THE INTERNET, LANGUAGE LEARNING, AND INTERNATIONAL DIALOGUE: CONSTRUCTING ONLINE FOREIGN LANGUAGE LEARNING WEBSITES

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ABSTRACT

In the present study we call attention to the close connection between languages and globalization, and we also emphasize the importance of the Internet and online websites in foreign language teaching and learning as unavoidable elements of computer assisted language learning (CALL). We prepared a checklist by which we investigated 28 foreign language teaching websites (4 from each of seven languages including English, French, German, Italian, Russian, Spanish and Turkish). The participants were 14 third-year university students who were enrolled in the French Language teaching department, but had a basic knowledge of the related languages that was sufficient to read and write. All the students had taken CALL classes at university level, and had previous experience of website evaluation and assessment. As a result of the analyses of the language teaching websites, we observed that they were lacking physically, contextually and pedagogically. Consequently, we built a model foreign language website frame considering the feedback that we received from the subjects. We believe that our website evaluation checklist and model website frame might greatly serve the CALL field.

Key words: CALL, Website design, Internet, Globalization, Social interactions, Evaluation check list,

INTRODUCTION

One wise Turkish proverb says that *animals come to an agreement by smelling one another and human beings by speaking to one another*. What is implied by this proverb is the necessity and power of dialogue among people. The following quotations and proverbs support the notion that language is one of the most complicated, extensive, and beneficial human inventions: "*By words the mind is winged.*" (Aristophanes); "*Човекът е толкова пъти човек, колкото езика знае.*" (Bulgarian): The more languages you know, the more you are a person."; "*Bir dil bir insan, iki dil iki insan.*" (Turkish): One who speaks only one language is one person, but one who speaks two languages is two people (**http://www.omniglot.com/language/phrases/proverbs.htm**); "*Those who know nothing of foreign languages know nothing of their own.*" (Johann Wolfgang von Goethe) (**http://thinkexist.com/quotations/language**).

Language is the glorious art of humanity by which we impress others, convey the messages of our inner world to the exterior, inform the world about what we think, how we feel, and explain what, who, why, where, when, how, which, and much more, which helps us establish a multifaceted web connection between ourselves and everything else.

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In other words, there is a natural and vital relationship between language and communication (Gülmez, 1987)

The dialogue among people has moved to a different dimension through the improvement of the Internet and computing tools, specifically during the last twenty years. Parks (2009) noted that the enormous growth of Internet related applications and computer games over the past fifteen years generated global interest and led to research of computer-mediated communication. Nevertheless, Callahan (2009) stated that the global ubiquity of information and communication technologies, and especially the Internet, has raised the question of what specific effect those technologies will have on different regions and cultures. Although it might be argued that the Internet and computers have made people antisocial, it is an observable fact that more and more individuals from different countries easily get in contact with each other, know each other and learn about the culture, language, and lifestyles of their respective populations. In support of this idea, Lee (2009) reported that statistical evidence shows that people use the Internet as a social tool to keep in contact with their families and friends. Lenhart et al. (2007) postulated that people use the Internet to make connections and maintain their relationships with each other. It is therefore indisputable that the Internet is one of the most social and extensive inventions of the century. The Internet has contributed to the development and expansion of scientific information and publications as a result of the increase in electronic journals and books. The importance of the Internet in today's society cannot be ignored since it has played a major role in creating a publication trend (D'Urso, 2009; Lebrun, 2002: 193). It has created a virtual reality, which is indeed very closely connected with real life, and it has removed borders between countries all over the world.

PREVIOUS RESEARCH

Language, Dialogue, and Globalization

One might speculate that initially the so-called globalization was triggered by mutual language and dialogue among societies, which nowadays occurs in the opposite direction. That is, the need for learning foreign languages and improving the dialogue among societies is forced by globalization. Because of global and economic benefits, language has a significant effect on the formation of community blocks over the world such as in the European Union, Northern and Southern African Unions, and the North American Free Trade Agreement (Aksu, 2006:8). Regardless of his/her origin, color, religion, nationality, or sex, every individual is aware of the fact that s/he is primarily and naturally a citizen of the planet Earth. Although physical borders still remain in many places of the world, it seems that the process of removing economic and scientific borders began long ago, a process which step by step significantly alters social interactions and brings us into a virtual world. Technological products such as radio, television, telephone, and more recently the computer and the Internet might be suggested as being the pioneers of this alternation, in their role as tools of communication and information. Wide areas and an increasing number of people have been exposed to, and are still being affected by those diverse products of technology that form a huge social network. Barnes (2009) indicated that social networks and virtual worlds that are part of the social networking category are promoting the investigation of the ways people interact with each other. In addition, Adams et al. (2005) and Russell et al. (2008) concluded that the Internet can increase connectivity and social supports, and thus improve life satisfaction. Technology has therefore affected not only the lifestyle of individuals and communities but also their language, thoughts, and codes of behavior. Undoubtedly, dialogue without a mutual language and comprehension would be artificial and ineffective. It should therefore be a first priority to apply technology to help teach different languages to different societies.

To sum up, global relations not only encourage but also urge dialogue among nations, and this can be successfully achieved only when there is a mutual language and successful interlocution. Teaching and improving foreign language knowledge is therefore a must.

The Internet Service and Foreign Language Learning

The Internet was first started in the USA at the end of the 50s as a military research project named "ARPA" (Advanced Research Projects Agency) that was used for communication purposes by the army and academicians in American universities. In parallel with the development of informatics and communication, the local network ARPANET was expanded to become a great web comprising large areas and, now is being used by millions of people. Today, the Internet is being used for a great variety of purposes such as communication, research, commerce and business, and education. The contribution of the Internet and computers to education cannot be ignored, and the potential of online websites should be utilized more efficiently. The importance of the Internet is very significant, especially regarding distance and autonomous learning by enabling and enhancing many educational applications (Baron & Bruillard, 1996: 45; Derville & Perrin, 1998; Mangenot, 1997: 120). An increasing number of universities all over the world are starting or are already involved in distance learning projects, which are supported by websites that are accessible online. The combination of the Internet, computers, and online websites that contain well designed, established and evaluated pedagogical materials therefore offer a significant potential for education (Wang & Coleman, 2009; Felix, 1999, 2002; Nah et al., 2008; Coste, 1996). The field of foreign language teaching has utilized this potential, which offers a chance to learn not only the language of other communities, but also their culture and lifestyle, which contributes to the development of dialogue among societies.

To this end, online language learning sites have the potential to boost both the proficiency level of learners, and the dialogue among societies that are closely connected with language. It is therefore important to utilize the Internet to its full potential and to design and develop effective materials that will fill the content of online language learning sites.

Online Language Learning Websites

Although there are many foreign language teaching websites on the Internet, it is not possible to ascertain that these are well organized, and pedagogically and methodologically well established (Lancien, 1998a). Despite the huge demand for user-friendly online sites and materials, almost all language teaching websites lack standardized unity and management.

Mangenot (1998a) pointed out that foreign language teaching websites are quite diverse both structurally and contextually, which deviates them from their aim. Likewise, Kartal (2005) postulated that most language learning sites do not use the Internet to its full potential, and the pedagogical approach is reduced to just answering structural exercises such as multiple choice questions, true or false items, and fill in the blanks. He reported that learning sites do not reflect pedagogical scenarios and learning theories, and neither the objectives nor the proficiency levels and the target audience are indicated in these websites. However, many researchers recognize a number of pedagogical benefits of the Internet in the context of foreign language learning. These researchers suggested that any kind of authentic materials provided online, be written, audio or visual, that aim at developing knowledge, communication, and/or a language skills would be beneficial, as they can enable learners to practice their knowledge (e.g., Cord-Mounoury, 1999, 2000; Lancien, 1998a; Tomé, 2000; Mangenot, 1998b). The Internet can therefore be evaluated as a good educational technology that also provides people with a simulating environment that is easy to access, and provides a variety of practice materials.

In order to accelerate the foreign language learning process and communication among societies, there is a need to develop a formal, reliable, and comprehensive language learning portal(s). Online language and communication portal(s) can be managed either by certain companies or states, thus serving the whole world, or by individual enterprisers who will get their constructions accredited by an authority, and serve a general or specific group. Either way, unifying and arranging online sites would not only

make the Internet more user-friendly but also make it a better, easier to control and better advertised resource.

Standardized Websites and Materials

One example of a good model would be one that is established through channels. Like all operating systems in our computers, the Internet can also be rearranged in a way that as users go on the Internet they will face clear, well established, and organized channels, tunnels from which to choose and initiate their online journey. These portals should provide users with various sub-channels to go through, which could be thematically arranged, such as a *social tunnel, economic tunnel, scientific tunnel, etc.* When a user then goes on the Internet, s/he will be better assisted in reaching his/her intended goals and in following his/her direction without being distracted. Each tunnel should have its own detailed construction and composition to ensure the satisfaction of users' needs.

Even though diversity of construction, composition, and content might be desired, standardization and accreditation of sites and materials would enable the provision and development of effective and efficient sources and activities. Once unity is established in the world of the Internet, users from any social, cultural, or educational background might find it easier to use, and will benefit from it even if they are not familiar with the language in which a website is prepared. Nowadays, although online sites might be very interesting and useful, from our personal experience we have found that they are hard to use and benefit from even for educated individuals, either because the language of the sites is unknown to the users or the construction of the sites is not user-friendly.

For this reason, attaining a level of acceptability regarding the appearance and content of websites is important. In the following descriptive points we propose and explain the characteristics of a good website:

1) Physical Characteristics: The physical characteristics of a website can be defined as the features that form the general structure of the site. These features such as color, parts and sections, links and buttons, etc. would be mostly related to the design of the website. A good website should have the following physical characteristics:

> ➢ A good, user-friendly design where each part and section should be clearly seen and easy to use.
> ➢ The site should allow for easy transition between sections without bothering the user by opening a lot of windows, or leading him/her to unintended places.
> ➢ The color of the site should not tire the eyes of the users, and should stimulate certain nerves in the brain while also providing relaxation.
> ➢ Users should be able to use online dictionaries or some other programs in concordance with the activities and exercises in the site.
> ➢ Users should be able to find rich written, audio, and visual materials related to any linguistic subject or skill.

2. Contextual Characteristics: The contextual characteristics of a website can be defined as the features of the content that is in the site. These features such as testing tools, software, lesson plans, exercises, etc. would be mostly related to the material used in the site Explanation and guidance throughout the pages should be clear to enable users to benefit from the content without the need for any exterior tutor. According to this, a good website should have the following contextual characteristics:

> ➢ Users should be able to find materials appropriate for the level, subject, or type of their choice.
> ➢ The materials should be up to date and authentic in order to match the needs and interest of the users. The materials should be arranged carefully under specific titles.
> ➢ There should be materials of every type (e.g., written, visual, audio) for every level and every subject.

> ➢ The available materials should be supported by extrinsic sources and programs such as search engines, newspapers, magazines, radio and TV stations, papers, posters, etc.
> ➢ The exercises in the site should allow for customization and contribution of the users, and be of flexible use. Learners should be able to save, delete, change, or go back or forward while doing the exercises.
> ➢ The users should receive feedback, and they should be able to choose the type of feedback needed.
> ➢ The construction of practice and testing tools should serve the option for learners to choose from various types and levels of exercises.

3. Pedagogical Characteristics: The pedagogical characteristics of a website can be defined as features that contribute to the learning and teaching process regarding the use of methods, approaches, feedback, and everything related specifically to education. Thus, a good website should have the following pedagogical characteristics:

> ➢ Explanation and guidance about the exercises and activities should be short and comprehensible.
> ➢ Provided feedback should be informative, reinforcing, and constructive.
> ➢ The content should be designed considering the innovations in the education and language teaching fields.
> ➢ All materials should be at an appropriate level, authentic, and applicable regarding the needs, scope, and goal of the website.

PURPOSE OF THE STUDY

In the present study, first we are going to emphasize the necessity for establishing close dialogue among nations as a prerequisite for global collaboration and cooperation, and discuss the connection between globalization and language. Next, we are going to suggest that there is a need for well organized online portals aiming at improving the linguistic knowledge of the users, and the dialogue among cultures. Third, we are going to offer a checklist for website design and development that will help standardize websites and materials used on the Internet. Later, we are going to examine language learning websites of 7 major European languages by means of the evaluation form prepared in this study. And last, we will present a model, user-friendly foreign language website frame which can serve as a template for further website design.

The present study aims at finding answers to the following questions:

1. Are the language learning websites provided for English, French, German, Italian, Russian, Spanish and Turkish adequate?
2. Do the materials used in the websites meet the needs of users, and are websites generally of sufficient quality?
3. What are the features of a good language learning website?

METHOD

The present study is composed of three main sections. In the first section we aimed at preparing a good website evaluation checklist that would concentrate on foreign language learning, and would be sufficient in assessing the quality of online websites structurally, contextually, and pedagogically. In the second section we studied online foreign language learning websites that were prepared to teach English, French, German, Italian, Russian, Spanish, and Turkish (4 of each language) to determine the strong and weak sides of the sites provided on the Internet. We evaluated those websites with the help of the checklist that we prepared. In the last section we designed a template frame to show how a good foreign language teaching/learning website should be constructed.

Participants

The analyses of online language learning websites were carried out by 14 third-grade university students (1 male and 13 females) who were enrolled in the French Language teaching Department, but had a basic knowledge of the related languages that was enough to enable them to read and write. All the students had taken CALL classes at university level, and had previous experience with website evaluation and assessment. Each student analyzed 2 websites in one language. The subjects who analyzed the Russian websites had learnt the language in Bulgaria during their secondary education. Those who analyzed the Italian and Spanish sites had received education in these languages at private language courses during their university education. The German and English sites were analyzed by students who had taken classes in those languages as a foreign language in high school. All the native Turkish speaking students were already enrolled in the French Language Department. All subjects voluntarily participated in the research.

Materials

In the present study we used desktop and laptop computers which were running Internet *Explorer 8*, and *Google* was used as the search engine. A total of 28 online websites (4 of each language mentioned above) were examined with the help of the foreign language website evaluation form prepared in the present study (see Appendix 1).

For the evaluation of the websites we used our new checklist which was composed of two main sections, the second section of which consisted of three parts aiming at eliciting information about the physical, contextual, and educational state of the site. The first section was aimed at eliciting general information about the website such as the name, URL address, language options, target level, etc. The physical state part in the second section was formed of a 5-point *Likert* scale that evaluated features such as the color, font, general structure and tidiness, etc. The contextual state part was formed of Yes/No items that evaluated the availability or lack of aids such as archives, dictionaries, grammar books, audio and visual materials, etc. The educational state part evaluated the website regarding the pedagogical sufficiency of the materials used in the site and the methods. This part was formed of a 5-point *Likert* scale as well.

Procedure

Cord-Maunnoury (1999) stated that the act of evaluating a language learning site requires particular consideration of previously accomplished work. We will also refer to grids, types, parameters and criteria that were used previously for the evaluation of websites. Initially, nine checklists or forms (listed at the end of the references) that focused specifically on the evaluation of foreign language websites were gathered together, compared and contrasted. As a result of the examination, a new, easy-to-use evaluation form was created from the available forms (see Appendix 1).

The second step was to determine which foreign language websites to evaluate. For this specific purpose, we concluded that an Internet user would most likely use search engines to find online websites or materials in the target language to aid him/her in the learning process. We therefore decided to use a standard phrase while searching online websites. The phrase was "*learn …*", where the triple dot was replaced with the name of the language (e.g., learn English, learn French, learn Russian, etc.). We entered this phrase in the *Google* search engine, and extracted four website addresses from among the first six that appeared on the list (see Appendix 2). We noted those addresses and asked each student to choose two websites among these. Students were not allowed to choose the same site(s).

In the last step, we designed a template frame (see Appendix 3) for a good foreign language teaching website by means of *FrontPage* and *Macromedia* software. The template frame was designed considering the strong and weak sides of the evaluated online websites according to the feedback received from the students.
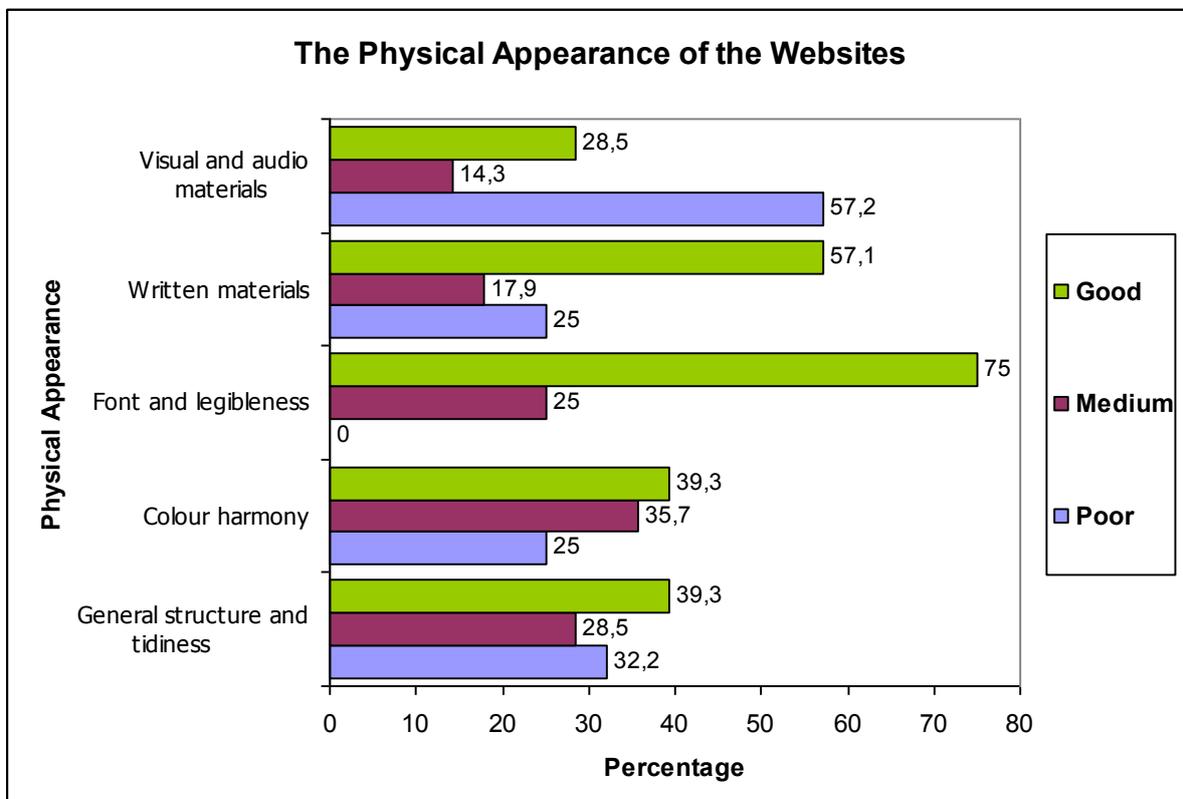
RESULTS AND DISCUSSION

The results of the data analyses and the discussion of the findings are presented as follows:

1. Findings related to the general state of the websites

When the websites that were in the scope of the present study were evaluated with regards to their general state, it was observed that all of them were accessible through search engines, and it was not clear whether the websites (85%) were updated regularly. It was also determined that the level of the target audience was not indicated in the websites, and that a significant portion of the websites (90%) aimed at beginner/elementary level(s), and only 10% aimed at intermediate level. The analyses revealed that all of the websites were prepared for a general purpose, since there was no indication of a specific target group.

Since the websites were not updated regularly, and the target audience was not stated additionally, one might guess that those who designed the websites did not have as much information as in the course books, nor did they claim responsibility educationally. In addition, linguistic and pedagogic approaches were not considered, which shows that a haphazard approach was adopted while preparing the sites. These facts would not provide positive assistance to a student of any proficiency level willing to improve his/her language. Additionally, a significant portion of the websites was not updated regularly, which suggests that they are not very sensitive towards innovations in the field. It was also observed that English was the only language option in most of the sites, which is a deficiency in not providing students with other language options to choose from. Nevertheless, the fact that all sites are accessible to people is a good feature, as well as the fact that the sites are free to use, and do not limit the users.

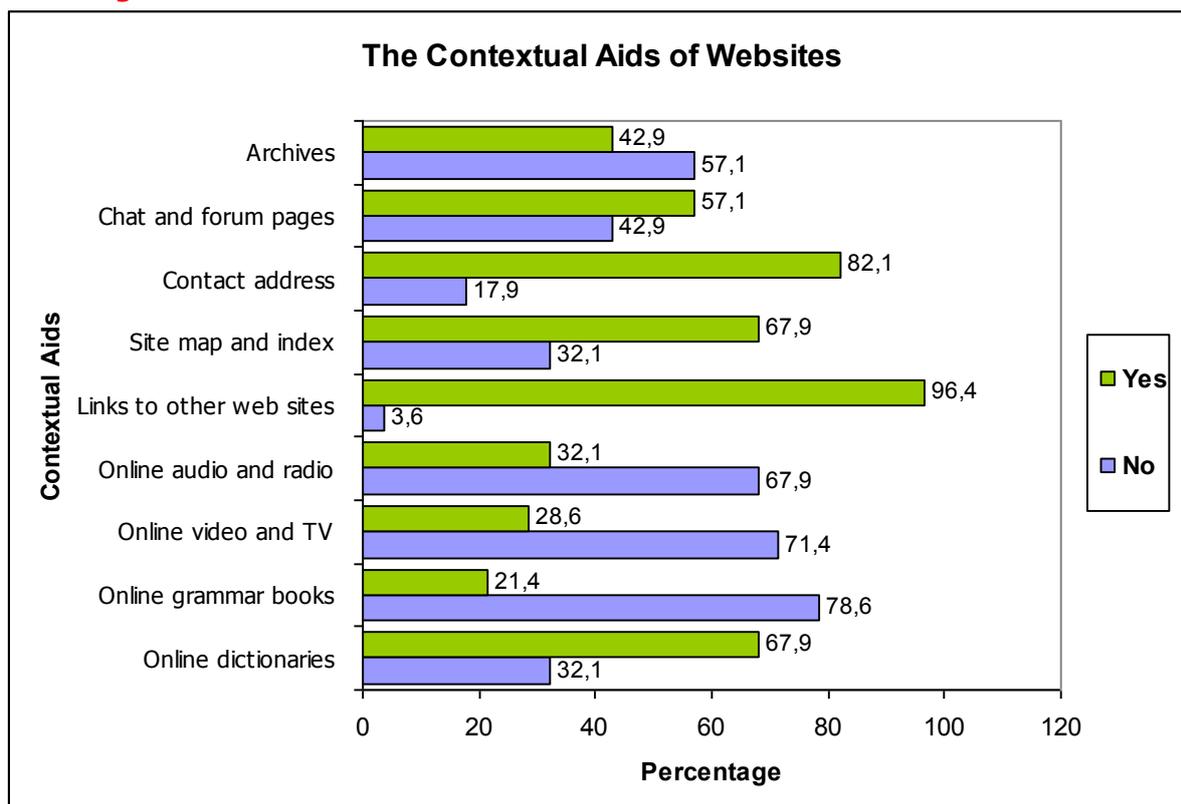### 2. Findings related to the Physical Appearance of the Websites

The Physical Appearance of the Websites

Physical Appearance	Good	Medium	Poor
Visual and audio materials	28,5	14,3	57,2
Written materials	57,1	17,9	25
Font and legibleness	75	25	0
Colour harmony	39,3	35,7	25
General structure and tidiness	39,3	28,5	32,2

Graphic 1
The Physical Appearance of the Websites

The data obtained from the evaluation reports of the teacher trainees related to the physical appearance of the websites are presented in Table 1. The results show that a significant portion of the websites (57,2%) were poor regarding the visual and audio materials, and only 28,5% of the websites were rated as good. On the other hand, a significant portion of the sites (57,1%) were assessed as good regarding the written materials, and 25% of the sites were evaluated as poor. In the evaluation of physical appearance the feature that had the highest percentage of good ratings (75%) was the font and legibility. Furthermore, none of the evaluated websites was reported as poor in relation to font and legibility. While less than half of the sites were evaluated as good regarding color harmony, 35,7% were reported as medium, and 25% as poor. It was also stunning that 32,2% of the sites were evaluated as poor regarding the general structure and tidiness.

Considering the importance of visual and audio elements in language education, it is not unfair to postulate that the sites pay no attention to this feature, and were therefore reported to be poor, even though there are nowadays many possibilities to offer more visual and audio materials on the Internet. This also shows that in the design of websites, the structural approach has been strictly followed, and it has not gone beyond the features of books. This finding related to the sites is consistent with the report by Selweyn (2004), who proposed that websites have been designed in accordance with a traditional training concept, and that structuralism was the dominant view, with mostly written materials used. It is therefore clearly observed that the online sources are not consulted sufficiently (Lancien, 1998b:103), and that the audiovisual materials on the Internet have not been assimilated yet.

It is important to design websites in such a way that they grasp and keep the attention of students, do not tire their eyes, and sustain a unity regarding font and legibility. However, as observed in the present study, it is clear that the general structure is ignored in the design of the sites. İpek (2001: 275) pointed out the importance of page layout from the perspective of students, proposing that information should be distributed equally on both sides of the websites, avoiding the accumulation of information on a single side. The insufficient evaluation of color composition shows that websites were designed without consulting specialists, website designers and draftsmen/graphic artists in the field. An important portion of the websites was judged to be insufficient regarding general structure and tidiness. In relation to this specific matter, Kartal (2005) stated that this defect makes exploration within the site complicated for students, forcing the need for a tutor to help during the process. It was also determined that visual design components were disregarded. However, according to the *Cone of Experience* model of Dale (1969), *the more senses are included in learning process the better learning occurs, and more delayed is forgetting*. In accordance with this view, people learn mostly by seeing (83%), followed by hearing (11%), smelling (3,5%), touching (1,5%), and tasting (1%). The inclusion of visual and audio supportive materials in learning therefore seems to be quite important.

**3. Findings related to the Contextual Aids of the Websites**

The Contextual Aids of Websites

Contextual Aids	Yes	No
Archives	42,9	57,1
Chat and forum pages	57,1	42,9
Contact address	82,1	17,9
Site map and index	67,9	32,1
Links to other web sites	96,4	3,6
Online audio and radio	32,1	67,9
Online video and TV	28,6	71,4
Online grammar books	21,4	78,6
Online dictionaries	67,9	32,1

Percentage

Graphic 2
The Contextual Aids of the Websites

When the table that shows the contextual aid features of the sites was investigated, it was observed that 96,4%, in other words, almost all the sites, provided links to other sites. It was also observed that 82,1% included a contact address, and 67,9% of the sites had a site map and index, and online dictionaries. Nevertheless, a significant portion of the sites (78,6%) did not provide online grammar books, 71,4% did not serve online video files and/or TV, and additionally, 67,9% did not serve online audio files and/or radio.

An important reason for designing online learning sites is that they provide opportunity for individual, autonomous learning (Chevalier & Perrin, 1997). The websites in question have been designed for specific, individual learning purpose, and thus, the importance of contextual aides for learning is great. However, the sites do not include sufficient supplementary aids that will assist students in their autonomous learning. Apart from the general features of the Internet, students are distracted and disoriented since websites do not provide sufficient supportive tools, and frequently direct them to other sites. It is also not naïve to comment that the lack of visual and audio sources will negatively affect the practice of a target language, which emphasizes the need for materials that will improve listening and comprehension. In addition, the lack of grammar books also shows that the Internet and online websites are insufficient in the implementation of autonomous learning.

The Educational Sate of the Websites
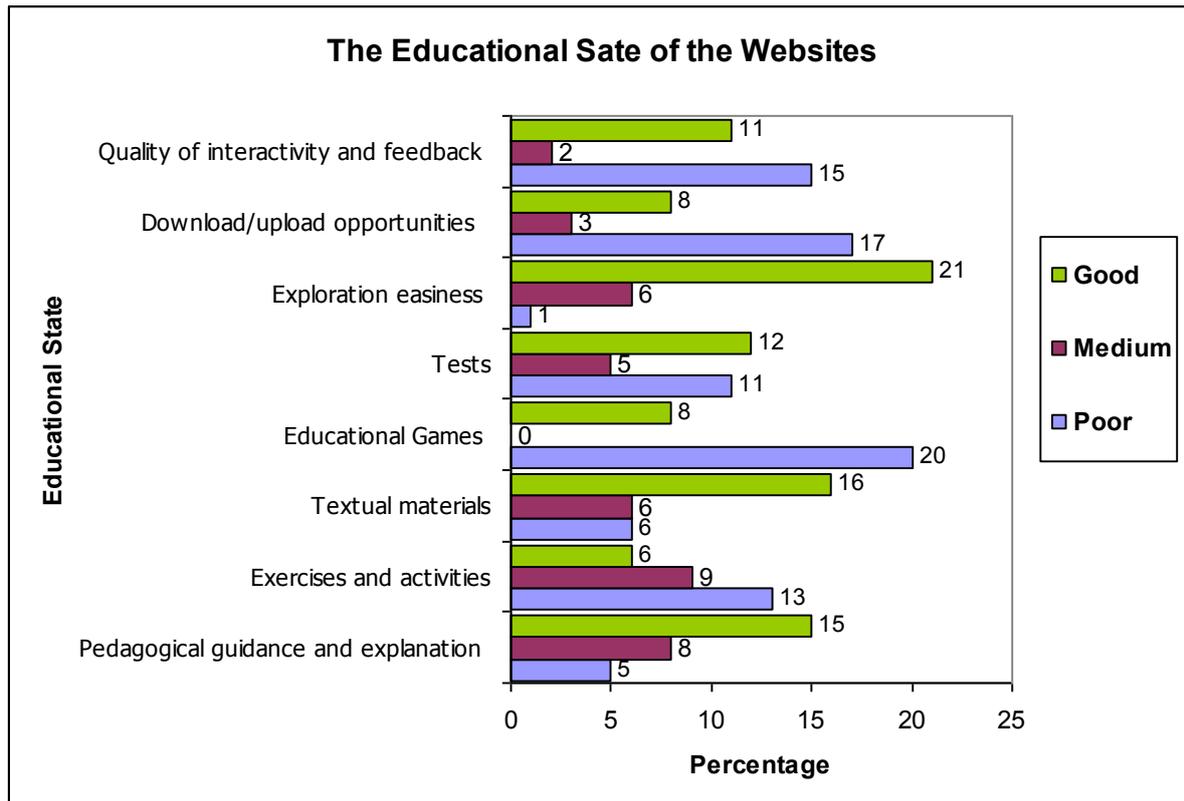
Graphic 3
The Educational State of the Websites

The educational state of the websites is presented in table 3. When the table is analyzed, it might be noticed that 60,7% of the sites hold the quality of exploration easiness, and 57,3% include good written materials with sufficient pedagogical guidance and explanations. However, it is stunning that an important portion of the sites (71,4%) does not include educational games. Nevertheless, Hong et al. (2009) concluded that digital games have played a crucial role in developing the intelligence of learners, and thus, should not be neglected. Uzun (2009) has underlined the necessity for more use of educational games in language learning and teaching, which would be very appropriate and easy to apply in a computer environment, where the teacher does not exist and learners are autonomous. Thus, it would be very beneficial to add more educational games in the language learning websites. Moreover, more than half of the sites (53,6%) are poor regarding the quality of interactivity and feedback, and 47,2% of the sites contain only poor quality exercises and activities.

Since learning on the Internet is done through mutual interaction between the learner and the site, the interactivity of the system is of utmost importance (Chanier, 2000). Feedback should be provided by the computer since a teacher is not available in the computer environment (Eisenbeis, 2001). In this process the student will learn through one on one interaction with the computer. The direct feedback that is provided by the teacher in classroom environment is replaced by the feedback that will be provided through the computer in the Internet based learning environment. Since the learner will learn on his/her own, it is vital to provide him/her with effective positive and negative feedback, to fully establish the online learning process. Piaget (1969:47) also emphasized that a student will direct himself/herself according to the feedback s/he receives, and will advance in his/her way.

A MODEL LANGUAGE LEARNING WEBSITE

Our model website (see Appendix 3) consists of clearly arranged parts that are noticed easily by the users. The sections are organized considering proficiency level, skill type, and/or content. There are some specific language options to choose from, and users have every opportunity to contact the website administrator, and to upload any kind of material. The last updating time of the website is indicated, and every material that has been posted on the site can be found in the archives section. Our website is also strengthened by the availability of online radio, TV, dictionaries, chat and forum pages. We designed the website in such a way that users would not be distracted by other links and websites out of our site, but will have the opportunity to visit other useful websites online whenever they need or wish.

CONCLUSION AND SUGGESTIONS FOR FURTHER RESEARCH

In the present study we pointed out the power of the Internet and online websites as supportive and indeed very efficient tools for foreign language teaching and learning. We have also proposed a checklist (Appendix 1) that might be used for evaluation of the general quality of the foreign language teaching websites, and evaluated 4 websites from each language aiming to teach English, French, German, Italian, Russian, Spanish and Turkish as a foreign language (Appendix 2). Based on the results obtained in this study we designed a template frame that demonstrates how a good foreign language teaching website should be organized (Appendix 3).

Researchers and website designers that deal with foreign language teaching and/or learning might be interested in improving the foreign language teaching website evaluation scale, and in developing the template frame for a good website that we proposed, in order to ensure that future language learning websites meet the needs of students both qualitatively and quantitatively. The model language learning website frame that we offered in the present study might be fully established hereafter by putting pedagogically appropriate, interesting and authentic materials under the specified headlines, and by testing their efficiency. Once the physical and pedagogic efficiency of a website is affirmed, all other foreign language learning/teaching websites might be willing to follow a similar format and content to better serve and help people who are interested in learning a foreign language.

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ACKNOWLEDGEMENTS

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Appendix 1: Foreign language website evaluation check list

FOREIGN LANGUAGE WEBSITE EVALUATION FORM

General State

Name of the site					
URL address					
Accessible through search engines		Yes ☐		No ☐	
Updated		Yes (Definite) ☐		No (Indefinite) ☐	
Language options	English ☐	French ☐	German ☐	Turkish ☐
	Russian ☐	Italian ☐	Spanish ☐	Other ☐
Target audience	General ☐	Specific group ☐		
Target level	Elementary ☐	Intermediate ☐	Advanced ☐	

Physical Appearance

	Very poor	Poor	Medium	Good	Very good
Colour harmony	☐	☐	☐	☐	☐
Font and legibility	☐	☐	☐	☐	☐
General structure and tidiness	☐	☐	☐	☐	☐
Visual and audio materials	☐	☐	☐	☐	☐
Written materials	☐	☐	☐	☐	☐

Contextual Aids of the Website

	Yes	No	
Archives	☐	☐	
Chat and forum pages	☐	☐	
Contact address	☐	☐	
Links to other web sites and software	☐	☐	
Online audio and radio	☐	☐	
Online dictionaries	☐	☐	
Online grammar books	☐	☐	
Online video and TV	☐	☐	
Site map and index	☐	☐	

Educational State of the Website

	Very poor	Poor	Medium	Good	Very good
Download/upload opportunities	☐	☐	☐	☐	☐
Educational games	☐	☐	☐	☐	☐
Exercises and activities	☐	☐	☐	☐	☐
Exploration easiness	☐	☐	☐	☐	☐
Pedagogical guidance and explanation	☐	☐	☐	☐	☐
Quality of interactivity and feedback	☐	☐	☐	☐	☐
Tests	☐	☐	☐	☐	☐
Textual materials	☐	☐	☐	☐	☐

Appendix 2: Foreign language learning websites

English
http://www.learnenglish.org.uk/
http://www.tolearnenglish.com/
http://www.bedavaingilizce.com/
http://www.englishclub.com/learn-english.htm

Turkish
http://www.turkishclass.com/
http://www.teachyourselfturkish.com/
http://www.onlineturkish.com/
http://www.learningpracticalturkish.com/

Russian
http://masterrussian.com/
http://www.russianlessons.net/
http://www.ilike2learn.com/ilike2learn/russian/
http://russian.speak7.com/

German
http://www.deutsch-lernen.com/
http://german.about.com/
http://www.learngermanguide.com/
http://www.bbc.co.uk/languages/german/

French
http://french.about.com/
http://www.bonjour.com/
http://www.frenchassistant.com/
http://www.bbc.co.uk/languages/french/

Spanish
http://www.spanishprograms.com/
http://www.studyspanish.com/
http://www.lingolex.com/spanish.htm
http://www.learnspanishtoday.com/

Italian
http://italian.speak7.com/
http://www.bbc.co.uk/languages/italian/
http://www.learnitalianguide.com/
http://www.zapitalian.com/

Appendix 3: A model language learning website

[LOGO] **[WEBSITE NAME]**

Last updated :/.../....

GRAMMAR
-Grammar book
-Exercises

LANGUAGE OPTIONS	LEVEL	SITE MAP

-English
-French
-German
-Russian
-Italian
-Spanish
-Turkish

-Beginner
-Elementary
-Pre-intermediate
-Intermediate
-Advanced

READING
-Texts and passages
-Tests

LISTENING
-Audio files
-Exercises

WRITING
-Sample essays
-Exercises

VOCABULARY
-Most Frequent Words List
-Exercises & Tests

SEARCH ENGINE

USEFUL & RELATED LINKS

Upload file
[   ] **Browse**

Contact & Webmaster

[WELCOME /BIENVENUE]

[The purpose of the site and explanations about how to use it]

GAMES
-Grammar
-Reading
-Listening
-Writing
-Vocabulary

TESTS
-Beginner
-Elementary
-Pre-intermediate
-Intermediate
-Advanced

ARCHIVES
-Grammar
-Reading
-Listening
-Writing
-Vocabulary

DICTIONARY

RADIO

TV

CHAT

FORUM