

The Effect of Using Email on Enhancing Iranian Intermediate EFL Learners Writing Proficiency

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ABSTRACT: Iran is a progressing and developing country and the need for the help of technology in language learning and teaching programs is very essential. The present study was set out to investigate the effects of E-mail on improving EFL learners' writing skill and to show the benefits of using one of the new learning opportunities of the age, (e-mail) electronic mail, in an EFL writing class for both students and teachers. The differential effects of the two types of treatment (i.e., traditional and the use of emailing) on the learning of writing skill was investigated. The participants of the study were 40 female students, by the age of 15-17 who were randomly assigned to the two groups of experimental and control. Each group consisted of 20 participants. The course lasted for about 3 weeks, and was held in one of the institutes in Gonbad, Iran. The first group (experimental group) sent their assignments through emails in addition to the traditional class activities but the second group (control group) had the traditional class and assignments were handed in hard copies. For measuring the writing skill, a pre-test and post-test was administered to both groups. The pre- and post-tests were tests based on the materials covered in the class. The pre- and post-tests were parallel recognition tests and productive writing tasks. The results of the two posttests show improvement of the experimental group.

Keywords: EFL Writing Skill, Language Learning Proficiency, Electronic Mail, Computer-Assisted Language Learning (CALL).

INTRODUCTION

Nowadays technologies especially email is developing rapidly in all over the world and by developing them, use of email are increasing in the classrooms for the purpose of promoting language learning and teaching. While many studies (e.g., Ma, 1993) have examined the effect of email learning on student learning performance, few have looked into students' attitudes towards email application and its impact on their learning outcomes. So we want to find whether there is a difference between the two types of treatment (i.e., traditional and the use of emailing) on the learning of writing skill or not (Shang, 2005). Gunduz (2005) stated that educational technologies were the most centers of areas in the second half of the 20th century. He also added that the use of computers in schools were developing gradually all over the world, and we can use them easily, access rapidly and without any limitations were in the past, become more cheaper and have some effective capabilities such as process and store much more data. (Gunduz, 2005). Gunduz (2005) also mentioned that application of educational technologies-computers, internet- changed more for language learning in schools at the end of 20th century. It is not suitable to see computers as a tool for only information processing and display but also it is suitable to see them as a tool for both information processing and communication. He added that nowadays, language learners are able to communicate with others-speakers of the target language –with the help of the internet. So this tool will has more advantages to language learners, they will be in the context of target language and familiar with it more than ago. (Gunduz, 2005)

As (Gunduz, 2005) pointed out, although there are many foreign language materials such as course books, workbooks, charts, newspapers, picture cards, and so on next to the traditional writing book and grammar book, those were supplemented by useful technologies such as video tapes, games, radio, television, slides, computers, internet and email. (Gunduz, 2005) Roschelle, Pea, Hoadley, Gordin, & Means (2000) mentioned that there are four

fundamental characteristics of technology which guide learners to promote both what and how children learn in the classroom:

The first one refers to active engagement. In fact, the constant use of computers in the classroom will promote language learning of children. The second one is participation in groups it is useful to use technology in groups not to use them individually.

The third one is frequent interaction and feedback. During learning of a language-with the help of technology-constant use of interaction and feedback has central role to promote children's capabilities of language learning.

The last one is connections to real world contexts. By promoting children capabilities of language learning it is more effective to be in real world contexts which this one will be operative easily by using technology. They also stated that if the internet enters to the teacher programs, it causes to develop the teaching and learning process. (Roschelle, Pea, Hoadley, Gordin, & Means (2000) cited in Khanchali and Zidat, 2011).

According to Warschauer & Healey (1998), computers play important role in second language learning and teaching nowadays, especially in the area of reading. As Chun (1994) pointed out, computer mediated communication has many advantages in learning the second language which the important one is to give some chances to be in the interactive language learning and to use the right of the target language. (Chun, 1994 cited in Shang, 2005) Ma (1993) mentioned that when students participate in international email communication, they are able to share their information. Silva and her colleagues found that if students be in contact with linguistically different audiences and give them authentic reasons of their communication in target language; it helps to reach satisfying experience of language learning. (Silva, Meagher, Valenzuela, & Crenshaw, 1996 cited in Yu & Jessy Yu, 2001) In the study of Bordbar (2010), advantages of using computers in the classroom, teachers' attitudes towards computers and how they connect the tool to their language teaching were explained. The results of his study showed that there are positive or highly positive relationship between Information and Communication Technology (ICT) and Iranian society and schools. (Bordbar, 2010 cited in Mehrgan, 2012)

According to Al-saleem (2011) email is termed as the most usage of computer all over the world and it is used by diverse people which can be considered as students, teachers, research scientists and individuals at home. Electronic mail (email) is a method to transfer electronic messages from one person to one or more other persons. He also stated that email messages can be divided into two parts as Header and Body. The Header part included form, To, CC, Subject, Date, and so on which individuals put necessary information in them but the latter part (Body) included basic content; sometimes a signature block at the end. (Al-saleem, 2011) As Case (1996) pointed out, electronic mail is described as a relatively new device of communication which is used more in the U.S. and all over the world. He also stated that there are two types of networks, both locally and globally which email messages through them can be sent. Although there are many local area networks and wide area networks-aside from the internet- which send too much messages daily, email is the world's largest computer network which is growing rapidly. For example in many universities especially universities of the United State, the use of internet email expanded by its staff and students. In addition, Case stated that not only American Online (AOL), the largest commercial online in the states, record the use of more than four million pieces of email each day, but also its membership is growing 75,000 per week. (Case, 1996 cited in Belisle, 1996)

Belisle (1996) pointed out using email has many advantages for both teachers and students. He brought three reasons why its use is profit:

First, when students use email in the classroom for language learning, they will become familiar with the tool, especially how the tool will guide them to enhance their language learning. Email is used rapidly in all over the world as you can see in the world of business, education, politics and technology. So the traditional tools such as voice, paper, and fax communication play the fewer roles in the world and email was supplemented by them.

Secondly, at more convenient times, a teacher can interact with a student or a group of students work on a project. In fact, there is no limitation of time for a teacher to interact with her/his students. This interaction and feedback between them over a writing task is not also restricted only to a classroom; it can be expanded out of the classroom and their constant interaction can be continued at any time.

Finally, it causes also to save class time for some assignments. Teachers can send easily their assignment through email to the group(s). for example, a teacher wants to give students some alarms and certain messages contain not to forget doing your assignments, he can send one message to all of the group which causes to save more time in the classroom. (Belisle, 1999 cited in Ghasemi, 2010) In the study, it is intended to achieve the answers of the following questions, "Will students enhance their writing proficiency through the use of Internet, especially email? Will they become more autonomous and responsible for their writing process?" Moreover, the purpose of the study is to determine whether there is enhancement in writing skill and whether there is a change in their attitudes, beliefs, and motivation towards learning.

According to Warschauer (1996) computer-assisted language learning (CALL) is the most areas of interest for individuals who like to use computer for any purposes especially to do their all of works with computers. He also comments like most of other researchers that use of computers take the center place in all over the world, in schools and homes, in business, and so on. So it will be effective that teachers start to think deeply about the use of technology in the classroom. (Warschauer, 1996 cited in Jalali&Ghaznavi, 2011)As Jalali&Ghaznavi (2011) pointed out in their study, there are two types of communication via internet which is considered as Synchronous and Asynchronous. In the first type, people can interact with each other in a simultaneous conversation by using some devices such as Moos and Chat rooms. In this type, all of the groups are sending some information at the same time. In fact, people are present in internet and they are transferring information at the same time. But the latter type refers to the presence of one person or group in the internet by using email. More specifically, this type allows everyone to write his/her own messages in any time and pace and the receiver(s) may be present in the internet or may not.(Jalali&Ghaznavi, 2011)

Warschauer (2000) stated that email can be called the mother of all internet applications; it is a center of attention among all parts of computers. Cario (1999) stated about the email that there is any limitation and problems to apply email in the classroom; this limitation comes only in the mind of a teacher. And he also stated that using email in the classroom provide opportunities for learners to have real communication in the target language. They will be able to write and exchange their messages with other students not only in the classroom but also all over the world.(Warschauer, 2000 &Cario, 1999 cited in Al-Saleem, 2011)

According to Belisle (1996), email is a kind of tool that brings some chances for learners to work together and exchange their information and experiences to enhance their language learning. He also believed that learners can produce, create and analyze their ideas and information easier than before. So it can be stated that aside from some limitation of using email, it has more advantages and it must be considered more in around the world. (Belisle, 1996) Frizler (1995) in her thesis under the title of: "The internet as an educational tool in ESOL writing Instruction", stated that despite traditional writing courses, online writing courses will be more effective and have more profits to the learners of language. He also mentioned that although online writing courses cause to save the time, it last too much time to learn students how to use the internet for educational purposes.(Frizler, 1995 cited in Al-Saleem,2011)As (Toyoda, 2001) pointed out, by increasing the use of technology, especially email, it was observed the positive effect of them on language learning. He also mentioned that there are relatively few studies which concentrate more on computer-based writing activities and most of them pay attention to traditional writing tasks in the classroom. (Toyoda, 2001 cited in Jalali&Ghaznavi, 2011)In Iran, there are some limitations to learn authentic target language which can be considered as lack of access to native speakers and the more use of our mother tongue (Persian) and so on. Despite the existence of these limitations, CALL can help learners to reduce these lacks. Learners can promote their target language learning by watching films, listening to music or pronunciation of native speakers. He also stated that use of CALL is useful for shy persons and for those who are not be able to express easily their ideas in the classroom.(Jalali&Ghaznavi, 2011)

Research Questions

The research questions addressed in this study was:

1. Do differences in the two types of treatments- the traditional and the use of emailing- lead to difference in language learning?
2. What are Iranian EFL students' beliefs about the efficacy of using Email for enhancing of writing proficiency?

MATERIALS AND METHODS

Participants

This research was conducted in Razi Institute of Gonbad, Golestan prov. Iran. Participants of this study were English Language students. After taking the proficiency test, a homogeneous group was formed. A sample of two classes with 40 students in each was selected randomly from low intermediate level with a population of approximately 50 students. They ranged in age from 15 to 17. The two selected classes were assigned, one as the control group and the other as the experimental group, again randomly. Both groups received a pre-test and a post-test English language writing skill. Then the experimental group was given a treatment on Email creating, managing and email exchange in English during the interval period between the pre-test and the post-test. The other group did not receive any treatment. They had their usual traditional writing class.

Instruments

For the purposes of the present study, five instruments were utilized:*Nelson Test of Proficiency (PT)*: In order to be assured of the homogeneity of the control and experimental groups in terms of English language

proficiency, a test of NELSON, series 400B, was administered one day before the pretest. It consisted of 77 multiple-choice items in three parts of grammar and structure, vocabulary and reading comprehension. The time allotted was 65 minute. *Computer Proficiency Levels (CPL)*: The questionnaire of the study consisted of two demographic questions and 25 items which covered the students' perceptions of their computer literacy (19 items) and the factors limiting students' use of the computer (6 items including one open-ended question) (see the Appendix). it was administered before the pretest. *Background Questionnaire (BQ)*: Background questionnaire was also given to the experimental and control group (see the Appendix). Afterward, a pretest and posttest were given to all of them and then findings were measured by SPSS. *Pretest*: As the aim of this study is to examine the effect of e-mailing on writing proficiency, a pre-test including grammar, vocabulary, and writing was developed (researcher-made pretest). The source for making the pre -test was five lessons of intermediate level book entitled „ Interchange 1“(by Jack C. Richards, 2005). This researcher-made test was piloted on the same level participants in another English Language Institute. Having analyzed the data, the result showed that the reliability calculated through Kuder-Richarson formula 21 was low. Then, the item analysis was done and poor items were discarded and some others were modified.

Posttest: Since the time interval between the pre-test and post-test was long enough, the same pre-test was used as post-test too (researcher-made posttest). Based on (Hatch & Farhady, 1982, p.22), we can use a pre-test as post-test, if there is more than two weeks duration between them. The intermediate writing test was conducted again as post -test at the end of the course in order to measure the progress of learner's writing skill.

Procedure

In this study, at first, a Nelson test series 400B as homogenizing tool was administered to 50 intermediate EFL participants. Those participants who were located one standard deviation above and below the mean were selected to participate in this study. By analyzing the data, 40 participants were chosen for the purpose of this study. They were randomly assigned into experimental and control groups with 20 in each group. Participants in both experimental and control groups took a pre-test. The researcher explained the project to the participants of the e-mail group, introduced the possible use of e-mail in foreign Language learning, and expressed the hope that the students would choose to participate. The participants of experimental group received step- by- step instructions on using e-mail and they were given a questionnaire which is related to their computer competence. The control group didn't receive e-mail training. An experimental design was used in this research. All participants were first given a computer proficiency test involving two parts- computer proficiency levels and difficulties limiting students' computer use- to assess their computer competence. At session two, from both of the groups were given a proficiency test consisting of 50 items. All participants were provided with eight 45-minute presentations of five chapters of Interchange 1 over a spread of eight days during three weeks in summer 2012. A pretest was given to the participants in order to assess both their recognition and comprehension of English writing. It was followed by eight treatment sessions in which one group was provided with traditional type and the other by using email out of the class. Each treatment session lasted 45 minutes. A posttest consisting of the same tests was also conducted to examine the progress that participants had made during the treatment sessions.

The sample of the study consisted of 40 (40female) EFL students at the intermediate level of proficiency. The questionnaire of the study consisted of two demographic questions and 25 items which covered the students' perceptions of their computer literacy (19 items) and the factors limiting students' use of the computer (6 items including one open-ended question) (see the Appendix). Background questionnaire was also given to the experimental and control group (see the Appendix). Afterward, a pretest and posttest were given to all of them and then findings were measured by SPSS.

Treatment

The students were placed in two separate classes. Both (exp. group) and (cont. group) received a Pre-test. Furthermore, 8 treatment sessions were given to the experimental group. Later on, for both groups a post-test was given and necessary calculations and analytical procedures were followed and provided. In order to explore learners' attitudes towards using Email activities, and to find out the relationship between using Email as an educational tool in learning writing skill a questioner and some simple yes/no questions were designed and prepared in the first session. Although the participants were not provided with grades for this training, their writing assignments were assessed on the basis of three main ratings: excellent, very good, and good. Some approaches have been prepared to provide feedback to the participants. The researcher first sent each task to all participants via the e-mail. Two days later, the researcher received the participants writing assignment. After analyzing the e-mail messages, the researcher then replied to them. The extract of the e-mail below indicates a sample of the feedback provided to the participants:

From: Faride_niazi@yahoo.com
 To:shima_karkon@yahoo.com
 Subject: feedback on Task 4
 Dear Shima,
 Below are some comments on your writing (Task 4).
 I=my dream home is blue and blue sea. [Verb+ article]
 Corrected form= My dream home is blue and near the blue sea.
 I=It has great view. [Article]
 Corrected form=It has the great view.
 I=my brothers have two beds in rooms. [Pronoun]
 Corrected form= My brothers have two beds in their rooms.
 I=our house have some doors and windows. [Subject-verb agreement]
 Corrected form= Our house has some doors and windows.
 VERY GOOD!
 Best regards,
 FarideNiazi

RESULTS

Table 1.Descriptive statistics and Independent Sample Test.

	group	N	Mean	Std. Deviation	Std. Error Mean
Pretest	experimental	20	6.5500	2.52305	.56417
	control	20	5.2000	3.07109	.68672
Posttest	experimental	20	23.1000	3.71200	.83003
	control	20	19.4000	3.56001	.79604
Pretestposttest	experimental	40	14.8250	8.94682	1.41462
	control	40	12.3000	7.90391	1.24972

Table 2. Independent Samples Test.

								95% Confidence Interval of the Difference		
		Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	Lower	Upper	Upper
Pretest	Equal variances assumed	.218	1.519	38	.137	1.35000	.88875	-.44917	3.14917	3.14917
	Equal variances not assumed		1.519	36.621	.137	1.35000	.88875	-.45140	3.15140	3.15140
Posttest	Equal variances assumed	.651	3.217	38	.003	3.70000	1.15006	1.37183	6.02817	6.02817
	Equal variances not assumed		3.217	37.934	.003	3.70000	1.15006	1.37170	6.02830	6.02830
Pretestposttest	Equal variances assumed	.108	1.338	78	.185	2.52500	1.88757	-1.23287	6.28287	6.28287
	Equal variances not assumed		1.338	76.832	.185	2.52500	1.88757	-1.23377	6.28377	6.28377

The findings show that there was a highly significant difference between the experimental and control groups in the posttest-pretest total gain scores ($t=1.338$, $p<.001$).The result indicates that from the pretest to theposttest and, the improvement in learning occurred more significantly in the experimental group than in thecontrol group. In addition, the experimental group performed significantly better than the control group by

showing significantly higher gain scores from the pretest to the posttest. In present research, based on the type of data, many techniques including: t-test, Independent Sample t – test, and The main statistical procedure used to compare the output of the two tests (Pre-and Post- tests) were t-Test. It was expected that the participants could learn from the feedback provided. The feedback, as expected, would refresh their understanding or knowledge about aspects of English grammar that they might have learned before. The point was that some grammatical factors could have been forgotten because of infrequent usage. One of the advantages of this training was that it improved language competency and self-confidence in writing. Below is an analysis of the participants' writing associated with the types and the number of grammatical mistakes they made. The mistakes are divided into three categories as follows:

1. Errors in subject-verb agreement
2. Errors in the use of pronouns
3. Errors in the use of tenses

Task 1 was not analyzed because it was the easiest one in which the participants were not asked to write but to rearrange some sentences to construct a biography of them. All of them completed the task. The analysis revealed that there was a significant improvement on the participants' writing performance, particularly in the use of subject-verb agreement, article and tenses.

Another fairly interesting finding that emerged in this research was that writing assignments such as describing yourself or someone you know well (Task 2), comparing two people you know well (Task 3), describing your bedroom (Task 4), describing your dream home (Task 5), and writing a short story by means of five written words on the board (Task 6) gave the participants a strong inspiration to write a longer piece of writing, regardless of the number of mistakes they made. This can be considered a positive point in relation to the environment of learning a foreign language in which motivation is greatly required. Another instrument, apart from the writing tasks, deployed in this research was the questionnaire sent via the e-mail. The feedback from the questionnaire revealed that the usage of the e-mail in the English training programmed, especially the writing aspect, was positive. The communication between the students and the teacher via e-mail was much quicker than in the normal classroom condition. Besides, the student's identity would be kept confidential. As for the tutor, the e-mail was also user friendly. Considering e-mail, almost all the students were satisfied with using e-mail, since they found it completely friendly. They believe that they have never had such kind of experiences and opportunities to send their writing assignment via e-mail to their teacher and ask for their difficulties. Therefore, using e-mail caused students to feel relax and made them feel at ease. Analysis of the data has indicated that there is a positive relationship between the usage of e-mail and improvement of writing skills. Learners had been engaged to use email to enhance their writing skills and learn many factors that is related to English writing structures.

DISCUSSION AND CONCLUSION

In the study, it was showed that there is a difference between two types of treatments- the traditional and the use of emailing- lead to difference in language learning. In email class, there was more contact between the teacher and their email students. Students continued their connection to the teacher by sending their questions about their writing questions and to ask the teacher to reply and guide them to write in a correct way. The teacher also was online in most of the time and to cost much time to reply their students' questions. But in traditional classes, we have not seen such process and the contact of teacher and students were restricted only in the class. By answering the second question of our research question, it can be stated that students of experimental group discuss about their beliefs about the effect of the use of email and my treatment has on the enhancement of their writing proficiency during and end of the course. They said that the use of email and to have constant contact with a teacher was more effective to them. They also said that this new treatment and the use of email causes to improve their other school lessons be able to get higher mark in their school exams. One outstanding factor that made the two groups different was motivation. The control group seemed to have a weaker motivation in learning, compared with the e-mail group or experimental group. This could be seen from the number of participants in the former group who managed to complete all the writing tasks. This was not so in the classroom group. This, of course, does not mean that the English training programmed via the traditional classrooms cannot be recommended.

As mentioned before about the effectiveness of e-mail usage on the learners' writing skills, I and Ron Belisle (1996) have the same beliefs about it. As he said that he believes that using net can help learners create, analyze, and produce information and ideas effectively. And he also said learning can be transferred from old fashioned passive-listening, teacher-centered activities, to an experience of discovery, exploration, and excitement. Warschauer and Corio had the same idea about the effectiveness of email to enhance writing proficiency.

Warschauer(1996) said that e-mail has been called "the mother of all Internet applications".AndCorio (1999) stated that Classroom applications for e-mail are limited only by the imagination of the teacher.And also he stated that they can be a medium of real communication in the target language, including composing and exchanging messages with other students in the classroom or around the world.

So there are many advantages of using email for enhancing writing proficiency of EFL learners. Analysis of the data has indicated that there is a positive relationship between the usage of e-mail and improvement of writing skills. Learners had been engaged to use email to enhance their writing skills and learn many factors that is related to English writing structures.

Pedagogical Implications

Findings of the study showed that the use of technology for enhancing language learning proficiency, especially writing proficiency was effective. There are many reasons why using email is advantageous for the student and the teacher and education.

First, by using email students become familiar with a communication tool that is vital to their survival in the 21st century. In the world of business, education, politics, and technology, electronic mail is quickly taking the place of voice, paper, and fax communication.

Secondly, a teacher can interact with a student or a group of students working on a project at times that are more convenient to the student, group, and the teacher. The vital interaction and feedback that takes place between a teacher and student (or group of students) over a writing task is not limited to the confines of a classroom.

Finally, using e-mail can also save class time for some assignments. Teachers can send assignments and announcements electronically to the group. For example, if a teacher has to remind the students of a certain assignment due or of a particular procedure, the teacher can send one message to entire group. This can save valuable class time.

Based on the research objectives, the researcher has undertaken a study to determine the effectiveness of the e-mail facility to help students to improve their writing skills. This was done by comparing the improvement gained by the experimental group. Both groups were given several writing tasks at the low level of intermediate level.The analysis revealed that the achievements obtained by the two groups were, to a certain degree, different. The number of mistakes associated with certain aspects of the language decreased as students worked with e-mail. Most students believe that sending assignments via e-mail provided excellent opportunities for them to ask their writing or grammatical problems whenever they need, so it is apparent that the number of mistakes has decreased in some certain areas.Where the advantages of the e-mail facilities in relation to the rate of student participations are concerned, it is necessary to conduct further research involving other subjects within the context of EFL learning. It is nevertheless to be expected that these findings will be beneficial to EFL learners.

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Appendix A: The Questionnaires

Part 1. Computer Proficiency Levels

Please place a (√) in the column that corresponds to your level of proficiency for each of the following skills.

No.	Skill	Not Proficient	A Little Proficient	Fairly Proficient	Proficient
1.	Use a word processor to create and print a document				
2.	Format a floppy disk				
3.	Copy files				
4.	Delete files				
5.	Install a program on a hard disk				
6.	Access information on a CD-ROM				
7.	Search a database system for specific information				
8.	Print selected information from a database				
9.	Create a database (e.g., Paradox, Access)				
10.	Create a spreadsheet				
11.	Create a newsletter with desktop publishing				
12.	Use graphics software to create pictures				
13.	Use a database, spreadsheet or word processing software to create tables and figures				
14.	Use a scanner to import graphics				
15.	Troubleshoot a malfunctioning computer				
16.	Open and use more than one file simultaneously				
17.	Use PowerPoint in the classroom				
18.	Use images from a camcorder or digital camera in computer applications				
19.	Use presentation software to create a lesson or a lecture				

Part 2. Difficulties Limiting Students' Computer Use

How frequently do the following cause you problems in using the computer?

No.	Item	Never	Almost Never	Rarely	Occasionally	Frequently	Very Frequently
1.	Time						
2.	Inadequate number of computers						
3.	Hardware problems						
4.	Lack of experience in computer use						
5.	Slow computers						

6. Other (mention, please!)

Appendix B:

Individual Background Questionnaire (IBQ)

1. Name: _____
2. Major: _____
3. Age: _____
4. Sex: male ☐ female ☐
5. Mother Tongue _____
6. Language(s) you speak at home _____
7. Language(s) you have been exposed to at home _____
8. Language(s) you have studied? How long? _____
9. Job _____
10. How do you evaluate your proficiency in the above language(s)? (Write down the name of each language next to the appropriate choice) Excellent ☐ Good ☐ Fair ☐ Poor ☐
11. Other languages you have been exposed to? How? _____
12. How long have you been studying English? _____
13. What made you interested in learning English? (Mark all that apply)
Needing English for academic purposes ☐
Having ties to English people (friends, spouse, etc.) ☐
Needing English for performing job related duties ☐
English will benefit you in the job you will eventually have ☐
Required to take a language for graduation ☐
Need it for travel ☐
Other (explain) _____
14. How important is it for you to become proficient in English?
Very important ☐ somewhat important ☐ Not important ☐
15. So far how do you compare your overall proficiency in English to other students in your class?
Excellent ☐ Good ☐ Fair ☐ Poor ☐
16. So far how do you compare your overall proficiency in English to native speakers of English?
Excellent ☐ Good ☐ Fair ☐ Poor ☐
17. By the end of this course what do you expect your proficiency level to be?
Excellent ☐ Good ☐ Fair ☐ Poor ☐
18. After two years of instruction what do you expect your proficiency level to be?
Excellent ☐ Good ☐ Fair ☐ Poor ☐
19. Has language been your favorite subject? _____