

Investigating the Benefits of the Internet Use in Enhancing the English Vocabulary by the Iraqi University Students (non EFL) Learners

Sahab Salih Finjan

College of Arts, Thi- Qar University

Department of Geography

thiqaruni.org

language of the university students who have studied English as a secondary subject as it is known in the Iraqi university system. The study consists of three sections, conclusions, suggestions, a bibliography, appendices, and an abstract

1.

in Arabic.

The Problem

Although many languages are found in the internet, English is used widely which forms about 88%(abdalwahab, 2000: 55). Therefore the user of internet and computer programs may face some English vocabularies and expressions in true grammar and linguistic structure. Some of those contexts may occur in the form of block language¹ that one finds it increasingly in the headlines of any kind of media including the internet. However, those incomplete sentences and expressions may be considered odd for the elementary students and users. The main problem is that- if there is a real benefit of using internet to provide the students with some information of vocabulary learning and phrases. Besides, how the students can utilize the several vocabularies when they contact them in the English web- page and the English instructions that are found in the computer icons.

1.2 Aims of the Study

1. Searching the benefit of using internet programs in enhancing English vocabulary learning for the Iraqi university students.

Abstract

It is common that the traditional learning of English language as a second language to be learned in Iraq from the early time of the school learning. English now is more than language to be learned in the academic learning rather than to be considered as an international tool of communication, transportation, commerce, banking, tourism, technology, diplomacy, and scientific research (Brown, 2001: 118). The widespread use of the several technological tools like computer and internet from the last century up to now make the learning process have modern techniques and uses in improving the learning system in general and the language learning in particular to be easy and accessible.

The use of internet programs becomes necessary nowadays to have information and exchange knowledge. The synchronous communication offered by the web – page is a result of the interaction within the web – page. Such an interaction being more thoughtful and valuable. It is also a useful mechanism for developing the English vocabulary learning by searching information, instructions of e mail, chat

room, discussion room, etc. Therefore, this study is concerned with the benefit of internet use to develop the English

vocabularies(Richards& Rodgers, 1986: 32). Although learning vocabulary has not always been recognized as priority in teaching language, it is central to language acquisition, whether first, second, languages DeCarrico (2001:285). In relativity, learning vocabulary is a matter of habit formation. Traditionally, people have associated what they learned of basic vocabularies in the foreign language by repetition (file://H\ How to learn a Foreign Language.Learning Foreign Language-mind tool:1 of 4).

According to Krashen 'learning' and 'acquisition' are used in very specific ways in second - language performance and learning is available only for production, not in comprehension(cited in McLaughlin,1987:24).

Learning vocabulary does not mean learning individual words limited to their dictionary meaning or pronunciation but how they can occur and behave when they are involved within a grammatical sentence (Cook, 1991:185). On the contrary, the traditional teaching methods focus on vocabulary study with its definition, written and oral drills, considering vocabularies are important in the development of language learning (Brown, 2001: 375-77).

Al-Hamash&Younis(1980: 108-09) assert that vocabulary can be divided into three types: the speaking vocabulary. It is the small unit by which one can speak and understand without efforts, the writing vocabulary is larger than the former. It can be considered more formal and precise because it contains the reading vocabulary and the formal words of writing, and the reading vocabulary. This vocabulary includes both types of previous ones with more words. The contexts determines its meaning whether in the oral or reading forms. Moreover, pronunciation has an important role to make or remove the ambiguity in which non/articulated letters or those that have different sounds may occur in the English utterances. To have an accurate learning the written and the

2. Examining this benefit to plan if this kind of learning can be a subsidiary with the university syllabus of the English texts.

1.3 Hypotheses

This study puts forward the hypotheses that there is a real benefit of internet use in enhancing English vocabulary and expressions. Additionally, there is a significant difference between the first and fourth stages in achieving the true meaning of the vocabularies.

1.4 Scope of the Study

(40) students of the department of Geography of the first and the fourth stages chosen according to their no/use of internet and computer (20) students for each stage belonging to the College of Arts, University of Thi-Qar for the academic year 2009- 2010.

1.5 Procedure

A test of three objective questions are adopted to examine the students' ability of their English vocabulary learning with/out using of internet program. To achieve the purpose, statistical methods in analyzing results are embraced.

2. Introduction

2.1 Vocabulary Learning to Achieve True Meaning

Ur (1996: 60) defines vocabulary as "the words we teach in the foreign language. However, a new item of vocabulary may be more than a single word, for example, 'post office' which made up of two or three words. There are also multi-word idioms such as ' call it a day', where the meaning of the phrase cannot be deduced from an analysis of the component words. A useful convention is to cover such cases by talking about vocabulary 'items' rather than 'words". Conventionally, linguists divide language into three main components: the phonology, the lexis, and the structure. On the other hand, language teachers classify them into pronunciation, vocabulary, and structure (ibid:46).

Each human language has thousands or more of words not all of them are used by the speakers. Thus, they can be divided into active 'core' and passive

resulted(Gebhard, 1996: 199). Thus, to have right translation, familiarity of three factors are required: source language, target language, and the subject matter. To do the best interpretation of the target language, true catching of the forms is required. A solid foundation of how the two languages work should be planned, as well (Larson,1984:3-11).

Hence, when one pursues the meaning of a word in a dictionary, he may find what the word refers to a thing in real world(its denotation). On the other hand, a word may imply figurative meaning what is called connotation. For example, the word 'dog' denotes a kind of animal as common, domestic, carnivorous mammal. Whereas, 'dog' may refer to a positive image of friendship and loyalty by most British people. On the contrary. 'dog' has a negative association of dirt or inferiority by most Arab countries(Ur, 1996:61). The difficulty is when the translation is arduous to fetch the individual words or structure into the receptor language not only based on the grammatical and lexical adjustments, but to comprise them with the stylistic features and implicational meaning of the two languages (khulusi, 1958:16).

Obviously, translation may be sometimes inadequate and inaccurate as the translator does "Aziz (1971:22) says not tell the whole truth; he either omits from, or adds to, the original sense". In addition, language learners face permanent task of acquiring new vocabulary, syntactic patterns, phonology; he needs to be familiar with the sociolinguistic competence.

Implementatio lead toeducedifficulties,and misunderstanding(Hassan, et al, 2008:61). Since there is no meaning without context. Context is fundamental for language. It is not a matter of idle chatter and speaking but it is a matter of ' how' 'when' and 'where' to speak. It would be impossible to learn language without vocabulary and words. Vocabulary cannot be taught, but it is presented, explained,

spoken forms should be taught and learned separately (ibid: 110).

In other words, to comprehend spoken or written language one relies his ability to recognize words, phrases, and sentences, as well as, on one's background knowledge and the content(Gebhard, 1996:198). Additionally, vocabularies cannot be active unless they realized in a text to have the flexibility and powerful of context devices such as substitution, ellipsis, polysemy, synonymy, antonym, and so on which can be associated by the speaker (Jordan, 1997: 150). Generally, one cannot communicate with the other without knowing the social factors, and the structure of the language. Meaning of a sentence can be achieved when there is an understanding of the meaning of its constituent lexemes including its phrasal lexemes if it contains any or some of them, if not all of lexemes depend on the meaning of the sentence in which they occur(Lyons, 1981:139-40)

The text is an instance of social meaning in a particular context of situation which can reflect the systematic relation between semantic structure and the social environment (Halliday, 1979:141). Hence, the interpretation of incomplete sentence or utterance may be resulted from a recoverable text and situation (Matthews,38-39). However, meaning cannot be sufficient only by linguistic analysis as componential analysis, lexical relations, contextual examination, figurative, and rhetorical potentialities but by subjective and objective considerations i.e. personal and factual factors, as well. Meaning is the link of the right message of the speaker' personality and his intention in a situation. Language cannot exist outside human beings(al-Jawady,2002:26-28).

Quite often, comprehension is difficult for EFL/ESL readers because it is related to the cultural factors. If the learner has cultural background of foreign language content, right inference will be

In conclusion, learning vocabulary is not a matter of memorizing of words but it is a word choice process and to have knowledge of word forming and compound words. Absolutely, it is a matter of 'holistic' language to be used in certain contexts to express a concept 'notion' to perform a communicative act 'function' (Ur, 1996: 46).

2.2 The Benefit of the Internet in Language Learning

The internet is an electronic window on world to provide any kind of information by complete and comprehensive system including the different fields of life and it can be opened even with little experience (Alubaidy, 2001: 15). The internet is also considered as a tool of information explosion to be a great market of the big industrial countries who have the wide participation and license to be equal to petrol and gold markets (Makawy, 2003: 29). Currently, technology including internet and computer use be a resource of learning and searching in general and learning a language in particular especially if it is systemized in a classroom learning. (Brown, 2001: 143). Thus, internet is a powerful tool for developing communication and collaboration skills. It is an effective means of building language skills through email, chat rooms, research results, etc. Students learn the basic principles of communication in the written form to read the web-based page (file:///H20%Benefits of Internet Educationmht:1 of 1).

The use of internet is prevailed different fields and studies. Absolutely, it has many for educational uses, especially with second and foreign language learning (Hassan et al, 2008: 57). In addition the internet webpage can provide free learning anywhere and anytime for people regardless of the users' age, sex, the social, educational, and the economical level (Al-lawindy, 2002: 14). There are no physical boundaries within the webpage; it is a hypermedia to replace the teacher, students, supervisor, the printed materials, video, cassettes, money

and concluded to be gained by the class activities. It must be learned in individual (Rivers, 1981: 231, 462-63)

Moreover, students need not to know words as label things but to classify concepts how to work in language. Therefore, learning vocabulary is not a necessary process of memorizing rather than to associate it with semantic field to know how to commit words to 'long term memory' by activating them in interactive situations. In other words it is a process to conceptualize the classrooms as communities of learners (ibid: 464). Learning may be achieved by the relevance of the automatic and controlled dichotomy to the manner in which the true association between a word and its meaning is established. (Hall, 2002: 94).

Any human language has the creativity 'openness' there is no limitation of how many morphemes may be found within it. English is one of those languages which has new possibilities of coherent new morphemes to be new words. For example, old forms to create new meaning as 'log' and 'on' to be 'log on', or old meaning to give new form as 'electronic mail' to be 'e mail'. The new wording process can be realized through six ways, four to comprehend new form from old meaning by: clipping (a kind of abbreviation or word shortening as: 'mister' to 'Mr.'), acronyming (the first letter of the two or more words to be gathered as one word, as: RAM in random access memory), blending (replacing two words of a phrase with parts of both, the first part of the first word and the last part of the second one, as: 'chunnel' from 'channel' + 'tunnel'), and wrong cutting (mistaken spelling happened with word coming from other language to be as nativity, as: 'apron' from 'napron'). The other two ways of word formation are: invention (forming new words by more or less scratch, as: 'barf' to convey 'vomit'), and borrowing (taking a word from another language like 'beef') (Hudson, 2000: 239-49).

language. The arrival of broadcasting in the 1920s did exactly the same thing for spoken language. We now take for granted such varieties as newsreading, weather reports, and sports commentary. The main result, all this, from a linguistic point of view, was to turn spoken and was to turn spoken and written language into institution. Technology has that sort of effect on language. Moreover, the exploring of interactive television, mobile phone, and internet encountered in its several different contexts as email, chat groups, game, and other sites with their steadily growing range of functions have an effect on the future of all languages. English, certainly, is going to change as it is adapted to meet new demands to suit people's needs as they want it to work. (ibid). There is much that the student can find in internet in addition to searching information, they can gain from others' knowledge, experience, culture, participate chat room, exchange and share ideas out there (Irene, 1997: 1 of 1).

To'uaima (2008:124), mentions that future will be the world of fast information. Internet is one of the several technological aids to promote learning. Thus, new methodology, optional knowledge and curriculum, can be got by the next generations. Therefore, sponsors compete to find and develop new learning materials. The start point is with computer and then, with internet to substitute the repeated and continuous learning. Moreover, it provides the concept of 'learning communities' to increase its learners' abilities to be active exchangers with learning resources. Also, it makes them to be active participants with techniques and learning process. In relativity, Learning by internet provides psychological environment and guides their users to search different values like: learning to live with others, learning to have knowledge, learning to be as you want to be, and so on (ibid: 126-130).

Considerably, internet can be considered as multimedia of learning provides student with autonomy and

payment, dullness, shyness, and the like (file:///H:/benefits of internet use in education.mht: 5 of 9). The internet can offer social and educational services not only to the students but also to their parents, teacher, and school administration when they may be involved with their children's tasks and connected with school and libraries. Surely, they can gain little or no English skills to learn English. Supposing that internet will provide them with an interactive time and environment to spend with their students (Irene, 1997: 1 of 1).

One of the primary advantages of the internet is that it can make learning more accessible. Access is the most important criterion to decide the appropriateness of technology for open or distance learning. This benefit is determined by its ability to turn the students from the dependency of the traditional instruction, curriculum and school time to independency having time-independent and location-independent instruction (file:///H:/The Internet in Education.mht: 1 of 9). There is also an evidence that the web can improve learning not only by itself; but how to meet the learning situation and objectives, as Owston (1997) (cited in, file:///:/Benefit of Internet Use in Education: 2 of 9) states that "No medium in and of itself is likely to improve learning in a significant way when it is used as a tool to deliver instruction. Nor is it realistic to expect the Web, when used as a tool, to develop in students any unique skills. The key to promoting learning with the Web appears to lie in how effectively the medium is exploited in the teaching and learning situation". However, new mediums are related to new media including communication with their associated technology as Crystal (the A-level English magazine: 1 of 2) mentions that:

The arrival of print in Europe in the 15th century introduced a huge range of new linguistic conventions and styles to

words. The test is applied by two times. A week is an interval between the two exams.

The first and second questions are applied on 15/4, while the third one is applied on 21/4. The two exams have been answered by one hour.

3.2 Scoring Scheme

The first question is scored by (50) marks. Each of the second and the third questions have (25) marks. The total is (100) according to this criterion, the difference, strength and weaknesses are taken into consideration.

3.3 Abbreviations

Some abbreviations are used to facilitate calculating data of the analyzed tables:

Cor. Ans.	(correct answer)
Inc. Ans.	(incorrect answer)
Perc.	percentage
S	sentence
V	vocabulary

3.4 Analyses

It is observed that the weaknesses are found in the first and third questions which require correct translation into Arabic depending on their familiarity of general English words and expressions taken from internet programs, computer, study courses, and real life. While the good percentage of correct answers found in the second question. In this question the students are instructed to select true pairs from the two lists

The following table (1) shows the students' answers of the test for the first and fourth stages. It is taken into consideration that the blank items are joined together with the wrong answers to be calculated by the statistical methods². In relativity, the first ten shaded numbers of the raw score list indicates the students who use internet or computer of each stage (see appendix 1)

intellectual community. The learner will be engaged to be an effective recipient, thinker , problem solver, communicator, collaborative worker, etc. Learning community indulges its users to negotiate meaning with individuals. So it makes students learn (with) rather than (from or about) computer. Accordingly, they make a partnership with each other. A home page construction in a computer –is beneficial in terms of second language acquisition. The student can get a sense when hearing the others' comments referring to the web page(file//H\mht Benefits of Internet Use in Education: 5-6 of 9).

3. The Test

A test of three objective questions has been given to the (40) students of the first and fourth stages equally. (20) students from each stage, (10) who have been using computer or internet, and (10) who have not been using them. The reason of choosing this sample of students from different stages is that- to investigate the effect of internet use in learning some English words with/out the English texts which it is not found in the fourth stage. Few amount of simple words and phrases of general needs and of internet uses are chosen to meet the test's task, students' learning and ability of gaining some vocabularies anywhere and anytime.

3.1 Description

The first question is filling blanks with the correct Arabic meaning of (50) English words. The second is of two lists 'A' and 'B' to choose the equivalent Arabic meaning of (15) English words and (10) sentences and phrases. The third one is to write the correct Arabic translation of (25) English sentences and phrases. The great portions of the test is given to the vocabulary as a single word or multi- word rather than the sentences because learning language conventionally starts with single

Table (1): students' performances of the whole test

Stage No.	Total No. of students	Q. No.	Cor. Ans.	Perc	Inc. Ans.	Perc.	Blank items	Perc	Total
1 st	20								
		Q1	385	38.5	180	18	435	43.5	1000
		Q2	148	29.6	69	13.8	283	56.6	500
		Q3	311	62.2	118	23.6	71	14.2	500
4 th	20	Q1	328	32.8	218	21.8	454	45.4	1000
		Q2	131	26.2	93	18.6	276	55.2	500
		Q3	241	48.2	169	33.8	90	18	500

Table (2):A General Comparison of the Two Stages' Results

Stage no.	Total no. of students	Successful papers	Failed papers
1 st	20	10	10
4 th	20	3	17

(2,6,7,15,23,24,26,31,38,49, and50) have zero correct answers. While the fourth stage failed to answer the items(1,2 10,13,15, 23, 24, 26, 31, 40, 49, and 50). The reason of the failure may be due to the rarity of such words that the student may conduct with. However, both stages failed to give good answers for many items except the items (3, 4, 5, 9, 11, 12, 14, 19, 30, 36, 37, 42, 43, 45)(see, appendix2: Q2).

The following table(3) presents the performance of the students for each vocabulary of the first question where several English vocabularies of common and new ones are given. No sufficient successful marks are gained. Some words are multi – meaning , the answer with one true meaning is accounted (see appendix 2:Q1) The failure is permanent in the first question. According to the first stage performance the items

Table (3):Students' Performances of the Vocabulary List: Q1

V. No.	First stage		Fourth stage		V. No.	First stage		Fourth stage	
	Cor. Ans.	Inc. Ans	Cor. Ans	Inc. Ans		Cor. Ans.	Inc. Ans.	Cor. Ans	Inc. Ans.
1	5	15	-----	20	26	----	20	----	20
2	-----	20	-----	20	27	7	13	4	16
3	13	7	16	4	28	7	13	-----	20
4	18	2	17	3	29	5	15	9	11
5	15	5	17	3	30	20	----	15	5
6	-----	20	-----	20	31	-----	20	-----	20
7	-----	20	-----	20	32	3	17	6	14
8	13	7	5	15	33	12	8	3	17
9	13	7	15	5	34	11	9	9	11
10	6	14	-----	20	35	8	12	1	19
11	20	-----	20	-----	36	19	1	20	-----
12	17	3	16	4	37	15	5	18	2
13	1	19	----	20	38	-----	20	7	13
14	18	2	16	4	39	13	7	3	17
15	-----	20	----	20	40	7	13	-----	20
16	9	11	1	19	41	12	8	4	16
17	6	14	4	16	42	15	5	11	9
18	2	18	----	20	43	13	7	13	7
19	13	7	15	5	44	9	11	8	12
20	3	17	2	18	45	13	7	13	7
21	4	16	11	9	46	1	19	4	16
22	3	17	1	19	47	6	14	10	10
23	-----	20	-----	20	48	9	11	11	9
24	-----	20	-----	20	49	----	20	-----	20
25	2	18	1	16	50	-----	20	-----	20

In addition the following table (4) shows the students' performance in which there are good answers within the second question to comprise the correct choice from several options.

Table (4): Students' performance of the vocabulary and statements lists:
Q2

V. No	First stage.		Fourth stage		S. No	First stage		Fourth stage	
	Cor. Ans.	Inc. Ans.	Cor. Ans.	Inc. Ans.		Cor. Ans.	Inc. Ans.	Cor. Ans.	Inc. Ans.
1	7	13	2	18	1	15	5	1	19
2	11	9	12	8	2	18	2	18	2
3	12	8	2	18	3	14	6	16	4
4	15	5	10	10	4	12	8	8	12
5	10	10	9	11	5	13	7	16	4
6	7	13	1	19	6	14	6	3	17
7	6	14	2	18	7	18	2	17	3
8	3	17	-----	20	8	11	9	9	11
9	15	5	16	4	9	15	5	14	6
10	19	1	17	3	10	17	3	15	5
11	17	3	12	8					
12	2	18	4	16					
13	17	3	16	4					
14	16	4	17	3					
15	7	13	4	16					

equivalents of the English and Arabic lists by those keys of punctuation.

In addition, the following table (5) points out that the students tried to give approximate answers to reach the correct message of those statements. However their success to give the exact correct translation may be due to their English background of knowing the real function of vocabulary when it occurs within the context. Different statements and expressions are presented and varied with common and those which are used in internet style and patterns (see appendix 2:Q3).

There is no zero answer except item (8) of the vocabulary list within the fourth stage answers (see, appendix2:Q2). Whereas, good answers are drawn with the statement list only the items(1and 6) have little correct choices within the fourth stage answers. No complicated items given in this question to measure the students sum of knowledge, especially with the common and simple statements. In spite of the easiness of this question, some students fail to catch the correct answer. Some punctuation marks are involved within some statements in which, the students answer in parallel way to compact the

Table(5):Students' performance of the sentences list: Q: 3

S. No.	First stage		Fourth stage		S. No	First stage		Fourth stage	
	Cor. Ans.	Inc. Ans.	Cor. Ans.	Inc. Ans.		Cor. Ans.	Inc. Ans.	Cor. Ans.	Inc. Ans.
1	8	12	-----	20	14	-----	20	1	19
2	7	13	4	16	15	-----	20	-----	20
3	3	17	-----	20	16	1	19	4	16
4	2	18	1	19	17	1	19	-----	20
5	12	8	17	3	18	11	9	10	10
6	3	17	7	17	19	9	11	9	11
7	18	2	19	1	20	18	2	14	6
8	16	4	11	9	21	14	6	16	4
9	-----	20	-----	20	22	9	11	12	8
10	1	19	2	18	23	4	16	-----	20
11	6	14	1	19	24	2	18	-----	20
12	2	18	3	17	25	-----	20	-----	20
13	1	19	2	18					

2. Words which are involved within the text are easy somewhat to be translated by students . This means a word alone may be forgotten if it is learned without practice in their true occurrence.

3. Not all students who use internet and computer succeed to find the meaning of the related internet language and words. This is due to their using of the Arabic web page rather than learn more about English.

4. The difference that is found in the performance of the two stages may due to the continual English texts that the first stage still studies, whereas, three years of interval makes the students of the fourth stage forget what they studied and learned before. Thereby, this supports the second hypothesis.

5. Although some students of both stages use internet and computer, they do not have enough training with such tool to find more provisions of information for different fields, research, study online,

As a result there is a difference between the two stages performances of the test as it is shown from the total percentage for each question. Moreover, to estimate test reliability , the Mean and Pearson correlations formula are computed on the total correct answers and the total mark of each students of the two stages. So the Mean is (48.7) for the first stage while the fourth stage computed (40.45). The Pearson correlation is (0.00). Decidedly there is a difference found between the two stages' performance. Besides, there is no correlation of their performances. (see notes p:18 below).

3.5 Conclusions:

1. Few Iraqi university (non EFL) Learners succeed to get some English vocabularies and statements that may be found in the internet, computer, advertisement, abbreviations , and so on regardless of their using of internet and computer. Thus, this confirms some of the first hypothesis.

the needs of English as an international language and the new technological world. 5 Sufficient internet courses within the computer courses should be applied in every college, school, offices, and so on for the reason that the present world and jobs the internet experience. According require to Butrus in his study(2000:177) there are (75) countries which adopt the comprehensive internet service, and this number will be in increment. In addition , in relation to Karam's expectation (1999: 30) the users of internet service may be (1000,000000) in 2005 , the Arabic users forms only (1%) of this portion. . It is better to expose English words and instructions in teaching computer courses to be subsidiary in enhancing students' English knowledge of technology and language.

6. An internet research in English should be instructed by the English texts lecturer to bring about any related subject. It should be suitable to the study needs with true translation. Such instruction make the internet research be supporter if it is not conflicted with the objectives and material of syllabus. As a result different drills and practices should be adopted to promote the students' language ability within the syllabus of English texts and guide them to know how can they utilize the internet programs to develop their language learning.

7. Training about translation must be included within the English texts for the reason that it is considered as a technique to comprehend language learning syntactically and semantically and exploring foreign corpus. Consequently, students must be instructed to use dictionary as a useful tool to engage them with knowledge and vocabularies.

8. Instruction to learn about language by guiding the students to write with e mail joining foreign individuals in chat rooms especially those which are related to professional teachers and cultural rooms to speak, discuss, write, etc. This aid can be a useful technique if it is not conflicted with

getting cultural traditions, registering in some academic and literary sites where they varied in presentation in Arabic and English in which some English words may occur even with the Arabic web-page. The reason may due to the lack of electricity in comparison with the student' spare time make them impassionate to spend time to learn more about what they face of English phrases and vocabularies or to pursue their meaning in the dictionary.

6. Not all words that are related to the geographical concepts are answered by the students. Generally, many students lack the familiarity of some basic English vocabularies.

7. Finally, in spite of the easiness of the chosen phrases and vocabularies involved in the test, many of the students fail to answer. This poor performance may due to their poor competence not only in their language but also in their little experience of using internet in which millions of individuals can get their education and gain learning by internet and online courses over the world. They also do not have true experience and training of translation.

3.6 Suggestions

1. A further study can be carried to investigate the students' use of internet in enriching the English language syntactically and semantically by the Iraqi non /EFL Learners.

2. A study can be searched to find the cultural and stylistic effect of internet use on the learners study career.

3. Varied samples of vocabulary test of more than 100 words as it is applied in this study to assess students' acquaintance of single word or within a text can be applied.

4. Additional English courses can be given to the Iraqi University students(non EFL Learners) to be continued not only with the first year but to be added to the second or the whole four years in order to generalize the basic English which may help them to develop their language experience to meet

internet give. One can find coded or encoded web page that convey un/true or enforce mapping information which may be in conflict with the security, politic and economic affairs, social behaviors, and religion as well of a community(Alubaidy, 2001:64-65)

traditions and religion. The teacher should be acquainted with all particulars that the students may catch.

9. In spite of the different advantages of using internet, there are several disadvantages may be risky for individual or community. However, educational and instructional lectures and discussions should be systemized to acquaint the students of what kinds of danger may

NOTES:

(1) Block Language: Quirk et al (1985: 845) explain that “ Block language appears in such function as labels, titles, newspaper headlines, headings, notices, and advertisements”. Simple block language messages often take the form of nonsentences structure what it is needed only a noun, noun phrase, nominal clause in isolation, no verb is needed because the meaning of the message can be recovered by the context, for example: ‘Entrance’, ‘ For sale’, and so on. Regular clause can take the form of recognizable block language structure when some close-items of low information are omitted like the finite forms of the verb ‘be’ and the articles, and the other words can be understood from the context.

(2) The Mean is computed as:

$$\bar{X} = \frac{\sum X}{\sum N}$$

Where:

\bar{X} = the Mean which is referred to x bar

X = the scores of the students

N= the students sample number in the test

\sum = the mathematical verb directing as to sum all the measurement

(Heaton, 1975: 169)

Accordingly:

The Mean of the first stage is as:

$$\bar{X} = \frac{974}{20}$$

$$\bar{X} = 48.7$$

Whereas the Mean of the fourth stage is computed as:

$$\bar{X} = \frac{809}{20}$$

$$\bar{X} = 40.45$$

Pearson correlation formula of two independent samples is estimated as following:

$$R = \frac{n\sum(xy) - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

where:

n= the students sample number,

$\sum x$ = sum of the scores on one variable

$\sum y$ = sum of the scores on the other variable

(Glass, and Stanley:1970: 114)

$\sum xy$ = sum of the product x and y scores

$\sum x^2$ = sum of the squared on one variable

$\sum y^2$ = sum of the squared on the other variable

Decidedly:

$$40(39006) - (974)(809)$$

$$R = \frac{\sqrt{40[49674 - 49674] [40(33851) - (33851)]}}{40(39006) - (974)(809)}$$

$$R = 0.0$$

Appendix (1) Students' Raw Score of The Tests.

Paper No. First Stage	Total M.	Paper No. First Stage	Total M.		Paper No. Fourth Stage	Total M.	Paper No. Fourth Stage	Total M.
1	51	11	37		1	47	11	44
2	48	12	49		2	42	12	31
3	52	13	57		3	52	13	55
4	57	14	32		4	32	14	47
5	43	15	52		5	54	15	39
6	38	16	43		6	46	16	41
7	64	17	49		7	36	17	40
8	59	18	56		8	33	18	33
9	57	19	34		9	37	19	35
10	28	20	68		10	34	20	31
		total	974				total	809

Appendix (2) The Test : Q1

هل بإمكانك ان تعطي معاني الكلمات التالية وحسب مفهومك عنها بتواردها عند استخدامك لبرامج الحاسبة والانترنت وحياتك الدراسية وقاموس المعاني. قد يكون لبعض الكلمات أكثر من معنى اكتب الذي تعرفه في الحقل الفارغ:

According to your use of computer, internet programs, study courses, and dictionary, can you mention the meaning of the following words. Write your answer in the empty column within the table below:

V. No. and form		V. No. and form		V. No. and form	
En.	Ar.	En.	Ar.	En.	Ar.
1. insert		18. wait		35. total	
2. forward		19. mail		36. copy	
3. add		20. e mail		37. format	
4. answer		21. homepage		38. select	
5. back		22. dial up		39. edit	
6. preview		23. demonstration		40. style	
7. border		24. log in		41. on line	
8. draw		25. sign in		42. off line	
9. send		26. view		43. easy service	
10. reply		27. continue		44. search	
11. message		28. subtitle		45. enlarge	
12. call		29. title		46. normal size	
13. column		30. replace		47. redial	
14. table		31. save as		48. chat	
15. erase		32. phone in		49. trash	
16. design		33. phone out		50. spam	
17. options		34. cut			

Appendix(2) continued Q:2

اختر الجواب الصحيح من المعاني العربية في الحقل "ب" بما يوازي المفردات الانكليزية في الحقل "أ" اكتب الإجابة في الحقل الفارغ

Choose the right meaning of the Arabic words in list 'B' to comprise its equivalents in list 'A'.
Write your answer in the empty column:

V. No. and form			V. No. and form		
A	B		A	B	
1. document	متحرك		9.shopping	وثيقة ضمان	
2. removable	مدخل		10. health	أعمال تجارية	
3. correction	تسوق		11. video	تصحيح	
4.exit	صحة		12. entertainment	مخرج	
5. entrance	وجود		13.business	متعة	
6. exist	التصوير المرئي		14. sea coast	مواقع	
7. sites	ساحل البحر		15. assurance policy	تصحيح	
8. finance					
S. No. and form		Choices			
A		B			
1. there is a problem in your classic mail. Restart now.		A. غرفة الطوارئ			

2. you've 0 unread messages	B. ابدأ اتصالك أولاً. ربط فعال للانترنت مطلوب للاستمرار	
3. give way	C. هل تبحث عن عمل؟ انقر مرتين لترى المزيد	
4. emergency room	D. ليس لديك رسائل غير مقروءة.	
5. waiting for reply	E. غرفة العناية المركزة	
6. in order to report the news more detail should be sent	F. الكثير من الخلجان مناسبة على طول السواحل الشاطئية	
7. do you want a job? Double click to see more information	G. انتظر للرد	
8. ward room	H. أفسح الطريق	
9. many bays are drawn along shorelines	I. هناك مشكلة في بريدك الالكتروني التقليدي. عاود التشغيل.	
10. start your connection before. Continuing active internet connection required.	J. لأجل تقرير الأخبار. مطلوب المزيد من التفاصيل	

Appendix (2) continued : Q:3

اكتب الترجمة العربية المناسبة للجمل والعبارات التالية في الحقل الفارغ من الجدول المعروض:

Write the appropriate translation of Arabic in the empty column within the following table:

S. No. and form	
1.install or change a program. Your installation is expired.	
2. your computer in risk	
3. do you want to save changes	
4. please wait while this session is closed so the disc can be used on other computer	
5. are you sure you want to delete this file?	
6. do you want to continue shutting down this computer	
7. can't find it with search?	
8. answer. Feed your mind. Discover	
9. Ask. Share your knowledge	
10. top news: Obama jokes about his nationality at correspondents dinner	
11. the hairstyle that attracts men	
12. brush when hair is wet	
13. whales are speaking! More languages are examined by ocean logy scientists.	
14. pharmacy on line. Send your ask	
15. Gulf coast	
16. fears ' nightmare' scenario for Atlantic	
17. check online for solutions, or see more about problems on your computer.	
18.easy learning English	
19.join us and find more! Anything you don't expect. contact us	

20.close the program and try again	
21. learn to manage your life. click here to see analysis.	
22. Microsoft can't restore your information. The program has not working.	
23. point out the most important words to learn	
24. sorry, we can't find "geomorphologyi study// " please, check your spelling of the web address	
25. I find ways to continue learning the language outside the classroom	

Halliday, M.A.K(1978) Language as Social Semiotic. London: Edward Arnold (publishers), Ltd

Hassan, Safaa,I and Karim,L Al-Zubaidy(2008) The Internet as a Teaching and Learning Tool. A Paper Presented at the First Conference on Electronic Education on October 7-8 with the Cooperation of the BRT in Wassit. University of Wassit.

Hudson, Grover (2000) Essential Introductory Linguistics. Michigan: Blackwell.

Jordan,R.(1997) English for Academic Purposes. Cambridge: University Cambridge Press.

Kulusi, Safa'(1958) The Art of Translation (in Arabic). Baghdad: Al-Liwa press.

Larson, M,L(1984) Meaning- Based Translation. Lanham: University of America

Lyons, John (1985) Language and Linguistics. Cambridge: Cambridge University press.

Matthews, P,H(1981) Syntax. Cambridge: Cambridge University Press.

McLaughlin, Barry(1991) Theories of Second- Language Learning. London: Edward Arnold A Division of Hodder & Stoughton.

Qurik, R. , S, Greenbuam , G,H Leech, & J, Svartivck (1985) A Comprehensive Grammar of the English Language. London: Longman.

Richards ,J &Rodgers.(1986) Approaches and Methods in Language Teaching; A Description and Analysis. Cambridge: Cambridge university press

Ur, Penny(1996) A Course in Language Teaching: Practice and Theory. Cambridge: Cambridge University Press.

References

Al-Hamash,K, & Hmdi Yunis(1980) Principles and Techniques of Teaching English as A Second Language. Iraq: A publication of the Institute for the Development of English Language Teaching

Al-Jawady, (2002) Where Does Meaning Reside? Al- Adab, Academic Accredited Journal of the College of Arts: University of Baghdad. Issue no. (60). Baghdad

Aziz, Yowell(1971) Some Pitfalls in Translation. Al-Rafidain Literary Review. Vol. II, University of Mosul

Brown, H. Douglas (2001) Teaching by Principles : An Introductive Approach to Language Pedagogy. San Francisco university: Longman

Cook, V (1991) Second Language Learning and Second Language Teaching. Oxford; Blackwell.

DeCarrico, J(2001) Vocabulary Learning and Teaching in Cele-Murcia(ed) 3rd . ed. USA: Heinle& Heinle

Glass ,G,V and J,C Stanley(1970) Statistical Methods in Education and Psychology. New Jersey; prentice hall

Gebhard, G. jerry (1996) Teaching English as A foreign or Second Language: A Teacher Self-Development and Methodology Guide. U.s.a the university of Michigan

Hall, Joan Kelly (2002) Teaching and Researching Language and Culture. London.: Pearson education

العراق. أصبحت اللغة الانجليزية لغة الاقتصاد، السياسة، التعامل المصرفي، العلاقات الدولية، نشر البحوث، والعديد من المجالات التي تستوجب استخدام اللغة الانجليزية للتواصل. ولتزامن انتشار التقنيات الحديثة من ضمنها انتشار الحاسبة وشبكة المعلومات منذ نهاية القرن الماضي وإلى الآن والتي تثبت برامجها وتعليماتها بالعديد من اللغات والتي تشكل اللغة الانجليزية بنسبة أكثر من ٨٠% من هذه اللغات. ساعدت مثل هذه التقنيات من تطوير طرائق التدريس والتعلم بشكل مباشر أو غير مباشر. لهذا قد يصادف المستخدم للحاسبة أو شبكة المعلومات تعليمات وعبارات من مفردات وجمل موجهة باللغة الانجليزية حتى عند استخدامه للمواقع المبنوثة باللغة العربية بغض النظر لمستواه التعليمي أو الأكاديمي. لذا تتطرق هذه الدراسة إلى مدى فائدة شبكة المعلومات بتعزيز المفردات اللغة الانجليزية عند طلبة الجامعة لغير متعلمي اللغة الانجليزية لغة أجنبية ويساهم كونه وسيلة مساعدة في تعلم الطلبة لمادة النصوص الانجليزية.

طبق البحث على طلبة قسم الجغرافية، كلية الآداب، جامعة ذي قار للعام الدراسي ٢٠٠٩-٢٠١٠. النموذج المنتخب (٤٠) طالب من المرحلتين الأولى والرابعة، (٢٠) طالب لكل مرحلة مقسمين حسب استخدامهم للحاسبة أو شبكة المعلومات، وعدم استخدامهم وبما يلاءم أهداف الدراسة المذكورة آنفاً ومن تقصي فرضيات الدراسة والتي افترضت بان هناك فوائد لشبكة المعلومات في تعزيز المفردات الانجليزية لطلبة الجامعة، بالإضافة افترضت بان هناك فروق في الأداء بين المرحلة الأولى والرابعة. خللت النتائج باستخدام بعض الأساليب الإحصائية. الدراسة متكونة من ثلاث أجزاء، استنتاجات، مقترحات، المصادر، الملحقات، و ملخص باللغة العربية.

Internet references

- Crystal, d ,keypudsshorthand: the A- level English magazine: 1-2
Irene, Lui(1997) mhtml:file://H\20% mht. Benefits of Internet Education: survey of electronic publishing: 1of 1
Mhtml;file://H\mht. How to Learn Foreign Language a Foreign Language –Mind Tools:1-4
Mhtml:file://H\mht.Benefits of Internet Use in Education:1-9
Mhtml;file://H\mht Information and Learning Benefits of the Internet/NetAlert:1of 1.

المصادر العربية

- اللاوندي، د. سعيد (٢٠٠٢) بدائل العولمة، القاهرة: دار نهضة مصر للطباعة
ألعبيدي، د. خالد (٢٠٠١) أنت والانترنت: جل ما تحتاجه من الشبكة العالمية. بغداد: منشورات شركة الرشد للطباعة والنشر والتوزيع المحدودة
بطرس، أنطوان (٢٠٠٠) الانترنت شبكة تحتوي العالم - في كتاب حضارة الحاسوب والانترنت، كتاب العربي، العدد (٤٠) الكويت: وزارة الاعلام
مكاوي، د. حسن عماد (٢٠٠٣) تكنولوجيا الاتصال الحديثة في عصر المعلومات. القاهرة: الدار المصرية اللبنانية.
عبد الوهاب، كنعان خورشيد (٢٠٠٠) عولمة الثقافة. المخاطر وكيفية المواجهة، دراسات اجتماعية، السنة الثانية، عدد ٦، بغداد
طعيمة، ا.د رشدي احمد (تحرير)، ا.د حسن حسين البيلاوي (تأليف) (٢٠٠٨) الجودة الشاملة في التعليم بين مؤشرات التميز ومعايير الاعتماد: الأسس والتطبيقات، الأردن، عمان، دار المسيرة للنشر والتوزيع والطباعة
كرم، د. جان جبران (١٩٩٩) الإعلام العربي إلى القرن الواحد والعشرين. بيروت: دار الجبل.

ملخص البحث

نظرا لانتشار اللغة الانجليزية لغة عالمية واعتماد تدريسها في معظم الدول الأجنبية والعربية والتي قد تكون الدراسة فيها إلزامية من السنوات الأولى للتعلم المدرسي كما في