

TEACHERS' PERCEPTIONS OF THE USE OF THE INTERNET-ASSISTED LANGUAGE LEARNING IN SOLVING MEDICAL STUDENTS' ENGLISH LANGUAGE PROBLEMS

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ABSTRACT

Researches point out that students of medicine learn more and at a faster rate when they are stimulated enough. The traditional course textbooks are regarded as ready-made lectures which have limited opportunities for more effective student-centered learning opportunities. Since the *IALL* environment can offer students active learning opportunities that may lead to active cognitive processes, its effect on medical students' ESP learning is investigated in this study. For such a purpose a questionnaire has been proposed. This questionnaire is set for the purpose to shed some light on ESP teachers' perceptions of the use of the internet as a pedagogical method for teaching English. Understanding teachers' experiences and the need for quality professional development is of great importance. Findings have shown that technology-Integration is supported by many teachers. These teachers are resistant to change in the classroom but they feel that they do not have adequate knowledge on how to implement and maintain such a system. They commonly agree that the internet has the potential to improve student learning outcomes and effectiveness if it is used properly are.

Keywords: Course textbooks, ESP teachers, Internet-Assisted Language Learning, authentic materials, website resources.

INTRODUCTION

English as a Specialized Language is taught as a separate subject in the college of medicine. Richard (2001) argued that ESP is to help those who are already fluent learners and immigrants to deal properly and appropriately in their workplace and to use English in their engineering, science, and nursing careers, for instance. Second year Saudi students of medicine, as a matter of fact, are required to take English for Medical Purposes (EMP) as a subject for study completion. They need special instruction materials to meet their particular technical purposes when working and studying in English-medium academic and professional contexts. The main goal of the EMP Course, in such a situation, is to develop their fluency and confidence in using English in medical contexts rather than developing their medical knowledge. It helps them communicate in English with patients and their relatives, with medical colleagues, and with paramedical staff. It is also designed to increase EFL medical students' familiarity with medical written language and discourse in different medical contexts. The curriculum is set up according to some assigned medical textbooks that are regarded as references in teaching Medical English. Teaching and learning is viewed as a linear process of information transfer and reception. The teacher is regarded as a dispenser of information in 50-minute lectures and the student as a passive receiver, container, and repeater of the transmitted information. The classic teacher-centered approach with ready-made lectures has limited opportunities for more effective student-centered learning opportunities. In the College of Medicine these problems have been shown to have a negative

impact on students' academic achievement and the educational environment. Medical textbooks are designed to facilitate the teacher's tasks rather than develop medical students' English language learning. Needs, wants and desires are inter-related in a language learning classroom and they are the driving force to acquire the knowledge of English. These needs can be understood by the teacher who can frame motivation plans accordingly. The varied number of textbooks fail to meet the learners' needs and baffled the syllabus designers and other administrative bodies to find out the best textbook from the market. Like many other countries, the syllabus designers and the higher authorities of various universities of Saudi Arabia are also unable to choose an appropriate textbook for their students.

It is believed that students show more interest when they find the materials real, authentic and new. Nowadays internet can meet this need. Students, according to Crystal, David and Derek Davy (1969), show more interest when they find the materials real, authentic and new. Learner, according to (Heaton, 1975) learn *more and at a faster rate when they are stimulated enough*. When students find the language and subjects instructed in class the same as those presented in the website resources, they are encouraged to participate in class activities. English medical articles chosen from the internet and controlled by teachers can replace costly books containing last decades' articles and materials.

The importance of the internet in developing ESP students' English language cannot be underestimated. It can enliven the class and create a more positive attitude toward learning. It is of great importance especially in increasing student's motivation in language learning. The authenticity of its materials expose learners to the real language, real world in which the target language is used. It is believed by many teachers to be the one that provides students with opportunity to expose themselves to the real language.

LITERATURE REVIEW

In Saudi Arabia, textbooks serve as the basis for much of the language input learners receive and the language practice that takes place in the classroom. In some situations, the textbook may function as a supplement to the teacher's instruction in the ESL teaching and learning process. For most teachers, textbooks provide the foundation for the content of lessons, the balance of the skills taught, as well as the kinds of language practice the students engage in during class activities. Actually, they shape the content and nature of teaching and learning. Although most ESP course books are well organized with many different kinds of activities, however, they do not help students to develop their English language learning. Relying on the course book to provide the students with adequate English is not enough, especially when a teacher spends between two to three weeks to cover a single unit of the course book. This means that in a typical semester, students receive more than three hundreds medical terms that can only widen the students' knowledge of medicine. Students may find themselves unable to cope with medical classes. Almost all medical teachers at the college of medicine, at Jazan University are complaining of their students' failure to understand their course and even to take part in their classes. Therefore, how can ESP teachers ensure a good English learning atmosphere without being attached to the ESP course books? What is the adequate method of teaching that can be used in order substitute the traditional course textbook-based ?

It is believed that the Internet-Assisted Language Learning is very useful method, which can enhance medical students' English learning. The internet web resources are regarded as authentic materials for ESP learning. These materials as noted by Morrow (1977) are produced by a real speaker or writer for a real audience which is expected to express a real

message. Nunan (1989) and Jordan (1997) concentrate on the issue of purpose and state that authentic is any material which has not been specifically produced for the purpose of language teaching. In the same vein, Lee (1995) considers authenticity in texts which are not produced for teaching purposes but for a real communicative purpose.

ESP, as a matter of fact, is a learner centered approach to teaching English. It is mainly based on learner needs and purposes for studying English. It is regarded as a very suitable platform for the implementation and introduction of authentic materials. These existing materials, according to Wright (1992), are often too integrated with respect to the skills of reading, writing, speaking and listening, and the presentation of specific linguistic items. He points out that learning on ESP courses should take place in contexts which are as authentic as possible and content-based. Moreover, Lin (2004) declares that, *“from 1980s the importance of teaching authentic texts in culturally authentic contexts rather than texts designed pedagogically has been emphasized by communicative approaches”*. Shrum and Glisan, (2000) also believe that authenticity has proved its beneficial role in language teaching and there is no argument regarding this.

Nowadays the Internet becomes a valuable source for authentic materials. It provides almost unlimited resources for profession-based or specific topics. Easily accessible websites can help students to find relevant authentic task-based materials. The role of the learner as the text provider in this case is important, because in the day to day learning/teaching the exposure to authentic materials can make the task more interesting and motivating. The internet provides authentic resources to develop listening/reading/writing/speaking skills in the classrooms as well as autonomously. The internet as a network of thousands of computers, as stated by Mike (1996) and Gillette (1996), is a standpoint of the information age not only for education materials, but also for various sectors of society such as business, government, military, news broadcasting, and so on. In the field of education, according to Todd (1996), the worldwide information is constantly available through the internet and it can open up a vast new collection of learning opportunities and better prepare learners to contribute effectively in a knowledge-based global economy. In this sense, according to Owston (1997), the internet *“is a motivating tool with an increased emphasis on the critical thinking, problem solving, written communication, and collaborative skills”*. The feedback through the internet, thus, is provided for learners to obtain a variety of information about the investigated topic and to compare and evaluate different perspectives by analysis.

In teaching a second or a foreign language, particularly English, since learners can easily gather data written in foreign language, the internet use, according to Kasanga (1996) and Brandl (2002) increases the comprehension and acquisition of a second language and, thus, facilitates the interaction of language learners by gaining input in the language learning process for research activities outside the class. On the other hand, for the activities inside the class, the internet use, as noted by Kern (1995) changes the interaction between learners and teachers by the active participation of learners.

Accordingly, through the internet which has been accepted as a functional component of the learning process, foreign language education has shifted to more technology-based dimensions. The most significant reason is that the internet resources and opportunities for learners as well as for teachers, scholars, and researchers in foreign language education have been available in a growing number each day. In this sense, the most valuable contribution of the internet to English Language Teaching (ELT), according to some researchers such as Warschauer, Shetzer & Meloni (2000), is its role in facilitating teacher's access to

professional materials, contacts and resources in English. What are, then, the most significant benefits of the use of the internet in English Language Teaching (ELT)?

The Internet, today, has an important role and great potential in foreign language learning and teaching. Yang and Chen (2007) summarize the advantages of Internet use in EFL learning in a general sense:

The Internet enables English learners to access useful language resources and communicate directly with native English speakers. ... Learners can practice applying information and overcome the decontextualized predicament of English learning. Students can learn listening, speaking, reading and writing English integratively via real-world situations.

In addition to Yang and Chen's statements there are some more specific aspects of Internet use in EFL learning. First, the Internet, according to Kasanga (1996) increases language use and enhances synchronous and asynchronous communication of language learners. Such a view was also adopted by Kern (1995) and Warschauer and Healey (1998). Furthermore, Wiburg and Butker Pasceo (2002) admitted that the internet helps learners to use language in real communication situations. Generally speaking, communication via the Internet allows learners practice and use their language skills.

In ESP classes the internet provides a variety of opportunities and forms of learning. It is, therefore regarded as a highly important factor, influencing learning from the cultural, social and value perspective. It is gradually influencing pedagogy in parallel with changes in teachers' practice, thinking, approach, roles, and methods of technology use. The learning outcomes, as a matter of fact, depend on the learning environment, and the learners' attitude to the aim of a task and motivation

The use of internet enhances ESP students' learning autonomy and motivation for language study by enabling them to choose activities, media sources and content topics most appropriate to their interests and learning styles. Another educationalist Mark Warschauer (1996) considers that hypermedia creates authentic learning environment and allows "*to combine reading, writing, speaking and listening in a single activity*". The internet also contributes to the *authenticity of the learning process* by enabling the approximation of "real life" situations and exposure to authentic materials. The internet, as a matter of fact, is useful to develop students' autonomy and motivation. This claim is clearly supported by some EFL learners' attitudes towards the Internet.

Related literature indicates that foreign language learners usually have positive attitudes towards the Internet. In an analysis of learners' views on Internet use for educational purposes, Slate, Manuel and Brinson (2002) found that language used was a significant variable that affected their attitudes towards Internet use. In the same study, gender was also a significant subject variable that affected attitudes towards the Internet. In Usun's survey study (2003) that aimed to investigate the attitudes towards educational uses of the Internet, 207 undergraduate students who had EFL courses were used as sample group. The participants mostly had positive attitudes towards Internet use. In another study (Ministry of Education and Science of Ukraine, 2003), it was noted that 71% of the ESP learners had positive attitudes towards the Internet while only 43% of teachers admitted its usefulness. In one of the studies conducted in Turkey by Isman and Dabaj (2004), it was found that students at graduate and postgraduate levels had positive attitudes towards the Internet. This study was significant since EFL was a must course for undergraduate students in the sample group. In a study conducted by Asan and Koca (2006), it was found that the majority of the students have

positive attitudes. However, it should be noted that 77 of the 667 students in the sample group of the study were Language Center students. Since there was no significant difference between institutions based on the students responses, it could be said that foreign language learners had positive attitudes towards the Internet. In another study conducted by Yang and Chen (2007) on the integration of Internet tools in language learning activities, it was found that the Internet increased learning possibilities. It was found that 44 male students liked and approved EFL learning using the Internet but had different opinions about its benefits. With respect to the attitudes of EFL learners towards the Internet, the findings indicated that learners were positive about the potential of the Internet. To sum up, though the studies show that learners have positive attitudes toward the Internet, it is necessary to emphasize that there is not a study in which only EFL learners were used as sample group.

METHODOLOGY

A questionnaire was sent to eight ESP teachers working in the college of Applied medical Sciences, at Jazan University, Kingdom of Saudi Arabia. It aimed at providing different views on ESP teachers' perceptions of Internet-Assisted Language Learning Method (IALL)-integration in their classes.

The questionnaire consists of seventeen statements. All these statements were selected to prove or disapprove the advantages of Technology-Integration in English classes. So, in order to make the responses more reliable two options were adopted: Agree/Disagree.

RESULTS AND DISCUSSIONS

The questionnaire is set for the purpose to shed some light on ESP teachers' perceptions of the use of the internet as a pedagogical method for teaching English to second year students of medicine. The findings of this questionnaire are divided into two sections: Teachers' perceptions of Technology-Integration (Table 1) and Teacher's use of this technology in teaching (Table 2). The first section aims to explore the importance of using technology in teaching. The second section intends to determine the teachers' implementation of technology in English classes.

Section 1: Teachers' Perceptions of Technology-Integration

As it is shown in Table 1, ten statements are selected for the purpose to highlight the importance of Technology integration.

Table 1- Teachers' Perceptions of Technology-Integration

Mark the appropriate box	Agree	Disagree
1. Technology-Integration strategies can help students develop their thinking.	8	-
2. Technology-Integration can motivate students in a new learning environment.	8	-
3. Technology-Integration can enhance students' learning autonomy and self-directed learning.	6	2
4. Technology-Integration can enable students to have a locus of control over their learning.	6	2
5. Technology-Integration strategies can develop student-centered approach.	6	2
6. Web-based materials can expand students' knowledge behind the confinement of textbooks.	8	-
7. Technology-Integration strategies can promote teachers' satisfaction and confidence.	6	2
8. Technology-Integration in ESP classes can ensure higher degree of interaction.	6	2

9. Technology-Integration can help students to construct new knowledge and comprehend new practices.	8	-
10. Technology-Integration can change the role of teachers from 'sage on stage' to 'guide by the side'. (<i>Changing the role of a teacher from a dominator of knowledge to a facilitator</i>)	6	2

Table 1 shows that there are two different perceptions concerning Technology Integration. Most of the teachers believe that Technology Integration can be best for the purpose to:

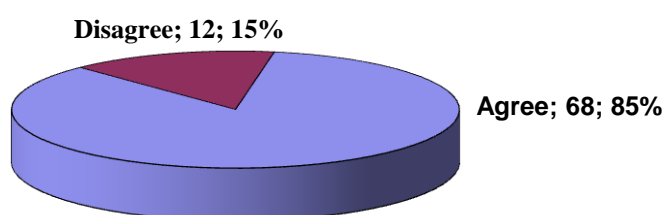
- a- help students develop their thinking.(Statement 1)
- b- motivate students in a new learning environment. (Statement 2)
- c- expand students' knowledge behind the confinement of textbooks. (Statement 6)
- d- help students to construct new knowledge and comprehend new practices. (Statement 9)

For the other statements two teachers do not agree that Technology Integration can:

- a- enhance students' learning autonomy and self-directed learning. (Statement 3)
- b- enable students to have a locus of control over their learning. (Statement 4)
- c- develop student-centered approach. (Statement 5)
- d- promote teachers' satisfaction and confidence. (Statement 7)
- e- ensure higher degree of interaction. (Statement 8)
- f- Change the role of a teacher from a dominator of knowledge to a facilitator. (Statement 10)

The other teachers opt in favor of these statements. Therefore, it is possible to argue that almost all teachers do have a positive attitude toward the importance of Technology-Integration in teaching (Figure 1). Table 1 shows 68 points showing agreement on the important role of technology in technology. Whereas, only 12 points have been reported showing disagreements for some statements as stated above.

Figure 1- ESP teachers' Perception of Technology Integration



According to these findings, Technology-Integrations, more precisely the Website technology, serves the teaching of English in many ways:

- a- It helps students develop their thinking;
- b- It motivates students in a new learning environment and expands their knowledge behind the confinement of textbooks;
- c- It enhance students' learning autonomy and self-directed learning and ensures higher degree of interaction;
- g- It enable students to have a locus of control over their learning and develops their-centered approaches;

- h- It promotes teachers' satisfaction and confidence and changes their roles from dominators of knowledge to facilitators.

The drive behind this study is to investigate the ESP teachers' perceptions towards technology use and integration. The literature reveals a number of researchers that have explored technology integration projects worldwide and reported positive impact on teaching and learning for teachers using technology. For instance, Kinik (2014) conducted the same work in Turkey. His study asks whether teachers are aware of the distinction between the use and integration of technology for English language teaching. He tries to find out the factors influencing Turkish EFL teachers' classroom practices in terms of technology use and integration by asking them written interview questions. The data collected from 20 in-service Turkish EFL teachers, and the results of the study have indicated a positive perception towards technology use and integration. The results of his investigation revealed two types of teachers, reformist and loyalist teachers. Reformist teachers, according to him, have positive perceptions towards technology use. They do not put the blame on others, however; they always try to find practical ways to make their lessons enjoyable and attractive. They do not limit themselves just to the learning activities of the course book. They are productive and open to new technologies. The loyalist teachers, on the other hand, are loyal to status quo, and they do not try to change anything. If they are not provided with technological tools, they behave submissively. They see extra preparation as a burden. Activities from the course book include the main practices of the teacher. They are conservative people in terms of technology.

Furthermore, a research conducted by *Fatemeh Mollaei and Mohammad Javad Riasati in 2013*. According to them, *technology integration in the classroom has become an important aspect of successful teaching*. Their study aimed at investigating the perceptions of EFL teachers about the use of technology in their classes and factors affecting technology implementation in Iranian Language Institutes. The results of their study showed that teachers had positive attitudes regarding the use of technology, in particular computer, in their classrooms.

Such positive attitudes towards Technology Integration are due to the impact of learning technologies on the quality of students' learning outcomes. Teachers who perceive learning as the accumulation of information are more likely to view teaching as the transfer of information. Such teachers are more likely to use a teacher-centered approach where the teacher imparts information to students and uses assessment techniques which encourage and test rote learning. In contrast, teachers who view learning as conceptual change are more likely to view teaching as facilitating conceptual change. Such teachers are more likely to use a student-centered teaching approach where independence in learning is encouraged through discussion, debate and questioning among students, and assessment which reveals conceptual change (Prosser & Trigwell, 1999). This autonomy in learning could be well realized by incorporating technology in classes. That is why some experienced teachers opted for the use of technology in EFL classes. Liu, Theodore and Lavelle (2004) insist that teachers' attitudes or concerns about technology can influence successful technology integration. This is in line with the argument put forward by Atkins and Vasu (2000), who argued that teachers' technology use and knowledge are significantly related to their confidence level. There are many factors such as teacher training and computer facilities, teachers' attitudes toward computers and prior teaching experiences with ICT are strongly related to the success or failure of CALL in the classroom. Teachers who have basic computer competencies are more

confident in using computers and are more likely to integrate computers into their teaching than those who have not.

We cannot blame teachers who do not accept the use of technology in EFL classes. They have a different point of view on teachers' roles in the computer-assisted language learning classroom. It appears that those teachers' actual reactions to the new roles of teachers in learner-centered environments created by the use of computers are not encouraging. They tend to believe that they should play dominant roles and take a responsibility for controlling students' progress and activities. It is assumed that these teachers might not have sufficient theoretical and practical knowledge of computer-assisted language learning although they generally accept the benefits of it. Also, the expectation that teachers should be experts in the use of computers is not fully supported by the teachers, although they seem to be convinced that technology implementation makes language learning interesting.

Section 2: Teachers' Implementation of Technology in English Classes

This section aims to discuss ESP teachers' use of Technology in teaching. Seven statements were selected for such a purpose. Table 2 shows that the majority of the teachers opted for the use of technology in teaching English to their students.

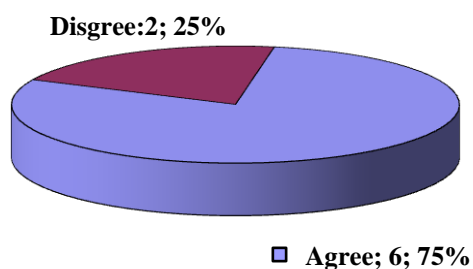
Table 2- Teachers' Implementation of Technology in English Classes

Mark the appropriate box	Agree	Disagree
11. The college helps me implement technology in my classes	--	8
12. I will implement technology and use the internet if I have a laptop or PC in my classroom.	6	2
13. I will use technology and the Internet more if I know there will be a technical support on site.	6	2
14. If there is more encouragement from the college administration, I will use more technology in my classroom.	6	2
15. If there is a lab-assistant, I will use English labs more in my classes.	8	--
16. I believe technology-Integration is the solution for the students' English language problems.	6	2
17. I'm not sure about how performance looks like when I integrate technology in my classes.	6	2

Teachers' responses are reported as follows:

- a- Teachers who opted for the use of technology as a new learning environment are approximately the same who claimed for its integration in EFL classes.
- b- Teachers who avoided dealing with such a technology are the same who disagreed in implementing it in their classes.
- c- All teachers agreed on the fact that the integration of this technology was not as easy as it seemed to be. The college might not accept to implement technology in their classes.
- d- Most teachers believed in the credibility of such a technology.

The different views concerning the use of technology in EFL classes are clearly highlighted in Figure 2.

Figure 2- Agreement and Disagreement on the Use of Technology in EFL Classes

Following figure 2 two teachers from eight seem not interested in the use of technology in their classes. They did not show any desire to cope with this technology. On the other hand, six teachers from eight had a positive viewpoint on this regard. They all admitted that technology-Integration was the solution for the students' English language problems. Simply put, implementing this technology depends mainly on the college protocol.

Understanding teachers' experiences and the need for quality professional development is of great importance. There was a need in this study to explore the teachers' concerns on the use of Technology in their EFL classes. A clearer understanding of how ESP teachers perceived technology can create some changes in the process of teaching English. The teachers' responses can be valued or dismissed but their perceptions and attitudes in response to an innovation are of value. Teacher perceptions, according to Qasem, A and Viswanathappa, G (2016) are a major predictor of the use of new technologies in instructional settings. In the same vein, Sugar, Crawley, and Fine (2004) indicate that technology adoption decisions are influenced by teacher perceptions and attitudes towards technology adoption, which are formed from specific underlying personal beliefs about the consequences of adoption. Previous studies have stated the importance of teacher perceptions as a critical factor among teacher ICT readiness to integrate ICT into classroom teaching. The study of Onyia and Onyia (2011) sought to discover whether a significant correlation exists between perception of self efficacy and technology adoption among teachers. The findings point out a positive correlation between teacher self-efficacy and the integration of technology. There is a need to address teacher concerns and fears as they integrate technology into their classroom instruction. The results of Al Bataineh (2014) showed that teachers believe ICT competency is needed for implementing technology in social studies classrooms.

There are many studies on teachers' perceptions on the use of technology in English classes. For instance, in Jackson's (2013) study teachers wanted to integrate technology into the classrooms. He noted that these teachers felt that they needed better training in order to fully make use of the technology. Moreover, Roach (2010) interviewed 76 teachers, in order to gather what many of them are looking for with technology. He found that teachers wanted implement technology-supported authentic assessment. Such a claim is supported by (Wang, 2001), who noted that

On the flip side, however, there are teachers that do not want to make use of technology in the classroom. Reasons include being entrenched in a personal teaching style that does not make use of the technology to complete lack of access to the technology. However, like in

other studies, Himsworth (2007) found only 20% of the teachers interviewed are comfortable using technology in the classroom. In the same vein, Himsworth (2007) took it one step further in reasoning why some teachers were less inclined to use technology in their classrooms. He found that many of the teachers interviewed were on the verge of retirement, giving them decades of experience in the classroom.

Technology-Integration is also supported by many teachers. In his study Wang (2001) found that educators commonly agree that ICT has the potential to improve student learning outcomes and effectiveness if it is used properly. If ICT is used under the right conditions, including suitable sources, training methods, and means of support, it can have a useful effect on teaching and learning (Hue and Ab Jalil, 2013). Furthermore, Gebremedhin and Fenta (2015) found that the teachers' perception towards ICT integration into teaching-learning process increases if ICT usage is encouraged and vice versa. They reported that the majority of the teachers pointed out that one of the barriers to technology implementation is lack of teachers' technical knowledge and shortage of resources. This shows that equipping the college with ICT is not enough for attaining educational change. Therefore, the college should critically focus to integrate ICT in each course to make courses interactive and easily understandable by their students.

To sum up, teacher's perceptions on Technology-Integration and its use in EFL classes is an extremely broad topic, however, there are several themes that were discussed throughout this literature review. The most prevalent theme is that many teachers do want to integrate technology in some form into their everyday classroom; however, they feel that they do not have adequate knowledge on how to implement and maintain such a system. Colleges should be investing in a teacher's professional development rather than just purchasing pieces of technology. College administrators should be in a close relationship with the teachers they are supporting with technologies as there is no one-size-fit-all solution to all technology problems in the colleges. And finally, some teachers are also resistant to change in the classroom.

CONCLUSION

The Internet is believed to give students access to vast amounts of authentic material on any topic. It also allows opportunities for authentic communication and publishing, which is rewarding, motivating and rather easy to arrange. The results obtained from the questionnaire showed that almost all teachers admitted that the Internet-Assisted Language Learning (IALL) has the potential to improve student learning outcomes and effectiveness if it is used properly. They are more reluctant to integrate technology in some form into their everyday classrooms.

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Appendix - Teachers' Perceptions of the Use of the Internet in ESP classes

Instruction: Put a Tick mark beside the statements which are most close to your opinions:

(Agree/Disagree)

	Mark the appropriate box	Agree	Disagree
1. Technology-Integration strategies can help students develop their thinking.		<input type="checkbox"/>	<input type="checkbox"/>
2. Technology-Integration can motivate students in a new learning environment.		<input type="checkbox"/>	<input type="checkbox"/>
3. Technology-Integration can enhance students' learning autonomy and self-directed learning.		<input type="checkbox"/>	<input type="checkbox"/>

4. Technology-Integration can enable students to have a locus of control over their learning.	<input type="checkbox"/>	<input type="checkbox"/>
5. Technology-Integration strategies can develop student-centered approach.	<input type="checkbox"/>	<input type="checkbox"/>
6. Web-based materials can expand students' knowledge behind the confinement of textbooks.	<input type="checkbox"/>	<input type="checkbox"/>
7. Technology-Integration strategies can promote teachers' satisfaction and confidence.	<input type="checkbox"/>	<input type="checkbox"/>
8. Technology-Integration in ESP classes can ensure higher degree of interaction.	<input type="checkbox"/>	<input type="checkbox"/>
9. Technology-Integration can help students to construct new knowledge and comprehend new practices.	<input type="checkbox"/>	<input type="checkbox"/>
10. Technology-Integration can change the role of teachers from 'sage on stage' to 'guide by the side'. (<i>Changing the role of a teacher from a dominator of knowledge to a facilitator</i>)	<input type="checkbox"/>	<input type="checkbox"/>
11. The college helps me implement technology in my classes	<input type="checkbox"/>	<input type="checkbox"/>
12. I will implement technology and use the internet if I have a laptop or PC in my classroom.	<input type="checkbox"/>	<input type="checkbox"/>
13. I will use technology and the Internet more if I know there will be a technical support on site.	<input type="checkbox"/>	<input type="checkbox"/>
14. If there is more encouragement from the college administration, I will use more technology in my classroom.	<input type="checkbox"/>	<input type="checkbox"/>
15. If there is a lab-assistant, I will use English labs more in my classes.	<input type="checkbox"/>	<input type="checkbox"/>
16. I believe technology-Integration is the solution for the students' English language problems.	<input type="checkbox"/>	<input type="checkbox"/>
17. I'm not sure about how performance looks like when I integrate technology in my classes.	<input type="checkbox"/>	<input type="checkbox"/>