RESEARCH PROPOSAL

Guiding Students to Use Internet Resouces

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**Abstract**

This paper reports on a study into the guiding students to use Internet resources. It mainly discusses the importance of guiding students to use valid or reputable sources when they are asked to do research about any topic and the role of teachers on it. It also evaluates an innovation for ELS students and the effects of it on learning resources and improving commmunication skills. The study includes a brief reviof of the revious studies about guiding students and comparing the awareness of the students in using Internet resources. In the main study, researchers designed resources for the first year students for clinical settlement. 300 students participated in this study from different nations, most of them we not at the level of universities even they were not graduate from high school. They are ask to participate in doing survey by aswering the questions with the evaluaton of the Internet resurces. The next section of this paper has process of the improvement and evaluation of clinical language resources, starting with the online terminology tool. It was converted to a podcast and vodcasts of clinical interactions during the study. (Rogan, F & Miguel, S 2013). The study includes the study of WREL discussing the importance of guiding students to use Internet resources. The main study sets out to investigate if guiding students to use Internet efficiently while doing a research is important. I also discuss the effects of it on learning a foreign language.

**Introduction**

In our communication age, more and more people use Internet today. Their purposes of the usage are various, the number of the people using Internet is getting increased. Since we are a part of digital age, we often use Internet. In our day, we can easily reach the information we need thaks to Internet. When we look at the areas Internet is used, we comprehend how it has become a part of our life. For instance, we use the internet for business, for shopping, for entertaining and the lastly for teaching and learning. Internet contributes to the education, teachers and the students. Therefore, both teachers and the students need to use Internet through the period of education. It is very essential to use Internet resources in terms of getting different results by not depending on only one source. Using Internet resources has a positive impact on improving communication skills with English. As Fogan, F (2013) mentioned, researchers designed resources for the first year students for clinical settlement. 300 students participated in this study from different nations, most of them did not graduate from high school.(401).When we come to the point how much are the students aware of researhing or using Internet efficiently, the study of Web ResourcesExposure Lesson (WREL) answers this issue. WREL was a kind of study that shows the importance of guiding studen)ts to use Internet resources for education. The study conducted by Awoleye,Siyanbola and Oladipo (2008) indicates that about % 92 of undergraduate students are familiar to the Internet, and are using it mostly for e-mail, information , search and online chatting. According to Bavakutty and Salih(1999), Internet was used for the purpose of study, search, and teaching. We have mentioned that students get different results thanks to Internet; however, this does not mean that they always reach reliable source. In other words, students are not so careful about the accuracy of the work when they find a relevant part to their homework or subject. According to Jansen (2005), there are such kind of sites authored by a person asking money from the students for his work although he does not give any references or any qualifications.(p.35.) In short, these two reasons which are the impact of using Internet resources on learning foreign language and the lack of knowledge about how to search and get accurate information pushed me to do this research.

**Methods**

The researchers used a mixed qualitative-quantitative model for the study.Mixed methods is used together to bring different events and actions.Quantitatively, they designed questionnaire items consisting of 18 questions submitted for review to 4 experts.example questions are : Do you use the Internet? Where do you access the Internet? Which search engines do use to access websites? Such questions . Clinically Speaking program may be considered an ongoing process of inquiry that looks for practical solutions to educational issues,depending on a certain approach. The development and evaluation of the online resources can be seean as a sample of this cyclical process. (Rogan, F & Miguel, S 2013).

**Research questions**

The research questions include :

1. What do students know about the Internet as a

resource for educational information before and

after the WREL instructional intervention?

2. How do students access and use the Internet before

and after the WREL instructional intervention?

3. Is/are there gender differential in Internet use among

students for education purposes before and after the

WREL instructional intervention? If so how is this

manifested?

**Results**

This program mentioned before provied student’s gain the ability of nursing communication through clinical practice experience to improve competency in interpersonal reciprocal influence

with patients, families and staff. More high qualified education nursing

programs must be provided students to develop communication ability. ESB students declare that resources helped them to prepare and to deal with the clinical practise which seems attractive to use such a thing for thie learning.

The results of the study can be seen or evaluate in these 7 tables :

Table 1

Survey results: student demographics.

|  |  |  |
| --- | --- | --- |
|  | Online terminology tool (2008) | Podcast and vodcasts (2009) |
| Students enrolled in subject | 300 | 376 |
| Survey respondents | 266 | 292 |
| Survey response rate | 88.7% | 77.7% |
| English speaking background (ESB) respondents | 143 (53.8%) | 161 (55.1%) |
| English as second language (ESL) respondents language background | 123 (46.2%) | 131 (44.9%) |
| Chinese | 40 (32.5%) | 45 (34.4%) |
| Korean | 32 (26.0%) | 35 (26.7%) |
| Nepalese | 4 (3.2%) | 11 (8.4%) |
| Vietnamese | 11 (8.9%) | 6 (4.6%) |
| Other | 36 (29.3%) | 34 (25.9%) |
| English as second language (ESL) respondents language of high school | 123 (46.2%) | 131 (44.9%) |
| English | 52 (42.3%) | 46 (35.1%) |
| Other | 71 (57.7%) | 85 (64.9%) |

|  |  |  |  |
| --- | --- | --- | --- |
| Respondents | Resource | Use of tool | Language background of respondents |
| n ¼ 266 | Online terminology tool | Yes: 94 (35.3%)  No: 172 (64.7%) | ESL66 (70.2%)  ESB 28 (29.8%)  ESL57 (33.1%)  ESB 115 (66.9%) |
| n ¼ 292 | Podcast | Yes: 60 (20.5%) | ESL 43 (71.7%)  ESB 17 (28.3%) |
|  |  | No: 232 (79.5%) | ESL88 (37.9%)  ESB 144 (62.1%) |
| n ¼ 292 | Vodcasts | Yes: 100 (34.3%) | ESL63 (63.0%)  ESB 37 (37.0%) |
|  |  | No: 192 (65.7%) | ESL68 (35.4%)  ESB 124 (64.6%) |

Table 2

Distribution of students using resources.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | ESL n ¼ 57 | ESB n ¼ 115 | ESL n ¼ 88 | ESB n ¼ 144 | ESL n ¼ 68 | ESB n ¼ 124 |
| Unaware of podcast | 32 (56.1%) | 62 (53.9%) | 78 (88.6%) | 117 (81.2%) | 46 (67.6%) | 106 (85.5%) |
| No need for podcast | 4 (7.0%) | 35 (30.4%) | 2 (2.3%) | 18 (12.5%) | 0 (0.00%) | 11 (8.9%) |
| No response | 12 (21.1%) | 13 (11.3%) | 7 (8.0%) | 4 (2.8%) | 18 (26.5%) | 2 (1.6%) |
| Other reason | 9 (15.8%) | 5 (4.4%) | 1 (1.1%) | 5 (3.5%) | 4 (5.9%) | 5 (4.0%) |

Table 3

Students’ reasons for not using online resources.

Online terminology tool

Total respondents

n

¼

172

Podcast

Total respondents

n

¼

232

Vodcasts

Total respondents

n

¼

192

|  |
| --- |
| Table 4  Frequency of use of online resources.  ESB n ¼ 28 ESL n ¼ 43 ESB n ¼ 17 ESL n ¼ 63 ESB n ¼ 37  Frequency of use  Online terminology tool  Total respondents  n  ¼  94  Podcast  Total respondents  n  ¼  60  Vodcast  Total respondents  n  ¼  100  ESL  n  ¼  66  Frequently: more than once a week 9 (13.6%) 0 (0.0%) 4 (9.3%) 0 (0.0%) 2 (3.1%) 0 (0.0%) Sometimes: once every 2e3 weeks 19 (28.8%) 6 (21.4%) 13 (30.2%) 2 (11.8%) 20 (31.8%) 3 (8.1%)  Rarely: only once or twice 27 (40.9%) 20 (71.4%) 22 (51.2%) 14 (82.3%) 32 (50.8%) 32 (86.5%)  No response 11 (16.7%) 2 (7.1%) 4 (9.3%) 1 (5.9%) 9 (14.3%) 2 (5.4%) |

Table 5

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | ESL n ¼ 43 | ESB n ¼ 17 | ESL n ¼ 63 | ESB n ¼ 37 |  | ESL n ¼ 43 | ESB n ¼ 17 |
| 5 strongly agree | 13 (13.8%) | 16 (37.2%) | 2 (11.8%) | 22 (34.9%) | 5 (13.5%) | 9 (9.6%) | 11 (25.6%) | 3 (17.7%) |
| 4 agree | 47 (50.0%) | 11 (25.6%) | 10 (58.8%) | 24 (38.1%) | 17 (46.0%) | 43 (45.7%) | 17 (39.5%) | 5 (29.4%) |
| 3 neutral | 30 (31.9%) | 12 (27.9%) | 3 (17.6%) | 17 (27.0%) | 10 (27.0%) | 34 (36.2%) | 12 (27.9%) | 8 (47.0%) |
| 2 disagree | 4 (4.3%) | 3 (7.0%) | 1 (5.9%) | 0 (0.0%) | 5 (13.5%) | 7 (7.5%) | 2 (4.7%) | 1 (5.9%) |
| 1 strongly disagree | 0 (0.0%) | 1 (2.3%) | 1 (5.9%) | 0 (0.0%) | 0 (0.0%) | 1 (1.0%) | 1 (2.3%) | 0 (0.0%) |

Students’ perceptions of effect of online resources.

Scale

Effect on preparation for clinical

Effect on con

fi

dence in using clinical terminology

Online tool

Total respondents

n

¼

94

Podcast

Total respondents

n

¼

60

Vodcast

Total respondents

n

¼

100

Online tool

Total respondents

n

¼

94

Podcast

Total respondents

n

¼

60

|  |  |  |  |
| --- | --- | --- | --- |
| Questions | Content analysis: themes ESL students |  | Content analysis: themes ESB students |
| What did you like about the tool? | Effective learning tool  Best way for international students to improve their skills  The vocabulary with pronunciation and picture make me more easy to memorise and understand the words, that’s really helpful because I don’t need to use dictionary frequently  Can pronounce words properly, accurately  Effective learning medium  Easy to access iPod thingy  Looks up to date  Easy to understand. sound is very clear |  | Effective learning tool  Gave the term and said it so you could hear correct pronunciation  I used it as a spelling resource  It was simple and targeted to first year students  Good examples Effective learning medium  I liked the ease of access  Another media of learning, accessible anywhere for example on the bus |
| What improvements could be made to the tool? | Extend by including more words and other subject areas  Further areas within other subjects  Provide colloquial alternatives for terminology  Words, there are some nouns, it’s better for some suggestions to use them like oximetry  Provide definitions and context of how to use the word  May be there should be the examples for words, how to use it can be shown |  | Provide definitions  Include definitions  Increase awareness of availability of tool  Make students aware of its existence |

Table 6

Content analysis: themes - what students of ESL and ESB backgrounds liked about the podcast and suggested improvements.

|  |  |
| --- | --- |
| Questions | Content analysis: themes ESL and ESB students |
| What did you like about the tool? | Effective learning tool: learnt specific skills and how to use them: the way of good communication  Helped me understand straight forward and simple ways to introduce myself to the patient  I learned (sic) how to actually do the things in practical life and how it really feels  Visual demo, how to communicate with patients, body communication  Felt prepared for clinical  This is really good for us...it’s a great opportunity to watch them before going to clinical placement  Knowing what clinical is like  Give an understanding about clinical placementfidence ..how it really is  Built con  I’ve got confidence a little bit and I’ll be able to cope with real clinical situation Effective learning medium  I can watch them a number of times if I have any queries  Helped me note points I missed during the lab  I learnt a lot about basic skills which is rather difficult to learn through theory |
| What improvements could be made to the tool? | More vodcasts demonstrating communication with other relevant skills  More obvious ie available in more obvious place |

**References**

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