Developing Effective TEFL Course with WebCT

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Abstract

Learning management systems, such as WebCT and Blackboard, are increasingly used by higher education institutions in many countries. These systems have several tools (such as email, discussion board, links) that facilitate the teaching-learning process, including efficient training English language teachers. This paper discusses how WebCT tools can be used to develop an effective TEFL (Teaching English as a Foreign Language) course for fourth-level students specialized in English. A questionnaire was used to explore the participants’ interest in using WebCT, to identify the main technical difficulties facing participants using WebCT and to investigate how WebCT can influence affective and pedagogical factors that play a key role in learning efficiently and effectively.

Introduction

In recent years, hundreds of universities have developed Internet-based courses using one learning management system or another for either delivering distance learning courses or supplementing the traditional (on-campus) classes. As any other teaching tools or methods, Internet-based learning has advantages and disadvantages that can be summarized as follows:

Advantages

1. It supports the delivery and use of multimedia elements, such as sound, video, and interactive hypermedia (McNeil, Robin and Miller 2000 in Burgess 2003).
2. It can provide scheduling flexibility and convenience.
3. It can overcome some traditional barriers such as time and place.
4. A student can study independently online or take an instructor-led online class, which combines the benefits of self-study with those of more traditional classroom-based learning (Ryan 2001 in Burgess 2003).
5. It allows access to global resources and experts.
6. It allows completion of coursework at home or at work.

Disadvantages

1. There is little or no direct contact with the faculty member.
2. It may develop feelings of isolation.
3. It has a difficult learning curve in how to navigate within the system.
4. It may lead problems with the technology.
5. It increases lead-time required for feedback regarding assignments (Smallwood and Zargari, 2001 in Burgess 2003).
6. It needs the use of hardware and software necessary for Internet-based learning which might not be available. (Burgess 2003).
The effect of these advantages and disadvantages may differ from one teaching context to another, depending on various factors such as the learning management systems (software) adopted, student number, course content and purpose. One of these commonly-used and promising learning management systems is WebCT (Web Course Tools) which has recently begun to catch the attention of more studies (e.g. Al-Ayyat 2003; Burgess 2003; Murphy and Lindner 2002; Pauley 2000; and Tittenberger and Nazarko 2003). Most of these studies explore two main issues: technical difficulties facing WebCT users and students’ perceptions to WebCT. One of the areas that such studies has not investigated is how certain WebCT tools can be used to supplement English language courses taught on-campus. Another area of concern is how WebCT can influence the affective and pedagogical factors needed for learn the language efficiently and effectively.

**Study Purposes**

This study intends to achieve the following purposes:

1. To describe and explore students’ interest in and familiarity with using WebCT as a supportive tool to on-campus classes.
2. To identify the main difficulties related to using WebCT in a course entitled TEFL (Teaching English as a Foreign Language).
3. To explore to what extent WebCT can affect several affective and pedagogical factors that play a key role to in acquiring essential skills of learning and teaching English.

**Affective and pedagogical factors**

Although there is no general agreement on specific definition of affective factors, educators agree on the importance of these factors in language learning. In one of his PhD thesis chapters ‘Literature Review: Affect in Language Learning’, Finch (2000) reports that “Stern's claim that ‘the affective component contributes at least as much and often more to language learning than the cognitive skills’ is supported by a large body of recent cross-disciplinary research showing that affective variables have significant influence on language achievement (e.g. Gardner 1985; Skehan 1989; Spolsky 1989; Gardner & MacIntyre 1992; 1993a;)

Finch (2000) adds that “Arnold (Ed. 1999) defines affect in terms of ‘aspects of emotion, feeling, mood or attitude which condition behaviour’, while Dickinson (1987:25) describes it as being concerned with the learner's attitude towards the target language and users of it, and with his/her emotional responses”.

Scovel (1978:131) defines affective variables as "those that deal with the emotional reactions and motivations of the learner; they signal the arousal of the limbic system and its direct intervention in the task of learning”.

For the purpose of this study, affective factors are used here to refer to ten psychological and motivational factors essential for successful learning: interest, self-confidence, motivation, confidence in teacher, autonomy/independence, excitement, attitude, patience and perseverance, interpersonal friendship, and anxiety and tension.

Pedagogical factors are related to developing skills and abilities that enhance learning and teaching English as a foreign language through using WebCT tools to supplement face-to-
face lectures. These factors include exposure to a variety of practical TEFL skills, skills of giving a better presentation on a TEFL aspect, skills of gathering information to ease doing a research paper on a TEFL aspect, exposure to opposing teaching concepts, increasing communication with the teacher, exchanging pedagogical opinions with more freedom, understanding content and achieving course aims, varying course activities and assignments, developing writing and communication skills, ability to cope with challenging learning and teaching techniques. As such all these factors would produce language learners and teachers who can learn and teach the language effectively and efficiently and thus achieve the aims of the TEFL course taken by participant.

**Contexts**

The study was conducted in the English Language Department at the Islamic University of Gaza (IUG), Palestine. WebCT was introduced to IUG three years ago as a supplement to traditional teaching methods in order to improve the process of teaching and learning. Being available to any instructor teaching any course at IUG, both students and instructors access their WebCT site via the Internet, so anyone with Internet access can get to the site, provided they have a log-on ID and a password (issued by the instructor).

The researcher used WebCT to enhance the quality of the TEFL course which was given to undergraduate English language students. This course covers several topics related to preparing students to teach English as a foreign language.

Below is a list of WebCT tools used to supplement this course. The pedagogical and affective functions will be discussed later.

1. Links & References
2. E-mail
3. Discussion
4. Previous exams
5. Lecture notes and summaries
6. Assignments
7. Announcements (Student tips)
8. Extra-materials
9. Content
10. Getting exam results online

**Methodology**

**Participants**

The population of this study consists of all students (N=40) enrolled in the TEFL course in the second semester 2004. They are fourth-level female students specialized in English language and literature at IUG. The course is part of a four-year B.A programme that prepares students to be teachers. Because not all participants were familiar with WebCT, a brief training course was given to them. Therefore, all participants are familiarised with using WebCT just few days before the TEFL course begins. Other colleagues teaching other courses were also using the WebCT with the same group of participants.

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**Data collection**

A three-part questionnaire is used for data collection. The three parts relate to technical, affective and pedagogical factors that affect learning. In addition to including 26 multiple-choice items in the three parts, 2 open-ended questions are used to give students opportunity to express their opinion openly by adding any additional relevant comments. The listing of all questions can be found in Appendix (I). A copy of the questionnaire was sent to the participants at the last week of the semester. They were given the choice to submit it back either by e-mail or hand. All 40 participants responded to the questionnaire. Most responses to the questions were submitted online.

**Data Analysis**

The main data elicited from the questionnaire are collected from five-point Likert-scale responses (Strongly Agree; Agree; Neutral; Disagree; Strongly Disagree). The data are analysed by using descriptive statistics of frequency count and percentage scores.

**Results**

The study results can be outlined in the following tables and figures.

1. **WebCT Access Location**

Table (1) shows that the majority of students (60%) accessed WebCT from university (public computer labs and library computers) which explains the technical problems they face as will be shown later.

<table>
<thead>
<tr>
<th>Students answer</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>University public labs</td>
<td>31</td>
<td>42%</td>
</tr>
<tr>
<td>Home computer</td>
<td>24</td>
<td>32%</td>
</tr>
<tr>
<td>Library computers</td>
<td>13</td>
<td>18%</td>
</tr>
<tr>
<td>Internet café</td>
<td>6</td>
<td>8%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>74</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

2. **Reasons for not feeling comfortable with WebCT: Frequency Analysis**

Figure (1) shows the percentages of the five technical difficulties students face when they use WebCT. The most common difficulty is the slow connection to the Internet. Only 13% responded with facing no technical difference.
Figure (1) Reasons for not feeling comfortable with WebCT

![Chart showing reasons for not feeling comfortable with WebCT]

Below is a technical-related sample of commonly-repeated negative comments as written by students in the questionnaire. They are ordered in accordance with frequency.

- It takes time to download & type assignments; no time to use WebCT at university
- No computer or Internet line at home
- Need proper training and preparation
- Need more practice to type
- No easy access to university labs
- Using WebCT put great pressure and stress on students
- Too much inform on WebCT

3. Most preferred WebCT tools

Table (2) shows the most preferred WebCT tools by students in a descending order where three tools (Links and References, Email, and Discussion) come first in terms of recording the highest frequency score (38 – 11.2%). The table also shows that all participants like all tools almost equally as the difference in frequency is so slight. The least liked tools are both “Content” and “Getting Exam Results” on line. It can be easily understood why students do not like “Content” tool as others which may be due to having the textbook in print. But what interesting is the students’ preference not to receive results by email. This could be explained by the effect of affective factors associated with marks.
Table (2) Preferred WebCT tools

<table>
<thead>
<tr>
<th>Rank</th>
<th>Tools</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Links &amp; references</td>
<td>38</td>
<td>11.2%</td>
</tr>
<tr>
<td></td>
<td>Email</td>
<td>38</td>
<td>11.2%</td>
</tr>
<tr>
<td></td>
<td>Discussion</td>
<td>38</td>
<td>11.2%</td>
</tr>
<tr>
<td>2</td>
<td>previous exams</td>
<td>37</td>
<td>10.9%</td>
</tr>
<tr>
<td>3</td>
<td>Lecture notes &amp; summaries</td>
<td>36</td>
<td>10.6%</td>
</tr>
<tr>
<td></td>
<td>Assignments</td>
<td>36</td>
<td>10.6%</td>
</tr>
<tr>
<td>4</td>
<td>Announcements (student tips)</td>
<td>34</td>
<td>10%</td>
</tr>
<tr>
<td>5</td>
<td>Extra materials</td>
<td>30</td>
<td>9%</td>
</tr>
<tr>
<td>6</td>
<td>Content</td>
<td>27</td>
<td>8%</td>
</tr>
<tr>
<td>7</td>
<td>Getting exam results online</td>
<td>25</td>
<td>7.3%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>339</td>
<td>100%</td>
</tr>
</tbody>
</table>

4. Students encourage using WebCT

There is an overall students’ support to encourage using WebCT by the university. The majority of participants (30 – 75%) strongly agree to encourage using the WebCT by the university and some (9 – 22.5%) agreed on such support but only student who expressed her disagreement on promoting the use of WebCT. Such high ratio (97.5%) of support to using the WebCT at larger level at the university could be due to the different factors such as the affective and linguistic benefits the participants gained from using WebCT. Below is a sample of positive comments as written by students in the questionnaire:

- WebCT is very great for all students and must be in all courses.
- The TEFL course was the most interesting in this semester.
- I liked every thing put on WebCT
- Using WebCT makes me more active and responsible
- I like WebCT very much because it gives me a chance to express my thoughts and exchange ideas with the teacher and colleagues freely.
- WebCT is very useful and must be encouraged to be used by all students.

5. How WebCT influences affective factors

Table (3) shows the students’ responses to questions related to the affective effects WebCT has on students. There is a general agreement on the positive effects of WebCT on the students all affective factors mentioned and with little difference in the degree of effect. The most common positive effect is on enhancing self-confidence and learning independence, followed by developing a feeling of patience & perseverance needed to be a successful language learner & teacher. However the least effect is on motivating students to participate in class. One possible reason for this could be using the WebCT communication tools (email and discussion).
Table (3) How WebCT influences affective factors

<table>
<thead>
<tr>
<th>Affective effects of WebCT</th>
<th>Strongly agree &amp; agree</th>
<th>Neutral</th>
<th>Agree &amp; strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>1. Increased my interest in TEFL</td>
<td>32</td>
<td>80 %</td>
<td>8</td>
</tr>
<tr>
<td>2. Enhanced self–confidence</td>
<td>35</td>
<td>87.5 %</td>
<td>3</td>
</tr>
<tr>
<td>3. Motivated me to participate more in classroom</td>
<td>25</td>
<td>62.5 %</td>
<td>10</td>
</tr>
<tr>
<td>4. Strengthened confidence in the course instructor</td>
<td>29</td>
<td>72.5 %</td>
<td>5</td>
</tr>
<tr>
<td>5. Helped me to be more independent learner</td>
<td>35</td>
<td>87.5 %</td>
<td>2</td>
</tr>
<tr>
<td>6. Increased my excitement about language learning &amp; teaching</td>
<td>32</td>
<td>80 %</td>
<td>6</td>
</tr>
<tr>
<td>7. Developed a more positive attitude towards the instructor</td>
<td>32</td>
<td>80 %</td>
<td>6</td>
</tr>
<tr>
<td>8. Developed a feeling of patience &amp; perseverance needed to be a successful language learner &amp; teacher</td>
<td>33</td>
<td>82.5 %</td>
<td>7</td>
</tr>
<tr>
<td>9. Developed better interpersonal friendship with the instructor &amp; other colleagues</td>
<td>31</td>
<td>77.5 %</td>
<td>7</td>
</tr>
<tr>
<td>10. ( Previous Éxam Tool) reduced anxiety &amp; tension about exams</td>
<td>27</td>
<td>67.5%</td>
<td>7</td>
</tr>
</tbody>
</table>

6. How WebCT tools influence pedagogical factors

Again, Table (4) shows a general agreement on the positive pedagogical effects of using WebCT on the participants where the vast majority (97.5%) approved the usefulness of WebCT in providing the students with a variety of practical TEFL skills. Another advantage in ratio (95%) is developing writing and communication skills needed to contact with colleagues and the teacher.
**Table (4): How WebCT tools influence pedagogical factors**

<table>
<thead>
<tr>
<th>Pedagogical effects of WebCT Tools</th>
<th>Strongly agree &amp; agree</th>
<th>Neutral</th>
<th>Agree &amp; strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>1. WebCT enhanced face-to-face lectures</td>
<td>33</td>
<td>82.5 %</td>
<td>2</td>
</tr>
<tr>
<td>2. &quot;References &amp; Links&quot; and &quot;Extra Material&quot; provided me with a variety of practical TEFL skills</td>
<td>39 97.5 %</td>
<td>1</td>
<td>2.5%</td>
</tr>
<tr>
<td>3. &quot;Reference &amp; Links&quot; and &quot;Extra Material&quot; helped me to give a better presentation on a TEFL aspect</td>
<td>32 80 %</td>
<td>8</td>
<td>20%</td>
</tr>
<tr>
<td>4. &quot;Reference &amp; Links&quot; and &quot;Extra Materials&quot; provided rich resources for gathering information that made it easier to do a research paper on a TEFL aspect</td>
<td>35 87.5 %</td>
<td>5</td>
<td>17.5%</td>
</tr>
<tr>
<td>5. &quot;Reference &amp; Links&quot; and &quot;Extra Material&quot; exposed me to a variety of opposing teaching concepts &amp; techniques</td>
<td>36 90 %</td>
<td>4</td>
<td>10%</td>
</tr>
<tr>
<td>6. &quot;Discussions&quot; and &quot;Mail&quot; encouraged me to communicate frequently with the instructor</td>
<td>37 92.5 %</td>
<td>1</td>
<td>2.5%</td>
</tr>
<tr>
<td>7. &quot;Discussions&quot; and &quot;Mail&quot; encouraged me to exchange pedagogical opinions with more freedom</td>
<td>33 82.5 %</td>
<td>6</td>
<td>15%</td>
</tr>
<tr>
<td>8. &quot;Previous Exams&quot; enabled me to better understand the course content &amp; achieve its aims successfully</td>
<td>35 87.5 %</td>
<td>3</td>
<td>7.5%</td>
</tr>
<tr>
<td>9. &quot;Lecture Notes &amp; summaries&quot; developed my writing &amp; communication skills</td>
<td>38 95%</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>10. WebCT enhanced the opportunity of varying course activities: assignments, research papers, quizzes, exams, etc.</td>
<td>35 87.5 %</td>
<td>5</td>
<td>12.5%</td>
</tr>
<tr>
<td>11. WebCT enabled me to cope with challenging learning &amp; teaching situations</td>
<td>37 92.5%</td>
<td>3</td>
<td>7.5%</td>
</tr>
</tbody>
</table>
Discussion

Four major findings emerged from this study:

1. **Participant students support promoting the use of WebCT**

   The study shows favourable results concerning the students’ perception to the positive effectiveness of WebCT. The participants have taken the TEFL course enthusiastically and enjoyed the benefits they gained due to using WebCT. Results have indicated that students would like to continue this project next year, and that they intend to make it a required element in their courses. These results resemble the findings of several related studies (Al-Ayyat et al. 2003; Burgess 2003; Murphy and Lindner 2007; Pauley 2000; and Tittenberger and Nazarko 2003) conducted in different contexts. For instance Murphy and Lindner (2007) conclude that such positive responses are “good news for teachers who are incorporating or wish to incorporate technology into their teaching as a means for improving teaching. . . . It is hoped that as WebCT and other online course tools become more commonplace, and as students become more familiar with the technology, student learning, teacher effectiveness, and course efficiencies will improve.”

2. **WebCT positive effects on affective factors**

   One of the central issues that have strong agreement among the participants is the importance of WebCT in improving the level of affective and motivational factors vital for successful language learning. Results indicate that WebCT has positively affected the ten psychological factors included in the questionnaire and mentioned above. The affective domain and the emotional factors which influence language learning have been of interest in the field of language teaching for a number of years. Many educators support the belief that effective and successful language learning cannot take place without the presence of these factors. Many growing studies have also shown that using useful technology-based approaches to language learning, including WebCT, would enhance these factors in different ways. In this context, Benson (2001:140) and Toyoda (2001: 9) state that using technology-based approaches to language learning supports students feeling of autonomy. Emphasizing the importance of motivation, Van Lier (1996:98) argues that motivation "is a very important, if not the most important factor in language learning", without which even 'gifted' individuals cannot accomplish long-term goals, whatever the curricula and whoever the teacher. Mantle- Bromley (1995:383) has it: "If we attend to the affective and cognitive components of students attitudes, as well as develop defendable pedagogical techniques, we may be able to increase the length of time students commit to language study and their chances of success in it."

3. **WebCT positive effects on pedagogical factors**

   Again, the findings of this study report that the tools “Links & References, E-mail, and Discussion” have all equally occupied the highest rank among all other links in terms of offering pedagogical benefits. They are followed by the tools of “Previous exams”, Lecture Notes and Summaries”. Combining the questionnaire responses with the researcher’s classroom observations and oral comments expressed by students during the sixteen-week course, possible justifications can be outlined as follows.
a) **Links & References** works as a personal mini e-library that provides students with classified web links to a variety of TEFL sources ranging from e-encyclopedias and free e-journals to articles related to different topics and skills covered in the course. For instance, web sites related to teaching vocabulary are grouped under a subheading called “Teaching Vocabulary”. Similar grouped links are offered for teaching, grammar, writing, pronunciation, etc. Such categorised links facilitate gathering information relevant to the oral presentation and term paper each student was required to do to pass the course. Additionally, this classification saves students a lot of searching time through helping them reach needed materials quickly. Furthermore, classifying such web sites has proved to be strongly encouraging to the learners especially in an environment where the university library is poor at books and references.

b) **E-mail** is used to facilitate communication between students and instructor. Students can contact the instructor at any time rather waiting for a set time where they can pose questions, give comments and express opinions. Such facility can encourage shy female students to participate and be more active in the process of learning. Also, having private mail inside WebCT helps to organize and store mail specific to the course instead of getting mixed up in all the other email that flows into a faculty's system.”

c) **Discussion** is used to discuss and exchange information about particular controversial teaching-learning issues, e.g. using L1 in teaching English, teaching deductively or inductively, objective and subjective tests, etc. Every student (individually, in pairs or groups) is expected to participate in the discussion of a relevant topic agreed upon every two weeks.

d) **Previous exams** familiarise students with exams format given by the same instructor or other teachers for the purpose of guiding students’ focus, reducing anxiety and tension caused by exams and providing more practice activities that enhance academic achievement.

e) **Lecture notes and summaries** which require two students to separately summarise every lecture given by the teacher and every presentation given by students and post the notes to the instructor who in turn puts them on this tool. This tool eases the pressure on students during lectures so that instead of concentrating all their efforts on taking notes they can concentrate more on understanding the lecture.

4. **Overcoming WebCT technical difficulties**

The negative responses and comments expressed by the students over accessing their WebCT and downloading time require more attention and improvements on the part of course designers and IT specialists to keep the students enthusiasm about WebCT. The challenge of making fast-accessing, fast-displaying, and fast-loading internet-based software has been stressed by several recent studies (Al-Ayyat et al 2003; Everheart 1996; Kelly 2000 and Murphy’s and Lindner’s 200?) as a basic criterion for keeping the visitor’s enthusiasm. A possible suggestion to keep students’ positive attitude towards WebCT is to increase students’ awareness about this technical problem and to offer highly valuable and unique content that meet students’ needs and make them feel that the content quality is worth the time spent. As Al-Ayyat et al (2003) state that “Accessibility problems can be reduced if faculty adhere to certain guidelines with respect to the materials they post, and
take into consideration that file size increases download time for students. Also, to reduce incompatibilities, materials should be made available in a global file format such as PDF . . . Another suggestion is keep “the consistency in page layouts and page elements and menus as this will not only help to make a web site attractive but also aid web visitors to find their way around the site and do not get lost in the cyberspace (Tittel and James 1995 in Embi 2004).

Conclusion

This study investigated four aspects related to WebCT: the participants’ level of interest and attitude towards WebCT, the affective factors influenced by WebCT, the pedagogical factors influenced by WebCT and technical problems facing WebCT users. The participants’ responses to the first aspects were positive and encouraging. The study also identified some key technical challenges that need to be overcome.

Although the study is limited to forty female students specialized in English, its findings may offer a glimpse of how a particular set of students views and deals with technology in language teaching-learning context. The study may also add to our understanding of how several WebCT tools can influence key factors for efficient and effective language teaching and learning. Furthermore, the study indicates how useful WebCT can be to supplement on-campus lectures, especially if used with students who are comfortable with the technology and do not encounter serious technical problems. However, to maximize the different benefits of WebCT, further research needs to be conducted taking another group of participants is larger in size, mixed in gender and at different study level and courses.

References


Appendix I: Questionnaire

A) Technical factors

Could you please put (X) next to what you think the appropriate answers?

1. In this semester, I have used WebCT in . . .
   a. TEFL course only
   b. TEFL and other courses

2. I access WebCT from the following location(s) (you can choose more than one)
   a. University Public Access Labs
   b. Home Computer
   c. University Library
   d. Internet Café

3. I still don’t feel comfortable with using WebCT because: (you can choose more than one)
   a. I need more assistance on WebCT
   b. I cannot access university labs easily
   c. I forget WebCT internet address
   d. slow connection specially from home computers
   e. Downloading/uploading file difficulty

4. Using WebCT should be encouraged
   a. Strongly agree
   b. Agree
   c. No opinion
   d. Disagree
   e. Strongly disagree

5. Write liked (L) or disliked (D) next to the following WebCT tools
   a. Announcements (Tips)
   b. Syllabus (content)
   c. email the instructor and other students in the class
   d. Discussions
   e. lecture notes and summaries
   f. Assignments
   g. Getting Grades online
   h. Previous Exams
   i. Links & References
   j. Extra-materials

6. Add any other comments related to technical difficulties you faced during the course.

………………………………………………………………………………………………………………
………………………………………………………………………………………………………………
………………………………………………………………………………………………………………
………………………………………………………………………………………………………………
### B) Affective Factors

Could you please put (X) in what you think the appropriate answer?

<table>
<thead>
<tr>
<th>Questions</th>
<th>Strongly agree</th>
<th>agree</th>
<th>neutral</th>
<th>disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Due to the use of WebCT, my interest in the TEFL course increased</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Using WebCT made more self-confident learner</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Because of WebCT, my motivation to participate in classroom was improved</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Using WebCT strengthened my confidence in the course instructor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Using WebCT made me more independent learner</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Using WebCT made more excited about language learning and teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Because of using WebCT, I developed a more positive attitude towards the instructor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>8. Using WebCT developed the feeling of patience &amp; perseverance needed to be a successful ELT teacher</td>
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<td>9. Using WebCT tools (email &amp; discussion) to communicate developed interpersonal friendship with the other colleagues and the instructor</td>
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<td>10. Looking at WebCT tool &quot;Previous Exams&quot; decreased anxiety &amp; tension about exams</td>
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</tbody>
</table>
C) Pedagogical Factors

Could you please put (X) in what you think the appropriate answers?

<table>
<thead>
<tr>
<th>Questions</th>
<th>Strongly agree</th>
<th>agree</th>
<th>neutral</th>
<th>disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. WebCT is a useful technological system that enhances face-to-face lectures</td>
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<td>2. WebCT tools &quot;References &amp; Links&quot; and &quot;Extra Material&quot; provided me with a variety of practical TEFL skills</td>
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<td>3. WebCT tools &quot;Reference &amp; Links&quot; and &quot;Extra Material&quot; helped me to give a better presentation on a TEFL aspect</td>
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<tr>
<td>4. WebCT tools &quot;Reference &amp; Links&quot; and &quot;Extra Materials&quot; provided rich resources for gathering information that made it easier to do a research paper on a TEFL aspect</td>
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<tr>
<td>5. WebCT tools &quot;Reference &amp; Links&quot; and &quot;Extra Material&quot; exposed me to a variety of opposing teaching concepts &amp; techniques</td>
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<td>6. WebCT tools &quot;Discussions&quot; and &quot;Mail&quot; encouraged me to communicate frequently with the instructor</td>
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<tr>
<td>7. WebCT tools &quot;Discussions&quot; and &quot;Mail&quot; encouraged me to exchange pedagogical opinions with more freedom</td>
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<td>8. WebCT tool &quot;Previous Exams” enabled me to better understand the course content &amp; achieve its aims successfully</td>
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<td>9. Using WebCT enhanced the opportunity of varying course activities: assignments, research papers, quizzes, exams, etc.</td>
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<td>10 WebCT tool&quot; Lecture Notes &amp; Summaries&quot; developed my writing &amp; communication skills</td>
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<td>11 Using WebCT enabled me to cope with challenging learning &amp; teaching situations</td>
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</table>

Additional Comments

Add any other comments related to what you like and disliked about using WebCT as a new technology for learning.

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Thank you for your kind cooperation

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The Islamic University – Gaza