

**REPUBLIC OF TURKEY
BAŞKENT UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES
MASTER IN ENGLISH LANGUAGE TEACHING
WITH THESIS**

**RELATIONSHIP BETWEEN THE ATTITUDES TOWARDS
INTERNET USAGE IN ENGLISH AND
ENGLISH READING SKILLS
AMONG
SECONDARY SCHOOL STUDENTS**

MASTER OF ARTS THESIS

PREPARED BY

Nursel DOĞANER

SUPERVISOR

Assist. Prof. Senem ÜSTÜN KAYA

Ankara, 2018

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Nursel Doğaner tarafından hazırlanan "Relationship Between the Attitudes Towards Internet Usage in English and English Reading Skills among Secondary School Students" adlı bu çalışma jürimizce Yüksek Lisans Tezi olarak kabul edilmiştir.

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ABSTRACT

RELATIONSHIP BETWEEN THE ATTITUDES TOWARDS INTERNET USAGE IN ENGLISH AND ENGLISH READING SKILLS AMONG SECONDARY SCHOOL STUDENTS

Nursel Dođaner

Master of Arts, Department of Foreign Languages

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The application of Internet technology by various methods in learning English has become universal and inevitable in educational systems around the world. In this study, the aim was to evaluate the relationship between the attitudes towards Internet usage in English and reading skills in English among secondary school students. Sub-goals of the current study were to find out the relationship between the independent variables including gender, age, educational level of parents, monthly house income level, Internet access status at home, spending time on the Internet per day, and academic achievements in second language learning, and reading skills in English among secondary school students. Participants were 288 7th and 8th-grade students studying at Sincan IMKB Secondary School in Ankara. A questionnaire, including questions about sociodemographic characteristics, self-assessment of students in reading comprehension skills in English, and a 5-point Likert dimension of “The Attitude of the

Students Using English on Internet Environment” was conducted to participants. SPSS 22.0 (SPSS Inc., Chicago, IL, USA) statistical package program was used to evaluate the data. Results, obtained at the end of this study were evaluated by Independent sample t-test analysis in two samples average and Chi-square test for categorical data analysis.

At the end of the study, the results indicated that the most significant relationship between 4 dimensions of the questionnaire and three components of reading comprehension skills were “the Entertainment-Oriented Attitude Dimensions” which includes students’ preference to read lyrics of the English songs on the Internet, to listen to English songs, to watch movie and series in English via the Internet. This outcome showed that learning a new language in joyful activities make learning more effective. According to the results of the study, the use of the Internet in English, particularly in terms of entertainment, contribute positively to English reading skills. For this reason, it is suggested that students should be encouraged to use the Internet in English by Internet security and appropriate time duration.

Key Words: Use of English on the Internet, reading comprehension, English as a Foreign Language, students’ attitudes

ÖZET

ORTAOKUL SEVİYESİNDE ÖĞRENCİLERİN İNTERNET ORTAMINDA İNGİLİZCE KULLANMAYA YÖNELİK TUTUMLARI İLE İNGİLİZCE OKUMA BECERİLERİ ARASINDAKİ İLİŞKİ

Nursel Doğaner

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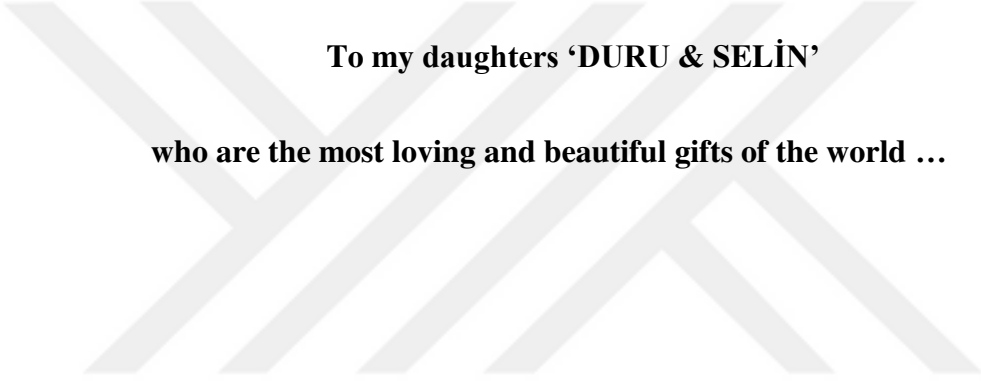
Eylül 2018

İnternet teknolojisinin İngilizce öğrenmede çeşitli yöntemlerle uygulanması dünyadaki eğitim sistemlerinde çok yaygın ve kaçınılmaz hale gelmiştir. Bu çalışmanın amacı, ortaokul öğrencilerinde İnternet ortamında İngilizceyi kullanma tutumları ile İngilizce okuduğunu anlama becerileri arasındaki ilişkinin derecesini değerlendirmektir. Bu çalışmanın alt hedefler: öğrencilerin cinsiyeti, yaşı, anne-baba eğitim düzeyi, ailenin aylık geliri, evde İnternet erişimi, İnternette bir günde geçirme süresi gibi İnternet kullanım durumları ve akademik başarısı ile İngilizce okuma becerileri arasındaki ilişkiyi incelemektir. Bu çalışmaya Ankara'daki Sincan İMKB Ortaokulu'nda 7. ve 8. sınıfta okuyan toplam 288 öğrenci katılmıştır.

Katılımcılara sosyodemografik özelliklerini, İngilizce okuduğunu anlama becerilerinin öz-değerlendirmesini ve “İnternet Ortamında İngilizce Kullanan Öğrencilerin Tutumları”nı (5'li likert boyutlu) araştıran iki bölümden oluşan bir anket uygulanmıştır. Verilerin

değerlendirilmesinde SPSS 22.0 (SPSS Inc., Chicago, IL, USA) istatistik paket programı kullanılmıştır. Bu çalışmanın sonunda elde edilen sonuçlar, iki örneklem ortalamasında bağımsız örneklem t-testi analizi ve kategorik veri analizi için Ki-kare testi ile değerlendirildi. Çalışmanın sonunda, “İnternet Ortamında İngilizceyi Kullanan Öğrencilerin Tutumları” ve okuduğunu anlama becerilerinin 3 bileşeni arasındaki en anlamlı ilişkinin, “Eğlence Odaklı Tutum” boyutları olduğu görülmüştür. “Eğlence Odaklı İnternet”, öğrencilerin internette İngilizce şarkı sözlerini okumayı, internette İngilizce şarkıları dinlemeyi, internette İngilizce film veya dizi izlemeyi içeriyordu. Bu sonuç, eğlenceli etkinlikler ile yeni bir dil öğrenmenin, öğrenmeyi daha etkili hale getirdiğini göstermektedir. Çalışmanın sonuçlarına göre, özellikle İnternet’in eğlence açısından kullanılması İngilizce okuma becerilerine olumlu katkı sağladığını ortaya koymuştur. Öğrencilerin uygun internet güvenliği ve süresi dikkate alınarak interneti İngilizce olarak kullanmalarının desteklenmesi önerilmektedir.

Anahtar Kelimeler: İnternette İngilizce kullanımı, okuduğunu anlama, Yabancı Dil olarak İngilizce Öğrenimi, öğrencilerin tutumları



To my daughters ‘DURU & SELİN’

who are the most loving and beautiful gifts of the world ...

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LIST OF ABBREVIATIONS

CALL: Computer- Assisted Language Learning

CEFR: Common European Framework of Reference for Languages

CMC: Computer-Mediated Communication

EFL: English as a Foreign Language

ELT: English Language Teaching

FB: Facebook

L1: First Language; Mother Tongue; Native Language

L2: Second Language; Foreign Language

PC: Personal Computer

PDA: Personal Digital Assistants

SNS: Social Networking Sites

SPSS: Statistical Package for Social Sciences

WIFI: Wireless Internet Connection

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CHAPTER I

INTRODUCTION

1.1. Background of the Study

Learning English via the Internet is defined as a way of enhancing the effectiveness of students in terms of second language learning. Students have the chance of choosing the appropriate level and subjects with a wide range of activities by their interests and abilities (Klentien & Kamnungwut, 2015).

Traditional language education conducted from teacher to student in one way limit the communication abilities of students. Internet usage also mediates to establish new bridges of communication between people around the world while constructing a global network. Learning English via the Internet will be the most appropriate approach to fill the deficiency of an artificial environment. It will significantly enhance the effectiveness of learning English out of the classroom.

Grab and Stoller (2002) describe reading as a way of extracting and interpreting the meaning from text. Alderson (2005) evaluates the reading as a skill identifying the written form of language either visually or kinesthetically. Richards and Renendaya (2002) note that reading skills are essential in foreign language teaching. As Razi (2007) states, many students learning a foreign language choose their reading ability as an essential target.

In recent years, it has been observed that the usage of computers and the Internet has increased in our society dramatically, particularly among the students. As the hypothesis of the current study, the 7th and 8th-grade students, who have positive attitudes towards the Internet usage in English, have more success in reading skills in English. In this study, it was aimed to show the relationship between the attitudes towards Internet usage in English and English reading skills among 7th and 8th grade secondary school students and to prove the hypothesis scientifically.

1.2. Statement of the Problem

It is possible to say that the Internet and digital technology are the most effective and fastest way of learning anything. As stated by Islam (2011), the increase in the use of the Internet and computers around the world is the most significant sign of how productive the electronic environment will be broad range learning environment in the future. Instant messaging in all societies, especially in developing countries, is widespread and seems to be a popular area of use gradually. Other areas to communicate over the Internet can be listed as discussion sites, interactive blogs, and online form sites. Also, students download English music, movies, and TV shows and thus have the opportunity to learn English accents and definitions from different parts of the world. According to the current study's researcher, there were not any sufficient study about the relationship between reading skills in English as a foreign language and Internet usage in English in Turkey. This research aims to reveal the relationship between the attitudes towards Internet usage in English and English reading skills among secondary school students.

1.3. Research Questions

In order to present the relationship between the attitudes of students towards Internet usage in English and development of reading skills in second language, the below research questions were the primary concern of this study.

1. Is there a relationship between the attitudes towards Internet usage in English and reading skills in English among secondary school students?
2. Which independent variables have a correlation with reading skills in English among secondary school students?
3. Is there a relationship between academic achievement in second language and reading skills in English among secondary school students?

1.4. The Purpose of the Study

Reading is one of the four basic skills which constitutes the base of other skills. The Internet is the most effective, cheapest and fastest way to reach the source of a native language. It has been observed that using the Internet in English has positive impacts on language skills, particularly on reading and vocabulary. At present, pupils tend to use technology and the Internet. They were born digital native (Kirschner & Karpinski, 2010). They enjoy using the Internet to play games, listen to music, and watch Youtube videos and movies.

The broad goal of this research was to investigate the relationship between students' attitudes towards Internet usage in English and their reading skills development in English among secondary school students. Furthermore, it was aimed to find out the correlations

between independent variables, such as age, gender, parental education status, monthly family income, Internet access status at home, spending time on the Internet per day, and academic achievements in second language, and reading skills in English.

1.5. The Significance of the Study

This research will significantly fulfill a gap in the area of reading comprehension in English. There was no similar study in Turkey that investigates for the relationship between Internet usage in English and reading skills in English. This study will show the relationship between students' attitudes towards Internet usage in English and their reading skills development among secondary school students. It would provide educators, parents, and students how to organize about after-school time activities in English. The findings of the study may also contribute to the knowledge of educational leaders, giving visions on how to teach reading comprehension more efficiently by guiding to use the Internet in English.

1.6. Limitations of the Study

There was no specific study on the relationship between the attitude of the students using English on Internet environment and reading skills in English. Merely, the quantitative method was used to get the data. The present study was conducted with secondary school level participants. Thus, it might not be possible to generalize the findings since the results might change with different proficiency levels and age. Secondly, the sample group could also be expanded for further research. Since the present study was carried out with 288 participants, another study could be conducted with a larger sample size to reach more generalizable findings. Furthermore, the time was the main limitation of this study. Different research designs and data collection instruments could be adopted. For instance, interviews with

participants and instructors could be conducted in order to gain more insights into the relationship between reading skills in English and Internet usage among learners.



CHAPTER II

LITERATURE REVIEW

2.1. Introduction

In this chapter, previous studies are included to clarify related areas such as reading skill in foreign language learning and theoretical backgrounds of the study, the other aspect is emphasized by looking into the reading skills and strategies subsequently. The following sections present a closer look into these aspects.

2.2. What is Reading?

2.2.1. Definitions of Reading

Grabe (2014) points out that “reading can simply be defined as a complex ability to extract or build meaning from a text. However, this definition, by itself, is not very informative” (p.8). Grabe (2014) also states “Reading comprehension involves abilities to recognize words rapidly and efficiently, develop and use an extensive recognition vocabulary, process sentences in order to build comprehension” (p.8). Urguhart (1998) notes that reading involves the processing of language messages. Moreover, it is also described the process of reading and interpreting the information encoded on the screen through the printing medium.

Aebersold and Field (1997) explain reading as “reading is what happens when people look at a text and assign meaning to the written symbols in that text” (p. 15). According to Stauffer (1969), reading means “getting information from the printed page” (p. 5). As Wallace (1992) claims “good learners tend to use the same strategies as well experienced readers,

drawing on as much of the surrounding text as possible, being prepared to tolerate uncertainty, using a wide range of textual cues in predicting what comes next, and generally being flexible in their response to the texts” (p. 59). Wallace also emphasizes “the teacher, by watching the various ways in which his or her learner's process text can encourage the use of those strategies which are observed to be most effective” (p. 59).

Khalaji et al. (2012) state reading as “reading is not only involved learning the structures, vocabulary items, some idiomatic expressions and cultural aspects of the language but it also involves being proficient in the skills needed to understand and communicate in the target language effectively” (p.135). Grabe (2014) advocates that “L1 and L2 reading abilities share many of the same component skills and that the reading construct is very similar regarding underlying cognitive and linguistic components” (p.11).

Rumehart et al. (2002), define reading as the ability to draw meaning from printed materials. It is emphasized that drawing meaning from text and interpreting this meaning has changed according to the second language (L2) qualification of the reader. Any potential reader has an awareness of the way in which we use language, whether in L1 or L2. There are two things about language: It is used for a purpose, and it only makes sense in context, that is as part of a larger text or in a situation.

The Intent and physical setting are connected because we cannot determine a possible purpose for the event without some tuning information. The reader will come to mean different things in different contexts. Content understanding is not merely about organizing the activity physically, but also about who is speaking to whom and with whom.

2.2.2.Purposes of Reading

It is a fact that learners read for several purposes. As pointed out by Adetoro (2010), reading can address individuals' needs to minimize the vagueness in their environments, to find answers to problems they come across, to endure difficult statuses, and to improve personal progress. Grabe (2014) defines the purposes of reading as "One of the most important factors in reading comprehension abilities is how reading processes vary depending on the reading purpose" (p.10). Grabe also states that reading for entertainment is reasonably different from reading to learn information or reading to integrate information from multiple sources.

Academics has approved that reading is not only a required skill for academic improvement (Biancarosa & Snow, 2004; Eisner, 2005; Thomas, 2001), but also essential for the academic, emotional, and social development of individuals. Thomas (2001) stresses that reading has both academic and entertaining purposes. Grabe (2014) remarks that "a critical factor in teaching L2 reading is helping students understand that different tasks and different activities involve different levels of demand on comprehension" (p.20).

2.3. Intensive and Extensive Reading

The literature on foreign language teaching often presents two subtitles: intensive and comprehensive reading. Intensive reading is a slow reading of a text that objects to explain every unknown word, grammar structure, and style. It also comprises the interpretation of the reading passage. Intensive reading helps to strengthen the reader's knowledge, although it requires a lot of patience and attention. Paran (2003) claims that "Intensive Reading practice can focus more intentionally on essential core vocabulary; patterns of text organization and

types of text processing needed to comprehend text adequately” (p. 40). Intensive reading activities are favorable for four key bases: to support learners comprehend written texts, to become more aware of text organization, to learn how to use and monitor effective reading strategies, and to develop general literacy skills essential to generate creative expressions in L2 (Paran, 2003).

Extensive reading, a method of reading education that inspires scholars to involve in many of reading (Day & Bamford, 1998; Grabe, 2009; Grabe & Stoller, 2011). Grabe (2014) remarks extensive reading as “to be reasonably successful, generally requires a significant effort in motivating students. Students need to be aware of the goals for working on extensive reading” (p. 16). According to Day and Bamford (1998), “extensive reading can be included in a second-language curriculum, as a separate course; as part of an existing reading course; as a non-credit addition to an existing course; and as an extracurricular activity” (p. 41). Loucky (2005) emphasizes that advantages of using such extensive reading approaches along with other language classes, including intensive readers that “students feel more natural pleasure in free-reading that is shared socially and discussed together in smaller groups without formal tests” (p. 1043). Yamashita’s study (2004) on English language learners’ reading attitude states that students have more anxiety towards intensive reading and more comfort toward extensive reading. Mardani and Tavakoli (2016) stress that “extensive reading can develop positive attitudes and a strong motivation to read” (p. 154).

2.4. Reading Comprehension

2.4.1. Definitions of Reading Comprehension

The reading process has some elements and must interrelate with text to form a demonstration. It can be concluded that the reader, the text and the interactive process involve the activity or purpose of reading in general. It is the process of understanding a text or passage, such as using the background knowledge to solve the author's words while comprehending his message. In this process, the reader is aware of the effort and the process of making meaning from mind, text or text. The meaning of reading is also called the process of construction and the process of building meaning.

Goodman (2015) describes reading as “reading is a cognitive process. No two readers will ever produce the same meaning for a given text, and no reader's meaning will ever completely agree with the writers meaning” (page. 112). The reading for comprehension includes instructional techniques and activities to teach students how to use multiple comprehension strategies flexibly and effectively, moving from how scientifically valid the level of comprehension can be assessed. It is also important to understand what one reads to get a sense. Grabe (2014) defines that “the ability to understand a text requires a reasonable knowledge of basic grammar, an ability to identify main ideas in the text, an awareness of discourse structure, and strategic processing with more difficult texts” (p. 14). Grabe (2014) also emphasizes that “reading comprehension instruction—helping students find the main ideas and be able to say what a text is about—should give some attention to directed grammar teaching, particularly at the beginning and lower-intermediate levels” (p. 14).

2.4.2. Reading Comprehension Skills

Roit (2017) states that “reading is a highly strategic process, such as activating background knowledge, monitoring and clarifying, making predictions, drawing inferences, asking questions and summarizing” (p. 4). Brown in his book *Language Assessment: The Principles and Classroom Practices* (2004) indicates that the text, as well as participating in the reading, reveals the skills and strategies necessary for the reading process in assessing reading skills. The following micro and macro skills represent a range of possibilities for the reading comprehension assessments. Trabasso and Bouchard (2002) stress that “being strategic is not a skill that can be taught by a drill; it is a method of approaching reading and reading instruction. Becoming strategic calls for coordinating individual strategies” (p. 186).

2.4.2.1. Micro Skills of Reading Comprehension

In relation to micro skills, Brown (2004) makes the following remarks;

“There are seven micro skills in the sense that learners read: These are differentiating between different graphics and orthographic the English, keeping short-term memory parts of different lengths, writing the transaction at an efficient rate according to the purpose, recognizing the essence of the words and interpreting the word order patterns importance, recognizing grammatical word classes, schemes, patterns, rules, and elliptical forms, accepting that a particular meaning can be stated in altered structural forms, recognizing the role of harmonious devices in written discourse and the signification of the relationship between and between them” (p. 121).

2.4.2.2. Macro Skills of Reading Comprehension

In relation to macro skills, Brown (2004) makes the following remarks;

“Macro skills have seven ways of reading comprehension: These are recognizing the rhetorical forms of writing, and its importance in interpretation, the communication functions of written texts are recognized according to form and purpose, an open context is extracted using background information, creating links and links between

events, explains the causes and effects, supports this idea, distinguishing between implicit and implied meanings, identifying culturally specific references and interpret them in the context of appropriate cultural schemas, development and use of a range of reading strategies, such as scanning and reviewing, identifying discourse makers, predicting the meaning of words from the content, and activating diagrams for interpretation of texts” (p. 121).

The process of reading has always been of interest to researchers from various fields, conclusions about the processes in the learner’s mind are based on comprehension as the outcome of reading (Geld, 2007).

According to Adams (1990), lower level comprehension processes include the rapid and automatic word, structure and sentence recognition. Higher level processes are connected with structuring information and text interpretation by the reader’s background knowledge, aims and attitudes (Grabe, 1999; Kintsch, 1998).

Person’s complete linguistic knowledge and attitudes towards L1 necessarily influence the development of the reading skill in L2. When someone begins reading in L1, he typically has considerable knowledge of the vocabulary (roughly 6000 words) and basic grammatical structures (Grabe, 2002). In contrast, L2 reading starts without such background knowledge, and the key to successful reading is learning vocabulary (so as to be able to recognize a large number of words quickly), employing reading strategies, being familiar with textual elements and genres and being able to distinguish them, and having a motivation for reading in general. L1 knowledge and its transfer have been proven to influence the development of the L2 reading skill (Geld, 2007). The transfer may be positive, but it may also cause severe difficulties in the reading comprehension process.

2.5. Vocabulary Knowledge in Reading Comprehension

Another factor that has a great effect on success in the sense that learners read is vocabulary knowledge. To learn vocabulary is one of the main tasks in the progression of language acquisition since a significant number of words must be learned in order to communicate and function in L2 (Adolphs & Schmitt 2003). According to Chun and Plass (1997), almost all second language readers accept that the vocabulary is a critical component in the sense of reading. However, the way the reader perceives the vocabulary of a medium can vary considerably. Read (2000) stresses that “words are the basic building blocks of language, the units of meaning from which larger structures such as sentences, paragraphs, and whole texts are formed” (p. 1). Schmitt (2007) emphasizes that although a student can use a word perfectly with only the knowledge of its spelling and pronunciation, the real knowledge of a word goes beyond these two aspects.

Linguistic knowledge involves the information that the student can gather from the scientific framework in which the new word has occurred, Nassaji (2006) defines world knowledge that “learner’s understanding and use of the relevant domains of knowledge” (p. 388). Smith (2004) argues that “the skilled reader needs less visual information if he can use the other three sources of information, thus relying on redundancy, i.e., the information he does not need because he already has it” (p. 21). Schmitt (2010) states vocabulary learning categorized as intentional or incidental. Intentional techniques target to teach vocabulary explicitly, as a consequence, the consideration of the pupil is dedicated severely on learning exactly the new words that the educator is targeting to teach. Incidental vocabulary learning implies to all the methods of learning vocabulary as a by-product of language by reading

(Huckin & Coady, 1999). Schmitt (2008) stresses that through explicit exposure in vocabulary teaching is more influential, educators and resources have limits concerning the number of times they can concentrate on that task. Pulido (2007) believes that students check earlier learned morphological knowledge to collect information about the new words.

All in all, various factors can be considered, including the previous knowledge that learners can attain to assume word meaning.

2.6. The Role of the Internet in the Development of Reading Comprehension Skills

Almost everybody today sees that the Internet is a handy application in all aspects of life. While the Internet is based on written language, it requires well-developed reading skills to ‘survive’. Sutherl and Smith (2002) state that “web text reading is different from print text reading” (p. 664). Graddol (2006) stresses that “with the rapid development of technology and a vast amount of information on the internet available in English, reading in English is becoming increasingly important” (p. 44). Since the use of technology, the reading has been altered and adapted according to the learners’ needs on the occasion of an enormous number of data. The Internet has been very beneficial to get new information and strengthened the prior knowledge to adjust the new info and access various resources in the social environment. When readers are intimidated by a text on the Internet, they use the basics of understanding skills. After applying their reading skills, they come across many impressions to get the idea and then apply their critical reading skills to understand the text.

For the first process, the reader is seeking for the information that needed. Thus, the reader moves L2 word and syntactic information to know which link to click. In general,

reading on the web requires extensive reading since the reader must deal with a significant amount of text and some texts.

Krajka (2000) also talks about other benefits of online texts. The reader can copy and edit. It is also emphasized in Krajka's study (2000) that online newspapers provide up-to-date information contrary to printed books. If the teacher decides, for example, that a particular article in the book is invalid, it can be replaced by the thematic bound to the Internet. Electronic books and online texts are some of the well-known instruments to access literacy instruction via the Internet. Anderson-Inman & Horney (1997) states that electronic books (e-books) present attractive and visual surroundings for scholars and have numerous benefits such as being adjustable to address the needs of the learners. Varied supplements of other reading tools are accessible on the Web (magazines, newspapers, books). Besides, Anderson-Inman & Horney (1997) also emphasize that various studies point out that many issues are indicating online reading that it has affirmative effects on scholar's comprehension of digital texts and learning in general. Furthermore, reading via the internet to develop the ability to understand texts can be directly related to students' personal needs and interests, thus supporting a more independent role and sense of control. The necessity to concentrate on this new digital environment (Internet) as a new instrument for reading in EFL settings should be accepted.

All in all, the development of the Internet may foster the development of reading skills while improving comprehension, critical thinking and analysis steps.

2.7.The Internet Use in Foreign Language Learning

Society has undergone substantial changes since the beginning of the 1990s due to the arrival of the Internet which has made new ways of communication and socialization possible for its users. It has also brought out new facilities as a new mode of communication and social gathering place with the help of the electronic text chat, asynchronous online messaging, e-mail, listserves, newsgroups, and bulletin boards (Zhao, 2006). People can keep informed about what is going on around the world with a click as the Internet has become prevalent in the daily lives of people (Brandl, 2002). Different strategies can be applied in online environments to have relationships with others. It was found that openness was the most frequently used type of on-line maintenance strategy for both exclusively Internet-based and primarily Internet-based relationships (Wright, 2004).

In order to benefit from the power of computers, some educators have used computers to create a more attractive learning environment for students. However, It should be considered that students need emotional support and have cognitive challenges. So, FaceBook (FB) could be considered as a good solution thanks to its audio-visual capabilities like groups, pages, events and games (Jaques & Viccari, 2005), which suggests that each student can be treated as a unique personality with different tastes and interests, and the web can become a source of learning material (Son, 2007). Now users not only consume information but also create and change the immense amount of data in the Information Age (Anderson, 2007). As is seen, technology is developing day by day with its huge effects on people's lives from the economy to education. The last decades especially have witnessed drastic changes and innovations which have become essential parts of everyday life. For example, people used to

write letters to each other to communicate and then having a telephone and television at home was a luxury for many people. However, all these have become old-fashioned together with the advent of new tools due to technological developments. Now, people have mobile phones to talk and send messages, but they have expanded to include making complex calculations, recording voices, camera, and finally Internet access. New means of interaction among people have emerged as a result of innovative tools of communication, namely computer-mediated communication (CMC) like e-mail, discussion groups, or chat spaces (Walther et al., 2008).

It can be stated that the basis of communication and information sharing now offers innovative ways to its users in that senders now have more control over the content and information sent to the receiver (Tong et al., 2008). In modern life, there are Social Network Sites (SNSs) that are regarded as new forms of online communities apart from the websites consisting of communities of interest (Boyd & Ellison, 2008). The power of SNSs on young generation can be seen in their intense involvement in the Internet for various purposes like entertainment, getting information, immediate connection with others and approval of other people (Urista et al., 2009). Another reason for the increasing popularity of SNSs is the rise of Web 2.0 tools and web-based communities for increased communication and sharing (Bosch, 2009). Thus, computers have been embedded in daily life more (Blattner & Fiori, 2009) and all aspects of society have been affected by new technologies with the advent of the Internet (Conole & Culver, 2009). When we look at educational contexts, we see that virtual learning environments and distance education can become good ways of enhancing learner autonomy because learners can learn from video or audio conferences through their computers (Andrade & Bunker, 2009). Therefore, Guo (2010) defines technology as the application of human knowledge to achieve their goals and carry out an activity.

Basic functions of computers change in line with the increasing number of people from different countries and cultures using computers (Karakaya, 2010). Today's learners, addressed as digital natives (Kirschner & Karpinski, 2010), are thought to be skillful at using new technology like Youtube, Facebook or Twitter. However, they might not be able to find the information they need (Kirschner & Karpinski, 2010). So educators should employ technology by considering the positive and negative sides because technology integration could be useful and harmful in educational contexts, particularly for children's development. Children can get opportunities to interact with each other and gain knowledge, but overexposure to technology could be counterproductive in learners' learning and behavior. Thus, the duration and the goal of Internet use should be controlled by teachers (Theodotou, 2010). There can be a balance between traditional and innovative teaching methods so that learners can relate what they have learned with new learning tools and have a chance to practice and teachers have the facilitator role for effective integration of technology. There might be opposition towards the use of SNSs like FBs because of hindering social interaction, and this was taken as the lack of CMC, but this view was not supported, and it was found that modern SNS settings like FB can foster social norms (Wang et al., 2010).

Educators should show their students that technology is not only for entertainment but can be used for communication, information exchange and education as well (Anderson, 2011). Technology is improving by adding some features to previous technologies and contributing to knowledge acquisition (Davies, 2011). English language teachers can also reshape their teaching methods and techniques for their students who can reach the updated information without any effort via the Internet, which puts the workload on teachers and some

challenges as well as benefits as a requirement of living in the Information Age and 21st century (Wanyi et al., 2011).

Learning environments are not only limited to face-to-face learning and classes but also include virtual learning environments that make individualized learning possible because even mobile phones can become a learning tool if properly used, since students can download videos, share information and interact with others and these acts are invaluable for foreign language learners (Balaman, 2012). The idea of Internet usage is considered normal in everyday life since many people prefer to carry out their daily tasks like banking or shopping with just one button. Therefore delivery of education can be changed in order to serve students' changing needs and attract their interests with the help of web-based language learning and computer-assisted language learning (Jethro et al., 2012).

The arrival of Web 2.0 applications like “wikis, blogs, instant messaging, Internet telephony, social bookmarking, and social networking sites” can be utilized to enhance teaching and learning environments in higher education. It is different from Web 1.0 because there are user contributions and interactions in Web 2.0, but time, money and compatible technology should be available to enhance the application (Ajjan & Hartshorne, 2008), to satisfy digital natives' needs and make plans for future education (English & Duncan-Howell, 2008). Lack of qualified personnel is an obstacle as well (Hubbard, 2008). Teachers should be exposed to teaching with technology to apply technological tools better in their future classes (Choy et al., 2009).

Web 2.0 technologies can foster student-centered instruction, improve the cooperation between learners, access the information they need without limitations of time and place

because they can reflect real life and trigger knowledge sharing (Balçıkanlı, 2010). Wikis meaning quick in Hawaiian, sites, blogs, chats, forums and social networking sites like Classmates.com and LinkedIn.com are Web 2.0 tools and different from Web 1.0 that was used for only finding and reading information. These tools can be used for multi-sensory and individual learning with audio-visual properties, but vandalism, spam concerns, privacy issues, legal complications, complex security threats, and ethical issues need to be covered (Martinez & Jagannathan, 2010).

SNSs like FB and MySpace through which people have an opportunity to present themselves and maintain connections with others and content-sharing sites like YouTube and Flickr are among the popular sites on the Internet, especially by the young generation (McCarthy, 2012). Collaborative techniques like discussion boards, blogs, wikis, and social networking sites can be used in web-based language learning, which is an example of how Web 2.0 has a more dynamic nature than Web 1.0 that is static (Balaman, 2012). The inclusion of Web 2.0 tools such as blogs and wikis has attracted much attention in recent years and to compensate for computer-based language learning programmes such devices can be utilized in English classes (Eren, 2012). As the Internet and technological tools have pervaded in everyday life, every domain of life is affected by them. Second-generation Web, referred as Web 2.0 by Tim O'Reilly who pointed out the interaction, cooperation and content administration capabilities of this new Web application in 2005, consists of applications like video-sharing sites, blogs, wikis, podcasting, instant messaging programs, and social networking sites (Çoklar, 2012). Digital natives can quickly adapt to new technological tools like Web 2.0 tools so student teachers should gain experience, skill, knowledge, and

proficiency in how to apply new tools and how to deal with problems like student unfamiliarity and institutional rejection (Bennett et al., 2012).

Wikis include collaborative websites where users interact by adding, removing, or editing site content (Ajjan & Hartshorne, 2008). Wiki is of Hawaiian origin meaning “quick” or “fast” in English. They are a flexible, user-friendly and cost-effective way of interacting since creating Wiki versions are quite comfortable. Moreover, they can function as a document mode by permitting sharing, editing, reorganizing, commenting and archiving various texts, pictures, and videos or as a thread mode by encouraging users to discuss their opinions and share their ideas (Augar et al., 2006).

Blogs are about posts, not pages (Alexander, 2006) and blog is abbreviated from a weblog that is used as journal entries that include text, images, and links (Ajjan & Hartshorne, 2008). Many blogs allow users to make comments and link that increases conversation, immediacy and quick retrieval of information on different blogs. Now blogs have new aspects namely photo-blogs, video blogs and mob-blogs where bloggers can share material via their mobile phones (Anderson, 2007). Blogs can be considered as a content management system tools that could be utilized to create, edit, manage and publish various types of content in a consistent and organized manner. So people can carry out such interactive activities as reading, writing, publishing, commenting and editing as a part of reflective learning (Park & Kastanis, 2009).

Blogs are divided into personal and commercial blogs. While the former includes social commentary, personal diary-like entries, poetry and other types of creative writing, the latter includes loads of comments, and the two were found to be effective in improving writing

skills in different aspects. Blogs' content could come from different resources like author-published blog entries, comments, and rejoinders to comments. These tools can be made specific to a group so that only the author and the members are allowed to make changes in the content. This feature can help our learners to become autonomous and self-confident with the help of blog authorship, making comments, storing, editing and doing their homework but the critical factor for a teacher is how much to intervene and amount and type of feedback. There are other benefits of blogs. For example, they promote awareness of real audience in students and help them to improve content and organization of their writing.

All in all, recent technological advances can be said to have a significant impact on every domain of life and education is inevitable to be touched by such changes. Therefore, education changes technological and social changes within the course of time, and there has been a shift from traditional teaching methods to performance-based activities of students in Turkey together with the changing curriculum and learning content.

2.8. Learning English Outside the Classroom

The English language is worldwide and in our daily lives on TV, movies, school and everywhere. Most notably, English is the dominant language of the Internet. Tonoian (2014) states that “age of students somehow affects the way of learning. Young people are exposed to English more in daily life whether by the Internet, traveling or communicating with foreign friends” (p.28). Moreover, it is emphasized that pupils, who were interrogated in the focus-groups, pointed out that playing video-games facilitated them in terms of vocabulary knowledge via these video games (Tonoian, 2014). Ellis (2000) points out “engagement with English outside the classroom emerged as more important than what went on inside. The more

successful EFL learners found English conversational partners and practiced their listening using a variety of sources” (p. 44).

Koivumäki (2009) stresses the benefits of the Internet for young people to acquire English. Spending free time on the Internet helps students to learn English and develop basic skills. In this case, teachers should inspire them to find an English-language website that attracts their students and, in this concern, should allow more learners to learn the language to find the benefits of browsing on the web. Extracurricular activities help learners with authentic language opportunities while improving their linguistic and communicative skills.

2.9.The Attitude

Attitude is considered as an essential concept in the sense of human behavior and is defined as a mental state involving beliefs and emotions (Lathanna and Dagneu, 2009). Attitude, in general, is a conditioned response that one shows towards a specific object. The person shapes the perceptions of an object according to his feelings, beliefs, and values. It creates a reaction to the object. Attitudes become like an object of interest for education, sociology, marketing, media, economics, political sciences, and linguistics. Allport (1935) defines the attitude as “ a mental and neural state of readiness, organized through experience, exerting a directive and dynamic influence upon the individual’s response to all objects with which it is related” (p.810). Baker (1992) indicates that high motivation and positive attitude of students facilitate English language learning, which is an undeniable fact. However, if learners are not attracted or ready in acquiring English to communicate with others, these learners will keep a negative attitude. Therefore, learners’ attitude could associate in English language learning because it might influence their performances.

According to Brown (2001), attitude is characterized by an enormous amount of emotional association such as feelings or relationships in the community. Learning cannot develop unless students have affirmative attitudes towards it, on the one hand, attitudes might initiate from life experiences. Therefore, attitude plays a vital role, as it may cause success or failure in learning.

Pierce et al. (2007) and Saade (2007) emphasize that student' emotions, interest, and beliefs about learning affect their behaviors. Affirmative attitudes make the exhibition of positive behaviors toward the progress of education. Ajzen (1987) remarks that "attitude is an individual's disposition to respond favorably or unfavorably not only toward language learning but also toward to factors that influence that outcome of language learning such as; object, person, institution, or event" (p. 241).

Longman Dictionary of Applied Linguistics and Language Teaching (2002) defines language attitudes as "expressions of positive or negative feelings towards a language may reflect impressions of linguistic difficulty or simplicity" (p. 297). Attitude can assist the pupils to define whether they like or dislike the objects or surrounding situations. It is approved that the inner feelings and emotions of FL learners stimulus their viewpoints and their attitudes towards the target language (Choy & Troudi, 2006).

2.9.1. The Attitudes Towards the English Language

Language attitudes have concerned the interest of academics and scholars due to their significance and status to language acquisitions and social dynamics. Abidin et al. (2012) express attitude as "knowing the language can help us to express our opinions, hopes, and even our dreams" (p. 119). Shams (2008) has research on the students' attitudes, motivation,

and anxiety towards the learning of English. The results in his study stress how students have positive attitudes and high interest in English. The outcome also emphasizes that most of the participants reveal positive attitudes towards English language and its learning which emphasized the importance of English language efficacy in daily life (Shams, 2008).

Eshghinejad (2016) points out that “high motivation and positive attitude of students facilitate second language learning” (p.3). It is also stressed by Eshghinejad (2016) that “learners’ attitudes may influence their performance in acquiring the target language. Students’ attitude, i.e., feelings, beliefs, likes, dislikes, needs, should be considered since their attitudes influence language learning” (p. 3). Baker (1992) defines language attitude as an umbrella term and lists the topics included in language attitude surveys. These are: attitude learning a new language, attitude to a specific minority language, attitude to language groups, communities and minorities, attitude to language lessons, attitude to the uses of specific language, attitude of parents to language learning, attitude to language preference” (p. 29).

Gardner has always advocated that students’ attitudes towards the target culture will affect the progress of learning a second language. Gardner (1985) argues that one’s attitude is based on his beliefs or opinions. More recently, Oskamp and Schultz (2005) have claimed an attitude as a tendency to return positively or unfavorably to a particular object. Attitude is, therefore, linked to the morals and beliefs of a person and encourages or discourages choices in all fields, either academic or informal (Mc Groarty, 1996). Learning occurs more readily when a student has a positive attitude towards language and learning (Chamber, 1999). Eshghinejad (2016) states that “attitude is considered as an essential factor influencing language performance and received considerable attention from both first and second language

researchers” (p. 2). According to Baker (1992), attitudes toward bilingualism change and are theoretically different from attitudes towards a specific language, in the sense that attitudes toward bilingualism are about two languages in contact. Language learning, and ultimately bilingualism, is affected by attitudes toward specific languages. Reid (2003) confirms that “attitudes are important to us because they cannot be neatly separated from the study” (p. 33). Attitude is regarded as a critical factor affecting language performance (Visser, 2008). Kirmizi, G. D. (2015) states that “attitude is not a static concept as it tends to change over the time. Emotional, behavioral and cognitive foundations of attitude may be modified which results in a change in attitude” (p.62).

2.9.2. The Attitudes Towards the Use of English on the Internet

A series of studies have been conducted to teach and learn foreign languages most efficiently and effectively, and the best way to use information technology in this area is researched (Demirbilek and Yücel, 2011). Since the 1960s, computers have been used for language teaching. Advantages of computer-assisted language teaching are experiential learning, motivation, increasing student achievement, actual materials for study, more interaction, individualization, independence from a single source of information, and global learning (Lee, 2000). Computer games are seen as a potential tool for researchers to use in education (Barab et al., 2005). Computer games increase students’ learning desires (Rieber, 1996). With well-designed computer games, students become more motivated than traditional learning (Whelan, 2005). However, at this point, it is essential for parents to direct their kids to buy well-designed computer games.

Students use computers and the Internet to communicate with others. The habit of communicating in the virtual environment is becoming more and more common. Today's students, who are constantly online and at the same time doing much business with the habits of using information and communication technologies, have two important characteristics. The Internet is a medium of mass communication that has wide use in the world. Individuals can communicate in writing, video, and audio using various technologies such as e-mail, instant messaging, video chat, voice mail, discussion board, forum, social networking on the Internet (Akbiyik et al., 2013). Students can instantly review their knowledge with research involving databases and other sources of information. The attitude of students and educators towards using the Internet in teaching, using the Internet in investigation and likability of Internet usage in teaching is having a negative association with each other (Oral, 2008).

Students can communicate with each other using electronic mail or electronic bulletin boards, discuss specific issues, or research. Thus, communication, joint work and problem-solving skills of students can develop (Uzunboylu & Özdamlı, 2007). For students, the Internet has become an indispensable means of communication in their lives. However, the Internet should not be viewed as a means of communication for students, but a library should be used for educational purposes because it is a virtual classroom environment. The university students who have good performance of using the Internet in education, have self confidence to contact teachers, interest to cooperation among scholars, eager to active learning, and also this situation gives feedback of time, stresses time on task, prospects of positive communication and respects different talents and ways of learning (Applebome, 1999).

In relation to measuring attitudes, Kirmizi, G. D. (2015) makes the following remarks;

“As attitude scales are overt instruments measuring attitudes when compared to other methods, generally they ignore subtle details. Attitude scales should satisfy the requirements of measurement. These are unidimensionality, reliability, validity and linearity. Unidimensionality requires that the measurement should be done for one thing at a time. In other words, measuring more than one variable in the same item should be avoided. Secondly, it is required that an attitude scale must be reliable statistically which means the results should be consistent and stable. Thirdly, a valid measurement is possible when the instrument measures exactly what it aims to examine. Finally, equal the linearity of the intervals in an attitude scale” (p.60).

In the highlights of these mentioned studies and reasons, this study focuses on the relationship between students’s attitudes towards English use on the Internet and their reading skills in English.

CHAPTER III

METHODOLOGY

3.1. Introduction

This chapter explains the design and method of the study. Its procedure, participants, and data collection tools were stated to shed light on the study.

In order to present the relationship between the attitudes of students towards Internet usage in English and development of reading skills in second language, the below research questions were the primary concern of this study.

Is there a relationship between the attitudes towards Internet usage in English and reading skills in English among secondary school students?

Which independent variables have a correlation with reading skills in English among 7th and 8th grade secondary school students?

Is there a relationship between academic achievement in second language learning and reading skills in English among secondary school students?

3.2. Research Design

Quantitative methods were conducted in this study. The survey was administered to the participants. There were two parts in the survey. On the first part, there were the socio-demographic data survey and self-assessment statements of participants reading skills in

English. Students had to mark in each ‘Yes/No’ box for the suitable option of their experience. On the second part, there was an attitude questionnaire about Internet usage in English.

3.3. Participants and Research Context

The participants were 7th, and 8th-grade students in Sincan IMKB secondary school in Sincan / Ankara and their ages range between 12-14. The classes were chosen randomly. The total number of participants was 288 in the study. The average age of the participants in the study was $13,60 \pm 0,59$, about one- half of the students were female 140 (48.6%) and the other half was male 148 (51.4%). Based on the examination of age groups, 191 (66.3%) was in the age group of 14, and 81 (28.1%) was in the age group of 13 years. Simple random sampling was used to choose the participants. “In simple random sampling, each element constituting the universe is equal to the chance to enter the sample. Therefore, in the calculations, the weight to be given to each element is the same” (Arikan, 2004, p.141). The participants were chosen among 7th and 8th grade secondary school students. Because, the researcher has been teaching 7th and 8th grade for 11 years and has the experiences and observations on 7th and 8th grade students. Therefore, the study focused on 7th and 8th grade students.

3.4. Data Collection Tools

As stated previously, in this study, the double-paged survey was conducted to the participants. On the first page, there was the socio-demographic data survey (independent variables) of gender, age, educational level of the mother, educational level of the father, and the monthly income level of the family, Internet access status at home, time spent on the Internet per day, academic achievement of English language learning. Besides these, on the first page, there were self-assessment statements of participants’ reading skills in English, self-

competence sense of reading in English, guessing the meaning when they come across new vocabulary while reading in English, and understanding the sentences briefly. On the second page, there was an attitude questionnaire, “The Attitude of the Students Using English on Internet Environment” which was developed by Ocak and Hocaoglu (2014). In this questionnaire has a 5 point Likert dimension. The items of the questionnaire were assessed on a dimension ranging from 1 to 5 (“I totally don’t agree=1; I don’t agree =2; partly agree =3; I agree=4; I totally agree=5”).

Ocak & Hocaoglu (2014) stated in their study that “the Attitude of the Students Using English in Internet Environment” scale consists of 4 dimensions. According to the results of the explanatory factor analysis (EFA) on the scale; 1-8. Questions measure “the interest”; 9-13. Questions measure “the benefit”; 14-16. Questions measure “the socializing” and 17-19. Questions measure “the entertainment”. It was determined that the four factors in the study explain the total variance in 57.75% (p. 8).

The results of EFA the construct validity of the scale used in the current study were presented in Table 1. According to the EFA, question 8 (I like to listen to the radio in English on the Internet), in which multiple dimensions had low factor loadings and question 10 (using the Internet in English increases my self-confidence), in which had more factor loading in the first dimension, were removed from the scale. The total variance rate explained in the 17-item scale was 61.37%.

Table 1***The Results of Exploratory Factor Analysis of the Scale***

Questions	Factor 1	Factor 2	Factor 3	Factor 4
1. I follow up the news pages on the Internet.	0,746			
2. I read an e-book on the Internet.	0,777			
3. I like to read the newspaper on the Internet.	0,837			
4. I use my search engine in English on the Internet.	0,766			
5. I access my daily life information in English on the Internet.	0,613			
6. I use social network sites in English.	0,735			
7. I like to share the message in English on social network sites.	0,591			
8. I like to listen to the radio in English on the Internet.	0,304			
9. Using English on the Internet helps me to know about different cultures, people, and lives.		0,571		
10. Using the Internet in English increases my self-confidence.		0,468		
11. Speaking English helps me to get knowledge around the world via the Internet.		0,804		
12. Using English on the Internet lets me a chance to share anything with other people all over the world.		0,792		
13. Speaking English provides easy access to information on the Internet.		0,624		
14. I scare to chat with an English native speaker.*			0,802	
15. I never chat in English with foreign people because I can't speak English very well.*			0,821	
16. I haven't chatted with anyone in English, yet.*			0,786	
17. I like to read lyrics of the English songs on the Internet.				0,909
18. I like to listen to English songs on the Internet.				0,937
19. I like to watch a movie or series in English on the Internet.				0,939

Confirmatory factor analysis (CFA) was analysed to see if the scale of “The Attitude of the Students Using English in Internet Environment”, which was tested in the validity before, performed well in the study data set. A secondary level CFA result, in which “the attitude towards the use of English in the Internet environment” was formed as a second latent

variable, was presented in Table 2. According to the results, the scale had good fit values (Meydan & Şeşen, 2011). According to the results of explanatory and confirmatory factor analysis, “The Attitude of the Students Using English in Internet Environment” scale was found to have construct validity. In other words, the scale is successful in measuring participants’ attitudes towards using English on the Internet.

Table 2

Secondary Level Confirmatory Factor Analysis Results of the Scale

Scale	χ^2	sd	χ^2/sd	RMSEA	CFI	GFI	NFI
The Attitude of the Students Using English in Internet Environment	259,580	114	2,277	0,067	0,941	0,903	0,900

Note. RMSEA: Root Mean Square Error of Approximation; CFI: Comparative Fit Index; GFI: Goodness of Fit Index; NFI: Normed Fit Index

The reliability of the scale was checked by Cronbach’s alpha value. Based on the results of the analysis, it was seen that the sub-dimensions and overall dimensions of the scale were reliable according to the dimensions and the general Cronbach alpha values of the scale was $\alpha = 0.808$. It was presented in Table 3. In Ocak & Hocaoglu’s study (2014), Cronbach Alpha value of the scale was found as $\alpha = 0.852$ (p. 7).

Table 3

Reliability Values of the Scale

Factors	Questions	Cronbach Alpha
Factor 1 (the Interest)	1, 2, 3, 4, 5, 6, 7	0,861
Factor 2 (the Benefit)	9, 11, 12, 13	0,736
Factor 3 (the Socializing)	14, 15, 16	0,738
Factor 4 (the Entertainment)	17, 18, 19	0,953
Scale	1-19	0,808

Note. ($\alpha > .70$).

3.5. Data Analysis

Data were obtained by administering the questionnaire “Attitudes of using English in Internet Environment”, demographic data survey and self-assessment statements of reading skills in English. SPSS 20 statistical package program was used to analyse the data. Results were analysed by Independent Sample t-test analysis in two samples average and Chi-square test for categorical data analysis.

Reading skills in English of participants were analysed in a survey by self-assessment questions filled by the participants as a self-competence sense of reading in English, guessing the meaning when coming across new vocabulary while reading, and understanding the sentences briefly. These self-assessment questions were formed by considering the description of the A2 level of “the Common European Framework of Reference for Languages: Learning, Teaching, Assessment(CEFR).

CHAPTER IV

FINDINGS AND DISCUSSION

4.1.Introduction

This chapter is intended to exhibit the findings of the study, which primarily aimed at finding out the relationship between English Internet usage and reading skills in English among secondary school students. Sub-goals of the current study were to show the association between independent variables including gender, age, educational level of parents, monthly Income level of the family, Internet access status at home, spending time on the Internet per day, and academic achievement in second language learning could be associated with reading skills in English.

4.2. The Relationship between the Attitude of Using English on Internet Environment and Reading Skills in English among Secondary School Students

Research Question 1: Is There a Relationship between the Attitude of Using English on Internet Environment and Reading Skills in English among Secondary School Students?

4.2.1. The Interest-Oriented Attitude Dimension

Table 4

The relationship between the Interest-Oriented Attitude Dimensions and Components of Reading Skills in English

	Self-competence Sense of Reading in English			Guessing the Meaning of New Vocabulary in English Reading			Understanding the Meaning of Passage and Sentences Briefly in English Reading		
	Yes n(%)	No n(%)	P*	Yes n(%)	No n(%)	P*	Yes n(%)	No n(%)	P*
I follow up the news pages on the Internet.			0.042			0.525			0.089
"I totally don't agree"	23 (13.3%)	32 (27.8%)		27 (15.8%)	28 (23.9%)		29 (14.7%)	26 (28.6%)	
"I don't agree"	40 (23.1%)	20 (17.4%)		36 (21.1%)	24 (20.5%)		44 (22.3%)	16 (17.6%)	
"I partly agree"	64 (37.0%)	37 (32.2%)		62 (36.3%)	39 (33.3%)		74 (37.6%)	27 (29.7%)	
"I agree"	26 (15.0%)	13 (11.3%)		25 (14.6%)	14 (12.0%)		27 (13.7%)	12 (13.2%)	
"I totally agree"	20 (11.6%)	13 (11.3%)		21 (12.3%)	12 (10.3%)		23 (11.7%)	10 (11.0%)	
I read an e-book on the Internet			0.030			0.626			0.012
"I totally don't agree"	34 (19.7%)	37 (32.2%)		39 (22.8%)	32 (27.4%)		38 (19.3%)	33 (36.3%)	
"I don't agree"	58 (33.5%)	35 (30.4%)		53 (31.0%)	40 (34.2%)		68 (34.5%)	25 (27.5%)	
"I partly agree"	49 (28.3%)	17 (14.8%)		42 (24.6%)	24 (20.5%)		53 (26.9%)	13 (14.3%)	
"I agree"	19 (11.0%)	16 (13.9%)		24 (14.0%)	11 (9.4%)		23 (11.7%)	12 (13.2%)	
"I totally agree"	13 (7.5%)	10 (8.7%)		13 (7.6%)	10 (8.5%)		15 (7.6%)	8 (8.8%)	
I like to read the newspaper on the Internet			0.098			0.244			0.023
"I totally don't agree"	46 (26.6%)	43 (37.4%)		49 (28.7%)	40 (34.2%)		54 (27.4%)	35 (38.5%)	
"I don't agree"	55 (31.8%)	32 (27.8%)		50 (29.2%)	37 (31.6%)		61 (31.0%)	26 (28.6%)	
"I partly agree"	33 (19.1%)	11 (9.6%)		33 (19.3%)	11 (9.4%)		38 (19.3%)	6 (6.6%)	
"I agree"	25 (14.5%)	16 (13.9%)		23 (13.5%)	18 (15.4%)		29 (14.7%)	12 (13.2%)	
"I totally agree"	14 (8.1%)	13 (11.3%)		16 (9.4%)	11 (9.4%)		15 (7.6%)	12 (13.2%)	
I use my search engine in English on the Internet			0.428			0.003			0.014
"I totally don't agree"	36 (20.8%)	34 (29.6%)		30 (17.5%)	40 (34.2%)		37 (18.8%)	33 (36.3%)	
"I don't agree"	37 (21.4%)	26 (22.6%)		38 (22.2%)	25 (21.4%)		46 (23.4%)	17 (18.7%)	
"I partly agree"	44 (25.4%)	24 (20.9%)		52 (30.4%)	16 (13.7%)		49 (24.9%)	19 (20.9%)	
"I agree"	27 (15.6%)	17 (14.8%)		26 (15.2%)	18 (15.4%)		36 (18.3%)	8 (8.8%)	
"I totally agree"	29 (16.8%)	14 (12.2%)		25 (14.6%)	18 (15.4%)		29 (14.7%)	14 (15.4%)	
I access my daily life information in English on the Internet			0.124			0.130			0.165
"I totally don't agree"	39 (22.5%)	27 (23.5%)		34 (19.9%)	32 (27.4%)		40 (20.3%)	26 (28.6%)	
"I don't agree"	44 (25.4%)	34 (29.6%)		42 (24.6%)	36 (30.8%)		54 (27.4%)	24 (26.4%)	
"I partly agree"	48 (27.7%)	17 (14.8%)		39 (22.8%)	26 (22.2%)		50 (25.4%)	15 (16.5%)	
"I agree"	25 (14.5%)	21 (18.3%)		32 (18.7%)	14 (12.0%)		34 (17.3%)	12 (13.2%)	
"I totally agree"	17 (9.8%)	16 (13.9%)		24 (14.0%)	9 (7.7%)		19 (9.6%)	14 (15.4%)	
I use social network sites in English			0.511			0.321			0.491
"I totally don't agree"	35 (20.2%)	30 (26.1%)		33 (19.3%)	32 (27.4%)		39 (19.8%)	26 (28.6%)	
"I don't agree"	45 (26.0%)	33 (28.7%)		48 (28.1%)	30 (25.6%)		54 (27.4%)	24 (26.4%)	
"I partly agree"	28 (16.2%)	20 (17.4%)		27 (15.8%)	21 (17.9%)		36 (18.3%)	12 (13.2%)	
"I agree"	34 (19.7%)	16 (13.9%)		35 (20.5%)	15 (12.8%)		36 (18.3%)	14 (15.4%)	
"I totally agree"	31 (17.9%)	16 (13.9%)		28 (16.4%)	19 (16.2%)		32 (16.2%)	15 (16.5%)	
I like to share the message in English on social network sites			0.630			0.029			0.016
"I totally don't agree"	33 (19.1%)	27 (23.5%)		30 (17.5%)	30 (25.6%)		32 (16.2%)	28 (30.8%)	
"I don't agree"	29 (16.8%)	25 (21.7%)		30 (17.5%)	24 (20.5%)		36 (18.3%)	18 (19.8%)	
"I partly agree"	34 (19.7%)	20 (17.4%)		31 (18.1%)	23 (19.7%)		35 (17.7%)	19 (20.9%)	
"I agree"	36 (20.8%)	20 (17.4%)		31 (18.1%)	25 (21.4%)		44 (22.3%)	12 (13.2%)	
"I totally agree"	41 (23.7%)	23 (20.0%)		49 (28.7%)	15 (12.8%)		50 (25.4%)	14 (15.4%)	

Note. Chi-Square test analysis. * p < 0.05

In Table 4, the answers of the first seven questions of the attitude scale were compared with three components of self-assessment statements of participants' reading skills in English.

As the results were shown in Table 4, there was a significant relationship between self-competence sense of reading in English with reading an e-book on the Internet and following up the news pages on the Internet within the interest-oriented attitude dimensions. ($p=0.042$, $p=0.030$, respectively).

A meaningful relationship between guessing the meaning of English vocabulary in English reading with using the search engine in English on the Internet and liking to share the message in English on social network sites was detected within the interest-oriented attitude dimensions. ($p=0.003$, $p=0.029$, respectively).

Statically significant associations between understanding the meaning of passage and sentences briefly in English reading with reading e-book on the Internet, liking to read the newspaper on the Internet, using the search engine in English on the Internet and liking to share message in English on social network sites within the interest-oriented attitude dimensions, were found ($p=0.012$, $p=0.023$, $p=0.014$, and $p=0.016$, respectively).

A significant relationship between self-competence sense of reading in English with reading an e-book on the Internet and following up the news pages on the Internet within the interest-oriented attitude dimensions was found. A meaningful relationship between guessing the meaning of English vocabulary in English reading with using the search engine in English on the Internet and liking to share the message in English on social network sites was detected within the interest-oriented attitude dimension. Statically significant associations between understanding the meaning of passage and sentences briefly in English reading with reading e-book in the Internet, liking to read newspaper in the Internet, using the search engine in English in the Internet and liking to share message in English on social network sites within

the interest-oriented attitude dimensions were found. Many research has stressed positive results for the use of Internet technologies as a means of carrying out various functions.

Destari (2010) pointed out that the Internet, specifically, provide new text formats, new purposes for reading and new ways to interact with information that could confuse and overwhelm people taught to extract meaning from only traditional print. The results of the research showed that there was a correlation between reading comprehension abilities and students qualified using Internet-based material and those taught using the textbook material. It showed that teaching reading via Internet-based material was more effective. Lee (1997) stated that using the Internet to facilitate communication between students via e-mail enlarged pupils' attention and motivation for learning a second culture and a second language. Ganderton (1998) referred to three specific benefits of the Web for L2 teaching as improving access to realistic language documents, refining learning chances for language and cultural knowledge, and rising student motivation.

As Tanyeli (2009) indicated language learning and teaching could be assisted by the Internet as there were various exceedingly advanced websites which present speaking, reading, listening, and writing activities. The results showed that there was a substantial variance in reading comprehension scores achieved on the reading comprehension tasks before and after online English language tutoring on students' reading skills.

4.2.2. The Benefit-Oriented Attitude Dimension

Table 5

The relationship between The Benefit-Oriented Attitude Dimensions and Reading Skills in English

	Self-competence Sense of Reading in English			Guessing the Meaning of New Vocabulary in English Reading			Understanding the Meaning of Passage and Sentences Briefly in English Reading		
	Yes %(n)	No %(n)	P*	Yes %(n)	No %(n)	P*	Yes %(n)	No %(n)	P*
Using English on the Internet helps me to know about different cultures, people and lives			0.226			0.544			0.116
"I totally don't agree"	20(11.6%)	22 (19.1%)		23 (13.5%)	19 (16.2%)		22 (11.2%)	20 (22.0%)	
"I don't agree"	22(12.7%)	18 (15.7%)		21 (12.3%)	19 (16.2%)		26 (13.2%)	14 (15.4%)	
"I partly agree"	32(18.5%)	21 (18.3%)		29 (17.0%)	24 (20.5%)		36 (18.3%)	17 (18.7%)	
"I agree"	44(25.4%)	29 (25.2%)		46 (26.9%)	27 (23.1%)		53 (26.9%)	20 (22.0%)	
"I totally agree"	55(31.8%)	25 (21.7%)		52 (30.4%)	28 (23.9%)		60 (30.5%)	20 (22.0%)	
Speaking English helps me to get knowledge around the world via the Internet			0.184			0.184			0.184
"I totally don't agree"	21(12.1%)	22 (19.1%)		21 (12.1%)	22 (19.1%)		21 (12.1%)	22 (19.1%)	
"I don't agree"	21(12.1%)	11 (9.6%)		21 (12.1%)	11 (9.6%)		21 (12.1%)	11 (9.6%)	
"I partly agree"	40(23.1%)	34 (29.6%)		40 (23.1%)	34 (29.6%)		40 (23.1%)	34 (29.6%)	
"I agree"	31(17.9%)	20 (17.4%)		31 (17.9%)	20 (17.4%)		31 (17.9%)	20 (17.4%)	
"I totally agree"	60(34.7%)	28 (24.3%)		60 (34.7%)	28 (24.3%)		60 (34.7%)	28 (24.3%)	
Using English on the Internet lets me a chance to share anything with other people all over the world			0.220			0.220			0.220
"I totally don't agree"	18(10.4%)	23 (20.0%)		18 (10.4%)	23 (20.0%)		18 (10.4%)	23 (20.0%)	
"I don't agree"	24(13.9%)	12 (10.4%)		24 (13.9%)	12 (10.4%)		24 (13.9%)	12 (10.4%)	
"I partly agree"	44(25.4%)	29 (25.2%)		44 (25.4%)	29 (25.2%)		44 (25.4%)	29 (25.2%)	
"I agree"	30(17.3%)	19 (16.5%)		30 (17.3%)	19 (16.5%)		30 (17.3%)	19 (16.5%)	
"I totally agree"	57(32.9%)	32 (27.8%)		57 (32.9%)	32 (27.8%)		57 (32.9%)	32 (27.8%)	
Speaking English provides easy access to information on the Internet.			0.653			0.653			0.653
"I totally don't agree"	23(13.3%)	20 (17.4%)		23 (13.3%)	20 (17.4%)		23 (13.3%)	20 (17.4%)	
"I don't agree"	27(15.6%)	18 (15.7%)		27 (15.6%)	18 (15.7%)		27 (15.6%)	18 (15.7%)	
"I partly agree"	30(17.3%)	23 (20.0%)		30 (17.3%)	23 (20.0%)		30 (17.3%)	23 (20.0%)	
"I agree"	36(20.8%)	25 (21.7%)		36 (20.8%)	25 (21.7%)		36 (20.8%)	25 (21.7%)	
"I totally agree"	57(32.9%)	29 (25.2%)		57 (32.9%)	29 (25.2%)		57 (32.9%)	29 (25.2%)	

Note. Chi-Square test analysis.* $p < 0.05$

In Table 5, the answers of the questions 9 – 13 of the attitude scale were compared with three components of self-assessment statements of participants' reading skills in English. As the results were presented in Table 5, no significant relationship was found between benefit-oriented attitude dimensions and the three components of reading skills in English.

It was stated in the study of Deore (2012) that students were handled with more information than they could ever use or need via the Internet. With e-mail, students could have

contact with other students around the world studying on the same projects. Deore (2012) also emphasized that the Internet allows students to read the latest news on specific topics they were working. They could search and find out what was happening around the world of politics at that very moment. This situation could give support to connect themselves to the real world (Deore, 2012).

Polat et al. (2003) pointed out in their study the advantages of the Internet that one of them and the most important one, was the area of data inquiry that increased accessibility of many referred materials and information in various kind of categories. Owston (1997) stated, the Internet was a genuinely open technology, making users easy derivation any hardware and software to get a useful date from the network.

4.2.3. The Socializing-Oriented Attitude Dimension

Table 6

The relationship between the Socializing-Oriented Attitude Dimensions and Components of Reading Skills in English

	Self-competence Sense of Reading in English			Guessing the Meaning of New Vocabulary in English Reading			Understanding the Meaning of Passage and Sentences Briefly in English Reading		
	Yes % (n)	No % (n)	P*	Yes % (n)	No % (n)	P*	Yes % (n)	No % (n)	P*
I scare to chat with an English native speaker			0.056			0.282			0.534
"I totally don't agree"	57(32.9%)	21(18.3%)		45 (26.3%)	33 (28.2%)		54 (27.4%)	24 (26.4%)	
"I don't agree"	24(13.9%)	20(17.4%)		26 (15.2%)	18 (15.4%)		31 (15.7%)	13 (14.3%)	
"I partly agree"	37(21.4%)	23(20.0%)		36 (21.1%)	24 (20.5%)		45 (22.8%)	15 (16.5%)	
"I agree"	20(11.6%)	17(14.8%)		17 (9.9%)	20 (17.1%)		25 (12.7%)	12 (13.2%)	
"I totally agree"	35(20.2%)	34(29.6%)		47 (27.5%)	22 (18.8%)		42 (21.3%)	27 (29.7%)	
I never chat in English with foreign people because. I can't speak English very well			0.482			0.051			0.020
"I totally don't agree"	33(19.1%)	21(18.3%)		30 (17.5%)	24 (20.5%)		38 (19.3%)	16 (17.6%)	
"I don't agree"	30(17.3%)	19(16.5%)		27 (15.8%)	22 (18.8%)		34 (17.3%)	15 (16.5%)	
"I partly agree"	43(24.9%)	27(23.5%)		51 (29.8%)	19 (16.2%)		55 (27.9%)	15 (16.5%)	
"I agree"	29(16.8%)	13(11.3%)		27 (15.8%)	15 (12.8%)		31 (15.7%)	11 (12.1%)	
"I totally agree"	38(22.0%)	35(30.4%)		36 (21.1%)	37 (31.6%)		39 (19.8%)	34 (37.4%)	
I haven't chatted with anyone in English,yet			0.063			0.713			0.227
"I totally don't agree"	56(32.4%)	26(22.6%)		54 (31.6%)	28 (23.9%)		60 (30.5%)	22 (24.2%)	
"I don't agree"	23(13.3%)	16(13.9%)		22 (12.9%)	17 (14.5%)		21 (10.7%)	18 (19.8%)	
"I partly agree"	20(11.6%)	9(7.8%)		16 (9.4%)	13 (11.1%)		22 (11.2%)	7 (7.7%)	
"I agree"	25(14.5%)	13(11.3%)		21 (12.3%)	17 (14.5%)		27 (13.7%)	11 (12.1%)	
"I totally agree"	49(28.3%)	51(44.3%)		58 (33.9%)	42 (35.9%)		67 (34.0%)	33 (36.3%)	

Note. Chi-Square test analysis.* p < .05

In Table 6, the answers of the questions 14 – 16 of the attitude scale were compared with three components of self-assessment statements of participants' reading skills in English. As the results were seen in Table 6, there was no significance between the socializing-oriented attitude dimensions components with self-competence sense of reading in English and guessing the meaning of new vocabulary in English reading. The statistically significant relationship between never chatting in English with foreign people because of not being able to speak English very well and understanding the meaning of passage and sentences briefly in English reading within the components of the socializing-oriented attitude dimensions (p=

0.020). The statistically significant relationship between never chatting in English with foreign people because of not being able to speak English very well and understanding the meaning of passage and sentences briefly in English reading within the components of the socializing-oriented attitude dimensions was detected.

Geld (2007) emphasized that using the Internet was positively correlated with linguistic knowledge exhibited by the learners in the reading skill. This result points to the conclusion that the role of the Internet in the process of L2 learning should be further investigated by controlling for various cognitive and social variables.

The study of Alnujaidi (2016) investigated the relationship between EFL students' experience, attitudes, perceptions, and expectations toward the effectiveness of Social Network Sites (SNS), namely, "Facebook, Twitter, YouTube, Instagram, Flickr, Classmates, Academica, MySpace, English baby, and Google+", in English language learning. In their study data analysis showed that the correlations between attitudes and perceptions, attitudes and expectations, and perceptions and expectations were statistically significant. Fageeh (2011) stated that blogs could be a powerful instrument for English language learning essentially reading and writing skills. Although the purpose of the tasks designed to develop writing skills, readings skills were likely to have also enhanced because of the intensive disclosure to reading in the blogs which had stimulated an association with real viewers beyond just the tutor and for a real purpose.

4.2.4. The Entertainment -Oriented Attitude Dimensions

Table 7

The relationship between the Entertainment-Oriented Attitude Dimensions and Components of Reading Skills in English

	Self-competence Sense of Reading in English			Guessing the Meaning of New Vocabulary in English Reading			Understanding the Meaning of Passage and Sentences Briefly in English Reading		
	Yes %(n)	No %(n)	P*	Yes %(n)	No %(n)	P*	Yes %(n)	No %(n)	P*
I like to read the lyrics of the English songs on the Internet			0.044			0.081			0.005
"I totally don't agree"	11 (6.4%)	12 (10.4%)		11 (6.4%)	12 (10.3%)		13 (6.6%)	10 (11.0%)	
"I don't agree"	6 (3.5%)	12 (10.4%)		7 (4.1%)	11 (9.4%)		6 (3.0%)	12 (13.2%)	
"I partly agree"	22 (12.7%)	16 (13.9%)		25 (14.6%)	13 (11.1%)		24 (12.2%)	14 (15.4%)	
"I agree"	29 (16.8%)	22 (19.1%)		26 (15.2%)	25 (21.4%)		38 (19.3%)	13 (14.3%)	
"I totally agree"	105 (60.7%)	53 (46.1%)		102 (59.6%)	56 (47.9%)		116 (58.9%)	42 (46.2%)	
I like to listen to English songs on the Internet			0.459			0.023			0.001
"I totally don't agree"	12 (6.9%)	13 (11.3%)		10 (5.8%)	15 (12.8%)		10 (5.1%)	15 (16.5%)	
"I don't agree"	7 (4.0%)	7 (6.1%)		5 (2.9%)	9 (7.7%)		6 (3.0%)	8 (8.8%)	
"I partly agree"	22 (12.7%)	17 (14.8%)		26 (15.2%)	13 (11.1%)		25 (12.7%)	14 (15.4%)	
"I agree"	26 (15.0%)	19 (16.5%)		23 (13.5%)	22 (18.8%)		35 (17.8%)	10 (11.0%)	
"I totally agree"	106 (61.3%)	59 (51.3%)		107 (62.6%)	58 (49.6%)		121 (61.4%)	44 (48.4%)	
I like to watch a movie or series in English on the Internet			0.103			0.003			0.000
"I totally don't agree"	7 (4.0%)	7 (6.1%)		5 (2.9%)	9 (7.7%)		8 (4.1%)	6 (6.6%)	
"I don't agree"	7 (4.0%)	11 (9.6%)		6 (3.5%)	12 (10.3%)		5 (2.5%)	13 (14.3%)	
"I partly agree"	15 (8.7%)	16 (13.9%)		22 (12.9%)	9 (7.7%)		18 (9.1%)	13 (14.3%)	
"I agree"	36 (20.8%)	24 (20.9%)		29 (17.0%)	31 (26.5%)		41 (20.8%)	19 (20.9%)	
"I totally agree"	108 (62.4%)	57 (49.6%)		109 (63.7%)	56 (47.9%)		125 (63.5%)	40 (44.0%)	

Note. Chi-Square test analysis.* p < .05

In Table 7, the answers of the questions 17-19 of the attitude scale were compared with three components of self-assessment statements of participants' reading skills in English. As the results were shown in Table 7, a meaningful relationship was found between liking to read lyrics of the English songs on the Internet and self-competence sense of reading in English among the components of the entertainment-oriented attitude dimensions ($p= 0.044$). The entertainment-oriented attitude dimensions including liking to listen to English songs on the Internet and liking to watch movies or series in English on the Internet had a significant relationship between guessing the meaning of new vocabulary in English reading ($p= 0.023$, $p= 0.003$ respectively). Meaningful associations between the entertainment-oriented attitude

dimensions and all three components of reading skills were detected. ($p=0.005$, $p=0.001$, $p=0.000$, respectively).

As stated by Islam (2011), the increase in the use of the Internet and computers around the world was the most significant sign of how productive the electronic environment would be in the future learning environment. Instant messaging in all societies, especially in developing countries, was widespread and seemed to be a popular area of use gradually. Other areas to communicate on the net could be listed as discussion sites, interactive blogs, and online form sites. Also, students followed English music, movies, and TV shows by downloading them over the Internet and thus had the opportunity to learn English accents and definitions from different parts of the world (Islam, 2011). According to Akkuzu M. et al. (2015), among primary and secondary schools students, playing games in vocabulary acquisition was very significant while learning English as a foreign language. Playing mobile games in education was an effective strategy for students' motivation (Gaudart, 1999; Muhanna, 2012). Mobile games were a very active factor to motivate students, and it was inevitable that it gave real-time feedback. Therefore, more research studies were needed on mobile games in education particularly on vocabulary acquisition because students needed a high level of motivation when remembering vocabulary in a foreign language (Lo & Tseng, 2011).

Amanlikov (2015) indicated in their study that the use of the original movies with the English subtitles have a positive effect on teaching/learning English. Teaching/learning a second language through the original movies with the English subtitles contained an effective strategy that contributed to the acquisition and mastering of the skills of the target language

(Amanlikov, 2015). The results, gathered from the study of Sabouri (2015), show that “learners who had watched English subtitled movies in classrooms had performed better in the vocabulary achievement tests and their scores” increased significantly. The use of computer facilitated students to achieve better in vocabulary acquisition when it is compared to using the written supplies. The interface of the website could have a substantial influence on students’ performance in understanding the vocabulary (Mustafa, 2012).

Koivuniemi (2012) stressed that there was an relationship between the use of English websites and the score of the vocabulary test, therefore spending more time on English sites extends learner’s vocabulary variety. Also, the outcome provided evidence for this study’s hypothesis that there were not much gender differences in the use of the Internet (Koivuniemi, 2012). Noytim (2006) indicated in their study that the Internet was a powerful tool to assist students in English reading and overall English skills development. These skills seemed to increase students’ confidence in using the Internet to read English more extensively, especially when reading for their preferences (Noytim, 2006). The study of Ismaili (2013) demonstrated that movies appeal scholars’ attention and presents the current language in a more natural way that found in course-books. It was stated by Ismaili (2013) that movies offer a visual context aids to students to understand and expand their learning skills. The findings of Tuan’s study (2011) presented that students who took the WebQuest based program, are provided with a significant improvement in their reading. The findings were further strengthened with positive feedback from students using WebQuest through the online questionnaire. This research made sense that WebQuests can support reading instruction (Tuan, 2011).

4.3. Correlation between Independent Variables and Reading Skills in English Reading among secondary school students

Research question 2: Which independent variables have a correlation with reading skills in English among secondary school students?

Table 8

Distribution of Sociodemographic Features of Participants

		n	% (Percent)
Gender	Male	148	51,4
	Female	140	48,6
Age groups	12 years	17	5,9
	13 years	80	27,8
	14 years	191	66,3
Mother education	primary education	126	43,8
	high school	137	47,6
	university	25	8,7
Father education	primary education	74	25,7
	high school	150	52,1
	university	64	22,2
Monthly income	< 2000 TL	102	35,4
	≥ 2000 TL	186	64,6
Internet usage frequency	never	12	4,2
	<1 hour/day	74	25,7
	1-2 hours/day	128	44,4
	>2 hours/day	74	25,7
Internet status at home	Yes	262	91,0
	No	26	9,0

In Table 8, it can be seen the numbers and percentage of the socio-demographic features of the participants. As shown in Table 8, while the average age of the participants in the study was $13,60 \pm 0,59$, about one- half of the students were female 140 (48.6%) and the other half was male 148 (51.4%). Based on the examination of age groups, 191 (66.3%) was in the age group of 14, and 81 (28.1%) was in the age group of 13 years. When the education levels of the mothers were categorized; 137 (47.6%) was in high school education, and 25 (8.7%) were in university education. As for the levels of father education; 150 (52.1%) was in high school education, and 64 (22.2%) was in university education level. Of the participants, 186 (64.6%) was in the group of house income level with greater than 2000 TL. Approximately half of the respondents 128 (44.4%) was able to use Internet 1-2 hours/day, while approximately one-quarter 74 (25.7%) was able to use Internet 2 hours/day. The majority of the students 262 (91.0%) had Internet access at home. It could be concluded that fathers of participants had higher education levels compared to the mothers. Although the monthly income of the family was not so high, most of the students had Internet access at home.

Table 9***The Correlation between Reading Skills in English and Independent Variables***

	Self-competence Sense of Reading in English			Guessing the Meaning of New Vocabulary in English Reading			Understanding the Meaning of Passage and Sentences Briefly in English Reading		
	Yes n (%)	No n (%)	P*	Yes n (%)	No n (%)	P*	Yes n (%)	No n (%)	P*
Gender			0.456			0.653			0.412
male	92 (53.2%)	56 (48.7%)		86 (50.3%)	62 (53.0%)		49.7%(98)	50 (54.9%)	
female	81 (46.8%)	59 (51.3%)		85 (49.7%)	55 (47.0%)		50.3%(99)	41 (45.1%)	
Age groups			0.149			0.125			0.355
12 years	14 (8.1%)	3 (2.6%)		14 (8.2%)	3 (2.6%)		6.6%(13)	4 (4.4%)	
13 years	46 (26.6%)	34 (29.6%)		48 (28.1%)	32 (27.4%)		25.4%(50)	30 (33.0%)	
14 years	113 (65.3%)	78 (67.8%)		109 (63.7%)	82 (70.1%)		68.0%(134)	57 (62.6%)	
Mother education			0.029			0.036			0.005
Primary education	65 (37.6%)	61 (53.0%)		67 (39.2%)	59 (50.4%)		37.6%(74)	52 (57.1%)	
High school	90 (52.0%)	47 (40.9%)		84 (49.1%)	53 (45.3%)		51.8%(102)	35 (38.5%)	
University	18 (10.4%)	7 (6.1%)		20 (11.7%)	5 (4.3%)		10.7%(21)	4 (4.4%)	
Father education			0.047			0.791			0.038
Primary education	38 (22.0%)	36 (31.3%)		42 (24.6%)	27.4%(32)		42 (21.3%)	32 (35.2%)	
High school	89 (51.4%)	61 (53.0%)		89 (52.0%)	52.1%(61)		107 (54.3%)	43 (47.3%)	
University	46 (26.6%)	18 (15.7%)		40 (23.4%)	20.5%(24)		48 (24.4%)	16 (17.6%)	
Monthly income			0.749			0.100			0.838
<2000 TL	60 (34.7%)	42 (36.5%)		54 (31.6%)	48 (41.0%)		69 (35.0%)	33 (36.3%)	
≥2000 TL	113 (65.3%)	73 (63.5%)		117 (68.4%)	69 (59.0%)		128 (65.0%)	58 (63.7%)	
Internet usage frequency			0.887			0.270			0.693
Never	8 (4.6%)	4 (3.5%)		7 (4.1%)	5 (4.3%)		7 (3.6%)	5 (5.5%)	
<1hour/day	45 (26.0%)	29 (25.2%)		37 (21.6%)	37 (31.6%)		54 (27.4%)	20 (22.0%)	
1-2 hours/day	74 (42.8%)	54 (47.0%)		79 (46.2%)	49 (41.9%)		87 (44.2%)	41 (45.1%)	
>2 hours/day	46 (26.6%)	28 (24.3%)		48 (28.1%)	26 (22.2%)		49 (24.9%)	25 (27.5%)	
Internet status at home			0.129			0.308			0.094
Yes	161 (93.1%)	101 (87.8%)		158 (92.4%)	104 (88.9%)		183 (92.9%)	79 (86.8%)	
No	12 (6.9%)	14 (12.2%)		13 (7.6%)	13 (11.1%)		14 (7.1%)	12 (13.2%)	

Note. Chi-Square test analysis.* p < .05.

In Table 9, it can be seen the correlation of the socio-demographic features of the participants and three components of self-assessment statements of participants' reading skills in English. According to Table 9, the relationship between self-competence sense of reading in English and mother and father education levels was found statistically significant ($p=0,029$; $p=0,047$, respectively). Guessing meaning of new vocabulary of students within reading skills was only associated with mothers' education level ($p=0.036$). The significant relationship was found between understanding the meaning of passage and sentences briefly in English reading and mother & father education levels ($p=0,005$; $p=0,038$ respectively).

The educational level of the parents and the learning strategies of the pupils were examined by Somuncuoglu and Yildirim (2000). This finding of the research was consistent with the finding that Somuncuoglu and Yildirim's study (2000). It was found that students with higher levels of parental education used learning strategies, more often than parents with lower levels of parental education. Xuesong (2006) found that as a result of studying family support in Chinese language learners' families, the families found that the child had witnessed language development, facilitated language learning, recommended language learning, and positive outcomes in the language learning of the student as a result of teacher parental cooperation. Parallel to findings of Karahan's study (2015) it was concluded that the level of use of vocabulary learning strategies by 8th-grade students was significantly different from the total scores of mother education level and social strategies sub-dimension.

In this study, there was no significant correlation between the monthly income of family and reading comprehension skills of students. In some other studies as the findings of Adzido and et al.'s study (2016) implied that family income of Polytechnic students could influence their learning process, motivation and academic performance at the long-run. Therefore, the stable financial position of families helped to increase students' motivation, learning process, and have better academic performance. On the contrary, some researchers highlighted that family income is not a significant predictor of better academic performance. The outcome suggested that the purpose of the study was obtained by reference to the results of the study. The research concluded that high family income could improve students' performance, but for severe and responsible students should not have an excuse for low family income low performance. No substantial correlation was found between Internet access at home or spending time on the Internet in a day and reading comprehension skills of students.

There were no meaningful relationship between gender and reading skills in English of participants. It was found that the participants' gender was not an effective factor in academic success in Ekmekyermezoglu's study (2010), either. Meneka (2017) pointed out in their study that there was no significant difference in reading comprehension to academic achievement in English based on gender (Male & Female) of selected higher secondary students. Chege (2012) indicated that there was no significant difference in the performance of boys and girls in reading comprehension. No discrimination with gender should be made in the classroom in the higher classes in reading. Both male and female were able to benefit from reading. There was a correlation between students' usage frequency of English sites and their vocabulary test performance. The extensive Internet use in English, it enhances the students' vocabulary achievement. The result also revealed that using English websites was beneficial for one's learning of vocabulary (Koivuniemi, 2012). There was no meaningful association between age and reading comprehension skills of students. Koivuniemi (2012) stated that "study at the University of Helsinki showed that boys are better in English than girls because they are acquiring English skills through playing video games" (p,3) and also in the same study it was stressed that "the Internet provides another kind of look into the youth's language learning than video games do at present, as it does not attract only one sex" (p. 3).

Regarding the gender variable, Fakeye (2010) made a study on the association between attitude and achievement in English among 400 senior secondary students selected randomly from five secondary schools. The results showed that there was a meaningful correlation between attitude and achievement. Furthermore, it was found that students' attitude is not gender-related. Consequently, there was not a significant variance in the attitudes of male and female students.

There were no significant correlation between reading skills in English and Internet usage frequency or Internet status at home, but in Koivuniemi's study (2012) there was a meaningful correlation between the time spent on English sites and the outcome of the vocabulary test. In other words, when the learner spent more time on English sites, his score in the vocabulary test was better. According to Koivuniemi (2012), this result would point out that spending more time on English sites have an affirmative influence on a scholar's vocabulary acquaintance in English.

4.4. The Relationship between Academic Achievement in Second Language and Reading Skills in English among Secondary School Students

Research question 3: Is there a relationship between academic achievement in second language learning and reading skills in English among secondary school students?

Table 10

The Relationship between Reading Skills in English and Academic Scores of 5th, 6th and 7th grades.

The Self-competence Sense of Reading in English			
	Yes (Mean± SD)	No (Mean± SD)	P*
Grade 5th	4.76 ± 0.54	4.32 ± 0.87	<0.001
Grade 6th	4.68 ± 0.59	4.08 ± 0.97	<0.001
Grade 7th	4.64 ± 0.69	4.09 ± 0.90	<0.001
Guessing the Meaning of New Vocabulary in English Reading			
Grade 5th	4.66 ± 0.67	4.49 ± 0.77	0.032
Grade 6th	4.59 ± 0.66	4.24 ± 0.96	<0.001
Grade 7th	4.58 ± 0.68	4.21 ± 0.96	<0.001
Understanding the Meaning of Passage and Sentences Briefly in English Reading			
Grade 5th	4.71 ± 0.61	4.32 ± 0.85	<0.001
Grade 6th	4.59 ± 0.69	4.13 ± 0.97	<0.001
Grade 7th	4.58 ± 0.68	4.08 ± 1.01	<0.001

Note. Independent sample t-test analysis. *p < .05

In Table 10, it can be seen the correlation between the participants academic scores of 5th, 6th and 7th and three components of self-assessment statements of participants' reading skills in English. As shown in Table 10, there was a significant relationship between the reading achievement scores of self-competence sense of reading in English and grade 5th, grade 6th and grade 7th students' academic achievement (p<0.001, p< 0.001, and p< 0.001, respectively). A statistical difference was found between the skill of guessing the meaning of new vocabulary in English reading with the academic achievement grade scores of grade 6th and grade 7th students (p<0.001, p<0.001). Moreover, a significant association was found between the average scores of the academic achievement grades of the students of all three

classes with understanding the meaning of passage and sentences briefly in English reading in the reading skills. ($p < 0.001$, $p < 0.001$, and $p < 0.001$, respectively).

It was deduced that students' reading comprehension skills were significantly associated with their academic scores of 5th, 6th and 7th grades. As Menaka (2017) et al. stated in their study reading was one of the four essential language skills. It was found in their research that there is a substantial correlation between reading comprehension and academic achievement in English among the selected higher secondary students. Chege (2012) stated in their research results that there was a meaningful relationship between reading comprehension and performance in all the five school subjects with English.

CHAPTER V

CONCLUSION

5.1.Introduction

The purpose of the study was to investigate the relationship between the attitudes towards Internet usage in English and English reading skills among 7th and 8th grade secondary school students. Sub-goals of the current study were to find out the relationship between students' characteristics including gender, age, educational level of parents, monthly Income level of the family, Internet access status at home, spending time on the Internet per day, and academic achievement in second language learning could be associated with reading skills in English. In this chapter, conclusions, according to the discussion of findings from the previous chapter, were presented to bring the study to a clear end.

5.2.Conclusion

At the end of the study, the results showed that the most significant relationship between 4 dimensions of the questionnaire of the attitude of the students using English in Internet environment and three components of reading comprehension skills were the entertainment-oriented attitude dimensions. The entertainment-oriented Internet use involves students' preference to read lyrics of the English songs on the Internet, to listen to English songs on the Internet, and to watch movie or series in English via the Internet. This result showed that learning a new language in joyful activities make learning more effective.

According to the results of the study, it was found that the use of the Internet in English, particularly in terms of entertainment, contribute positively to English reading skills. For this reason, it is suggested that students should be encouraged the use of the Internet in English by appropriate Internet security and duration. It was claimed by Gürbüz et al. in their study (2014) that “ when the entertainment dimension of the questionnaire was evaluated, most of the students use the language of English on the Internet for entertainment (listening to the song, watching a movie)” (p. 25). Momani (2009) also found out that “the attitudes of secondary school students towards learning English as a foreign language and their success in reading”. The results displayed that the participants had unbiased positive attitudes toward learning English. Also, the association between the students’ attitudes towards learning English and their performance in reading comprehension was significant.

Technology affects all parts of education altering the approach of teaching (Paulsen, 2001). As stated by Molchanova (2014) in his study of foreign language education, language skills practically increase via the internet. It is not only an easy way to learn a language online but also it improves learners’other skills as listening and speaking (Molchanova, 2014). Haynes and Baker (1993) stated that the most significant handicap for L2 readers is not the lack of reading strategies but the inadequate vocabulary knowledge of English. These studies showed that the threshold for reading comprehension was lexical knowledge. Lexical problems would, therefore, hinder successful comprehension. Observing the performance of ESL/EFL readers, challenging with unknown vocabulary, researchers have noted the essential role of vocabulary as a predictor of general reading ability (Nation, 2001). As Koivuniemi (2012) stressed “reading online texts, both in one’s own time and when assigned, is extremely good for acquiring necessary language skills” (p. 5). According to Koivuniemi’s study (2012),

“learning English vocabulary using the Internet: a quantitative study of a group of first-year upper secondary students”, the usage of websites in English and the mark of the vocabulary test has a significant relation, and spending more time on English sites expands learner’s vocabulary variety.

Koivumäki (2009) conducted a study on secondary students’ motivation in learning English on the Internet. Koivumäki’s (2009) goal was to display the affection of the Internet on young people’s abilities, motivation, and attitudes towards learning English. The results presented that over 80% felt motivated to learn English outside the classroom. Eventually, young people’s view learning via the Internet was favorable. Learners have pleasure visiting English sites for real free time dedications (Koivumäki, 2009).

As similar to current study, Geld (2007) also stated that “using the Internet was positively correlated with linguistic knowledge exhibited by the learners in the reading skill” (p. 171). As Polat et al. (2003) pointed out in their study that educator who should be conscious of the importance of Internet usage in education. Educators should be aware of the enormous accessible resources of the Internet in their teaching and learning process. Using the Internet facilitated the teachers’ work either in traditional or distance methods (Polat et al., 2003).

The association between reading skills with mother education level within socio-demographic characteristics and academic achievement score in English lesson was detected as statistically significant. Therefore it is clear that activities to develop English reading skills will be useful in increasing English academic achievement. Loucky (2005) cited that “activities in reading can be effective when combined to help build reading fluency since

students improve more when they are more involved in the learning process” (p. 1048). The study also emphasized once more the importance of female students’ education for the future development of society. Because, there was a meaningful correlation between mother education levels and students’ achievements. However, it has to be taken into consideration that all these achievements of students’ learning process could be occurred because of incidental learning. Incidental learning as stated in Shay’s study (2017) is the learning of one stimulus feature while concentrating on another stimulus feature too. Shay (2017) claimed the incidental learning as “incidental learning could occur in many modes inclusive of observations, communications with colleagues about tasks or projects, experiencing mistakes, assumptions and adapting to new situations” (p. 1). The Internet usage for reading in order to develop the overall skills for learner’s comprehension of texts can be straight correlated to learners’ individual needs and interests. Marsick and Watkins (1990) stressed that “formal learning is typically institutionally sponsored, classroom-based, and highly structured. Informal learning includes incidental learning, may occur in institutions” (p. 12). Through incidental learning, assuming the meaning of the word offers no guarantee for the remembering of the link between the word’s form and its meaning. That is to say, estimating from the context does not necessarily end in long-term grasp (Shay, 2017). Marsick and Watkins (1990) also pointed out that “incidental learning is defined as a byproduct of some other activity, such as task accomplishment, interpersonal interaction, sensing the organizational culture, trial-and-error experimentation, or even formal learning” (p. 12). Khalaf (2018) also stated in his study that there is a positive impact of using the internet in teaching TEFL especially on the learners who experience more assisted in their learning process.

All in all, although the learning process occurs in a formal way or incidental way, technology is varying the aspects of progression and having a power on the nature of informal and incidental learning. Computer technology and the Internet facilitate connections for learners to develop reading skills while maintaining other language skills.

5.2.1. Suggestions for Further Study

For future research, it can be suggested that the period can be extended. This study was not a qualitative experimental study. Thus, further studies could be combined with both qualitative and quantitative experimental studies.

For further research, different research designs and data collection instruments could be adopted. For instance, interviews with participants and instructors could be conducted in order to gain more insights into language training.

This study only contained 7th and 8th grades of secondary school students. All grades of secondary school, and also high school students could be included in the future researches.

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APPENDICES

Appendix 1. The Questionnaire(English)

(Sosyal Bilimler Dergisi / Cilt: 16, Sayı 1, 2014, 1-30 / DOI NO: 10.5578/JSS.7387)

The Attitude of the Students Using English in Internet Environment

	<i>5: I totally agree</i>	<i>4: I agree</i>	<i>3: I partly agree</i>	<i>2: I don't agree</i>	<i>1: I totally don't agree</i>
1. I follow up the news pages on the Internet.	5	4	3	2	1
2. I read an e-book on the Internet.	5	4	3	2	1
3. I like to read the newspaper on the Internet.	5	4	3	2	1
4. I use my search engine in English on the Internet.	5	4	3	2	1
5. I access my daily life information in English on the Internet.	5	4	3	2	1
6. I use social network sites in English.	5	4	3	2	1
7. I like to share the message in English on social network sites.	5	4	3	2	1
8. I like to listen to the radio in English on the Internet.	5	4	3	2	1
9. Using English on the Internet helps me to know about different cultures, people, and lives.	5	4	3	2	1
10. Using the Internet in English increases my self-confidence.	5	4	3	2	1
11. Speaking English helps me to get knowledge around the world via the Internet.	5	4	3	2	1
12. Using English on the Internet lets me a chance to share anything with other people all over the world.	5	4	3	2	1
13. Speaking English provides easy access to information on the Internet.	5	4	3	2	1
14. I scare to chat with an English native speaker.*	5	4	3	2	1
15. I never chat in English with foreign people because I can't speak English very well.*	5	4	3	2	1
16. I haven't chatted with anyone in English, yet.*	5	4	3	2	1
17. I like to read lyrics of the English songs on the Internet.	5	4	3	2	1
18. I like to listen to English songs on the Internet.	5	4	3	2	1
19. I like to watch a movie or series in English on the Internet.	5	4	3	2	1

*Negative items.

Sociodemographic Data Form

1. Gender : a) male _____
 b) female _____
2. Age: a) 12 _____
 b) 13 _____
 c) 14 _____
3. Mother's educational status: a) primary school ____
 b) high school ____
 c) university ____
 d) post graduate ____
4. Father's educational status: a) primary school ____
 b) high school ____
 c) university ____
 d) post graduate ____
5. Family's monthly income status: a) 1000- 2000 ____
 b) above 2000 ____
6. Spending time in English on the
Internet per day:
- a) never ____
b) less than an hour ____
c) 1 – 2 hours ____
d) more than 2 hours ____
- 7 . Internet access status at home:
- a) yes there is _____
b) no there is not _____
8. The mark of English language in :
- 5th grade _____ 6th grade _____ 7th grade _____

Self Assessment of Reading Skills in English

- *I feel self-competence in English reading a) yes_____ b) no_____
- * I guess the meaning of new vocabulary in English reading a) yes_____ b) no_____
- *I understand the meaning of passage and sentences briefly in English reading. a) yes_____ b) no_____

Thanks for your Help and Cooperation

Appendix 2. The Questionnaire (Turkish)

(Sosyal Bilimler Dergisi / Cilt: 16, Sayı 1, 2014, 1-30 / DOI NO: 10.5578/JSS.7387)

Öğrencilerin İnternet Ortamında İngilizce Kullanmalarına Yönelik Tutumları

	5: Tamamen Katılıyorum	4: Katılıyorum	3: Kısmen Katılıyorum	2: Katılmıyorum	1: Kesinlikle Katılmıyorum
1. İnternette, İngilizce haber sayfalarını takip ederim.	5	4	3	2	1
2. İnternette, İngilizce e-book okurum.	5	4	3	2	1
3. İnternette, İngilizce gazete okumaktan hoşlanırım.	5	4	3	2	1
4. İnternette, arama motorlarını İngilizce olarak kullanırım.	5	4	3	2	1
5. Günlük hayatımı kolaylaştıracak bilgilere, İnternette İngilizce olarak ulaşıyorum.	5	4	3	2	1
6. Sosyal paylaşım sitelerini İngilizce olarak kullanırım.	5	4	3	2	1
7. Sosyal paylaşım sitelerinde İngilizce ileti paylaşımında bulunmaktan hoşlanırım.	5	4	3	2	1
8. İnternette İngilizce radyo dinlemek hoşuma gider.	5	4	3	2	1
9. İnternette İngilizce kullanmak farklı kültürleri insanları ve yaşamları tanımamda bana yardımcı olur.	5	4	3	2	1
10. İnternette, İngilizce kullanmak kendime güveni artırıyor.	5	4	3	2	1
11. İngilizce bilmek, dünyada neler olup bittiğini İnternette öğrenmemde bana katkı sağlar.	5	4	3	2	1
12. İnternette, İngilizce kullanmak, dili, kültürü ne olursa olsun her insanla paylaşımında bulunabilme şansı verir.	5	4	3	2	1
13. İngilizce bilmek, İnternette bilgiye kolay ulaşılmasını sağlar.	5	4	3	2	1
14. Ana dili İngilizce olan biriyle İnternette İngilizce konuşmaktan korkarım.*	5	4	3	2	1
15. İnternette, yabancılarla İngilizce konuşamam çünkü o kadar İngilizce bilmiyorum.*	5	4	3	2	1
16. Şuana kadar İnternette kimseyle İngilizce yazışmadım.*	5	4	3	2	1
17. İnternette, İngilizce şarkıların sözlerini okumak hoşuma gider.	5	4	3	2	1
18. İnternette, İngilizce şarkı dinlemekten hoşlanırım.	5	4	3	2	1
19. İnternette, İngilizce film ve/veya dizi seyretmekten hoşlanırım.	5	4	3	2	1

*Olumsuz madde

Öğrenci Kişisel Bilgi Formu

1. Cinsiyet : a) erkek _____ b) kız _____
2. Yaş: a) 12 _____ b) 13 _____ c) 14 _____
3. Annenin öğrenim durumu: a) ilköğretim _____
b) lise _____
c) üniversite _____
d) yüksek lisans _____
4. Babanın öğrenim durumu: a) ilköğretim _____
b) lise _____
c) üniversite _____
d) yüksek lisans _____
5. Ailenin aylık gelir durumu : a) 1000 – 2000 tl _____
b) 2000 tl ve üstü _____
6. İnterneti günlük kullanma sıklığı : a) Hiç kullanmam _____
b) Günde bir saatten az _____
c) Günde bir – iki saat _____
d) Günde iki saatten fazla _____
7. Evdeki İnternet erişim durumu: a) evet var _____
b) hayır yok _____
8. İngilizce ders notu: 5.Sınıf _____ 6. Sınıf _____ 7. Sınıf _____

İngilizce Okuma Becerileri Öz Değerlendirme

- | | | |
|---|---------|----------|
| . İngilizce okuma becerilerinde kendimi yeterli hissederim. | a) evet | b) hayır |
| . İngilizce okurken yeni karşılaştığım kelimeleri tahmin edebilirim. | a) evet | b) hayır |
| . İngilizce metinleri/ cümleleri okurken genel anlamda okuduğumu anlarım. | a) evet | b) hayır |

Katılım ve Yardımlarınız İçin Teşekkürler

Appendix 3. Permission from Ankara National Education Directorate

Evrak Tarih ve Sayısı: 16/02/2018-3348



T.C.
ANKARA VALİLİĞİ
Millî Eğitim Müdürlüğü

Sayı : 14588481-605.99-E.2904036
Konu : Araştırma İzni

12.02.2018

BAŞKENT ÜNİVERSİTESİNE
(Eğitim Bilimleri Enstitüsü Müdürlüğü)

İlgi: â) MEB Yenilik ve Eğitim Teknolojileri Genel Müdürlüğü'nün 2012/13 nolu Genelgesi.
b) 29/01/2018 Tarihli ve 605.01/1817 sayılı yazınız.

Enstitünüz, İngilizce Dili Öğretimi Yüksek Lisans öğrencisi Nursel DOĞANLI'ın "Ortaokul 7. ve 8. Sınıf Öğrencilerinde Öğrencilerin İnternet Ortamında İngilizce Kullanmaları ile İngilizce Okuma Becerileri Arasındaki İlişkinin İncelenmesi" konulu uygulama talebi Müdürlüğümüzce uygun görülmüş ve uygulamanın yapılacağı İlçe Millî Eğitim Müdürlüğüne bilgi verilmiştir.

Görüşme formunun (3 sayfa) araştırmacı tarafından uygulama yapılacak sayıda çoğaltılması ve çalışmanın bitiminde bir örneğinin (cd ortamında) Müdürlüğümüz Strateji Geliştirme (1) Şubesine gönderilmesini rica ederim.

Vefa BARDAKCI
Vali a.
Millî Eğitim Müdürü

Güvenli Elektronik İmza
Aslı ile aynıdır.
12.02.2018

A. Konya Çolu Başkent Öğretimi ve Araştırma Bireşimler ANKARA
e-posta: istatistik06@meb.gov.tr

Ayranlı Şişli Çolu
Tel: 0312 224 0017-148.444

Bu evrak güvenli elektronik imza ile imzalanmıştır. <https://evraksorgu.meb.gov.tr> adresinden 8e9c-90dc-37ca-8437-e550 kodu ile testi yapılabilir.

Appendix 4. Permission of Using the Questionnaire

24.09.2018

Gmail - Öğrencilerin İnternet Ortamında İngilizce Kullanmalarına Yönelik Tutumları Ölçeği



Nursel Doganer <nurseldoganer@gmail.com>

Öğrencilerin İnternet Ortamında İngilizce Kullanmalarına Yönelik Tutumları Ölçeği

OCAK Gurbuz <gocak@aku.edu.tr>

10 Ekim 2017 09:57

Alıcı: Nursel Doganer <nurseldoganer@gmail.com>

Merhaba Nursel Hanım,
"Öğrencilerin İnternet Ortamında İngilizce Kullanmalarına Yönelik
Tutumları Ölçeği"nin kullanılmasında bir sakınca yoktur. ölçeği yayınlarda olduğu haliyle kullanabilirsiniz

----- Orijinal Mesaj -----

Kimden: "Nursel Doganer" <nurseldoganer@gmail.com>

Kime: "gocak" <gocak@aku.edu.tr>

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Konu: Öğrencilerin İnternet Ortamında İngilizce Kullanmalarına Yönelik Tutumları Ölçeği

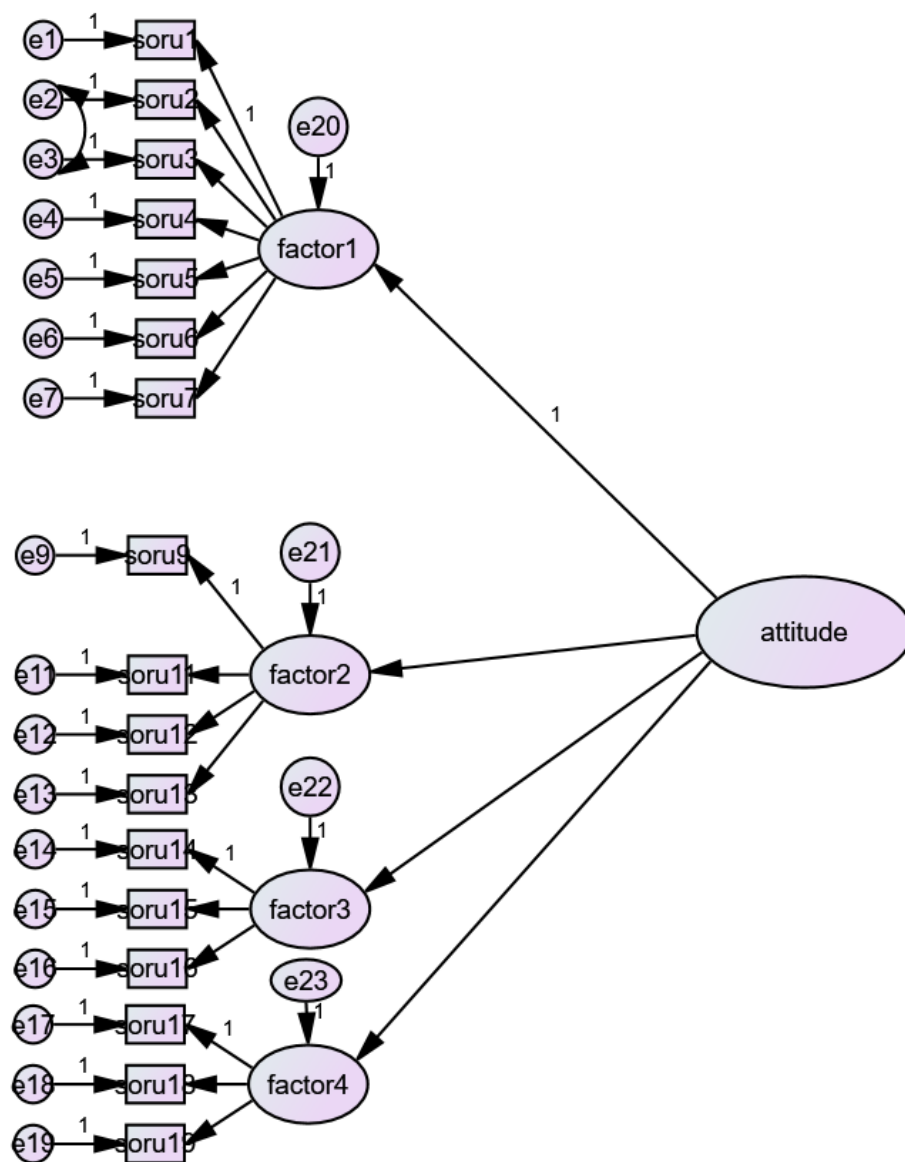
Hocam Merhaba,

Ben Nursel Doğaner. 2003 yılında Selçuk üniversitesi İngilizce öğretmenliği bölümünden mezun oldum ve 2004 yılından bu yana milli eğitim bakanlığında ingilizce öğretmeni olarak görev almaktayım. Şuan Ankara Sincan İMKB Ortaokulunda ingilizce öğretmeni olarak görev yapmaktayım. 2016-2017 yılında Başkent Üniversitesi İngilizce öğretmenli tezli yüksek lisans eğitimine başladım ve bu sene tez aşamasına geçmiş bulunmaktam. Yapmayı düşündüğüm tez araştırmamda sizin yapmış olduğunuz çalışmada bulunan " Öğrencilerin İnternet Ortamında İngilizce Kullanmalarına Yönelik Tutumları Ölçeği" ni de yapacağım diğer anketlerle birlikte izniniz olursa kullanmak isterim. Eğer onay verirsiniz ölçeğin uygulama aşamasındaki formatını gönderbilir misiniz.

Saygılar

Nursel Doğaner

Appendix 5. Figure 1. CFA Measurement Model



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