



UTPL

UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

**FACULTAD DE CIENCIAS SOCIALES, EDUCACIÓN
Y HUMANIDADES**

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS
NACIONALES Y EXTRANJEROS**

**The use of Internet as a mean to learn English as a foreign
language in Julio Andrade high school**

Trabajo de integración curricular previo a la obtención del título de:

**LICENCIADO EN PEDAGOGÍA DEL
IDIOMA INGLÉS**

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LOJA

2022



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2022

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Dedication

I dedicate this thesis to God since his blessing has strengthened me to accomplish my goals. Moreover, this thesis is dedicated to my parents for their love, patience, tolerance, sacrifice, and unconditional support. In other words, they have always guided me with useful ideas and arguments.

María Cristina

Acknowledgement

I would like to express my gratitude to my professor and thesis supervisor, Mgtr. Ana Lucia Quiñonez Beltrán because she guided me to carry out the present research. Furthermore, I thank all the professors since in previous semesters, they explained me the guidelines to successfully conduct investigations.

María Cristina

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Abstract

The current study aimed to determine the use of Internet as a mean to learn English as a foreign language in Julio Andrade high school. It was conducted in a public educational institution in the province of Carchi, and the sample was comprised of 52 students of eighth grade and two EFL teachers. In addition, it was used a quantitative method since the instruments were two questionnaires that were addressed to students and teachers. Additionally, the questionnaires contained multiple-choice questions considering a Likert scale. Finally, the findings showed that the majority of students used Internet every day to learn English as a foreign language. Furthermore, the most used applications were Zoom and YouTube; and the students had positive perceptions using Internet to learn English.

Keywords: English as a Foreign Language, high school, Internet

Resumen

El presente estudio tuvo como objetivo determinar el uso de Internet como medio para aprender inglés como lengua extranjera en el colegio Julio Andrade. Se llevó a cabo en una institución educativa pública de la provincia de Carchi, y la muestra estuvo compuesta por 52 estudiantes de octavo año y dos profesores de inglés como lengua extranjera. Además, se utilizó un método cuantitativo ya que los instrumentos fueron dos cuestionarios que iban dirigidos a estudiantes y profesores. Además, los cuestionarios contenían preguntas de opción múltiple considerando una escala Likert. Finalmente, los hallazgos mostraron que la mayoría de los estudiantes usaban Internet todos los días para aprender inglés como lengua extranjera. Además, las aplicaciones más utilizadas fueron Zoom y YouTube; y los estudiantes tuvieron percepciones positivas sobre el uso de Internet para aprender inglés.

Palabras clave: Colegio, inglés como lengua extranjera, Internet.

Introduction

Internet gives unlimited opportunities for students to learn English. From this perspective, this global network provides a wide range of learning materials that have significant information regarding particular linguistic topics. In addition, Internet allows learners access educational tasks; enhance their language skills, and increase their vocabulary (Molchanova, 2015).

Besides, in the English as a foreign language context, the incorporation of Internet allows students to acquire knowledge and improve their language skills since they can find web sites and web portals, that allow them to do academic activities (Macancela, 2019). From this point of view, Molchanova (2015) claimed that by using Internet in the EFL field, students can search for language conferences in which they can acquire new vocabulary, language tests focused on grammar structures, and even videos that explain the meaning of phrases and words.

Taking into consideration the previous information, the present research aims at determining the use of Internet as a mean to learn English as a foreign language in “Julio Andrade” high school, specifically, in Carchi province. In this sense, the following research questions were proposed: How often do students of Julio Andrade high school use Internet to learn English as a foreign language? Which Internet application is mostly used to learn English as a foreign language? and What are students’ perceptions about using Internet to learn the English language?

It is important to say that some investigations have been carried out in regards to the use of Internet as a mean to learn English as a foreign language. In this case, Lekawael (2017) intended to analyze the impact of smartphone and Internet usage considering English language learning. The research followed a qualitative approach, the participants were 35 students from primary and secondary schools in Ambon city, and the instruments encompassed questionnaires administered to the aforesaid individuals. Finally, the investigator determined that by using Internet, students and teachers became more active and creative because they searched interesting and useful sources.

Additionally, Heirati and Alashti (2015) planned to compare the perception of teachers and students focused on learning English by using Internet. The instruments included questionnaires to 100 students and 100 secondary school teachers. At the end, the author suggested that participants had a positive perception towards the use of Internet in learning English as a foreign language since it facilitated the acquisition of knowledge having in mind websites that contained grammar exercises.

Moreover, Hussein (2018) aimed to determine the effectiveness of Internet use in learning English. The sample encompassed 5 coaches of TEFL testing in Kuwait and 150 high school students. Finally, the author concluded that students and teachers had a positive mindset about the use of Internet for learning English due to the fact that digital platforms were available such as YouTube, Facebook, Twitter, and Instagram. It is essential to highlight that the aforementioned websites had colorful pictures and images that motivated students to learn academic contents.

The present study is divided into three chapters. The first one includes the literature review which includes topics such as: Internet, Internet in education, the use of Internet in high school, learning English as a foreign language, and the use of Internet in EFL learning. The second chapter contains the method, settings and participants, as well as the procedure followed during the study. Finally, the last chapter involves the description, analysis, and interpretation of results. Based on it, six conclusions and five recommendations were drawn.

The present research is important in the learning of the English language because through the use of Internet, students are able to search for didactic and effective sources that are helpful to reinforce English language skills as well as improve their academic performance.

Chapter one

Literature Review

The literature review section is divided into five main topics: Internet, Internet in education, the use of Internet in high school, learning English as a foreign language, and the use of Internet in EFL learning. Besides, some previous studies were presented.

Internet

Definition

Shomahamatovna et al. (2019) express that Internet is a set of computer networks that are physically linked by cables that connect points worldwide. Furthermore, Internet has changed all operations such as searching, uploading, downloading, and transferring documents; consequently, Internet is used as an educational tool.

In addition, Tyrrell (2002) affirms that Internet is a global network of devices that help people to connect with each other around the world. This author stated that the purpose of Internet is to exchange information among users, for this reason it is considered an important tool around the world.

Besides, Vaishampayan (2008) supports that Internet is a computer network, which is connected to other systems and devices; therefore, it has a lot of appliances that transmit information from place to place. Additionally, Internet allows people to perform actions such as obtaining information and expressing themselves freely. From this point of view, Internet offers contents taking into consideration websites that have books, magazines, articles, videos, and even pictures. In short, Internet is a space where information from different fields are shared including human politics, education, law, engineering, math, literature, biology, and neuroscience.

Moreover, Khurramov et al. (2019) mention that one of the main advantages of using Internet is the connection and fast access. Furthermore, the possibilities of Internet are endless and can be seen every day on social blogs, social networks, and discussion websites. Accordingly, in just a few seconds, a great number of people can communicate through them.

In addition, Boekel et al. (2017) declare that Internet is an appliance that currently connects thousands of networks to share information and sources. Besides, Internet provides freedom and allows information and knowledge to be available to individuals such as professors, students, employees, and workers. Additionally, Internet specifies human life habits considering websites focused on accepted behaviors, politics, and education. Moreover, Internet gives people the opportunity to communicate with close friends, research important facts, learn academic contents, provide personal opinions supported by arguments, inform themselves in real-time, and share interests with other individuals.

Furthermore, Syaf (2020) asserts that Internet is a network that simplifies interconnection between devices. In this sense, Internet offers a wide range of useful services such as sending mails, receiving messages, looking for specific information, buying items, booking hotel rooms, creating memes, ordering food, watching movies, playing games, starting blogs, collecting data for projects, or just downloading videos. In addition, Internet gives individuals the chance to search well-known social apps such as Facebook, WhatsApp, Twitter, YouTube, and Instagram.

Evolution

Internet originated in the late 60s in the context of the Cold War because it was used as a mean to guarantee communications between countries during nuclear events. It is imperative to express that this network was created by ARPA (Advanced Research Projects Agency Network in charge of the North American Department of Defense). Accordingly, as years went by, Internet radically revolutionized communications to the point of becoming a global network of messages (Naughton, 2016).

Besides, Chiu (2017) remarks that there have been some attempts to establish communications from one place to another, but Internet seemed to be the most advanced one. In this case, in 1972, Ray Tomlinson designed a program to send encrypted messages and ended up being called ARPAnet, whose objective was to send messages in war events. Even though, ARPAnet was invented for military use, this innovative system

attracted the attention of professionals around the world since they had in mind to share ideas with others in no time (Curran, 2016).

Additionally, in 1973, a virtual connection between the United Kingdom and Norway was created. In the same year, the word Internet was used for the first time in a protocol control transmission. It is important to mention that the demand for Internet grew in the 80s due to the fact that it began to improve its capabilities with the creation of emoticons; consequently, it was quite an interesting phenomenon and today it continues to influence people's communications (Chinese Academy of Cyberspace Studies, 2018).

Moreover, in 1989, Tim Bernes Lee described the hypertext transfer protocol, which fostered the design of the first websites through sources such as HTTP and HTML. In 1991, external users were able to access to this information that resulted in a new digital world; therefore, it grew significantly allowing companies to get used to this new phenomenon for their business, commercial, and corporate models. In 1998, Internet already had one million users and Google was born. Finally, between the 2000s and 2020s, there was a huge bloom of online applications including MySpace, LinkedIn, and Skype (Trinkle & Merriman, 2017).

Importance

Schroeder (2018) indicates that in the modern world, people's activities require the use of Internet because it facilitates them to do tasks quickly with little effort in terms of physical motion. In other words, Internet has simplified people's life because they can do activities such as finding important information, learning contents, and buying items with just one click. Furthermore, Internet has expanded the way people communicate and express themselves through social networks since they can share their emotions with photos, drawings, and writings. In addition, by using Internet, individuals can make payments, watch series, and book trips.

In addition, Rainie and Wellman (2019) assert that by means of Internet, students can do academic tasks, carry out investigations, and strengthen their knowledge regarding linguistic contents. From this perspective, in the past, if learners had the purpose to obtain

information, they had to go to the library or to a place where books were stored. However, with Internet era, students can get information in just a few seconds.

Additionally, Malone (2020) posits that people can save time in terms of going to specific places by using Internet due to the fact that they can pay bills, hire professional services, buy electronic appliances, and check business accounts. Moreover, businesses can be done through Internet because people can get connected in real time and consequently exchange ideas without the need of traveling or wasting hours stuck in traffic.

Furthermore, Millstein et al. (2020) argue that Internet has simplified communications since in some seconds, individuals can send emails to other people who can be in a different city, country, or continent. It is essential to highlight that messages are sent instantly and individuals can read them in any place, where Internet is available.

Internet in education

Internet in education allows exchanging of information, expanding academic borders, and having debates. In addition, Internet offers different services that can be used by both teachers and students. Regarding teachers, they can find worksheets, videos, lesson plans, and quizzes. Considering students, they can access sources such as websites, platforms, and applications that help them learn contents or deepen their knowledge focused on topics covered in the class (Almasi et al., 2017).

Besides, De Gagne et al. (2020) mention that Internet provides some services including messaging and chats; therefore, through them, information or sources can be exchanged in real time. From this point of view, by using chats, educators can ask students questions to check the acquired knowledge during the class and consequently evaluate them. Additionally, through emails, teachers have the opportunity to send information easily and quickly, without the need to see students in a physical environment. In other words, Internet facilitates interaction between students and educators because it allows access to platforms and websites (Cobo & Mateu, 2016).

Moreover, Internet promotes education due to the fact that students can study from the comfort of their homes or in a place allocated to learn contents. Furthermore,

considering Internet, teachers can have contact in real time by using platforms such as Skype, Zoom, and Google meetings. In addition, Internet offers a virtual library service that is similar to a traditional library, but the main difference is that the first one has digital documents including books, brochures, articles, magazines, newspapers, dictionaries, and encyclopedias (Kaba, 2017). In short, Internet goes far beyond the use of electronic devices because it provides access to various sources of online information. Accordingly, projects or exams are no longer limited to materials offered by teachers or traditional encyclopedias (Stošić & Stošić, 2015).

Besides, Shorman (2019) asseverates that Internet helps students to develop autonomy, creativity, initiative, and motivation since it allows searching information focused on the contents covered in the class. In this sense, learners can deepen the knowledge of academic topics that were not clear enough during the instructional activity. Moreover, this network favors interactivity and cooperation due to the fact that it encourages communication between school members through discussion forums or platforms in which ideas can be shared to improve the teaching-learning process.

Considering the previous information, Internet has changed the educational paradigm in schools and high schools because teachers and students can use it to do instructive activities. In this case, teachers can display videos and virtual posters to explain contents to clarify doubts that may arise in the class. On the other hand, students can complete worksheets and take quizzes in order to deepen their knowledge regarding linguistic topics. It is imperative to express that formats have been already digitalized on Internet; consequently, pdf, doc, png, and ppt presentations can be found. In other words, with the advent of Internet, changes have taken place that support finding materials in a wide range of formats (Cobo & Mateu, 2016). Accordingly, Internet is a useful mean for learning since it provides the access to documents or sources that encourage autonomous and collaborative work (Lung et al., 2017).

Furthermore, Ratheeswari (2018) maintains that Internet gives people the opportunity to use academic chats or forums in which students can type their opinions and

views supported by arguments concerning specific topics. From this perspective, IRCs (Internet Relay Chats) are beneficial within the education field due to the fact that they promote simultaneous communication between students and teachers in real time, breaking physical boundaries. It is important to mention that by using IRCs, individuals can see the users who are connected and the messages they are typing or recording. Therefore, Internet gives people the chance to use discussion platforms in which topics can be discussed in a friendly environment, where all ideas or mindsets are accepted.

The use of Internet in high schools

Internet allows people to access educational activities or tasks. From this point of view, Internet is not just a mean for communications or discussions, it can also be considered as one of the most useful elements that support learning and innovation because students can watch documentaries, series, videos, and movies focused on academic contents (Smyrnova et al., 2019).

In addition, Dayakar (2018) claims that the arrival of Internet in education is beneficial since students can investigate by their own to clarify doubts related to linguistic fields. Besides, Internet gives students the opportunity to learn freely without real-world constraints or restrictions due to the fact that they can look for specific sources or materials in any place they are. In short, Internet promotes the access to educational websites, anywhere and anytime.

Additionally, Internet is being seen as a support for learning a new culture because it fosters the socio-constructivist approach and cognitive development, in particular, students can share their ideas supported by information in a friendly environment taking into consideration applications and platforms. In this sense, Internet is seen as a tool that enables learning through authentic activities such as commenting and discussing on forums and chats (Okyere, 2020).

Moreover, Internet connection in high schools favors the creation and accommodation of knowledge since information can be read through virtual documents and materials. It is essential to highlight that Internet is seen to be a personalized element that

facilitates finding websites where people can learn contents by themselves. Accordingly, Internet is exceedingly associated with autonomy, independence, and social control (Muslem et al., 2018).

Furthermore, the use of Internet in high schools promotes learning opportunities, specifically, learners can use interesting platforms and applications with the guidance of educators. From this point of view, Internet is a didactic tool that helps teachers to organize the educational activity; consequently, students do academic tasks focused on their needs, interests, and lacks. In short, by means of Internet, educators have the opportunity to select sources focused on students' characteristics to facilitate the acquisition of knowledge (Eichelberger & Ngo, 2019).

In addition, Dar et al. (2017) state that Internet contributes to education in terms of teaching materials and mean of communication. Regarding teaching materials, Internet allows both teachers and students to access videos, pictures, graphs, posters, and websites. Likewise, having in mind communication, learners and educators can create groups on WhatsApp, Facebook, and Instagram to talk about the topics covered in the class and consequently clarify doubts focused on specific contents. It is vital to mention that teachers can create blogs as spaces to explain academic topics, be in contact, and share contents with students.

Besides, Habriichuk and Tulchak (2017) affirm that it is convenient to use Internet in high schools due to the fact that it encourages new ways to learn and deepen contents. Additionally, Internet helps students to acquire knowledge from others through applications, platforms, and websites. Moreover, Internet in secondary education stimulates the development of social and cognitive skills because ideologies and thoughts based on facts can be shared considering discussion boards and academic chats.

Furthermore, Romero (2016) mentions that Internet is a support element for school assignments since students can look for information in order to successfully complete them. In addition, Internet serves as a cooperative learning tool due to the fact that through it, group projects, individual activities, and peer assignments can be done; consequently,

students can interact on social networks, blogs, websites, or portals where they can share photos, screenshots, and videos.

Besides, when students have Internet in the high school, they can quickly find almost all the information they need to complete their homework. Additionally, Internet allows students to get digital information, without the need to go to physical libraries where some books are not available. In other words, Internet access is especially useful for students when they need to search sources to do academic tasks and activities (Pranoto, 2020).

Moreover, Denver (2016) declares that there are some advantages of using Internet in the high school. In this sense, Internet encourages new ways of learning because information, definitions, examples, and even exercises can be found on sources such as platforms, applications, blogs, and websites. It is imperative to express that sources, materials, or documents are mostly available 24 hours per day, which favors the completion of tasks and assignments in a successful way. Furthermore, by means of Internet, students can explore pedagogical tools that encourage communication among members of educational institutions.

Learning English as a foreign language

Green (2020) remarks that the process of learning English as a foreign language takes place in classrooms, academies, laboratories, tutorial rooms, and seminar rooms, where different activities are done by students. Despite the fact that this process only occurs in the educational fields, students can have an intermediate or advanced level of the English language by getting enrolled in internship and exchange programs.

In addition, Linn (2016) indicates that learning English as a foreign language is an important action in the competitive world since it allows people to have more opportunities in life in terms of jobs, education, and money. It is vital to mention that English may be difficult to learn, but it is useful to connect with the global world. Accordingly, many countries have adopted it as a second language within educational institutions.

Besides, Cronquist and Fiszbein (2017) assert that learning English as a foreign language is necessary due to the fact that it gives individuals the chance to get high salaries or wages. In addition, companies need to connect with international employees and make long-lasting agreements; consequently, bosses of those companies are interested in hiring people who speak the English language, in particular, the ones who have an intermediate or advanced level of it.

Additionally, Oktaviani and Fauzan (2017) posit that English is one of the most learned languages in the world because it allows individuals to get acquainted with the latest technological advances and understand the information found on brochures, leaflets, books, journals, magazines, and newspapers. Also, English is a requirement to get enrolled in universities including Canada, New Zealand, United Kingdom, United States, and Australia. Therefore, the importance of learning English as a foreign language in both public and private educational institutions is essential in countries where English is not the mother tongue.

Moreover, Anastassiou and Andreou (2020) argue that English is and will continue to be the most important language for communication between speakers of different countries since many individuals learn it as a foreign language from an early age. In other words, English is the most popular language in the world due to the great number of people who speak it.

The use of Internet in EFL learning

Sadiq et al. (2019) state that Internet as a mean in the process of learning English as a foreign language allows students to successfully understand contents and strengthen their linguistic skills such as listening, speaking, reading, and writing. From this perspective, there are some benefits of learning the aforementioned language by using the worldwide network due to the fact that it gives students the opportunity to access academic courses that fit their schedule and interact with native English speakers from the United States, the United Kingdom, New Zealand, Australia, and Canada. Furthermore, learners can make video calls to have a productive live conversation, just as in a physical classroom or

environment. Accordingly, Internet is a useful tool in learning and teaching English as a foreign language for some particular reasons; consequently, it is becoming a common mean in educational institutions including private and public ones.

In addition, Hewagodage (2020) establishes that Internet plays an important role in learning English because it provides educational opportunities for students to find sources, materials, and platforms that support the acquisition of knowledge. From this point of view, Internet applications and websites are beneficial for learning English since they contain specific activities, information, explanations, and even examples that help students to clarify doubts.

Besides, Sari and Wahyudin (2019) maintain that Internet has become a significant element during the process of learning English due to the fact that it contains a wide range of updated sources, materials, activities, exercises, and documents; therefore, the quality of education has exceedingly improved. In this sense, Internet has led to new learning experiences because students do not only use it to find games or watch videos, but also to look for information that will help them to successfully complete tasks, assignments, and activities proposed by educators.

Additionally, Haidir et al. (2017) claim that learners can practice their English skills, in particular, the reading ones by surfing on Internet, where there they can find the lyrics of their favorite songs or melodies. In this case, Lyrics Training is a website where students can improve their current English level taking into consideration music videos from YouTube. Moreover, Lyrics Training removes some words and learners have to complete those gaps as the song continues. Therefore, by using the aforesaid website, students can increase their vocabulary and learn new expressions and idioms that are used in daily contexts or situations. It is imperative to express that physical materials used in class, especially, books do not specify phrases and terms that are uttered when having conversations with close friends or family members.

Furthermore, Wang and Chen (2020) state that YouTube is a widely used platform to learn English because it has a variety of sources such as humor videos, news, lessons,

documentaries, interviews, films, and broadcasts. In short, the aforementioned platform has channels focused on academic materials considering linguistic aspects of the English language.

In addition, Citrayasa (2019) affirms that Busuu is a network oriented to learn English concerning students who do not have acquired advanced skills by doing grammar activities. From this perspective, Busuu is an online community of students in which they can read and complete academic materials including interactive quizzes and exams. Besides, students can find people from different countries, regions, and continents to chat with in order to practice the English language while they get used to new cultures and ideologies.

Additionally, Martínez and Esquivel (2017) mention that there are different language learning apps considering English as a foreign language. From this point of view, Duolingo has interactive activities focused on English language skills and topics such as food, animals, places, professions, colors, and clothes. Moreover, Babbel has materials and tasks to practice speaking, listening, reading, vocabulary, writing, grammar, and pronunciation. Furthermore, ABA English has academic lessons based on videos of real-life situations, this app is designed for students of all levels and has more than 140 learning units.

In addition, Rafiq et al. (2020) declare that online courses have become popular because they have updated topics focused on famous singers, songwriters, dancers, actors, actresses, movie directors, and celebrities. In this sense, MOOCs (English massive online open courses) are excellent alternatives for students who prefer to learn the English language taking into consideration virtual educators and exams, without the need to travel to physical educational centers or academies. It is important to say that thanks to Internet platforms, in particular, Mooce or RedHoop, it is easy for learners to find English courses considering their current language level.

Besides, Chifumi et al. (2020) remark that e-book readers are helpful tools to learn English because they have an integrated system to improve reading and listening skills

since they have some reading passages that match audios and excerpts. In this case, the most complicated words appear with a brief explanation on the screen; therefore, students do not waste their time by looking for words and terms in dictionaries, which can take minutes or even hours because some students do not know how dictionaries are organized.

Additionally, the aforesaid author indicated that Skype is an app in which people can ask questions on specialized forums or discussion boards about language learning, grammar structures, or academic contents. Moreover, Skype allows individuals to make video calls with people from other countries or continents in order to practice the English language.

Furthermore, Sirivedin et al. (2018) assert that Facebook is not just a social app for uploading photos, it also gives people the opportunity to access groups and chats to practice or learn English by talking with native or nonnative individuals. In other words, by using Facebook, people can find a variety of sources that will help them improve their English skills.

All the facts and information described before help to understand the use of Internet as a mean to learn English as a foreign language. However, to have a deep comprehension of this topic, it is vital to review some studies that have already covered this phenomenon.

First, Lekawael (2017) analyzed the impact of smartphone and Internet usage considering English language learning. The research followed a qualitative approach, the participants were 35 students from primary and secondary schools in Ambon city, and the instruments encompassed questionnaires administered to the aforesaid individuals. Finally, the researcher determined that by using Internet, students and teachers become more active and creative because they searched interesting and useful sources. Besides, most students spent a lot of time on Internet to find social networks, some students used Internet for entertainment, and few students accessed Internet for educational purposes.

Additionally, there was an urgent need for teachers to use smartphones and Internet to engage students to be critics with material and its content.

Moreover, Haidir et al. (2017) aimed to investigate and describe how school students used the available Internet to learn English. The investigation used the case study method, the instruments included direct observations and interviews to 5 students of Junior High Schools. The data revealed that a great number students held positives view towards Internet and used it properly for learning purposes, in particular, they searched academic websites to clarify their doubts. Furthermore, interviews showed that students applied their independent learning in three significant aspects: self-direction, motivation, and efforts in learning English.

Another study conducted by Javad and Leila (2015) explored the attitudes of Iranian English teachers and learners toward using Internet for language learning, and compared if there was any significant difference between males and females attitudes toward using Internet. The study followed a quantitative method, the participants were 100 EFL students as well as 100 EFL educators in Shokoh Institute. The instruments comprised four questionnaires directed to the aforementioned participants. The results indicated that most of the teachers and learners had positive attitudes towards using Internet for language learning. Besides, it was highlighted that both teachers and learners benefited from the application of Internet as a tool in paving the way for the language learning process.

Additionally, Khalaf (2018) investigated the effectiveness of Internet in learning English through testing TEFL courses outcomes. The main data was collected through an interview with TEFL tutors, and a questionnaire with the students taking TEFL courses in Kuwait. The results revealed that using Internet had a positive impact on the effectiveness of learning English and TEFL courses. Moreover, speed, affordability, availability, and easiness were some of the advantages of Internet. However, cheating, lack of communication, technical problems, and unreliable information were disadvantages of using Internet. Furthermore, it was concluded that YouTube is the most effective internet tool that is used to teach TEFL and EduBuncee was the weakest one. Finally, this research

recommended improving the role of social media in TEFL courses by creating more interactive methods.

In addition, Abdullah (2017) investigated English as a foreign language based on students' opinions about the use of Internet for learning purposes. This investigation followed a mixed approach, the participants were 364 high school students attending two different high schools in a small city located in the Black Sea Region of Turkey. The instruments involved questionnaires that had sub-dimensions dealing with the reasons for using English on Internet. The analysis of the data yielded the conclusion that participants used English on Internet for entertainment. Besides, their level of interest in using English on Internet was not very high. Additionally, it was discovered that girls used English on Internet for socialization while boys use it for entertainment. Moreover, the implication of the study was that students' level of interest in using English on Internet should be increased.

Moreover, Rahmatillah (2019) researched whether the Communicative Learning Teaching (CLT) with the use of Internet had an effect on the English learning and teaching process in Madani Balikpapan. This research used the descriptive quantitative approach; consequently, information was collected through questionnaires to students that already passed the English subject. Finally, the researcher determined that the use of Internet did not affect the process of English learning and teaching in STIE Madani Balikpapan; but the combination of Internet and CLT had a positive effect on the process, in particular, students usually found their teaching material with the help of Internet.

Chapter two

Method

Setting and participants

This research was conducted in a public educational institution in Carchi. The sample was comprised of 52 students of eighth grade (26 men and 26 women), whose ages ranged from 11 and 13 years old. Additionally, two EFL teachers participated in this investigation, whose ages ranged between 25 and 35 years old.

Procedure

This study used the quantitative method to determine the use of Internet as a mean to learn English as a foreign language in Julio Andrade high school. In this sense, Flick (2015) asserts that quantitative research is defined as a systematic investigation of phenomena by gathering quantifiable data and performing statistical, mathematical, or computational techniques.

It is essential to highlight that this investigation involved three stages. First, it began with the bibliographic review with the purpose of gathering foundations related to the use of Internet as a mean to learn English as a foreign language. The bibliographic information was collected from reliable sources such as encyclopedias, online books, and journals.

Moreover, the second stage involved the application of research instruments. Two questionnaires were applied through Google Forms to students and teachers in order to investigate the frequency of Internet use, the most used Internet applications for learning English as a foreign language, and the perception about the use of Internet to learn EFL. It is also importante to mention that both questionnaires included nine multiple – choice questions and one question that contained a Likert scale.

Finally, after applying those instruments, the tabulation was carried out using Excel. The data were represented in tables. After this, the analysis and interpretation of results were analyzed by using the quantitative approach and then presented in terms of the research questions. In addition, the information was supported with the literature review. Finally, conclusions and recommendations were designed based on the analysis

Chapter three

Results and Discussion

Description, Analysis, and Interpretation of Results

This chapter contains the results obtained by the instruments applied (questionnaires) to teachers and students in order to provide the corresponding responses to the research questions. The analysis was divided into three sections. The first one shows the students' frequency of using Internet to learn English. Then, the Internet applications used by students to learn English as a foreign language are presented. Finally, the students' perceptions of Internet use to learn English as a foreign language are analyzed and triangulated with the literature review.

How often do public high school students use Internet to learn English as a foreign language?

Table 1

Students' frequency of Internet use to learn English

Frequency	Number of students	Percentage of students
Everyday	29	55,76%
Five times a week	12	23%
Once a week	11	21,15%
Twice a month	0	0%
Once a month	0	0%
Never	0	0%

Table 1 shows that 55.76% of students used Internet every day to learn English as a foreign language, 23% of learners used it five times a week, and 21.5% of students used it once a week. From this perspective, there was a noticeable difference (32.76%) between learners who used Internet every day and students who used it five times a week. However, there was not a remarkable difference (1.85%) between learners who used Internet five times

a week and students who used it once a week. This implies that Internet is an important resource for learning English, because the frequency of its use is daily by most of the students. This statement was supported by teachers since they mentioned that a great number of learners spent their time using Internet to improve their English level on a regular basis. From this point of view, Colli and Becerra (2014) acknowledged that the best way to learn English is through the daily use of Internet because it allows the access to digital tools and virtual learning environments, without the need of traveling to English-speaking countries. Similarly, Finol et al. (2005) asseverated that using Internet as usual as possible gives students the opportunity to learn English by finding sources focused on the aforesaid language.

In addition, according to students' opinions, the majority of them stated that they used the Internet between three and four hours per week to learn English, some students used it between five and six hours per week to learn the language mentioned above, and few learners used it between one and two hours a week to learn the mentioned language. In this sense, there was an evident difference between learners who used Internet between three to four hours per week to learn English and students who used it between five and six hours per week to learn the aforementioned language.

Nevertheless, there was no noteworthy difference between learners who used Internet five and six hours per week to learn the aforementioned language and students who used it between one and two hours per week to learn the aforesaid language. This idea was supported by teachers' opinions because they claimed that most students were aware of the benefits that Internet offers to learn English in terms of websites and platforms; consequently, most of them used it between three to four hours per week. From this viewpoint, Hewagodage (2020) asseverated that Internet provides educational opportunities for students to find sources and materials that support the acquisition of knowledge. Likewise, Sadiq et al. (2019) acknowledged that Internet facilities the access to academic courses that fit personal schedules and interact with native English speakers.

Besides, the majority of students mentioned that they used Internet to look for information, watch videos, to complete academic activities, and to take exams or quizzes. From this perspective, there was a perceivable difference between students who used Internet to look for information and learners who used it to watch videos. Nonetheless, there was no noticeable difference between students who used Internet five times a week and students who used it once a week. Based on these results, the majority of students use Internet as an academic source to search for information. This declaration was supported by educators who indicated that Internet gave learners the chance to look for specific information regarding linguistic aspects of the English language and clarify their doubts. From this point of view, Catunta and Chipana (2018) mentioned that Internet helps students to do their homework because learners can find websites, platforms, and applications. Additionally, García and Cantón (2019) argued that Internet facilitates clarifying doubts because informative sources and documents can be accessed.

Moreover, most of the students stated that they searched the Google Translate platform through Internet, however few of the learners searched random videos focused on English grammar, websites related to verbs, and charts concerning the alphabet. This implies that Google translate is very useful for learning English, for this reason, it is the topic that the majority of students search on Internet. This finding agrees with the teachers' perceptions, who asseverated that most of the students used Internet to explore the Google Translate platform while few students used it to search websites regarding the English alphabet, verbs, and grammar. In this case, Escobar (2016) maintained that Internet as a mean, allows students to find translating programs since they do not know enough words and grammar structures to write paragraphs.

Furthermore, the majority of students used Internet to practice their vocabulary, some of them to practice their writing skills, and few of the learners used it to practice the listening skill, and grammar. This implies that the linguistic skill that most of students learn from the Internet is vocabulary. Nevertheless, these results differed from teachers' opinions since they stated that listening was the most practiced skill by students through Internet;

because they enjoyed melodies, songs, and catchy rhythms. To this respect, Paucara (2019) claimed that Internet gives students the opportunity to improve their language skills from home, reducing the cost of traveling to a foreign country. In addition, Internet gives students the chance to access forums that encourage interaction between teachers and learners.

Which Internet application do students use the most to learn English as a foreign language?

Table 2

Internet applications used by students to learn English as a foreign language

Applications	Frequency	Percentage of students
Duolingo	8	15,38%
Babbel	0	0%
Wibbu	5	9,61%
English		
Zoom	18	34,61%
Google	0	0%
Meets		
YouTube	13	25%
Kahoot	0	0%
Canva	0	0%
Socrative	0	0%
SlideShare	0	0%
Prezi	0	0%
Google Drive	0	0%
Google	8	15,38%
Translate		

Table 2 shows that 34.61% of students used Zoom to learn English as a foreign language, 25% of learners used YouTube to learn EFL, 15.38% of students used Duolingo to learn EFL, and 15.38% of learners used Google Translate to learn EFL. In this sense, there was no noticeable difference (9.61%) between students who used Zoom to learn English as a foreign language and learners who used YouTube for the same purpose. Nevertheless, there was no difference between students who used Duolingo to learn EFL

and learners who used Google Translate having in mind the same purpose. This declaration was supported by teachers who expressed that Zoom was a useful tool to learn English as a foreign language because students had the opportunity to talk with classmates about entertainment by using specific words and grammar structures. In addition, YouTube is a fruitful platform since students watched celebrities' videos while learning linguistic aspects of the English language. In this case, Palate (2018) affirmed that educators could apply activities focused on communicative skills by using Zoom in the EFL class. Besides, Vera et al. (2018) contended that YouTube is a convenient application for educational purposes due to the fact that it contains educational and entertainment videos.

Additionally, the majority of students used the applications to improve listening skills, some learners used them for reading, and speaking skills, and few of the students used the applications to improve writing skills. In this sense, Zoom and Youtube were the most common applications that students used to practiced listening, reading and speaking skills. This statement was supported by teachers who mentioned that learning through Zoom helped students improve their listening skills because educators talked all the time using phrasal verbs and common expressions. Besides, YouTube was a helpful tool for students to enhance their reading skills since they activated subtitles as they watched videos that did not contain audio. From this point of view, Herrera (2016) declared that Zoom is a productive platform in which students can share ideas, opinions, and perceptions in an oral context; consequently, it facilitates listening skills enhancement. Moreover, Restrepo (2019) remarked that YouTube is an effective learning platform since students can access muted videos to develop reading skills.

Furthermore, most of the students used applications every day to learn English, some of them used five times per week, and few students used once a week. Taking into account these findings, a great number of students made use of applications to practices de language. These results were supported by teachers who remarked that many students used applications on a daily basis to learn English to understand their favorite movies and songs. Nevertheless, there were few students that rarely used the applications to learn the

language. The main reason was related to the Internet problems that students had in their homes, which impeded them from finding specific sources. In this sense, Belda (2020) indicated that learners want to learn English by using applications because it is the language of business, technology, and entertainment. In addition, Martinez (2020) asserted that students who do not have Internet connection, cannot explore academic platforms to improve their English level.

Besides, the majority of students made use of Zoom and Youtube to learn words, and some of them to learn grammar structures. This means that students practiced the vocabular and grammar through the Internet. These results are supported by teachers, who posited that all applications found on Internet allowed students to learn vocabulary since paragraphs, directions, instructions, and guidelines were provided through them. In other words, by listening or reading them, students got used to new words without the need to travel to English-speaking countries. From this perspective, Gómez et al. (2020) argued that by means of Internet, students can search digital discussion platforms; consequently, they can develop English language skills such as reading and writing. Additionally, Díaz and Bruce (2020) acknowledged that the use of Internet influences the cognitive structure of students' brains because it brings them closer to new ways of searching, selecting, evaluating, and organizing information; therefore, reading and writing skills are fostered.

What are students' perceptions about using Internet to learn English as a foreign language?

Table 3

Students' perceptions of Internet use to learn English as a foreign language

Number	Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	Internet plays an important role in my English learning.	13,50%	73,10%	9,60%	0,00%	3,80%
2	My English skills can be improved through the use of Internet applications.	3,8%	65,4%	13,5%	7,7%	9,6%

3	Internet promotes my creativity level inside and outside the classroom.	9,6%	80,8%	7,7%	0%	1,9%
4	Internet applications make English learning more interesting for me.	15,4%	65,4%	11,5%	7,7%	0%
5	The information obtained in English from Internet is useful for me.	15,4%	75%	5,8%	0%	3,8%
6	I think it is fun to do Internet-based activities.	19,2%	73,1%	5,8%	0%	1,9%
7	I believe that Internet can provide a rich learning environment for me as a non-native speaker.	13,5%	67,3%	15,4%	1,9%	1,9%
8	It is easy for me to find educational materials on Internet for learning English.	11,5%	78,9%	7,7%	0%	1,9%
9	Internet is an effective mean for learning English	15,4%	73,1%	7,7%	1,9%	1,9%
10	I like to use Internet applications to learn English	15,4%	69,2%	13,5%	0%	1,9%
11	It is easy to find EFL materials on Internet.	11,5%	80,8%	3,8%	1,9%	1,9%
12	I feel motivated to learn English by the use of Internet in the classroom.	17,3%	69,3%	9,6%	1,9%	1,9%
13	I use Internet because it has a great variety of applications to learn English.	13,5%	65,4%	19,2%	0%	1,9%
14	Internet allows me to take English classes.	17,3%	73,1%	5,8%	1,9%	1,9%

15	Internet helps me to stay in touch with people to practice English	19,2%	73,1%	5,8%	0%	1,9%
16	I feel anxious when I use Internet.	15,4%	71,2%	11,5%	0%	1,9%
17	I am not good at using Internet.	11,5%	75,1%	5,8%	3,8%	3,8%
18	I fear of making mistakes when I use Internet.	21,2%	67,3%	5,8%	3,8%	1,9%

Table 3 shows that in the first parameter, “Internet plays an important role in students’ English learning,” most students (86.6%) had a positive perception; therefore, students considered that the Internet was an essential mean for learning English, but not in a high scale. This finding agrees with the teachers’ opinions, in which they asseverated that Internet allowed students to find sources such as websites and platforms that helped them to learn the language. This implies that many sources of information for learning English can be found on the Internet. In this regard, Zuleta (2017) maintained that Internet facilitates searching information focused on linguistic aspects of the English language. Furthermore, Vega (2017) claimed that Internet allowed students to explore teaching sources, including videos and books.

In addition, in the second parameter, “My English skills can be improved through the use of Internet applications,” most of the students (69.2%) had a positive perception. Taking into account this result, many students strengthen their English language skills by using Internet sources. To this respect, teachers expressed that due to the fact that Internet allowed students to access platforms, they enhanced their English level. This means that the Internet is essential in learning the language. In this sense, López (2019) affirmed that Internet gives students the chance to find video platforms that help them to enhance their language skills. Additionally, Lucas et al. (2017) contented that Internet facilitates students to ask questions to deepen their English knowledge in terms of linguistic aspects.

Moreover, in the third parameter, "Internet promotes creativity level inside and outside the classroom," most students (90,4) had a positive perception. This means that Internet allowed learners to foster their creativity levels because they left their comfort zone to complete enjoyable online activities. In this regard, teachers mentioned that when using online sources, the creativity of the students increased and became an essential factor in the EFL classroom. In this respect, Cuetos and Grijalbo (2020) declared that Internet could foster students' creativity since learners can explore interesting sources and materials. In addition, González et al. (2020) remarked that Internet encourages collaborative learning; in particular, blogs intensify students' creativity to provide opinions and arguments.

Besides, in the fourth parameter, "Internet applications make English learning more interesting," most of the students (80.8%) had a positive perception. In this sense, the majority of learners thought that Internet applications contained colorful pictures and images that made English learning more exciting. This finding agrees with the teachers' opinions, because they stated that Internet applications had appealing activities that motivated students to learn the language, so it means that Internet has many sources of information that attract the attention of students. To this respect, Anaya and Anaya (2018) asserted that some applications focused on games and music videos can be found on Internet; thus, the process of learning English becomes exciting. Moreover, Moral (2017) posited that Internet is a positive mean for learning English because students can use applications considering video games, sources that motivate them.

Furthermore, in the fifth parameter, "the information obtained in English from Internet is useful for me," the majority of students (90.4%) had a positive perception; which means that for learners the information obtained from Internet was helpful because websites have been designed by people who have studied the language. In this regard, teachers argued that information taken from platforms and websites was useful since many points of view and perspectives were specified. This implies that on the Internet people are able to find a lot of useful information for learning English. To this respect, Invadera (2017)

acknowledged that information from websites is helpful enough to deepen academic content because grammar rules, definitions, and even examples are provided.

Besides, in the sixth parameter, "I think it is fun to do Internet-based activities," most of the students (92.3%) had a positive perception. Considering this result, many learners enjoyed completing Internet activities since they included interactive questions. In this regard, teachers asseverated that students were willing to experience new things; thus, they liked doing Internet activities. In this respect, Serra (2017) maintained that Internet activities are alternatives to reduce the factors that negatively affect the learning process, such as lack of motivation and participation. Moreover, Sadiq et al. (2019) claimed that there are some benefits of studying English by using Internet; in particular, it allows students to search for tasks and courses that fit their interests and characteristics.

Furthermore, in the seventh parameter, "I believe that Internet can provide a rich learning environment for me as a non-native speaker," the majority of students (80.8%) had a positive perception. In this sense, learners thought that the Internet gave them the chance to access a wide range of language activities without the need of traveling to English-speaking countries. To this respect, teachers mentioned that students had the idea that by means of Internet, they completed activities focused on practicing the English language. This implies that the Internet is considered an essential and important tool to practice the language. To this respect, Belda (2020) expressed that sources that can be found on Internet are useful for learning English because they contain phrasal verbs and expressions used in daily contexts.

Besides, in the eighth parameter, "it is easy to find educational material on Internet to learn English," most of the students (90.3%) had a positive perception. Therefore, students considered that it was not a complicated task to find materials on Internet. In this regard, teachers affirmed that a wide range of relevant and updated information could be found through the Internet. This means that there is a lot of renewed useful material on the Internet related to the English language. To this respect, Sari and Wahyudin (2019)

contented that Internet has improved the quality of education, specifically, English language learning, since academic websites, platforms, and applications can be explored.

Moreover, in the ninth parameter, "Internet is an effective mean for learning English," most of the students (88.5%) had a positive perception. Therefore, many of the learners considered that the Internet was a useful mean for learning English because it facilitated searching educational materials and documents. This findings agrees with the teachers' opinions, who mentioned that without Internet, educational sources cannot be found to support English learning. This means that the Internet is essential to find information about the English language. In this regard, Chang (2017) declared that Internet as a means allows exploring updated sources since materials are uploaded daily. In addition, Wang and Chen (2020) remarked that Internet allows students to access channels of humor videos, news, and lessons.

Besides, in the tenth parameter, "I like to use Internet applications to learn English," most of the students (84.6%) had a positive perception. In this sense, many learners enjoyed using Internet applications to acquire knowledge in the English language. To this respect, teachers indicated that students smiled, taking into account Internet applications in the EFL class. This means that students enjoy using the Internet when learning English. This finding agrees with Villalva (2017), who argued that in recent years, students seem to enjoy Internet platforms due to students' facial expressions.

Moreover, in the eleventh parameter, "it is easy to find EFL materials on Internet," the majority of the students (92.3%) had a positive perception. Therefore, most of the learners mentioned that finding EFL materials by using the Internet was not a difficult task due to links availability. This result agrees with the teachers' opinions, who stated that students found academic sources on the Internet in just a few seconds or minutes. This implies that the Internet is very easy to use and you can find all kinds of English material in a short time. In this respect, Salvador (2017) argued that students can explore materials that support English language learning through the Internet. In addition, Internet gives students the chance to search applications and platforms. However, they must take care of

the quality and reliability of the information found to avoid confusion or misunderstanding in terms of academic content.

Besides, in the twelfth parameter, "I feel motivated to learn English by the use of Internet in the classroom," most of the students (86.5%) had a positive perception. In this sense, many students were happy when using the Internet to learn linguistic topics focused on the English language. To this respect, teachers acknowledged that students enjoyed using Internet to complete EFL context activities. This means that the Internet has many tools that attract the attention of students, therefore they like to learn English. This finding agrees with Crespo (2019), who asseverated that Internet facilitates students to have social interactions by accessing some platforms and applications that motivate them to learn EFL. Moreover, Danver (2016) maintained that Internet favors students' motivation because it allows finding pedagogical tools that encourage communication between teaching-learning actors.

Furthermore, in the thirteenth parameter, "I use Internet because it has a great variety of applications to learn English," most of the students (78.9%) had a positive perception, which means that the Internet allowed students to explore applications focused on learning English content. In this sense, teachers claimed that through Internet, platforms considering English learning could be searched. This implies that the Internet has many applications that help to learn the language. In this regard, Reyna and Urtecho (2019) stated that Internet gives students a chance to access learning applications to improve their English language, which can be downloaded on cellphones, tablets, and computers.

Besides, in the fourteenth parameter, "Internet allows me to take English classes," most of the students (90.4%) had a positive perception. Considering this result, many learners stated that the Internet facilitated the process of getting connected to online classes. To this respect, teachers expressed that without Internet, none student could have accessed to online classes. This implies that the Internet allows people to connect virtually. In this regard, Martínez and Esquivel (2017) contented that Internet is a network that encourages students to take English lessons by using online applications and platforms.

Moreover, in the fifteenth parameter, "Internet helps me to stay in touch with people to practice English," the majority of the students (92.3%) had a positive perception. Therefore, many of them had the idea that people can communicate with other individuals to improve their language skills by using Internet platforms. In this regard, teachers mentioned that the Internet allowed students to talk with people from all over the world, an action that supports English language learning. Therefore with the help of the Internet it is possible to establish communication with people who are in different countries. This finding agrees with Lung et al. (2017), who declared that Internet had changed the paradigm of learning a foreign language since it gives students the opportunity to be interconnected with other native English speakers from different continents.

In addition, in the sixteenth parameter "I feel anxious when I use Internet", most of the students (86.6%) had a positive perception. This means that the majority of them were excited when Internet was used during the teaching-learning process. In this regard, teachers remarked that the Internet thrilled students since they believed that interesting activities would be searched. This means that the Internet contains activities related to learning English that students enjoy doing. To this respect, Palomares (2017) indicated that an exaggerated use of Internet leads to anxiety since there is a conflict between leisure and learning. Likewise, Do et al. (2020) asserted that excessive Internet use can have a negative impact because students can feel sad or uncomfortable after not using it for one day.

Additionally, in the seventeenth parameter, "I am not good at using Internet," the majority of the students (86.5%) had a positive perception. Therefore, many of them stated that they did not have enough technological skills to use the Internet. This result agrees with the teachers' opinions, who mentioned that many students did not know how to use the Internet. In this regard, García (2019) argued that Internet connection became an important means in students' routine. Nevertheless, not all students have Internet in their homes; consequently, they do not have enough knowledge to use it.

Furthermore, in the eighteenth parameter, "I fear of making mistakes when I use Internet," most of the students (88.5%) had a positive perception. In this sense, the majority of the learners were afraid of doing activities in a negative way while using Internet. In this regard, teachers acknowledged that many students were fearful of making mistakes while accessing Internet platforms and websites. This implies that despite the fact that the Internet is very easy to use, students are afraid of making mistakes when carrying out activities related to the English language. To this respect, Plaza (2018) asseverated that students try to avoid mistakes while exploring Internet sources; thus, they ask questions as usual as possible to prevent errors.

Conclusions

Most of the students use the Internet every day to learn English as a foreign language; in particular, they use it to search for information, watch videos, or complete academic activities. Therefore, students use the Internet because of the facilities it offers to improve and learn the language.

The frequency with which students use the Internet to learn English is three to four hours per week. This amount of time is used by students to learn new vocabulary and acquire new knowledge of the language skills, such as writing and listening.

The applications most used by the students to learn English are Zoom and YouTube. The first tool allows learners to communicate with each other, in such a way it permits them to practice the speaking skill. In the case of YouTube, it allows students to improve their reading skills since they can activate subtitles as they watch videos that do not contain audios.

The majority of students use the Internet every day to search for applications that are helpful to learn English. They mention that these platforms include a large number of activities and exercises that help students practice the language.

Most students have a positive perception focused on using the Internet to learn the English language. This is related to the facility to find EFL materials on the web and the wide variety of activities and exercises designed to practice the different linguistic skills. Moreover, students manifest that the Internet is a helpful mean to learn English in an animated and enjoyable environment in such a way that it promotes their creativity.

Students are eager to use Internet to take English online classes because it is a favourable option to interact and communicate with native people. Hence, the Internet is a positive network to use when learning the English language.

Recommendations

It is recommended that the teacher controls the time that students spend on using internet to prevent them from engaging in activities that are not productive or unrelated to language learning.

The frequency of Internet use should be meticulously analyzed to prove if students really spent three to four hours per week learning English as a foreign language, since it is possible that students may have done other activities that are not related with the language.

It is advisable for EFL teachers to continue using communicative activities through Zoom since students are able to practice the speaking skill. In addition, YouTube should be used in the EFL class since learners enjoy watching videos that are according to their interest, also educators must use videos english subtitles to enhance students' reading skills.

It is suggested for EFL students to receive short-term courses focused on searching useful sources on the Internet because not all websites, platforms, and applications have reliable information to successfully learn the language.

It is recommended for EFL educators to eagerly use the Internet in the class because interesting online activities can be accessed, and consequently, students' creativity increases.

It is advisable for students to search for English courses using the Internet because this allows them to improve their English skills since they can have the possibility of learning with native teachers.

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Appendixes

Appendix 1: Teachers' questionnaire



Dear teacher:

Instructions: This questionnaire aims to obtain information concerning the use of Internet to learn the English language. I kindly ask you to read and answer the following statements in order to complete my thesis. Thank you.

1. How often do you use Internet to learn English?

Everyday Five times Once a Twice a Once a Never
a week week month month

2. How many hours do you spend on Internet to learn English per week?

Less than an hour

1 - 2hours

3 - 4 hours

5 – 6 hours

More than 6 hours

3. Based on the previous answer. Why do you use Internet with the aforesaid frequency to learn English?

I use Internet to do homework

I like to learn English on Internet

It is fun to learn English using Internet

There are useful applications on Internet

I use Internet with my teacher during the English classes

It is difficult for me to use Internet to learn English

I do not have enough time to surfer on Internet

To reinforce knowledge in English outside of class

To learn new topics in English.

- 4. What topics do you search on Internet to learn English? Please mention the most common one to the least common one (maximum three topics)**

.....

- 5. What ability do you practice the most on Internet?**

Listening

Speaking

Reading

Writing

Grammar

Vocabulary

- 6. Select the Internet application you use the most to learn English.**

Duolingo

Babbel

Wibbu English

Zoom

Google Meets

Youtube

Kahoot

Canva

Socrative

Slideshare

Prezi

Google Drive

Google

Translate

Others:

7. Based on the previous answer (question 5). Select the reason for using them to learn English.

Translations

Communication

Teach vocabulary

Improve listening

Improve grammar

Teach phrases

Others:

8. How often do you use the apps selected in question 6.

Everyday Five times Once a Twice a Once a Never
 a week week month month

9. Based on the previous answer (question 5). Why did you select the application in the box?

It is easier to use it

I like the design

My teacher recommends me to use it

It is the one that helps me to practice the skill that I

like the most

Other (please specify.)

10. What is your opinion about using Internet to learn English?

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
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1. Internet plays an important role in my English learning.

2. My English skills can be improved through the use of Internet applications.

3. Internet promotes my creativity level inside and outside the classroom.

4. Internet applications make English learning more interesting for me.

5. The information obtained in English from Internet is useful for me.

6. I think it is fun to do Internet-based activities.

7. I believe that Internet can provide a rich learning

environment for me as a non-native speaker.

8. It is easy for me to find educational materials on Internet for learning English.

9. Internet is an effective mean for learning English

10. I like to use Internet applications to learn English

11. It is easy to find EFL materials on Internet.

12. I feel motivated to learn English by the use of Internet in the classroom.

13. I use Internet because it has a great variety of applications to learn English.

14. Internet allows me to take English classes.

15. Internet helps me to stay in touch with people to practice English

16. I feel anxious when I use Internet.

17. I am not good at using Internet.

18. I fear of making mistakes

when I use Internet.

Shin, H. J., & Son, J. B. (2007). EFL teachers' perceptions and perspectives on Internet-assisted language teaching. *Computer-Assisted Language Learning Electronic Journal (CALL-EJ)*, 8(2).

Appendix 2: Students' questionnaire



Dear student:

Instructions: This questionnaire aims to obtain information concerning the use of Internet to learn the English language. I kindly ask you to read and answer the following statements in order to complete my thesis. Thank you.

1. How often do you use Internet to learn English?

Everyday Five times Once a Twice a Once a Never
a week week month month

2. How many hours do you spend on Internet to learn English per week?

Less than an hour

1 - 2hours

3 - 4 hours

5 – 6 hours

More than 6 hours

3. Based on the previous answer. Why do you use Internet with the aforesaid frequency to learn English?

I use Internet to do homework

I like to learn English on Internet

It is fun to learn English using Internet

There are useful applications on Internet

I use Internet with my teacher during the English classes

It is difficult for me to use Internet to learn English

I do not have enough time to surfer on Internet

To reinforce knowledge in English outside of class

To learn new topics in English.

- 4. What topics do you search on Internet to learn English? Please mention the most common one to the least common one (maximum three topics)**

.....

- 5. What ability do you practice the most on Internet?**

Listening

Speaking

Reading

Writing

Grammar

Vocabulary

- 6. Select the Internet application you use the most to learn English.**

Duolingo

Babbel

Wibbu English

Zoom

Google Meets

Youtube

Kahoot

Canva

Socrative

Slideshare

Prezi

Google Drive

Google

Translate

Others:

7. Based on the previous answer (question 5). Select the reason for using them to learn English.

Translations

Communication

Teach vocabulary

Improve listening

Improve grammar

Teach phrases

Others:

8. How often do you use the apps selected in question 6.

Everyday Five times Once a Twice a Once a Never
 a week week month month

9. Based on the previous answer (question 5). Why did you select the application in the box?

It is easier to use it

I like the design

My teacher recommends me to use it

It is the one that helps me to practice the skill that I

like the most

Other (please specify.)

10. What is your opinion about using Internet to learn English?

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
------------	-------------------	----------	---------	-------	----------------

1. Internet plays an important role in my English learning.

2. My English skills can be improved through the use of Internet applications.

3. Internet promotes my creativity level inside and outside the classroom.

4. Internet applications make English learning more interesting for me.

5. The information obtained in English from Internet is useful for me.

6. I think it is fun to do Internet-based activities.

7. I believe that Internet can provide a rich learning environment for me as a non-native speaker.

8. It is easy for me to find educational materials on Internet for learning English.

9. Internet is an effective mean for learning English

10. I like to use Internet applications to learn English

11. It is easy to find EFL materials on Internet.

12. I feel motivated to learn English by the use of Internet in the classroom.

13. I use Internet because it has a great variety of applications to learn English.

14. Internet allows me to take English classes.

15. Internet helps me to stay in touch with people to practice English

16. I feel anxious when I use Internet.

17. I am not good at using Internet.

18. I fear of making mistakes when I use Internet.

Shin, H. J., & Son, J. B. (2007). EFL teachers' perceptions and perspectives on Internet-assisted language teaching. *Computer-Assisted Language Learning Electronic Journal (CALL-EJ)*, 8(2).