Abstract

This thesis entitled “WEB-BASED TEACHING OF ENGLISH FROM THE PERSPECTIVE OF EFL TEACHERS’ AND LEARNERS’: ARAB WORLD CONTEXT” is a modest attempt to explore the EFL teachers’ and learners’ perceptions related to the use of web-based activities in teaching and learning of English language. Often, it is an exigent task for the teachers to decide which methodology should be applied or what kind of resources should be used to teach English. The internet is assuming a gigantic and a highly valuable role in education worldwide in the present scenario. It has a great potential to improve the excellence of education which allows the EFL learners’ to access the major informative sources that were previously beyond reach to them.

Challenged by these; the teachers’ also need to use innovative teaching strategies. In consideration of this, it seemed significant to probe the mind-set of the EFL teachers’ and learners’ towards the use of web-based resources in English teaching and learning respectively. Therefore, this research aims to reveal the EFL teachers’ and learners’ perceptions of various web-based activities that are being used in the EFL classroom by the teachers and their impact and effectiveness on the learners’.

It also sought to find out how it is influenced by varied factors both in the case of EFL teachers’ and learners. It further investigates the extent to which these activities are used for the purpose of teaching or learning English. Adding on to it, it also scrutinizes the obstacles that the EFL teachers’ and learners’ face in utilizing these activities for teaching or learning of EFL.

The main instrument used for the purpose was a questionnaire. The population of this study included a total of 540 EFL teachers’ and learners’ from the Sultanate of Oman. The present thesis has been divided into seven chapters for the purpose.

Chapter I ‘Background and Problem’ outlines how the web based teaching and learning came into practice leaving behind all the traditional ways of teaching and learning.

Chapter II presents an extensive literature on the previous studies relevant to using computers, technology or the internet in language teaching and learning in general and
EFL teachers’ and learners’ use of web and internet resources for teaching and learning English in particular.

Chapter III aims at presenting the discussions on the characteristics used on the EFL teachers’ for this study showing the main instrument (primary data) used in the study in the form of a questionnaire.

Chapter IV presents the findings associated with the perceptions of the EFL teachers’. Each group of activity is shown in a table showing the cumulative mean for each activity.

Chapter V presents the methods used for data collection for this study on the EFL learners’. The same method has been applied as in the case of EFL teachers’.

Chapter VI presents the findings associated with the perceptions of the EFL learners’. The method applied for calculating the cumulative mean for each activity is the same as in the case of EFL teachers’.

Chapter VII sums up the major findings on the perceptions of EFL teachers’ and learners’.

The study revealed high perceptions of both EFL teachers’ and learners’ in using these web-based activities for the teaching and learning of English. With reference to these findings, some recommendations to improve the system have been given and suggestions for further research have also been provided.