

# Online Resources for Improving EFL Teaching and Learning<sup>1</sup>

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## RESUMEN

El presente artículo plantea el beneficio de utilizar recursos en línea en la enseñanza del Inglés. Destaca que los estudiantes fortalecerán, no solo el uso de la lengua meta, sino también el de los recursos tecnológicos. Para ejemplificar, se presenta una serie de ejercicios en línea que desarrollan diversas habilidades de la lengua meta como también las ventajas y desventajas del uso de los mismos. Por último, se comparten los resultados obtenidos de una encuesta aplicada sobre el uso de recursos en línea en las clases de inglés.

## ABSTRACT

The benefit of using online sources in the EFL class is analyzed here starting from the perspective that this helps students improve not only their use of the language but also their use of technology. Sample online exercises focusing on the development of different language skills are described here, along with the advantages and disadvantages of using online sources. Finally, the results obtained from a survey on the use of online sources in the EFL classes are presented.

**Palabras clave:** recursos en línea, internet, adquisición y aprendizaje de idiomas

**Keywords:** online sources, internet, language acquisition and learning

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The teaching environment that EFL professionals are facing right now is not the same scenario as that found 20 years ago. Today, language professionals are surrounded by thousands of sources from which they can obtain information, and the worldwide web (WWW) has become a tool that contributes in the seemingly endless teaching process. For this reason, EFL professionals have gradually changed from typewriters to computers, thus entering a world where information is easily located. These changes in technology have promoted a more flexible way of teaching where the instructor is not the center of attention but rather a facilitator. Students have stopped having a passive role in their learning process, and have become active, intelligent contributors in their own learning process.

Right now, the word *facilitator* describes exactly what EFL teachers are. These professionals are no longer the only source of information; they have a more demanding role in their classes where they give their students clues and ideas about how to increase knowledge and improve skills. Since students are now supposed to be skilled not only in the use of the language but also in the use of computers, online resources have come to improve EFL teaching and learning. EFL instructors can now get students interested in what they are teaching and have them work individually and independently using a non-traditional method. According to Tunku Mohani, “When we teach using traditional methods and traditional material we are not able to give attention to individual students and hence we are not able to teach students to work independently. Students need to be able to study independently to sustain themselves in their future endeavors, and that is something we cannot do if we do not use technology in order to teach our classes.”<sup>3</sup>

Online resources are an innovative strategy that can be used to give extra practice to students on the topics they find difficult. The

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<sup>3</sup> Tunku Mohani, *Promoting Learner Autonomy via the Internet* (January 2003), <<http://www.it-links.org>>, accessed 15 Jan. 2010.

instructor can work with any skill in a very traditional way in class, and then direct students to online sources to practice the subject matter. For example, a facilitator who is teaching grammar can give the students an explanation of the topic, and then hand out xeroxed material for extra practice. After this, the teacher can suggest some sites the students can visit in order to apply what they have already learned in class.

The use of technology in EFL classes is not a new issue in many countries around the world, but it is an innovative strategy in Costa Rica, where very few teachers have access to the worldwide web from their classrooms and often they do not know how to use computers. According to the 2000-2002 Intel Teach Program, "Some 74 percent of Costa Rican teachers had computers in their homes, but 80 percent of those said they did not know how to use them. Of those teachers who reported having computer skills, many said they rarely integrated those skills into classroom instruction."<sup>4</sup> This article deals with the use of online sources as a new alternative to involve students both in the use of technology and in the proper use of the target language. In addition, exercises commonly found on the internet as well as the advantages and disadvantages of using online resources are described. Finally, insights gathered from a group of university students who have already used online sources are presented.

### **Learning How to Use the Internet Successfully**

Even when some people still do not believe in the usefulness of the Internet for pedagogical purposes, there are many reasons why teachers should exploit this enriching experience from which both learners and instructors can benefit. According to Race, four particular

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<sup>4</sup> Intel Teach Program, *The Intel Teach Program Helps Costa Rican Educators Integrate Technology into Classroom Instruction* (2006), <[http://download.intel.com/education/worldahead/Costa\\_Rica\\_Intel\\_Teach\\_Program.pdf](http://download.intel.com/education/worldahead/Costa_Rica_Intel_Teach_Program.pdf)>, accessed 11 May 2010.

aspects make the learning process successful when using the internet: wanting to learn, doing, getting feedback, and digesting.<sup>5</sup>

Wanting to learn has to do with the motivation that students have for successfully carrying out the tasks they are provided with. The issue of motivation is not new to EFL teachers because if the students are not motivated, the probability of failure increases significantly. Would students prefer filling out a xeroxed page or typing their answer using their computer? Online sources differ from books, xeroxed pages, and other common sources teachers use in their classes. Online sources are full of colors, graphics, animations and many other features that make the learning process appealing and interesting. Thus, it is not surprising that students prefer clicking an icon to go to the next activity rather than turning the page of a book. In addition, when students use the internet for EFL tasks, they are not only improving the use of the target language, but they are also perfecting their use of computers and technology in general.

When students access the different learning resources available on the internet, they learn by doing. Students are usually engaged in activities where they have to organize sentences, write the correct form of a verb, choose from different options, listen to a lecture, read a complete authentic text, etc. Activities like these allow learners to have an active role in their learning process rather than just being simple recipients of knowledge, as Race says: “Getting engaged in performing a skill facilitates learning as most learning happens in an active “learning by doing” mode, rather than in a passive “being taught” mode.”<sup>6</sup>

When using online sources, students have the option of receiving feedback once they have completed an activity. Some sites work under the principle of trial and error where students are not allowed to continue doing a task until they have successfully completed the

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<sup>5</sup> Phil Race, *Never Mind the Teaching—Feel the Learning* (Birmingham, UK: SEDA Publications, 1993) 19.

<sup>6</sup> Race, 20.

previous one. This is particularly useful because students learn from their own mistakes, and give attention to problematical aspects. Other sites give feedback to students once they have completed the whole task, and the students are told about the particular exercises they did wrong. Regardless of the way that feedback is provided, the internet allows learners to receive feedback in a matter of seconds; this is usually impossible when students are filling in a xeroxed page given by the teacher.

There are studies suggesting that students have the capacity to evaluate the usefulness of the sites they have accessed, and by doing this they are not only able to improve their use of the target language but also digest the information that is relevant to them. According to Mohani, the students “indicated that the materials provided them new information, helped them understand English better, helped them improve their language, and also made them think. Hence students showed that they had ‘digested’ or retained information relevant to them.”<sup>7</sup> This is not surprising since many of the Internet sites have interesting, easy, and enjoyable activities that make students think and process the information they are being provided, more appropriately, and besides they give students easy explanations of the topics covered.

### **The Internet and Learner Autonomy**

The use of the internet for pedagogical purposes has created a new learning schema for teachers as well as learners. Instructors are no longer the only source of information, and learners thereby have a more demanding role. As Mohani says, “The internet has transformed the learner from a state of passivity and dependence on the teacher for knowledge to that of accepting responsibility of his or her own learning.”<sup>8</sup>

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<sup>7</sup> Mohani.

<sup>8</sup> Mohani.

When learners are allowed to access different sites to improve their language knowledge, they work individually at their own pace because no one is telling them to complete the exercises quickly. This allows learners to concentrate on the activities that they have accessed and increases their level of autonomy. According to Mohani, "Internet can help learners develop autonomy in learning a language by identifying objectives of learning, practicing language skills and items, selecting content, and monitoring the progression of learning."<sup>9</sup>

In a traditional teaching environment, the learning objectives are established by the instructors or by the board of education. However, when using online resources, the students as well as the teachers can select the objectives based on their needs. Students have thousands of sites that they can access in order to improve their language proficiency, and they can even select the type of activity they want to do and the skill that they want to improve.

When students need extra-practice, they can surf the net to look for activities that match their proficiency level or they can ask the teacher to suggest some sites where they can apply what they have been learning. Instructors know that time is their enemy when teaching classes, so the internet can have such an important role in the language learning process. It is almost impossible to provide students with enough exercises for them to apply their language knowledge, but the amount of sites and practice that the students can find when surfing the net allows them to work on their own and do many exercises that they would not be able to do if they were in class. Teachers around the world have designed these exercises, and they can be done on the computer or on paper.

In general, since learners are different and so are their needs, students who access internet activities have the chance to choose the contents they are interested in or that they find more relevant. Many studies have supported the fact that when students use online sources,

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<sup>9</sup> Mohani.

they are able to learn particular aspects of the use of the language and apply them immediately by doing the exercises provided.<sup>10</sup> When students become skillful in the use of the computer, they can also use the web as a remedial source. This means that they can look for activities that will help them understand the topics that they usually have trouble with and monitor their own learning.

Online activities allow learners to supervise their learning process since they are provided with corrections on the exercises they have done. They can do one exercise repeatedly if they want and they can also jump from one activity to another one based on their needs and pace.

### Online Sources in Detail

Searching for appropriate online sources can be an overwhelming process since there are thousands of websites with exercises that can be implemented in our classes. Many teachers have tried to look for online activities, but when they find themselves surrounded by thousands of websites and activities, they easily get discouraged. However, this process can be made easier if we have clear objectives concerning what we want our students to learn. Sample online sources based on different skills and objectives are described below.

Online quizzes are useful tools that teachers have for students to apply what they have learned. Online quizzes allow students to be active, autonomous participants in their learning process and according to Vera Mello, “Online quizzes are powerful and useful tools for language teaching and learning since they provide students with additional and supplemental language material in specific areas of language learning.”<sup>11</sup>

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<sup>10</sup> Zoraini Wai Abas and Tunku Mohani, *Use of the Internet for Improving the Teaching and Learning of English as a Second Language* (Kuala Lumpur: University of Malaya, 1996).

<sup>11</sup> Vera Mello, “Online Quizzes: Are They Worthwhile?”, *The Internet TESL Journal* III, 7 (July 1997), <<http://iteslj.org/Articles/Mello-Quizzes.html>>, accessed 10 May 2010.

Instructors can find a great variety of sites with different types of online quizzes. Filling in the blanks is one of the most common activities. Students are given a text or passage to complete. They are told to modify the options that are given in parentheses, and apply them correctly in the text.

The following exercise about the first conditional passive gives students different options.<sup>12</sup> For example, it has a “Check” button that students can click in order to evaluate their answers, it has a “Hint” button that gives them one letter of the answer they have to provide, and finally it has a “Show answer” button that students can click when they do not know what the answer is. In this case, the computer provides the correct answer. Part of the exercise looks something like this:

Type the passive form of the verb in parentheses, then press “Check.” If you need help, you can click on the “Hint” button to get a free letter. <b>Neg.</b> means negative.		
		Show all questions.
1/10 →		
If an incision _____, stitches will be used to close the site.		
Check	Hint	Show answer

Reading exercises are another possibility. This reading exercise is based on an authentic agreement. Reading an agreement is an authentic task because it deals with a situation that students as well as teachers are likely to face if they ever live in an English-speaking country, so this exercise prepares students for ‘real life’ situations. In this exercise, students read the agreement and answer the questions

<sup>12</sup> “Passive Verb Forms 6,” *English Corner: Grammar* (2010), <<http://www.englishcorner.vcau.com/grammar/interactive/pv6.html>>, accessed 10 May 2010.



given on the left side of the screen. If they give an incorrect answer, the computer tells them to try again.

This is a short section of the agreement that students have to read<sup>13</sup>:

#### **AGREEMENT**

##### **1. General.**

This agreement contains complete terms and conditions that apply to an individual's or entity's use of the XYZ web service (the "Service"). As used in this agreement, "We" means XYZ, "You" means the applicant, "Site" means a World Wide Web site, "Links" means the links, headlines, and source names delivered by XYZ, and "Publishers" refers to the creators of the articles to which we point. This agreement, together with any such additional terms and conditions, are referred to as this "Agreement."

##### **2. Use of Links.**

2.1. You acknowledge that the Service contains links, descriptions and other material (collectively, the "Links") that are protected by copyright, trademark or other proprietary rights of XYZ and third-party providers.

<sup>13</sup> *Smic.be*, <<http://www.smic.be/smic5022/agreement2.htm>>, accessed 9 May 2010.

The reading comprehension questions are provided on this webpage as follows:

### **Agreement**

1. This agreement was drawn up by...

- XYZ
- Publishers
- A client of XYZ

2. The service that is defined by means of this agreement consists of ...

- the right to copy newspaper articles provided by XYZ
- providing advertising for webpages
- providing links to news articles

Writing is perhaps another of the skills students often find difficult because they must control a seemingly endless number of factors such as grammar, spelling, punctuation, coherence and sense. Online sources can provide a variety of exercises for learners to improve their writing skills. For instance, if the students want to practice the use of commas and semicolons in compound sentences, they can access the website developed by the Purdue University Online Writing Lab (OWL)<sup>14</sup>. In this exercise, the students have to determine whether the sentences require a comma or a semicolon. At the end of the activity, the students can click on an icon to check their answers. This is an extract of the exercise:

<sup>14</sup> Other interesting sections in OWL include: "Writing and Teaching Writing," "Research," "Grammar and Mechanics," "Style Guides," "ESL (English-as a Second Language)," and "Job Search and Professional Writing" (1995-2008), <<http://owl.english.purdue.edu>>, accessed 6 May 2010.

Each of the following sentences needs either a comma or a semicolon. Choose the correct punctuation mark from the drop down list. Click on the button at the bottom of the page to check your answers.

1. Many companies make sugar-free soft drinks, which are flavored by synthetic chemicals  the drinks usually contain only one or two calories per serving.

Teachers are sometimes unaware that there are online listening exercises, such as the one provided below, which they can use in their classes.<sup>15</sup> It is about e-learning, and has some statements that the students must complete based on the information presented in the short lecture. This particular exercise is useful because the students must complete each statement one by one, remembering all the information given in the lecture. If the students have trouble understanding the lecture, they can play it as many times as necessary. This is an extract of the exercise:

### E-Learning

1) How sure is the speaker that you can learn science online?  
\_\_\_\_\_ Click here.

At the end of each statement, the student must click on an icon to display the possible ways of completing the statement. These are possible answers given for the above question:

<sup>15</sup> Charlie Williams and Claire Weetman, *Parapal Online: English Exercises* (1 Jan. 2005), <[http://www.parapal-online.co.uk/exercises/e\\_learning.html](http://www.parapal-online.co.uk/exercises/e_learning.html)>, accessed 8 Jan. 2010.

**Multiple choice answers.** Click on the correct answer.

- 1) He is unsure.
- 2) He thinks it might be possible.
- 3) He thinks it is probably possible.
- 4) He is certain it is possible.

If teachers want their students to speak and work on their pronunciation, the following practice will meet their expectations. This exercise shows the students a dialogue that they have to record. First, they have to choose whether they want to record the man's lines or the woman's lines. After this, the computer explains how to record every single line of the conversation. Once completed, the student can listen to the conversation. For the following exercise, the students must have a microphone and speakers so that they can record themselves and listen to the dialogue.

<b>Dialogue<sup>16</sup></b> <b>Unit 1 TH (as in “think”)</b>	
<p>Click on the MAN or WOMAN to choose the part you want to record.</p>	<p><i>Hello Thelma, how are you?</i></p> <p>Fine, thanks. And how are you, Theo?</p> <p><i>I'm feeling so-so, thanks. I think my health is not so good.</i></p>
<p>Click on the SPEAKER to hear the completed dialogue.</p>	<p>You think so, Theo? You look fine. I think you seem a little thin.</p> <p><i>No, I don't think I'm any thinner, but thanks anyway. I think my teeth are unhealthy.</i></p>
<p>Click on the ERASER to erase your recordings and start over.</p>	<p>You should see a dentist. I'm thinking of going on Thursday. Do you want to come with me, Theo?</p> <p><i>Thanks, but no. I think by Thursday I'll have healthy teeth again, I hope.</i></p> <p>I hope so too, Theo.</p>
<p>Stopped</p>	
<p>Click on any sentence to play it.            Hold down CONTROL and click on a <i>red</i> sentence to record your voice speaking that sentence.</p>	

<sup>16</sup> Okanagan University College, “Unit 1,” *English Pronunciation/Listening* (23 April 2003), <<http://international.ouc.bc.ca/pronunciation/pron025Unit01.pdf>>, accessed 3 February 2010.

The last online source to be described here is also a pronunciation exercise.<sup>17</sup> It is about minimal pairs. In this case, the students work with /l/ and /iʏ/. They are given 8 pairs of words. The students can click on each word to listen to how the word is pronounced. Once the students are familiar with the target sounds, they can take a test where they listen to a word, and they have to click on the word they have just heard. They are then told whether their answer is correct. At the end of the exercise, they are given a score. This exercise is particularly useful for those who have trouble mastering English phonemes because they can listen to words pronounced over and over again, and they can test their knowledge of the English phonemes. This is how the exercise looks:

<b>Okanagan University College ESL Pronunciation 025 Unit 4</b>						
bid	<>	bead		Live	<>	leave
gin	<>	jean		mid	<>	mead
grin	<>	green		pick	<>	peak
lick	<>	leak		Pit	<>	Pete
Click on a word to hear it.						

At this point, it is clear that teachers as well as students have a wide variety of internet sources to make the teaching/learning process easier. However, instructors should keep in mind that there are advantages and disadvantages of using internet sources. Some of the positive aspects that teachers and students might experience with online sources include the following:

1. Online sources allow learners to progress at their own pace without worrying about impatient or negative reactions. Teachers know that

<sup>17</sup> Okanagan, <<http://international.ouc.bc.ca/pronunciation>>, accessed 2 March 2010.

the students do not learn at the same pace, and it is sometimes threatening for a student to be asked to provide an answer instantaneously in front of all their classmates. Online sources give students the chance to think about the answers they are going to provide, and no one is be telling the student to answer at once.

2. Most online-sources give instant feedback. When students work with an online source, they are likely to be told about their mistakes immediately and in a non-threatening way. Teachers are sometimes unable to provide constant feedback in some activities. For example, if the students take a paper quiz instead of an online quiz, the instructor has to take the quizzes home to check them, and the students will probably have to wait some days for the results.

3. The students can select activities that match their learning style, and this will improve their learning process. We know that our students do not all learn in the same way; there are students who prefer listening rather than writing, and others who prefer speaking rather than filling in the blanks. Working with internet sources allows them to do exercises they feel comfortable with, and this makes the learning process more meaningful.

4. Online sources can actually help teachers to improve their content-based classes. We are not only teaching the language, but we are also teaching content, and at times teachers face difficulties when dealing with certain topics. Teachers can have access to updated information, videos, and pictures about any topic they have to present, and this makes their classes more authentic, realistic, and worthwhile.

5. When teachers include online resources in their classrooms, they are likely to boost the students' interest and motivation in the subject matter. "One of the most consistent outcomes of placing information technologies in classrooms and ensuring that students have access to them has been that student interest in, and satisfaction with, schooling increase."<sup>18</sup>

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<sup>18</sup> U.S. Congress, Office of Technology Assessment, *Teachers and Technology: Making the Connection* (Washington, D.C.: Government Printing Office, 1995) ix.

6. If the place where teachers are working does not provide access to internet, they can save some of these sources in their flash drive or floppy disk and give them to the students. This will allow students to have access to this material later on, and they will be able to work and do the exercises even if they do not have internet access.

By now, it should be clear that using online sources in our classrooms does not take too much time, they can be modified to fit our needs, they enhance the students' interest and motivation, and they can be shared so that our students can work in their own homes without an internet connection. However, there are also some disadvantages related to this technological tool.

In the first place, an internet account is necessary to access the information, and the connection is sometimes slow or down. Both students and instructors need to access this type of information easily and quickly, but this is not always the case. One way in which teachers can solve this problem is by creating a web-quest. First, the instructor logs on to find out which sites are useful for the classes that are being taught, and then creates the web-quest including the sites that are appropriate for the students. The advantage of doing this is that the teacher can establish the sites the students are going to visit, as well as the objectives and evaluation of the activity.

Secondly, the students have to keep in mind their own score as they check their answers against the correct answers given.<sup>19</sup> This is a limitation of online quizzes because if teachers want this type of tool to replace common paper-quizzes, there is no way for the teacher to get reliable information as to what the students are learning.

Thirdly, another problem teachers might face is computer illiteracy. Although computers have been around since the 1960s, many people are still not too familiar with them. These people do not even know how to turn on the computer, so it would be pointless to ask them to complete an online task. It is important to keep in mind that

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<sup>19</sup> This procedure is further developed by Mello.



the students must be motivated to learn about computer operation before they can use a computer-learning environment successfully.<sup>20</sup>

It is clear that the use of online sources in the classrooms entails a detailed plan where the teachers must identify learning objectives, select proper content and activities to accomplish their objectives, monitor the methods, techniques, and equipment they have, and evaluate what their students are learning. Incorporating online sources into the classroom is definitely a challenging process, but many teachers are willing to take this risk.

### Survey

The following information was gathered from a group of university students who have used online resources in their classes. They were given a survey (see Appendix) designed to collect information on the skills they have practiced online and the usefulness of the activities they have carried out. They were also asked about their feelings (motivation, anxiety, stress) regarding online resources.

In general, when teachers are asked about the skills that students can work on online, they tend to agree that reading and writing are the skills that students can practice the most. This is supported by the information that the students provided in the survey; for example, 35.29% of the students indicated that they had been reading online. Another 35.29% of the students stated that they had done writing exercises on line, 20.58% said that they did listening exercises online, and only 8.84% had done some speaking exercises. This is very interesting because the results match what instructors tend to say, but at the same time, it is frustrating to see that teachers and students underuse the online sources by considering internet as a source where you can only practice your reading and writing skills. Both instructors and students must realize that they can practice their listening, and speaking skills online, too.

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<sup>20</sup> Laura Bass and Lauren Ritting, *Technology in Education*, <<http://www.uri.edu/students/lbas2219>>, accessed 8 May 2010.

Based on the results gathered from the survey, it is also clear that students and teachers like to use the internet as a source for practicing grammar: 84.61% of the students interviewed said that they have used internet resources to practice a specific grammar topic. When the students were asked about the usefulness of these exercises in learning and practicing grammar topics, 61.53% of the students responded that this type of practice was very useful, 30.76% said that the exercises were useful, and only 7.71% thought that the grammar exercises were not useful. It is positive to see that many of these students practiced grammar using the internet. Grammar is often deemed to be a boring but necessary aspect of a language; however, if teachers incorporate online grammar exercises to practice the topics covered in class, they can be sure that the students will have a wide variety of exercises to prevent boredom. Many students consider that the grammar exercises provided online are not as boring as those that they do in class or as homework; actually 8 out of 10 students agreed that the grammar exercises that they did online were not boring.

It is often said that by asking students to do online exercises, instructors are not only helping them develop their language skills, but are also improving their use of technology. According to the students who took this survey, 92.30% of them said that they had improved their use of language and technology as well. This is one of the most important outcomes of using technology in the EFL classes because educators are teaching not only a language, but also other useful techniques.

Does an internet-based activity motivate students to learn more? Actually, 84.61% of the students interviewed said that they have felt motivated to continue learning. Some of the reasons they gave include the following:

- The information provided online is really updated.
- A computer can sometimes teach you more than an instructor.
- There is some sort of interaction.

- It keeps you motivated because of the wide variety of exercises that you can find to practice the different topics covered in class.

One of the most important aspects for learning a language is the feedback that you can get. Feedback allows students to go over their learning hypotheses and correct them if necessary; that is why teachers are always giving feedback to the students, but what about the internet? Is the feedback provided by a computer as useful as that provided by the teacher? Again, 84.61% of the students feel that the feedback provided by the online sources that they used was beneficial.

Perhaps one of the most inhibiting factors in a class is when a student is not given enough time to think of a possible answer for an exercise. Teachers know that not all of the students can complete the assigned exercises at the same time. Instructors do not teach their classes paying attention to the fastest student or the slowest ones; they usually think of the students who take a “normal” amount of time to complete the exercises. What happens to those students who do not have enough time to complete an exercise? In general, online resources allow students to work at their own pace; this means that the students have the time they need in order to complete a specific task. According to the results gathered from this survey, 83.33% of the students considered that internet resources allow them to work at their own pace.

When learning a foreign language, it is important for students to take an active role in their learning process and this can be done when they monitor their learning and look for extra activities to improve their skills. If teachers can have students surf the net to look for extra activities or to supervise their learning process, they can say that they have succeeded, not only because they are teaching the students to learn a language, but also because they are teaching the students to be active participants in their learning process. Based on the answers the students provided in the survey, 61.53% of the students are interested in monitoring their learning process and at the same

time, they have looked for online activities when they needed extra practice.

### **Recommendations**

1. Teachers must have a clear plan about what they want to do with the online sources. This enables them to find appropriate sources and save time.
2. Instructors must be aware of their students' needs. One of the problems teachers tend to face when choosing online sources is that they often select the first exercise they come across. Language professionals have to analyze whether the exercise they have in front of them meets the students' needs.
3. Whenever possible, students should be given a chance to look for exercises that match their needs. Then they can share their insights from the exercises they have done. By doing this, the teacher empowers students in their learning process, and at the same time, the students learn to evaluate the usefulness of some of these online-sources themselves.
4. If instructors do not have time for this type of practice in class with their students, they can give the students the addresses where they can find these exercises, so that the students can do them at home whenever they have the time.
5. Teachers should ask the students to give them feedback about the practice that they have chosen. This enables the teacher to keep, change, or improve the exercises selected.

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## Appendix: Survey

*The Information that you provide in this survey will be used in an article on the use of technology in the English class. Your ideas and comments will be greatly appreciated.*

1. Have you ever used online quizzes?  
 Yes  
 No
2. Have you used the internet to practice your English?  
 Yes  
 No
3. What skills have you practiced by using a computer?  
 Listening  
 Speaking  
 Reading  
 Writing
4. Have you ever practiced a grammar topic using your computer?  
 Yes  
 No
5. How useful is this practice for you to learn the target language?  
 Very useful  
 Useful  
 Not too useful  
 Not useful
6. Do you find internet-based activities boring?  
 Yes  
 No  
Why? \_\_\_\_\_

7. Do you think that by using internet-based activities you have been able to improve both your use of the language and your use of technology?  
 Yes  
 No
8. Do you believe that internet-based activities motivate you to learn more?  
 Yes  
 No  
Why? \_\_\_\_\_
9. Do you find computer feedback useful?  
 Yes  
 No  
Why? \_\_\_\_\_
10. Do internet-based activities allow you to work at your own pace?  
 Yes  
 No
11. Do you feel anxious or tense when using internet-based activities?  
 Yes  
 No
12. Have you surfed the net to look for activities when you have needed extra practice?  
 Yes  
 No
13. Have internet-based activities allowed you to supervise your own learning process?  
 Yes  
 No

*THANK YOU VERY MUCH FOR HAVING COMPLETED THIS SURVEY.*