

**T.C.
ISTANBUL AYDIN UNIVERSITY
INSTITUTE OF GRADUATE STUDIES**



**USING THE INTERNET AS A TOOL TO LEARN ENGLISH:
TURKISH EFL LEARNERS' PERSPECTIVES**

MASTER'S THESIS

Feyza ÖZDEŞ

**Department of Foreign Languages Education
English Language Education Program**

SEPTEMBER, 2023

T.C.
ISTANBUL AYDIN UNIVERSITY
INSTITUTE OF GRADUATE STUDIES



**USING THE INTERNET AS A TOOL TO LEARN ENGLISH:
TURKISH EFL LEARNERS' PERSPECTIVES**

MASTER'S THESIS

Feyza ÖZDEŞ
(Y2112.021002)

Department of Foreign Languages Education
English Language Education Program

Thesis Advisor: Asst. Prof. Dr. Ayşe Betül TOPLU

SEPTEMBER, 2023

APPROVAL PAGE



DECLARATION

I hereby declare with respect that the study “Using The Internet as a Tool to Learn English: Turkish EFL Learners’ Perspectives”, which I submitted as a Master thesis, is written without any assistance in violation of scientific ethics and traditions in all the processes from the Project phase to the conclusion of the thesis and that the works I have benefited are from those shown in the References. (20/09/2023)

Feyza ÖZDEŞ

FOREWORD

I wish to begin by extending my heartfelt appreciation to my esteemed thesis advisor, Dr. Ayse Betul TOPLU. Collaborating with her has been a profound honor and an enriching experience. Her guidance transcended conventional supervision, offering me precious insights regarding academical dedication.

Furthermore, I extend my gratitude to my dearest friend Mert SARGIN for her unwavering support during my academic journey.

September, 2023

Feyza ÖZDEŞ

USING THE INTERNET AS A TOOL TO LEARN ENGLISH:TURKISH EFL LEARNERS' PERSPECTIVES

ABSTRACT

In recent years, traditional teaching methods in ELT classes have been integrated with internet-assisted teaching. The role of the Internet as a language-learning tool has been recognized in many educational environments. This study wanted to explore Turkish EFL learners' habits of using the internet to learn and practice English along with their perspectives on internet-assisted language learning. The data were collected from 109 Turkish EFL learners from Private Üsküdar Bağlarbaşı Secondary School, BA, MA, and Ph.D. students from the universities in Istanbul as 66 females and 43 males, who were provided with a 5-point Likert scale questionnaire which consisted of 30 statements regarding the internet in two separate sections. Participants showed their level of agreement with these statements. The findings demonstrate that the perceptions of the participants towards the use of the Internet for language learning purposes were mostly positive. The outcome of the research reveals that Turkish EFL learners tend to practice language systems, and receptive-productive language skills through the Internet to different extents. The results appear to have contributed to current research on the use of the Internet as an educational language learning tool while more in-depth exploration is still needed.

Keywords: ELT, Internet-Assisted Language Learning, Internet-Assisted Language Teaching, Second Language Learning Tools

İNGİLİZCE ÖĞRENMEK İÇİN İNTERNETİ ARAÇ OLARAK KULLANMA:İNGİLİZCE ÖĞRENEN TÜRK ÖĞRENCİLERİN BAKIŞ AÇILARI

ÖZET

Son yıllarda, İngilizce Dil Öğretimi (ELT) derslerinde geleneksel öğretim yöntemleri internet destekli öğretimle birleştirilmiştir. İnternetin bir dil öğrenme aracı olarak rolü birçok eğitim ortamında tanınmıştır. Bu çalışma, İngilizce öğrenimi alan Türk öğrencilerin İngilizce öğrenme ve pratiği yapmak için interneti kullanma alışkanlıklarını ve internet destekli dil öğrenimi konusundaki bakış açılarını araştırmayı amaçlamıştır. Veriler, İstanbul'daki üniversitelerden öğrenciler de dahil olmak üzere İngilizce öğrenimi gören 109 Türk öğrenciden toplanmıştır. Bu öğrenciler arasında 66 kadın ve 43 erkek bulunmaktadır ve bu öğrencilere, internetle ilgili 30 ifadeyi içeren, iki ayrı bölümden oluşan 5 puanlık bir Likert ölçeği anketi verilmiştir. Katılımcılar, bu ifadelerle mevcut görüş düzeylerini belirtmişlerdir. Bulgular, katılımcıların İnterneti dil öğrenme amaçları için kullanma konusundaki algılarının genellikle olumlu olduğunu göstermektedir. Araştırmanın sonucu, İngilizce öğrenimi alan Türk öğrencilerin İnternet üzerinden dil sistemlerini ve alıcı-üretici dil kabiliyetlerini farklı derecelerde uygulama eğiliminde olduğunu ortaya koymaktadır. Sonuçların İnternetin eğitimde bir dil öğrenme aracı olarak kullanımıyla ilgili mevcut araştırmalara katkıda bulunduğu görülmektedir, ancak daha derinlemesine bir araştırmaya hala ihtiyaç olduğu anlaşılmaktadır.

Anahtar Kelimeler: ELT, İnternet Destekli Dil Öğrenimi, İnternet Destekli Dil Öğretimi, İkinci Dil Öğrenim Araçları

TABLE OF CONTENTS

DECLARATION.....	i
FOREWORD.....	ii
ABSTRACT	iii
ÖZET.....	iv
TABLE OF CONTENTS.....	v
LIST OF TABLES	vii
I. INTRODUCTION.....	1
II. LITERATURE REVIEW.....	3
A. Internet as a Learning Tool	3
B. Learning English Through the Internet.....	4
C. Influence of the Students' Perceptions and Attitudes on Internet Usage to Learn English	5
D. The Role the Internet Plays in Learning Language Skills.....	7
E. Management of Internet-Assisted Language Classrooms.....	13
F. The Techniques to Make the Use of the Internet Efficient in Language Learning and Teaching.....	16
G. The Range of Online Sources for Language Learning and Teaching Purposes	25
H. Self-regulated Learning Through the Internet.....	36
İ. Benefits of the Use of the Internet for Teachers' Teaching	41
J. Internet-Assisted Classroom Environment	43
K. The Role of the Teacher	44
L. The Preparedness for the Use of the Internet	49
M. Making Use of the Internet Through Smartphones.....	51
N. Instructional Design in the Integration of Online Resources	54
III. METHODOLOGY.....	57
A. Research Background.....	57
B. Participants.....	57

C. Instrument and Procedures	58
IV. DATA ANALYSIS	60
V. FINDINGS AND DISCUSSION	61
VI. CONCLUSION.....	67
VII. REFERENCES.....	69
APPENDIX	86
RESUME.....	90



LIST OF TABLES

Table 1. Demographic Information of the Participants.....	58
Table 2Internet Usage Habits.....	61
Table 3. Perceptions of Internet-Assisted Language Learning	63



I. INTRODUCTION

The effects of the internet can be seen in almost every aspect of our lives. It has undeniably had a crucial impact on different industries (Warschauer, 2000). Due to the influence of the technology of the internet on educational surroundings, it is now commonly considered a significant driver of educational program developments (Venezky, 2004). As Gibson and Oberg (2010) emphasize, the internet as a technological advancement in or out of the classroom has an enormous potential to improve one's language skills. Furthermore, the Internet is thought to be a useful tool for boosting student productivity (Altınay *et al.*, 2004).

E-learning is a process of using electronic technologies for educational purposes. It can be applied in different educational settings in various formats both for teaching and learning. E-learning can take place anywhere, anytime within or outside of a particular learning context. Synchronous and asynchronous applications are convenient for both face-to-face and distance learning (Luskin, 2010). Internet-assisted language learning (IALL) which is the main component of E-learning, refers to using an Internet connection in order to reach online sources as a support for learning and teaching (Pushpanathan, 2013). This online system enables both students and teachers to step into a vast realm of information to increase their level of knowledge (Lomidazde, 2011).

The technology in question provides a variety of learning experiences, particularly for young learners, and has a constructive impact on their learning processes (İlter, 2015). Eastment (1999) states that the internet has been reshaping the way of learning English. The availability of authentic materials, a considerable amount of genuine interaction, meaning-making, and personalization of the language learning process are some of the other benefits of using the Internet as a tool in foreign language education (Baber & Hampel, 2003). Moreover, e-learning provides the opportunity in order to become self-autonomous in studying at one's own pace and to improve self-directing skills via the web technologies that are used (Karnaty, 2016). Connectivism is also a learning theory developed by Stephen Downs and

George Siemens (2005) based on asserting global technology and the internet which have offered new chances for learners to share and analyze educational information among themselves and across the globe. The network serves as a vehicle for the sharing of knowledge and creative academic ideas, which will eventually contribute to cultural and social wealth and progress. Technology has not only had an impact on education, but it has also broadened and challenged our understanding of what constitutes a learning environment.

It is also a known fact that providing a learner-centered educational environment where the students are exposed more to the target language is the primary goal of foreign language education so that they can enhance their communicative skills (Lee, 2005). As a result, the internet allows learners to be engaged in social interaction by receiving meaningful input (Rashtchi & Hajihassani, 2010). Furthermore, foreign language learners can use the Internet to put what they learn in the class into practice in a contextualized environment, without having to travel to a country where English is spoken (Brant et al., 2001). Many countries have been urged to integrate technology into classrooms due to the positive aspects of the Internet (Brown & Warschauer, 2006). In many countries, educators, politicians, and the public recognize the necessity of utilizing educational technologies (Logan & Scheffler, 2000). Türkiye is among these countries as well.

Therefore, considering the growing interest in Internet usage for language learning purposes, this study intends to investigate the perspectives of Turkish EFL students with different backgrounds on Internet-assisted language learning and the use of the Internet as a tool to learn and practice English. The researcher is particularly interested in their views on the advantages of using the internet in the process of learning and practicing English, the types of language skills they intend to enhance by using online sources, and the frequency of their usage. Additionally, it is thought that exploring attitudes towards using the internet may lead to more effective use of it for language learning purposes in educational environments (Asan, 2003).

II. LITERATURE REVIEW

A. Internet as a Learning Tool

According to Cononelos and Olivia (1993), the Internet is a global network of computers that collaborate to communicate data using a common software standard. Technically it is a network of interconnected networks that enables devices to connect to each other. The Internet itself is not the source of information. The phrase regarding the documents being discovered on the Internet is slightly misleading. It would be more accurate to state that they were discovered through the Internet on a device. This is how the users can share information in a variety of ways. Grey (1999) outlined four ways in which the Internet can be used in schools as a teaching tool. These can be categorized as four fundamental ways the Internet can be used in ESL/EFL lessons. The first one is “Search and Receive” which includes activities that rely on the Internet as a massive virtual library. Students use this library to search for and retrieve information during these activities. Then there is the “Publishing and Providing” category in which the information is disseminated instead of being retrieved by the users. This is applied on web pages that are the primary locations where the information is initially kept. The third category contains conversational activities that take place via the Internet through email and chat platforms. This category which is called “Talking and Replying” technically encompasses mobile phone interactions as well. Another fundamental way to use the Internet is for “Collaborative Learning” which makes it easy to build projects with learners who may be thousands of kilometers away close to the others. According to Warchauer (1996), the Internet has various advantages as a source of educational supplies.

The scope of the Internet is quite vast. The Internet as a massive virtual library provides an unlimited range of topics to pick from, all in one convenient spot. An increasing number of materials have been produced directly for English language teaching since it is a paperless medium. It is also exempt from the size constraints of coursebooks. Kamal (2017) stated that topicality is another factor that should be

pointed out. While some Internet content is several years old, much of it gets updated on a regular basis, whether monthly, weekly, or daily. Any number of publications without purchasing can be acquired from the news including those that are not available in print. The Internet also allows the personalization of the learning process. Coursebooks are inextricably bound by the size of the audience for whom they are written. The issues they cover may be irrelevant or difficult to address for students, and alternative topics or books at times can be required. The Internet greatly facilitates the process of finding sources for them.

B. Learning English Through the Internet

The rapid evolution in the industry of information technologies created countless opportunities for learning and development. However, the use of the Internet to learn and practice English was not embraced by all educational surroundings even though English is

taught all around the world (Kern, 2006). This may show the necessity of further encouragement for using the Internet in classrooms for language learning purposes so that the students can be exposed to different types of language learning sources and tools on online platforms. The usage of the Internet enhances the use of English and, as a result, facilitates foreign language acquisition easier as stated by Singhal (1997). Wiburg and Butler-Pascoe (2002) agreed with Singhal and stated that the functionality of the Internet encourages English communication in real-life circumstances. Several studies found that using the Internet is beneficial due to the fact that it presents a variety of learning chances to English language learners thanks to the availability of many online resources (Cahyono & Mutiaraningrum, 2016).

Additionally, Kachru (2011) showed in her study that individual exposure to different variations of the English language can be provided by the Internet and media and that such exposure leads to the development of accommodation strategies for lexico-grammar, accent, and discourse differences. Meanwhile, learners continue to rely on their instructors and educationalists despite the fact that they recognize the Internet as a useful instrument to learn English (Jamalifar & Chalak, 2014). In this context, Syawal et al. (2017) demonstrated contradictory factors in their study after the results showed the negative effects of the Internet on language learners' behavior. The research sample comprised Muhammadiyah University students in Indonesia.

The study revealed that, while students preferred the Internet as a primary source of information, it did not boost students' self-learning capacities. On the other hand, the usage of the Internet is not only about being able to provide learning and teaching tools but also about reaching limitless authentic materials that can be used as a prompt for classroom discussions and a trigger for language activities for authentic learning according to Matsuda (2012).

C. Influence of the Students' Perceptions and Attitudes on Internet Usage to Learn English

Many studies have been conducted on the attitudes of EFL learners regarding the Internet, both in Türkiye and abroad. According to related literature in Türkiye, (Aydın, 2007; Serin, 2012; Çakır & Solak, 2015) EFL students in the country have generally positive opinions regarding the use of the Internet. Among these studies, Aydın (2007) concluded his research by claiming that having a favorable attitude towards the use of the Internet aids the process of learning a foreign language to become more fruitful. Çakır and Solak (2015) found that the anxiety of learners about e-learning had a detrimental impact on their academic performance, while positive attitudes have a contributing impact on the learning process. Serin (2012) looked at how university students felt about mobile learning technology based on their major and gender. The perception levels of participants did not differ considerably depending on their gender or major and did not seem to affect the process.

In addition to the studies conducted in Türkiye, Alashti and Heirati (2015) investigated the attitudes of Iranian English students by conducting a study on the usage of the Internet for language learning at a short-term education center. The majority of the students were enthusiastic about using the Internet to study language. Furthermore, most of the participants agreed that the Internet had the potential to provide them with a better learning environment than the previous one did. As a result, the study concluded that the Internet is a useful tool for language learning; thereby, it helps students improve their language skills. Hong et al. (2003) discovered that Malaysian students had positive attitudes toward utilizing the Internet as a learning tool and that there is no substantial variation in their attitudes based on gender. They also showed that the students with better skills at using the Internet

prefer to use it as a learning tool. Srichanyachon (2013) noticed that students who learn English in Bangkok have positive beliefs about using the Internet as a tool to learn and practice English.

Additionally, Mahmud (2011) discovered that learners in Bangladesh have favorable opinions about the use of the Internet and noted that it is seen as the fastest way to access information. Mahmud also explained that the perceptions of the participants on the use of the Internet are not affected by the gender variable. On the other hand, according to another study conducted by Hussein (2010), while some learners believe that having positive attitudes leads to a positive impact on language learning performance, others believe that the usage of digital tools and self-directed learning opportunities are insufficient in the classroom. In addition to these studies, Tsai (2004) studied the perceptions of high school students in Taiwan regarding the Internet and discovered that it is considered to be a technological and functional instrument that makes life and communication easier along with opportunities to facilitate learning.

The Internet is also viewed as a toy and a kind of navigation form. The findings also lead to the conclusion that students' impressions of Internet-based instruction are influenced by these perceptions. In Taiwan, Wu and Tsai (2006) found that male students have higher positive attitudes toward the Internet than female students. Furthermore, it was claimed that the grades of the students lead to significant differences in terms of attitudes toward the use of the Internet as a learning tool. Yang and Chen (2007) conducted a similar study in Taiwan and found that English learners consider the Internet as a tool to improve their foreign language skills. The Ministry of Education and Science of Ukraine also conducted research in 2003 which investigated the differences in attitudes toward the Internet between instructors and students. Less than half of the teachers who participated in the study believed that the Internet is useful while the majority of the students viewed it as a favorable tool.

Sa'd (2014) on the other hand, came to the conclusion that traditional lessons can motivate the students more by using the Internet as a supporting mediator because it allows one to access a considerable number of examples that may not be found in EFL course materials. Similar to Wu and Tsai (2006)'s study, Brinson (2002) also found that students' gender has a significant impact on their opinions

towards the internet in a survey they conducted on Hispanic university students. Meanwhile, Stepp-Greany (2002) contributed to the existing research field and explained that the Internet provides students with benefits such as increasing the level of motivation, improving self-efficacy, providing student-centered learning, enhancing higher-order thinking skills.

D. The Role the Internet Plays in Learning Language Skills

A significant study conducted by Cahyono and Mutiaraningrum (2016) focused on EFL teachers' knowledge of Internet-assisted language teaching techniques to improve students' writing skills. The perspectives of the teachers on the use of these techniques for learning and teaching were uncovered in the study. Based on the findings of the research, Indonesian EFL teachers seem to favor Internet-assisted language learning strategies as they help students improve their writing skills. Therefore, the study concludes that the advancement of this technology is essential to improve students' language skills. According to Jahanshahi and Tamandani (2016), e-learning gives the opportunity to reach a large spectrum of resources that aids students in developing their English language skills so they identified some of them in their research where the students can access different online tools. The aforementioned two researchers state that learners can use various online platforms to connect with the global community to be exposed to the language content that is available online and enhance their speaking skills. Learners can also improve their speaking skills by joining online foreign language sessions or online platforms where they are provided the opportunity to practice reading and develop their comprehension skills.

According to the study of Aliyev and Ismayilova (2017), movies online are also authentic sources for students to increase their exposure to real language use which enables them to have more awareness of the foreign culture of the language they intend to learn, thus they can improve their language skills to a better extent. Benmeddah (2017) looked at how online resources might help students improve their speaking skills. During the learning process, e-learning tools were utilized. As the findings of the research showed, using these resources provided an easier understanding of various new English vocabulary. It also gave students the opportunity to have meaningful interactions with native speakers, which encouraged

them to further their learning. The process had a significant impact on students' listening skills, as they were more encouraged to communicate successfully in the target language which is the native language of the foreign speaker they were exposed to. In addition, Noytim (2010) looked into the potential of Weblogs to assist students to develop writing skills. Based on the findings, weblogs seem to be beneficial in boosting students' English language skills. It also motivated learners to express themselves and build a sense of belonging which led them to write more successfully.

Moreover, Mustafa et al. (2012) conducted a study on how the use of the Internet develops the English vocabulary knowledge of students. They were given reading assignments online and the results showed that higher levels of engagement in online texts led to an easier way of learning which makes Internet-based language learning effective. Meanwhile, the students enjoyed Internet-assisted language learning while they improved their English vocabulary knowledge as was observed through the study. According to Molchanova (2015) who highlighted the same idea, using online learning tools is helpful to complete various educational targets including the development of vocabulary knowledge, reading, listening, and writing skills, all of which appear to drive learners to learn a language more. In addition to all findings that contributed to the current research before, Petrovskaya and Rymanova's (2014) found that learners' English language communication skills improved significantly when they employed new information technologies and that most of the students were motivated to learn English and its variants within the language. The exploration of strategies to instruct receptive skills which consist of reading and listening skills along with productive skills such as writing and speaking is an important issue in developing Internet-assisted language learning tools. According to Prodanovska (2017), articulation is also a skill in language that has the potential to take substantial advantage of the improvement of oral skills that are productive by employing online technologies. While developing Internet-assisted components to aid classroom instruction in foreign languages, it is generally accepted that certain aspects of the content covered will take place in a digital setting; however, it is crucial to emphasize that, while setting up the instructional procedure, the Internet-based services, instruments, and web page supplies to be utilized in the classroom are expected to serve as a support system for teacher's

teaching (Lin, 2014). The worldwide web is utilized for teaching Second Language (L2) skills not just in school, but additionally for personal learning outside the school and material development, along with lesson designs (Lin, 2014). Experts prefer to demonstrate particular relevant skills through certain cases. According to the study of Kanellopoulou and Giannakouloupoulos (2021), it is evident that the Internet can be effectively utilized for practicing reading skills because most of the material on the Internet is written content, and each activity learners perform online always includes a significant amount of comprehension practice. As a result, there has been a considerable number of studies on the concept of hypermedia comprehension. The successful completion of early phases in reading processes appears to be greatly assisted by the diversity of literary, graphical, and auditory input (Kanellopoulou & Giannakouloupoulos, 2021). Furthermore, inventive-natured post-phases can be boosted through the clever implementation of technological resources. Another significant component that requires focus here to explain the justifications for the commencement of online reading is the ability to combine numerous tools to help the process of understanding. Checking up interactive thesaurus pages, covering chosen projects, and connecting a reading material to a corpus together enhance engaged learning and context-related guessing, both of which are critical in the improvement of literacy. Although the online content is not created directly to provide for a particular course of study, Watson (2008) stated that the issue of extremely tough reading content can be handled by adjusting the complexity of the work and the degree of supervision by the teacher. If the language on an Internet page makes it hard to understand for instance, the teacher can reduce the complexity and the amount of the job expected from the students to perform, such as, rather than requesting them to pursue an entire written content or summarize it, the aim can be modified into discovering key concepts in the texts. The sort of web platforms is another factor since the content can be challenging to comprehend yet assisted with visuals. Learners generally find image illustrations simpler to render. In the end, assuming that the language proficiency level on a platform is above the capacity of learners, the educator can give additional assistance and even interpret necessary points for them (Kanellopoulou & Giannakouloupoulos, 2021). Overall, educators are required to follow the rules of assessing the assignment instead of the source material itself and apply all endeavors to identify alternate resources with a lower level, more visual input, and less intellectual demand when

necessary to be able to develop assignments appropriately. All tasks that participants complete during an Internet-enhanced course involve reading. As a matter of fact, this implementation alone is unlikely to help them build specific reading abilities, thus it is mostly the responsibility of the teacher to arrange projects to facilitate this at the maximum rate (Kanellopoulou & Giannakouloupoulos, 2021). Reading abilities like skimming, scanning, getting the gist of written content, and going over for details can be easily improved with literature on the Internet as a mediator. The obvious benefits of using online resources as digital course supplies contain fresh, organic, and engaging reading instruments. The Communicative Approach includes a concluding note on the improvement of reading abilities through the usage of online resources at school (Pardede, 2019)l. To maximize and sustain the participation of a class, the assignments designed are required to be built in a manner in which individuals possess a genuine interpersonal interest and intent to make use of language itself, with an increased emphasis on the subject matter and its significance than the structures of the language, ideally via their own ways to use the language rather than being limited to employ specific linguistic components, and constructing assignments to generate knowledge, ideas, or fill the gaps in justifications of the target task (Krajka, 2007). Learners in an Internet-enhanced classroom setting are expected to rely on their classmates for understanding and collaborating to carry out certain assignments, concentrating on comprehending the piece of writing, absorbing the written content to feel their way, establishing the new terminology within their interlanguage system, rephrasing and conversing throughout the process.

Apart from the ways to boost the level of reading skills in students through the use of the Internet, there are also options for skill improvement regarding the pronunciation of an L2. The phonological structure of it is one of the distinguishing features in the speech of an L2 (Glakjani, 2011). Currently, the rising need for international proficiency and worldwide interaction necessitates enhanced fluency, which includes not only vocabulary knowledge or effectiveness in linguistic components of the language but also strong articulation. Since it is essential that an individual can be understood by means of clear speech delivery, increasing the articulation capacity is a precondition for at least an optimal spoken exchange and engagement (Jong, 2016). The introduction of electronic audio files in educational environments provided educators with an excellent instrument to develop the skills

related to the phonetics of the target language. Certain software, ready-to-use recording resources, or sound exercises produced by instructors help to build phonetic recognition and skills. While getting pronunciation training supplies ready, one of the most common classroom instruction processes in prevalent language settings begins with the classification and articulation of distinctive sounds, progresses to more complex and lengthy expressions, and ends with a series of communication activities or conversations aimed at language generation in discourse (Krajka, 2007). The utility of Internet recordings to assist in the preparation of content for the purpose of distinguishing sounds should not be overlooked (Kanellopoulou & Giannakouloupoulos, 2021). A range of sound recordings, both downloadable and streamable, gives ideal circumstances to subjecting learners to authentic target language speech (Handley & Hamel, 2005). In advance of exposing learners to the realistic rhythm of interconnected rapid discourse combined with ambient background noises to simulate the world outside, it is recommended to gather recordings in which specific sounds are explicitly emphasized first (Sobkowiak, 2003). Some of the software or mobile applications have distinctive features to make that material search and selection easy for teachers such as online Text to Speech programs.

When it comes to the role of the Internet on vocabulary skills, it seems that there has been a significant number of research investigations featuring applications that use multimedia for the acquisition of vocabulary with multiple kinds of commentaries suggesting that this kind of approach aids in the acquisition and retention of recently discovered unfamiliar terms (Akbulut, 2007; Yoshii & Flaitz, 2002) and that there is a strong connection among vocabulary development and reading comprehension Kanellopoulou & Giannakouloupoulos (2021). Additional research focusing on online apps finds that using Internet-assisted word education has important favorable effects on lexicon and retention (Eizadpanah et al., 2014; Talarposhti & Pourgharib, 2014). As a result of the findings of such studies, investigators and instructors have attempted to design applications that can efficiently assist the growth of students in the field of L2 vocabulary and the continuation of it, consequently, numerous people have now put an emphasis on the Internet-enhanced word practice and skills improvements as a step beyond computer-assisted language learning endeavors in the past. Although there are countless

common online ways for vocabulary practice, what comes forward the most lately seems to be online television, movies, or series. Internet television is not the same as other second language learning experiences. It has the potential to be intriguing to individuals of all levels of competency and enthusiasm since even those who have poor language proficiency and little desire to learn English among them are fond of watching movies or television series; these are the common forms of entertainment for most learners. The narrative of movies or shows on online television is simpler to understand considering all the pictures, audio enhancements, and captions than content without visuals, audio, or subtitles such as radio broadcasts or novels.

Traditional broadcasting is so widespread in our daily lives that it is conceivable that students simply accept its versions on the Internet television and streaming sites. Since language is best learned spontaneously in situations instead of formal vocabulary training, Internet television promotes contextual word learning. Effective vocabulary acquisition requires learning the terms within context (Sternberg, 1987). Needless to mention that there is not adequate time in schools to demonstrate the countless number of terms required for narrative comprehension or understanding publications; therefore, it is a necessity for second language learning courses to have strategies that can assist students accomplish this language learning goal (Kanellopoulou & Giannakouloupoulos, 2021). As opposed to reading, TV shows present a lower frequency of words that are seen continuously in a brief period of viewing particularly when watching segments in the same TV show (Webb & Rodgers, 2009). This shows that the frequency with which an item emerges increases its likelihood of getting picked up and gaining familiarity (Peters & Webb, 2018). Consequently, it makes perfect sense to advocate intensive viewing of online visual productions within the class as well as outside of school as a teaching tool. Individuals from all demographics can improve their English competency this way. Their progressive fluency, greater native-like articulation, and expanding vocabulary of helpful terms for more casual social interaction are among the most noticeable advantages (Lin et al., 2014). A subject in their study viewed certain scenes enough times to unintentionally adopt the words and tones of the characters. If the process is integrated with the arc of the narrative, students can encounter English firsthand as though they are involved in the performance of the characters and connecting with a few of them in the play. It is advised to students to maintain an equilibrium between

the quantity of fresh and replayed scenes, to ensure that they receive equal exposure to fresh narratives while also repeating whatever language usages they have already encountered so far (Siyanova-Chanturia, 2014). A further variable to evaluate is whether the students have the abilities required for intuitive learning. Many students may be habituated to getting particular directions and attentive guidance in schools today. They may require training for situational vocabulary acquisition to help them grow implicitly from Internet platforms. Naturally, this is considered something that every pupil can take advantage of when they try to master a foreign language, but it is even more useful when watching authentic shows. Instructors are expected to consequently include strategies in their classes in a way that students can get the most benefits possible out of the number of viewings they have. Moreover, there are ways to boost the usefulness and efficacy of online television in language acquisition and, especially, vocabulary learning. Because encouragement is so important in such tasks, individual tastes are likely to take precedence in choosing software. Yet, programs should replicate authentic speech in daily situations, or at least attempt to do so in genuine circumstances (Lin, 2014). In the end, whilst suggesting online programs to students, these programs deserve precedence. Restricted viewing is also advised since students progressively acquire contextual data that enhance their understanding of what is shown (Siyanova-Chanturia, 2014). When trainees are confronted with recurring language within programs of the identical category, they are more inclined to acquire lexical terms (Schmitt & Carter, 2000). Lastly, because captions are frequently offered by Internet television programs, students can work with them. Based on their ability, they can select native or second language or no captions for a variety of watching opportunities and advancement of language skills.

Finally, when it comes to learning a foreign language, the Internet, considering notably online television and streaming platforms provides a plethora of programs to pick from. It depends both on learners and language instructors to utilize this form of instruction carefully and methodically as an added dimension to a language course.

E. Management of Internet-Assisted Language Classrooms

The Internet has revolutionized the way people gather, archive, and distribute knowledge. Even young kids understand ways to submit movies to social media, post

comments on them, and save songs through a variety of websites. Pupils in college utilize online networking systems and social media platforms for exchanging notes from lectures and assignment concerns. Many societies have old rigid educational structures that are difficult to change, however, the prevalence of Internet-based tools makes it possible to bring an alternative system of teaching and learning that serves learners more rapidly, more affordably, and more productively than ever before (Kanellopoulou & Giannakouloupoulos, 2021). A single browsing action can give users class resources free of charge ranging from beginners to college-level students, notes from instructors, solutions to problems regarding homework, examination inquiries, instructional videos, and notifications. It appears that the introduction of the world wide web may also boost the transmission of excellent content at no expense, thereby assisting in leveling the experimenting space for individuals who have previously been disadvantaged in terms of schooling. A fresh way of studying, collaborating, and intellectual management evolves. There are current innovations that facilitate language skills development, as well as the potential to incorporate technologies into educational settings (Tucker & Courts, 2010). The problem today is to figure out how to employ them to help and improve the mood and outcomes in an L2 classroom. At this point, it appears that schools that currently adopt technology in the classroom may fail to satisfy the demands of students of today. Multimedia-like slides and hyperlinks integrated into a teaching design are already regarded as archaic methods (Tucker & Courts, 2010). The digital generation that did not grow up in an age without the Internet is practically aware, well suited to interacting online, and is accustomed to immediate response due to this familiar technology and its pace (Lorenzo & Dziuban, 2006). The typical language class curriculum might remain slow to adjust to these learning patterns of learners of the digital era. Considering that, and the reality that technological innovations are incessant, incorporating multimedia in the foreign language classroom is a requirement for modern curriculum development. As an outcome of all the foregoing, a fresh approach known as Project-based Multimedia Learning has gradually arisen (Simkins et al., 2002). This approach blends project-based instruction with multimedia in the classroom. Learning through projects is a well-established educational strategy, however, the use of them in school is an energetic new mode of interaction. The combination of both leads to a potent teaching technique. Nevertheless, executing this technique can be challenging because it extends outside

of school and learners are no longer restricted to studying content from stationary providers such as coursebooks. Students can enjoy an educational setting rich in information and encounter the virtue of online multimedia. Prior to delving into the aspects of this method and the best way to organize the lesson around its structural design, it is critical to first introduce the essential concept of the method which is sometimes misinterpreted. Project-Based Multimedia Learning is more than just employing multimedia in class; it is a method of instruction in which learners gain fresh information and abilities while developing, organizing, and delivering multimedia work (Simkins et al., 2002).

Multimodal items can be technologically driven displays like a website, video footage, a presentation of slides, or even a recording of a social media post. Another idea for a multimedia product is to dub movies, which appeals to the imagination of learners and desire for artistic expression. For evaluation, a brief motion picture clip is supplied to individuals, and they are given the task to record audio over the speeches of an actor or actress (Bender, 2011). There is one application like this called Second Language Dubbing. The application included a replay tool, allowing the user to view the video segment with the audio recording, complete with all of the ambient noises and sound effects that were used in the original version. The program features character replacement, regarded as a particular kind of Internet-enhanced exercise that might lead to a productive and fun learning experience (Bender, 2011). Among the greatest noticeable characteristics of role acting there is the connection of learners' education to experience, resulting in the best road to acquisition (Dewey, 1986). Language educators could employ dubbing as an instructional technique inside an Internet-based classroom structure regardless of little equipment in the past. Among the greatest noticeable characteristics of role acting is how learners connect education to experience, resulting in the best road to actual learning (Dewey, 1986). Scholars have found that even when learners fail to notice significant variations in their practice results in a multimedia classroom setting as opposed to a traditional classroom setting, they recognize the efficacy of the instructor to be greater in such a classroom than in traditional ones (Deng & Zhang, 2007). A great number of language instructors keep emphasizing conventional pedagogical methods of instruction as well as the advancement of their specialized expertise and teaching skills. Whereas conventional methods of teaching are necessary as the foundation of

every lesson design, qualified educators can establish a learning atmosphere in the classroom (Bender, 2011). The process includes incorporating technological advances into modern L2 classrooms. They can utilize the Internet base as a channel for information exchange and deliver materials rich in multimedia so that they can have an engaging learning environment (Tucker & Courts, 2010). Educational environments keep evolving, and amenities such as desktop gear and connection to the Internet are increasingly available in institutions. Online technology is expected to be integrated into the language courses because it advocates learners to utilize written content, visuals, audio, and animated graphics in their tasks and assists them in developing the abilities that are required for social interaction in the target language in the present day when the world demands a lot in terms of technology.

F. The Techniques to Make the Use of the Internet Efficient in Language Learning and Teaching

There are many approaches for teachers and students to follow to make the use of the Internet efficient in language education. According to Wei & Zhou (2018) technology-enhanced language learning comes with some specific strategies. When it comes to listening, Chang (2014) evaluated the inventory strategy for language learning (SILL) in terms of self-dictation when students did the task by using YouTube posts. The comprehension skills of Taiwanese college students were also investigated by using the subtitle editor tool of the same platform. The metacognitive components of the defined strategy measure the usage of techniques such as preparation, establishing objectives, arranging, observing, staying focused, seeking chances to keep learning efficient, monitoring, and assessing. Chang spent two months demonstrating and having learners perform top-down methods such as listening for key concepts, predication, and capturing deductions as well as bottom-up procedures such as terms, pronunciation, along with grammatical structure in a marketing course at one college. Later for another two months, metacognitive techniques were carried out. During the following phase, participants were asked to recollect and comment on the information they currently knew, what they wished to know, and what they obtained which provided the researcher with information regarding their own metacognitive thinking improvements. These inquiries addressed the tactics individuals used to comprehend the posted video, as well as the causes of

why they were unable to respond to particular items in the listening activity and the difficulties they experienced. Participants actively assimilated meta-cognitive comprehension techniques after strategical directions to control and customize their learning while listening to such videos according to the findings. Individuals that claimed to use metacognitive methods outperformed others on listening skills evaluations. They improved their proficiency by asking transcribed questions, memorizing strategy applications, and conforming to the difficulties they had during the listening.

There are also reading techniques to make the use of online sources efficient for language learning and teaching. Reading techniques are primarily scaffolded in a technology-enhanced language learning setting via platforms designed or software engineering. Dalton et al. (2001) programmed an online reading model to enhance skills in reading. The purpose of scaffolding for learners is to read online materials with inbuilt cues that require them to use reading methods. Students were expected to consider tactics such as anticipating, questioning, defining, summarizing, illustrating, and experiencing. Individuals in the study were native speakers of English and bilingual children from Boston, where Latinos made up a large percentage of the non-white student population. Following the offline introduction of strategies for reading, kids were randomly assigned to one of the following scenarios designed for developing comprehension of the folktales in an online setting which is reading comprehension strategies, vocabulary, or a blended version of both. Throughout the study, participants read the audiovisual folktales and instructional materials about their own category and completed embedded exercises. In their sample design, some instructional actions for reading comprehension were used. First one is encouraging strategic learning by using comprehension methods in prompted reading, signals for generalized and content-specific comprehension strategy, simulations, and think-aloud actions. Secondly, offering a link to the subject matter through numerous modes of representation such as multilingual educational avatar, coordinated, underlined, actual time bilingual written works, or displayed vocabulary interpretation. Finally, affective learning was supported by captivating folktales suitable for the age of the participants, a high-quality layout, gradual supervision, and assistance. In terms of their structures, each one of these conditions had a series of characteristics in common, such as Spanish-English bilingual tips, Spanish

interpretations of learning materials, and text-to-speech application read-aloud features in both languages. Consequently, the group that applies based on the combination of strategy and vocabulary and the only vocabulary group outperformed the only strategies group.

The interactive relationship between students and online texts requires more consideration based on these examples. It is a distinguishing technological element in electronic reading which teachers can take advantage of greatly to make the Internet-assisted teaching process beneficial. Nor et al. (2011) used dynamic resources, for example, the Annotation and My Notes application to teach comprehension in reading to college students from Malaysia in their own experiential language learning system. The method of teaching was designed to incorporate reading strategies that learners were unaware of and to motivate them to understand the written content. This embedded feature enabled students to ponder about the material they read and shared or remarked on peer notes, produce certain requests and comments, arrange notes and list unfamiliar words. They were able to comprehend the written documents by using certain strategies which included marking essential parts or aspects that they were unable to comprehend at first, as well as taking notes within the texts. The design also allowed students to analyze and digest the text at their own speed, resulting in developing a sense of reflective learning.

In their study at a Malaysian university, Ramli et al. (2011) discovered that ESL adult learners favored metacognitive thinking methods more than forming written notes or public reading in digital reading assignments. Metacognitive techniques consist of sophisticated preparation and intellectual observation, in addition to universal methods for reading such as creating an objective to focus on through online reading practice, verifying comprehension, determining the things to read carefully as well as the parts to ignore, ways to resolve issues with attempts like picturing necessary details and assistance strategies such as looking for instruments that enable the comprehension (Darus & Bakar, 2011).

Similarly, in the research of Roy and Crabbe (2014), where they worked on proficient English learners in Japan, it was discovered that learners used universal metacognitive strategies like adopting the thought of having a purpose in mind when they read online materials as well as offline ones to enhance their digital reading. These researchers suggested that designers of electronic reading contents construct

formatted and segmented inquiries for a broad concept of requests in order to make brainstorming simpler and more channeled. In another study with graduate Asian students at an American university, Park et al. (2014) used a preliminary reading think-aloud activity prior to reading electronic content to determine the previous understanding of students over the reading sequences. They discovered that previous experiences of the students in their native language and academic history including genres like biological sciences, medical sciences, and educational technology, aid their comprehension of the online texts. Graduate students displayed autonomous reading methods which included organizing, identifying, observing, and assessing as more mature learners with better levels of competency.

When it comes to online writing methods and which ones make the process efficient, Yoon and Jo (2014) observed university students in Korea and applied four distinct kinds of learning approaches. One of them is metacognitive, for instance, self-assessment and observation. The other one is cognitive such as utilizing learning assets, connection, classification, and the rendering of meaning. They also applied effective strategies like alleviating tension and self-motivation along with social tactics such as contemplating for clarification. Cognitive methods from these conditions were the ones applied the most and more frequently than any of the remaining conditions. In one of their research, Stickler and Lewis (2008) revealed multiple online methodologies and tandem procedures employed by language learners. The digital tactics included replicating earlier messages to draw attention to inaccuracies or supply adjustments, making use of salutations and socially acceptable forms of electronic messaging norms, arranging for the follow-up email by declaring the duration, date, or subject matter of the following communication, signposting in the message to indicate that the subsequent section will consist of modification or shift of language, implementing emblems for adjustments, and adding files with an advisory in the content of the message. The tandem procedures on the other hand were presentation or production of revisions, assessing partner output, supporting peers via compliments, requesting an even exchange, replying to apparent concerns by immediately reacting to earlier messages of peers or referring right back to partner messages, setting up a live chat through an electronic mail to settle on a date and time for the session, and reconciling for corrections of mistakes. Memory techniques and compensation, which were originally featured in Oxford's (1990) strategy

categories, were either not identified or were extremely infrequent in team-based tandem procedures, according to the researchers.

Bekleyen & Hayta (2015) designed a research project with ELT graduates at a Turkish institution to explore the effects of cell phone use in educational practices. The researchers reported that individuals made use of memory, cognition, retaliatory metacognitive, affective, and interpersonal tactics, with affective strategies becoming the ones that were most and often used whereas the ones that were least prominent were social techniques. Schwienbhorst (2002) looked at targeted narrative repairing tools of trainees during an electronic discussion between native and non-native speakers. As there was barely comprehension, learners needed to utilize tactics that included meaning negotiation, consensus over the call for clarity, personal and other repetitions (i.e., exact or paraphrasing), either full or partial repetition, code-switching, and so forth. According to the research results, intentional strategies, or procedures of meaning negotiation play a crucial role when dealing with the restoration of discourse. When it came to resolving misconceptions triggered by language barriers, some of the most common repair tactics used by students were requesting peers to interpret, rephrase, define, guess, and meaning negotiation. Tang et al. (2011) constructed a community-driven writing setting built around Wikis. It was made up of four distinct categories of tools learners might utilize during the completion of writing tasks. These categories included tracking resources on the Internet, a digital semantic annotator which allowed participants to emulate semantic ties from a conceptual standpoint, revisions from peers and feedback to aid teammates in carrying out the process of collaborative learning, a semantic search feature whose services enabled pursuit and retrieval alternatives, and website timelines which reported each significant review in its history. The researchers determined the learning strategies that surfaced after the study which are partnership and information distribution, evaluation by classmates, and tracking each phase of the composing task. According to the findings of the examination, wiki-based shared practice can increase participation by students, collective effort, and recognition of the audience.

The strategies that have an impact on online speaking on the other hand seem scant. According to Zhou and Wei (2018), this could be due to the limitations of the technology being used for interconnected speaking as well as speech detection tools.

Hung (2016) made use of recorded feedback to perform a project with EFL students in Taiwan. Participants were obliged to submit a short video session on a social media platform for inquiries and debates to display in the lesson, followed by another web-based critique session. The scholar analyzed tactical choices throughout the development of visual input from peers and the approaches used by trainees while providing vocal assessments through videos. Based on Hung's study results, the most widely employed approach was altering speech for reliability and precision, as well as following different people's vocal criticism, taking down suggestions for further advancements, and talking with fellow learners.

The current literature also provides some insight regarding the techniques to make Internet-assisted learning effective on the subsystems of the language as well. Though morphological learning methods occasionally complement techniques for vocabulary acquisition, tactics for vocabulary may be a particularly fruitful research field. Li (2009) examined vocabulary acquisition methodologies in conjunction with and without the use of digital services among Chinese native students in Canada. The participants were invited to engage in reading short fables, half on paper and half on the portal called "e-Lective". This online tool allows users to reach a previously undiscovered word bank to capture the words they examine, a modified and unfilled word bank for cloze tests alongside comprehension practices, and a syntax diary for picking up elements of discourse when they derive what the terms in contents mean. Checking electronic dictionaries, collecting notes, predicting plus inferring, highlighting, creating links, reading aloud, and debating were all tactics utilized in the e-Lective scenario. The participants stated that the app helped them employ a greater number of techniques than paper-based learning resources. According to the findings, technology-enhanced scaffolding can help them advance their learning processes, which could improve their word accumulation during reading practices. In summary, individuals in the e-Lective sample exhibited higher levels of thinking and methods of social interaction such as reviewing and discussing with one another, while individuals in the pen and paper sample utilized lower social skills simply as checking with the person conducting the study and classmates about word definitions.

Moreover, the game-based methods in educational activities that are so common in technology-enhanced environments allow it to be instinctual to acquire

the target language by using games on the Internet. Smith et al. (2013) built a vocabulary training game for Chinese university students in an English language course. Participants relied only on this interference-based gaming system to pick up unfamiliar terms, then draw conclusions from a piece of writing. The fun and interactive layout compelled students to construct phrases from limited options. Generating deductions, retaining with greater efficiency, comparison of the game to vocabulary lists, and completing multiple-choice exercises were the techniques the pupils were required to combine with confined sentence writing similar to gameplay. Gallo-Crill and Zerwekh (2002) assessed manners in which L2 learners acquired fresh terms using various tactics through Internet-based resources, and the ways that these influenced their performance in gaining and maintaining this type of language use. Subjects in the research were Tagalog University freshmen. Memory storage behaviors such as association, cognitive strategy, compensating as in utilizing language-related and additional hints, affective strategies like establishing societal understanding, and metacognitive approach like outlining and encircling with previous instructional materials have been classified as the five main categories of learning techniques that contribute to Internet-based training in vocabulary. Students did better on vocabulary quizzes when they employed a variety of solutions for gaining vocabulary.

Certain academics and instructive programmers create and test programs or applications for developing vocabulary strategies. Lan (2013), a case in point, invented Mywordtools, a co-sharing approach-based learning framework, for secondary school children in Taipei. This program makes it possible to build up vocabulary through the use of built-in language development methodologies. Once an L2 item is selected, the user can utilize Mywordtools to pull up the techniques adopted by the rest of the users or choose one of his or her own to facilitate the steps of learning and recalling the word. Forming notes, the integration of the context, classification, scans, synthesis, deductive thinking, evaluation, interpreting, and more options are available. Viewers can document their learning tactics in audio, video, image, and text format. The instructional module in the research let participants browse the tactics employed by fellow users after they contributed to their own approaches. The purpose of the embedded strategy exchange is to improve the understanding of students with the goal to assess their tactics, becoming mindful of

deficiencies in their understanding, and rebuilding their methods or enhancing their self-esteem. Based on the findings of this study, learners that utilized the Internet-based assets in question to work on them and exchange vocabulary strategies surpassed the individuals that skipped over them as well as those that accessed the platform to practice but did not have a strategy exchange. It also turned out that using this web-based platform's strategic collaboration enabled L2 learners to apply additional word acquisition tactics, and as a result, they functioned far more successfully in comparison to those who skipped over the sharing with each other sequence.

Yang and Wu (2015) combined language education solutions instruction into their MyEVA e-learning portal. It is a set of mixed-modality English vocabulary learning tools. They employed Schmitt's (1997) classification of L2 vocabulary learning methods which are exploration and stability. In northern Taiwan, nine freshmen operated the application in question. The data showed that the word-learning mode in the application which enables trainees to decide on a particular strategy instruction before they start practicing led to the maximum retrieval and retention.

There has been limited study on the usage of online grammar techniques by learners (Cohen, 2011). Research on technology-enhanced grammar techniques is particularly limited. Nevertheless, a thorough review of substantial archives revealed various initiatives in this particular field. Cohen et al. (2011) constructed an online platform for monitoring grammatical strategy utilization in order to develop plans for grammar instruction and usage. Rather than a list of grammatical guidelines, this web page compiled a list of 72 student-tested techniques. It was divided into two separate units. One of the sections gave solutions for a specific grammar type that students considered important to acquire. The second section featured suggestions for improving the usage of grammatical strategies. In the first segment, participants could pick techniques that correspond to both their preferences for learning and beliefs in regard to the things they could put into practice. A modest field test was conducted to measure the mobility and the layout of the platform. The research questions addressed the methods chosen by the participants, the amount to which these methods became useful, and the justifications for selecting these particular approaches. Findings showed that 73% of the techniques proved to be useful for

trainees, and the techniques helped them enhance their proficiency. Furthermore, during the two months of training through this portal based on grammar methodologies, participants claimed improvements in lesson practices, exams, and literary projects. Some of the respondents particularly noted a boost in their capacity and self-assurance in utilizing grammatical patterns with which they had previously had trouble. In general, the grammar methodologies portal assisted the students. It therefore can be concluded that their dependence on the strategies given on the web page enabled them to improve their sentence structure competence.

Hwu (2007) performed an additional experiment that tested the impact of using grammar techniques as a tool in the acquisition of certain syntactic elements. The ways that various pupils employed the linguistic program of the study in question were examined. The application goal was to teach users the execution of two specific structures. The researcher had the students view soap opera snippets with diverse pragmatic interpretations of the two grammatical structures in a discussion. Every single snip activity in the program covered a single aspect that plainly requested individuals to lay out the way a particular structure of language was implemented in the clip, supply their own clarification of the structure in relation to the meaning intended by the one who spoke in that clip, signal where to look for evidence of the purpose, determine how a different phrase is appropriate for the given context along with the justification of it, and go over the usage of an intended verb structure in regards of its practicality. The training of grammatical methods presented by this software was included within the curriculum, and an initial test later with a subsequent test was administered to see if the comprehension of learners had strengthened throughout the academic period. According to the findings, the experimental sample invested an extensive amount of time interacting with this grammar methods application, resulting in substantial advancement from the time of the preliminary until the time of the post-test, but the pupils in the control group continued at their previous level. Moreover, Hwu (2007) examined the relationship between the methodology selections reported in the Strategy Inventory for Language Learning (Oxford, 1990) and the most prevalent kinds of instructional styles. According to the findings, insightful individuals used mental procedures and established a unique awareness of the pragmatics of the intended second language function. Sensory individuals on the contrary decided on memorizing linguistic

instructions using recollection methods. The only psychological techniques used by sensory learners were summarizing linguistic instructions and justification of those linguistic instructions in a deductive fashion. Chang et al. (2016) carried out a different research project centered on morphological methods in the framework of technology-enhanced acquisition of languages. They investigated the influence of employing self-explanatory deduction and contemplation on their sentence structure learning in an online design. The researchers incorporated a self-description technique into a teaching program that also featured hints for instructive feedback and corrective materials for learning. The self-explanation technique prompted individuals to identify, examine, and correct their errors regarding the grammatical structures of sentences. Once participants were given the opportunity to recognize and self-explain what went wrong, they were required to deduce plausible causes for the inaccuracies as well as uncover the things they had interpreted incorrectly if they could rewrite or fix the mistakes they made. The examiners requested participants to undertake preliminary and final tests, as well as sentence-structuring tasks, to assess the influence of using this online program providing self-explaining grammar techniques. When the researchers compared the grammar examination results and cognitive demands of the experimental and control groups, they discovered that the experimental group had greater success in terms of sentence structure and syntax.

G. The Range of Online Sources for Language Learning and Teaching Purposes

The opportunities on the Internet for both students and teachers to benefit from for language learning and teaching can actually be called limitless because there are not only controlled students who aim to study English through the Internet but also all types of learners who seize the chances to learn things in a natural way that leads to true acquisition as well. Thus, for those who know how to take advantage of any type of online setting in the English language with different individual strategies, the whole Internet can be a base for learning. The same goes for teachers who know how to build activities on their own based on what they see on the Internet and apply them within the class according to the curriculum in a way that the activity that is planned can meet exactly the needs of their students. Considering this fact, the whole Internet platform can also be a base for teaching as well.

However, since the use of technology, specifically the Internet, has been one of the main focuses of the educational surrounding, there have been countless web-based platforms and mobile applications developed for this very purpose.

One of the innovative technologies we encounter through the historical research of the use of the Internet for language learning purposes is a social networking platform called SL (Second Life) developed by Linden Labs in 2003. It is designed in 3D which allows users to create avatars to engage with the others in the platform. This computer-based online platform has gradually been recognized as an optional platform for real-world situations such as teaching and learning (Guzel & Aydin, 2016). SL is now the most recent setting for language study, providing students with the possibility to escape psychological challenges caused by traditional classrooms (Aydin, 2013). Using SL in English learning classes has improved grammar and task achievement, even outperforming traditional classroom sessions (Guzel & Aydin 2016). Social media offers the benefit of enabling learners, scholars, and the public to connect with one another in ways that bypass institutional boundaries. To demonstrate this, students of journalism at Northern Carolina Agriculture and Technical State University used cell phones and social media to cover a convention in Charlotte, North Carolina in September 2012. The course did not only enable students to gain a constructive and comprehensive conceptualization of the work, but it additionally provided them with old and emerging theories on communication as well as views about the role of social networks in society (Alhamroni & Kanbul, 2019).

Applications such as Facebook and X (Formerly Twitter) attract millions of users worldwide, and the number keeps growing. University students are among the users of these types of social media platforms, which allow them to interact actively with communities, colleagues, and teachers for academic study goals. According to Tobi et al. (2013), the prevalence of online social networks prompted them to conduct research to see whether the use of social media has an impact on the social lives and intellectual capacities of Malaysian students. The researchers discovered that it had a positive impact on the mental health of the students which lead to a better management of one's own learning and social process. For a long time, media has been used to teach English (Solanki, 2012). Books, newspapers, television, and radio provide teachers and students with useful and innovative ideas (Nawaila &

Bicen, 2019). Choosing the perfect media to use in a class can be difficult. However, when it is done well, not only motivates, encourages, and makes learning fascinating and fun, but it seldom leaves anyone without the positive effects of it (Biagi, 1996). Several studies have been undertaken to demonstrate the implementation of media into schools, for example, recognizing media as the most common tool used in classrooms. Tafani (2009) carried out a study to find out how media and classroom display might help learners with conversational competence and retention. She discovered that using media to visualize education increases understanding, fluency, and accuracy.

There are additional online settings that both teachers and students can take advantage of like chat platforms and instant message applications. Chat is defined by Almeida (2002) as a reciprocal simultaneous version of electronic communication, a dialogue in real-time as participants type or utter what they say, a conversation that takes place between two or more people using a technological device. Chat is now by far the most popular mode of communication (Goldman, 2014). Gonzalez (2003) defined educational chats in his work and went on to confirm that chats can be utilized to strengthen teachers at building lesson plans, tutoring, and web tool discovery. Numerous knowledge constructs occur through chat, and teachers need awareness of the significance that constructors have on cooperation and learning through social interaction (Glaserfeld, 1989), chats are just the ideal environment for this form of learning.

Google Docs is one of the tools that both teachers and students use for educational purposes as well. It is a free-of-charge and effortlessly accessible online application that automatically saves data with little risk of loss. Students can use their laptops, tablets, or cellphones to retrieve, produce, compose, team up, and revise documents. They can also add links, photographs, and drawings to their Google Document before sharing it or saving it as a document. Students can also collaborate in a single file by simultaneously using it. As a result, it is a simple method for interaction (Domizi et al., 2012). With Google Forms, educators can simply gather and organize material, as well as design custom forms, surveys, and quizzes. After students complete the form, their responses are displayed as an overview or in an additional spreadsheet to illustrate details. Google forms and documents are constantly updated and saved on the Internet. Other programs that enhance the

teaching and learning processes are included in the same application called Google Drive. They provide a means for the modules of teachers and activities to be shared. Instructors may post large files and provide links for learners to share. Teachers can also make a list of their pupils and categorize them together. Consequently, Google Drive is an online archiving device where students and teachers may create categories to upload files and papers for others to read, comment on, or change. Furthermore, it maintains all documents that they produce. Also, all Google Sheets documents and applications are accessed via Google Drive (Lamont, 2015). The Google Meet serves as a very important tool for teaching. This application establishes a live connection between the instructor and learners. The instructors can meet with their students in real-time and connect their screens with them to view presentations, movies, files, photographs, and other types of media. They can also keep the lecture saved in the profile for the students to watch later if they like. When the recording is finished, they can immediately share the saved meeting with the students using Google Drive.

Google Classroom is another instructional tool that may be used for online teaching. Teachers can develop classes and ask students to participate in them. After creating a class, instructors can post tests, tasks, and lessons in any design whether it is audio or video based. When the teacher establishes the course, a class drive directory is automatically built to receive the works of students. Teachers can interact with their students via the stream, which allows them to publish posts and schedule communications. According to Heggart and Yoo (2018), this application boosts the participation and learning of the students. In terms of using these applications for language education and instruction, earlier research looked into the efficacy of using the same services for teaching and learning different languages. They have demonstrated the effectiveness of such applications in helping students improve their English language skills. Alakurt and Bardakci (2017) used a perception questionnaire to demonstrate that utilizing Google Apps and Docs boosted the English language acquisition and motivation of learners. Furthermore, students reported positive attitudes toward using them in their classrooms. Similarly, Liu and Jou (2013) employed a motivation questionnaire and reached the same results. Dourda et al. (2018) used a written and verbal test to demonstrate a similar gain in language skills. The findings confirmed Google Docs and the usefulness of its search engines in

increasing the writing skills of students. As a result, these tools can conduct many tasks inside and outside of the classroom with no training which makes them appropriate for any type of project-based, online, or mixed learning.

The Internet provides both teachers and learners with countless resources for grammar teaching and learning, quizzes, speaking and writing practice through simultaneous interactions, asynchronous conversations, dictionaries, encyclopedias, and newspapers. Items on the Internet that can be chosen and modified for classroom usage are one aspect. The Internet is also a treasure of information. The abundance of publications and resources available for both educators and learners is overwhelmingly vast. These are not limited to websites designed expressly for English teaching and learning. Both teachers and students can also access texts or assets on particular subjects. Depending on the difficulty of the initial content and the degree of ability the users have, most of them can be adapted or altered (Puteh, 2008).

When it comes to language learning websites, students are blessed with options. There are websites dedicated to grammatical materials, linguistic word games, vocabulary building, writing groups, activities for speaking, speech exercises, virtual classroom tools, emails, discussion boards, mailing lists, and a variety of other settings focusing on countless topics. Thus, it is entirely up to the instructor and learner to incorporate this technology into their language teaching and learning. There are also lesson plans for educators to directly take or adapt to these websites. Lesson plans are conveniently available to teachers via the Internet. There are numerous options. These lesson plans can be used in circumstances where the themes of the lessons are relevant to the academic curriculums of different countries, with diverse values that they practice which is quite challenging to suit both them and the level of competence in learners without the use of the Internet. Puteh (2008) states that when this does not take place smoothly, as an alternative, the elements that work as presented in the lesson plans found on the Internet, for example, the strategies, techniques, and language learning activities within them can be utilized. This way the content is provided through more relevant materials that reflect the proficiency of learners as well as the educational settings and syllabuses of specific institutions.

The scope of online sources has gotten bigger and bigger day by day. Today it is also possible to easily publicize things that focus on language learning and

teaching. The Internet enables educators and pupils to collaborate on any kind of teaching and learning assignment. Anyone can post and publicize items on the Internet. This offers both successful and unsuccessful anecdotes and recommendations regarding a specific course, subject matter, strategy, technique, or event (Puteh, 2008). Since the Internet is so freely available, sharing one's experience with a class or receiving recommendations about a certain lesson is as simple as pressing a button. Considering that there are plenty of websites readily accessible, and their numbers grow by the minute, there will inevitably be those that strike the big win for students. This means that these written resources and language acquisition websites can be used just as they are without any modification. Many teachers can generate and distribute more pertinent information, recommendations, written content, products, and projects that suit specific learning settings, all of which are published on the Internet for the public to share. Cifuentes et al. (2011) pointed out that this is particularly relevant as the majority of teachers start to become computer proficient and aware of the services provided by the Internet while they are mindful of their local surroundings and cultural norms. In addition to all that is mentioned above, the Internet provides both teachers and students with an infinite number of printed resources for the learning and teaching process.

Applications that students probably already have on their devices today, or that can be downloaded free of any charge, involve social media applications like Facebook and X, video conference services like Skype, texting applications like Whatsapp, personal journaling applications like Instagram, and video-streaming players like YouTube. None of these programs were designed specifically for developing language skills, but they all have some promise for language development in addition to the socially driven types of learning. Mobile applications and Internet services, irrespective of their original design for non-educational purposes, can still play a significant role in enhancing language and cultural education in diverse ways. Transportation, entertainment, shopping, and dining are the characteristics of only a few themes, but they are limitless.

There are various applications intended directly for linguistic and cultural learning along with multipurpose applications. Idiom manuscripts, vocabulary cards, tourist guides, and grammar instructional videos are examples of such applications (Chinnery, 2006). Pronunciation apps, like Sounds Right and The Pronunciation

App, are also popular (Kaiser, 2016). These applications are intended for solitary use, however several of them might be shifted for collaborative usage in the classroom. Tuttle (2013) advises that students work in groups to retrieve lines from an expression book application and then employ them to build dialogue or the basis for an in-class performance. Other types of one-purpose applications could be utilized in the same way. There are also well-dominated applications available directly for language studies, Duolingo for instance. Teachers may assign students, separately or in teams, to download, test, and give feedback regarding their experiences in these types of activities. This can also be accomplished with other applications or games with different levels from easy to advance. Some of the games on the platform also use intelligent algorithms or virtual reality (Godwin-Jones, 2016). Several among them including various card games and survey application can be configured as competitions to be conducted in class with individuals or groups.

Users' familiarity with the use of the applications is another factor that may affect the learning process positively as well (Kaiser, 2016). The individuals we call learners today have already some applications downloaded and most of them use these applications daily. The applications that students already use have the benefit of proficiency and incorporation of them into life through learning activities. The thing that teachers pay attention to at this point is compatibility which is one of the concerns of using applications from third parties in the classroom (Kaiser, 2016). Although the most widely used applications are usually available on iOS as well as Android, it is not always the case. Another factor to consider is cost. While plenty of applications are free, some others are not. Applications are increasingly offered as partially free which means that some features or functionalities must still be paid. When participants utilize their own smartphones or tablets, the applications could be installed prior to class in order to ensure that time for the lesson is not wasted.

When it comes to categorizing all the data that are available on the Internet for language learning or teaching in terms of different aspects of the language, most of the applications present a description regarding the skills they intend to boost. Vocabulary and grammar are the two features the learners want to practice through the Internet. The majority of available publications, teacher posts on blogs, and smartphone applications for language learning focus on acquiring vocabulary and grammar-related study (Pegrum, 2014). Smartphone tasks involving these specific

areas of language learning enhance or adjust exercises based on SAMR ((Substitution, Augmentation, Modification, and Redefinition) paradigm. They are more efficient ways for students to boost their abilities as well as their understanding along with a utilization that extends beyond the classroom and into the home. The majority of grammar and vocabulary instruction and practice websites are mobile-friendly for this reason.

Some developers designed engaging gaming activities like Grammaropolis or Quizlet for vocabulary. Apps like Word Challenge integrates questions based on games for the study of English grammar, vocabulary, and pronunciation within a broad range of learning levels. The Phrasalstein application examines how to make use of phrasal verbs with cartoon characters. Rosell-Aguilar (2017) argues that teachers should demonstrate how to use selected applications in class. Although the basic functionality of the vast majority of applications is obvious, there may be options or sophisticated features that the casual user is unaware of. This is especially valid for full-featured flashcard programs such as Anki or Memrise, which include an extensive list of advanced functions such as repeated use, audiovisual glosses, automated smartphone syncing, and collaborative game activities. Discussions in class about how to use these qualities can provide important perspectives regarding what cognitive science and the theory of learning a second language have discovered about the way the human brain works and the best ways for vocabulary practice. The findings of studies on efficient language learning strategies emphasize the necessity of open debates regarding ideal tactics with learners providing evidence that indicates the most helpful strategy instruction should be integrated into consistent, daily L2 teaching' (Oxford, 2003). A discussion in class on mobile applications and services for language study provides an excellent chance for this. Learners can participate in a constructivist vocabulary exercise by working together to generate their individual multimodal glosses (Pollard, 2015). Audio and video can be added to text or photographs using applications like ThingLink. Pictures and audiovisual samples can be found online or recorded on the devices used by learners outside of the class. Yodio is another application for that purpose. Additionally, the instructor might offer a collection of photographs to be used in class. The digital glosses can be delivered to a teacher controlled via texts and emails, posted to a multimedia-sharing site like Pinterest, or stored in an augmented class like Moodle. The proposals

coming from the students can be viewed then and debated in class using the teacher platform.

Making students develop projects based on the lexicon and grammar that is studied might help them become greater observers of the structures of the language in the context which may result in greater awareness of the forms (Schmidt, 1990). Because learners need to be conscious of language forms in order to absorb them, mobile-assisted learning can help by motivating them to devote careful attention to the way the target language operates around them while recording their observations in the real world before presenting their findings to others in the class (Kukulska, 2013). Participants may collaborate with each other to design personalized engaging vocabulary and grammar lessons using a platform like H5P. This may lead to a greater understanding of language structures while a reflection on language learning methods is also stimulated. One way to integrate lexicon with grammar is to have learners review a huge archive in the target language by using matching software, which offers instances of words, phrases, and expressions used by fluent speakers. Some of this software is accessible through mobile browsers, yet the interface may not appear effectively on tiny screens depending on the site (Godwin, 2017). In this regard, the British National Corpus might be searched via the BYU portal to obtain in-context instances of specific keywords, expressions, collocations, or word-by-word analyses. English Monstruo also offers insights from its own archive as well as data on common errors made by native speakers of other languages. The software includes engaging tasks that use archive cases. Another option is for the teacher to pick samples from a corpus beforehand, then place them on an open class portal. Throughout the lesson, teams can be given a particular number of phrases using certain structures, then given the task of identifying trends in the usage. Teams can then report to the entire class while the teacher or an assigned student combines the feedback from the various groups.

The social media sources which are frequently utilized by students are excellent platforms for reading and writing practices for English language learning as well. Social networking sites connect learners with the use of real-world language, contributing to their capability to apply the language not merely grammatically, but also socially and pragmatically. This involves examining genre norms, semantic registers, and usage habits for different forms of media and Internet circles (Thorne,

2003). Understanding how and when to use abbreviated texting language, for example, is a key skill for English learners nowadays. Students are likely to engage with smartphone versions of social platforms which allows them to participate in activities during lessons that can be stretched to assignments at home or used afterward spontaneously. Through the personalization of the content, Mahoney (2014) discusses the way of utilizing web-blogging elements to deliver writing and reading exercises while encouraging the students. She begins by demonstrating how to write a blog with them in class. Then she instructs them to grab their smartphones and start browsing to evaluate the contents in separate blogs. Next, the learners are given the task to blog on various subject areas of their choice from a list of categories (Richards, 2015). Allowing students to choose their own topics and convey their distinct points of view in their blogs has a tremendously motivating effect (Mahoney, 2014). She also ensures that students read and comment on each other's blog articles as a component of the assignment. Students get the chance to make use of another type of cooperative activity for reading and writing practice then. One element to consider when students try to read or write on mobile devices is the restricted sizes of screens that can hinder functioning in the two mentioned language practice areas. Indeed, mobile users have grown accustomed to coping with small text formats rather than long forms of writing. A new study assessing students who wrote on mobile devices versus writing on desktops or by hand discovered that typing on mobile devices was more shallow and less introspective (Heflin et al., 2017). In light of this fact, it is not surprising that the majority of reported efforts to emphasize writing in a second language on cell phones made use of text messages or alternative communication networks in social media. Cakir (2015) examined various SMS-based language learning applications and reached the conclusion that the experiments based on the implementation of smartphone instant messaging for learning English inspired interactions within the classroom, encouraged learners to practice English, fostered the acquisition of vocabulary, and assessed their progress. Pollard (2015) employed instant message apps to have learners interchange images as well as brief written content. Reinders (2010) argues that learners take part in interconnected writing through texting, building a narrative collectively, and adding a single message each time. He also suggests working on other forms and writing methods, such as stories, journalistic pieces, and guidelines.

This type of procedure can also be executed on social networking sites. Social media platforms seem particularly suitable for assignments in which learners provide updates on their personalized everyday activities or speech exchanges such as reporting on specific expressions they come across while they read posts. Norton (2014) recommends the following in the use of social media for English language learning purposes. One of the aspects of digital communication that has evolved alongside the rapid expansion of smartphone technology is the blending of modalities, such as text, image, and audiovisual files that commonly intersect with writing on a blog and all kinds of social media platforms currently (Goldstein, 2016). This integration will inevitably be depicted in the usage of smartphones and tablets in language studies. Written content and various other multimedia are probably used together in tasks both in class and at home. A draft letter to accompany a job application for example is a suggested exercise by Kukulska-Hulme et al. (2015). Students examine a job interview on a website at home before they work on it during the lesson, then talk about anything they considered valuable in the conversation with other students. As a result, the activity entails writing, listening, and speaking all together. In line with this scenario, designated mobile tasks are expected to eventually contribute to the active use of the language in students, interactive prospects, and as often as possible, a link to the real world beyond the classroom. One option for language instructors to introduce the world outside within the classroom, hence realistic lingual and social tools for learning is utilizing audiovisual content on the Internet. There is currently an abundance of various types of accessible videos from platforms like Vimeo and other video supplier platforms all around the Internet. Many broadcasts and podcasts are additionally accessible free of charge. These sources have been applied to the teaching of foreign languages for several years as an outlet for up-to-date knowledge whether they are student or teacher podcasts (Beckmann & Martin, 2013). A number of applications also provide slowed audio for language learners who have lower listening skills. Google Translate has also a slowed function for voicing the text. Applications such as Audio News Trainer provide recordings at various degrees of difficulty (Barcena et al., 2016). Because of the wide range of themes offered, educators can find example footage that corresponds to any subject concept. Such software further allows students to access video and audio materials that are relevant to their individual or educational pursuits (Camarena, 2009). Although English textbooks attempt to be

relatable to young learners by involving popular song lyrics and alike, they still have a tendency to become outdated soon after they come out (Lieberman, 2017) while using online resources keeps the content up to date both for teachers and learners to use.

One of the additional gains of working through online platforms is that during Internet-assisted education, teachers can master their digital skills which is something to broaden their individual horizons in new language teaching methods. Meanwhile, students do not only practice language skills but also their digital skills as well which is something to make them earn autonomy and perspective. Students can learn how to create multimedia by watching tutorials or checking out podcasts which might lead to taking photographs and recording audiovisual content for their own language practice which constitute some of the most commonly used functionalities of smartphones. Selecting classroom activities that can be recorded for subsequent study, contemplation, or transcription is an advantage for teachers too (Lieberman, 2017). Voice and video recordings are excellent tools for practicing presentations, prescribed conversations, and classroom performances. Completed files can be uploaded to a classroom blog, a video platform like Dailymotion, or a shared folder on a storage service like Google Drive provides. Learners can use their cell phones to do filmed discussions with one another about the present topics of their studies. They can also use current video models to produce instructional videos for their specific interests. Hockly and Dudeney (2014) propose collaborating with learners to produce short film reviews inspired by intended scenario frames or favored novels. The range of online sources for teachers and students is limitless. However, as time passes, many different methods that are recognized by educational surroundings find more place in research and educational implementations.

H. Self-regulated Learning Through the Internet

Regardless of the reasons for utilizing strategies to develop language skills along with the subsystems of the targeted language, autonomy is critical for achievement. Self-management is a procedure through which individuals plan and oversee their own educational experience and how they move forward, which includes controlling their time, ideas, feelings, actions, and circumstances (Zimmerman, 1998). The wide range of accessible technological products and

software pushes educators to take combining technology into account with the learning process in and outside of language classrooms, and autonomous learning practices become a required skill complement for those studying L2. Whenever learners feel inspired, they pick an assignment on their own, determine the amount of time they are committed to spend on it, then determine how much effort they are prepared to put in (Dörnyei, 2001). Oxford (2011) sets out three characteristics of strategic autonomy in recognizing the value of self-regulated learning strategies for competence in L2. The first category consists of mental processes for recalling and rendering the language, as well as metacognitive processes for arranging, scheduling, observing, and assessing. The second one focuses on affective strategies associated with sentiments, perspectives, behaviors, and incentives, as well as meta-affective strategies for emotive scheduling, arranging, observing, and assessment. The third distinction is for sociocultural-interactive tactics for conditions, interaction, and customs, as well as meta-social tactics for sociocultural-interactive preparation, management, observation, and assessment.

In Internet-based educational surroundings, independent instructional methods are critical. Chung's (2015) polls distributed to freshmen in Taiwan enrolled in a Massive Open Online Course web platform suggested that advanced English learners implement more independently controlled tactics in their educational journey, which includes mental regulation procedures (such as the rehearsal phase, further explanation, layout, reasoning, retention, and correction), incentive regulation approaches (for instance, innate, assignment significance, attainment anticipation, and optimistic affectivity), and restorative regulation strategies. Researchers discovered that including mechanisms of self-regulation in the development of tasks pays off in a technology-implemented learning environment. For example, An (2013), inserted autonomous assignments into a language course founded on the Internet radio service called ChinesePod at an institution in Australia. The initial assignments in the project she created subjected users to a considerable amount of realistic and contextual language use via Internet podcasts. This entailed the self-studying process of the trainees on podcast sessions, along with listening to and comprehending the materials being covered within the podcasts. The main assignments required users to create, write, and rewrite their conversations and performances. Participants were given comments pertaining to their self-constructed

performances or short films during the assessment round. According to An (2013), the assignment model which included self-management mechanisms produced excellent teaching results in terms of lexicon, syntax, and development from the initial to final versions of the compositions. Chang (2007) uncovered that a self-reporting method showed substantial impacts on the academic success of learners and motivational beliefs in web-based teaching in different research that addressed the consequences of a self-tracking technique on the academic performance and motivational views of the participants. Whenever the first-year English class connected to the course site, the lecturer instructed them to retain a self-monitoring documentation sheet. This document served as an inventory as well as a notice for attendance logs, modules of instructions, prediction, and actual exam results. Individuals that utilized self-regulatory tactics prevailed over their classmates who did not in terms of learning achievement as well as motivating attitudes. Participants in the advanced level sample that utilized the self-reflective method outperformed others who did not. Chang's study discovered that self-reflection treatment in the design of lessons recompensed for the inadequate usage of metacognitive thinking methods within the lower-level English proficiency sample.

Students who take part in a language learning process remotely can practice self-instruction, autonomy, and instructional autonomy for a higher level of achievement and self-esteem. White (1995) revealed that in terms of metacognitive thinking methods, remote students employed the monitoring and assessment elements of mental processing more than those who participate in a language course physically. As a result, remote language learners can build an awareness of the dynamics of language acquisition while establishing an arsenal of practices in terms of instructions. Self-administration is a highly prominent self-regulation approach used by remote L2 students as it promotes independence for them (White, 1995).

While these are the elements to be considered within the category of cognitive and metacognitive dimensions, educators are also expected to recognize the affective-metacognitive dimension (Hu, 2016). Constructive affective learning outcomes and linguistic obtains are associated with technology-assisted autonomous language acquisition (Lai et al., 2016). Feelings, opinions, mindsets, and desires are all correlated with affective strategies, just like interactive methods that address sociocultural settings, interaction, and tradition (Oxford, 2011). Self-regulation

tactics can help promote persistence and independent learning. Kondo and colleagues (2012) created a self-governed language module based on Mobile Assisted Language Learning (MALL) to support learners enhance their listening and reading levels. Their purpose was to see if particular MALL activities promoted proficient independent study and self-directed learning or not. The study was performed on freshmen at Kyoto University. Their system was assembled of five sections in the hopes of stimulating independent learning during the initial phases and facilitating a progressive shift in individuals to self-regulated practices in the longer term. Participants decided to take responsibility for generating and maintaining their enthusiasm in this tactical pedagogical style of language acquisition, allowing them to construct, implement, and assess instructional objectives. Participants in the MALL sample boosted their self-study habits and invested a greater amount of time practicing beyond the class as well according to the findings of the study. They showed progress both in their reading and listening skills. Lai and Gu's (2011) research on Hong Kong undergraduates who were studying foreign languages focused on the ways modern technology increased the self-controlled language development of individuals beyond school. Motivating factors for learners over engaging with technology through self-controlled second language instruction consisted of governing feelings while keeping the study process intriguing, organizing, assessing, monitoring advancements in learning, boosting interpersonal relationships, requesting assistance, being committed to reaching educational objectives via necessary educational tools, as well as experiencing more accurate awareness of other cultures according to the analysis of data. Furthermore, educators were identified as providers of critical psychological assistance in self-driven studies of individuals by using innovations not only in the classroom but also outside of it. Learners agreed that advising students to take advantage of digital tools and employing them in class were good ways for fostering autonomous language acquisition with technology (Lai, 2015).

Hauck and Hampel (2008) stated that another dimension in which these strategies vary is the interactive sociocultural which is also called meta-social. The execution of the informed strategy is especially crucial in the setting of online language instructions since learner engagement usually comes into shape in spaces that learners are unfamiliar with or more enthusiastic about communicating with

other learners than in learning itself. They conducted a telecollaborative interaction with participants from various countries in an Internet-mediated, multicultural spoken language transfer initiative. Telecollaboration occurs when students in language programs are globally synchronized. They utilize digital methods of communication promoting intercultural engagement which can include electronic mail, simultaneous conversation, forum debate, and so forth. On top of that, an emerging category of methods known as socioenvironmental mechanisms served an essential part in efficient online cultural learning and language education according to the researchers (Zhou & Wei, 2018). They state that these engagements in virtual contexts necessitate various methods of creating and keeping connections, discovering similar pursuits, and establishing a community character. When measured against interaction in person, affective and interpersonal competencies must be adjusted to online educational settings. Because of the dynamic character of online cross-cultural encounters, strategy learning particularly metacognitive thinking training, is an essential element in promoting the study of languages. Educators must provide ongoing guidance to virtual language learners about the usage of language learning solutions.

Despite the fact that a considerable percentage of language learning occurs beyond the educational setting as a result of the widespread usage of multifunctional technology, learners may not be autonomous unless they are expressly instructed on how to utilize these strategies for learning. Learners in the era of technology who obtain the disciplines of effective language learning methodologies surpass those who do not when it comes to effectiveness and skills. In the era of digital media, Mutlu & Eroz (2013) state that strategy-based training reinforced by technology offers outstanding results regarding the objective of making way for tactical and self-regulated language students. One of the most fundamental difficulties associated with technology-assisted instructional methods is identifying pedagogical targets that technology-centered instruction intends to fulfill. Many educators and students who study foreign languages are tested by the broad appeal and variety of present-day digital tools.

I. Benefits of the Use of the Internet for Teachers' Teaching

The use of modern technology not only supports learning language systems but also makes things much easier for teachers, especially in terms of preparing lesson plans, protecting the data, leading students with the right strategies, keeping them interested in studying English and contributing to their autonomy. Agarwal (2010) outlines some of these advantages. Through Internet-based platforms, teachers can access an extensive collection of authentic instructional resources. According to Agarwal (2010), the usage of half teacher-controlled and half self-regulated online studies can lead to autonomy since individuals can govern activities this way when it comes to their learning process while they are still supervised by teachers but becoming less reliant on them. Online systems can display a variety of content along with appropriate methods to apply them based on what exactly the instructors look for. The web platforms and mobile applications offer limitless sources, so it becomes easier for teachers to contextualize a lesson plan easily based on the curriculum. Elements on the screen are laid out in such a manner that they appear visually appealing as well as less unforgettable than conventional techniques of traditional language teaching. This allows teachers to find better ways to satisfy both the visual and auditory senses of the students. Without the help of modern-day technology, that type of satisfaction in students in a traditional class can be hard to achieve. Internet platforms enable individuals to access digital guidance, inviting them to seek out online information rather than typical language sources that are not so practical. This opportunity is considered valuable for teachers because the boundaries of space and time between them and their students might cause issues during language studies when class durations are not sufficient for especially low proficiency learners back at school. The Internet also makes distant learning possible in times of need. Digital tools also allow teachers to present written content in a wide range of colors, shades, styles, and sizes along with special marks that the users can take advantage of especially if they are rigorous note-takers. This feature of all digital tools enables students to use their strategies by categorizing their notes according to their needs. Online tools can display written material word for word or any other specific language component, the learner needs to examine closely which is also necessary for them to employ their language learning strategies during their studies. They are also able to move text lines along on a monitor or switch panels to

avoid consuming time on hard copy materials. Another time-consuming element of a traditional classroom is conventional writing instruments. Electronic tools liberate learners from the constraints imposed by standard writing tools. These features relieve teachers from the need of building extra strategies on their classroom material. Language learning can be transformed from a standard inactive activity into an engaging journey of adventure and discovery by using Internet platforms. Through these types of exercises, the concentration span of the students can be increased. It may also help teachers' classroom management because the students might be more enthusiastic about an Internet-assisted learning environment. The use of the Internet is considerably less exhausting for teachers to utilize for language teaching objectives. It provides a versatile teaching strategy. Also, online tools are not worn out. They can perform an identical task repeatedly, faster, and with more practice with no display of dissatisfaction unlike what some teachers may experience from time to time. Online teaching strategies can save both time and energy for instructors. Foreign language students can make use of online tools to quickly develop, evaluate, and generate thoughts and knowledge which makes it easier for teachers to stimulate certain conditions. Additionally, there are plenty of sources for language classroom teachers to draw online materials from, which are programmed to give instant feedback. These online tools can verify the accuracy, provide a proper solution, or give a suggestion if the reply presented has some errors which are something that can lift the psychical and mental workload the teacher is responsible for. The process of language learning can be personalized by utilizing Internet-based resources. Individuals can explore things that are relevant to their particular interests as well as the subjects they need to learn or are enthusiastic about at their speed and in a suitable setting for the level of their current skills. Thus, teachers can deal with fewer complications in the process of organizing appropriate activities. Another advantage of using digital resources is that teachers can store an ocean of data and files no matter how much time passes. This is essential for the times when students come to teachers to ask for a check regarding the learning gaps they used to have in previous sessions, their exams, or quizzes and additional written, audio, or visual materials to support their learning beyond the classroom as well. Personal grades, collective scores, and timeframes can also be recorded by teachers through web tools. Online applications also assist learners in realizing their full capabilities and working as a unit to complete assignments with greater efficiency (Agarwal, 2010).

It is sometimes hard for teachers to build a collaborative study environment among students, so the digital tools they utilize can make collaborative objectives more achievable for teachers. Another advantage of online applications is that teachers may rapidly collect electronic papers for subsequent evaluation and assessment since they can give tasks and reminders instantly and track the advancement of an individual or team easily on the same platform. Without the easiness that these digital tools bring, all these are expected to consume more time both for teachers and students. The same practical choices are also available for the times when teachers must analyze scores immediately and precisely. These tools assist teachers who are also researchers in doing the math of overall grading, averages, or any kind of statistical analysis. It is generally not easy for teachers to detect and act accordingly when the matter is students' psychological state during learning (Agarwal, 2010). The Internet comes in handy at this point too by providing especially timid learners with a secure space to assert themselves and request inquiries.

J. Internet-Assisted Classroom Environment

Learners enjoy working on the Internet because the language is presented in innovative and appealing formats such as simulations, colorful graphics, and methods to solve language learning issues. They become more committed because the usage of electronic tools in and out of educational settings makes target subjects more intriguing for them. Learners feel more in control by also decreasing their hesitance to communicate with others while they recognize how much they can achieve as collaborators to complete their language goals more efficiently. Learners, rather than teachers, take on leadership roles in the classroom (Agarwal, 2010). This also provides them with self-regulating language learning strategies and autonomy. Students are extremely driven to utilize the Internet as a language learning tool since they associate it with entertainment. In an online-assisted classroom, the amount of interaction and motivation is also more than it is in traditional classrooms. There are some other elements of the Internet that can have a huge impact on a language class. Puteh (2008) states that learners like to have freedom of time and space while they can search for all possible online resources provided by any platform located in any corner of the world. There is a wealth of material obtainable via the Internet, and students are able to determine an individual path across it. The online resources have

hyperlinks to other Internet locations, making it simple to navigate to additional associated online resources. Many web pages highlight related details in hues that vary. This alerts content viewers that there are hyperlinks associated with those certain terms or phrases. Thus, they can explore pages all around the world and access destinations through them by using this hyperlink feature which reinforces the feeling of freedom in exploration as well. Kamal (2012) reported that one of the most fundamental pedagogical concepts of language education is the emphasis on learning a foreign language in a cultural setting. Numerous language educators feel that both culture and language are inextricably linked and interconnected. Discovering the culture of the L2 being learned improves language comprehension. To that purpose, both language teachers and learners can benefit from the Internet. Language students are able to interact with native speakers via the Internet. As a result, the Internet enables the usage of a certain language in an organic scenario. This is another advantageous mood that the Internet shapes in an Internet-based educational environment. Students can learn about the nations where the target language is spoken by gathering regional, traditional, sociocultural, financial, and political knowledge. They can access web-based copies of regular publications as well as instant reports on the news. These improvements make learners more confident in their speaking practices with native speakers as well. Such encounters may help individuals to take part in the social context of the language of choice, allowing them to gain additional insight into the manner in which cultural identity shapes one's vision of the world (Kamal, 2012). In time, this might turn the classroom into a setting where participants make intellectual contributions to the learning process of the L2 and raise more awareness. The Internet additionally acts as an instrument in the class for exhibiting artistic works in L2. While learners can browse the Internet for knowledge, they can also utilize it to serve as an outlet for projects of their own, such as articles, poems, or fiction. Many public schools utilize the network to showcase pupil projects that visitors from other schools can view. Learners grow into not only material receivers but also content producers.

K. The Role of the Teacher

In a traditional classroom, the responsibility of a teacher as the exclusive source of knowledge is to offer students solid knowledge and to test their

understanding while students submit feedback to their teachers by reporting (Alhamroni & Kanbul, 2020). The scenario in a modern classroom today is quite different. Students conceive their ideas and collaborate as a group to solve the challenges within the learning process in the classroom. It can be difficult for teachers to manage classrooms today because classes are more student-centered and multifaceted, with information flowing in multiple directions. According to Tomei (2002), it is critical that teachers prepare their students to use technological devices while they also manage other responsibilities such as considering their goals sensitively. There are various reasons why language teachers use the Internet. One argument is the assumption that the linguistic aspects of online conversation are beneficial to language development (Kamal, 2017). Electronic discourse, for example, has been found to be more lexically and syntactically complex than oral discourse and to have a wide range of linguistic functions that are useful for language learning (Warschauer, 1996).

Another advantage of using the Internet is that it provides an authentic audience for written communication which generates ideal conditions for learning how to write in the target language (Janda, 1995). Another reason can be that it may boost student motivation. There is an additional possibility of the conviction that mastering technical skills are critical for future success, so it is not only a matter of using the Internet to learn English but also of learning English to operate well on the Internet (Kamal, 2017). None of these justifications is less valid than the other. Still, it is critical for teachers to define their objectives because there are so many methods to incorporate the use of the Internet into classroom learning. If one of the aims for instance is to teach students better competence at the use of the Internet on a device, then the teacher can select Internet applications that will be most beneficial to them outside of the classroom with some activities arranged beforehand so that students can slowly achieve proficiency with more skills (Haleem, 2022).

However, if the immediate goal is to establish a specific type of linguistic environment for learners, then the teacher can examine which sorts of language experiences might be good, and plan activities accordingly. If the intent is to instruct writing, then Internet activities can be designed in such a way that they gradually enhance the writing strategies required to become a better writer (Kamal, 2017). Considering these variables, simply incorporating random online activities into a

classroom usually yields minimal benefit. Clarifying course objectives is thus a critical first step toward successful Internet use. Kamal (2017) states that many educators who utilized the Internet began with simple pen-pal communications. Most of them felt something was missing during such interactions. To put it simply, there is no reason to expect a meaningful educational effect from a mere establishment of a pen pal relationship any more than there is for just inviting several students into the same space and asking them to converse (Tomei, 2002).

Reimers et al. (2020) stated that in order for students to get the most benefits out of an exchange through the Internet, teachers might need to get more involved in developing learning activities that place significant language and cognitive demands on students. However, according to these researchers, this teacher intervention is most effective when it results in activities and projects that are well-integrated into the overall course curriculum. There are various methods to incorporate internet activities into the overall design and aims. The teacher can collaborate with students to develop research issues that are subsequently examined in cooperation with international partners. Students and long-distance partners can collaborate on publications. Students may also employ each other as peers to provide knowledge on vocabulary, grammar, or cultural issues that arise in class to the extent of their knowledge and development (Sayers, 1993). Here at this point, it is again the educator who makes the decision, preferably in continual dialogue with the students. Nonetheless, it is in the teacher's best interest to consider how to incorporate Internet connections into the classroom rather than layering these links on all classroom activities in a disorganized manner (Kamal, 2017).

There is an additional matter that requires a fair amount of consideration which is being prepared for the complexities and not underestimating the possible ones that may occur during the teaching process. There might be several complications involved in incorporating Internet-based activities into the EFL classroom. The plan for a single class may be contingent on the computer lab being scheduled and students' access to the computers outside of class time to continue their work. Hardware and software can fail, and computer systems can fail. Students' schedules may prevent them from returning to the computer lab when computers are available to finish their homework. This is where the use of mobile phones comes into the stage. However, school administrations have different views on this (Kondo,

2012). When we talk about exchanges between students in different classes, things get even more complex. The class to collaborate with may have missing students or may not convene during a specific week because of other activities. The partner instructor may not comprehend the essence of the online interaction, and working through discrepancies can cause additional delays. Differences in learner profiles may present further challenges as well.

Nevertheless, none of these possible issues indicate that Internet-based activities should be avoided. However, according to Kamal (2017), while seeking to integrate online education, it is preferable not to be too ambitious at first. A setting in which both learners and teachers are overwhelmed by technical issues is unlikely to produce the intended results. It is preferable to begin modestly and to design activities that have an obvious goal and are firmly integrated into classroom objectives. If these activities are effective, they can be expanded, and more ambitious strategies can be applied in the next terms. Throughout the process in which the Internet gets integrated, it is also important for educators to present a student-friendly environment and provide guidance in times of need to prevent learners from being frustrated by possible difficulties.

Such guidance and support may be in different forms. Offering thorough printouts that students can refer to after class when the teacher's personal assistance is unavailable; incorporating digital instruction into the class calendar, not just at the start but on an ongoing basis; working with the digital center to set up log-on systems and other procedures that are as simple and intuitive as possible; assigning students to work in pairs or groups, both in and out of the lab, so that they can help each other; informing students about how and when they can get help from professionals in technology or others on campus outside of the class; and being available to help students at times when they are most likely to need it (Kamal, 2017).

Since the role of the teacher in an Internet-assisted language classroom is that of a facilitator, the environment is mostly student-centered. That also requires involving the learners in decision-making. The principle of a curriculum that prioritizes learners precedes the Internet-enhanced classroom and has broader implications (Nunan, 1987). This concept appears to be especially essential when considering network-based teaching. To begin with, Internet-based teaching might call for a number of unique complications. Without regular interaction with students,

it can be difficult for a teacher to be entirely conscious of the consequences of these complications (Tomei, 2002). This may include anonymous surveys, class discussions, or other methods of including students in conveying their views on the technology implementation process. Notably advantageous, the nature of electronic communication allows for greater decentered engagement (Turbee & Roberts, 1996). To properly take advantage of these chances, the instructor must learn to be an advisor on the side instead of an expert on the forefront. A situation in which learners communicate but have little control over the themes or effects of that conversation is unlikely to foster an environment conducive to language development (Kamal, 2017). However, this does not suggest a passive role for the educators while they allow learners to determine some directions. Their contributions in a student-centered, network-enhanced classroom consist of organizing group planning, focusing the interest of learners on linguistic aspects of digital texts, assisting students in developing meta-linguistic recognition of subjects and discussions, and aiding learners in establishing suitable methods of learning (Kamal, 2017).

Collins and Berge (1996) also divide the roles of language instructors in an Internet-based language learning environment into four categories as pedagogical duties, social duties, technical duties, and management. They defined pedagogical obligation as a task-centered function of academic assistance. The social function was defined as fostering a favorable social atmosphere, which is required during the Internet-assisted learning process. Setting an agenda, objectives, regulations, and decision-making standards are all part of the managerial components of this type of learning. The technical part on the other hand revolved around the ability of teachers to use the technology. Teachers ensure that they are comfortable employing the necessary tools to transmit knowledge to students. Furthermore, teachers are the primary communicators in establishing relationships with students. They guarantee that the classroom setting that is supplied meets the needs of their students. They also guide students' self-development and awareness of their responsibilities (Abdulrahman, 2020). Thus, the teachers are not a tight control mechanism that order around but facilitators of Internet-assisted learning settings. One of the aspects of such a learning setting is when comprehensive sources of information are employed other than those provided by the facilitator are employed, the facilitator's role as the source of the knowledge or as the channel of information is jeopardized.

Sarica (2008) states that there are certain types of facilitators in current Internet-assisted language learning environments that are provided. For example, when a teacher cannot comprehend the new technology utilized in the classroom, the roles are frequently switched between the facilitator and the student which makes the teacher also a learner in the classroom. The function of the teacher as facilitator is more than just that of a subject matter expert who guides lessons, resolves challenges, and updates the content for instance, in an online discussion, the teacher is the one who supports the communication (Barajas et al., 2003). The role of the teacher as a modeler, on the other hand, demonstrates someone who motivates the students by producing suitable resources and settings for active learning to take place. The tutor can also serve as a coach, an advisor, a referee who assesses, or someone to call for help. At times, the teachers serve as guide monitors who connect individuals together in their supervision, provide, or negotiate (Kikis, 2003). Then there is the facilitator as a collaborator which means the teacher takes part as a teammate alongside the students. When the facilitator plays the role of a developer, the teacher prepares materials for learning, primarily in electronic form, then provides feedback for professional developers. Lastly, if the roles of both teachers and the students are interdependent, the teacher becomes the moderator and learners become self-sufficient, active information seekers (Barajas et al., 2003).

L. The Preparedness for the Use of the Internet

For starters, educators are required to be fluent in the digital world in order to consider incorporating new technology tools into classrooms. Most educational programs include digital labs, but they are insufficient to teach students how to make use of this technology specifically for language learning (Mumtaz, 2000). It takes more than a lab and mobile systems started to become the primary choice for the use of the Internet. More attention is necessary regarding the courses that teach learners how to use the Internet both on mobile devices and computers (Kondo, 2012). The most significant barriers to implementing technology in English lessons include insufficient supplies, teacher capacities, feelings and attitudes toward information and communication technology, and the types of applications and software (Mumtaz, 2000).

These are some disadvantages in the process to integrate online technology into the classroom. It is not applied everywhere successfully because of these barriers that also cause some institutions not even to include it in their educational programs (Onchwari & Wachira, 2008). For the implementation of online technology, both students and teachers require readiness for electronic device skills so that a user can give the right commands to a computer brain and receive the right responses to it. Even when a solid manual is supplied, accessible online sources can be challenging to utilize on some occasions. First, the teacher then the learners need to know numerous skills about how to operate technology and the Internet effectively. Teachers also need a contingency plan in case the designed lesson based on Internet resources does not work out the way they hope. Despite the fact that the Internet presents reliable options, it is not totally safe to put trust only in online sources. The resources of the Internet may still display some constraints in terms of the strategies of input and output, speed, memory, and alike. Language learning resources on the Internet are still in formation (Erazo & Gonzalez, 2015). Additionally, it may take time to process some files and information. Thus, when they rely on an Internet-assisted type of class activity, they are expected not to waste time if the online activity is on hold for some reason.

Educators are also expected to examine the applications or software they choose to use in detail. That is because if there is one function missing for example, the websites, which provide the ultimate result after students complete a test, lack the delivery of any further explanation regarding errors, it is the teacher who needs to give the feedback in the given time (Means, 2010). Many Internet-based tools may be incapable of performing precisely the task that a user desires. Teachers have the responsibility to use these tools as a complementary component of the lesson plan then and fill in the gaps the application or the software chosen leave. It is also important to note that most programs are unable to meet unanticipated user needs or demands since these systems can only accomplish what they are programmed to do. This is the reason why spontaneous use of online sources without pre-work may result in disappointment for both teachers and students (Yang, 2004).

Many instructors who teach English as a second language are still insufficiently prepared with redundant literature that even native speakers will find difficult to understand, and learners primarily study English only to pass certain

exams, not to utilize what they learn beyond the classroom (Cui & Wang, 2008). When that is the case, it is hard for learning to turn into acquisition. The use of the Internet is supposed to help the students right at that point. Language instructors prefer technology typically if schools push them to use it. Even when the technological materials are adequate, if the teachers are not well-equipped regarding digital skills, they probably embrace the same behaviors (Yang, 2004). Most educators avoid implementing technology into their classrooms because of this reason. However, there are cases where the schools lack the resources. There might be a shortage of devices or time and funding can be an issue. Machines and web access are both high-priced. Furthermore, extra tools might be required. A computer is frequently out of reach for economically disadvantaged public schools and students. A customized classroom is also required, as are personnel to maintain the devices and system running smoothly. The system may fail and experience technological difficulties. Nevertheless, according to Davis (2000), most schools started evolving to meet social and technological needs as well as the growing demands for resources and find it vital to educate lecturers so that they are able to clarify topics and employ information technology.

M. Making Use of the Internet Through Smartphones

Beare (2017) stated that as an English teacher, one must try to encourage the students to communicate in English. Other educators and institution administrators may hold an opposing opinion, believing that the use of the Internet on cell phones in the classroom is detrimental to education because it interrupts the learning and concentration of the pupils operating the cell phone. The concern is that learners may use their Internet access for purposes unrelated to classwork, such as messaging others and browsing social media. This has become a pervasive concern. In an extensive poll on educators, O'Bannon and Thomas (2014) discovered that there were variations based on age groups. Senior instructors were heavily opposed to the use of smartphones in class and most of the participants in other age groups did not approve of permitting the use of the Internet through smartphones during lessons. Installing software for managing classrooms for example Netop is a feasible approach though. Those platforms can restrict access to specific tasks or mobile applications, especially social media, or webmail. However, an uncensored

connection to the Internet has the added benefit of teaching pupils how to manage online distractions and temper addictive tendencies (Carrier & Nye, 2017). In any circumstances, having a direct and detailed protocol concerning how smartphones ought to be employed is recommended for classroom management. It is unlikely that maintaining access to the Internet throughout the lecture is desirable. The latest developments in smartphone language acquisition imply that they should be employed for a limited amount of time, alongside subsequent tasks based on knowledge provided by the device in employment but not necessarily requiring access to the Internet during the whole lesson (Carrier & Nye, 2017). This is especially the case for mobile applications that can be downloaded via an Internet connection but later on, can be used without it. Educators might consider establishing a routine wherein they explicitly inform pupils when and when not to use Internet access. A crucial component of adopting online technology on portable electronics during instruction is sharing with the learners not just their benefits for language acquisition, but also their drawbacks, such as the obsessive desire to continually log in to social media. They aim to instill in their pupils not only solid routines for L2 study but also behaviors that will be useful under different circumstances, like when they want to join the workforce (Carrier & Nye, 2017). Furthermore, the students who constantly check their smartphones during lessons can be an indication to the teacher about the classroom setting. Who is to blame if disruptive behaviors occur in the classroom? Besides the accessibility of the Internet, what created these interruptions? Will there be additional interruptions if the technical instruments are eliminated? This topic provides educators with also an opportunity to reflect on their own teaching (Fang, 2009). Teachers expect students to employ the language proactively in as many ways as achievable, work together, and interact between themselves for the purpose of communicative language acquisition. In this way, presenting the Internet as an innovative educational and training tool adheres to this pedagogical paradigm while the instructor serves as an advisor and mediator (Carrier & Nye, 2017). Nevertheless, even those who have become adapted to delegating greater power and responsibility to learners among language instructors may feel concerned regarding the placement of smartphones and tablets into learning settings and surrendering even more of their power due to the use of the Internet. Educators are not to be asked to incorporate mobile technology into their classroom instruction without receiving sufficient instruction (Kondo, 2012). This is a worry among

researchers in this field, that teacher preparation is an unquestionable requirement. In fact, it is difficult to pinpoint a claim more commonly emphasized in the foreign language study literature than this (Pegrum, 2014). Teacher preparation is best when it is tailored to a particular setting where instructors operate. The highest-performing utilization of the Internet through smartphones is determined by the educational objectives, the competency degrees of students, and the age range of the participants (Kondo, 2012). Instructors may have minimal personal freedom in the place where they teach because of what curriculum objectives push them to cover or unique classroom standards that render the use of the Internet on smartphones as a challenging implementation. The first thing to do is to guarantee that both educators and learners perceive whatever school regulations are currently in effect for governing the use of the Internet on smartphones in class (Hockly & Dudeney, 2014). Learners then can predict norms in every one of their lessons when there are well-established, commonly known, and globally executed mobile usage regulations. This benefits pupils as well as educators and reduces the risk of school conflicts concerning the use of the Internet (Pegrum, 2014). Expert communities, training seminars, and Internet-based materials are all capable of giving educators chances for development. Practical instruction is essential, ideally with educators utilizing their own smartphones or tablets. A successful training session includes exploring about freely available online technology, the way to utilize it, and, most significantly, the way the Internet integrates into the educational experience of students. Instructors must adapt to a new approach to classroom management as a result of Internet-based learning, which provides pupils with some degree of autonomy as time passes, their own position, routes, and velocity. Implementing technology becomes most productive when instructors are fully invested in serious and vital consideration of which online resources and applications best meet the needs of their pupils and their instructional goals. They are likely to rely on combining educational and technological perceptions, constituting architects of online educational assignments, in addition to learning software itself (Pegrum, 2014). Teachers are encouraged to commence modestly at first by utilizing online technologies for conventional school duties as a first easy to applicable step. They can discover inventive techniques to employ while their trust in this technology grows based on certain pedagogical demands, the proficiency of the classroom, and the engagement levels of the learners. They might ultimately figure that online tools are ideal for closing the disparity

between the class setting and the learning settings beyond the school (Ayduğ et al., 2020). Although instructors can begin by carrying out the same things they traditionally have employed with online technology, they are likely to discover that there are numerous additional options to encourage and enable learning not just at school but also out of its borders. The possibility of technology-centered lesson designs going astray constitutes a few of the concrete concepts that all educators are expected to be ready for (Hockly & Dudeney, 2014). This may arise in a variety of circumstances. In one scenario, for example, the network in the institution can be blocked which makes scheduled activities depending on visiting online platforms impossible. As a precaution in such a scenario, teachers maintain the content in the chosen websites or other online content meant for course implementation remotely on the smartphones or laptops of the students to ensure they can still be accessed for offline use (Kondo, 2012). In cases where teachers handle the technological equipment of the students, they cannot be expected to provide full assistance with technical issues. Obviously, there can be basic, unavoidable concerns like depleted batteries, problems with connectivity, or challenges regarding the storage of the data. However, peer assistance is likely to be imminent during these instances especially because the learners are generally more familiar with such technology. It is also feasible to select a few individuals as online tool leaders. These individuals can be in charge of locating private or online assistance for the technical challenges that may develop during lessons (Hockly & Dudeney, 2014). Considering all measures and organized networks of assistance, unexpected challenges are nevertheless still conceivable.

N. Instructional Design in the Integration of Online Resources

Brandl (2002) concluded that demanding learners to complete learning assignments online requires pedagogical benefits for both sides. In any other case, justifying the production effort and possible challenges associated with adopting this form of media may be tough. The choice to assign Internet-based tasks to students is expected to be based on a clear justification that validates its use. The number of online platforms students need to visit and the number of audiovisual resources they need to reach matter in terms of applicability. Whether they have a say in what to learn or not is also important. In cases where the teacher can make use of the online

sources by printing them out for instance, then remaining online during the whole lesson may not be the ideal educational technique for that particular lesson plan (Brandl, 2002). As Walz (2001) points out, in order to make critical examination of actual writings from the Internet accessible to learners at earlier stages of competency, both autonomous and instructional readings require activities tailored to the level of the readers. Text format, reading activities, and the student's level of ability are fundamental factors to consider when approaching and selecting items from online resources for reading. According to the research of Osuna and Meskill (1998), pupils are more intrigued whenever the aim of the task at hand is similar to actual events or duties. The search for relevant digital assets also requires having a goal and being somehow linked to a relevant assignment. Rather than requesting learners to give a broad overview of pictures or photographs, requesting them to determine particular cultural elements while comparing them to their own cultural upbringing renders the assignment more meaningful and centered, increasing their recognition and comprehension of variations in culture.

The ways students display the learning outcomes are essential as well. It seems that there are plenty of teaching methods available for assessing what pupils pick up. In general, they are determined by the method employed, the resources and texts used, and the degree of skills. Additionally, because the online environment's unrestricted nature accommodates itself particularly well to the employment of realistic exploration assignments, the evaluation of students can be determined by the level of difficulty and level of quality of these assignments (Brandl, 2002). A demonstration of a final work which might be an essay, an overview of a journey, dining options, or an already prepared meal are some examples. The presentations are very simple to incorporate within the learning environment. Students can talk about and contrast facts with one another in this manner, while also practicing social communication skills. Simultaneously, this enables the educator to elaborate or check up on cultural and lingual concerns. Brandl (2002) stated that the instructions in an Internet-enhanced learning environment should be explicitly given to students and declared the steps to be taken. It is not just simple for students to become lost without them, but additionally to get stuck in a hypertext ecosystem. This is frequently due to the gaps in instructions or broken hyperlinks encountered while browsing the Internet. As a result, clear directions regarding the best way to move

around or which direction to take when investigating websites are required. Another question the researcher wants the educators to ask themselves before employing a student-controlled lesson plan is whether their students are prepared for project-centered assignments or not. Teachers must offer pupils straightforward instructions on the method and character of the project-oriented activity. They can let their pupils choose an individual subject of interest, supplies, final products, and evaluation methods. It does not imply that the teacher turns obsolete. On the contrary, the teacher performs a vital function as a facilitator and mentor. In the meantime, students may be asked to adhere to a specific timetable alongside additional project requirements. It is a necessity for them to understand when it is appropriate to have discussions with their teachers. They are required to grasp how things work in the process and any regulations that apply within. The project-based training planning stage can involve details regarding the study method. Gaspar (1998) pointed out that considering the flexible format and student-centered procedure, it seems probable that samples and prototypes regarding class projects will be required to explain ways to proceed with organizing and carrying out tasks which lead to quite distinctive final products. Collecting and sorting out data is part of online project learning. This necessitates familiarity with engines for searching. The majority of learners understand the fundamentals of utilizing browser-based search engines. Nevertheless, search engines have grown increasingly complex in recent years, enabling results to be set, for instance, on the basis of L2 or multimedia content. Learners might need further instruction in how to make use of these capabilities, in addition to instructions on the skills of seeking knowledge skills in a broader sense. Brandl (2002) concluded that the abundance of authentic materials available on the web allows students to completely engulf themselves in a wide range of intellectual readings. However, in order to make the incorporation of web-based exercises a fruitful experience, the knowledge is required to get effectively organized and presented. For justification of its usage, the practice of online resources for reading or the incorporation of Internet-based readings must extend beyond what the instructor can provide in the school setting. The choice of whether or not to utilize it, as well as the ways to employ it, needs to be determined by an explicit educational reason, with developmental considerations being carefully evaluated.

III. METHODOLOGY

A. Research Background

The purposes of this study were to discover the perceptions of Turkish EFL learners toward Internet-assisted Language Learning mainly and to reveal their Internet usage habits for practicing the language. The participants were provided with a questionnaire comprised of separate sections and asked to give information by selecting an option among 5 presented statements: strongly agree, agree, neutral, disagree, or strongly disagree. The data acquired in the study was collected then analyzed to be interpreted. Based on the purposes of the current research, the following research questions were investigated throughout the study:

- 1- What are Turkish EFL Learners' internet usage habits to learn and practice English?
- 2- What are Turkish EFL Learners' perceptions of Internet-assisted language learning?

B. Participants

For the current research, a convenience sampling method was employed. The participants comprised 34 students from Private Üsküdar Bağlarbaşı Secondary School (6th, 7th, and 8th grades), 62 university students, 6 M.A, 2 Ph.D students and 5 highschool students from different schools in Istanbul. There were 109 participants who took part in the current study, 66 of them were females and 43 of them were males. In order to receive background information on the respondents, they were requested to reveal their age, gender, and educational qualifications in the first section of the questionnaire.

Table 1 demonstrates the demographic information about the participants. The number of female participants (n=66; 60.5%) was higher than male participants (n=43; 39.4%). In relation to age, 51.3% of participants were between 18-25 years old; 31.1% of the participants were under 18; 6.4% of the participants were between

26-30 years old; 4.5 % of participants were between 30-35 years old; 2.7% of the participants were between 41-45 years old; 2.7% of the participants were over 50 years old and, 0.9% of the participants were between 36-40 years old.

Table 1. Demographic Information of the Participants

Variables	Total Participants	Percentage %
Gender		
Male	43	39.45%
Female	66	60.55 %
Age		
18-25	56	51.38 %
26-30	7	6.42%
31-35	5	4.59%
36-40	1	0.92%
41-45	3	2.75%
46-50	0	0%
over 50	3	2.75%
under 18	34	31.19%
Educational Qualifications		
BA Students	62	56. 8%
MA Students	6	5.5%
PHD	2	1.8%
Secondary & Highschool Students	39	35.7%

C. Instrument and Procedures

The participants received a questionnaire regarding their habits on using the internet to learn and practice English and their perceptions of Internet-assisted language learning. The focus of the questionnaire was on the improvement of language skills. The role the Internet plays in practicing and the acquisition of the language was also investigated through the collected data. The instrument had three parts: demographic information, usage statements regarding the Internet, and statements regarding the perceptions of Internet Assisted Language Learning. There were 33 items in the questionnaire. The participants were asked to show their level of agreement or disagreement with 30 items. The remaining 3 questions were to collect demographic information. The instrument reliability after adaptation was measured with Cronbach's alpha formula. The result shows that the items in section 2 had a consistency level measured as 0.83/.813. For the third section, it was measured at 0.91/.910, thus the instrument can be considered reliable. The second part of the

questionnaire focused on the place of online technology in the language learning process. The section dedicated to this question in the instrument had 11 items in total. The third section of the instrument focuses on learners' perceptions of the Internet Assisted Language Learning. The participants were asked to show their level of agreement on 19 items in total. The quantitative data were collected through the Likert scale in which the participants showed their level of agreement or disagreement with the statements in two separate sets where they selected 1 of 5 options scaled from "Strongly agree" to "Strongly Disagree". The questionnaire was adapted from the instrument that was developed by Metruk (2021). The instrument used in the current study was formed in Google Forms and sent to the participants as an online link on WhatsApp. All participants took the survey voluntarily and for the secondary school students in Private Üsküdar Bağlarbaşı school, permission from the school administration was received before running the survey.

IV. DATA ANALYSIS

The data was analyzed with SPSS version 26 by transferring the results collected from Google Forms that was converted to an Excel sheet.



V. FINDINGS AND DISCUSSION

The researcher intended to discover the user habits of Turkish EFL learners with different backgrounds to learn and practice English and their perceptions of Internet-assisted language learning. The participants were asked to respond to the first set of statements in the second section of the questionnaire regarding their user habits. The third section of the questionnaire focused on their perceptions of the Internet Assisted Language Learning. The first part consisted of 11 items and the second part consisted of 19 items. The participants were asked to select one of the five options.

Although the research instrument was conducted on a sample with a broad age range, the researcher could not look into the variations among them due to the limitations of the study.

Table 2 Internet Usage Habits

Item No.	Mean	Median	Mode	SD*	Strongly Agree N (%)	Agree N (%)	Neutral N (%)	Disagree N (%)	Strongly Disagree N (%)
1- I use the Internet for practicing vocabulary.	4,02	4,00	4	,923	35(32.1)	51(46.7)	15(13.7)	6(5.5)	2(1.8)
2- I use the Internet to study English at home.	3,83	4,00	4	1,017	31(28.4)	42 (8.5)	25(22.9)	8(7.3)	3(2.7)
3- I regularly use dictionary apps on the Internet.	4,11	4,00	5	,994	45(41.2)	43(39.4)	12(11)	6(5.5)	3(2.7)
4- I use the Internet for practicing grammar.	3,67	4,00	4	1,063	22(20.2)	51(46.7)	19(17.4)	12(11)	5(4.6)
5- I use the Internet for practicing reading skills.	3,66	4,00	4	1,140	27(24.7)	43(39.4)	20(18.3)	13(11.9)	6(5.5)
6- I use the Internet to study English outside traveling.	3,53	4,00	4	1,167	26(23.8)	33(30.2)	30(27.5)	13(11.9)	7(6.4)
7- I use the Internet for practicing pronunciation.	3,96	4,00	4	,952	33(30.2)	50(45.8)	18(16.5)	5(4.5)	3(2.7)
8- I use the Internet for practicing writing skills.	3,49	4,00	4	1,168	26(23.8)	30(27,5)	29(26.6)	19(17.4)	5(4.6)
9- I use the Internet for practicing listening skills.	4,15	4,00	4	1,158	42(38.5)	51 (46.7)	10(9.1)	2(1.8)	4(3.6)
10- I use the Internet for practicing English at school/work.	3,65	4,00	4	1,158	26(23.8)	46(42.2)	17(15.6)	13(11,9)	7(6,4)
11- I use the Internet for practicing speaking skills.	3,35	3,00	4	1,166	20(18.3)	34(31.1)	24(22)	26(23.8)	5(4.6)

*SD = Standard Deviation

As Table 2 demonstrates, the items responded with a strong level of agreement and agreement shows that most of the participants use the Internet mainly for practicing pronunciation, vocabulary, grammar, reading skills, and listening skills. Furthermore, they use online dictionaries on a regular basis. This may conclude that the participants practice their English language skills as autonomous learners. 54.1% of the participants use the Internet for practicing English while they are travelling, whereas 66% of them use it at school or work more. The data revealed that the respondents practice and develop language skills and language systems to varying extents. The highest level of agreement was revealed for the statement regarding Internet usage to practice listening skills. Among the participants, 85.2% of them agreed to this statement to varying degrees in the range of ‘‘Strongly Agree’’ to ‘‘Agree’’. Additionally, while speaking skills practice through the Internet did not receive a high level of agreement, the practice of vocabulary (78.9%), pronunciation (77.9%), and grammar (66.9%) did. Nearly half of the participants (50.4%) showed responses toward using the Internet to practice speaking skills and 22% of them remained neutral about the statement. On the other hand, the practice of reading skills through the Internet reached a considerable level of agreement among 64.2% of the participants. The statement regarding the use of the Internet to practice writing skills reached a fair level of agreement by 51.3% of the respondents while a smaller fraction (26.6%) remained neutral and 41.2% stated high and low levels of disagreement. The findings of the current research show that the participants do not always approach and practice English language skills and systems through the internet equally which is something that is in line with the results of many other studies (Metruk, 2021; Ilter, 2015 & Kachru, 2011) that were conducted in the field before. While the largest percentage (66.9%) in the agreement range regarding the places where English is practiced through the Internet was measured for item 2 (I use the Internet to study English at home), the smallest percentage (54.1%) in this range which is also a considerable value of percentage, was measured for item 6 (I use the Internet to study English outside traveling.). Based on the data, practicing English through the Internet at home, work, or school is more common than during travel or commuting to a place by most of the participants. The percentage of those who use the Internet at work or school among the participants is 66.5% which makes these two places the secondary choice for practicing English.

Table 3. Perceptions of Internet-Assisted Language Learning

Item No.	Mean	Median	Mode	SD*	Strongly Agree N (%)	Agree N (%)	Neutral N (%)	Disagree N (%)	Strongly Disagree N (%)
12- Using English language learning sources on the Internet helps improve my vocabulary.	4,01	4,00	4	,844	32(29.3)	52(47.7)	20(18.3)	4(3.6)	1(0.9)
13- Using English language learning sources on the Internet enables me to study English wherever/whenever I am.	3,85	4,00	4	1,061	34(31.1)	41(37.6)	22(20.1)	8(7.3)	4(3.6)
14- Practicing English by using English language learning sources on the Internet is easy and flexible.	4,00	4,00	4	,953	37(33.9)	45(41.2)	19(17.4)	6(5.5)	2(1.8)
15- Practicing English by using English language learning sources on the Internet is convenient.	3,92	4,00	4	,840	26(23.8)	56(51.3)	19(17.4)	8(7.3)	0
16- Practicing English by using English language learning sources on the Internet is effective.	3,98	4,00	4	,839	32(29.3)	48(44)	24(22)	5(4.6)	0
17- Using English language learning sources on the Internet improves my grammar.	3,71	4,00	4	1,048	26(23.8)	44(40.3)	23(21.1)	13(11.9)	3(2.7)
18- Practicing English by using the English language learning sources on the Internet is enjoyable.	3,69	4,00	4	1,111	28(25.7)	41(37.6)	23(21.1)	12(11)	5(4.6)
19- Using English language learning sources on the Internet helps me develop and enhance my reading skills.	4,04	4,00	4	,816	33(30,3)	52(47,7)	19(17.4)	5(4.6)	0
20- The Internet helps me find solutions on my own.	4,06	4,00	4	,870	37(33.9)	47(43.1)	20(18.3)	4(3.6)	1(0.9)
21- English language learning sources on the Internet improve my pronunciation.	3,88	4,00	4	,997	32 (29.3)	45(41.2)	22(20.1)	7(6,4)	3(2,7)

Table 3. (con) Perceptions of Internet-Assisted Language Learning

Item No.	Mean	Median	Mode	SD*	Strongly Agree N (%)	Agree N (%)	Neutral N (%)	Disagree N (%)	Strongly Disagree N (%)
22- Practicing English by using English language learning sources on the Internet motivates me to study English.	3,50	4,00	4	1,060	20(8.3)	37(33.9)	33(30.2)	15(13.7)	4(3.6)
	3,78	4,00	4	,906	24(22)	47(43.1)	29(26.6)	8(7.3)	1(0.9)
23- Practicing English by using English language learning sources on the Internet makes me more autonomous.	3,64	4,00	4	1,076	24(22)	46(42.2)	17(15.6)	20(18.3)	2(1.8)
	4,17	4,00	4	,822	43(39.4)	45(41.2)	17(15.6)	4(3.6)	0
24- English language learning sources on the Internet improves my writing.	3,72	4,00	4	1,026	27(24.7)	41(37.6)	28(25.7)	10(9.1)	3(2.7)
25- English language learning sources on the Internet help me develop and enhance my listening skills.	3,76	4,00	4	,942	24(22)	46(42.2)	31(28.4)	5(4.6)	3(2.7)
	4,11	4,00	4	,820	39(35.7)	47(43.1)	19(17.4)	4(3.6)	0
26- I get creative by using English language learning sources on the Internet.	3,71	4,00	4	1,039	27(24.7)	40(36.7)	28(25.7)	11(10.1)	3(2.7)
	3,61	4,00	4	1,210	31(28.4)	33(30.2)	22(20.2)	17(15.6)	6(5.5)
27- Practicing English by using English language learning sources on the Internet makes me more confident.	4,11	4,00	4	,820	39(35.7)	47(43.1)	19(17.4)	4(3.6)	0
28- The Internet is a huge part of my learning process.	3,71	4,00	4	1,039	27(24.7)	40(36.7)	28(25.7)	11(10.1)	3(2.7)
29- English language learning sources on the Internet improve my speaking.									
30- I prefer using the Internet for language learning to traditional methods.	3,61	4,00	4	1,210	31(28.4)	33(30.2)	22(20.2)	17(15.6)	6(5.5)

*SD = Standard Deviation

Table 3 reflects the perceptions of the participants on Internet-assisted language learning. The responses range between strongly agree and strongly disagree (items 12-30). The highest level of agreement regarding language skills and systems was measured for item 25(Internet helps develop listening skills), item 19 (reading skills), and item 12 (vocabulary). Among the participants, 80.7% of them think that using online sources helps them develop their reading skills. 77.9% of the

respondents viewed online sources for language learning as an enhancing tool for their reading skills. 77% consider that these sources on the Internet also improve their vocabulary knowledge (lexical system). Meanwhile, items 21, 24, and 17 which are related to pronunciation which is in the category of phonological system, writing skills, and grammatical system appeared to receive a considerable level of agreement as well by 66.3% of the sample. The lowest level of agreement in terms of language skills was assigned to speaking skills which is a result that totally matches with the results acquired from the attitudes sections of the questionnaire as expected.

Moreover, most of the participants (69%) indicated that English language learning sources on the Internet enable them to study English anywhere anytime. 75.2% of the respondents take these online sources as easy and flexible tools for the purpose of practicing English. Item 15 and item 16 also received a high level of agreement which reveals that a large group among the participants (74.3%) find online language sources effective for the language learning process and convenient in terms of their usage. In addition to these findings, the data also allows the researcher to interpret that using these sources on the Internet to study English is considered fun among the sample group of the current research. Similarly, item 26, 27, 28 and 30 reached a high level of agreement and 22.7% of the participants strongly stated that using online sources make them more creative, and 37.6% agreed. Furthermore, 64.2% of the respondents showed that they feel confident with internet-assisted language learning so online sources can be considered as confidence boosting tools. Item 28 collected the highest level of agreement among these items when 79% revealed that they have this perspective in which the Internet is a huge part of their language learning process. On top of that, 64% of the sample prefer learning the language through the Internet rather than being taught with traditional methods which is a result that contradicts the results of some other studies in the field (Jabeen & Thomas, 2015; Bhuiyan, 2022)

The findings illustrated in the current paper suggest that Turkish EFL learners in this study perceived the development of language skills and systems to different extents. The highest perceived effect regarding the usage of the Internet was measured for listening skills and the lowest perceived effect was measured for speaking skills. Most of the findings that are stated in existing literature support the idea that the language skill EFL learners practice the least through the Internet is

speaking skills. However, regarding the aspect of practice for speaking skills through sources on the Internet, more research can be conducted. This may provide better concrete results and insights both for teachers to encourage learners and for learners to find the right ways that are already available to practice communication skills through the Internet, ready to be explored and used. Therefore, as interest grows, the methods of online learning that students discover can multiply and be more fruitful for them in developing oral skills.

The findings of the current study additionally demonstrate that there were a number of participants whose perceptions indicated disagreement with the capability of using the internet to improve language skills, systems and to direct language learning process positively. However, their percentage remains small compared to total calculated values of each related item. Current study has limitations therefore more in-depth research on this particular area can both contribute to current knowledge that exists in the field and be beneficial to explore and interpret further possible indications for the reasons why disagreements values are to a degree that cannot be totally disregarded.

In the light of the collected data from the second and third sections of the questionnaire, this study supports the conclusion that the participants who took part in the sample demonstrated positive approaches to the usage of the Internet to improve English due to its convenience, effectiveness, flexibility, simplicity, and fun which makes the results acquired from item 30 (preferring using English language learning sources on the Internet rather than traditional learning methods) justifiable.

VI. CONCLUSION

The researcher in her current study investigated the habits of Turkish EFL learners on the use of the Internet to practice English and their perceptions on Internet-assisted language learning overall. The results were positive toward using the technology of the Internet to learn English to a better extent and perceived positive effects of Internet-assisted language learning to provide learners chances to improve different language skills and build up different language systems. The discussion given above further showed that most of the participants were motivated to use online English language learning sources and preferred these sources rather than being taught by traditional teaching methods.

When it comes to using the Internet to utilize language learning sources and tools during the language learning process, the participants reached a high level of agreement because they think it is both fun and effective. As the results of the studies conducted by other researchers in the field (Aydın, 2007; Solak, 2015) suggest too, positive perceptions towards the Internet may help learners to use it more efficiently to become predominant in their language learning process and well-dominated individuals who can meet the needs of their own language learning process. Additionally, when the sources on the Internet are considered tools to boost confidence as perceived by most of the participants in the study, it may lead to a rise in encouragement and achievement levels of the learners which also affects their approaches positively during the process. This is kind of a circle in which the factors influence each other. In light of the indications above, practicing English through the Internet allows the participants to turn into autonomous learners which leads to an additional independent language learning process on top of the traditional learning methods if they are exposed to them in schools or private courses. Many participants seem to use online sources no matter where they are according to the data acquired from the current study. The Internet is considered a practical and beneficial tool without limiting the place and time the learners dedicate to studying. Foreign language studies are one of the areas where the technology has brought many

advantages. In most places around the world, using ICT for the development of language skills and systems is accepted by educationalists and learners. This technology also provides the teachers with many different alternatives for the sources they use to teach their students in the classroom to back up activities and form new learning strategies for their students which is something that shapes and builds learning behaviors of the students positively.

The Internet has become a platform that is often used to improve one's language learning process through language learning sources and communication via online interactions thus it should be given more credit and promoted to use this technology to acquire better English language skills. The current study shows that most of the participants take their chances with the Internet to meet their needs during the learning process and that it works well. When learners experience that using online methods works well, it is safe to predict that their perspectives are shaped in favor of the usage of the Internet for language learning purposes. For those who may not have the experience of such a process, especially for those who do not try out the ways to practice speaking skills as the current study implied with the lowest level of agreement acquired for speaking skills as well, the educationalists can promote the right ways to do it and provide more opportunities for them to get to know this online world where sources, tools, and chances to go forward are limitless.

VII. REFERENCES

ARTICLES

- ABDOUS, M., CAMARENA, M. and FACER, B. R. (2009). ‘‘MALL Technology: Use of Academic Podcasting in the Foreign Language Classroom’’, **ReCALL**, Vol. 21, Issue 1, Pages 76-95. DOI: <https://doi.org/10.1017/S0958344009000020>
- ABDULRAHMAN, M., FARUK, N., OLOYEDE, A. A., BAKINDE, N. S., OLAYOWIN, L. A., MEJABI, O. V., IMAM, F. Y. O., FAHM, A. O. and AZEEZ, A. L. (2020). ‘‘Multimedia Tools in the Teaching and Learning Processess: A Systematic Review’’, **Heliyon**, Vol. 6, Issue 11, DOI: <https://doi.org/10.1016/j.heliyon.2020.e05312>
- AGARWAL, M. K. (2009). ‘‘Internet-based Language Learning and Teaching’’, Innovative Infotechnologies for Science, **Business and Education**, Vol. 1, Issue 8, Pages 3-7. DOI: [http://journal.kolegija.lt/iitsbe/2010/Agarwal-internet-IITSBE-2010-1\(8\)-3-7.pdf](http://journal.kolegija.lt/iitsbe/2010/Agarwal-internet-IITSBE-2010-1(8)-3-7.pdf)
- AGUILAR, F. R. (2017). ‘‘State of the App: A Taxonomy and Framework for Evaluating Language Learning Mobile Applications’’ **CALICO**, Vol. 34, Issue 2, Pages 243-258. DOI: <https://doi.org/10.1558/cj.27623>
- ALIYEV, A. And ISMAYILOVA, K. (2017). ‘‘Improving English Writing Skills of Non-native Undergraduate Learners with the Help of Movies Supported by Online Technologies’’, **Journal of Education in Black Sea Region**, Vol. 2, Issue 2, Pages 2-16. DOI: <https://doi.org/10.31578/jeps.v2i2.38>
- AN, I. S. (2013). ‘‘Integrating Technology-enhanced Student Self-regulated Tasks into University Chinese Language Course’’, **International Journal of Computer-assisted Language Learning and Teaching**, Vol. 3, Issue 1, Pages 1-15. DOI: <https://doi.org/10.4018/ijcallt.2013010101>
- ARMSTRONG, K. M. and VASSOT, K. V. (1994), ‘‘Transforming Teaching

- through Technology'', **Foreign Language Annals**, Vol. 27, Issue 4, Pages 475-486. DOI: <https://eric.ed.gov/?id=EJ499430>
- ASAN, A. (2003), ''Computer Technology Awareness by Elementary School Teachers: A Case Study from Turkey'', **Journal of Information Technology Education**, Vol. 2, Issue 1, Pages 153-162. https://www.researchgate.net/publication/26388610_Computer_Technology_Awareness_by_Elementary_School_Teachers_A_Case_Study_from_Turkey (Access Date: 4 January, 2023)
- AYDIN, S. (2007), ''Attitudes of EFL Learners Towards the Internet'', **The Turkish Online Journal of Educational Technology**, Vol. 6, Issue 3, Pages 18-26. <https://files.eric.ed.gov/fulltext/ED500059.pdf> (Access Date: 18 April, 2023)
- AYDIN, S. (2013). ''Second Life as a Foreign Language Learning Environment: A Review of Research'', **Turkish Online Journal of Distance Education**, Vol. 14, Issue 1, Pages 53-63. https://www.researchgate.net/publication/274703851_Second_Life_as_a_foreign_language_learning_environment_A_review_of_research (Access Date: 18 April, 2023)
- BERLIN, F. (2009), ''From Distraction to Engagement: Wireless Devices in the Classroom'', **Educause Quarterly**, Vol. 32, Issue 4, Pages 4-9. <https://er.educause.edu/en/Articles/2009/12/FromDistraction-to-Engagement-Wireless-Devices-in-the-Classroom> (Access Date: 11 March, 2023)
- BROWN, D. and WARSCHAUER, M. (2006), ''From the University to the Elementary Classroom: Students' Experiences in Learning to Integrate Technology in Instruction'', **Journal of Technology and Teacher Education**, Vol. 14, Issue 3, Pages 599-621. http://education.uci.edu/uploads/7/2/7/6/72769947/integr_te.pdf (Access Date: 21 February, 2023)
- CAHYONO, B. Y. and MUTIARANINGRUM, I. (2006), ''Indonesian EFL Teachers' Familiarity with and Opinion on the Internet-based Teaching of Writing'', **English Language Teaching**, Vol. 9, Issue 1, Pages 199-

208. DOI: <https://doi.org/10.5539/elt.v9n1p199>

- CAKIR, R. and SOLAK, E. (2015). ‘Attitude of Turkish EFL Learners Towards E-learning Through Tam Model’, **Procedia – Social and Behavioral Sciences**, Vol. 176, Pages 596-601. DOI: <https://doi.org/10.1016/j.sbspro.2015.01.515>
- CHANG, C. and CHENG, C. K. (2014), ‘Developing Students’ Listening Metacognitive Strategies Using Online Videotext Self-dictation-generation Learning Activity’, **The EuroCALL**, Vol, 22. Issue 1, DOI: <https://doi.org/10.4995/eurocall.2014.3636>
- CHANG, J. W., LEE, M. C., SU, C. Y. and WANG, T. I. (2016), ‘Effects of Using Self-explanation on a Web-based Chinese Sentence-learning System’, **Computer Assisted Language Learning**, Vol. 30, Issue 1, Pages 1-22. DOI: <https://doi.org/10.1080/09588221.2016.1241806>
- CHANG, M. M. (2007). ‘Enhancing Web-based language Learning Through Self-monitoring’, **Journal of Computer Assisted Language Learning**, Vol. 23, Issue 1, Pages 187-196. DOI: <https://doi.org/10.1111/j.1365-2729.2006.00203.x>
- CHEN, G. D., CHANG, C. K. and WANG, C. Y. (2008). ‘Ubiquitous Learning Website: Scaffold Learners by Mobile Devices with Information-aware Techniques’, **Computers & Education**, Vol.50, Issue 1, Pages 77-90. DOI: <https://doi.org/10.1016/j.compedu.2006.03.004>
- CHINNERY, G. M. (2006). ‘Emerging Technologies Going to the MALL: Mobile Assisted Language Learning’, **Language Learning and Technology**, Vol. 10, Issue 1, Pages 9-16. <https://www.lltjournal.org/> (Accesss Date: 5 February, 2023)
- CHUNG, L. Y. (2015). ‘Exploring the Effectiveness of Self-regulated Learning in Massive Open Online Courses on Non-native English Speakers’, **International Journal of Distance Education Technologies**, Vol. 13, Issue 3, Pages 61-73. DOI: <https://doi.org/10.4018/IJDET.2015070105>
- CIFUENTES, L., MERCHANT, Z. And VURAL, O. F. (2002). ‘Web 2.0 Technologies Forge the Way for Global Citizenship’, **Journal of Social**

Sciences Institute, Vol. 8, Issue 15, Pages 295-312.
<https://dergipark.org.tr/tr/download/article-file/183316> (Access Date: 16 February, 2023)

COHEN, A. D., HERRERA, A. P., THOMPSON, J. R. and WITZIG, K. E. (2011).
“Communicating Grammatically: Evaluating a Learner Strategy Website
for Spanish Grammar”, **CALICO**, Vol. 26, Issue 1, DOI:
<https://doi.org/10.11139/cj.29.1.145-172>

DALTON, B., PROCTOR, C. P., UCCELLI, O., MO, E. and SNOW, C. E. (2011).
“Designing for Diversity”, **Journal of Literacy Research**, Vol. 23,
Issue 1, Pages 68-100. DOI: <https://doi.org/10.1177/108629x10397872>

ERAZO, G. N. S. and GONZALES, V. E. (2015). “Teaching and Learning in
Digital World: Strategies and Issue in Higher Education”, **Rovira i
Virgili**, Vol. 1, Issue 1.
[https://www.researchgate.net/publications/303907548 Teaching and Learning in digital worlds strategies and issues in higher education](https://www.researchgate.net/publications/303907548_Teaching_and_Learning_in_digital_worlds_strategies_and_issues_in_higher_education)

ERGENEKON, B. (2016). “Using Film for Writing Reaction-response Essay: A
classroom Action Research on Turkish ESP Learners”, **International
Journal of Language**, Vol. 2, Issue 2, Pages 73-78. DOI:
<https://doi.org/10.18178/ijlllc2016.2.2.70>

FARIZA, N., HAMAT, A., AZMAN, H. and NOOR, N. M. (2011). “An
Investigation on the Employment of Interactive Technological Tools to
Comprehend Online Reading Texts, **The International Journal of
Learning Annual Review**, Vol. 18, Issue 2, Pages 247-260. DOI:
<https://doi.org/10.18848/1447-9494/cgp/v18i02/47469>

GIBSON, S. and OBERG, D. (2010). “Visions and Realities of Internet Use in
Schools: Canadian Perspectives”, **British Journal of Educational
Technology**, Vol. 35, Issue 5, Pages 569-585. DOI:
<https://doi.org/10.1111/j.0007-1013.2004.00414.x>

GILAKJANI, A. P. (2011). “A Study on the Situation of Pronunciation Instruction
in ESL/EFL Classrooms”, **Journal of Studies in Education**, Vol. 1,
Issue 1, Page 4. DOI: <https://doi.org/10.5296/jse.v1i1.924>

- GILAKJANI, A. P., ISMAIL, H. N. and LAI, H. (2013). ‘‘Teachers’ Use of Technology and Constructivism’’, **International Journal of Modern Education and Computer Science**, Vol. 5, Issue 4, Pages 49-63. DOI: <https://doi.org/10.5815/ijmecs.2013.04.07>
- GONGLEWSKI, M., MELONI, C. and BRANT, J. (2001). ‘‘Using E-mail in Foreign Language: Rationale and Suggestions’’, **The Internet TESL Journal**, Vol. 5, Issue 3. <http://iteslj.org/Techniques/Meloni-Email.html> (Access Date: 7 March, 2023)
- GONZALEZ, D. (2003). ‘‘Teaching and Learning Through Chat: Taxanomy of Educational Chat for EFL/ESL’’, **Teaching English with Technology**, Vol. 3, Issue 4, Pages 57-69. <http://cejsh.icm.edu.pl/cejsh/element/bwmeta1.element.desklight-176e6886-2cb5-4ec2-b202-5323a4d89ed0> (Access Date: 16 February, 2023)
- GUZEL, S. and AYDIN, S. (2016). ‘‘The Effect of Second Life on Speaking Achievement’’, **Global Journal of Foreign Language Teaching**, Vol. 6, Issue 4, Pages 236-245. DOI: <https://doi.org/10.18844/gjflt.v6i4.1676>
- HALEEM, A., JAVAID, M. and SUMAN, R. (2022). ‘‘Understanding the Role of Digital Technologies in Education: A Review’’, **Sustainable Operations and Computers**, Vol. 3, Issue 1, Pages 275-285. DOI: <https://doi.org/10.1016/j.susoc.2022.05.004>
- HEFLIN, H., SHEWMAKER, J. and NGUYEN, J. (2017). ‘‘Impact of Mobile Technology on Student Attitudes, Engagement, and Learning’’, **Computers & Education**, Vol. 107, Paages 91-99. <https://sotl.faculty.ucdavis.edu/wp-content/uploads/sites/266/2018/05/impact-of-mobile-technology.pdf> (Access Date: 16 February, 2023)
- HEGGART, K. R. and YOO, J. (2018). ‘‘Getting the Most from Google Classroom: A Pedagogical Framework for Tertiary Educators’’, **Australian Journal of Teacher Education**, Vol 43. Issue 3, Pages 140-153. DOI: <https://doi.org/10.14221/ajte.2018v43n3.9>
- HIMMETOGLU, B., AYDUG, D. and BAYRAK, C. ‘‘Education 4.0: Defining the

- Teacher, the Student and the School Manager Aspects of the Revolution'', **Turkish Online Journal of Distance Education**, Vol. 21, Issue (Special), Pages 19-20. DOI: <https://doi.org/10.17718/tojde.770896>
- HUNG, S. T. A. (2016). 'Enhancing Feedback Provision Through Multimodal Video Technology'', **Computers & Education**, Vol. 98, Pages 90-101. DOI: <https://doi.org/10.1016/j.compedu.2016.03.009>
- HUSSEIN, G. (2010). 'The Attitudes of Undergraduate Students Towards Motivation and Technology in a Foreign Language Classroom'', **International Journal of Learning and Teaching**, Vol. 2, Issue 2, Pages 14-24. <https://asosindex.com.tr/index.jsp?modul=articles-page&journal-id=2103&article-id=390482> (Access Date: 22 March, 2023)
- HWU, F. (2007). 'Learners' Strategies with a Grammar Application: The Influence of Language Ability and Personality Preferences'', **ReCALL**, Vol. 19, Issue 1, Pages 27-28. DOI: <https://doi.org/10.1017/S0958344007000316>
- ILTER, B. G. (2015). 'How Does Technology Affect Laanguage Learning Process at an Early Age?'', **Procedia Social and Behavioral Sciences**, Vol. 199, Issue 1, Pages 311-316. DOI: <https://doi.org/10.1016/j.sbspro.2015.07.552>
- ISMAN, A., CAGLAR, M. DABAJ, F. and ALTINAY, Z. (2004). 'Attitudes of Students Towards Computers'', **The Turkish Online Journal of Educational Technology**, Vol. 3, Issue 1, Pages 11-21. <https://files.eric.ed.gov/fulltext/EJ1101920.PDF> (Access Date: 27 March, 2023)
- JAMALIFAR, G. and CHALAK, A. (2014). 'The Use of Internet in English Language Learning: practices, Attitudes and Challenges of the Learners'', **Advances in English Language and Literature (AELL)**, Vol. 1, Issue 2, Pages 1-6. <http://www.projournals.org/AELL> (Access Date: 3 February, 2023)
- JONES, R. G. (2017). 'Smartphones and Language Learning'', **Laanguage Learning and & Technology**, Vol. 21, Issue 2, Pages 3-17. <https://scholarspace.manoa.hawaii.edu/server/api/core/bitstreams/97f541>

- KARNATY, S. R. (2016). ‘‘Role of Internet in Learning English’’, **Indian Journal of Applied Research**, Vol. 6, Issue 5, Pages 467-468. DOI: <https://doi.org/10.36106/IJAR>
- KERN, R. (2006). ‘‘Perspectives on Technology in Learning and Teaching Languages’’, **TESOL QUARTERLY**, Vol. 40, Issue 1, Page 188. DOI: <https://doi.org/10.2307/40264516>
- KONDO, M., SAKAMOTO, K. SMITH, C. and ISHIKAWA, Y. (2012). ‘‘Mobile Assisted Language Learning in University EFL Courses in Japan: Developing Attitudes and Skills for Self-regulated Learning’’, **ReCALL**, Vol. 24, Issue 2, Pages 169-187. DOI: <https://doi.org/10.1017/S095834012000055>
- KORMOS, J. and CSIZIER, K. C. (2013). ‘‘The Interaction of Motivation, Self-regulatory Strategies and Autonomous Learning Behaviors in Different Learner Groups’’, **TESOL Quarterly**, Vol. 48, Issue 2, Pages 275-299. DOI: <https://doi.org/10.1002/tesq.129>
- LAI, C. (2015). ‘‘Modeling Teachers’ Influence on Learners’ Self-directed Use of Technology for Language Learning Outside the Classroom’’, **Computers and Education**, Vol. 82, Issue 1, Pages 74-83. DOI: <https://doi.org/10.1016/j.compedu.2014.11.005>
- LAI, C. and MINGYUE, G. (2011). ‘‘Self-regulated Out-of-class Language Learning with Technology’’, **Computer Assisted Language Learning**, Vol. 24, Issue 4, Pages 317-355. DOI: <https://doi.org/10.1080/09588221.2011.568417>
- LAI, C., WANG, Q., LI, X. and HU, X. (2016). ‘‘The Influence of Individual Espoused Cultural Values on Self-directed Use of Technology for Language Learning Beyond the Classroom’’, **Computers in Human Behavior**, Vol. 62, Pages 676-688. DOI: <https://doi.org/10.1016/j.chb.2016.04.039>
- LAN, K. Y. (2013). ‘‘The Effect of Technology-supported Co-sharing on L2 Vocabulary Strategy Development’’, **Educational Technology &**

- Society**, Vol. 16, Issue 4, Pages 1-16.
https://www.researchgate.net/publication/281024623_The_Effect_ofTechnology-Supported_Co-Sharing_on_L2_Vocabulary_Strategy_Development (Access Date: 9 April, 2023)
- LEE, L. (2005). ‘‘Using Web-based instruction to Promote Active Learning: Learners’ Perspectives’’, **Calico Journal**, Vol. 23, Issue 1, Pages 139-156. <https://www.jstor.org/stable/24156235?seq=1> (Access Date: 14 January, 2023)
- LEPP, A., BARKLEY, J. E. and KARPINSKI, A. C. (2014). ‘‘The Relationship Between Cellphone Use, Academic Performance, Anxiety, and Satisfaction with Life in College Students’’, **Computers in Human Behavior**, Vol. 31, Issue 1, Pages 343-350 DOI: <https://doi.org/10.1015/j.chb.2013.10.049>
- LI, J. (2009). ‘‘The Evolution of Vocabulary Learning Strategies in a Computer-mediated Learning Environment’’, **CALICO**, Vol. 27, Issue 1, Pages 118-146. <https://www.jstor.org/stable/calicojournal.27.1.118> (Access Date: 27 January, 2023)
- MOLCHANOVA, I I (2015). ‘‘Influence of the Internet on Studying English’’, **International Education Studies**, Vol. 8, Issue 1, Pages 11-141. DOI: <https://doi.org/10.5539/ies.v8n1p33>
- MUMTAZ, S. (2000). ‘‘Factors Affecting Teachers’ Use of Information and Communications Technology: A Review of the Literature’’, **Journal of Information Technology for Teacher Education**, Vol. 9, Issue 3, Pages 316-342. DOI: <https://doi.org/10.1080/1479390000200096>
- MUTLU, A. and EROZ, B. (2013). ‘‘The Role of Computer-Assisted Language Learning (CALL) in Promoting learner Autonomy’’, **Eurasian Journal of Educational Research**, Vol. 5, pages 107-122. <https://files.eric.ed.gov/fulltext/EJ1059921.pdf> (Access Date: 5 March, 2023)
- NAWAILA, M. B. and BICEN, H. (2018). ‘‘Whatsapp as a Tool for Distance Learning’’, **Ponte Journal**, Vol. 74, Issue 1, DOI:

<https://doi.org/10.21506/j.ponte.2018.1.36>

NAWAILA, M. B., KANBUL, S. and ALHAMRONI, R. (2020). "Technology and English Language Teaching and Learning: A Content Analysis", **Journal of Learning and Teaching in Digital Age**, Vol. 5, Issue 1, Pages 16-23. <https://dergipark.org.tr/en/download/article-file/1175700> (Access Date: 9 May, 2023)

O'BANNON, B. W. and THOMAS, K. (2014). "Teacher Perceptions of Using Mobile Phones in the Classroom: Age Matters!", **Computers & Education**, Vol. 74, Pages 259-308. DOI: <https://doi.org/10.1016/j.compedu.2014.01.006>

OGOTT, G. O. and ODERA, F. (2014). "Use of Technological Resources in the Acquisition of Language Skills in Early Childhood Development and Education Programmes in Gem sub-county, Kenya", **International Journal of Academic Research in Progressive Education and Development**, Vol. 3, Issue 4, Pages 1-13 DOI: <http://dx.doi.org/10.6007/IJARPED/v3-i4/958>

ONCHAWARAI, G. and WACHIRA, P. (2008). "Challenges and Solutions When Using Technologies in the Classroom", **Computer Technology Integration and Students Learning: Barriers and Promise**, Vol. 17, Issue 6, Pages 560-565. DOI: <https://doi.org/10.1007/s10956-008-9123-5>

PARDEDE, P. (2019). "Print and Digital Reading Comprehension in EFL", **Journal of English Teaching**, Vol. 5, Issue 2, Pages 77-90. DOI: <https://doi.org/10.3354/jet.v5i2.1059>

PARK, J. and YANG, J. S. (2014). "University Level Second Language Readers' Online Reading and Comprehension Strategies", **Language Learning and Technology**, Vol. 18, Issue 3, Pages 148-172. DOI: <https://doi.org/10.125/44388>

POLLARD, A. (2015). "Increasing Awareness and Talk Time Through Free Messaging Apps", **English Teaching Forum**, Vol. 53, Issue 1, Pages 25-32. <http://hdl.handle.net/20.500.11937/24384>

PORHOSEIN, A. P. and SABOURI, N. B. (2017). "Advantages of Using Computer

- in Teaching English Pronunciation'', **International Journal of Research in English Education**, Vol. 2, Issue 3, Pages 78-85. DOI: <https://doi.org/10.18869/acadpub.ijree.2.3.78>
- RAMLI, N. F. M, DARUS, S. and ABU, B. (2011). 'Metacognitive Online Reading Strategies of Adult ESL Learners Using a learning Management System'', **Theory and Practice in Language Studies**, Vol. 1, Issue 2, Paggess 13. DOI: <https://doi.org/10.4304/tpls.1.3.195-204>
- RASTCHI, M. and HAAJIHASSANI, H. (2010). 'Blog Assisted Language Learning: A Possibility in Teaching Reading to Iranian EFL Learners'', **International Journal of Language Studies**, Vol. 4, Issue 4, Pages 245-262. https://www.researchgate.net/publication/49593235_Blog-assisted_Language_Leaarning_A_Possibility_in_Teaching_Reading_to_Iranian_EFL_Learners
- REINDERS, H. (2010). 'Twenty Ideas for Using Mobile Phones in the Language Class'', **English Teaching Forum**, Vol. 48, Issue 3, Paages 20-33. <https://eric.ed.gov/?id=EJ914893>
- RIASATI, M. J., ALLAHYAR, N. and TAN, K. E. (2012). 'Technology in Language Education: Benefits and Barriers'', **Journal of Education and practice**, Vol. 3, Issue 5, Pages 25-30. <https://www.iiste.org/Journals/index.php/JEP/article/view/1495> (Access Date: 13 May, 2023)
- RICHARDS, J. (2015). 'The Changing Face of Language Learning: Learning Beyond the Classroom'', **RELC**, Vol. 46, Issue 1, Pages 5-22. DOI: <https://doi.org/10.1177/0033688214561621>
- ROY, D. and CRABBE, S. (2014). 'Website Analysis in an EFL Context: Content Comprehension, Perceptions on Web Usability and Awareness of Reading Strategies'', **ReCALL**, Vol. 27, Issue 2, Pages 1-25. DOI: <https://doi.org/0.1017/S095834401400024X>
- SA'D, S. H. T. (2014). 'Implementing Internet-based EFL Teaching in Iran: Disadvantages, Obstacles and Challenges from EFL Learners' Viewpoint'', **Dil ve Edebiyat Eğitimi Dergisi**, Vol. 10, Pages 24-40. <https://www.proquest.com/openview/3e0dce5512437a3097869bcd5a604>

[d15/1pq-origsite=gscholar&cbl=1966352](#) (Access Date: 19 February, 2023)

SCHEFFLER, F. L. and LOGAN, J. P. (2000). "Computer Technology in Schools: What Teachers Should Know and Be Able to Do", **Journal of Research on Computing in Education**, Vol. 31, Issue 3, Pages 305-326. <https://www.tandfonline.com/toc/ujrt19/31/3?nav=tocList> (Access Date: 19 May, 2023)

SCHMIDT, R. (1990). "Role of Consciousness in Second Language Acquisition", **Applied Linguistics**, Vol. 11, Issue 2, Pages 129-158. DOI: <https://doi.org/10.1093/applin/11.2.129>

SCHWIENHORST, K. (2002). "Evaluating Tandem Language Learning in the MOO", **Repair Strategies in a Bilingual Internet Project**, Vol. 15, Issue 2, Pages 135-145. DOI: <https://doi.org/10.1076/call.15.2.135.8194>

SERIN, O. (2012). "Mobile Learning perceptions of the Prospective Teachers (Turkish Republic of Northern Cyprus Sampling)", **The Turkish Online Journal of Educational Technology**, Vol. 11, Issue 3, Pages 222-233. <https://eric.ed.gov/?id=EJ989214> (Access Date: 17 April, 2023)

SINGHAL, M. (1997). "The Internet and Foreign Language Education: Benefits and Challenges", **The Internet TESL Journal**, Vol. 3, Issue 6, Pages 107. http://en.copian.ca/library/research/internet_foreign/internet_foreign.pdf (Access Date: 1 May, 2023)

STEEPHENS, K. K. and PANTOJA, G. E. (2016). "Mobile Devices in the Classroom: Learning Motivations and Predict Specific Types of Multicommunicating Behaviors", **Communication Education**, Vol. 65, Issue 4, Pages 463-479. DOI: <https://doi.org/10.1080/03634523.2016.1164876>

STICKLER, U. and LEWIS, T. (2008). "Collaborative Language Learning Strategies in an E-mail Tandem Exchange", **Language Learning Strategies in Independent Settings**, 237-261. https://www.researchgate.net/publication/326842225_Collaborative_language_learning_strategies_in_an_email_tandem_exchange

- TAFANI, V. (2009). "Teaching English Through Mass Media", **Actaa Didactica Napocensia**, Vol. 2, Issue 1, Pages 81-95.
<https://eric.ed.gov/?id=ED1052325> (Access Date: 1 May, 2023)
- TAMANDANI, K. K. and JAHANSHAHI, M. (2016). "Using E-learning Techniques and Tools for Enhancing Main English Language Skills", **International Journal for Teacher of English**, Vol. 4, Pages 44-51.
DOI: <https://doi.org/10.4236/ce.2014.510088>
- TAYLOR, P. (2015). "Mobile Phone Penetration Worldwide 2013-2019 Statista Teaching: Rationale and Suggestions", **The Internet TESL Journal**, Vol. 7, Issue 3, Pages 1-5.
<https://www.statista.com/statistics/470018/mobile-phone-user-penetration-worldwide/>
- THORNE, S. L. (2003). "Artifacts and Cultures of Use in Intercultural Communication Language, Learning and Technology Through Tam Model", **Procedia-Social and Behavioral Sciences**, Vol. 176, Issue 1, Pages 596-601. DOI: <https://doi.org/10.1016/j.sbspro.2015.01.515>
- WARSCHAUER, W. (1995). "The Internet for English Teaching: Guidelines for Teachers", **TESL Reporter**, Vol. 30, Issue 1, Pages 27-33.
<http://iteslj.org/Articles/Warschauer-Internet.html> (Access Date: 11 March, 2023)
- WHITE, C. (1995). "Autonomy and Strategy Use in Distance Foreign Language Learning: Research Findings", **System**, Vol. 23, Issue 2, Pages 207-221.
DOI: [https://doi.org/10.1016/0346-251X\(95\)00009-9](https://doi.org/10.1016/0346-251X(95)00009-9)
- WU, Y. T. and TSAI, C. C. (2006). "University Students' Internet Attitudes and Self-Efficacy: A Study at Three Universities in Taiwan", **Cyber Psychology & Behavior**, Pages 441-450. DOI: <https://doi.org/10.1089/cpb.2006.9.441>
- YANG, F. C. O. and WU, W. V. (2015). "Using Mixed-modality Learning Strategies via E-learning for Second Language Vocabulary Acquisition", **Educational Technology & Society**, Vol. 18, Issue 3, Pages 309-322.
<https://www.jstor.org/stable/jeductechsoci.18.3.309> (Access Date: 9 May, 2023)

- YANG, S. C. and CHEN, Y. (2007). ‘‘Technology Enhanced Language Learning’’, **Computers in Human Behavior**, Vol. 23, Issue 1, Pages 860-897. <http://www.u.arizona.edu/~piskula/TechEnhanceLangLearning.pdf> (Access Date: 3 April, 2023)
- YANG, Y. (2004). ‘‘Students’ Perceptions Towards the Quality of Online Education: A Qualitative Approach’’, **Annual Proceedings**, Vol. 1, Pages 1-17. <https://files.eric.ed.gov/fulltext/ED485012.pdf> (Access Date: 5 May, 2023)
- YOON, H. and JO, J. W. (2014). ‘‘Direct and Indirect Access to Corpora: An Exploratory Case Study Comparing Students’ Error Correction and Learning Strategy Use in L2 Writing’’, **Language Learning and Technology**, Vol. 18, Issue 96, Pages 96-117. <https://www.iltjournal.org/iteem/10125-44356/> (Access Date: 11 January, 2023)
- ZHOU, Y. and WEI, M. (2018). ‘‘Strategies in Technology-Enhanced Language Learning’’, **Second Language Learning and Teaching**, Vol. 8, Issue 2, Pages 471-495. DOI: <https://doi.org/10.14746/sslilt.2018.8.2.13>
- ZHOUR, W., SIMPSON, E. and DOMIZI, D. P. (2012). ‘‘Google Docs in an Out-of-class Collaborative Writing Activity’’, **International Journal of Teaching and Learning in Higher Education**, Vol. 24, Issue 3, Pages 359-375. <https://files.eric.ed.gov/fulltext/EJ1000688.pdf> (Access Date: 8 April, 2023)

BOOKS

- BIAGI, S. (2017). **Media Impact: An Introduction to Mass Media**, Twelveth Edition, Cengage Learning, Australia.
- BUTLER-PASCOE, M. E. and WIBURG, K. M. (2003). **Technology and Teaaching English Laanguage Learners**, First Edition, Pearson USA.
- EASTMENT, D. (1999). **The Internet and ELT: The Impact of the Internet on English Language Teaching**, Updated Edition, Summertown Publishing, Oxford.

HAUCK, M. and HAMPEL, R. (2010). **Strategies for Online Learning Environments**, In LEWIS, T. and HURD, S. (Ed), Language Learning Strategies in Independent Settings (pp.283-302). Multilingual Matters, Bristol.

TOMEI, L. A. (2002). **The Technology Facade: Overcoming Barriers to Effective Instructional Technology**, Allyn and Bacon Publishing, New York.

DISSERTATIONS

BENMEDDAH, W. (2017). "The Use of ICT in Developing Speaking Skills in EFL Classes: Case of First Year EFL Students at the University of Tlemcen", (Unpublished Doctoral Dissertation), Ministry of Higher Education and Scientific Research

ELECTRONICAL SOURCES

BEARE, K. "Using a Smartphone in Class", Thoughtco, 2017, www.thoughtco.com/using-a-smartphone-in-class-1211775 (Access Date: 25 April, 2023)

BHUIYAN, O. F. "International Conference on Education in the Twenty First Century", World Congress on Engineering and Computer Science, 2022, https://www.researchgate.net/publication/359286055_Students_Preference_of_E-Learning_over_Traditional_Learning_A_Case_Study_on_Bangladesh (Access Date: 21 March, 2023)

COLLINS, M. and BERGE, Z. "Facilitating Interaction in Computer Mediated Online Courses", FSU/AECT Distance Education, 1996, <http://penta2.ufrgs.br/edu/teleduc/wbi/flcc.htm> (Access Date: 26 April, 2023)

GOLDSTEIN, B. "Visual Literacy in English Language Teaching", Part of the Cambridge Papers in elt Series, 2026, www.cambridge.org/elt/blog/wpcontent/uploads/2017/06/CambridgePapersinELT_Visual-Literacy_2016.pdf (Access Date: 17 January, 2023)

- GUOXIANG, T., DETI, X. and XUAN, W. "Wiki-based Collaborative Learning for Colleges Specialty English Writing Education", 6th International Conference on Computer & Science Education (ICCSE), 2011, <https://doi.org/10.1109/ICCSE.2011.6028731> (Access Date: 17 February, 2023)
- HULME, A. K. "Re-skilling Language Learners for a Mobile World", TIRF, 2021, https://tirfonline-ab46.kxcdn.com/wp-content/uploads/2021/10/TIRF_MALL_Papers_Kukulsaa-Hulme.pdf (Access Date: 1 May, 2023)
- JABEEN, S. S. and THOMAS, A. J. "Effectiveness of Online Language Learning", World Conference, 2015, https://www.researchgate.net/publication/311352498_Effectiveness_of_Online_Language_Learning (Access Date: 13 May, 2023)
- JOGN, N. J. "Fluency in Second Language Assessment", Handbook of Second Language Assessment, 2023, https://www.researchgate.net/publication/301296350_Fluency_in_second_language_assessment (Access Date: 24 February, 2023)
- KACHRU, Y. "Contexts and Relevance for Language Education", Handbook of Researching Second Language Teaching and Learning, 2011, <https://doi.org/10.4324/9780203836507> (Access Date: 11 March, 2023)
- LARUCCIA, M. "Teaching in the Information Age", International Technology Education and Development Conference (INTEND), 2011, https://www.researchgate.net/publication/228280139_Teaching_in_the_Information_Age (Access Date: 8 March, 2023)
- LUSKIN, B. "Think Exciting: E-learning and Big E", Degrees and Courses from Top Colleges and Universities, 2010, <https://degreedirectory.org> (Access Date: 17 January, 2023)
- MEANS, B., TOYAMA, Y., MURPHY, R., BAKIA, M. and JONES, K. "Evaluation of Evidence-based Practices in Online Learning, 2010, <https://www2.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf> (Access Date: 6 April, 2023)

- MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE, “English for Specific Purposes (ESP) in Ukraine, a Baseline Study”, 2023, www.britishcouncil.org/esp_report_eng.pdf (Access Date: 15 March, 2023)
- NUNAN, D. “The Learner Centered Curriculum”, Cambridge University Press, 1987, https://assets.cambridge.org/97805213/58439/excerpt/9780521358439_excerpt.pdf (Access Date: 13 May, 2023)
- OXFORD, R. L. “Autonomous Learners in Digital Realms: Exploring Strategies for Effective Digital Language Learning”, Independent Language Learning, 2011, https://researchgate.net/publication/283156371_Autonomous_learners_in_digital_realms_Exploring_strategies_for_effective_digital_language_learning (Access Date: 14 May, 2023)
- PEGRUM, M. “Mobile Learning: Languages, Literacies and Cultures”, 2014, https://www.researchgate.net/publication/275637476_Mobile_Learning_Languages_Literacies_and_Cultures (Access Date: 1 March, 2023)
- PUTEH, F. “Effective Use of the Internet in Language Teaching: What and How”, CALL for Teachers, 2008, https://www.academia.edu/2352250/Effective_use_of_the_internet_in_language_teaching_What_and_how (Access Date: 25 April, 2023)
- REIMERS, F., SCHLEICHER, A., SAAVEDRA, J. and TUOMINEN, S. “Supporting the Continuation of Teaching and Learning During the Covid-19 Pandemic”, OECD, 2020, <https://www.oecd.org/education/Supporting-the-continuation-of-teaching-and-learning-during-the-COVID-19-pandemic.pdf> (Access Date: 19 May, 2023)
- SARICA, G. N., and CAVUS, N. “Web-Based English Language Learning”, International Educational Technology, 2018, https://researchgate.net/publication/297918927_WEB-BASED_ENGLISH_LANGUAGE_LEARNING (Access Date: 1 May, 2023)

SOLANKI, S. D., PHIL, M. and PATEL, S. ‘‘Use of Technology in English Language Teaching and Learning: An Analysis’’, International Conference on Language, Media and Culture, 2012, [https://www.academiaedu/32815106/ Use of Technology in English Language Teaching and Learning An Analysis](https://www.academiaedu/32815106/Use_of_Technology_in_English_Language_Teaching_and_Learning_An_Analysis) (Access Date: 7 February, 2023)

TOBI, S. N., MAON, S. and GHAZALI, N. ‘‘The Use of Online Social Networking and Quality of Life’’, Technology, Informatics, Management, Engineering, and Environment (TIME-E), 2013, https://www.researchgate.net/publication/261081284_The_use_of_online_social_networking_and_quality_of_life (Access Date: 13 March, 2023)

APPENDICES

APPENDIX 1. Questionnaire Items

APPENDIX 2. Ethical Approval Form



APPENDIX 1. Questionnaire Items

Questionnaire Items

- 1- I use the Internet for practicing vocabulary.
- 2- I use the Internet to study English at home.
- 3- I regularly use dictionary apps on the Internet.
- 4- I use the Internet for practicing grammar.
- 5- I use the Internet for practicing reading skills.
- 6- I use the Internet to study English outside traveling.
- 7- I use the Internet for practicing pronunciation.
- 8- I use the Internet for practicing writing skills.
- 9- I use the Internet for practicing listening skills.
- 10- I use the Internet for practicing English at school/work.
- 11- I use the Internet for practicing speaking skills.
- 12- Using English language learning sources on the Internet helps improve my vocabulary.
- 13- Using English language learning sources on the Internet enables me to study English wherever/whenever I am.
- 14- Practicing English by using English language learning sources on the Internet is easy and flexible.
- 15- Practicing English by using English language learning sources on the Internet is convenient.
- 16- Practicing English by using English language learning sources on the Internet is effective.
- 17- Using English language learning sources on the Internet improves my grammar.
- 18- Practicing English by using the English language learning sources on the Internet is enjoyable.

19- Using English language learning sources on the Internet helps me develop and enhance my reading skills.

20- The Internet helps me find solutions on my own.

21- English language learning sources on the Internet improve my pronunciation.

22- Practicing English by using English language learning sources on the Internet motivates me to study English.

23- Practicing English by using English language learning sources on the Internet makes me more autonomous.

24- English language learning sources on the Internet improves my writing.

25- English language learning sources on the Internet help me develop and enhance my listening skills.

26- I get creative by using English language learning sources on the Internet.

27- Practicing English by using English language learning sources on the Internet makes me more confident.

28- The Internet is a huge part of my learning process.

29- English language learning sources on the Internet improve my speaking.

30- I prefer using the Internet for language learning to traditional methods.

APPENDIX 2. Ethical Approval Form

Evrak Tarih ve Sayısı: 05.05.2023-85126



T.C.
İSTANBUL AYDIN ÜNİVERSİTESİ REKTÖRLÜĞÜ
Lisansüstü Eğitim Enstitüsü Müdürlüğü

Sayı : E-88083623-020-85126
Konu : Etik Onayı Hk.

05.05.2023

Sayın Feyza ÖZDEŞ

Tez çalışmanızda kullanmak üzere yapmayı talep ettiğiniz anketiniz İstanbul Aydın Üniversitesi Eğitim Bilimleri Etik Komisyonu'nun 28.04.2023 tarihli ve 2023/04 sayılı kararıyla uygun bulunmuştur. Bilgilerinize rica ederim.

Dr.Öğr.Üyesi Mehmet Sencer GİRĞİN
Müdür Yardımcısı

Bu belge, güvenli elektronik imza ile imzalanmıştır.

Belge Doğrulama Kodu : BSU4EHC83C Pin Kodu : 82742

Belge Takip Adresi : <https://www.turkiye.gov.tr/istanbul-aydin-universitesi-ebys?>

Adres : Beşyol Mah. İnönü Cad. No:38 Sefaköy , 34295 Küçükçekmece / İSTANBUL

Telefon : 444 1 428

Web : <http://www.aydin.edu.tr/>

Kep Adresi : iau.yazisleri@iau.hs03.kep.tr

Bilgi için : Tuğba SÜNNETÇİ

Unvanı : Yazı İşleri Uzmanı

Tel No : 31002



RESUME

Name Surname: Feyza Özdeş

Education:

2007-2011 Yeditepe University-English Language Teaching Department

2021-2023 İstanbul Aydın University-MA, English Language Teaching

Work Experience:

2013-2015 Modayol Fashion – CEO Assistant

2015-2018 Private Üsküdar Bağlarbaşı School – Teacher

2016-2017 Kargo Medya – Associate Producer (for TRT World Documentaries)

2017-Ongoing – Freelancer for Keove Software

Languages:

-Turkish: Native Language

-English: Advanced

-Japanese: Beginner

-Korean: Beginner

Skills:

-Communication, Teamwork, Problem Solving, Creativity

-Content Maker