CHAPTER 4

RESULTS AND INTERPRETATION OF FINDINGS

4.0 Introduction

The aim of this research is to investigate the extent to which web sites are useful in enhancing students' English language learning. The statistical analysis will try to answer the research questions set forth earlier:

1. How does the use of web sites help ESL learners in their language learning?
2. What are the perceptions of the learners on the use of web sites in language learning?
3. What are the perceptions of the teachers on the use of web sites in the ESL classroom as a tool in helping their students learn English?
4. What are the problems faced by the learners when using web sites for language learning?
5. What are the limitations and implications of using web sites in the language learning and teaching context?

4.1 Sample Background Information

The sample background information pertaining to gender and age as well as the family total income and the level of parents' education is tabulated in terms of frequency counts and percentages.

Table 4.1   Gender Distribution

Sample	Male	Female
Teacher	0	5 (100%)
Student	13 (32.5%)	27 (67.5%)

As shown in Table 4.1, the whole sample consists of 5 teachers and 40 students.

All the teachers are female. Out of the 40 students, 13 (32.5%) are male and 27 (67.5

%) are female. Therefore, the majority of the students are female.

Table 4.2a   Teacher Age Distribution

Age range / Sample	32-36	37-41
Teacher	2 (40%)	3 (60%)

Table 4.2b   Student Age Distribution

Age range / Sample	18 – 19	20-21	22-23
Student	33 (82.5%)	4 (10.0%)	3 (7.5%)

As shown in Table 4.2a, two teachers are between the ages of 32 to 36 years

old and 3 teachers are between the ages of 37 to 41 years old. Meanwhile, as

illustrated in Table 4.2b, the majority of the students (33) are between 18 to 19 years

old. 4 students are between the ages of 20 to 21 years old and the remaining 3

students are between the ages of 22 to 23 years old.

Table 4.3 Students' total family income

Total family income	No./ Percentage
Less than RM 1500	22 (55.0%)
RM 1500 - RM 3000	15 (37.5%)
RM3001 – RM 5000	3 (7.5)
More than RM5000	-

As illustrated in Table 4.3, most of the students (55%) come from lower income families where their parents earn less than RM1500 per month. Meanwhile, 35% of the students' total family income is between RM 1501 to RM 3000 and only a small number of students' (7.5%) total family income is between RM 3001 to RM5000.

Table 4.4 Father's level of education

Father's level of education	Total no.
Standard 6	10 (25%)
LCE/SRP	1 (2.5%)
MCE/SPM	18 (45.0%)
HSC/STPM	1 (2.5%)
College certificate/Diploma	8 (20.0%)
University	2 (5.0%)

Table 4.5   Mother's level of education

Mother's level of education	Total no.
Standard 6	13 (32.5%)
LCE/SRP	4 (10.0%)
MCE/SPM	22 (55.0%)
HSC/STPM	-
College certificate/Diploma	1 (2.5%)
University	-

As shown in Table 4.4 and Table 4.5, most of the students' parents only possess MCE or SPM qualifications. Very few of their parents have higher academic qualifications such as a college certificate or a diploma or a university degree.

4.2   Analysis of Observation of the Subjects

This section is devoted to the analysis of the data derived from the classroom observation. Classroom observation took place from the second week of July to the second week of August 2003, a duration of 6 weeks in total. The observation was done every Wednesday at the faculty computer lab. It was conducted from 8 to 9 am for Class A and 12 to 1 pm for Class B. The researcher focussed on the students' responses and participation while they were engaged in the web site activities.

4.2.1 Students' Response

In all of the six sessions, the students from both classes gave very good responses to all the activities on the selected web sites. The activities included listening practice, speaking exercises, grammar exercises, quizzes, reading comprehension, etc. They were able to understand the activities and complete them within the time slot given for each activity. At most times, they seemed to be enjoying themselves especially when participating in activities such as the quizzes and sentence construction exercises. However, there were also some students who could not complete all the activities given due to technical problems such as when the server was very slow, or when the server was down or when the Internet was disconnected. From the observation made by the researcher while monitoring the students' involvement in doing the activities and their responses to the activities, she noticed that some students who were skillful in using the computer were quicker in completing the exercises given than those students who lacked the necessary computer skills.

In the first session, most students were anxious as well as excited to start with the lesson. This was because they had never accessed a web site for their English language learning. The students were interested to participate in the activities since they were asked to explore various language activities that covered different topics at every session. As the students were engaged in the different activities that covered various topics, the researcher noticed that they were very keen in doing these activities as they explored new topics which helped them to obtain new knowledge. Most of the time, the researcher needed to remind the students of

the time limit as sometimes some of them were so engrossed in doing one particular activity that they forgot that they had to continue with the following activity.

4.2.2 Students' Participation

Generally, the students participated actively in all the language activities done on the web sites. There were some students who did very well in some of the activities such as the quizzes. They managed to answer all the questions correctly and got a full score in each activity that they had completed. The researcher also noticed that these students who did well in the activities were very motivated and kept doing one quiz after another. It appeared that they were highly motivated and interested in learning the language as they were engaged in activities that they enjoyed. However, there were some students who did not do well in the activities but this did not seem to disrupt their concentration and they kept continuing with other activities. This was because the students were learning on their own, so they were not embarrassed with the mistakes they made as others were also learning and concentrating on their own work. Though the students were using the computer as they accessed the web site, they still interacted with their friends or the teacher if they did not understand certain things. The researcher noticed that some students were not happy to share computers with their friends because they had to take turns to do the activities. However, this situation was unavoidable since the process of upgrading the computer system of the whole campus interrupted many connections which led to fewer computers being connected to the Internet.

4.3   Student Questionnaire

This section comprises the presentation and analysis of the data derived from the student questionnaire. Two sets of questionnaires were distributed to the sample.

For the purpose of analysis, abbreviations of the rating scale will be used as follows:

Table 4.6 Rating scale

Rating scale	Abbreviations Used
Strongly agree	SA
Agree	A
Uncertain	U
Disagree	D
Strongly disagree	SD

A total of 14 questions were asked in the first set of questionnaire and another 15 questions were asked in the second set of questionnaire. The analysis of data will first cover the information obtained from the first set of questionnaire which is analyzed according to each item in the questionnaire and is displayed in Tables 4.7 to 4.19. This is then followed by the analysis of data obtained from the second set of questionnaire (table 4.20) that will describe the students' overall views on using web sites as a learning tool.

4.3.1 Presentation and Analysis of Student Questionnaire Data

In this section, the data obtained from the student questionnaire will be analyzed according to the items listed in the questionnaire except for the last item (no. 14) where the students' comments on each web site will be summarized. For the purpose of the analysis, the selected web sites are categorized as follows:

i) Dave Sperling's ESL Café - Web site 1

ii) Karen's ESL Partyland – Web site 2

iii) Interesting Things for ESL Students – Web site 3

iv) The ESL Gold – Web site 4

v) Tower of English – Web site 5

vi) BBC Learning English – Web site 6

Table 4.7
Item 1: Learning English using the chosen web site for today's lesson was enjoyable

Web site	SA %	A %	U %	D %	SD %
1	42.5	55.0	2.5	-	-
2	37.5	52.5	10.0	-	-
3	35.0	57.5	7.5	-	-
4	45.0	45.0	10.0	-	-
5	32.5	62.5	5.0	-	-
6	25.0	67.5	7.5	-	-

Table 4.7 shows the students' responses as to whether the students enjoyed the particular web site that was used for the lesson that day. A high majority of the students enjoyed learning English using the selected web sites. Only a small number of students were uncertain as to whether they enjoyed learning English when web

sites were used in the lessons. Based on the findings, it can be concluded that most of the students enjoy learning English using web sites.

Table 4.8
Item 2:The activities in this web site were interesting

Web site	SA %	A %	U %	D %	SD %
1	42.5	55.0	2.5	-	-
2	42.5	52.5	5.0	-	-
3	32.5	60.0	7.5	-	-
4	22.5	72.5	5.0	-	-
5	35.0	65.0	-	-	-
6	20.0	75.0	5.0	-	-

Table 4.8 displays the students' responses as to whether the activities in the web sites were interesting. The results showed that the majority of the students found the activities in the selected web sites were interesting. Only a very small percentage of the students were unsure as to whether the activities in each web site were interesting. None of the students found the activities in the selected web site uninteresting. Thus, it can be concluded here that the students find the activities in the six web sites interesting.

Table 4.9
Item 3: The content of this web site was easy to understand

Web site	SA %	A %	U %	D %	SD %
1	32.5	60.0	7.5	-	-
2	37.5	55.0	7.5	-	-
3	30.0	62.5	7.5	-	-
4	30.0	65.0	5.0	-	-
5	37.5	62.5	-	-	-
6	30.0	75.0	5.0	-	-

Table 4.9 shows the students' responses with regard to the content of the web site. From the figures, it appears that most of the students were able to understand the content, whereas very few students were uncertain about the content in the web sites. None of the students found the content of the six web sites difficult to understand. Therefore, the conclusion is that the students could easily understand the content of all the six web sites that they had accessed.

Table 4.10
Item 4 : The English lesson was easier to understand because this web site was used for today's English lesson

Web site	SA %	A %	U %	D %	SD %
1	27.5	57.5	15.0	-	-
2	25.0	65.0	7.5	-	-
3	30.0	55.0	15.0	-	-
4	30.0	65.0	5.0	-	-
5	30.0	67.5	-	-	-
6	25.0	70.0	5.0	-	-

Table 4.10 illustrates the responses of the students with regard to the use of the web site in making the lesson easier to understand. The majority of the students agreed that by using the web site, they could understand the lesson better. However, there were a few students who were not certain as to whether the lesson was made easier with the use of the web site. The conclusion is that the use of web sites allows students to have a better understanding of the lesson.

Table 4.11

Item 5: The following in this web site helped me the most in understanding the lesson

Web site	activities	open –ended questions	multiple choice questions	follow-up exercises	quizzes
1	70.0	-	-	-	30.0
2	37.5	12.5	10.0	-	16.0
3	47.5	10.0	17.5	-	10.0
4	42.5	12.5	37.5	-	7.5
5	50.0	15.0	12.5	22.5	-
6	50.0	-	-	25.0	25.0

Table 4.11 shows the students' responses regarding the items that helped them the most in understanding their English lesson in each session. For web site 1 (Dave ESL's Café), as shown in the table, the students found that the activities followed by the quizzes helped in their understanding of the lesson. Meanwhile, for web site 2 (Karen's ESL Partyland), the students ranked the activities as the most important followed by the quizzes, then the open-ended questions and finally the multiple choice questions in helping them to understand the lesson. As for web site 3 (Interesting Things for ESL Students), the students ranked the activities, followed by the multiple choice questions and then the open-ended questions and the quizzes as the important items in helping them to understand the lesson. For web site 4, they ranked the activities followed by the multiple choice questions, then the open-ended questions followed by the quizzes as the most important items. For web site 5, half of the students selected the activities as the most important, followed by the follow-up exercises as the second most important. This is followed by the open-ended questions and the multiple choice questions as the third and the fourth most important items in helping them understand the lesson. For web site 6, the majority

of the students ranked the activities as the most important item in helping their understanding of the lesson. This is followed by the follow-up exercises and the quizzes.

From the above results, the conclusion that can be drawn is that the following items are the most important in helping the students understand the lesson better:

1) the activities

2) the multiple-choice questions/quizzes/follow-up exercises

3) the open-ended questions

Table 4.12
Item 6: Using this web site allowed me to be an active participant during the lesson

Web site	SA %	A %	U %	D %	SD %
1	25.0	70.0	5.0	-	-
2	27.5	65.0	5.0	-	-
3	22.5	72.5	5.0	-	-
4	30.0	60.0	10.0	-	-
5	15.0	77.5	7.5	-	-
6	20.0	70.0	10.0	-	-

Table 4.12 illustrates the students' responses as to whether using the web site allowed them to be active learners in class. The majority of the students felt that the use of web sites allowed them to be active participants in the language class. Only a very small percentage of the students were uncertain as to whether the use of web sites allowed them to become active learners. None of them felt that they were

passive learners while using the web sites. From the results, it can be concluded that using web sites allows students to become active learners.

Table 4.13
Item 7: Using this web site has increased my interest in learning English

Web site	SA %	A %	U %	D %	SD %
1	32.5	65.0	2.5	-	-
2	25.0	70.0	5.0	-	-
3	35.0	62.5	2.5	-	-
4	40.0	60.0	-	-	-
5	32.5	62.5	5.0	-	-
6	30.0	70.0	-	-	-

The figures in Table 4.13 show the students' responses towards the use of web sites in helping to increase their interest in learning English. The figures show that a high majority of the students found that using each web site had increased their interest in learning English. Based on the findings, the conclusion is that using web sites helps in increasing students' interest in English language learning.

Table 4.14
Item 8 : Using this web site helped me in learning English more effectively

Web site	SA %	A %	U %	D %	SD %
1	27.5	62.5	10.0	-	-
2	32.5	70.0	2.5	-	-
3	27.5	67.5	5.0	-	-
4	30.0	62.5	7.5	-	-
5	25.0	65.0	10.0	-	-
6	25.0	67.5	7.5	-	-

Table 4.14 summarizes the students' responses concerning the use of the web sites in helping them to learn English more effectively. A high majority of the

students agreed that the use of the web sites helped them to learn English more effectively. Only a few students were unsure as to whether the use of the web sites helped them to learn English more effectively. From the results, it can be concluded that students are in favor of using web sites since they help in learning English more effectively.

Table 4.15
Item 9: The use of the language in this web site was challenging to me

Web site	SA %	A %	U %	D %	SD %
1	45.0	62.5	17.5	-	-
2	12.5	67.5	20.0	-	-
3	32.5	50.0	15.0	-	-
4	30.0	62.5	7.5	-	-
5	15.0	67.5	17.5	-	-
6	22.5	72.5	5.0	-	-

Table 4.15 shows the responses of the students concerning whether the use of the language in the web sites was challenging to them. Most of the students found the use of the language in the web sites challenging. There were students who were unsure as to whether the use of the language in the web sites was challenging. Based on the findings, it can be concluded that students find that the use of the language in web sites challenging.

Item 10: The skill/s that I developed most from this web site was/were:

Abbreviations:

R: Reading   W: Writing   L: Listening   S: Speaking

Table 4.16a

web site/skill	R	W	L	S
1	45.0	17.5	-	-
2	55.0	17.5	-	5.0
3	50.0	5.0	-	2.5
4	7.5	15.0	7.5	15.0
5	10.0	5.0	7.5	10.0
6	20.0	-	7.5	-

Table 4.16b

web site/skills	R+W	R+L	R+S	W+L	L+S
1	27.5	2.5	-	-	-
2	17.5	-	2.5	-	-
3	32.5	-	-	-	-
4	-	10.0	-	-	-
5	2.5	7.5	-	5.0	-
6	-	50.0	7.5	-	7.5

Table 4.16c

web site/skills	R+W+S	R+L+S	R+W+L	L+S+W	L+S+W+R
1	7.5	-	-	-	-
2	-	2.5	-	-	-
3	5.0	2.5	-	-	-
4	-	-	5.0	2.5	2.5
5	5.0	7.5	15.0	-	50.0
6	-	7.5	-	-	-

Tables 4.16a, 4.16b and 4.16c illustrate the responses of the students with regard to the skill/skills that they developed most from each web site. The students seemed to have developed reading skill the most followed by the writing skill when

accessing web site 1. In the case of web site 2, students also developed the reading skill the most, followed by the writing skill. Similarly, the students developed the reading skill the most, followed by the writing skill when they used web site 3. As for web site 4, students developed the writing skill and the speaking skill the most, followed by the reading and listening skills. The students stated that they developed all the four skills when using web site 5. In using web site 6, the students developed the reading and listening skills the most, followed by the speaking skill. The conclusion that can be drawn from the results is that the students developed the reading skill the most, followed by the writing skill when using these web sites during their English lesson.

Table 4.17

Item 11: The activities in this web site helped me to improve my vocabulary

Web site	SA %	A %	U %	D %	SD %
1	25.0	65.0	10.0	-	-
2	37.5	55.0	7.5	-	-
3	35.0	62.5	2.5	-	-
4	40.0	55.0	5.0	-	-
5	22.5	75.0	2.5	-	-
6	25.0	65.0	10.0	-	-

Table 4.17 displays the students' responses when asked whether the activities in the web sites helped in improving their vocabulary. The majority of the students agreed that the activities in the web sites helped them in improving their vocabulary. It is obvious that most students found web site 5 the most helpful in improving their vocabulary. There were a few students who were unsure as to

whether the activities in the web sites helped in improving their vocabulary. Therefore, the conclusion that can be drawn from the results is that the students find the activities in web sites helpful in improving their vocabulary.

Table 4.18
Item 12: This web site was interactive and fun

Web site	SA %	A %	U %	D %	SD %
1	42.5	52.5	5.0	-	-
2	32.5	60.0	7.5	-	-
3	32.5	62.5	5.0	-	-
4	40.0	55.0	5.0	-	-
5	27.5	70.0	2.5	-	-
6	30.0	60.0	10.0	-	-

Table 4.18 displays the students' responses concerning whether the web sites accessed were interactive and fun. The majority of the students found the web sites interactive and fun. It can be seen from the results that they found web site 5 and web site 6 the most interactive among all and that they had a lot of fun accessing these two web sites. A small percentage of the students were unsure as to whether the web sites used for the English lessons were interactive and fun. Based on the results, it can be concluded that the students find the six web sites interactive and fun.

Table 4.19

Item 13: This web site helped me in learning English by:

Option/ Web site	1	2	3	4	5	6
Examples	2.5	7.5	10.0	-	7.5	-
practice exercises	15.0	20.0	17.5	40.0	25.0	20.0
Vocabulary	10.0	30.0	27.5	5.0	10.0	-
Feedback	-	7.5	5.0	-	-	20.0
interesting activities	20.0	17.5	30.0	5.0	22.5	45.0
language skills	12.5	7.5	2.5	10.0	7.5	2.5
authentic materials	-	2.5	-	25.0	5.0	-
new topics/areas	7.5	5.0	-	5.0	7.5	5.0
variety of interesting topics	2.5	-	-	5.0	7.5	-
variety of activities	15.0	5.0	7.5	5.0	5.0	7.5

Table 4.19 displays the students' responses concerning how each web site helped them in learning English. The students had chosen these three items; the interesting activities, the variety of activities and the practice exercises as the items that helped them the most in learning English when using web site 1. In the case of web site 2, the students stated that this web site helped them by enriching their vocabulary and providing them with a lot of practice exercises. The students had chosen these two items; interesting activities and enriching their vocabulary as the items that helped them the most in learning English after they had accessed web site 3. The students mentioned that these two items; the practice exercises and the use of authentic materials as the useful items in web site 4 which helped them to learn English. In the case of web site 5, the students stated that these two items; the practice exercises and the interesting activities as the useful items in helping them to learn English. Meanwhile, the students had chosen the items like providing interesting activities, providing a lot of practice exercises and giving prompt feedback in web site 6 as the items that helped them the most in learning English.

From the results, it can be concluded that there are various ways in which students can learn English when using web sites.

The final item in the first questionnaire asked the students to comment on the web sites they had accessed. Generally, the students found web site 1 (Dave Sperling's ESL Café) interesting and enjoyable. They liked the activity on Message Exchange where they had to create a message and post it on the site. They were asked to write on any topic that interests them. One student pointed out that by doing the activities on the web site has many advantages since students can learn more about grammar, vocabulary, etc. Another student mentioned that using a web site such as Dave Sperling's ESL café can encourage students to learn more and help them improve their vocabulary. A student suggested that the Idiom Page on this site should be illustrated with pictures, so that it would be more interesting and attractive. There was also a constructive comment by a student who felt that when a student gets a wrong answer when doing an activity, the error should be explained.

Students found the activities on web site 2 (Karen's ESL Partyland) interesting, fun and enjoyable and they believe activities such as games and quizzes should be used more often for learning purposes. This site is also good and easy to follow and the content is easy to understand. In addition, this site helped them in tenses and vocabulary. The reading text was enjoyable to read and very informative.

Students came up with the following comments on web site 3 (Interesting Things for ESL Students):

a) helps enrich vocabulary

b) interesting site with educational activities

c) a lot of topics covered

d) explores learning English in a different way

e) provides a lot of information on certain topics

f) difficult quizzes but entertaining

The students commented that web site 4 (The ESL Gold) is an interesting site comprising a variety of activities to be done. They found the listening practice useful since they had to listen to conversations / reports made by native speakers. However, they also suggested that activities such as games should be incorporated in this site to attract students to use it more often. The students found web site 5 (Tower of English) a good and interesting web site. They also found the graphics and pictures attractive. They also mentioned that the site comprised a lot of activities that helped them to improve all the four language skills. Meanwhile, in the case of web site 6 (BBC Learning English), the students found this site entertaining since the topics covered included music and they could view video clips. In addition, this site is also an interesting site where they found the activities enjoyable and fun.

Table 4.20
Students' overall view on using web sites as a tool in English language learning

Item	SA %	A %	U %	D %	SD %
1- I like learning English using web sites.	30.0	65.0	5.0	-	-
2 – The activities in all the web sites were interesting, enjoyable and fun.	17.5	77.5	5.0	-	-
3 – The activities in the web sites are suitable for an ESL learner like me.	20.0	77.5	2.5	-	-
4 – The language used in all the web sites was challenging.	15.0	80.0	2.5	2.5	-
5 – I learned a lot of new vocabulary which I consider useful to me.	17.5	80.0	2.5	-	-
6 – My ability in listening, speaking, reading and writing in English have improved.	-	85.0	15.0	-	-
7 – I found that the materials were authentic and there were a variety of topics covered in all the web sites.	12.5	80.0	7.5	-	-
8 – Using web sites has motivated me to learn English in a more effective way.	7.5	87.5	5.0	-	-
9 – My interest in learning English has increased since I made use of the selected web sites.	15.0	75.0	10.0	-	-
10 – Using the web site has helped in enhancing my language learning.	12.5	80.0	7.5	-	-
11 – The web site is a useful tool for language learning.	10.0	82.5	7.5	-	-
12 – I faced some problems while using the web site.	7.5	77.5	7.5	-	-
13 – I hope my lecturer will make use of web sites as a tool in language learning.	25.0	75.0	-	-	-
14 – I definitely will use web sites to find materials and learn the language during my free time.	15.0	77.5	7.5	-	-

Table 4.20 shows the students' overall views on using web sites as a tool in English language learning. Generally, the results for items 1 to 7 show the students opinions regarding the selected web sites as tool in learning English. For example, item 2 shows that 95% of the students found the activities in all the web sites,

interesting, fun and enjoyable. Similarly, 95% of the students found the language used challenging (Item 4). However 1 student felt that the use of the language in the web sites was unchallenging for her. Another 97.5% of the students felt that they had improved their vocabulary (Item 5). However, only 85% of the students felt that their ability in the four language skills had improved when using the web sites for learning English.

In addition, the results for items 8 to 11 indicate the students' opinion on using web sites in helping them to learn English. For instance, 95% of the students believe that using web sites has motivated them to learn English more effectively (refer to item 8). This is further supported by the results for item 9 to item 11 where 90% of the students felt that their interest in learning English has increased. 92.5% of the students believe that using web sites has helped them to enhance their language learning and similarly, 92.5% of them admitted that the web site is a useful tool for their language learning. Although the students gave positive responses towards the use of web sites in learning English, they also faced some problems in using web sites. They listed problems such as slow connection, slow access from one page to another, technical problems, etc.

Basically, the results for item 13 and item 14 show that the students will continue to use web sites as a tool for learning English. All of the students hoped that their teachers would be using web sites as one of the tools in learning English (item 13) and 92.5% of the students will make use of web sites as a source to find English materials and learn the language (refer to item 14).

Item 15 in the second questionnaire required the students to comment on using web sites as a learning tool. Most of the students stated that they found learning English using web sites interesting as they could learn on their own compared to learning English in class. They were more relaxed and could learn at their own pace since they have different levels of proficiency. The students also had fun and an enjoyable time when learning English using web sites as they were exposed to various activities that covered a lot of interesting topics.

4.3.2 Discussion of the Findings

From the data gathered, it appears that students are in favour of using web sites as a learning tool. This is because they have enjoyed themselves doing the activities since the activities are interesting. In addition, they are exposed to various activities that allow them to explore different interesting topics. They can also understand the content easily and the use of web sites helps them to understand better the lesson taught on that particular day. Based on the students' responses in the questionnaire and also from the observations, it is obvious that the activities help them the most in learning English using web sites. This is followed by the multiple choice questions, the quizzes, the follow-up exercise and the open-ended questions.

When accessing a web site for learning purposes, the students are actively involved in the learning process since they are required to complete various activities. The use of web sites also helps to increase their interest in learning English and they learn more effectively since they are "learning by doing" as described by Race (1993). Since the language used in web sites is challenging, the

students are motivated to learn better. Thus, this leads to increased language use that results in improved proficiency. Meloni (1998) mentions this point as one of her reasons in viewing the Internet as a valuable tool and resource for ESL/EFL.

From the data gathered, it is found that the students have improved the most in their reading and writing skills as compared to the other two skills, listening and speaking skills. This may be due to the 50 minute lesson which is not sufficient to cover all the four skills at one session. It may also be due to the problem of downloading the software, i.e. The Real Player in order to be able to access the listening practice activities. It is also discovered that the use of web sites helps to enrich students' vocabulary since they encounter many new words especially in the reading passages. Web sites are also interactive and fun since the students can get immediate feedback on activities they do. This helps in keeping students motivated because they get feedback on their performance. From the findings, it is obvious that students learn English through various ways when using web sites. This is because they do not only have one particular activity to do, but they need to complete different kinds of activities.

4.4   Presentation and Analysis of Students' Interview Data

This section is devoted to the presentation and analysis of the qualitative data derived from interviews with ten students concerning their perceptions on the use of web sites in learning English. 10 open-ended questions were put forward to them. From the interviews conducted, it is hoped that the supplementary findings obtained will triangulate the findings yielded by the student questionnaire.

Item 1 - How do you find learning English through web sites?

All of the students gave very positive responses when asked this question. They feel that learning English through web sites is interesting, fun and enjoyable. None of them find web sites uninteresting and boring. 70% of them find learning English through web sites interesting because they can do many activities, get to know a lot of interesting topics and learn a lot of new words that help to enrich their vocabulary. Two of the students find web sites very informative and useful since they cover all the four language skills: listening, speaking, reading and writing. One of the students feels that learning English through web sites is an easy way for him to learn since he is not pressured and can work at his own pace. Therefore, he can enjoy himself and learn better. Another student finds the activities in the web sites challenging, so he is very motivated to learn; thus, his interest in learning English has increased and he is very keen and looks forward to using web sites as a way for him to learn English. One of the students finds using web sites enjoyable and interesting, so he feels that he can improve his language skills since he is learning and at the same time enjoying himself in doing all sorts of activities. The information obtained from this interview question has proven that the findings from the questionnaire are valid since the entire students find using web sites for learning English fun, interesting and enjoyable.

Item 2 – Does using web sites help in improving your English language learning? How about the language used and the vocabulary?

All of the students agree that using web sites help them in improving their English language learning. According to the students, using web sites helps them to improve in grammar, reading, writing and vocabulary. They improve their grammar when looking at the many examples given and when completing the grammar exercises such as sentence completion and cloze passage. They improve their reading comprehension ability when they read a reading passage which is followed by many activities such as multiple-choice comprehension questions, vocabulary activities etc. They also improve their writing since they learn how to arrange sentences correctly and construct sentences. They are also exposed to how a paragraph can be written in many different ways. In addition, they also learn a lot of new words especially from the reading passages that they read. Only one student stated that he is able to improve his listening skill ability since he can listen to native speakers when doing the listening practice. Most of the students feel that the use of language and vocabulary in the six web sites are a mixture of easy and difficult usage. Three of the students find that the language used and the vocabulary is easy to understand and comprehend. This is because these three students have a better command of the language than the rest of the students.

Item 3 – Which skills do you think you have improved when using web sites in learning English?

80% of the students find that they have improved in their ability to read and write when using web sites in learning English. This is because the activities such as the comprehension questions, vocabulary in context, sentence construction, sequencing of sentences and the feedback received in the writing and reading activities help them the most in learning English. Two students pointed out that their pronunciation has improved as a result of reading aloud word by word. Therefore, the findings from the questionnaire are verified by the responses given to this interview question that most of the students have improved in their reading and writing skills while using web sites as a learning tool.

Item 4 - In comparison to other ways of learning English, do you find learning English through the web site more effective?

80% of the students believe that learning English through web sites is more effective than other ways of learning English. This is because they can explore what they want to learn, they can practise all the skills and they can do a lot of interesting activities on web sites. One student stated that he is exposed to updated information and interesting topics when using web sites. Another student mentioned self-learning as he explores the activities on his own and at his own pace. One of the students also felt that learning using web sites is more enjoyable compared to other methods because of the graphics used, the interesting games such as the quizzes and a lot of other activities. However, three out of the ten students gave contradicting

views. They prefer to learn in class where two parties are involved – the teacher and the students and a two-way interaction are involved. One of the students is in favour of face-to-face communication where she can interact with friends and the teacher. Another student likes to have someone such as the teacher around in order to clarify something that she does not understand.

Item 5 – What is it that you like best when learning English through web sites?

80% of the students like the quizzes the best when learning English through web sites. This is because they find it is fun answering the quizzes since they can find out their scores immediately and at the same time gain knowledge while answering them. There are also quizzes on grammar topics which help them to improve their grammar knowledge. Some of them like the reading passages as they read passages on various interesting topics. One student enjoys the sentence construction activity as it helps in his writing skill.

Item 6 – What is it about the web site that you do not like?

According to some students, they do not like some of the topics covered such as sport which they find uninteresting. One of the students felt that the reading passages are too long to be read and some reading passages have too many questions to be answered. Another student does not like the listening practice since the sound is not that clear when using the Real Player. Another point brought up by one of the students is that it is not advisable to make use of web sites in teaching and learning listening and speaking skills because it takes time to download software such as the

Real Player. However, there are four students who feel that there is nothing on the six web sites that they do not like.

Item 7 – What are the problems that you face when using web sites in learning English?

All of the students admit that they face some problems while using web sites. The most common problem that the students face has to do with the server. They mention that the server is very slow; sometimes it is disconnected automatically and the server is down especially when it rains. During rainy days, they can only access the internal web site that is the UiTM Home Page. Another problem is in downloading software on the net such as the Real Player which is necessary when it involves listening practice. Although the students followed the instructions given to download the software, they still could not download it. Another problem is that the computer sometimes does not support the software that they want to download. In addition, some activities such as Message Exchange on Dave ESL's Cafe require the student to use e-mail whereas a few students did not have e-mail address. Therefore, they needed to create their own e-mail before doing the activity. One of the students also stated the problem of having to register first before doing a particular activity. This is a problem because since the server is slow, they take too much time in doing the registration. The students also face other problems such as the slowness in making the link from one page to another, the inadequacy of the audio system making it difficult to listen to the conversations and the difficulty in understanding some instructions as a result of the use of difficult vocabulary.

Item 8 – Overall, does learning through the web site in any way help you in learning English?

Generally, all of the students are of the view that the web site helps them in learning English. Some of them believe that the web site helps them a lot. On the other hand, two of them feel that the web site does not help them fully. Those who gave positive responses to this question state that using web sites helps them in exploring grammar, in learning about new issues or topics, in improving on all four language skills, in learning new vocabulary and in getting more knowledge. One of the students mentions that she can learn step by step that is from the easy to the more difficult and she can do a variety of activities as compared to classroom activities. Another student mentions that using web sites helps her in grammar where she can view a lot of examples and she can get immediate feedback after doing grammar activities. Some students state that it is helpful because it improves their language skills especially in reading and also in sentence construction. The other reason given is that the themes or topics covered are suitable; therefore they find it is interesting to learn using web sites.

Two students who are not as positive as the others on the use of web sites as a learning tool believe it does not help them especially if they cannot understand the vocabulary. Another reason is that when the server is down, they cannot take part fully. Thus, they believe that using web sites is not very helpful when such problems occur.

Item 9 – Would you suggest to your teacher to make use of web sites in learning English?

All of the students gave a positive response to this question. They will suggest to their teachers to make use of web sites as a teaching and learning tool provided that the server is more reliable. They also acknowledge the importance of using computer technology since it is a very important tool in any teaching and learning context nowadays. They also believe that using web sites will create a more interesting lesson since they will not easily get bored due to the various activities that can be done during the lesson. Another student points out that using web sites is a new alternative to learning English. They can also learn in a different way where they can discover a lot of new things that they have not been exposed to before such as words that they have never come across as well as new sentence patterns.

Item 10 – Are you going to use the web site to learn English in the future?

80% of the students believe that they will continue to make use of web sites to learn English in the future. This is because they find the web site a very beneficial tool which helps them in their English language learning. Their reasons include the fact that the web site can be accessed at any time and at any hour since it is available 24 hours. It is also a cheaper way of learning compared to buying books or other learning material and it is a convenient tool which can be used as a reference. They also have discovered that there are many sites available which can help them in completing their English language assignments. They can also make use of web sites when there is no one around to help them. In addition, for those who are shy to ask

their teachers, they can make use of web sites in finding out the answers to their queries with regard to grammar or spelling. One student points out that using the computer, particularly the web site, is helpful since it allows for privacy where you can learn on your own, at home and at any time of the day. Another student believes that using web sites can help in enhancing language learning because there are a lot of activities that can be done and a lot of supplementary materials on the net which can help them understand better a certain lesson or topic given by their teacher in class.

4.4.1 Discussion of the Findings

Based on the findings of the interviews with the students, it can be concluded that students perceive web sites as a tool that can help them in learning English. They also find using the web site an alternative way to learning English. This similar point has been mentioned by Herring (1999) who states that one of the advantages of using the web is that it allows students to study English in a different medium. The wide range of activities on web sites which usually cover all the four language skills makes it a useful learning tool. They also find that it is more relaxing to learn English this way since they can learn on their own at their own pace. Therefore, they do not get bored easily since there are always activities to occupy them if they have finished ahead of their friends who might be slower learners. The elements of fun and enjoyment are there in each web site that they have accessed. This similar point was also made in a study by Zoraini Wati and Tunku Mahani (1996) whose respondents reported that the activities they did were easy, enjoyable and exciting.

Students also perceive web sites as an informative tool since they are able to obtain up-dated information very quickly. This supports Toliver et al.' (1996) point of view where the hypertext links allow students to go from one link to another link, thus helping students find updated and new information. The students find answering the quizzes an interesting activity. This is because it is challenging and at the same time provides students with general knowledge and grammar knowledge.

Although the students perceive web sites as a useful tool in language learning, there are certain limitations in using them. The server is the most important aspect to be considered if web sites are to be used. This is because if the server is slow or not working properly, this can lead to disruptions of the learning process. It is important to consider also the suitability of the materials and the students' level of proficiency for successful learning to occur.

4.5 Presentation and Analysis of Teachers' Interview Data

This section is devoted to the presentation and analysis of data derived from interviews with 5 teachers. A set of 10 questions were put forward to them in order to obtain information on the teacher's perception towards the use of web sites as a learning and teaching tool.

Item 1and Item 2 - Teaching experience and qualifications

All of the teachers are experienced teachers. The range of experience that the teachers have is between seven to eighteen years of teaching. In addition, they are also qualified English teachers where three teachers possess a Masters Degree in

English, one teacher, a degree in English while another teacher, a Postgraduate Diploma in TESL.

Item 3 - Do you use any form of technology, such as computer-based technology in teaching? If yes, please elaborate on it. If no, why not?

Out of the five teachers, only one uses some form of computer technology that is, the Microsoft Power Point. She uses this when conducting speaking activities, oral presentation and writing activities. The rest of the teachers do not use any form of technology and none of them have used web sites as a teaching tool. The reasons given by the teachers for not using any form of technology in teaching are as follows:

   i)   inadequate facilities
   ii)   time – constraints (In a week, 6 hours are allocated for English for the diploma students and only 2 hours are allocated for English for the degree students)
   iii)   distance between the faculty and the language lab at Akademi Bahasa
   iv)   insufficient time to learn to utilize web sites as a teaching tool
   v)   insufficient labs to conduct such classes regularly
   vi)   not suitable to the courses that the lecturer teaches (for example BEL 411 and BEL 420 for degree students – the teacher has to complete the syllabus and the contact hours per week is only 2 hours)
   vii)   not required and the textbook is provided

Item 4 - Do you use any materials from the Internet to help your students in learning English? If yes, what kind of materials?

Most teachers exploit the Internet to find materials for their English classes. They use materials such as grammar exercises, reading passages, stories, cloze passages, poems and idioms. One teacher uses the Internet to look for interesting

and relevant articles for her students. Another teacher looks for articles in the Internet to teach the speaking skill. Another teacher requires her students to surf the Internet for information that they need for Report Writing.

Item 5 - Do you use web sites as a teaching tool? Do you think it is a useful tool?

Out of the five teachers, only one has used web sites for teaching purposes. However, she has not done so extensively. She finds that some web sites are interesting with colourful graphics and other features. Therefore, she thinks students will find an interesting way to learn English. The rest of the teachers have never used web sites before although they have heard of its benefits from their colleagues. However, all of the teachers admit that it can be a useful tool if used appropriately.

Item 6 - Do you think the use of web sites can help to enhance students' English language learning?

The teachers believe that the use of web sites can help in enhancing students' English language learning. This is because learning English through web sites can be more enjoyable, interesting and meaningful. Thus, it can enhance language learning. Another teacher thinks that it can enhance students' language learning but it has to be used consistently. This is because, according to her, the use of English should be a daily practice.

Item 7 - How do you perceive the web site as a teaching tool? Is it an effective tool? Is it suitable to use in teaching all the four language skills?

The majority of the teachers perceive the web site as a useful and effective teaching tool. However, it can only be effective if the materials used are suitable and are of an appropriate level of difficulty to meet the students' proficiency level. At the same time, the teachers should be skilled in using the computer, well-prepared and familiar with the web sites. This is because if the above factors are not considered, it can lead to frustration since the lesson cannot be carried out smoothly or according to plan. Therefore, it can affect the learning process. One of the teachers points out that computer facilities should be sufficient so that students do not have to share computers and lessons are not interrupted due to a slow server. One teacher is unsure whether the web site can be an effective teaching tool since she has not used it formally.

None of the teachers think that web sites are suitable for teaching all the four language skills. One of the teachers only exploits materials from the Internet to teach reading and also vocabulary. She seldom uses it to teach writing and never uses it to teach the listening skill. Another teacher feels that web sites are more suitable for teaching reading and writing. However, another teacher points out that it is not suitable to teach the writing skill because she feels that students will plagiarize from the Internet. Nevertheless, it can be used if the web site teaches the students the steps involved in the writing process and how they can develop ideas for their essay. She also believes that the teaching of listening is possible and suitable using web sites because the students can hear the language as it is used by native speakers.

Another teacher, however, points out that both the interpersonal touch and interaction is important in language teaching. These two elements are missing if web sites are used as a teaching tool. She also adds that the time factor needs to be considered as using web sites as a tool in teaching and learning can be time consuming. This is because she and the other teachers usually have big groups of students in a class.

Item 8 - Would you recommend the web site as a tool for teaching English to other language educators?

The teachers feel that they will definitely use as well as recommend the use of web sites as a tool for teaching English to other language educators if some criteria are met. According to the teachers, the computer facilities should be in place and adequate, and the class should have smaller groups of students. In addition to this, they believe that the computer is the "in thing" and students are interested in learning using computers, there is no reason why ESL educators should not exploit web sites as a teaching and learning tool.

Item 9 - Can you anticipate any problems if you are to make use of web sites as a teaching tool in your English class? Do you have any other comments regarding the use of web sites in the ESL classroom?

Some of the problems anticipated include:

a)   power failure/ no electricity

b)   server down

c)   slow server

d)   lack of computers

e)   computers are slow

f)   insufficient time where students struggle with the use of the computer while
        others lack language proficiency

g)   teachers and students are computer illiterate / unskilled users of the computer

h)   "human touch" is missing since there is no interaction

i)   less interaction among students and teachers

j)   confined to the content of the web site.

One teacher recommends that all the web site exercises used must be evaluated
before they could be used as part of the classroom activities. While another teacher
points out that using web sites can be useful if proper planning is done prior to
teaching English in class.

4.5.1   Discussion of the Findings

Based on the findings from the interviews, it is clear that the teachers
perceive web sites as a useful tool in teaching English. Features such as colourful
graphics, pictures, audio, video clips, etc. can motivate students to learn. The
teachers can exploit materials that are suitable according to their students' level of
proficiency and skill. This is similar to the view by Kitao et.al (1997) who states that
teachers can select suitable materials that cater to students' interest and level of
proficiency since a vast amount of materials are available in the Internet.

However, the teachers point out that using web sites may not be effective in teaching all the language skills with the exception of the reading and writing skills. There is a need for interaction between the teacher and the students but with the use of web sites the role of the student and the teacher will change. The student will be the seeker of knowledge while the teacher acts as a facilitator.

Students can improve in their learning of English if web sites are used consistently and regularly. This is because the use of English should be a daily practice. The use of web sites can help to enhance students' language learning because learning language through web sites is enjoyable, interesting and meaningful. In ensuring that web sites are utilized successfully in ESL classrooms, the administrator of the concerned institution has to ensure that adequate computer facilities are provided and the training of teachers and students is necessary. The number of students in a language class should be reduced since teachers will have problems if they have big groups of students. Teachers also need to be aware of problems such as power failure, time constraints, lack of language proficiency (students), etc. if they want to plan a language lesson using web sites as a teaching tool.