connection at home:

“Not everyone has an Internet connection at home. My friends staying in the dormitory have difficulty in connecting to the Internet “(Interview responses) (16)

Moreover, some of the respondents (open ended responses: 3/28, interview responses: 2/12) mentioned that they encounter some technical problems with the Internet while reading:

“Students should be careful about technical problems and choose the place where they connect to the Internet well. Because the pace of the Internet connection at the dormitory is not the same as the one at a café in the city centre. (Interview responses) (17)

“Sometimes a web page does not open and I cannot load files because of technical problems on the Internet” (open-ended questions) (18)

A few respondents (open ended responses: 2/28, interview responses: 1/12) also reported that they are not good at using the Internet, so they have difficulty in using the Internet sources:

“Sometimes, even if I have the opportunity to connect to the Internet, I cannot use the Internet (open-ended questions) (19)

“The ability of using the Internet well is the most important skill. Most people do not know this. It is necessary to know some programmes in order to open the sources after they are found. Students should develop their Internet operating skills” (Interview responses) (20)

In addition, some students (open-ended responses: 1/28, interview responses:2/12) stated that some Internet sites demand that people register in order to be able to use them and it may even be necessary to pay for membership. This discourages students from using these sites:

“You sometimes have difficulty in accessing some Internet sites as they are closed. You have to register and at times pay money to use these Internet sites” (Interview responses) (21)

Another problem stated by some students (open ended responses: 3/28 responses) is that using Internet sources to read can cause some eye diseases:

“There can be problems with eye disease” (open-ended questions) (22)

In spite of these challenges, some students (open ended responses: 3/28 students, interview responses: 1/12 student) stated that they do not come across any challenges while using the Internet in the development of their reading skills.

The teacher’s attitudes towards benefits of using Internet sources to develop students’ reading skills (analysis of interviews with the teacher and teacher journal)

The teacher stated that she believes that using Internet sources is useful for developing students’ reading skills. However, she emphasizes that Internet sources can be beneficial only if they are used effectively:

“Of course, I believe that using Internet sources is beneficial in developing students’ reading skills. But, I think it can be useful for students when it is used effectively. I think spending too much time on the Internet can be time consuming instead of being beneficial. Therefore, I think if the Internet is used with the textbook, it will be more beneficial” (23)

She also emphasized that students should be careful about using reliable web sites in order to get information. Moreover, she stated that students should learn be selective about the information they take:

“I sometimes give students some topics to investigate. However, I warn students not to believe every web site they encounter. I tell them to write the key words correctly and get information from reliable web sites. I say to students "read, absolutely read but select the information from the web sites and bring it to the class” (24)

The teacher also thinks that students have positive attitudes towards using Internet sources to develop their reading skills but that they do not know how to use the Internet effectively:

“Since students do not know how to use Internet sources usefully I sometimes need to remind them about this” (25)

As regards the benefits for teachers, she thinks that using the Internet in English language instruction leads not only students but also teachers to investigate and enables them to get prepared for the questions that students may ask:

“Of course it also gets us to do research and requires us to prepare for the questions students might ask. Hence, you start to worry about doing a lot of research and learning how to use the Internet as well as possible and being able to teach this to the students”(26)

The teacher's attitudes towards challenges of using Internet sources to develop students' reading skills

As regards challenges teachers can encounter while using the Internet sources for developing students' reading skills, the teacher stated that teachers are generally afraid of technology, and need to be trained in using the Internet for English language instruction and given opportunities to practice:

"I have tried by myself to improve my ability to use the Internet both in and out of class so that I can prepare lessons and lesson materials. I am still trying to develop these abilities. We, teachers-are generally afraid of the Internet so teachers really need this kind of a course, training about how to use the Internet and implementation. The teacher will demonstrate what he has learnt in front of the other teachers by doing micro teaching" (27)

Concerning the problems of using Internet sources, like the students, the teacher also stated that the most problematic issue for students is Internet availability. Also like the students, the teacher noted that students may struggle with the texts on the Internet:

"They can have difficulty in understanding and analysing the texts on the Internet because in order to decide that a text they find on the Internet is suitable for their level of English, some of their reading skills must have developed" (28)

In generally though, in spite of the challenges both students and teachers encounter, the teacher appears to have a positive attitude towards using Internet sources to develop students' reading skills and strongly believes that students can develop their reading skills by using Internet sources.

Research Question 2: In what ways does the nature of tasks (teacher-determined, teacher-facilitated or learner- determined) affect students' and teachers' attitudes towards internet use in reading classes?

Students' attitudes towards teacher-determined Internet-based reading task:

Quantitative analysis (Questionnaire 3)

The third questionnaire explored students' opinions about the benefits and challenges of using teacher-determined Internet-based reading task. The questionnaire includes 12 questions requiring responses on 5-point Likert scales (ranging from "strongly disagree=1" to "strongly agree=5"). In the table, responses "agree" and "strongly agree" are combined as "A/SA"; "disagree" and "strongly disagree" are combined as "D/SD".

Table 6 - Students' attitudes towards the benefits of using teacher-determined Internet-based reading tasks

	A/SA	N	D/SD	M
	%	%	%	
1 It is interesting	61.9	26.2	11.9	3.57
2 It is enjoyable	47.6	33.3	19.0	3.29
3 It motivates me to read more	54.8	33.3	11.9	3.52
4 It is different from traditional text based reading tasks	69.0	11.9	19.0	3.69
5 It enables to explore the text at my own pace out of the class	73.8	19.0	7.1	3.93

Note: M: Mean Number of Students: 42

A: Agree SA: Strongly Agree N: Neutral D: Disagree SD: Strongly Disagree

The first five questions aimed to investigate students' opinions about the benefits the teacher-determined reading task offers. The overall mean scores of responses to questions 1, 2, 3, 4 and 5, shown in Table 6, indicate that students have positive attitudes towards the teacher-determined task. However, it is seen that some

items attracted much more agreement than others. The advantage which attracted the most widespread agreement was that the task enabled students to read the reading material at their own pace out of the class. On the other hand, the results show that less than half of the students (47.6%) found the task enjoyable.

Table 7 - Students' attitudes towards the challenges of using teacher-determined Internet-based reading tasks

	A/SA %	N %	D/SD %	M
Q6 It limits learner autonomy	35.7	26.2	38.1	2.98
Q7 It is not as effective as working as a group	21.4	28.6	50.0	2.64
Q8 I do not have enough computer operating skills	28.6	2.4	69.0	2.36
Q9 The text is difficult to understand	11.9	9.5	78.6	2.07

Note: M: Mean Number of Students: 42

A: Agree SA: Strongly Agree N: Neutral D: Disagree SD: Strongly Disagree

Questions 6, 7, 8 and 9 focused on exploring challenges of using teacher-determined Internet-based reading tasks students performed. As Table 7 shows, the overall mean scores of the items indicate that they did not have much difficulty in doing the task. It seems that the most problematic issue for the students is that as this activity is teacher-centred, they believe that it does not provide them with many opportunities to take charge of their learning. The results show that very few students had difficulty with the text they read or felt that their computer skills were inadequate to do the task.

Table 8 - Students' feelings about the teacher-determined Internet-based reading task

	A/SA %	N %	D/SD %	M
Q10 I liked the task	59.5	26.2	14.3	3.52
Q11 I want to do this task in reading class It is beneficial to developing my reading Q12 skills	61.9 73.8	21.4 19.0	16.7 7.1	3.60 3.93

Note: M: Mean Number of Students: 42

A: Agree SA: Strongly Agree N: Neutral D: Disagree SD: Strongly Disagree

The answers given to the questions 10, 11 and 12, shown in Table 8, indicate that most students have positive attitudes overall towards doing teacher-centred Internet-based reading tasks to develop their reading skills in language instruction. However, when the answers given to question 10 and 12 are compared, the result suggests that students found the task more “beneficial” than “enjoyable”.

Students' attitudes towards teacher-facilitated Internet-based reading task

(Questionnaire 4)

This questionnaire aimed to explore students' attitudes towards the teacher-facilitated Internet-based reading task.

Table 9 - Students' attitudes towards benefits of using teacher-facilitated Internet-based reading tasks

		A/SA %	N %	D/SD %	M
Q1	It is interesting	71.4	19.0	9.5	3.69
Q2	It is enjoyable	54.8	26.2	19.0	3.43
Q3	It motivates me to read more	57.1	23.8	19.0	3.40
Q4	It offers an opportunity to learn lots of new vocabulary	69.0	16.7	14.3	3.74
Q5	It offers an opportunity to learn about English culture	76.2	21.4	2.4	3.98
Q6	It offers an opportunity to work cooperatively	85.7	7.1	7.1	4.02
Q7	It offers an opportunity to choose the topic to read	52.4	14.3	33.3	3.29

Note: M: Mean Number of Students: 42

A: Agree SA: Strongly Agree N: Neutral D: Disagree SD: Strongly Disagree

According to Table 9, the overall mean scores indicate that students have positive attitudes towards the teacher-facilitated tasks. The results also indicate that the most beneficial feature of the task is that it enables students to work cooperatively in pairs (85.7%). Moreover, it is noteworthy that the least beneficial feature of the task for students is having an opportunity to choose the topic to read among the other topics given (52.4%)

Table 10 - Students' attitudes towards challenges of using teacher-facilitated Internet-based reading tasks

		A/SA %	N %	D/SD %	M
Q8	It takes too much time to complete	57.1	16.7	26.2	3.43
Q9	I had difficulty in completing the task	47.6	23.8	28.6	3.29
Q10	I felt overwhelmed while studying on the task	52.4	21.4	26.2	3.45
Q11	I felt as if I got lost among the web sites	33.3	16.7	50.0	2.79
Q12	I encountered lots of unknown vocabulary and structures	54.8	26.2	19.0	3.43

Note: M: Mean Number of Students: 42

A: Agree SA: Strongly Agree N: Neutral D: Disagree SD: Strongly Disagree

According to the mean scores, the most challenging issue for the students is feeling overwhelmed (3.45) as they have to navigate from one web site to another in order to get the factual information to do the task. This is followed by spending too much time to complete the task (3.43) and encountering a lot of vocabulary and structures they do not know in the web sites (3.43). The overall mean scores of the items are rather higher (closer to 4 than to 2), suggesting that students encountered many challenges while doing the task.

Table 11 - Students' feelings about teacher-facilitated Internet-based reading tasks

		A/SA	N	D/SD	M
		%	%	%	
Q13	I liked the task	54.8	23.8	21.4	3.33
Q14	I want to do the task in reading classes	45.2	26.2	28.6	3.19
Q15	It's beneficial to developing my reading skills	71.4	14.3	14.3	3.83

Note: M: Mean Number of Students: 42

A: Agree SA: Strongly Agree N: Neutral D: Disagree SD: Strongly Disagree

The results gathered from last three questions show that although most of the students (71.4%) believe that this task helps them to develop their reading skills, less than half of the students (45.2) want to do teacher-facilitated Internet-based reading tasks in reading classes.

Students' attitudes towards learner-determined Internet-based reading task

(Questionnaire 5)

Questionnaire 5 aimed to find out students' attitudes towards the learner-determined Internet-based reading task.

Table 12 - Students' attitudes towards benefits of using learner-determined Internet-based reading tasks

	A/SA %	N %	D/SD %	M
Q1 It is interesting	71.4	11.9	16.7	3.74
Q2 It is enjoyable	50.0	26.2	23.8	3.38
Q3 It is motivating	50.0	28.6	21.4	3.40
Q4 It provides learner autonomy	66.7	14.3	19.0	3.67
Q5 The activity increased my desire to read because it enabled me to choose my own sources and topics	59.5	19.0	21.4	3.50
Q6 It enables us to learn how to conduct research	69.0	7.1	23.8	3.60
Q7 It enables us to develop our ability of synthesizing and evaluating	71.4	11.9	16.7	3.74
Q8 It enables us to build self confidence as it allows us control over the learning process	54.8	19.0	26.2	3.52
Q9 It enables us to read various authentic texts on a topic that interests us	61.9	19.0	19.0	3.62
Q10 It enables us to develop our speaking skills as we present our project work orally in the class	59.5	16.7	23.8	3.52
Q11 It enables us to benefit from the multimedia environment of the Internet such as images, photographs, videos, etc.	61.9	19.0	19.0	3.62
Q12 It enables us to work cooperatively in groups	71.4	23.8	4.8	3.93

Note: M: Mean Number of Students: 42

A: Agree SA: Strongly Agree N: Neutral D: Disagree SD: Strongly Disagree

As can be seen in Table 12, the overall means of the items indicate that students think that learner-determined Internet-based reading tasks provide students with many benefits. According to the students, the most beneficial aspect of the task is that it enables them to work cooperatively in groups (3.93), so providing an opportunity to share and discuss what they read. Other important benefits of using this task are that it is interesting for students (3.74) and develops their ability of synthesizing and evaluating

(3.74) as they have to assess the information that they get from various Internet sources to do the task.

Table 13 - Students' attitudes towards challenges of using learner-determined Internet-based reading tasks

	A/SA	N	D/SD	M
	%	%	%	
Q13 I had difficulty in completing the task	31.0	16.7	52.4	2.60
Q14 I had difficulty in completing the task as task as I do not know well how to search on the Internet	16.7	7.1	76.2	2.17
Q15 I had difficulty in planning all the learning process	21.4	23.8	54.8	2.55
Q16 I had difficulty in presenting project work orally	19.0	21.4	59.5	2.40

Note: M: Mean Number of Students: 42

A: Agree SA: Strongly Agree N: Neutral D: Disagree SD: Strongly Disagree

Table 13 shows the challenges students encountered while using the learner-determined task. The mean scores of responses are quite low, indicating that most students did not have much difficulty in doing the task. However, nearly a third of respondents (31%) still had difficulty in completing the task. This may result from another finding indicating that some students (21.4%) had difficulty in planning the learning process (2.55): deciding on the topic, determining the Internet-based resources, the product and the process.

Table 14 - Students' feelings about learner-determined Internet-based reading task

	A/SA	N	D/SD	M
	%	%	%	
Q17 I liked the task	69.0	16.7	14.3	3.69
Q18 I want to do the task in reading class	52.4	28.6	19.0	3.48
Q19 It's beneficial to developing my reading skills	69.0	19.0	11.9	3.81

Note: %: Percentage M: Mean Number of Students: 42

A: Agree SA: Strongly Agree N: Neutral D: Disagree SD: Strongly Disagree

As Table 14 shows most of the students (69%) liked the activity and more than half of the students (52.4%) want to perform learner-determined Internet-based reading tasks. The results also show that students strongly believe that learner-determined tasks enable them to improve their reading skills (3.81). Overall means of the items indicate that in general, students have positive attitudes towards doing student-centred Internet-based reading tasks in reading classes.

Comparison of the three tasks

Six items which were included in all of questionnaires 3, 4 and 5 were compared in order to investigate the differences among students' attitudes towards each Internet-based reading task (teacher-determined, teacher-facilitated and learner-centred). These items are shown in Table 16 with the mean scores for each of these items for each questionnaire.¹

¹ Since their order of presentation was different in each questionnaire, the numbers given in Table 16 are different from those in tables above.

Table 15 - Comparison of Data Gathered from Questionnaire 3, 4, and 5 for attitudes towards doing Internet-based reading tasks: The mean scores (M) for six items in each questionnaire

Questions	Questionnaires			Friedman's ANOVA
	3	4	5	
Q1(M): I think the task is interesting	3.57	3.69	3.74	$\chi^2=2.113, p>.348$
Q2(M): I think the task is enjoyable	3.29	3.43	3.38	$\chi^2=.336, p>.845$
Q3(M): This internet-based reading task increases my motivation to read	3.52	3.40	3.40	$\chi^2=.226, p>.898$
Q4(M): I liked this internet- based reading task	3.52	3.33	3.69	$\chi^2=2.730, p>.255$
Q5(M): I want to do this kind of internet-based reading tasks in reading classes	3.60	3.19	3.48	$\chi^2=1.744, p>.418$
Q6(M): I believe that this task is beneficial to developing my reading skills	3.93	3.83	3.81	$\chi^2=0.690, p>.708$

Friedman's ANOVA showed that, there were no significant differences among students' responses for these items. It seems that students' attitudes did not change reliably according to the nature of the tasks. The results also indicate that students have positive attitudes towards all of the Internet-based reading tasks they took part in.

Students' and teachers' attitudes towards Internet-based reading tasks: Qualitative analysis

This section analyses qualitative data gathered from three open-ended questions in Part B of the third, fourth and fifth questionnaires and students' interviews together with data gathered from the teacher journal and teacher interviews. The open-ended questions in the questionnaires aimed to get information about students' attitudes

towards each of the Internet-based reading tasks. All of the open ended questions asked in questionnaires 3, 4 and 5 were also asked in the interviews with students.

Interviewees were also asked if they would like to do this kind of task in future reading classes.

The number of the students responding to the open-ended questions in the questionnaire 3, 4 and 5 is shown in Table 16.

Table 16 - The open-ended questions in Questionnaire 3, 4, 5

The questions	Questionnaire 3 (Teacher-determined task)	Questionnaire 4 (Teacher-facilitated task)	Questionnaire 5 (Learner-determined task)
1. What are the benefits of doing this Internet-based reading task to develop your reading skills?	35	34	33
2. What challenges did you encounter while you were doing this task?	36	40	35
3. Do you think this Internet-based reading task helps you to develop your reading skills?	38	41	35

With regard to the teacher interviews and teacher journal, interviews with the teacher about her opinions of Internet-based reading tasks were conducted after each reading task was done by the students. The teacher journal also provided data about the teacher's opinions on each Internet-based reading task.

In this section, the data about the teacher's and students' attitudes towards Internet-based tasks are presented together in two groups. We will look at the benefits and challenges of the tasks in turn.

Benefits of teacher-determined (TD), teacher-facilitated (TF) and learner-determined (LD) Internet-based reading tasks

Students' responses revealed that each task has distinctive features that enable students to develop their reading skills. As regards the *teacher-determined task*, some students (2/35) stated in their responses to open-ended questions that by performing this task, they gained an idea about how to study individually to develop their reading skills by means of the Internet:

"In this reading task, I have seen how to study individually" (open-ended questions) (29)

Some students (4/35) in their responses to open-ended questions also stated that this task was enjoyable and motivating for them and since the task was performed on the Internet it seemed more interesting to them than traditional text based tasks:

"As this activity was performed on the Internet, it was more enjoyable and motivated me to do the activity voluntarily" (open-ended questions) (30)

"Technology seems interesting to me and I think the things that seem interesting to me will develop me" (open-ended questions) (31)

Although many students stated that they believe that these kinds of activities help them to develop their reading skills, some students (4/35) found it not very beneficial:

"I do not think that it provides us with any benefits (open-ended questions) (32)

These results show that although some students did not find the activity beneficial, most of the students (open-ended responses: 31/35 students, interview responses: 3/3) think that it offers them some opportunities to improve their reading skills.

Concerning the teacher's perspective on the benefits of using teacher-determined tasks, the teacher stated that this task enables the teacher to see the answers of the students to the questions in the task statistically and in detail by means of an Internet-based system. According to the teacher, this is beneficial since it offers an opportunity to see the individual responses of the students and assess the success of the whole class according to the responses:

“It can be beneficial to see the results of this reading task through an Internet-based system, to see which student give the correct answer to which question and which question are answered incorrectly by most of the students” (teacher interviews) (33)

“This activity seems to give the teacher the chance to see overall success of the class in terms of the easiest and the most difficult question. Teacher can see the results of statistical analyses of each question and can take necessary measures about student error without telling them directly” (teacher journal)

Another point stated by the teacher concerning benefits of the task for the teacher is that it is easy to prepare:

“For the teacher, it seems easy to prepare. You can copy and paste the reading from any source, from a book, newspaper, or even from an internet page” (teacher journal)

In addition, the teacher mentioned that this activity is not difficult for the students to do and the task does not require having excellent computer operating skills:

“There are students who have not used the Internet to search for something or even who do not know how to use the computer. These students did not want to do this task and I told them it was not too difficult and they could learn it with the help of their friends. And then, they changed their minds” (teacher interview) (34)

Another important point stated in the teacher journal is that since this task requires students to study individually out of the class, they have a chance to study in a

relaxed atmosphere without being anxious about making mistakes. She added that studying in this way helps students to have self confidence and develop themselves:

“Because it is an individual activity, they will not feel the fear of making mistakes. It will be only the teacher to see their answers. This may improve their self confidence. They can also feel free from peer pressure, and such an Internet-based activity can broaden their horizons since they are free from such pressure” (teacher journal)

Moreover, the teacher thinks that this task can be beneficial in developing students’ reading skills in different ways:

“ This task requires them to read the text and answer the questions on the computer screen and this can force students to use their background knowledge. In addition some exams are taken by means of computers and they can gain experience of Internet-based exams. Moreover, it increases their willingness to investigate and learn something” (teacher interviews) (35)

Another point stated by the teacher is that this task is similar to traditional text based reading tasks in some aspects but since it is done individually as an assignment out of the class it also different from the reading tasks in the class:

“In fact, it is similar to traditional text based reading tasks in some respects. If we had an Internet connection in the class and we did the task with the students, it would not be different. However this activity requires students to perform the task individually out of school by setting aside time for the activity. It is different from this perspective “(teacher interviews) (36)

The teacher also stated that she is thinking of using teacher-determined Internet-based reading activities in the class since they seem interesting to students:

“Of course I would think of using this task. It can break up the monotonous atmosphere of the class and I think using different instructional materials is useful” (teacher interviews) (37)

Furthermore, the teacher believes that students want to do teacher-determined Internet-based reading tasks in reading classes.

In respect to *teacher-facilitated Internet-based reading task*, some of the students reported that this task provided them an opportunity develop their general knowledge (open-ended responses: 3/ 34, interview responses: 3/3) as they got information about a well-known city in England to complete the task:

“We got information about the cities in England in terms of population, transportation, climate etc. It provided information in terms of general culture” (student interviews) (38)

“It is beneficial to reading skills but generally it is useful for general knowledge” (open-ended questions) (39)

Some respondents also stated that as the topic was interesting and different (open-ended responses: 2/34, interview responses: 1/3), it motivated them to read more and that this helped them to improve their reading skills:

“New and different things seem interesting to me and I have a desire to read in order to get information about these new things. Therefore, this improves my reading skills.” (open-ended questions) (40)

“First of all, the topic is interesting. Since it is interesting, it motivates you to read more and naturally the reading skills develop” (student interviews) (41)

Moreover, some of the students (open-ended responses: 2/41) mentioned that the style of this activity is different from traditional text-based activities they do in the class. From these responses it is assumed that as this Internet-based reading task seems different to students, students are motivated to do the task: reading on various web sites in order to get information for a specific topic. Therefore, the more they read, the more their reading skills develop:

“This task is useful for developing my reading skills since it has a different style and it offers different sources to read” (open-ended questions) (42)

The results also show that although most of the students have positive attitudes towards the benefits of using the Internet to develop reading skills, five students (open-ended questions) stated that they think this activity is not beneficial as they had difficulty in completing the task:

“I do not think that it is beneficial as I got bored and had difficulty in doing the task” (open-ended questions) (43)

From all the responses we can assume that a great number of students believe that teacher-facilitated Internet based reading task is useful for improving their reading skills.

With regard to the benefits of doing this task for students, the *teacher* stated that this task enables students to learn how to get information about a topic through web sites:

“They can develop their skills of using various web sites in order to get information” (teacher interviews) (44)

“This activity could also give students the chance to learn and practise how to access correct information when they have to use the Internet for any reason” (teacher journal)

Moreover, the teacher reported that this task can help students to use and develop some reading skills such as scanning and skimming:

“ There are some reading skills students should use while reading such as skimming and scanning. The task can enable students to use and develop these skills” (teacher interviews) (45)

“Students can develop their skimming, scanning skills by means of such activities” (teacher journal)

Another point stated by the teacher concerning the benefits of the teacher-facilitated Internet-based reading task for students is that since this task was done by

studying in pairs it provides students with many opportunities for studying collaboratively:

“ This activity requires pair work. Therefore, it can help students to communicate, exchange their ideas, to help and criticize each other” (teacher interviews) (46)

“This is a pair work, and they can share the responsibility or help each other about problems they faced during the activity” (teacher journal)

Moreover, the teacher thinks that this task is different from traditional text-based tasks:

“This activity is different from classroom activities, because it is not limited to only one reading. It is not suitable for classroom use.. It can be given as a free time activity, or could be done with some teacher guidance” (teacher journal)”

The teacher also stated that she is thinking of using the activity in her classes but she believes that this task should be done by students who volunteer since not all students have the facilities to connect to the Internet. Moreover, the teacher mentioned that students may want to do teacher-facilitated tasks since they are interested in technology and the Internet. However, she emphasizes that they can get bored during the activity since they have to navigate from one web page to another in order to get the information they look for:

“At the beginning, there were students who were willing to do the task. However, due to some problems they encountered while performing the task, I noticed that their enthusiasm has rather decreased” (teacher interviews) (47)

Concerning the *learner-determined task*, some of the students (open-ended responses: 3/33) stated that they benefitted from working as a group in various ways, taking the responsibility of studying together, studying in a relaxed atmosphere, having an opportunity to improve themselves:

“I was more relaxed as we worked as a group. Studying as a group enables to improve yourself individually and you learn how to study in a group work. Therefore, of course, it helps us to develop our reading skills” (open-ended questions) (48)

In addition, some of the students (open-ended responses: 1, interview responses: 2) stated that since they investigated the topic they had chosen through various web sites, and discussed what they read as a whole group, the task helped them to develop their reading skills:

“The task improves our reading skills. Because we read, comment on and discuss what we read. The task develops our reading skills in different ways” (student interviews) (49)

“Of course, this task enables us to develop our reading skills. We read various texts about the topic we have chosen. Then we get the information necessary for our topic by examining the texts. We summarize the information we get and present it in the class in a self confident manner.” (student interviews) (50)

Some students also reported (open-ended responses: 5, interview: 1) that they got information on various topics while they were searching for information on the Internet:

“While I was searching for information on the Internet, I got information about various topics” (open-ended questions) (51)

“I think it is very beneficial in terms of general cultural knowledge because you have a topic in your mind but when you look at the Internet you come across a variety of topics and you change your mind” (student interviews) (52)

In addition, according to some respondents (open-ended responses: 3) the learner-determined Internet-based reading task enabled them to develop their ability of synthesizing and evaluating as they had to assess the information that they got from various sources to complete the task:

“My ability of synthesizing and evaluating has developed” (open-ended questions) (53)

The results also indicated that four students (open-ended responses), however, stated that they did not think that the task was useful for developing their reading skills.

As regards the *teacher's* attitudes towards benefits of using learner-determined Internet-based reading tasks in terms of teachers, the teacher stated that in this activity, the whole responsibility of the learning process belongs to students:

“ I think it is an activity which somehow relaxes the teacher and helps her to save time. The teacher gives the responsibility to students without getting prepared for the lesson. The only duty of the teacher is to see the product, listen to it and comment on it” (teacher interviews) (54)

“As they will decide on every step of the activity, I guess, they will feel more secure” (teacher journal)

In terms of benefits of learner-determined tasks for students, the teacher reported that firstly, it helps students to take the responsibility of their own learning.

“It seems to be a kind of activity which leads them to be autonomous learners, which is an advantage” ” (teacher journal)

According to the teacher, this task also helps students to improve their reading skills since it requires students to decide on the topics, the way they will follow to conduct the study, the process and product through reading various texts and discuss about it by working as a group:

“ Students have to think, search and discuss about what they should do and what kind of a way they should follow for the project. This requires students to read something so it helps them to improve their reading skills” (teacher interviews) (55)

In addition, the teacher mentioned that this task involves reading a lot of web sites fast and so using some reading techniques which enable students to read fast and to guess the meanings of unknown words from the context:

“This task has enabled students to improve their reading skills. First of all, it was necessary for students to open and read the web pages fast. Hence, it requires students to use some reading techniques for reading fast. In addition, it was necessary for students to guess the meanings of unknown words from the context” (teacher interviews) (56)

The teacher also stated that she is thinking of using learner-determined Internet-based reading tasks to develop students' reading skills. Moreover, the teacher thinks that students want to do this Internet-based reading task in reading classes. She also reported that learner-determined Internet-based reading tasks can be used as a part of the reading lesson.

Challenges of doing teacher-determined (TD), teacher-facilitated(TF) and learner-determined (LD) Internet-based reading tasks

The results showed that aside from the common problems they encounter while using the Internet, students also encountered some challenges which are specific to each of the different types of tasks. As regards the *teacher-determined* Internet-based reading task, students did not state any distinctive problem. The challenges students stated do not arise from the nature of the task. They stem from both students' computer and Internet operating skills and technical problems with the Internet. Moreover, ten students in their responses to open-ended questions reported that they did not encounter any challenges during completing this teacher-determined Internet-based reading task. It can be concluded that this task was not especially challenging for the students.

With regard to challenges teachers can encounter while using teacher-determined tasks in reading classes, although the teacher stated that it seems easy to prepare the task, she mentioned that it can take time to prepare, since teachers have to examine various

web sites in order to find an authentic text and that this requires background knowledge about using the Internet.

“I have not prepared this kind of an activity so far but while I am preparing some notes for a lesson, to get information on the Internet I have to examine a lot of web sites. I have to do many things fast at the same time. To do this it is necessary to have adequate knowledge about using the Internet” (teacher interviews) (57)

In addition, the teacher mentioned that since the students do this task as an assignment, they have to spare time to complete the task:

“Students must make time for this task” (teacher interviews) (58)

Concerning the *learner-determined task*, the responses indicate that the only distinctive challenge students encountered are those that stem from group work (open-ended responses: 5/35, interview:1/2):

“I did not have an opportunity to study with my friends whenever I want” (open-ended questions) (59)

“Since it was group work there were students who avoided studying” (student interviews) (60)

The results also show that 13 students (open-ended responses: 11/35, interview responses: 2/3) did not face any challenges. In sum, the overall results reveal that students did not have much difficulty in doing learner-determined Internet-based reading task.

The teacher stated that since students are responsible for all learning process and they choose the topic for the project work, one problem is that they may choose broad topics. She also reported that this can prevent the task from achieving its goal. The teacher therefore suggested that teachers should give suggestions to students about the topic they have chosen:

“While deciding on the subject, students may not limit the topic and may feel lost in the world of internet and unnecessary information. If I were the students, I would consult the teacher about the topic (teacher journal)

As regards the problems students can encounter, she stated that they can face problems with group work:

“ They have problems about sharing the responsibilities for the group work” (teacher journal)

In addition, the teacher reported that the most problematic issue for the students is to access the right resources and select the information for the topic of their project.

In respect to the *teacher-facilitated task*, some of the students (open-ended responses: 12/40, interview responses: 1/3) stated that they got lost among the web sites as they had to navigate from one web site to another in order to get the factual information for the task. They also reported that they had difficulty in finding the detailed information they were searching for as the Internet includes a wide range of information. Another challenge stated by some students (open-ended responses: 7/40) is that this task took too much time to complete and so; it was boring and tiring for the students. Some example extracts from students' responses are as follows:

“I was tired of navigating from one web site to another while completing the task. I started to take notes. It was beneficial but very tiring” (open-ended questions) (61)

“Go from one web page to another, collect information and write; it took too much time” (open-ended questions) (62)

“There are too many web pages. You navigate from one web site to another and you get bored when you cannot find the information. I got bored and stopped doing the activity. Then, when I started to do the task again, I felt somehow unmotivated to complete the task” (students interviews) (63)

The results also show that four students (open-ended responses) reported that they did not face any problems while completing the task. However, it seems that most of the students (open-ended response: 36/40, interview responses: 3/3) had difficulty in completing the teacher-facilitated Internet-based reading task owing to these challenges. The results indicate that among all of the Internet-based reading tasks this is the most challenging one for students.

Like the students, the teacher stated that in the teacher-facilitated task it is very difficult for the students to navigate from one page to another to get the information about the topic and it bores students:

“I also promised some students to teach them how to use the computer, which is an unexpected burden on the teacher. While running from page to page, besides students, I got bored, because I was not sure about opening the suitable page for the information asked. (I understand you now my dear students!:) (teacher journal)”

In addition, as regards the problems teachers can face while using teacher-facilitated Internet-based reading tasks, the teacher stated that this task requires the teacher to study more than the students. According to the teacher, in this task, first of all, teachers have to determine a topic and a set of web sites whose contents are appropriate for the topic chosen. In addition, the teacher stated that the teacher has to enter a lot of web sites to check whether the information students give is correct or not and it takes too much time:

“The teacher has to investigate the information students have given through various web sites and check that the information is correct. This takes too much time” ” (teacher interviews) (64)

“For the teacher, it may take a long time, as you need to review many pages to advice students. It can be tiresome to decide on the subject –you need to find a

topic to attract the attention of the students and to find suitable pages” (teacher journal)”

It seems that although the teacher thinks that this task can help students to develop their reading skills and she can use these task in her reading classes with volunteer students, she finds the task very challenging for students. It can be concluded that she has negative attitudes towards using teacher-facilitated reading tasks to develop students’ reading skills. The following statements from the teacher journal express her negative attitudes towards the task:

“I didn’t like this activity that much. If I were a student, I wouldn’t want to learn much about those cities in Britain without a reason. If I would spend some time there, that would be OK. There are a lot of web-site addresses. Whenever I enter a website, I get tired of opening too many pages. Will my students experience the same broadness?” (teacher journal)

Overall, the results clearly indicate the most challenging task for both the teacher and students is teacher-facilitated task.

Whether students would like to do Internet-based reading tasks in reading classes (Data gathered from interview responses)

The responses indicate that students’ willingness to do the tasks changes according to the types of the tasks. All the students interviewed stated that they want to do teacher-determined (3/3) and learner-determined (3/3) Internet-based reading tasks in reading classes:

“When I am at home, I do not spare time for reading in English. However, these kinds of Internet-based activities increase my interest and motivation to read and enable me to spend time on the Internet efficiently. Therefore, I want to do these kinds of Internet-based reading tasks” (TD) (65)

“As a whole society, we are lazy. We do not produce something. It is a problem and we must solve this problem. This task enables us to produce something, so it should be done in reading classes” (LD) (66)

Interestingly, although all the students who were interviewed stated that they found the teacher-facilitated internet-based reading task beneficial in developing their reading skills, most of the students (2/3) stated that they do not want to do this task due to the challenges they encountered while completing the task:

“I do not want to do these kinds of tasks because I got bored due to navigating from one web site to another and I closed the web sites. If there were a large Internet web site instead of various web sites to read, I could complete the activity without getting bored” (67)

Both the qualitative and quantitative data concerning the tasks indicate that students have positive attitudes towards doing each different type of Internet-based reading tasks. Interestingly, although students found teacher-facilitated Internet-based reading tasks challenging, some students (45.2%) want to do this task in reading classes. This may result from another finding of the study indicating that most of the students believe that this task is beneficial from developing their reading skills.

The teacher’s assessment of the Internet-based reading tasks

After all the interviews the teacher was asked to rate all Internet-based reading tasks according to their benefits to improving students’ reading skills. The teacher stated that the most beneficial task is the learner-determined Internet-based reading task since students were eager to do this task. This point was also stated in the teacher journal:

“Students reaction to the activity was more positive than to other activities, except for some. They didn’t believe their ears when they heard they would choose the topic. They looked more confident than before, maybe, because there were no limits.”(teacher journal)

The second task according to the level of its usefulness in developing students' reading skills is the teacher-determined approach with its design similar to traditional text based reading tasks. The teacher thinks that students do this task easily and encounter few problems during the activity. Finally, the least beneficial task for developing students' reading skills is the teacher-facilitated task since it is very challenging for the students: students had difficulty in accessing the information they were looking for, they got lost among the web pages, it took too much time to prepare and do and made students feel overwhelmed.

Conclusion

This chapter presented the data analysis of students' questionnaires, the interview with the teacher and student and the teacher journal. Students and the teacher's general attitudes towards benefits and challenges of using Internet sources and their opinions about different Internet-based reading tasks were presented. The next chapter will discuss these results and present pedagogical implications, limitations of the study and suggestions for further research.

CHAPTER V: CONCLUSION

Overview of the Study

This study investigated the attitudes of students and one teacher at the Preparatory School of Cumhuriyet University (CU) towards the benefits and challenges of using Internet sources to develop students' reading skills in language instruction. The study also explored in what ways the nature of three different Internet-based reading tasks (teacher-determined, teacher-facilitated, student-determined) affected students' and the teacher's attitudes towards Internet use in reading classes.

In this study the data were collected via five different student questionnaires, interviews with the teacher and students, and a journal kept by the teacher. The first questionnaire was designed to get information about the students' reading skills and Internet use. The second questionnaire was designed to get information about students' attitudes towards the benefits and challenges of using Internet sources for developing reading skills. The other questionnaires were employed to elicit information about the ways in which the nature of the task (teacher-determined, teacher-facilitated or learner-determined) affects students' and teachers' attitudes towards Internet use in reading classes. In addition, in order to get in-depth information about students' and the teacher's opinions about using the Internet to develop reading skills, the teacher and 12 students were interviewed and the teacher kept a journal during the study.

The questions answered by the study are as follows:

1. What are the teacher's and students' attitudes towards the benefits and challenges of using Internet sources for developing EFL students' reading skills?
2. In what ways does the nature of tasks (teacher-determined, teacher-facilitated or learner-determined) affect students' and teachers' attitudes towards Internet use in reading classes?

The data were analyzed in three parts in order to answer these questions:

1. Data gathered from Likert-scale items from students' questionnaires (questionnaires 2, 3, 4 and 5) (forty-two students in the Preparatory School at Cumhuriyet University)
2. Data gathered from three open-ended questions from students' questionnaires (questionnaires 2, 3, 4 and 5) and the responses of the interviews with twelve students
3. Data gathered from the responses of four interviews with the teacher and the data collected from the teacher journal

This chapter will present and discuss the findings. After that, pedagogical implications and limitations of the study will be clarified. Drawing conclusions from the study, suggestions for further research will be made. Finally, the major findings of the study will be summarized.

Discussion of the Results

This study aimed to find out how students and one teacher at Cumhuriyet University regarded the Internet as an instructional tool to develop students' English reading skills. In this study, the findings of the data analysis in Chapter IV are reviewed and discussed in two sections:

- Students' and the teacher's general attitudes towards benefits and challenges of using Internet sources to develop their reading skills
- Students' and the teacher's attitudes towards teacher-determined, teacher-facilitated and learner-determined Internet-based reading tasks

Students' and the teacher's general attitudes towards benefits and challenges of using Internet sources to develop their reading skills

Most of the students who took part in the study stated that they are good at reading. However, the number of the students who rate their reading skills as very good is low although the students reported that on average they have been studying English for ten years and this showed that their reading skills need to be improved. Developing reading skills is very important for the English Language Literature students as they will read many literary texts during their subsequent university education. My data showed that current traditional text-based reading instruction is considered to be useful by the students. However, the results gathered from the students interviews also indicated that most of the students found Internet-based reading tasks more interesting, enjoyable and

motivating than traditional tasks. A vast majority of the students also believe that Internet-based reading tasks are useful for developing their reading skills.

With regard to their general Internet use, most of the students use the Internet for both personal interest (electronic mail, games, music, chat rooms etc.) and educational purposes (doing homework, searching for information etc.). The data show that students benefit from the Internet in various English courses: main course, reading, writing and vocabulary. These results suggest that most students are familiar with using the Internet and that they use it as an instructional tool to support their English learning. As regards the use of the Internet in reading courses, students say that they use the Internet to search for information about a topic. Nevertheless, the results of the study show that some students have not thought of using Internet sources to develop their reading skills before this study since they do not recognize the potential of the Internet as a source providing a wide range of English reading materials on various topics. In addition, there appear to be some barriers to Internet use for these students since most of them are not able to connect to the Internet from where they live. Moreover, in the university setting, there are only two computer labs where they can connect to the Internet. Since these labs are generally used for computer courses or courses involving using computers, students are only allowed to study there in specific hours. Therefore, most use Internet cafes to connect. Moreover, students stated that using the Internet to study in Internet cafes is problematic since they have limited time to use the Internet and they do not have the opportunity to study on the Internet whenever they want.

With regard to reasons why students read on the Internet (for pleasure or to search for a specific topic), the results indicate that most of the students read on the Internet to search for a specific topic rather than for pleasure. This finding shows that students mostly read to support their language learning. For example, students report that in their main course, they usually search for information about English Language and Literature such as finding classical stories and getting information about writers and for the writing course, they find some model paragraphs and essays on the Internet to see how they are constructed.

The data concerning students' attitudes towards the benefits and challenges of using Internet sources to develop their reading skills indicated that students have positive attitudes about the use of Internet sources to improve their English reading skills. This confirms previous research, as reviewed by Büyükyazı (2007), which has indicated that computers and the Internet have a positive effect on increasing positive attitudes and motivation towards language learning. A majority of the students who took part in this study think that Internet sources offer opportunities to improve their reading skills. Students report that Internet sources:

- develop their reading skills,
- increase their motivation and interest to read more,
- offer a wide range of English reading materials on various topics,
- enable them to access English reading materials easily and quickly,
- present detailed information on specific topics,
- enable them to learn new vocabulary and structures,

- enable them to use different reading skills such as skimming and scanning,
- enable them to read fluently,
- provide a more enjoyable, interesting and motivating atmosphere to read, and study than printed texts offer,
- enable them to increase their general cultural knowledge,

The results show that the most important benefit of the Internet in developing their reading skills is that it provides students with a variety of sources and enables them to reach these authentic materials easily and quickly since they do not have the opportunity to get various printed English reading materials in the city where they live (Sivas).

These findings parallel those in the literature. Many researchers have stated that the Internet provides a vast range of materials and offers many opportunities for exposure to authentic materials, both audio and text (Arslan, 2008; Clyde, 1998; Hussin, 2004; Son, 2008). Kumar (2004), for example, states that learners can use the Internet to find information sources on a particular topic and to access these sources easily and that it enhances students' knowledge by providing them with authentic learning activities. Aslan (2008) also states that the Internet offers various materials for educational use: teaching materials including a variety of documents and activities, authentic materials providing a resource for discovery based learning activities and web tasks for language learning and reference materials including dictionaries, encyclopaedias, and manuals. Moreover, the results support the view of different researchers who have stated that new

technologies enable students to promote their reading skills through multimedia texts (Clyde, 1998; Jastek & Mangelson, 2008). Previous research has also indicated that English reading programs conducted either traditionally or through web-based activities (webquests) have “significant effects on the language proficiency of the learners” (Büyükyazı, 2007, p.173-174) and that, as reviewed by Daskalovska (2010), students can develop their vocabulary through reading .

Although students think that the Internet provides them with many opportunities to improve their reading skills, they stated some problems they encounter while using Internet sources for reading.

The most problematic areas for the students are Internet availability and inadequate computer operating skills. The latter finding suggests that students need training to use Internet sources effectively. Previous research has also shown that insufficient computer operating skills is a problem for students in using the Internet in English language instruction (Aykaç, 2005; Önsöy, 2004). In fact, using the Internet for reading does not requires having perfect computer operating skills. Students can be taught how to search on the Internet, how to investigate specific topics by using appropriate key words, how to assess what they read etc.

The teacher also expressed some advantages and disadvantages of using Internet sources to develop students’ reading skills for both teachers and students. In general, the teacher’s responses indicated that - like the students - she has positive attitudes towards using Internet sources to develop students’ reading skills. She strongly believes that

students can develop their reading skills by using Internet sources and that teachers can benefit from using the Internet in reading classes. She stated that when teachers give students Internet-based reading tasks, they also have to investigate the topic to get prepared for questions students may ask. Moreover, the teacher reported that it is important to know how to use Internet reading sources to be able to teach it to the students.

As regards the advantages of using Internet sources, the teacher believes that this is beneficial in that it provides them a wide range of authentic reading materials.

Concerning the problems teachers may encounter while using Internet sources to develop students' reading skills, the teacher thinks that the most problematic issue is that teachers generally lack knowledge about using the Internet for English language instruction; therefore, they need training about it. Another challenge the teacher reported is technical problems with the Internet connection.

As regards challenges students may encounter while using the Internet sources for developing their reading skills, the teacher - like the students - stated that the most problematic issue is Internet availability. The tasks done by the students in this study were set as assignments to be done outside of the class. Therefore, it was necessary that students should have the Internet where they stay (at home, dormitory, etc.). In addition, the pace of Internet connection is very important. Slow Internet connection may prevent students from completing the tasks on time and cause them to lose time instead of allowing them to access the information they search for easily and quickly.

Students' and the teacher's attitudes towards Internet-based reading tasks (teacher-determined, teacher-facilitated and student-determined)

In respect to students' attitudes towards Internet-based reading tasks my data showed that students' have positive attitudes towards all of the tasks. Concerning the teachers' attitudes towards the tasks, the results of the study showed that the teacher - like students - has positive attitudes towards using teacher-determined and learner-determined Internet-based tasks in reading classes. However, she - unlike students - has negative attitudes towards using teacher-facilitated tasks.

The data gathered from the interviews with the teacher about the tasks indicated that the teacher thinks that the most beneficial Internet-based reading task for developing students' reading skills is the learner-determined Internet-based reading task. She stated that students liked the task and did it eagerly. The teacher stated that this task gives responsibility to students and that the students liked having the opportunity of controlling their learning process. Moreover, the teacher thinks that this task decreases her own work since her duty in this task is only to listen to students' presentations and comment on them. Another important feature of the task according to the teacher is that it requires students to read various web sites fluently in order to find information for their project work and use some reading skills such as skimming, scanning or guessing the meanings of unknown words from the context to be able to finish the project on time. In addition, according to the teacher, working in groups to complete the task offers an opportunity for students to discuss what they read. As regards the challenges of doing learner-determined tasks, the teacher thinks that it is not challenging for students. She

stated that the most problematic issue for students is to be able to narrow down the topic of their project after they decide on it, access the right resources and select the information for the topic. The findings suggest that when choosing their project topic, as also suggested by Winkler and McCuen (1989, p.8 as cited in Öz, 2000) students should avoid too broad topics and ones that can be found in limited sources. If students choose a topic that is restricted to a few sources on the Internet, this may not give them an opportunity to read widely. Therefore, students may consult the teacher about the topic of their project after they choose it. Briefly, the results clearly indicate that the teacher has positive attitudes towards using learner-determined Internet-based reading tasks. She thinks that this task significantly helps students improve their reading skills and she also plans to use learner-determined Internet-based reading tasks in her reading classes.

Students also liked the fact that this task type required them to do project work by working in groups. Although some students stated in the interviews that they encountered problems due to working in groups, most of the students - like the teacher - think that it provides an opportunity to share and discuss what they read and so develop their ability of synthesizing and evaluating. In addition, students take responsibility for the whole task: they determine the topic, Internet sources they will use and the product for their project work. Therefore, they have control over all of the learning process. This enables them to build self-confidence and autonomy. These findings tally with Brandl (2002), who states that learner-determined lessons integrating Internet sources enable students to be “self-directed” and “autonomous learners” and “take full charge and responsibility for their outcomes” (p.93). The results of the study also indicated that although it was difficult for the students to plan all the learning process, they liked it.

Moreover, this task type offers students many opportunities to develop their reading skills. It allows students to choose a topic and research it through various web-sites and read various authentic texts about the topic. Since they have an opportunity to read about a topic that interests them, it can motivate students to read more. This also gives students an opportunity to develop their research skills. In addition, this task requires students to present their project orally in the class. Students stated that this is an interesting activity for them and enables them to improve their speaking skills.

According to the teacher, the second most useful task for developing students' reading skills is the teacher-determined task, with its design similar to traditional text-based reading tasks. The teacher thinks that students do this task easily and encounter few problems during the activity. The teacher also stated that this task enables students to study individually out of the class in a relaxed atmosphere without being anxious about making mistakes. In addition, she reported that an advantage of using this task for teachers is that it enables them to see the answers of the students to the questions in the task statistically and in detail by means of an Internet-based system and assess the success of whole class according to the response. It also enables the teacher to measure students' progress in their reading abilities and shows which areas need to be developed for their reading skills. In addition, the teacher stated that this task is easy to prepare. However, this opinion may change from one teacher to another. This task requires teachers to find an authentic text, prepare comprehension activities and place the task on his or her web page. Finding an authentic text which is appropriate for the level and interest of students may seem difficult to some teachers since it involves examining various web sites to find the authentic text. In addition, it may be regarded as a time

consuming activity and so they may not prefer to use this task in reading classes. This problem was also mentioned by Brandl (2002).

With regard to students' attitudes towards the teacher-determined task, students think that it seems different to them although the style of this task is similar to traditional text-based reading tasks in the class. First of all, students stated that since they are interested in the Internet, doing the task on the Internet seemed interesting to them and increased their motivation to read. It seems that reading on the Internet is more enjoyable for students than reading printed texts. This may stem from the multimedia environment of the Internet. As reviewed by Joo (2008), previous studies have shown that the use of technology, particularly multimedia, provides students with many benefits in foreign language instruction such as developing language skills, increasing motivation and engaging in the learning process more. In addition, a number of studies have indicated that students have positive attitudes towards using computers and the Internet in foreign language instruction (Akbulut, 2008; Aykaç, 2005; Bulut, 2007; Eswaran, 2008; Önsöy, 2004; Şimşek, 2007). The findings suggest that students like spending time on the Internet; therefore, Internet sources can be used to develop students' reading skills by increasing their interest and motivation to read more. Another important point - that was also stated by the teacher - about the teacher-determined task is that it requires students to study at their own pace out of the class so students reported that they learned about how to study individually to develop their reading skills by means of the Internet after they did this task. Students also think that this task enables them to spend time efficiently on the Internet.

As regards the challenges students encounter while doing the task, students think that the most problematic issue is that as the teacher determines everything for the task (the topic, the comprehension activities, the process etc.) they do not have an opportunity to take charge of their learning. Therefore, they think that it limits their autonomy. However, it is clear from the results that like the learner-determined task, the benefits of the teacher-determined task provides are greater than the problems. As regards the benefits of the task, they stated that this task enabled them to read fluently and use some reading skills such as skimming and scanning. The findings suggest that this task is beneficial to developing students' reading skills as it allows students to explore an authentic text and do the comprehension activities in the motivating atmosphere of the Internet at home or dormitory. It can be concluded that students may feel relaxed since they have an opportunity to study individually at their own pace. In addition, they have a chance to benefit from the educational opportunities the Internet offers. For instance, some students stated that when they encounter an unknown word, they looked it up in an online dictionary to check how this word is used in different contexts.

The teacher thinks that the least beneficial task for developing students' reading skills is the teacher-facilitated task since it is very challenging for the students. Students had difficulty in accessing the information they were looking for, they got lost among the web pages, it took too much time to do and made students feel overwhelmed. The teacher reported that it is also difficult for teachers to prepare this task. She thinks that it requires the teachers to determine a topic and a set of web sites whose contents are appropriate for the topic chosen and check whether the information students give is

correct or not by reading through web sites after students do the task. This finding suggests that preparing teacher-facilitated tasks can take too much time and requires teachers to study very hard, even more than students. Although the teacher rated this task as the least beneficial Internet-based reading tasks among the all tasks students did, she believes that it can help students to develop their reading skills and suggests that this task should be done with the students who volunteer to do the task.

As regards the teacher-facilitated Internet-based reading task, the data also indicated that this was the most challenging task for the students - like for the teacher. The most challenging issue for the students - also reported by the teacher - is that they felt overwhelmed as they had to navigate from one web site to another in order to do get the factual information to do the task. It was necessary for the students to read through all the web sites selected by teacher for the task. Therefore, they also felt as if they got lost among the web sites and they stated that they spent too much time completing the task. As reviewed by Brandle (2002), previous research has also shown that concerning web-based learning activities students complain that activities take too long to do, they get lost and feel overwhelmed while doing the activities . Although the data have indicated that more than half of the students (54.8%) reported that they liked the task, this figure was lower than that for the other task types. However, it is interesting that the results show that students believe that teacher-facilitated task greatly helps them to improve their reading skills. Students think that the most beneficial feature of this task is that it allows them to work in pairs cooperatively. It can be concluded that since students find the task difficult to complete, it may be an opportunity for them to share the

responsibility of the work and discuss what they read through various Internet sites. It is also interesting that though students found the teacher-facilitated task challenging, most of the students liked the task and reported that it's beneficial to developing their reading skills. These findings suggest that teacher facilitated Internet-based reading tasks can be used in foreign language instruction by designing the task again considering the problems students may face. For example, the number of the web sites given to students to search for the topic of the task may be decreased. Hence, students may complete the task easily without getting lost among the web sites and feeling overwhelmed.

The overall results of the study indicate that students have positive attitudes towards all of the Internet-based reading tasks (teacher-determined, teacher-facilitated and learner-determined) they did. They liked all the tasks and found them interesting and enjoyable. In addition, students think that all Internet-based reading tasks increase their motivation to read and that these tasks are beneficial in developing their reading skills. When the tasks were compared with each other considering the students' attitudes towards them, it is seen that although students have positive attitudes towards each Internet-based reading task, most of the students are not willing to do teacher-facilitated Internet-based reading task since it seems difficult to them to complete.

In respect to the challenges students encounter while doing the tasks, the most problematic area for the students for each task is Internet availability. Students had difficulty in doing the tasks since most of them do not have an Internet connection in the place where they live. In addition, some students encountered some technical problems with the Internet such as slow and unreliable connections. Moreover, some students

stated that they had difficulty in doing the tasks as they do not have enough computer operating skills and they are not good at using the Internet.

It is seen that the results of the student questionnaires are parallel with the findings of the interviews conducted with students. Similarly, the findings gathered from the interviews with the teacher support the points stated in teacher journal. Moreover, the teachers' opinions about benefits and challenges of each Internet-based reading task are parallel with the students' opinions and comments about the tasks.

Pedagogical Implications

The results of this study suggest that the students and the teacher have positive attitudes towards using Internet sources to develop their English reading skills in foreign language instruction. Therefore, considering their positive feelings about using the Internet for improving their reading skills, Internet-based reading tasks can be integrated in foreign language instruction and the Internet can be used as an instructional source in developing students' reading skills. However, it is seen from the results that having positive attitudes towards using the Internet for developing reading skills are not enough to integrate Internet-based reading tasks in language instruction. The results of this study suggest that there is a need for training for both students and teachers to be able to use Internet sources efficiently to promote their English reading skills. Lack of knowledge about how to prepare and use Internet-based reading tasks in foreign language instruction can negatively affect teacher's attitudes towards applying these tasks in reading courses. In addition, lack of computer operating skills can cause both teachers and students to have negative attitudes towards using the Internet and Internet-based

reading tasks. To solve this problem, it is necessary that teachers should have enough knowledge to operate computers and to integrate the Internet effectively in reading classes. In addition, teachers should teach students how to benefit from Internet sources in support of their reading skills. To inform students and teachers about how they can use the Internet to support language learning and teaching in reading courses, technical and administrative support should be increased (Aykaç, 2005; Önsöy, 2004). In addition, it is essential that all students should be provided with the facility of using the Internet whenever they need. For instance, in universities, the number of computer labs providing Internet use can be increased and the working hours there may be extended.

Limitations of the Study

The main limitation of the study was the number of participants. The study investigated the attitudes of only one teacher and 42 students towards using Internet-based reading tasks in reading courses because the preparatory school at Cumhuriyet University includes only two classes consisting of 56 students and the same teacher is teaching reading to both classes. 14 students did not want to participate in the study since they do not have an Internet connection in the place where they live. Therefore, they stated that it would be difficult to do these tasks since the tasks are given to the students as assignments. In respect to the number of the teachers, in order to gather data from different teachers teaching reading, it was necessary that teachers from different universities should take part in the study and use the three Internet-based reading tasks for four weeks in their classes. Due to the time limitation, it was not possible and the study was carried out only in Cumhuriyet University. As the study presents only one

teacher's attitudes towards using Internet sources for developing students' reading skills, it would not be appropriate to generalize the attitudes of this teacher to all English teachers. If the study had been conducted in various universities with more participants, it would have been possible to get more reliable data and compare attitudes of students' and teachers' at different universities towards Internet use to promote their reading skills.

Suggestions for Further Study

This study was conducted with 42 students and a teacher giving reading courses at Cumhuriyet University. The attitudes of the teacher towards Internet use in reading classes to improve students' reading skills cannot be generalized to all English teachers who are using the Internet in reading courses. Therefore, this study may be conducted with many teachers working in various universities. This kind of a study may also offer an opportunity to compare different teachers' opinions about benefits and challenges of using Internet-based reading tasks to improve students' reading skills.

Another suggestion for further research is that this study investigated the teacher's and students' attitudes towards Internet-based reading tasks done as assignments by the students. Further research investigating students' and teachers' attitudes towards doing Internet-based reading tasks in the class as a part of class activities needs to be carried out. This kind of a study can provide more information about how to integrate the Internet in reading classes effectively.

Conclusion

The findings of the study indicated that students and the teacher participating in this study have positive attitudes towards using Internet sources to develop students' reading skills in English language instruction. In addition, they have positive perceptions about the use of Internet-based reading tasks in reading courses. However, the findings also show that the teacher and students can encounter potential problems while using the Internet to promote their reading skills.

To effectively use Internet sources and Internet-based reading tasks in English language instruction, the potential benefits and problems of using Internet sources and each Internet-based reading tasks found in this study should be taken into consideration. The Internet offers a good source including a wide range of reading materials. It can be an alternative, supplementary resource for reading sources and provide students with extra reading practice. Therefore, with the findings of this study, teachers may design effective Internet-based reading instruction by overcoming and minimizing the challenges students may encounter.

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APPENDICES

APPENDIX A

Öğrenci Onay Formu

Sevgili Öğrenciler;

Cumhuriyet Üniversitesi Yabancı Diller Yüksekokulu'nda İngilizce okutmanı olarak çalışmaktayım. Bilkent Üniversitesi'nde İngilizce Öğretmenliği üzerine yüksek lisans yapmaktayım. Öğrencilerin İngilizce okuma becerilerini geliştirmede İnternet kaynaklarını kullanmaya karşı tutumları konusunda bir araştırma yapmaktayım

Bu çalışma için sizden internet tabanlı üç okuma aktivitesine katılmanız istenmektedir. Çalışmada gerekli verilerin toplanması amacıyla anketler kullanılacak, öğretmen ve öğrencilerle görüşmeler yapılacaktır. Anketi cevaplamak için ve görüşmeler sırasında isminiz **istenmemektedir**. Bu çalışmadan elde edilecek hiçbir sonuçta sizin kimliğinizle ilgili bir bilgi kullanılmayacaktır. Katılımınız çalışma için yardımcı ve yararlı olacaktır.

Katılımınız ve işbirliğiniz için çok teşekkür ederim

Arzu Koçak
(2010)

MA TEFL Programı
Bilkent Üniversitesi
ANKARA

e-posta:akocak@bilkent.edu.tr
arzukocak@cumhuriyet.edu.tr

Yukarıda yazılanları okudum ve anladım. Çalışmaya katılmayı kabul ediyorum.

Ad-Soyad: _____

Sınıf: _____

Bölüm: _____

Tarih: _____

İmza: _____

APPENDIX B

Öğretmen Onay Formu

Sevgili Meslektaşım;

Cumhuriyet Üniversitesi Yabancı Diller Yüksekokulu'nda İngilizce okutmanı olarak çalışmaktayım. Bilkent Üniversitesi'nde İngilizce Öğretmenliği üzerine yüksek lisans yapmaktayım. Öğrencilerin İngilizce okuma becerilerini geliştirmede İnternet kaynaklarını kullanmaya karşı tutumları konusunda bir araştırma yapmaktayım

Bu çalışma için gerekli verilerin toplanması amacıyla anketler kullanılacak, öğretmen ve öğrencilerle görüşmeler yapılacaktır. Anketi cevaplamak için ve görüşmeler sırasında isminiz **istenmemektedir**. Bu çalışmadan elde edilecek hiçbir sonuçta sizin kimliğinizle ilgili bir bilgi kullanılmayacaktır. Katılımınız çalışma için yardımcı ve yararlı olacaktır.

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Yukarıda yazılanları okudum ve anladım. Çalışmaya katılmayı kabul ediyorum.

Ad-Soyad: _____

Tarih: _____

İmza: _____

APPENDIX C

TÜRKÇE ANKET ÖRNEĞİ

Öğrenci Anketi 1

BÖLÜM I: ÖZGEÇMİŞ BİLGİLERİ

Lütfen aşağıdaki bilgileri doldurunuz

Tarih:

Sınıf:

Bölüm:

Yaş:

Cinsiyet: Bayan Erkek

Kaç yıldır İngilizce Öğreniyorsunuz:

BÖLÜM II: ÖĞRENCİLERİN OKUMA DİL BECERİLERİ

Size uyan seçeneği yuvarlak içine alınız	Çok iyi	İyi	Orta	Zayıf	Çok Zayıf
1. İngilizce okuma becerinizi nasıl değerlendirirsiniz?					
2. Size gerekli olması açısından (yararlı olması açısından) İngilizce okuma derslerini nasıl değerlendirirsiniz?					

BÖLÜM III: ÖĞRENCİLERİN İNTERNET KULLANIMI

1. Günlük yaşamınızda interneti ne amaçla kullanıyorsunuz? Lütfen uygun seçeneği işaretleyiniz.

- a. Kişisel ilgi alanları (elektronik posta, eğlence, sohbet odaları, internet gezinimi vs.)
b. Eğitimsel amaçlar için (ödev yapmak, araştırma vs.)
c. Her ikisi

2. İngilizce derslerinde internet kaynaklarını kullanıyor musunuz?

- a. Evet b. Hayır

3. Yukarıdaki ikinci soruya EVET cevabını verdiyseniz, lütfen internet kaynaklarını hangi derste, nasıl kullandığınızı açıklayınız

4. İnternete nasıl bağlanıyorsunuz? Uygun seçeneği işaretleyiniz. Birden fazla seçenek işaretleyebilirsiniz.

- Evden
 Yurttan
 İnternet kafeden
 Bilgisayar laboratuvarından
 Kablosuz internet ağ bağlantılarını kullanarak
 Taşınabilir modem kullanarak

APPENDIX D

A SAMPLE OF ENGLISH QUESTIONNAIRE (Questionnaire 1)

Student Questionnaire 1

SECTION ONE: Background Information

Class :

Department :

Age:

Sex :

Female-----

Male-----

Year of studying English :

SECTION TWO: STUDENTS' ATTITUDES ABOUT READING SKILLS

Circle the options that applies to you for each question	Very good	good	average	poor	Very poor
1.How would you rate your reading skills?	5	4	3	2	1
2. How would you rate your current reading instruction in terms of usefulness to you?	5	4	3	2	1

SECTION III: STUDENTS'INTERNET USE**1. What do you use the Internet for?** Please circle the appropriate option

- a. personal interest (electronic mail, games, music, chat rooms etc.)
- b. educational purposes (doing homework, searching information etc.)
- c. Both

2. Do you use the Internet for your English courses?

a. Yes b. No

3. If you circle the option “Yes” for the second question, please explain in what courses and in what ways?

4. How do you connect to the Internet? Please tick (\checkmark) the appropriate option(s).

- Home
- Dormitory
- Internet café
- Wireless
- Computer laboratory

APPENDIX E

TÜRKÇE ANKET ÖRNEĞİ

Öğrenci Anketi 2

Tarih:

Sınıf:**Bölüm:****ÖĞRENCİLERİN OKUMA BECERİRİNİ GELİŞTİRMEDE İNTERNET
KULLANIMINA KARŞI TUTUMLARI**

Bu bölüm İngilizce öğretiminde, okuma becerilerini geliştirmek için internet kullanımına karşı olan tutumunuz hakkında bilgi edinmek amacıyla düzenlenmiştir.

A. İnternette ne amaçla okuyorsunuz? Sizin için uygun olan seçeneği işaretleyiniz**1. İnternette zevk için okuyorum.**

Tamamen Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle Katılmıyorum
5	4	3	2	1

2. İnternette belirli bir konuda araştırma yapmak için okuyorum.

Tamamen Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle Katılmıyorum
5	4	3	2	1

C. İnternetin İngilizce okuma becerilerinizi geliřtirmesi hakkında ne dūřünüyorsunuz? Alttađı seenekler iin, lūtfen dūřūncenizi en iyi anlatan ifadeyi daire iine alınız.

Size uyan seeneđi daire iine alınız.	Tamamen Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle Katılmıyorum
1.İnternet kaynaklarının İngilizce okuma becerilerimi geliřtirmeme fayda sađlayacađına inanıyorum	5	4	3	2	1
2.İnternet kaynakları, İngilizce okuma becerilerini geliřtirmede, dil ğrenimimi destekleme aısından kullanılabilir	5	4	3	2	1
3. İngilizce okuma becerilerim, eřitli internet kaynaklarını kullanmam sayesinde geliřebilir.	5	4	3	2	1
4. İngilizce okumaya karřı olan ilgim ve motivasyonum, eřitli internet kaynaklarının kullanımıyla artabilir.	5	4	3	2	1
5. Okuma derslerinde internet kullanımına karřı olumlu tutumlar ierisindeyim	5	4	3	2	1
6. İnternet bana eřitli konularda birok okuma materyali sađlar	5	4	3	2	1
7. İnternetin, okuma becerilerimi geliřtirmede, iyi bir kaynak sunduđuna inanıyorum	5	4	3	2	1
8. İnternet orijinal İngilizce okuma materyallerine kolay ve hızlı bir řekilde ulařmamı sađlar	5	4	3	2	1
9. Genel ilgi alanlarım iin internette arařtırma yapmayı seviyorum	5	4	3	2	1
10. Kaynak arařtırmak iin internette arařtırma yapmayı seviyorum	5	4	3	2	1

11. İnternetteki İngilizce metinler, kelime hazinemizin gelişmesine katkıda bulunmaktadır	5	4	3	2	1
12. Okuma becerilerimi geliştirmek amacıyla internet kaynaklarını etkin bir biçimde kullanabilmek için, bilgisayar eğitime (internet kullanımı konusunda eğitime) ihtiyacım var.	5	4	3	2	1
13. İnternetteki İngilizce metinleri anlamada güçlük çekiyorum	5	4	3	2	1
14. İnternetteki İngilizce metinleri okurken bilmediğim pek çok kelime ile karşılaştığım için, metinleri anlamada güçlük çekiyorum.	5	4	3	2	1
15. İnternetteki İngilizce metinleri okurken bilmediğim pek çok dilbilgisi yapısı ile karşılaştığım için, metinleri anlamada güçlük çekiyorum.	5	4	3	2	1
16. İnternetteki İngilizce metinleri anlamada güçlük çektiğim için, İngilizce okumaya karşı olan ilgim ve motivasyonum azalıyor.	5	4	3	2	1
17. İnternete evden / yurttan bağlanma imkanım olmadığı için internet temelli okuma ödevlerini yapmakta zorlanıyorum	5	4	3	2	1

D. Aşağıdaki soruları cevaplayınız.

1. Size göre, okuma becerilerinizi geliştirmek için İnternet kaynaklarını kullanmanın sağladığı **yararlar** nelerdir?

2. Okuma becerilerinizi geliştirmek için internet kaynaklarını kullanırken ne tür **zorluklarla (problemlerle)** karşılaşabilirsiniz?

3. İngilizce öğreniminizde, İnternet kaynaklarını kullanmanın okuma becerilerinizi geliştirmenize katkıda bulunacağını düşünüyor musunuz? **Niçin?**

APPENDIX F

A SAMPLE OF ENGLISH QUESTIONNAIRE

Student Questionnaire 2

Class:**Department:****A. Why do you read on the Internet?** Please tick (\checkmark) the appropriate option(s),

1. I read on the Internet for pleasure

Strongly Agree	Agree	Neutral	Disagree	Strogly Disagree
2	4	3	2	1

2. I read on the Internet to search for a specific topic

Strongly Agree	Agree	Neutral	Disagree	Strogly Disagree
5	4	3	2	1

C. What do you think about using the Internet to develop reading skills in English?

Circle the options that applies to you for each question	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
1.I believe internet sources are useful for developing reading skills	5	4	3	2	1
2. Internet sources can be used to develop reading skills to support my learning	5	4	3	2	1
3. My reading ability can improve by using various internet sources	5	4	3	2	1
4. My interest and motivation to reading can increase by using internet sources	5	4	3	2	1

5. I generally have positive attitudes towards using the Internet in reading classes	5	4	3	2	1
6. I believe that the internet offer a good source to develop our English reading ski	5	4	3	2	1
7. The Internet provides various authentic and reference reading materials	5	4	3	2	1
8. The Internet enable us to access authentic reading materials easily and quickly	5	4	3	2	1
9. I like searching the internet for general interest	5	4	3	2	1
10. I like searching the internet for study resources.	5	4	3	2	1
11. The English texts in the Internet help me to learn new vocabulary	5	4	3	2	1
12. I think that I need training to use the Internet effectively to develop my reading skills	5	4	3	2	1
13. I have difficulty in understanding the English texts on the Internet	5	4	3	2	1
14. I have difficulty in understanding the English texts on the Internet as I encounter many unknown words	5	4	3	2	1
15. I have difficulty in understanding the English texts on the Internet as I encounter many unknown gramatical structures	5	4	3	2	1
16. My motivation and interest towards reading declines due to the unknown vocabulary on the Internet	5	4	3	2	1
17. Ihave difficuly in completing Internet-based reading tasks as I do not have an opportunity to connect to the Internet at home or dormitory	5	4	3	2	1

D. Answer the following questions

1. What do you think are the benefits of using Internet sources for students to develop their reading skills in English?

2. What kind of challenges do you think students may encounter while using Internet sources to develop their reading skills?

3. Do you believe that Internet sources are useful for developing reading skills in foreign language instruction? Why?

APPENDIX G

TÜRKÇE ANKET ÖRNEĞİ

Öğrenci Anketi 3 (Öğretmen merkezli İnternet tabanlı okuma aktivitesi)

Bu bölüm gerçekleştirmiş olduğunuz birinci internet tabanlı okuma aktivitesine karşı olan genel tutumunuz hakkında bilgi edinmek amacıyla oluşturulmuştur

A. Aşağıdaki seçenekler için, lütfen düşüncenizi en iyi anlatan ifadeyi daire içine alınız.

Sorular	Tamamen Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle Katılmıyorum
1. Aktivitenin ilgi çekici olduğunu düşünüyorum	5	4	3	2	1
2. Aktivitenin eğlenceli olduğunu düşünüyorum	5	4	3	2	1
3. Bu aktivitenin, İngilizce okumaya karşı olan motivasyonumu artırdığını düşünüyorum	5	4	3	2	1
4. İnternet üzerinden yapılan bu okuma aktivitesinin, yazılı metinler kullanarak yaptığım (internet kullanımı gerektirmeyen) okuma aktivitelerinden farklı olduğunu düşünüyorum.	5	4	3	2	1
5. Bu aktivite, bana orijinal İngilizce okuma parçasını, ders dışında, kendi okuma hızımda inceleme imkânı sağladı.	5	4	3	2	1
6. Bu okuma aktivitesinde, her şeyin (konu, aktiviteler, süreç vs.) öğretmen tarafından belirlenmesi, kendi öğrenme sürecim üzerinde söz sahibi olma hakkımı sınırladı.	5	4	3	2	1
7. Bu aktivitede, bireysel olarak çalışmam gerektiğinden, arkadaşlarım ile işbirliği içinde gerçekleştirdiğim çalışmalar kadar verimli olmadı	5	4	3	2	1

8. Bilgisayar kullanma becerilerim yeterli olmadığı için bu aktiviteyi yapmakta zorlandım	5	4	3	2	1
9. Okuma parçasını anlamakta zorlandığım için aktiviteyi tamamlamakta zorluk çektim	5	4	3	2	1
10. İnternet tabanlı bu okuma aktivitesini sevdim	5	4	3	2	1
11.Okuma derslerinde bu tip internet tabanlı okuma aktivitelerine katılmak isterim	5	4	3	2	1
12. Bu aktivitenin, okuma becerilerimi geliştirmede faydalı olacağına inanıyorum	5	4	3	2	1

B. Lütfen aşağıdaki soruları cevaplayınız.

1.İnternet tabanlı bu okuma aktivitesine katılmanın, okuma becerilerinizi geliştirmesi açısından size sağladığı **yararlar** nelerdir?

2. Aktiviteleri gerçekleştirirken ne tür **zorluklarla** karşılaştınız?3. İnternet tabanlı bu aktivitenin okuma becerilerinizi geliştirmenize **yardımcı olduğunu** düşünüyor musunuz? **Niçin?**

3. İnternet tabanlı bu aktivitenin okuma becerilerinizi geliştirmenize **yardımcı olduğunu** düşünüyor musunuz? **Niçin?**

APPENDIX H

A SAMPLE OF ENGLISH QUESTIONNAIRE

Student Questionnaire 3 (Teacher-determined task)

This section was prepared to get information about your attitudes towards
Teacher-facilitated Internet-based reading task.

A.Circle the options that applies to you for each question

Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. It is interesting	5	4	3	2	1
2. It is enjoyable	5	4	3	2	1
3. It motivates me to read more	5	4	3	2	1
4. It is different from traditional text based reading tasks	5	4	3	2	1
5. It enables to explore the text at my own pace out of the class	5	4	3	2	1
6. In this internet-based reading task, as the teacher determines everything (the content, activities and process) this limits the learner autonomy	5	4	3	2	1
7. It is not as effective as working as a group as it requires to study individually	5	4	3	2	1
8. I have difficulty in completing the task as I do not have enough computer operating skills	5	4	3	2	1
9. I have difficulty in completing the task as the text is difficult to understand (authentic material)	5	4	3	2	1
10. I liked the task	5	4	3	2	1
11. I want to do this task in reading class	5	4	3	2	1
12. I believe that it is beneficial to developing my reading skills	5	4	3	2	1

B. Answer the following questions

1. What are the **benefits** of doing this Internet-based reading task to develop your reading skills?
2. What **challenges** did you encounter while you were doing this task?
3. Do you think this Internet-based reading task helps you to develop your reading skills? Why?

APPENDIX I

TÜRKÇE ANKET ÖRNEĞİ

Öğrenci Anketi 4 (Öğretmen yardımına dayanan internet tabanlı okuma aktivitesi)

Bu bölüm gerçekleştirmiş olduğunuz ikinci internet tabanlı okuma aktivitesine karşı olan genel tutumunuz hakkında bilgi edinmek amacıyla oluşturulmuştur

A. Alttaki seçenekler için, lütfen düşüncenizi en iyi anlatan ifadeyi daire içine alınız.

Sorular	Tamamen Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle Katılmıyorum
1. Aktivitenin ilgi çekici olduğunu düşünüyorum	5	4	3	2	1
2. Aktivitenin eğlenceli olduğunu düşünüyorum	5	4	3	2	1
3. Bu aktivitenin, İngilizce okumaya karşı olan motivasyonumu artırdığını düşünüyorum	5	4	3	2	1
4. Aktivite, bana birçok yeni kelime öğrenme imkanı sundu.	5	4	3	2	1
5. Aktivite, bana İngiliz kültürü hakkında bir şeyler öğrenme olanağı sundu	5	4	3	2	1
6. Aktivite, bana arkadaşım ile birlikte çalışma ve edindiğim bilgiyi onlarla paylaşım tartışma imkânı verdi.	5	4	3	2	1
7. Bu aktiviteyi tamamlamak çok zamanımı aldı	5	4	3	2	1
8. Aktiviteyi tamamlamakta zorluk çektim	5	4	3	2	1
9. Aktiviteyi gerçekleştirirken, bunaldım	5	4	3	2	1
10. Aktivite süresince, bilgi edinmek amacıyla bir web sitesinden diğerine geçerken, pek çok bilgi ile karşılaştığımdan, kendimi web siteleri arasında kaybolmuş hissettim	5	4	3	2	1

11. Aktivite sırasında, web sayfalarında bilmediğim pek çok kelime ve dilbilgisi yapısı ile karşılaşmam, okumaya karşı olan motivasyonumu düşürdü.	5	4	3	2	1
12. Aktivite bana konu hakkında seçim yapma olanağı sağladığı için okumaya karşı olan motivasyonum arttı.	5	4	3	2	1
13. İnternet tabanlı bu okuma aktivitesini sevdim	5	4	3	2	1
14.Okuma derslerinde bu tip internet tabanlı okuma aktivitelerine katılmak isterim	5	4	3	2	1
15. Bu aktivitenin, okuma becerilerimi geliştirmede faydalı olacağına inanıyorum	5	4	3	2	1

B. Lütfen aşağıdaki soruları cevaplayınız.

1. İnternet tabanlı bu okuma aktivitesine katılmanın, okuma becerilerinizi geliştirmesi açısından size sağladığı **yararlar** nelerdir?

2. Aktiviteleri gerçekleştirirken ne tür **zorluklarla** karşılaştınız?

3. İnternet tabanlı bu aktivitenin okuma becerilerinizi geliştirmenize **yardımcı olduğunu** düşünüyor musunuz? **Niçin?**

APPENDIX J

A SAMPLE OF ENGLISH QUESTIONNAIRE

Student Questionnaire 4 (Teacher-facilitated task)

This section was prepared to get information about your attitudes towards
Teacher-facilitated Internet-based reading task.

A. Circle the options that applies to you for each question

Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. It is interesting	5	4	3	2	1
2. It is enjoyable	5	4	3	2	1
3. It motivates me to read more	5	4	3	2	1
4. It offers an opportunity to learn lots of new vocabulary	5	4	3	2	1
5. It offers an opportunity to learn about English culture	5	4	3	2	1
6. It enables me to work cooperatively; share and discuss the information that we got	5	4	3	2	1
7. It takes too much time to complete	5	4	3	2	1
8. I had difficulty in completing the task	5	4	3	2	1
9. I felt overwhelmed while studying on the task	5	4	3	2	1
10. I felt as if I got lost among the web sites	5	4	3	2	1
11. I encountered lots of unknown vocabulary and structure	5	4	3	2	1
12. As it offers an opportunity to choose the topic to read, my motivation to read has increased	5	4	3	2	1
13. I liked the task	5	4	3	2	1

14. I want to do the task in reading classes	5	4	3	2	1
15. I believe that it's beneficial to developing my reading skills	5	4	3	2	1

B. Answer the following questions

1. What are the **benefits** of doing this Internet-based reading task to develop your reading skills?

2. What **challenges** did you encounter while you were doing this task?

3. Do you think this Internet-based reading task helps you to develop your reading skills? Why?

APPENDIX K

TÜRKÇE ANKET ÖRNEĞİ

Öğrenci Anketi 5 (Öğrenci merkezli internet tabanlı okuma aktivitesi)

Bu bölüm gerçekleştirmiş olduğunuz üçüncü internet tabanlı okuma aktivitesine karşı olan genel tutumunuz hakkında bilgi edinmek amacıyla oluşturulmuştur

A. Alttaki seçenekler için, lütfen düşüncenizi en iyi anlatan ifadeyi daire içine alın

Sorular	Tamamen Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle Katılmıyorum
1. Aktivitenin ilgi çekici olduğunu düşünüyorum	5	4	3	2	1
2. Aktivitenin eğlenceli olduğunu düşünüyorum	5	4	3	2	1
3. Aktivitenin, İngilizce okumaya karşı olan motivasyonumu artırdığını düşünüyorum	5	4	3	2	1
4. Aktivite bana, kendi öğrenme sürecim üzerinde karar verme yetkisi vermektedir.	5	4	3	2	1
5. Aktive bana proje çalışması için konuyu ve internet kaynaklarını belirleme imkanı verdiği için okumaya karşı olan motivasyonumu artırdı	5	4	3	2	1
6. Aktivite, bana bir konu hakkında araştırma yapmayı öğrenme imkanı sağladı	5	4	3	2	1
7. Aktivite, çeşitli kaynaklardan elde ettiğim verileri değerlendirmemi gerektirdiği için analiz ve sentez yapma becerimin gelişmesini sağladı	5	4	3	2	1
8. Aktivite, bana kendi öğrenme sürecimi kontrol etme imkanı verdiği için, kendime güvenmemi sağladı	5	4	3	2	1

9. Aktivite, farklı internet sitelerinden, ilgimi çeken bir konuyla ilgili çeşitli orijinal İngilizce metinler okumamı gerektirdiği için okuma becerilerimi geliştirmeme yardımcı oldu	5	4	3	2	1
10. Aktivite sırasında, projemizi sözlü olarak sınıfta sunmam, konuşma becerilerimin geliştirmemize imkânı sağladı	5	4	3	2	1
11. Bu aktivite, internetin multi-medya olanaklarından (müzik, fotoğraflar, videolar...) yararlanmamızı sağladığı için orijinal İngilizce metinleri kolayca ve hızlı bir şekilde anlamamıza yardımcı oldu.	5	4	3	2	1
12. Bu aktivite, grup halinde çalışmamızı gerektirdiğinden, okuduklarımızı arkadaşlarımızla paylaşma ve tartışma imkânı sundu.	5	4	3	2	1
13. Aktiviteyi tamamlamakta zorluk çektim	5	4	3	2	1
14. İnternette nasıl araştırma yapılacağını bilmediğim için aktiviteyi gerçekleştirirken zorlandım.	5	4	3	2	1
15. Bütün öğrenme sürecini planlamakta zorluk çektiğim için(konuyu seçmek, internet kaynaklarını, ürünü ve süreci belirlemek) aktivite benim için zordu.	5	4	3	2	1
16. Projeyi Sözlü olarak sunmakta zorlandığım için aktivite benim için zordu	5	4	3	2	1
17. Aktiviteyi sevdim	5	4	3	2	1
18.Okuma derslerinde bu tip internet tabanlı okuma aktivitelerine katılmak isterim	5	4	3	2	1
19. Bu aktivitenin, okuma becerilerimi geliştirmede faydalı olacağına inanıyorum	5	4	3	2	1

B. Lütfen aşağıdaki soruları cevaplayınız.

1. İnternet tabanlı bu okuma aktivitesine katılmanın, okuma becerilerinizi geliştirmesi açısından size sağladığı **yararlar** nelerdir?

2. Aktiviteleri gerçekleştirirken ne tür **zorluklarla** karşılaştınız?

3. İnternet tabanlı bu aktivitenin okuma becerilerinizi geliştirmenize **yardımcı olduğunu** düşünüyor musunuz? **Niçin?**

APPENDIX L

A SAMPLE OF ENGLISH QUESTIONNAIRE

Student Questionnaire 5 (Teacher-determined task)

This section was prepared to get information about your attitudes towards learner-determined Internet-based reading task.

A. Circle the options that applies to you for each question

Sorular	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. It is interesting	5	4	3	2	1
2. It is enjoyable	5	4	3	2	1
3. It increases my motivation to read more	5	4	3	2	1
4. It provides learner autonomy	5	4	3	2	1
5. The activity increased my desire to read because it enabled me to choose my own sources and topics	5	4	3	2	1
6. It enables me to learn how to conduct research	5	4	3	2	1
7. This internet-based reading task enables us to develop our ability of synthesizing and evaluating as we have to asses the information that we get from various sources to accomplish the task	5	4	3	2	1
8. It enables us to build self confidence as it allows us to control all over the learning process	5	4	3	2	1
9. This task requires us to read various authentic texts on the topic that interest us in different web sites, so it helps us to develop our reading skills	5	4	3	2	1
10. This task enables us to develop our speaking skills as we present our project work orally in the class	5	4	3	2	1

11. This task enables us to benefit from multi-media environment of the Internet such as images, photographs, videos, music etc. ,so it helps us to understand authentic reading materials easily and quickly.	5	4	3	2	1
12. . This task enables us to work cooperatively in groups, so it provides an opportunity to share and discuss what we read	5	4	3	2	1
13. I have difficulty in completing the task	5	4	3	2	1
14. I have difficulty in completing the task as I do not know well how to search on the Internet	5	4	3	2	1
15. The task is difficult for me as I have difficulty in planning the all learning process (deciding on the topic, determining the Internet-based resources, the product and the process).	5	4	3	2	1
17. I liked the task	5	4	3	2	1
18. I want to do the task in reading class	5	4	3	2	1
19. I believe that it's beneficial to developing my reading skills	5	4	3	2	1

B. Answer the following questions

1. What are the **benefits** of doing this Internet-based reading task to develop your reading skills?
2. What **challenges** did you encounter while you were doing this task?
3. Do you think this Internet-based reading task helps you to develop your reading skills? Why?

APPENDIX M

TEACHER-DETERMINED APPROACH

You are going to read about English Language.
Then do tasks 1-3.

1. Find the appropriate meanings of key words in the text and match these words with their meanings.
 2. Read the text and determine if statements based on this text are true or false.
 3. Analyse three tables and write a short paragraph about English language.
- Hand the print-out to your instructor.

English Language

English people traditionally speak the English language, a member of the West Germanic language family. The modern English language evolved from Old English. English developed in England and south-eastern Scotland during the Anglo-Saxon era. As a result of the military, economic, scientific, political, and cultural influence of the British Empire during the 18th, 19th, and early 20th centuries, and the post-World War II hegemony of the United States, it has become the lingua franca in many parts of the world, and the most prominent language in international business and science. It is used extensively as a second language and as an official language in Commonwealth countries and many international organizations.

Historically, English originated from several dialects, now collectively termed Old English, which were brought to the eastern coast of the island of Great Britain by Anglo-Saxon settlers beginning in the 5th century. English was further influenced by the Old Norse language of Viking invaders.

At the time of the Norman conquest, Old English developed into Middle English, borrowing heavily from the Norman (Anglo-French) vocabulary and spelling conventions. The etymology of the word "English" is a derivation from the 12th century Old English *englisc* or *Engle*, plural form *Angles* ("of, relating to, or characteristic of England")

Modern English developed with the Great Vowel Shift that began in 15th-century England, and continues to adopt foreign words from a variety of languages, as well as coining new words. A significant number of English words, especially technical words, have been constructed based on roots from Latin and Greek.

Modern English, sometimes described as the first global lingua franca, is the dominant language or in some instances even the required international language of communications, science, business, aviation, entertainment, radio and diplomacy. A working knowledge of English has become a requirement in a number of fields, occupations and professions such as medicine and computing; as a consequence over a billion people speak English to at least a basic level. It is also one of six official languages of the United Nations

Glossary

The Great Vowel Shift was a major change in the pronunciation of the English language that took place in the south of England between 1450 and 1750

Anglo-Saxon is a general term that refers to tribes of *German* origin who came to Britain, including Angles, Saxons, Frisians and Jutes and their creation of the English nation, to the Norman conquest of 1066

Old Norse is a North Germanic language that was spoken by inhabitants of Scandinavia and inhabitants of their overseas settlements during the Viking Age, until about 1300.

Norman is a Romance language

Task 1: Read the text. Find the key words in the text and guess the meaning. Then, match the key words with their meanings.

- | | | |
|-------------------------|------|--|
| 1. evolve from | | a. the act of defeating an army or taking land by fighting |
| 2. era | | b. any <u>language</u> learned after the <u>first language</u> or <u>mother tongue</u> |
| 3. hegemony | | c. a <u>language</u> that is given a special legal status in a particular <u>country</u> , <u>state</u> , or other territory |
| 4. <u>lingua franca</u> | | d. a long period of time in history |

5. prominent e. someone in an army that enters a country or town by force in order to take control of it
6. second language f. the industry that makes aircraft
7. official language g. a situation in which one state or country controls others
8. invaders h. to develop or make something develop by gradually changing
9. conquest k. a language used between people whose main language is different
10. aviation l. well-known and important


Task 2: Are the following statements **True** or **False**?

1. English is a West Germanic language True False
2. English originated from Old Spanish True False
3. Old Norse language of Viking invaders affected the development of English True False
- 4., Old English developed into Middle English at the time of the Anglo-Saxon Conquest True False
5. Modern English developed with the Great Vowel Shift that began in 15th-century England True False

6. A considerable number of English words have been constructed based on rules from Italian and French True False

7. English has become the lingua franca in many parts of the world True False

Task 3: Look at the tables below. How many people speak English as a first language or second language? In which countries English is a majority language or official language? Examine the tables and write a short paragraph about English language.

English	
Pronunciation	/ˈɪŋɡlɪʃ/^[1]
Spoken in	(see below)
Total speakers	First language: 309–400 million Second language: 199–1,400 million ^[2] ^[3] Overall: 500 million–1.8 billion ^[4] ^[3]
Ranking	3 (native speakers) ^[5] Total: 1 or 2 ^[6]
Language family	Indo-European <ul style="list-style-type: none"> ■ Germanic <ul style="list-style-type: none"> ■ West Germanic <ul style="list-style-type: none"> ■ Anglo-Frisian <ul style="list-style-type: none"> ■ English
Writing system	Latin (English variant)
Official status	
Official language in	53 countries United Nations European Union Commonwealth of Nations CoE NATO NAFTA OAS OIC PIF UKUSA
Regulated by	<i>No official regulation</i>
Language codes	
ISO 639-1	en
ISO 639-2	eng
ISO 639-3	eng
	
<p>Countries where English is a majority language are dark blue; countries where it is an official but not a majority language are light blue. English is also one of the official languages of the European Union.</p>	
<p>Note: This page may contain IPA phonetic symbols in Unicode.</p>	

APPENDIX N

TEACHER-FACILATED APPROACH

Task: Visit one of the following cities and fill out the chart below by working in pairs. The list of the web sites that you will visit are given below. When finished, print out your answers.

A. London

B. Birmingham

C. Liverpool

D. Leeds

E. Manchester

The list of the web sites

[http://en.wikipedia.org/wiki/List of towns and cities in England by population](http://en.wikipedia.org/wiki/List_of_towns_and_cities_in_England_by_population)

<http://www.planetware.com/towns/england-cities-towns-scenic-regions-eng.htm>

[http://www.british-towns.net/en/level 3 cities.asp](http://www.british-towns.net/en/level_3_cities.asp)

<http://www.ukcities.co.uk/>

<http://www.worldexecutive.com/locations/europe/england/>

http://news.bbc.co.uk/2/hi/uk_news/england/4781048.stm

<http://www.londontown.com/>

<http://www.timeout.com/london/>

City _____	advantages	disadvantages
sightseeing (museums, etc.)		
climate/weather		
sports, leisure time		
shopping (where?, what?)		
hotels, other accommodations, price, location		
size of population		
transportation (kind, and how expensive)		
entertainment (movie theaters, etc.)		
restaurants (kind, how expensive, how many, what can you eat there?)		

APPENDIX O

STUDENT-DETERMINED APPROACH

Task1: Work in small groups for a mini project work.

-Determine a real world topic

-determine reading materials from internet-based resources

-determine the way you go about exploring the readings

-make a short presentation in the class (five minutes presentations)

APPENDIX P

Öğretmenle Görüşme Soruları**Genel Tutumlar**

1. Öğrencilerin İngilizce okuma becerilerini geliştirmede, internet kaynaklarını kullanmanın yararlı olduğuna inanıyor musunuz? Bu şekilde düşünmenizin sebebi nedir?
2. Öğrencilerin İngilizce okuma becerilerini geliştirmek için, internet kaynaklarının kullanılmasına karşı olan tutumunuz nedir?
3. Sizce, öğrencilerin, İngilizce okuma becerilerini geliştirmek amacıyla internet kaynaklarını kullanmaya karşı olan tutumları nedir?
4. Sizce, yabancı dil öğretiminde, öğrencilerin okuma becerilerini geliştirmek için internet kaynaklarını kullanmanın, öğretmenler açısından sağladığı yararlar nelerdir?
5. Sizce, yabancı dil öğretiminde, öğrencilerin okuma becerilerini geliştirmek için internet kaynaklarını kullanmanın öğrenciler açısından sağladığı yararlar nelerdir?
6. Sizce, yabancı dil öğretiminde, İnternet tabanlı okuma aktivitelerini kullanırken öğretmenler ne tür zorluklarla karşılaşabilirler? (aktivitelerin hazırlanması ve uygulanması sürecinde)
7. Sizce, yabancı dil öğretiminde, internet tabanlı okuma aktivitelerini gerçekleştirirken öğrenciler ne tür zorluklarla karşılaşabilirler?

8. İnternet tabanlı okuma aktivitelerini kullanmak için, internet ve bilgisayar kullanımı konusunda eğitim almaya ihtiyacınız olduğunu düşünüyor musunuz? (Düşünüyorsanız hangi alanlarda eğitime ihtiyaç duyduğunuzu açıklar mısınız?)

Aktiviteler

1.Yabancı dil öğretiminde, öğretmen merkezli / öğretmen destekli/ öğrenci merkezli, internet tabanlı okuma aktiviteleri kullanmanın **öğretmenler açısından sağladığı yararlar** nelerdir?

2. Öğretmen merkezli /öğretmen destekli/ öğrenci merkezli, internet tabanlı okuma aktiviteleri kullanırken, **öğretmenler ne tür zorluklarla** karşılaşabilirler?

3. Yabancı dil öğretiminde, öğretmen merkezli /öğretmen destekli/ öğrenci merkezli, internet tabanlı okuma aktiviteleri kullanmanın, **öğrenciler açısından sağladığı yararlar** nelerdir?

4. Öğretmen merkezli/ öğretmen destekli/ öğrenci merkezli, internet tabanlı okuma aktivitelerini gerçekleştirirken, **öğrenciler ne tür zorluklarla karşılaşabilirler?**

5. İnternet tabanlı bu okuma aktivitesinin, klasik basılı metine dayalı aktivitelerden **farklı** olduğunu düşünüyor musunuz? Niçin?

5. Okuma derslerinizde bu tür internet tabanlı okuma aktiviteleri kullanmayı **düşünüyor musunuz?** Niçin?

6. Sizce, **öğrenciler**, okuma derslerinde bu tür internet tabanlı okuma aktivitelerini **gerçekleştirmek ister mi?**

APPENDIX Q

Öğrencilerle Görüşme Soruları**Okuma becerilerini geliştirmede internet kullanımına karşı Genel Tutum**

- 1.Sizce öğrencilerin İngilizce okuma becerilerini geliştirmek için internet kaynaklarını kullanmalarının sağladığı yararlar nelerdir?
- 2.Öğrenciler okuma becerilerini geliştirmek amacıyla internet kaynaklarını kullanırken ne tür zorluklarla karşılaşabilirler?
3. İngilizce okuma becerilerini geliştirmek için internet kaynaklarını kullanmanın faydalı olduğunu düşünüyor musunuz? (Bu şekilde düşünmenizin sebebi nedir?)

Aktiviteler

1. İngilizce okuma becerilerini geliştirmek için bu tip (öğretmen merkezli / öğretmen destekli / öğrenci merkezli) aktivitelere katılmalarının öğrencilere sağladığı yararlar nelerdir?
2. Aktiviteleri gerçekleştirirken ne tür zorluklarla karşılaştın?
3. Okuma derslerinde bu tip internet tabanlı okuma aktivitelerine katılmak ister misin? (Bu şekilde düşünmenizin sebebi nedir?)
4. Bu aktivitenin, okuma becerilerini geliştirmene olanak sağladığını düşünüyor musun?

APPENDIX R

Turkish Transcriptions

1. Elimizde yeterli materyal, tekst bulamıyoruz ama internete girdiğimizde pek çok kaynak bulabiliyoruz ve okuyabiliyoruz.
2. Orijinal materyallere kolayca ulaşabiliyoruz
3. Aradığımız bilgiyi geniş çapta ayrıntılarıyla buluyoruz.
4. İnternette bilgilere detaylı bir şekilde ulaşabilirsin. Bu açıdan da çok faydasını gördüm
5. Daha önce belki de hiç duymadığımız bir kelime var, ama o internet üzerinde güncel olarak kullanıldığı için bizim onları kullanmamızı sağlıyor.
6. Okumamız hızlanır, kelime bilgimiz artar, bilmediğimiz kelimeleri anında bulabiliriz
7. Araştırdığımız konular da birçok kaynak bulacağımız için, o kaynaklarda detaylı bilgiye ulaşmak için skimming, scanning gibi okuma tekniklerini kullanıyoruz.
8. Daha akıcı ve hızlı okumamıza fayda sağlayabilir. Ayrıca internet kullanmaya da sizi daha aşina hale getirebilir
9. Çok fazla site var ve bu siteler çok eğlenceli hale gelebiliyor. Resimler v.b. insanın dikkatini çekiyor ve insan okumak istiyor
10. Bir kitabı elime alıp sayfaları çevirirken canım sıkılıyor ama internetten baktığımda hemen önümde tüm sayfalar. Daha çekici geliyor bana.

11. İnternette okurken başka bir konuya gözün kayabilir. O konuyu okuduktan sonra başka bir konuyu okumaya karar verirsiniz. Böylece o konu hakkında bilgi sahibi olursun. Bu da genel kültürünü artırır.
12. Genel kültürümüz artar
13. Bazen anlamını bilmediğimiz pek çok kelime ve çok karmaşık yapılarla karşılaşırız.
14. Çok karmaşık bir parça olduğunda anlamakta zorlanabiliriz.
15. İnternette bilmediğim kelimelerle tabi karşılaşabiliyorum ama zaten internette de kelimelerle ilgili ayrıntısıyla bilgi veren bir sürü İngilizce sözlük var.
16. Herkesin evinde internet yok. Yurttaki arkadaşlar internete girmekte zorluk çekiyorlar
17. Öğrencilerin teknik problemlere dikkat etmeleri gerekiyor ve internete bağlandıkları yeri iyi seçmeleri gerekiyor, çünkü yurttaki bağlanılan internetin hızıyla merkezdeki kafede bağlanılan internet aynı olmuyor.
18. Bazen sayfa açılmıyor ya da internetteki teknik sorunlardan dolayı dosyayı indiremiyorum
19. Bazen internete girecek imkânım olsa bile interneti kullanmayı beceremiyorum.
20. En önemlisi interneti kullanma becerisi. Çoğu kişi bunu bilmiyor. Kaynağı bulduktan sonra internette açmak için bazı programları bilmek gerekiyor. Öğrencilerin İnterneti kullanma becerilerini geliştirmeleri gerekiyor
21. Bazen kapalı olduğundan bazı sitelere ulaşmakta zorlanıyorsun. Kayıt olman gerekiyor böyle yerlere ve bazen para vermen gerekiyor
22. Göz hastalıklarıyla ilgili problemler olabilir
23. Tabii ki öğrencilerin İngilizce okuma becerilerini geliştirmede, internet kaynaklarını kullanmalarının yararlı olduğuna inanıyorum ama yeterli derecede kullanıldığında faydalı olacağına inanıyorum. İnternet üzerinde saatlerce vakit geçirmenin yarar vermek yerine vakit kaybı yaratabileceğini düşünüyorum. Dolayısıyla interneti kitap ile birlikte yan yana kullanabilirlerse daha yararlı olacağını düşünüyorum.

24. Zaman zaman öğrencilere internetten araştırmaları için ödevler veriyorum. Ama bu konuda da şöyle bir uyarıda bulunuyorum: Her önünüze çıkan internet sayfasındaki bilgiye güvenmeyin. Özellikle anahtar sözcükleri doğru yazın ve güvenilir sitelerden bilgi edinin. Okuyun mutlaka okuyun ama içinden bilgiyi ayıklayıp sınıfa getirin

25. Nasıl faydalı bir şekilde kullanacaklarını bilmediklerinden zaman zaman bunu öğrencilere hatırlatmam gerekiyor

26. Tabi ki bizi de araştırmaya yöneltiyor ve öğrenciden gelebilecek sorulara karşı hazırlıklı olmamızı gerektiriyor. Dolayısıyla, çok araştırmak, interneti mümkün olduğunca doğru şekilde kullanmayı öğrenmek ve bunu da öğrenciye öğretebilmek gibi bir kaygı içine düşüyorsunuz

27. Ben kendim kişisel çabalarımla, hem ders esnasında hem de ders dışında, interneti kullanma becerilerimi, derse hazırlık yapmak için ve ders materyalini hazırlamak için geliştirmeye çalıştım ve halen de uğraşıyorum. Fakat biz öğretmenler, teknolojiden genelde korkuyoruz o yüzden gerçekten öğretmenlerimizin böyle bir derse ve nasıl kullanacağı konusunda eğitime, ayrıca uygulamaya ihtiyaçları var. Öğretmen öğrendiklerini diğer öğretmenlerin önünde uygulayacak.

28. İnternetteki metinleri anlama ve analiz etmede zorluk yaşayabilirler çünkü bir metnin kendi seviyelerine uygun olup olmadığına karar vermeleri için birtakım okuma becerilerinin gelişmiş olması gerekiyor

29. Bu okuma aktivitesinde, bireysel çalışmanın nasıl olduğunu gördüm

30. Aktivite internet üzerinden olması nedeniyle daha eğlenceli olduğundan istekli şekilde katılmamı sağladı

31. Teknoloji ilgimi çekiyor. İlgimi çeken şeylerin beni geliştireceğine inanıyorum

32. Bize fayda sağladığını düşünmüyorum

33. İnternet üzerinden yapılan bu çalışmanın sonuçlarını internet tabanlı bir sistem yoluyla görmek, hangi öğrencinin hangi soruda doğru cevap verdiklerini ya da genel olarak sınıfın hangi soruda yanlış cevap verdiğini görmek çok yarar sağlayabilir

34. Şimdiye kadar internet üzerinden hiç araştırma yapmayan hatta bilgisayar kullanmayı bilmeyen öğrenciler var. Ve bu öğrenciler bu aktiviteyi yapmak istemediler ve ben onlara bunun o kadar zor olmadığını, arkadaşlarının yardımıyla öğrenebileceklerini söyledim ve fikirlerini değiştirdiler.
35. Böylesi bir aktiviteyi yaparken bilgisayar ekranında okuyup okuduklarının cevaplarını bulmaları gerektiğinden, kendi altyapılarında bulunan bilgileri kullanmaya zorlayabilir onları. Ayrıca, bazı sınavlar internet üzerinden yapılıyor, dolayısıyla böyle bir sınava katıldıkları zaman önceden deneyim edinmiş olabilirler. Birde, bir şeyi araştırıp öğrenme heveslerini artırıcı olabilir.
36. Aslında bazı yönlerden klasik basılı metine dayalı aktivitelere çok benziyor. Eğer bu aktiviteyi sınıfta internet bağlantımız ve bilgisayarlarımız olsaydı ve o an öğrencilerle yapıyor olsaydık çokta farkı olmayacaktı. Ama aktivite öğrenciye okul dışında, vakit ayırıp bunu bireysel olarak kendi başına yapmasını gerektiriyor. O açıdan farklı.
37. Tabii ki bu aktiviteyi kullanmayı düşünürüm. Dersin monotonluğunu alabilir, ayrıca eğitim amaçlı farklı materyaller kullanmanın faydalı olacağını düşünüyorum
38. İngiltere'deki şehirler hakkında nüfus, ulaşım, iklim vb. açılardan bilgi edindik. Genel kültür açısından bilgi sağladı.
39. Okuma becerilerine faydalı fakat genel olarak, genel kültür açısından yararlı
40. Yeni ve farklı şeyler benim ilgimi çekiyor ve bu bilgileri edinmek için sürekli okuma isteği duyuyorum. Buda benim okuma becerilerimi geliştiriyor.
41. Öncelikle, konu ilgi çekiyor, ilgi çekince seni daha fazla okumaya motive ediyor ve doğal olarak okuma becerileri gelişiyor.
42. Farklı bir tarzda olduğu için ve okumak için farklı kaynaklar sunduğu için, bu aktivite okuma becerilerimi geliştirmeme faydalı
43. Aktiviteyi yaparken sıkıldığım ve zorlandığım için yararı olduğunu düşünmüyorum.
44. Bilgi edinmek için, farklı siteleri kullanma becerilerini geliştirebilirler.

45. Öğrencilerin okurken kullanmaları gereken bir takım okuma becerileri var skimming, scanning gibi. Bu becerilerini kullanmalarını ve geliştirmelerini sağlayabilir

46. Bu aktivite ikili bir çalışmayı gerektiriyor. Dolayısıyla öğrencilerin iletişim kurmasına, bilgi alışverişine, yardımlaşmasına ve birbirlerini eleştirmelerine yardımcı olabilir.

47. İlk başta, aktiviteyi yapmaya hevesli öğrenciler vardı. Fakat aktiviteyi yaparken karşılaştıkları bazı problemler yüzünden, biraz heyecanlarını yitirmiş gördüm onları.

48. Grup çalışması olduğu için daha rahattım. Birlikte çalışmak hem sizi kişisel olarak geliştiriyor hem de grup çalışmasını öğreniyorsunuz. O yüzden elbette okumamızın gelişmesini sağlıyor.

49. Aktivite okuma becerilerimizi geliştiriyor. Çünkü okuyoruz, yorum yapıyoruz, okuduğumuzu tartışıyoruz. Aktivite, okuma becerilerimizi değişik açılardan geliştiriyor

50. Tabii ki bu aktivite, okuma becerilerimizi geliştirmemizi sağlar. Belirlediğimiz konu hakkında birçok yazı okuruz. Sonra onları inceleyerek gerekli bilgileri alırsınız. Edindiğimiz bilgiyi özetleyip sınıfta kendi özgüvenimizle anlatırsınız.

51. İnternette araştırma yaparken farklı konular hakkında bilgi edinmiş oldum

52. Genel kültür açısından büyük bir yararı var bence, çünkü aklınızda bir konu var ama internetin karşısına geçtiğinizde çeşitli konularla karşılaşırsınız ve fikrinizi değiştiriyorsunuz.

53. Sentez yapma ve değerlendirme yeteneğim gelişti

54. Öğretmeni biraz rahatlatan ona vakit kazandıran bir etkinlik olduğunu düşünüyorum. Öğretmen önceden ders için bir hazırlık yapmadan sorumluluğu öğrenciye bırakıyor. Ona düşen sadece sonunda ortaya çıkan ürünü görmek dinlemek ve yorum yapmak.

55. Öğrenci proje için ne yapması gerektiği konusunda ve nasıl bir yol izlemesi gerektiği konusunda düşünmek, araştırmak hatta bir araya gelip tartışmak durumunda, buda bir şeyler okumasını gerektireceği için okuma becerilerini geliştirmeye yardım eder.

56. Bu aktivite, öğrencilerin okuma becerilerini geliştirmelerine olanak sağladı. Her şeyden önce bir internet sayfasını açıp okumaları gerekiyordu ve hızlı okumaları

gerekiyordu. Dolayısıyla hızlı okuma tekniklerini kullanmaları ve yeri geldiğinde kelimelerin anlamını kontektsten çıkarma becerilerini kullanmaları gerekiyordu.

57. Böyle bir aktiviteyi hazırlamadım şimdiye kadar ama herhangi bir ders notunu hazırlarken internet üzerinde bilgiye ulaşmak için pek çok siteye girmek zorundayım. Birçok işlemi aynı anda hızlı bir şekilde yapmak zorundayım. Bunun içinde internet kullanımı ile ilgili yeterli bilgiye sahip olmak gerekiyor.

58. Öğrencilerin vakit ayırmaları gerekiyor bu etkinliğe

59. Arkadaşlarımla, istediğim zaman çalışma imkânına sahip değildim

60. Grup çalışması olduğu için, çalışmaktan kaytaran öğrenciler vardı.

61. Yaparken bir sayfadan öbür sayfaya bakmaktan yoruldum. Not olarak yapmaya başladım. Faydası oluyor ama çok yoruyor

62. O sayfadan o sayfaya geç, bilgi topla, onu yaz, zaman kaybı çok oldu

63. Çok fazla site vardı ki insan ondan ona geçiyor ondan ona geçiyor ve bulamayınca artık sıkılıyor. Ben sıkıldım ve artık aktiviteyi yapmayı bıraktım. Daha sonradan yapınca da biraz soğuktum

64. Öğretmenin, öğrencilerin verdiği bilgiyi pek çok farklı web sitesinden araştırması ve verilen bilgilerin doğruluğunu kontrol etmesi gerekiyor. Bu da oldukça zaman alan bir iş.

65. Evdeyken İngilizce bir şeyler okumak için vakit ayırmıyorum. Ama böyle aktiviteler olduğunda okumaya karşı ilgim ve isteğim artıyor. Hem de internette daha yararlı vakit geçiriyorum. Bu nedenle bu tür aktiviteleri yapmak istiyorum.

66. Toplum olarak tembel bir toplumuz. Üretkenlik yok bizde, bu problemimiz var. Bunu aşmamız gerekiyor. Bu aktivite bir şeyler üretmemize olanak sağlıyor. Bence bunun için okuma derslerinde yapılmalı.

67. Bu tür aktivitelere katılmak istemem çünkü siteler arasında gidip gelmekten sıkıldım ve web sitelerini kapattım. Okunacak çeşitli siteler yerine, bütün bilgilerin olduğu geniş bir site olsaydı sıkılmadan yapabiliirdim.

APPENDIX S

TEACHER JOURNAL

Tarih: _____

(STUDENTS-DETERMINED TASKS)

State your opinions about third Internet-based reading task and your observations on students concerning the task.

I think this student-centered reading activity will attract my students attention. Firstly, it is a group work and some students who don't like individual study may benefit from such an activity. As they will decide on every step of the activity, I guess, they will feel more secure. Every student has a different learning style, so they can contribute the activity by using their different skills, in this way they can have another kind of experience. As their teacher, I'm feeling comfortable about the activity, because I don't have to choose the subject, or decide on the steps to be followed. Just give them time and wait, and see the final product, and then make comments on it. It seems to be a kind of activity which leads them to be autonomous learners, which is an advantage. However, while deciding on the subject, students may not limit the topic and may feel lost in the world of internet and unnecessary information. If I were the students, I would counsel their teacher about the topic.

This activity gives responsibility and lead them to share the responsibility. They can also compensate each other, which I believe help them to develop good human relations.

Students reaction to the activity was more positive than to other activities, except for some. They didn't believe their ears when they heard they would choose the topic. They looked more confident than before, maybe, because there were no limits.