Student Achievement in Acquiring English Internet Literacy

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Using both quantitative and qualitative analysis, this research examines Japanese university students' perceptions and learning difficulties in acquiring basic English Internet literacy skills. Students were evaluated on key literacy skills such as search strategies, evaluation strategies and information utilization. Students' perceptions of literacy concepts and skills were compiled, analyzed and compared to their learning outcome achievements. Furthermore, pre and post questionnaires were administered to determine students' perceptions of the usefulness of Internet literacy skills and their reactions to autonomous learning. Lack of skills to: conceptualize search strategies; categorize information; and think critically about information were found to create barriers. Regardless of these difficulties students remained positive in their attitudes towards Internet literacy and its usefulness. The findings in this study may be useful for educators in effectively determining potential weaknesses and strengths, as well as the importance of teaching students Internet literacy.

定量分析及び定性分析の両方を用い、この研究は日本人学生における、基礎的な英語によるインターネットのリテラシーの習得の困難さと知覚について研究するものである。学生は、検索方略、評価方略、情報の活用などのリテラシーを基に評価された。学生のリテラシーの知覚及びスキルは集計され、そして彼ら自身の学習達成結果と比較された。さらに、この研究の前後の問題事項は、学生のインターネットのリテラシーの有効性かつ、自主学習の影響力をみるために実施された。概念に関する検索方略、情報分別、情報についての倫理に基づいた思考等のスキルの欠乏は、障害を生み出すことが分かった。それらの障害にもかかわらず、学生はインターネットのリテラシーとその有効性に対し、ポジティブ思考である。この研究は、教育者にとって存在する問題点を明らかにすると同様に、学生に対しインターネットのリテラシーを教えることの重要さが役立つであろうことが立証されたといえる。

nformation technology facilitates many new types of educational opportunities. Especially through the Internet, a large quantity and variety of previously inaccessible resources can be made available to students. With the growth of CALL and virtual learning environments, life-long learning has become more feasible to and integrated in many people's lives. Presently, the Internet is being explored and utilized as a convenient tool to facilitate this kind of learning. Some English language educators believe the English Internet offers a useful, authentic medium for language study and they utilize it for research-based learning. On the other hand, many other educators feel that the Internet is far too complex, difficult to navigate, full of unreliable and dubious information, as well as too tempting an arena for plagiarism, to be of any real educational value. And frequently, there is little time in the curriculum for the various necessary skills to be taught in order for students to successfully access and utilize electronic resources. Although often neglected in academia, these skills are becoming increasingly invaluable in facilitating life long learning in personal and professional life.

Using both quantitative and qualitative analysis, this research examined undergraduate Japanese university students' perceptions and learning difficulties in acquiring basic English Internet literacy skills. These lower level students, with TOEFL scores of between 280 and 320, were instructed on key literacy skills such as search strategies, evaluation strategies and information utilization in order to support their electronic resource-based learning (RBL) environment. Students' perceptions and achievements were measured using questionnaires, assessment of learning outcomes and researcher observations. Whether or not lower level undergraduate students were capable of acquiring and benefiting from electronic literacy skills was the focus of this research.

The Case for Literacy

Literacy in this modern "digital age" has become a much more complex matter. Not only does it involve the ability to retrieve and understand information but it also entails being able to operate the hardware and software that store the information. Electronic information literacy can be referred to as the triangular approach of computer literacy, information literacy and critical thinking skills (McEuen, 2001; Shetzer & Warschauer, 2000; McKenzie, 1994) with an emphasis on "how people use computers to interpret and express meaning" rather than their practical computer skills or even their information retrieval skills (Shetzer & Warschauer, 2000:173).

Literacy teaches learners *how* to learn rather than what to learn. The Internet gives relatively easy access to information potentially over a lifetime to help people make informed decisions, establish community and engage in lifelong learning. As more and more information is being stored on the Internet, electronic information literacy is quickly becoming the key to autonomous, life-long learning and the Internet has become a means to achieve it. Accessing and using information resources on the Internet is one of the ways in which students can engage in independent learning, become involved in making choices, weigh evidence and come to conclusions for themselves. However, Selfe (1989:4) cautions, teachers often "neglect to provide their students with adequate training; frequently the instructors do not understand the complex nature of the literacy task that they are assigning". Thus, in order for students to be able to integrate the wealth of authentic information available on the Internet in their language studies, they must be instructed in the necessary research skills. Working in an American context, Conteh-Morgan (2002) calls for collaboration between librarians and ESL instructors in teaching information literacy. In the EFL context in Japan, that collaboration remains for the most part difficult and often falls solely into the hands of the enthusiastic educators.

Experimental Design

In particular, this study attempted to explore whether electronic RBL is an appropriate learning approach for lower level undergraduate Japanese students. In order to answer this question effectively, how these students perceive this type of learning as well as success in their learning outcomes were measured. A 5-point Likert scale questionnaire was given to students before the course to determine their learning styles, as well as their previous computer usage and

perceptions (see Appendix 1). A mid-study questionnaire (see Appendix 2) was administered to determine students' perceptions on their progress. A final 5-point Likert scale questionnaire (see Appendix 3) was also given at the end of the 7 week study. This questionnaire focused on students' perceptions of their language acquisition, the learning environment and their learning preferences. They were also queried about the strategies they used to search and evaluate Web pages. Research on learner strategy (see Oxford, 1990; O'Malley and Chamot, 1990) was used to help design these questionnaires, especially questions which pertained to affective factors. These questionnaires were given only in English; however, to overcome any problems in understanding the questionnaire, students were given one week to complete them at home, to ensure they understood the questions, and provide opportunities to ask for clarification. Qualitative data was also obtained through classroom observations, student journals and short interviews to help clarify answers.

Learning outcomes were measured to help determine information literacy acquisition. Students' final essays were evaluated to determine how they incorporated their RBL skills and if they displayed evidence of higher-order thinking skills. Using a 5-point Likert scale, the final essays were evaluated using content, structure, language, use of supporting evidence and sourcing of information as criteria. Evidence of higher order thinking skills such as generating ideas, making interpretations of information, showing insight and creative problem solving was invaluable in evaluating efficacy of electronic information literacy. Researchers such as McKenzie (1994:5) call for teaching Internet

research skills with a base in epistemology otherwise teachers may "raise a generation rich in data, facts and information but lacking in wisdom". He also asks the very important question; how can students "take data fragments, weigh them, assess the unreliability and validity and then apply them to the questions at hand to achieve some new understandings?" These 'new understandings' or insights were measured in terms of how much understanding and interpretation of information was shown beyond just listing facts. The Web pages that students' cited in their final essays were also collated and evaluated by the researcher. These citations were important in determining to what extent students were able to utilize the criteria they were taught for Webpage evaluation.

Participants

The participants in the study were 19 first year English majors enrolled in an academic writing and speaking course which met for 90 minutes twice per week, once in the computer lab and once in a regular classroom. Their language levels were low intermediate with TOEFL levels of between 280 and 320. They had studied one semester of computer literacy learning basic word processing, Excel, PowerPoint and Japanese Internet skills. In the pre-study questionnaire (see Appendix 1), the majority of students reported they had never used the English Internet for personal use but believed it would improve their writing skills and make their essays more interesting. They also felt positive about using the English Internet to get information for their essays. They reported that they believed learning to use the English Internet would be useful for their future

jobs, school reports, and study abroad experiences, as well as a way to increase their general knowledge. The majority of students indicated an overall favourable response to autonomous learning practices, agreeing they liked some freedom to choose what to study, but indicating they needed help meeting deadlines and studying on their own. In general, these students were highly motivated and positive about using the Internet as a learning tool perhaps because they would all study abroad for six months during the second semester of their second academic year.

Course of Study Design

Over a 7-week period, students were concurrently taught basic electronic literacy skills along with other language skills: academic writing skills, practical IT skills,investigative and evaluative skills, and Internet reading skills. Students were taught the basic skills necessary to do effective searches for resources on the Internet. Shetzer and Warschauer's (2000) framework for electronic research that promotes autonomous learning and meaningful language use proved useful as a guide to teaching electronic information literacy.

Students were taught how to come up with *questions* to investigate, how to develop keywords, how to categorize and subcategorize information, as well as how to map ideas and concepts (nonlinear idea development). Much of these preliminary skills were taught away from the computer. Students were then taught how to find information online.

The most conceptually complex skills taught were how to *evaluate* and *analyse* the value of the resources using Web evaluation which was limited to four manageable categories so that students could become familiar with the fundamentals of evaluation: accuracy and credibility, accessibility, relevancy, and currency. Students were taught how to use a 5-point Likert scale to aid in evaluation.

In order to judge accuracy and credibility of the sites, students were taught to: examine the domain name, for example .edu being in general more reliable than .com; author of the site; what kind of authority the author had on the subject; any contact information. Accessibility was judged based on how easy the site was to find using a search engine; how easy the information was to understand and find on the site. Relevancy was judged based on how clear and understandable the site title was; how suitable the information was for their research; and whether the information was factual or opinion based. Finally, currency was judged based on whether the information was recent on the site; when the site was produced and when it was last updated. Students also learned how to *cite* online sources throughout their essays and create a reference list at the end using standard APA style of citation.

The final learning outcome, or assignment, consisted of creating a 500 to 700-word expository or persuasive style essay using supporting evidence and optional images. Several drafts of the essays were submitted for peer and teacher feedback and correction. Students were required to properly cite resources throughout their essays. None of the sources used by the students were vetted beforehand by the teacher, nor did the teacher make any recommendations as to Web sites students could chose.

Evaluation and Results

Questionnaire Results

In the mid-study questionnaire, students reported that choosing their topics, deciding on research questions, and writing an outline (categorizing information) had been difficult. They also reported ways in which they dealt with these problems: asking a lot of research questions; consulting Yahoo categories directory making mind maps. They perceived the skill of choosing appropriate keywords as difficult. Even after several weeks, a few students still were using one main noun when they were looking for information and a few were still using stop words such as *a* and *the*. Classroom observations revealed that many students seemed quite confused regarding the use of phrase searches. Some students tried to create phrases that were not grammatically correct and most just did not use this strategy. In general though, students quickly became much more aware of the need for accurate spelling.

Table 1 indicates that students perceived finding information on the Internet had improved their reading, writing, speaking and had increased their vocabulary. The only negative comments were about being overwhelmed with information.

Table 1. Student perception of Internet use

From Questionnaire #3	Number of Students who answered the 5-point Likert Scale (N=19)					Mean	Standard Deviation	Mode	Median
	1 Agree	2	3	4	5 Disagree				
Q1.1 I think finding information on the Internet has improved my reading skills.	3	7	7	2	0	2.42	0.90	2	2
Percentage of responses	0.52		0.36		0.10				
Q1.2 I think finding information on the Internet has improved my writing skills.	5	5	7	2	0	2.32	1.00	3	2
Percentage of responses	0.52		0.36		0.10				
Q1.3 I think finding information on the Internet has increased my vocabulary.	4	7	4	3	1	2.47	1.17	2	2
Percentage of responses	0.57		0.21		0.21				
Q1.4 I think finding information on the Internet has improved my speaking skills.	0	5	8	6	0	3.11	0.88	3	3
Percentage of responses	0.26		0.42		0.31				

Students also reported low levels of confidence regarding Web page evaluation. They felt finding useful information difficult (52% of answers), deciding which information to use difficult (52% of answers) and knowing whether to *believe* the information difficult (31% of answers). Many students found understanding the information on the Internet difficult (47% of answers), new vocabulary words in the homepages made reading difficult (57% of answers) and paraphrasing the information difficult (47% of answers).

Students were asked, "*How do you judge whether information is good for you?*" and "*What are some reasons why you chose the Web pages you did for your research?*" This data was categorized into five main areas according to standard Web page evaluative criteria. Accessibility of the site was the greatest concern of the students. They were concerned that the pages be easy to read, understand and find. They were also concerned that the Web sites be relevant to their essays. They reported choosing information that they wanted to know, answered their research questions, matched their topics and provided strong evidence for their essays. A number of answers indicated that appearance was a consideration. Students reported that they wanted pages where the title and content were easy to identify. They were also interested in pages with pictures relevant to their topics.

Accuracy and credibility were much harder criteria for students to identify, which elicited responses regarding author trustworthiness and domain names. Most of the topics chosen by students did not demand that currency of the page or information were of major concern. Of the students who did choose topics that required more up-to-date information, they generally chose pages that were fairly current.

Students were also asked "*Are there any types of sites you wouldn't use for your essay?*" From their responses it became clear how difficult the concepts of evaluation were for these students. Some students indicated that they did not find any unsuitable sites. Other students recognized that because of their lack of subject knowledge, it was difficult for them to evaluate sites. Students also reported that they would not choose sites that were too difficult for them to understand or not relevant to their topic.

Some students did report that they used more discerning types of judgments: referring to conflicting statistics, unclear presentation of information on the site, identification of personal sites and sites that used rhetorical techniques of persuasion such as testimonials and fear. For example, one student identified the use of testimonials and images which she found "scary" on a site and thus decided that the site was not credible. Students also had similar perceptions about the difficulty of finding useful information, deciding which information to use and not being confident about knowing whether they should believe the information they found. They found judging expertise was hard, especially in terms of knowing the credibility of the contact and author information.

Finally, Table 2 indicates that in terms of autonomous learning, despite the difficulties that students experienced in the electronic RBL environment, the majority of the students answered in the final questionnaire that they enjoyed the freedom to search the Internet for information and they enjoyed looking for evidence on the Internet to support their ideas. The grey areas of the table indicate answers showing a positive attitude towards autonomous learning. The majority also *disagreed* that they would prefer that the teacher chose

Web pages for them to research and that they would *not* prefer writing their essays using just their thoughts and ideas.

Evaluation of the Learning Outcomes.

Table 3 indicates that the majority of students were able to show a good level of insight into their topics and 26 percent were able to show a high level of this skill. Presenting arguments in a logical, clear and interesting way relating back to a central thesis is not an easy skill and students often have

problems at this language level. However, a significant number (47%) presented clear and interesting arguments. Only 21 percent of students scored poorly on the quality of the sources they used. Students were quite strong in using evidence throughout their essays (47%) and an even higher percentage (52%) were able to match the evidence with the discussion in an insightful way. Only 26% of students had great difficulty in paraphrasing the information found in sources. The majority of students were able to include evidence from their research that directly and appropriately supported their ideas. Students

Table 2. Learning Styles

From Questionnaire #3	Number of Students who answered the 5-point Likert Scale (N=19)					Mean	Standard Deviation	Mode	Median
	1 Agree	2	3	4	5 Disagree				
Q7.2 I enjoyed the freedom to search the Internet for information.	2	10	7	0	0	2.26	0.65	2	2
Percentage of responses	0.63		0.36		0.00				
Q7.3 I would prefer that my teacher chose Web pages for me to research.	0	3	4	8	4	3.68	1.00	4	4
Percentage of responses	0.15		0.25		0.63				
Q7.4 I would prefer writing my essay using just my thoughts and ideas.	2	1	6	7	4	3.47	1.22	4	4
Percentage of responses	0.15		0.42		0.57				
Q7.5 I would prefer using a textbook in class.	1	2	4	3	8	3.84	1.26	5	4
Percentage of responses	0.15		0.21		0.57				
Q7.6 I enjoyed looking for evidence on the Internet to support my ideas.	7	6	4	2	0	2.05	1.03	1	2
Percentage of responses	0.68		0.21		0.10				

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Table 3. Final Project Evaluation Criteria Related to Electronic Information Literacy

		Students' scores on the 5-point Likert Scale (N=19)					Mean	Standard Deviation	Mode	Median
		1 Excellent	2 Very Good	3 Good	4 Satisfactory	5 Needs Work				
Higher Order Thinking Skills	Show insight (understanding) into topic:	2	3	9	4	1	2.95	1.03	3	3
	Percentage of scores	0.26		0.47	0.26					
	Clear and interesting arguments	4	5	4	5	1	2.68	1.25	2	3
	Percentage of scores	0.47		0.21	0.32					
	New and original ideas:	0	6	7	4	2	3.11	0.99	3	3
	Percentage of scores	0.32		0.42	0.26					
Electronic Information Evaluation	Quality sources used:	0	4	11	2	2	3.11	0.88	3	3
	Percentage of scores	0.21		0.57	0.21					
	Use of evidence throughout the paper:	2	7	7	0	3	2.74	1.19	2	3
	Percentage of scores	0.47		0.36	0.15					
	Evidence supports arguments or discussion:	5	5	6	3	0	2.37	1.07	3	2
	Percentage of scores	0.52		0.31	0.15					
	Good paraphrasing throughout:	4	5	5	3	2	2.68	1.29	2	3
	Percentage of scores	0.47		0.26	0.26					
	Correct sourcing of information or pictures throughout paper:	3	5	7	1	3	2.79	1.27	3	3
	Percentage of scores	0.73		0.10	0.15					

had the most problems with not being able to recognize where supporting evidence was needed.

Sourcing the information throughout their essays was a skill that students developed. The majority of students (73%) were able to properly source information and images throughout their essays. However, upon comparing one student's essay with the pages she had sourced, plagiarism became evident, as often happens with Japanese students unfamiliar with the need to source resources taken from the Internet. Evidence of excessive plagiarism was detected in only two students' final essays. In three other cases moderate plagiarism was evident.

Researcher Evaluation of Student Cited Web Sites

Using the same criteria and 5-point Likert scale that the students did, the researcher also evaluated the Web sites cited in their final essays. Accessibility was more difficult for the researcher to judge as part of the criteria was based on how easy the site was to find using a search engine. Thus, evaluation was only based on how easy the information was to understand and find on the site. The majority of sites were judged to be credible (66%) showing an acceptable level of authority and credibility, relevancy, accessibility and currency. On average, students used 4.2 sites per final essay, with two students using 7 sites and one student only using 2 sites. The majority of sites were .com (61%) and a much smaller percentage (13%) of the sites sourced were .org. Students that wrote problem and solution or persuasive style essays tended to use more .org and .edu sites.

Discussion

In general, students had ostensibly predictable difficulties in dealing with electronic literacy. However, their difficulties were not insurmountable. Students encountered problems at the outset of the study because of the requirement that they choose their own topic for research. Formulating research questions is a common problem amongst inexperienced researchers. In general, students did not have enough knowledge about the content they were studying, so they could not recognize what they 'did not know' (see McKenzie, 1994 for discussion). Using choice as a teaching strategy to help promote autonomous learning and life-long learning skills was very challenging for most students. In the end though, the majority of students reported that they enjoyed the freedom of topic selection and of looking for information for themselves. This positive perception of the RBL environment was one of the most encouraging findings in this study. At the beginning of the study students were quite positive but even after experiencing the difficulties and frustrations of trying to use the English Internet as a resource-base, students were still positive in their attitudes.

Towards the end of the study students were using two to three keywords per search, their spelling had become more accurate and they were opening up fewer irrelevant sites mainly due to being able to understand and interpret the search engine retrieval list, the list of Web sites that the search engine retrieves from keywords. The efficacy of the retrieval list in their electronic literacy acquisition was an important finding in the study because in previous courses taught by the researcher, little emphasis had been placed on teaching how to interpret the retrieval list. Because the list is in a fairly standard format

and in small chunks of information, students at this language proficiency level felt confident in using this function and were able to benefit from the results.

Strict guidelines and extra in-class practice seemed to clarify the issue of plagiarism to students. Students were warned that spot checks would be conducted. By the final draft there was a great improvement in terms of obvious plagiarism; however, there were still a couple of instances of concern. The fear by teachers that students will engage in plagiarism should not be a deterrent to using the Internet as a resource base. Teaching students how to properly paraphrase and cite information, as well as discussing the ethics of copying, led to a deeper understanding and respect of these issues involved in this study.

Through students' comments on how they chose Web sites, many of them did not seem able to fully integrate evaluative criteria, but rather compartmentalized the criteria. In some cases, this lead to a false sense of confidence in their literacy skills displayed by comments such as "I didn't find any bad sites". Students in general tended to focus on one or two evaluation criterion and made a judgment based on those rather than cross referencing several criteria. Easily identifiable criteria such as: domain names, for example, an .edu site being more reliable than a .com site; or availability of contact information were popular focal points. Less salient criteria such as accuracy and credibility of the information were much more difficult for students to assess. Despite these problems, the majority of students chose source material from the Internet that reached an adequate level of value. These problems present a strong argument for teaching electronic literacy skills early on in a student's academic career so that they can benefit from the longevity of experience.

Evidence of higher order thinking skills was also very encouraging in this study. These skills were a focus of determining students' electronic literacy because without higher order thinking skills students would be simply engaging in search and retrieval strategies. The integration of practical information technology (IT) skills and literacy skills, as well as course content, led to a deeper understanding by students of the applications of their learning. Having to create an original essay from quality information that they had retrieved, helped students engage in higher-order thinking and thus reach an understanding and appreciation of the importance of literacy. Students were able to solve problems such as creating research questions, as well as finding and verifying source information either in collaboration with other students or using learned literacy skills. Most encouraging was that many students were able to use their retrieved evidence to further their arguments and not just write an endless list of facts and statistics. Very few students were *not* able to show some level of insight into their topics. Students became much more adapt at paraphrasing and more aware of the need for it. Due to their lack of experience, some students actually over-sourced in their essays, sourcing ideas that could be considered common knowledge.

Conclusion

This small-scale study suggests that resource based learning using the Internet may be suited to lower level undergraduate students. Properly guided, students can benefit from this type of learning. As the electronic RBL approach is an extremely rich environment that places a high cognitive demand on the learners, students need guidelines and careful scaffolding

of skills. These skills are invaluable, and even though they are difficult to master, students are aware of their worth. Electronic literacy skills should be integrated into the curriculum and content of language education. Teachers must re-evaluate their concerns about electronic RBL and their assumptions about how students will handle electronic literacy in the academic setting. Students recognize that they need electronic information literacy skills for their personal and professional futures and we, as responsible educators, must prepare them with these life-long learning skills.

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Appendix 1

Pre-Study Questionnaire

Course: Composition and Vocabulary Building II

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Name_____

Student #_____

Please answer all the questions in this questionnaire. Circle the answer that best represents your answer. Feel free to make additional comments anywhere.

PART I Learning styles

1. I like using a textbook in class

Agree 1 – 2 – 3 – 4 – 5 Disagree

2. I like the teacher telling me what to learn

Agree 1 – 2 – 3 – 4 – 5 Disagree

3. I like some freedom to choose what I study

Agree 1 – 2 – 3 – 4 – 5 Disagree

4. I study well on my own

Agree 1 – 2 – 3 – 4 – 5 Disagree

5. I think tests are the best way to judge my progress.

Agree 1 – 2 – 3 – 4 – 5 Disagree

6. I need a lot of help meeting deadlines (schedule).

Agree 1 – 2 – 3 – 4 – 5 Disagree

7. I like to have help deciding what to research.

Agree 1 – 2 – 3 – 4 – 5 Disagree

8. I often ask the teacher for help

Agree 1 – 2 – 3 – 4 – 5 Disagree

PART II Computer Usage

1. How often do you use a computer at home?

_____hours per week

2. How often do you use the computers in the media centre or in classrooms at Tachibana?

_____hours per week

3. How often do you use the Japanese Internet for personal use?

_____hours per week

4. How often do you use the Japanese Internet for school reports?

_____hours per week

5. How often do you use the English Internet for personal use?

_____hours per week

6. How often do you use the English Internet for school reports?

_____hours per week

7. Using the Internet will help you improve your writing skills

Agree 1 – 2 – 3 – 4 – 5 Disagree

8. Using the Internet to get information for your reports will make them more interesting

Agree 1 – 2 – 3 – 4 – 5 Disagree

9. Do you think that knowing how to use the Internet to find information in English is an important skill for you? Why? (20 words or more)

10. How do you feel about using the computer in this class?

Excited	Nervous	No feeling	Frustrated
Interested	Happy	It will be a hassle	Difficult
Easy	Challenging	other_____	Confused

11. Do you think using the English Internet to get information for your essays is

Important	Interesting	Exciting	A waste of time
Scary	Boring	Unnecessary	Useful for improving my English

Useful because _____

Not useful _____

Appendix 2

Mid-study Questionnaire

Course: Composition and Vocabulary Building II

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Name_____

Student #_____

Please answer all the questions in this questionnaire. Circle the answer that best represents your answer. Feel free to make additional comments anywhere.

PART I Essay Writing

1. Choosing my topic (TASK 1) was

Easy 1 – 2 – 3 – 4 – 5 Difficult

2. Deciding on research questions (TASK 2) for my topic was

Easy 1 – 2 – 3 – 4 – 5 Difficult

3. Writing my outline (TASK 3) for my topic was

Easy 1 – 2 – 3 – 4 – 5 Difficult

PART II Using the Internet

4. Choosing keywords to search for my topic has been

Easy 1 – 2 – 3 – 4 – 5 Difficult

5. Finding good information about my topic on the Internet has been

Easy 1 – 2 – 3 – 4 – 5 Difficult

6. Reading the homepages has been

Easy 1 – 2 – 3 – 4 – 5 Difficult

7. Deciding which information I should include in my essay has been

Easy 1 – 2 – 3 – 4 – 5 Difficult

8. Understanding the information I find has been

Easy 1 – 2 – 3 – 4 – 5 Difficult

Appendix 3

Final Questionnaire

Course: Composition and Vocabulary Building II

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Name_____

Student #_____

Please answer all the questions in this questionnaire. Circle the answer that best represents your answer. Feel free to make additional comments anywhere.

Part I Language Learning

I think finding information on the Internet has …

1.1 improved my reading skill.

Agree 1 – 2 – 3 – 4 – 5 Disagree

1.2 improved my writing skills.

Agree 1 – 2 – 3 – 4 – 5 Disagree

1.3 increased my vocabulary.

Agree 1 – 2 – 3 – 4 – 5 Disagree

1.4 improved my speaking skills.

Agree 1 – 2 – 3 – 4 – 5 Disagree

1.5 In what other ways do you think using the Internet for this project has/has not helped improve your English? Please comment. (20 words or more)

Part II Web Page Search

2.1 Choosing keywords to search for my topic was…

Easy 1 – 2 – 3 – 4 – 5 Difficult

2.2 Using **"phrase search"** to find information was…

Easy 1 – 2 – 3 – 4 – 5 Difficult

2.3 After my 1st draft I searched the Internet again for other Web pages to help get *more* evidence for my essay.

Agree 1 – 2 – 3 – 4 – 5 Disagree

2.4 After my 2nd draft I searched the Internet again for other Web pages to help get *more* evidence for my essay.

Agree 1 – 2 – 3 – 4 – 5 Disagree

Part III Web Page Evaluation

3.1 Finding useful information about my topic on the Internet has been…

Easy 1 – 2 – 3 – 4 – 5 Difficult

3.2 Deciding which information I should include in my essay has been…

Easy 1 – 2 – 3 – 4 – 5 Difficult

3.3 Knowing whether to believe the information I found was…

Easy 1 – 2 – 3 – 4 – 5 Difficult

How do you judge whether information is good for you? Explain. (20 words or more)

3.4 What are some reasons why you chose the Web pages you did for your research?

Appearance   Domain   Easy to read   Other_____
Author   Easy to find   Update   Other_____

Please explain in more detail and include other reasons. (20 words or more)

3.5 Are there any types of sites you would not use in your essays? Explain. (20 words or more)

Part IV Understanding Information

4.1 Understanding the information I found on the Internet was…

Easy 1 – 2 – 3 – 4 – 5 Difficult

4.2 Reading the homepages was…

Easy 1 – 2 – 3 – 4 – 5 Difficult

4.3 The number of new vocabulary words in the homepages made reading…

Easy 1 – 2 – 3 – 4 – 5 Difficult

4.4 Paraphrasing the info I found was…

Easy 1 – 2 – 3 – 4 – 5 Difficult

Part V Assimilating Information

5.1 Understanding which information to use in my essay was…

Easy 1 – 2 – 3 – 4 – 5 Difficult

5.2 Finding useful evidence to support my main points was…

Easy 1 – 2 – 3 – 4 – 5 Difficult

5.3 After doing research on the Internet my understanding of my topic became deeper.

Agree 1 – 2 – 3 – 4 – 5 Disagree

Part VI Learning Environment

6.1 Would you like to do this type of project again?

Yes 1 – 2 – 3 – 4 – 5 No

Why? Why not?

6.2 Do you think spending class time searching for info on the Net for your essay/presentation was useful?

Yes 1 – 2 – 3 – 4 – 5 No

In what way?

6.3 Searching for information on the Internet takes time. Do you think this was a good use of your time?

Yes 1 – 2 – 3 – 4 – 5 No

In what way?

6.4 Using the English Internet for my level of English was…

Easy 1 – 2 – 3 – 4 – 5 Difficult

6.5 How did you feel about using the Internet/computer for this essay/speech?

Excited	Nervous	Confused	Frustrated
Interested	Happy	It was a hassle	Other_____
It was easy	It was challenging	It was difficult	

6.6 Using the English Internet to get information for my essay was…

Important	Interesting	Exciting	Unnecessary
Scary	Boring	A waste of time	

Useful for improving my English

Useful because _____

Not useful because_____

6.7 Using the Internet to get information for my essay/speech has made it more interesting.

Agree 1 – 2 – 3 – 4 – 5 Disagree

Part VII Learning Preferences/Styles

7.1 I spent time outside of class searching the Internet for information for my essay.

0 hrs	1 - 2 hrs	3 – 4 hrs	5 or more hrs

7.2 I enjoyed the freedom to search the Internet for information.

Agree 1 – 2 – 3 – 4 – 5 Disagree

7.3 I would prefer that my teacher chose Web pages for me to research.

Agree 1 – 2 – 3 – 4 – 5 Disagree

7.4 I would prefer writing my essay using *just* my thoughts and ideas.

Agree 1 – 2 – 3 – 4 – 5 Disagree

7.5 I would prefer using a textbook in class.

Agree 1 – 2 – 3 – 4 – 5 Disagree

7.6 I enjoyed looking for evidence on the Internet to support my ideas

Agree 1 – 2 – 3 – 4 – 5 Disagree