Chapter VII

Summary & Conclusions

7.0 Introduction

This chapter sums up the major findings of this study on the perceptions of EFL teachers’ and learners’ on the web-based teaching and learning of English. Both quantitative (survey questionnaire) and qualitative (telephonic interviews) methods were
employed by the researcher to find out the perceptions of EFL teachers’ and learners’ on the use of web based materials. The survey questionnaire was shortly followed by telephonic interviews to obtain the results and then compare it.

Then, based on these findings; appropriate conclusions have been drawn that could be seen from the results obtained through EFL teachers’ and learners’. First, the summary of the EFL teachers’ perceptions have been presented with the results obtained followed by the results that were obtained regarding the EFL learners’ perceptions on the usage of web based activities or materials.

After that, some recommendations have been put forward by the researcher for the EFL teachers’ and learners’ that the researcher thinks appropriate based on the findings obtained through the results obtained. These are intended to help towards the design of strategies to improve the system for using web-based resources for the purpose of teaching and learning English. Finally, the scope for further research has also been included along with some suggestions for future research.

7.1 Summary of EFL teachers’ perceptions

The major findings of the study on the perceptions of EFL teachers’ on the web-based teaching of English have been summarised here in as answers to the five research questions of this study. All the results related to the EFL teachers’ have been presented here in brief. The summary of the answer of each research question is presented in a separate section for the EFL teachers’ one by one in the same sequence as of the research questions mentioned in Chapter One-Introduction which have been numbered as 1,2,3,4 & 5.

First, the results related to the general perceptions of EFL teachers’ on the use of web based activities have been presented. Next, the perceptions of EFL teachers’ variations on certain factors like gender, nationality, qualification and the teaching experience have been presented. Then, the results related to the third research question which was to find the general extent of usage of all the activities in general have been presented.
Later, the results related to each type of web-based activity i.e listening, reading, speaking, writing, grammar, vocabulary, pronunciation, lesson planning have been presented. Further, the differences seen in the EFL teachers’ usage of each of these above mentioned activities have been discussed and presented. Finally, in the end the results obtained regarding the obstacles that the EFL teachers’ face in using these web based activities in their English classes have been highlighted.

**Results obtained for the first research question**

*What are the EFL teachers’ perceptions of using web-based activities in teaching?*

**Survey questionnaire results**

The major findings indicate that the EFL teachers’ perceptions in Arab and in general around the world are high for using the web-based activities in EFL teaching. In fact, fourteen out of sixteen statements in the questionnaire received a mean ranging from (4.24-3.65) which is indicative of a very high perception level of using web-based activities among the EFL teachers’ in Oman as according to the Oxford rating (1990) a mean within (3.5-5.0) is considered to be in a high range.

Among the options given to the EFL teachers’, internet as a large resource bank received the highest mean ranging of 4.29 with the internet offering an easy access to language teaching materials as the second lead with a mean ranging of 4.24 and the third of the belief of most of the teachers that with a mean of 4.07 that use of web based materials in the EFL classes is the greatest way to teach English.

On the lower side, the three least chosen options by the teachers were that sometimes internet includes unnecessary or useless information with a mean score of only 2.69 with a slightly higher score on that most of the internet materials are not related to my own learning with a mean of 3.44 and still upper score for the option saying that use of
internet often distracts students from their language learning. It got a mean score of 3.53. Remaining all the other options came in between these six options.

So, it can be assumed that nearly all the EFL teachers' believe that web-based activities are a good resource for teaching English to the EFL learners’. Therefore, the teachers of English strongly prefer to use these activities in their daily English lessons. They have indicated the internet as an excellent resource for teaching purposes which helps them to get immediate ideas and loads of activities within no time. It brings them a lot of different ideas to teach and a vast variety of activities in no time which would have been a difficult task otherwise.

**Telephonic interview results**

The opinions expressed by the telephonic interview participants also indicated that almost all the EFL teachers’ believe that web based activities are a good source of teaching materials. They all love to use it for one or the other activity as it relieves the students from monotony. The so called TTT gets reduced and there is more active participation from the students.

Looking into the results obtained via the survey questionnaire and telephonic interviews it is evident that teachers’ of EFL love using the web based activities in their English classes and they have a really high perception on the use of web based activities which could be attributable to the fact that web based teaching has become a necessity in today’s’ world of technology and all the teachers’ are realizing this fact.

**Results obtained for the second research question**

*Are these perceptions of EFL teachers’ influenced by factors such as gender, nationality, qualification and the teaching experience?*

**Survey questionnaire results**
In order to scrutinize the differences closely among the EFL teachers’ perceptions with respect to their gender, nationality, qualification and the teaching experience, T-tests or ONE way ANOVA tests were performed.

Since, T-test is applicable for two genres only, a ONE way ANOVA was applied to the ones having three groups. First the T-tests results have been presented for the gender, nationality and qualification and in the end the ONE way ANOVA results have been presented based on the teaching experience of the teachers used in the sample.

**Gender**

With regard to the effect that gender has on EFL teachers’ perceptions results of the unpaired T-test showed that there are not any major statistically significant differences between males and females in terms of their perceptions by conventional criteria. Both are equally supportive to the fact that integrating web and web-based materials would be beneficial for teaching English. This appears to suggest that both male and female teachers’ perceptions on the use of web-based materials are high.

**Qualification**

In relation to EFL teachers’ qualification, results indicated that there are almost no statistically significant differences in EFL teachers’ perceptions of using web-based activities in EFL teaching by conventional criteria. Even though there may be some minor differences but overall and statistically the existing differences are not statistically significant. All are equally in favour of the use of internet and web-based activities.

**Nationality**

With regard to the nationality also, this study revealed that there are no statistically significant differences between Omani and other nationality EFL teachers’ perceptions of using web-based activities in EFL teaching by conventional criteria.

This could be because of the fact that both Omani and other nationality teachers teach under similar conditions and as a result, are exposed to the same administrative policies
and there has to be some uniformity in the teaching process. All of them have a common goal of improving the students' performance.

This could also be attributed to the fact that both Omani and other nationalities teachers teach under similar conditions and as a result, are exposed to the same administrative and educational policies. All of them feel that internet is a resourceful and a valuable teaching tool. Besides this, all the countries have realized the significance of internet as a valuable teaching tool, so that might have an impact on the mindset of people around the world in this profession.

**Teaching experience**

Regarding EFL teachers' experience, results indicated significant differences in teachers' perceptions based on the teaching experience. Teachers' with 5-10 years of teaching experience (Mean=3.75) show a strong perception level as compared to the other two levels of experience. Under it were the teachers' with 1-4 years of teaching experience (Mean=3.74) while the least was for the teachers' with more than 10 years of teaching experience with a mean of 3.64 only.

Therefore, in order to find out if the differences were really statistically significant between these three groups of teachers' with different experience levels, One way ANOVA test was performed but it indicated that no statistically significant differences lies between the three groups. However, there seemed to be some minor differences in the means and standard deviations of the three groups but all of them together have high perceptions on the usage of web based activities.

To further confirm the judgement that there were no significant differences, the Tukey HSD (Honestly significant differences) was also done and the results were found to be matching as obtained via One- way ANOVA test that no statistically significant differences lies between the three groups.
**Telephonic interview results**

During the telephonic interviews; most of the teachers’ felt that there could no differences in the perceptions due to various factors like gender, nationality, teaching experience or qualification. However, some of them raised a doubt that there could be some differences because of the diverse teaching methods used in the other parts of the world and there are teachers’ in this part of the world from diverse countries. Even the differences in qualification could sometimes have an impact on the perceptions of teachers’.

Now, coming to the comparisons, results obtained via the survey questionnaire and telephonic interviews were again almost the same. Both the results obtained indicate that is no major difference in the perceptions of the EFL teachers’ due to factors like gender, nationality, qualification or teaching experience especially gender or nationality.

**Results obtained for the third research question**

*To what extent teachers’ of EFL use different web-based activities?*

**Survey questionnaire results**

It was presumed that different teachers’ might be using the different types of web-based activities in different amounts in their classes. So, first the general usage of all the activities in general was found and later it was calculated for each of the eight major individual activities downloaded by the teachers for the purpose of using them in their EFL lessons.

In relation to the extent to which EFL teachers’ use the various web-based activities in their classes, results indicated that grammar, listening and reading with the mean scores of (1.98), (1.76) and (1.72) respectively are the leading web-based activities used by the EFL teachers’ in Oman.
The other web-based activities such as: Speaking, pronunciation and lesson planning with mean scores of (1.61), (1.56) and (1.52) respectively are the least adopted web-based activities by EFL teachers’ in Oman. Furthermore, vocabulary and writing are the web-based activities that are somewhere in the middle in terms of popularity in as far as EFL teachers’ in Oman are concerned.

So, in general, it could be said that all web-based activities are being used by EFL teachers’ in Oman but the level of usage or in other words the popularity of these web-based activities differ. The most popular web-based activities are those related to grammar, listening and reading skills.

In addition to the examination of the popularity of the various web-based activities, each web-based activity was investigated further by disaggregating each web-based activity into various components.

Overall, all components of each web-based activity were found to be popular among EFL teachers’ in Oman. However, the level of the popularity of these web-based varied from one web-based activity to another.

**Usage of web-based reading activities**

Results shows that short text, articles and short stories are the leading web-based materials downloaded by the teachers to be used to teach reading skills with a mean of (2.29), (2.14) and (1.98) respectively.

The least popular downloads for teaching reading skills are on-line magazines, poems and novels (simplified versions of the same) with a mean range of (1.6), (1.36) and 1.56 respectively.

The remaining activities for teaching reading skills came somewhere in the middle in terms of usage of these activities by the teachers for teaching purposes.
**Usage of web-based writing activities**

Results show that dictation texts, gap-filling exercises and spelling games are the leading web-based materials downloaded by the teachers to teach writing skills with a mean of (1.981), (1.980) and (1.94) respectively.

The least popular downloads for teaching writing skills are creative writing prompts, essay samples and board writing topics with a mean range of (1.745), (1.727) and 1.709 respectively.

The remaining activities for teaching writing skills came somewhere in the middle in terms of usage of these activities for teaching purposes by the teachers.

**Usage of web-based speaking activities**

Results show that oral activities, dialogues and oral descriptive are the leading web-based materials downloaded by the teachers to teach speaking skills with a mean of (1.836), (1.781) and (1.709) respectively.

The least popular downloads for teaching speaking skills are songs, drama activities and poem with a mean range of (1.527), (1.490) and (1.472) respectively.

The remaining activities for teaching speaking skills came somewhere in the middle in terms of usage of these activities for teaching purposes by the teachers.

**Usage of web-based listening activities**

Results illustrate that songs are the leading web-based materials downloaded by the EFL teachers' to teach listening skills with a mean value of (1.763) followed by movies/cartoons with a close mean value of (1.672).
The two least popular downloads for teaching listening skills are Aural recognition exercises and Aural discrimination exercises together with a mean of 1.6 followed by supra-segmental activities (rhythm, stress and intonation) with a mean value of 1.545 only.

**Usage of web-based grammar activities**

Results show that Verb-Tenses exercises are the leading web-based materials downloaded by the teachers to teach grammar skills with the highest mean score of (1.963) whereas the least popular downloads for teaching grammar skills are grammar stories with the least mean score of (1.727). The remaining two types of grammar activities were not far behind with mean scores of (1.872) and (1.781) respectively.

**Usage of web-based pronunciation activities**

Results show that phonetic activities and songs are the leading web-based materials downloaded by the teachers for teaching pronunciation skills with a mean score of (1.709) and (1.654) respectively. The least popular downloads for teaching pronunciation skills are verse and chants with the mean scores of (1.527) and (1.490) respectively.

**Usage of web-based vocabulary activities**

Results show that crossword puzzles, guessing games and matching exercises are the leading web-based materials downloaded by the EFL teachers for teaching vocabulary skills with a mean of (1.981), (1.963) and (1.854) respectively.
The least popular downloads for teaching vocabulary skills are mind mapping, encyclopaedia and glossary with a mean range of (1.581), (1.6) and (1.581) respectively.

The remaining activities for teaching vocabulary skills came somewhere in the middle in terms of usage of these activities for teaching purposes by the teachers.

**Usage of web-based lesson planning activities**

Results show that teaching strategies or ideas and articles about teaching methods are the leading web-based materials downloaded by the EFL teachers for the purpose of lesson planning with a mean of (2) and (1.927) respectively.

The least popular downloads for lesson planning are lesson plan tips and homework ideas with a mean value of (1.8) and (1.763) respectively. The remaining two activities for lesson planning came somewhere in the middle in terms of usage of these activities for teaching purposes by the teachers with a mean score of 1.909 and 1.872 respectively.

**Telephonic interview results**

Results obtained via telephonic interviews reveal that all the web based activities related to the teaching of skills or planning of the lessons are somewhat used by the EFL teachers’. Although some are used more frequently while some are used in lesser amounts.

As far as the kinds of activities for which the teachers’ use the web based are concerned; the activities vary from teacher to teacher and also on the situation as sometimes there are timelines set for certain tasks. But the highly used ones are the grammar activities, listening, PowerPoint’s and vocabulary while the rarely used are lesson planning, speaking and pronunciation.
Now, talking about the results obtained in a joint way via the survey questionnaire and telephonic interviews there seems to be only a minor difference as reading was one of the leading activities as per the survey questionnaire but it lied somewhere in the middle according to the telephonic interviews.

Rest, all the activities are used almost in the same frequency according to both the quantitative and qualitative results. In fact, these minor differences are not worth mentioning. This minor difference could be due to the fact that teachers have a different style of teaching for different activities and so they use the web based resources for some and some they do not use the web based resources.

**Results obtained for the fourth research question**

*Are there any differences in the teachers’ use of different web-based activities due to gender, qualification, nationality, and years of teaching experience?*

**Survey questionnaire results**

In order to scrutinize the differences closely among the EFL teachers’ usage of these activities with respect to their gender, nationality, qualification and the teaching experience on the usage of the different kinds of web based activities, T-tests or ONE way ANOVA tests were performed for all the eight major activities downloaded by the teachers for the purpose of using them in their EFL lessons.

Since, T-test is applicable for two genres only, a ONE way ANOVA was applied to the ones having three groups. First the T-tests results have been presented for the gender, nationality and qualification and in the end the ONE way ANOVA results have been presented based on the teaching experience of the teachers used in the sample.
Gender

In relation to EFL teachers’ gender, results indicated that there are extremely statistically significant differences between males and females in the usage of reading as a web-based activity covered by this study in favour of males. Overall, the t-values ranged from (0.1549) to (3.760) and the statistical significance ranged from (0.8775) to (0.0004) for all the web-based activities combined.

The differences in four web-based activities were in favour of males whereas the other four web-based activities were in favour of females. This means that these web-based activities are very popular and are frequently used by both male EFL teachers’ and female EFL teachers’.

The reasons behind the minor differences are not clear but it could be that male teachers’ are much more exposed to the technological world than the female teachers’. The mean difference between males and females is higher at (0.695=1.90-1.205) for reading and the lowest at (0.04=1.84-1.80) for grammar.

Qualification

In the case of EFL teachers’ qualification, results indicated that statistically significant differences existed between CELTA & B.Ed and MA degree qualifications for the vocabulary web-based activities covered by this study. There were significant differences seen in the vocabulary web-based activities. In the vocabulary activity, the t-value was (2.2086) and was significant at the 0.05 level. The remaining seven web-based activities, had T-values ranging from (0.0813) to (1.81) respectively which were not significant at all.

The significant differences in vocabulary web-based activities were in favour of EFL MA holders. This means that vocabulary based web-based activities were more popular with MA teachers than their other counterparts. Differences between other teachers with regard to the rest of the web-based activities such as writing; reading; listening; lesson planning; speaking, grammar and pronunciation were not significant.
Nationality

Regarding EFL teachers’ nationality, results indicated that there are almost no statistically significant differences between Omani and non-Omani EFL teachers with regard to the various web-based activities analyzed in this study. The T-values received are not significant and the T-values range from (0.7487) to (1.2294); which indicates that the minor differences in all the categories were in favour of non-Omani EFL teachers. This means that other nationalities EFL teachers’ are frequent users of the various web-based activities compared to their Omani counterparts.

Teaching experience

As far as teachers are concerned, results showed that all web-based activities are popular across all the experience levels. This means that overall; web-based activities are very popular downloads for teaching purpose by EFL teachers’ in Oman. This is very much clear from the obtained mean values for all the web-based activities for different experience levels as they have more or less similar means ranging from (1.487) to (1.989).

Precisely, EFL teachers’ with more than 10 years of experience and those between 5 and 10 years of experience have a little bit of edge over EFL teachers’ with 1-4 years of experience. Vocabulary and grammar are the most popular with mean score of (1.895) and (1.885) respectively for teachers who have more than 10 years of experience and those between 5 and 10 years of experience. This means that all the eight web-based activities are very popular downloads for teaching purpose by EFL teachers in the two experience levels.
For the EFL teachers’ between 5 and 10 years of experience, this might be explained by the fact that they are still young and matured graduates or post graduates and as a result are still fresh with the new teaching technologies. Now-a-days it is common for the new university graduates to have been exposed to new web-based teaching approaches.

For the EFL teachers with more than 10 years of experience, this might be explained by the fact that these are very experienced teachers who might have attended upgrading courses that might have introduced them to these new web-based teaching activities. The EFL teachers’ with 1-4 years of experience have the lowest mean scores among the three experience levels as they are comparatively less experienced and are still new to teaching. The mean scores for this experience level range from (1.487) to (1.846).

However, minor differences have been seen in the three groups of all the activities if we look at their means, even though they are not considered to be significant conventionally. This could be attributed to the fact that all the teachers’ somewhat unanimously feel the need of using the web based activities in their daily lessons in a smaller or larger amounts.

The teachers’ with less experience often find it exciting to use the modern technologies in the English classrooms while the others with more experience; even though they may not be interested to use it very often also have accepted the fact that a variety of teaching methods may encourage the young learners’ to learn the language more efficiently and with interest.

**Telephonic interview results**

Minor differences were observed regarding the use of grammar as opposed to the survey questionnaire response which was seen for vocabulary with teachers’ who had M.A. Here the participants indicated that they use mostly web-based grammar activities.

Similar to the response gained via survey questionnaire; even during the interviews the researcher found two of the eight participants saying that there could be differences due
to qualification because of the change in the thinking patterns of teachers’ when they become more educated. One of the participants of the interview also indicated there could be difference due to nationality as in the case of survey response.

Therefore, finally we can conclude that there could be minor differences in the perceptions regarding the usage and its extent for various web based activities based on nationality or teaching experiences but the differences don’t seem to be really significant which are worth noticing.

**Results obtained for the fifth research question**

*What are the obstacles those come in using the web-based activities by EFL teachers’?*

**Survey questionnaire results**

In relation to the difficulties of using the internet in teaching EFL in Oman, the results show that the foremost difficulty faced by the EFL teachers’ in Oman is the ‘shortage of time’ needed to use the internet and find the most appropriate resources required for the students to be taught. On the other hand, the least quoted difficulty was ‘no guarantee of positive results’.

In particular, according to the results (36) or (65%) of the EFL teachers’ in the survey indicated (1) ‘shortage of time’ as being the leading difficulty that hinders them from using the internet in teaching EFL. The second and third problems are (2) ‘no knowledge of programming skills’ which are (30) or (55%) and (3) the ‘scarcity of equipment and network’ which are (28) or (50%), respectively.

The last three least important difficulties identified by the EFL teachers’ in the use of internet for EFL teaching were (1) ‘no guarantee of positive results’ (24% of respondents), (2) ‘no recognition by teaching institutions’ (30% of respondents) and (3) ‘limited computer activities’ (38% of respondents).
Telephonic interview results

Few of the prominent ones mentioned by the telephonic interview participants were the lack of training that the teachers’ have on the usage of web based activities; sometimes these activities carry mistakes; it is more time consuming and requires the teachers to be very active which is not possible for all and at times difficulty in managing the large classes where web based activities are used.

When we compared the opinions of both survey participants and the interview participants most of the points were common. The survey participants’ said that the shortage of time is the major factor and the interview respondents also came out with the same view that it is time consuming. Only few supported the fact that only limited activities are available on the net. Network problems were among the other commonly cited barriers. So, the opinions were almost matching.

7.2 Summary of EFL learners’ Perceptions

The major findings of the study on the perceptions of EFL learners’ on the web-based teaching and learning of English have been summarised here in as answers to the five research questions of this study. The results related to the EFL learners’ have been presented. The summary of the answer of each research question is presented in a separate section for the EFL learners’ one by one in the same sequence as of the research questions mentioned in Chapter one which have been numbered as 1,2,3,4 & 5.

First, the results related to the general perceptions of EFL learners’ on the use of web based activities have been presented. Next, the perceptions of EFL learners’ variations on certain factors like gender, age, language efficiency and computer efficiency have been presented. Then, the results related to the third research question which was to find the general extent of usage of all the activities in general have been presented.
Later, the results related to each type of web-based activity i.e as reading activities, writing activities, speaking activities, listening activities, grammar activities, pronunciation activities, vocabulary activities and ESL games have been presented. Further, the differences seen in the EFL learners’ usage of each of these above mentioned activities have been presented. Finally, in the end the results obtained regarding the obstacles that the EFL learners’ face in using these web based activities in their English learning have been highlighted.

**Results obtained for the first research question**

*What are the EFL learners’ perceptions of using web-based activities in teaching and learning of English?*

**Survey questionnaire results**

The major findings on EFL learners’ perceptions indicate a similarity to that of the EFL teachers’ perceptions. EFL learners’ perceptions in Arab and in general are also very high for using the web-based activities in EFL learning. In fact, the twelve out of sixteen statements in the questionnaire received a mean ranging from (4.24-3.65) which shows a high perception level of using web-based activities among the EFL learners’ in Oman as according to the Oxford rating (1990) a mean within (3.5-5.0) is considered to be in a high range.

Among the options given to the EFL learners’, internet as a bank of learning resources received the highest mean ranging of 4.24 with the EFL learners’ enjoying the use of internet for language learning as the second lead with a mean ranging of 4.05 and the third one emphasising the belief of the learners’ with a mean of 4.01 that internet provides language learning materials very easily to the learners’ of English.
On the lower side, the three least chosen options by the learners' were that internet resources will replace text books soon with a mean score of only 2.89 with a slightly higher score on using the internet distracts me from my language learning goals with a mean of 3.05 and still upper score for the option saying that most of the internet materials are not relevant to my learning. It got a mean score of 3.17 only. Remaining all the other options came in between these six options.

So, it can be assumed that nearly all the EFL learners’ more or less believe that web-based activities are a good source for learning English. They believe that internet is a digital bank of learning resources. They can manage to get all kinds of readymade resources available on the internet instantly.

Therefore, they like to use it everyday in their English learning in one way or the other. It brings them a lot of different ideas to learn and a vast variety of activities in no time which would have been a difficult task otherwise. This clearly suggests that all EFL learners’ have a high perception of using web based activities in their language learning.

**Telephonic interview results**

The opinions expressed by the telephonic interview participants indicated that almost all the EFL learners’ believe that web based activities are a good source of learning materials. They all love to use it for one or the other activity as it relieves the students from monotony. The TTT gets reduced and there is more active participation from the students.

Now, looking into the results obtained via the survey questionnaire and telephonic interviews it is evident that learners’ of EFL love using the web based activities in their English learning and they have a really high perception on the use of web based activities which could be attributable to the fact that web based learning has become a craze in today’s’ world of technology and all the learners’ want to move with the crowd.

**Results obtained for the second research question**
Are these perceptions influenced by factors such as gender, computer efficiency and the level of EFL learners’?

Survey questionnaire results

Research shows that there could be differences in the perceptions of the learners’ based on various factors like gender, computer efficiency and the level of EFL learners’. Therefore, in order to scrutinize the differences closely among the EFL learners’ perceptions with respect to their gender, computer efficiency and the level of EFL learners’, T-tests or ONE way ANOVA tests were performed.

These tests were done to determine if any statistically significant differences really existed among the EFL learners’ perception based on the above mentioned factors. Since, T-test is applicable for two genres only, a ONE way ANOVA was applied to the ones having three groups.

First the T-tests results have been presented for the gender, computer efficiency and the level of EFL learners’ and in the end the ONE way ANOVA results have been presented based on the level of EFL learners’ used in the sample. Therefore, the results have been presented under for gender, computer efficiency and the level of EFL learners’ in sequence one by one.

Gender

With regard to the effect that gender has on EFL learners’ perceptions T-test results showed that there are no statistically significant differences between males and females in terms of their perceptions by conventional criteria. This appears to suggest that both male and female learners’ perceptions of using web based materials are high. Both the sex unanimously believe that the use of web-based materials is helpful in enhancing their English language skills.

This could be because both male and female learners’ in Arab countries with a special reference to Oman are learning under similar conditions and as a result, are exposed to
the same learning environment. Furthermore, they use almost the same books, follow
the same syllabus and are required to do similar learning tasks; which could be an
important factor of having more or less similar perceptions.

**Computer efficiency**

The T-test was used to compare the efficiency of the learners’ perceptions level with
regard to their computer efficiency differences. The results indicated that there are no
statistically significant differences in EFL learners’ perceptions of using web-based
activities in EFL learning by conventional criteria. Even though there may be some
minor differences but overall and statistically the existing differences are not at all
significant.

This implicates that all the EFL learners’ equally believe in the significance of using the
web-based materials for their EFL learning. They all believe that web based materials
play a significant role in the teaching and learning process of language. This could be
well explained in terms of the growing popularity of the internet as a tool for educational
purposes by the language learners’.

All the learners’ in school and colleges are required to study computers as a compulsory
subject in schools so that they can use it in their language learning as well as for
learning other subjects. So, all the learners’ of EFL or ESL use web based materials
either in lower or bigger amounts.

**Language efficiency**

Regarding EFL learners’ language efficiency level, results indicated the existence of
significant differences in learners’ perceptions based on language learners’ level. So,
the Tukey’s Post-HOC test was done to find out if really significant differences existed
between the three levels of language efficiency learners’. But it indicated that the
differences were not really significant from the statistical point of view among all the
three levels of language efficiency learners’.
However, minor differences exist when we look at the means of these three levels of language efficiency learners’. This could be because elementary learners’ are usually more compatible, energetic, motivated, and eager to use the computers. It could also be attributable to the fact that most of the learners’ in this category are young and efficient users of computers who have clear ideas and knowledge of using web-based activities in EFL learning as a result of the exposure they have got at the university or even at the school.

**Telephonic interview results**

Most of the learners’ felt that there should be no differences in the perceptions due to various factors like gender, language efficiency or computer efficiency. However, a few of them said that there could be minor differences in the perceptions of the learners’ due to different computer efficiency levels.

Results obtained via the survey questionnaire and telephonic interviews were again almost the same. Both the results obtained indicate that is no major difference in the perceptions of the EFL learners’ due to factors like gender, language efficiency or computer efficiency.

During the telephonic interviews some participants said different computer efficiency levels could sometimes be a factor in having different perceptions among the EFL learners’ which was little dissimilar to the responses received during the survey questionnaire results tabulation as it was only evident for people with different language efficiencies and not with different computer efficiency learners’.

**Results obtained for the third research question**

*To what extent learners’ of EFL use different web-based activities?*
Survey questionnaire results

It was presumed that different learners’ might be using the different types of web-based activities in different amounts in their learning process. So, first the general usage of all the activities in general was found and later it was calculated for each of the eight major individual activities downloaded by the learners’ for the purpose of using them in their EFL learning process.

In relation to the extent to which EFL learners’ use the various web-based activities in their learning process; results indicated that ESL games, grammar and writing are the leading web-based activities by EFL learners’ in Oman; this is based on their mean scores of (1.89), (1.84) and (1.79) respectively.

The other web-based activities such as: speaking, listening and pronunciation are the least used web-based activities by the EFL learners’ in Oman; with the mean scores of (1.64), (1.63) and (1.62) respectively.

Furthermore, vocabulary and reading are the web-based activities that are somewhere in the middle in terms of popularity in as far as EFL learners’ in Oman are concerned.

So, in general, it could be said that all web-based activities are being used by EFL learners’ in Oman but the level of usage or in other words the popularity of these web-based activities differ. The most popular web-based activities are those related to ESL games, grammar and writing skills.

In addition to the examination of the popularity of the various web-based activities, each web-based activity was investigated further by disaggregating each web-based activity into various components.

Overall, all components of each web-based activity were found to be popular among EFL learners’ in Oman. However, the level of the popularity of these web-based varied
form web-based activity to another. Thus, it can be seen that all the EFL learners’ use these kinds of activities at least to some extent. Some of these activities are used very often while some are used rarely.

**Usage of web-based reading activities**

Results show that short text, articles and stories are the leading web-based materials downloaded by the learners’ to be used to practice their reading skills with a mean of 2.03, 1.96 and 1.91 respectively.

The least popular downloads for practicing reading skills among the learners’ of English are plays, online books, poems and novels (simplified versions of the same) with a mean range of 1.62, 1.58, 1.55 and 1.45 respectively. The remaining activities for teaching reading skills came somewhere in the middle in terms of usage of these activities by the learners’ for learning purposes.

**Usage of web-based writing activities**

Results show that gap-filling exercises, spelling games and jumbled words are the leading web-based materials downloaded by the learners’ to learn writing skills with a mean of (1.96), (1.93) and (1.89) respectively.

The least popular downloads for learning writing skills are essay samples, board writing topics and dictation texts with a mean range of (1.74), (1.74) and 1.70 respectively. The remaining activities for learning writing skills came somewhere in the middle in terms of usage of these activities for learning purposes by the learners’.

**Usage of web-based speaking activities**
Results show that oral activities, dialogues and oral descriptive or songs are the leading web-based materials downloaded by the learners’ for practicing speaking skills with a mean of (1.79), (1.78) and (1.71) respectively.

The least popular downloads for practicing speaking skills are simulations, drama activities and poems with a mean range of (1.50), (1.49) and (1.48) respectively. The remaining activities for learning speaking skills came somewhere in the middle in terms of usage of these activities for learning purposes by the learners’.

**Usage of web-based listening activities**

Results illustrate that songs are the leading web-based materials downloaded by the EFL learners’ to practice listening skills with a mean value of (1.76) followed by movies/cartoons with a close mean value of (1.70).

The two least popular downloads for teaching listening skills are aural recognition exercises and aural discrimination exercises together with a mean of 1.59 followed by supra-segmental activities (rhythm, stress and intonation) with a mean value of 1.55 only.

**Usage of web-based grammar activities**

Results show that Verb-Tenses exercises are the leading web-based materials downloaded by the learners’ to learn grammar skills with the highest mean score of (1.97) whereas the least popular downloads for learning grammar are grammar stories with the least mean score of (1.70). The remaining two types of grammar activities were not far behind with mean scores of (1.86) and (1.78) respectively.

**Usage of web-based pronunciation activities**

Results show that phonetic activities and songs are the leading web-based materials downloaded by the learners’ for learning pronunciation skills with a mean score of
(1.709) and (1.654) respectively. The least popular downloads for learning pronunciation skills are verse and chants with the mean scores of (1.51) and (1.56) respectively.

**Usage of web-based vocabulary activities**

Results show that crossword puzzles, odd out and bingo games are the leading web-based materials downloaded by the EFL learners' to practice vocabulary skills with a mean of (1.97), (1.95) and (1.87) respectively.

The least popular downloads for teaching vocabulary skills are mind mapping, encyclopaedia and glossary with a mean range of (1.59), (1.6) and (1.71) respectively. The remaining activities for practicing vocabulary skills came somewhere in the middle in terms of usage of these activities for learning purposes by the EFL learners'.

**Usage of web-based ESL Games**

Results show that Word search and Crossword puzzles are the leading web-based materials downloaded by the EFL learners' for the purpose of learning English via ESL games with a mean of (1.98) and (1.97) respectively.

The least popular downloads for the purpose of learning English via ESL games are word building quiz games and pronunciation games with a mean value of (1.85) and (1.76) respectively.

The remaining two activities for ESL games came somewhere in the middle in terms of usage of these activities for the purpose of learning English via ESL games by the learners’ are ESL billionaire grammar games and Hidden pictures PowerPoint with a mean score of 1.90 and 1.86 respectively.
**Telephonic interview results**

Results obtained via telephonic interviews reveal that all the web based activities related to the learning of English are used by the EFL learners’. Although some are used more frequently while some are used in lesser amounts.

As far as the kinds of activities for which the learners’ use the web based are concerned; the activities vary from learner to learner and also on the situation as sometimes there are timelines set for certain tasks. But the highly used ones are the grammar activities, ESL games, vocabulary and puzzles and somewhat less used are for speaking and pronunciation.

Now, talking about the results obtained in a joint way via the survey questionnaire and telephonic interviews were matching as ESL games was one of the leading activities as per the survey questionnaire and also according to the telephonic interviews. Grammar came to be the second lead in the survey questionnaire which is again similar to the one in telephonic interviews.

Rest, all the activities are used almost in the same frequency according to both the quantitative and qualitative results. In fact, the minor differences observed are not worth mentioning. This minor difference could be due to the fact that all learners’ have a different style of learning for different activities and so they use the web based resources for some and some they do not use the web based resources.

**Results obtained for the fourth research question**

*Are there any differences in the learners’ use of different web-based activities due to gender, computer efficiency and the level of language?*

**Survey questionnaire results**
Research indicates that there could be differences in the extent of usage of the web-based activities among learners’ based on various factors like gender, computer efficiency and the level of language etc. in using different kinds of web-based activities.

Therefore, in order to scrutinize the differences closely among the EFL learners’ usage of these activities with respect to their gender, computer efficiency and the level of language on the usage of the different kinds of web-based activities, T-tests or ONE way ANOVA tests were performed for all the eight major activities downloaded by the learners’ for the purpose of using them in their EFL learning.

Since, T-test is applicable for two genres only, a ONE way ANOVA was applied to the ones having three groups. First the T-tests results have been presented for the gender and computer efficiency and in the end the ONE way ANOVA results have been presented based on the language efficiency of the learners’ used in the sample.

**Gender**

In relation to EFL learners’ gender, results indicated that there are statistically significant differences between males and females in the usage of six web-based activities covered by this study in favour of males. Extremely statistically significant differences are seen in listening and reading; very significant differences are seen in writing; significant differences are seen in grammar and pronunciation; not quite significant differences are seen in vocabulary and no significant differences are seen at all in the case of EFL games.

The t-values range from (0.1807) to (3.6468) and the statistical significance ranged from (0.1034) to (0.0003). The differences in most of the web-based activities were in favour of males except for the vocabulary and ESL games. This means that these web-based activities are much more popular and are frequently used by male EFL learners’ compared to the female learners’ or users.

The reasons behind the differences are not very evident but it could be that male learners’ are much more adventurous than female learners’. The mean difference
between males and females is higher at (0.20=1.74-1.54) for speaking and the lowest at (0.01=1.74-1.73) for vocabulary.

**Computer efficiency**

In the case of EFL learners’ computer efficiency, results indicated that statistically significant differences existed between sufficient and basic computer efficiency level for some of the various web-based activities covered by this study. The t-values ranged between (0.2736-2.6823).

There were significant differences in the following web-based activities: writing, listening and vocabulary. In the listening activity, the t-value was (2.68) and was very statistically significant. In the next web-based activity, writing, the t-value was (2.189) and was statistically significant by conventional criteria.

The remaining web-based activities, speaking, pronunciation, ESL games and reading were not quite statistically significant by conventional criteria whereas in grammar activities, there were no statistically significant differences seen by conventional criteria.

The significant differences in all the above web-based activities were in favour of learners’ with basic computer efficiency. This means that writing, listening, vocabulary and ESL games web-based activities were more popular with basic computer efficiency learners’ than the learners’ with sufficient computer efficiency. Differences between basic and sufficient computer efficiency with regard to the rest of the web-based activities such as speaking, pronunciation, ESL games and reading were not quite were not significant at all and grammar web-based activities indicated no statistically significant differences at all.

**Language efficiency**
As far as EFL learners’ are concerned, learners’ level has no statistically significant influence on the EFL learners’ usage of the various web based activities for learning purposes and all web-based activities are popular across all the levels of EFL learners’ with more or less similar means ranging from (1.57) to (1.94). This means that overall; web-based activities are very popular downloads for learning purposes by EFL learners' in Oman.

However, EFL learners’ with elementary and those with intermediate level have a little bit of edge over EFL learners’ with pre-intermediate level. Specifically, ESL games are the most popular for elementary and for intermediate levels with mean score of (1.94) for elementary and (1.90) for intermediate levels respectively. This means that the eight web-based activities are very popular downloads for learning purpose by EFL learners’ in these two levels.

For the EFL learners’ with intermediate level, this might be explained by the fact that they are more interested for higher studies and as a result want to explore and practice and improve their language learning skills and they are abreast with the new teaching technologies. Now- a -days it is common for the new university graduates to have been exposed to new web-based learning approaches.

For the EFL learners’ with elementary level, this might be explained by the fact that these are the weaker ones and want to explore more learning opportunities by themselves to improve their basic knowledge on English without being ashamed in front of other for their low levels. It may also help them to learn in their own pace as compared to learning in a class.

These EFL learners’ that come in pre-intermediate level have the lowest mean scores among the three learning levels. The mean scores for this experience level range from (1.57) to (1.83).
**Telephonic interview results**

Minor differences were observed regarding the usage of these activities by males compared to females as they are much more adventurous than females and love knowing and practicing the latest technology. Here the participants indicated that they use mostly web-based grammar activities.

Similar to the response gained via survey questionnaire; even during the interviews the researcher found a few participants supporting the fact that there could be differences due to different computer efficiencies because some are good in that and some are very slow in using the computers. Some of the participants of the interview also indicated there could be differences due to different language efficiencies as in the case of survey response.

Therefore, finally we can conclude that there could be minor differences in the perceptions regarding the usage and its extent for various web based activities based on different language efficiencies or different computer efficiencies but the differences don’t seem to be really significant which are worth noticing.

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**Results obtained for the fifth research question**

*What obstacles are faced by the EFL learners’ in using these web-based activities?*

**Survey questionnaire results**

In relation to the difficulties of using the internet in learning EFL in Oman, the majority of the EFL learners’ (70%) said that the ‘selection of learning materials’ is the leading difficulty. In addition, learners’ indicated, the next leading difficulty is ‘difficulty in
understanding instructions’ (64%), the students feel the instructions given are not clear and self-explanatory as done by the EFL teachers in the classes and the ‘frequency of exams/projects” with (60%) was the third leading difficulty.

The numbers of exams held are too many and the projects to be completed within the deadlines make it difficult for the EFL learners’ to find time to use it for their independent learning. On the other hand, the last three less important difficulties in the use of internet for EFL learning were (1) “Limited computer activities (24% of respondents) and (2) “Lack of interest “(22% of respondents) and (3) “Lack of guidance from the teachers” (30% of respondents).

**Telephonic interview results**

Results obtained via telephonic interviews indicated that there are some obstacles that hamper the use of web based activities by the EFL learners’ in Oman. Few of the prominent ones mentioned by the telephonic interview participants were the lack of understanding by them of the instructions on the computers, network problems, sometimes it acts as a source of distraction and sometimes there are mistakes in the web based resources etc.

When we try to compare the opinions of both survey participants and the interview participants most of the points were common. The survey participants’ said they have difficulty in understanding the instructions on the computers which is same as the opinion given by some of the participants of the telephonic interviews also. Only few supported the fact that only limited activities are available on the net via survey response. Remaining than this there were no significant responses received.

**7.3 Recommendations**

Based on the results of this study some recommendations can be given to the people responsible for making changes either in the system or syllabus. These recommendations if adopted and implemented would be a key to improve the system.

There are some recommendations that are needed to improve and implement the changes in the system of teaching and learning and several suggestions have been put
forth for further research in this area as this study did not go deep enough in all the areas because those areas were beyond the scope of this study.

Some short courses or training opportunities should be given to the EFL teachers’ that will expose them to the uses of web-based resources needed to improve their EFL teaching skills since there are statistically significant differences seen between the male and female teachers in the usage of web-based activities in previous researches.

The differences in the usage of web-based activities were in favour of the male teachers. So, there is a need to find ways to motivate the female teachers to use web-based resources. Similarly, EFL learners’ must be encouraged to use the web-based resources as much as possible so that they get used to independent learning styles.

Since, there are statistically significant differences between Omani and other nationalities EFL teachers’ in favour of non-Omani EFL teachers; therefore there is an immediate need to encourage Omani teachers to use these resources. This could be done by giving them short courses in these areas.

This is not only restricted to Omanis but to all the EFL teachers’ worldwide. Similarly, the EFL learners’ must be made aware of technology during their school days; so by the time they reach college or become a job seeker; they are able to learn things independently.

The majority of the EFL teachers’ indicated ‘shortage of time’ as among the leading difficulties they are facing. In addition, other teachers indicated lack of programming skills and the time spent would not justify the results. There is a need here to address the time issue and the scarcity of equipment and network problems by the EFL teachers’. Similarly, EFL learners’ had indicated the ‘selection of learning materials’ as the leading difficulty.

So, this needs to be dealt with seriously. In addition, learners’ indicated, the next leading as ‘difficulty in understanding instructions’, the students feel the instructions given are not clear and self-explanatory as done by the EFL teachers in the classes for which teachers should be more careful and the ‘frequency of exams/projects” with was
the third leading difficulty. So, it again must be taken care of by the teachers and the administrators.

Teachers should be prepared to use the internet and web-based activities in their teaching process. The teachers' should be given special course and training required to move with the fast pace of technological world. Pre services and in service courses must be offered free of cost to the teachers.

New tailor-made training programmes must be offered by the companies or institutions. Competent people must be taken in for the jobs. Teachers should learn how to integrate technology into their lessons and learn how to create media such as podcasts, digital videos, animations, games and more giving them the ability to inspire and motivate their students like never before.

Studies of classroom should be equipped with quality technological tools that are appropriate for the learning goals. The teachers should be given proper training and adequate time and creative freedom to implement the use of technology in the language classrooms. There are many schools that do not have adequate resources, so that should be taken care of by the concerned authorities.

Teachers should be aware of the latest technological trends and should be given necessary training free of cost by the institutions to motivate them to use technology in their classrooms.

An additional set of challenges needs to be faced. The teacher guides must be made available to the teachers to meet the instructional needs of diverse students.

The institutions or schools or colleges must conduct a multi-level investigation to identify teachers' and learners exclusive needs in the web based teaching and learning environments, to provide a better understanding of the possible impact of electronic resources on teaching and learning, and to develop a framework for the future development of web based resources and technology supports.

The people responsible should find out and try to rectify what hinders the teachers and learners to use the web based resources for the purpose of teaching or learning. They
should also find out what is the relationship of gender, race, traditions or other aspects to the teachers' and learners' perceptions and find out the possible solutions to that.

In addition to it, it must also investigate how educator miscellany influences experience with technology.

Another aspect that the content developers of the web based resources should keep in mind is that they should build lesson guides for teachers' and learners', integration suggestions for teachers, so that the teachers can use it in their classes effectively.

The website designers should design a website for language learning on teaching in close consultation with the Ministry of Education officials so that it is student focused.

After the design is made the teacher should first operate it to check the efficiency of materials, before it is made on line for the students. The website should be designed keeping in mind the various levels of learners, so that they can do individual practice on their own with an auto feedback feature. This would enhance their confidence and interest towards learning English.

It is also advisable for the web designers to include an 'how to' feature for the novel teachers which would be able to guide them on the usage of the software. The same kind of a tutorial guide can be made available for the learners.

Adequate training must be provided to the in-service teachers so that they can integrate technology in to their classes when they become full fledged teachers. An FAQ section related to the language learning softwares could be an added benefit for both teachers and learners.

7.4 Scope for further research

This research has come out with the picture of the perceptions of EFL teachers' and EFL learners' in relation to the usage of the web based activities by both of them for the teaching and learning of EFL. Among them, the issue of shortage of time has emerged out as one of the leading difficulties which need to be further researched.
The existence of significant differences between Omani and other nationality EFL teachers' which is in favour of non-Omani EFL teachers’ in relation to the usage of web-based resources needs to be investigated. Likewise, it needs to be investigated for the EFL learners’ also as to why they say it is difficult for them to select the most appropriate web-based resources for their learning purposes.

Teachers have raised the difficulty of finding relevant materials in a short time which needs to be investigated and a solution to be found for that. Some teachers have claimed that they do not use web based activities due to lack of their programming skills. So research needs to be done on this and the Ministry of Education officials should find a way to it.

Further studies need to be conducted on both the EFL teachers’ and learners’ by conducting surveys or interviews. By doing this we may able to identify the exact needs of the learners.

Even long term research and a continuous comprehensive evaluation could be done on the EFL teachers’ to find out the impact that the use of internet and web based materials make on teachers themselves. Do the teachers find themselves more comfortable and well-equipped by the use of these materials? In turn, does it affect the learners’ outcomes?

Besides this, the learners have indicated that they find it difficult to understand the language used in these activities so, this needs to researched and sorted out to make it easier for the language learners’ in Oman.

They had also indicated that it is very difficult to select the learning materials as it opens up ‘n’ number of websites when they try to search the materials for one single topic. This makes them confused and boggled up. So, a proper solution to this might be found by researching on this area.

Last but not the least, the EFL learners’ of Oman indicated that the frequency of exams or projects is directly related to their shortage of time to find and use the web based materials. So, it is another area to be researched.
7.5 Looking to the future

If the EFL teachers’ and EFL learners’ share their thoughts and visions on a blog like thing with the institutions in their own country, the country and the EFL education in particular in that country can have a big leap towards developing the local institutions and even on-line with educationalists and syllabus makers. It would open up novel platforms for the students to do self learning and might eventually lead to better teaching and learning styles.

Proper training to the going-to-be future teachers must be provided. A degree in education must be made a compulsion for all the teachers. Workshops and conferences should be attended by the teachers, so that they become aware of the latest trends in language teaching. Schools and colleges should encourage this among the teachers by giving them a day off or extra perks for attending the workshops and conferences. This in turn would benefit the future generations of the country.

Similarly, educational submits should be held at least once a year where the EFL researchers, academicians, even students and technologists are invited to share their innovations and experiences and thus be able to explore the ‘coming scenario’ of technology in the next few years. This could be further used to effectively utilize the resources by both EFL teachers’ and learners’.

7.6 Conclusion

This chapter summed up the major findings on the perceptions of EFL teachers’ and learners’ on the web-based teaching and learning of English. Then, appropriate conclusions were drawn. First, the summary of the EFL teachers’ perceptions were presented followed by the EFL learners’ perceptions on the usage of web based activities. After that, some recommendations were put forward by the researcher for the EFL teachers’ and learners’ that the researcher thought appropriate based on the findings. Finally, the scope for further research was included.
It seems that all the Asian countries have yet to unleash web’s full potential to transform learning. We are at an important transition point. We need to leverage technology’s promise to improve learning. Bringing technology into the classroom should be a priority for all the teachers’. Similar to this is a trend that is looked forward from the EFL learners’. More research on this area should be welcomed and encouraged by the authorities in the Ministry of Higher Education.