APPENDICES
APPENDIX 1

(PRE-SURVEY)
(PRE-SURVEY)

A project of Computer Electronic Mail (CEM)

May, 1998

This Survey on Computer Electronic Mail (CEM) is designed to determine the performance and competence of middle level ESL students in the State of Kuwait.

Please, Your participation in this project would be greatly appreciated all responses will remain confidential. Please, answer all the questions as accurately as possible. The completion time for this questionnaire is a approximately 20 to 30 minutes.

Thank you for your cooperation.

With warmest personal regards,

Bader Nader Ali
Ph.D. Candidate
Instructional Systems Development
Department of Teaching & Learning
College of Human Resources & Education
Virginia Polytechnic Institute and State University
Blacksburg, Virginia 24061 USA
E-mail: baderku@vt.edu
Pre-Survey

Project Name:
The Influence of Computer Electronic Mail (CEM) on the Performance and Competence of Acquiring English Languages Skills of the Middle Level English as a Second Language (ESL) Students in the State of Kuwait

University Name:  
City:  
Country:  

Part I:  
Demographic Student Information Sheet

Please mark the appropriate response or fill in the blank.

(1) Code: ....................
(2) Gender: (A) Female: ....................  (B) Male: ....................
(3) Academic Major: ....................
(4) Age: ....................
(5) Social Status:  
   Self:  
      Status:  (A) Married ....................  (B) Single: ....................  
      (C) Separated: ....................  (D) Divorced: ....................  
      Occupation: ....................  
      Hobby or Interest: (Outside academic field): ....................  
   Parents:  
      Father Work:...............  Income Annually:...........  Educational Level: ..........  
      Mother Work:...............  Income Annually:...........  Educational Level: ..........
Part II:

**English as a Second Language Student Information (ESLSI)**

(1) What is your native language? ....................................................

(2) How long have you been studying English in school? ....................

(3) What is your general knowledge of English language?
   Excellent _____ Very Good_____ Good _____ Fair _____ Poor _____

(4) Have you ever traveled to an English speaking country?
   Yes ______ No ______

(5) How many other languages do you speak? (Please lists these languages).
   .....................................................

(6) What is the spoken language in your country
   .....................................................

(7) Do you think English language is important to you?
   Yes _____ No _____

(8) How often do you use English language?
   Always _____ Sometimes _____ Never _____

(9) Do you like to read English books, newspapers, magazines and English stories?
   Yes _____ No _____

(10) Do you like listening to English songs?
    Yes _____ No _____

(11) Do you like watching English TV programs?
     Yes _____ No _____

(12) What is/are the hardest thing (s) about learning English language?
     .....................................................

(13) What do you think of learning English language?
     Important _____ Interesting _____ Useful _____ Useless _____
Part III

Computer Technology Experience (CTE)

(1) Do you have a computer at home?
   Yes ______  No ______

(2) Does your university provide computer labs facilities?
   Yes ______  No ______

(3) How long have you been using a computer?
   (A) Less than a year ( )
   (B) 1 ______  4 years ( )
   (C) 5 ______  8 years ( )
   (D) 9 ______  12 year ( )

(4) Please indicate the degree to which you are familiar with computer.
   (A) Very familiar ( )
   (B) Somewhat familiar ( )
   (C) Somewhat unfamiliar ( )
   (D) Very unfamiliar ( )

(5) Please indicate how often do you use the computer in a weekly basis?
   (A) 0 ______  5( )  (B) 6 ______ 11 ( )
   C) 12 ______ 17 ( )  (D) 18 ______ more ( )

(6) What do you do with the computer? (Please list)

(7) What kinds of computer applications do you use? (Please list)

(8) Do you know what is the meaning of the “Internet” term?
   Yes ______  No ______

(9) Have you attended any Internet workshops, seminars, class-works or training courses?
   Yes ______  No ______

(10) Do you have an access to the Internet system?
    Home: Yes ______  No ______
    University: Yes ______  No ______

(11) Do you use the Internet at home?
     Yes ______  No ______
(12) Do you use the Internet from university?

Yes ______ No ______

(13) What types of the Internet technology communication tools system do you use?

(A) E-mail ______ (B) File Transfer Protocol (FTP) ______
(C) Netscape ______ (D) Mosaic ______
(E) Telnet ______ (F) Talk (CHAT) ______
(G) Archie ______ (H) Internet Relay Chat (IRC) ______
(I) Veronica ______ (J) Internet Explorer ______
(K) Voice Mail ______ (L) Usenet Newsgroups ______
(M) Fax Mail ______ (N) ListServ (or Mailing Lists) ______
(O) TurboGopher Software (Gopher) ______
(P) Multi-User Dungeon (MUD) ______
(Q) Wide Area Information Servers (WAIS) ______
(R) World Wide Web (WWW) ______ (S) Other (please identify) ______

(14) Do you know what is the meaning of the Computer Electronic Mail (CEM)?

Yes ______ No ______

(15) How did you first learn to use CEM? (Check one only):

Friend ______ Coursework ______ Reading ______ School ______
Workshop/Training ______ Own initiative ______ Job ______

(16) What type of activities have you used the CEM for? (Please list):

(17) Do you like to receive more training in how to use the CEM technology to communicate with other people?

Yes ______ No ______

(18) Do you like to learn through the CEM technology?

Yes ______ No ______

(19) How do you rate your overall level of computer skills?

Excellent ______ Very Good______ Good ______ Fair _____ Poor ______
Part IV

Essay Question

(1) Please describe your short-term goals? (For five years).

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.........................................................................................
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(2) What is your understanding of Kuwait Libertarian Day? What does it remind of?

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Thank you for your cooperation
APPENDIX 2

(POST-SURVEY)
Post-Survey

A project of Computer Electronic Mail (CEM)

August, 1998

This Survey on Computer Electronic Mail (CEM) is designed to determine the performance and competence of middle level ESL students in the State of Kuwait.

Please, Your participation in this project would be greatly appreciated all responses will remain confidential. Please, answer all the questions as accurately as possible. The completion time for this questionnaire is a approximately 20 to 30 minutes.

Thank you for your cooperation.

With warmest personal regards,

Bader Nader Ali
Ph.D. Candidate
Instructional Systems Development
Department of Teaching & Learning
College of Human Resources & Education
Virginia Polytechnic Institute and State University
Blacksburg, Virgina. 24061 USA
E-mail: baderku@vt.edu

Code: ............... 

Gender: (A) Female: ........... (B) Male: ...........
Post-Survey

Please Kindly answers the following questions. Check (✓) only one of the following four responses indicating how far you agree with questions below:

Note: 1- (CEM) is the abbreviation for Computer Electronic Mail.
2- (ESL) is the abbreviation for English as a Second Language.

Part. (1)

**Using CEM**

<table>
<thead>
<tr>
<th>No.</th>
<th>Sentences</th>
<th>Strongly Agree (SA)</th>
<th>Agree (A)</th>
<th>Disagree (D)</th>
<th>Strongly Disagree (SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Computer Electronic Mail (CEM) is a useful means for communicating with other people.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2</td>
<td>The CEM system is a gratifying tool for learning.</td>
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<tr>
<td>3</td>
<td>CEM should be used in learning English today.</td>
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<tr>
<td>4</td>
<td>The CEM system should be taught in the colleges of Kuwait State.</td>
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<tr>
<td>5</td>
<td>CEM is beneficial to transmit texts, graphic, movies and other matters.</td>
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<td></td>
<td></td>
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<tr>
<td>6</td>
<td>CEM is operative in generating new good ideas.</td>
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<tr>
<td>7</td>
<td>CEM facilitates knowing some one.</td>
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<tr>
<td>8</td>
<td>CEM encourages and increases information contribution.</td>
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</tr>
<tr>
<td>9</td>
<td>CEM is a profitable means to know different cultures, values and customs.</td>
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<tr>
<td>10</td>
<td>CEM is enables the student to share Co-operatively in solving problems.</td>
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</tr>
<tr>
<td>11</td>
<td>CEM influential in commercial education and scholarly purposes.</td>
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<td></td>
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</tr>
<tr>
<td>12</td>
<td>CEM is effective to have task informative from people we know.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>CEM is an easy way saving effort and time to communicate with the instructor.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>CEM is a good way to have a vacant job or better work in other countries.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>CEM consolidates our understanding of English as Second Language (ESL) learners.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Post-Survey

Please Kindly answers the following questions. Check (✓) only one of the following four responses indicating how far you agree with questions below:

*Note: 1- (CEM) is the abbreviation for Computer Electronic Mail.
2- (ESL) is the abbreviation for English as a Second Language.*

<table>
<thead>
<tr>
<th>Part. (2)</th>
<th>Self-Attitude</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>No.</strong></td>
<td><strong>Sentences</strong></td>
</tr>
<tr>
<td>1</td>
<td>The application of CEM is useful means to developing my skills in writing.</td>
</tr>
<tr>
<td>2</td>
<td>The use of CEM is essential means to my success as a learner.</td>
</tr>
<tr>
<td>3</td>
<td>I have confidence in writing English Language by using CEM.</td>
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<tr>
<td>4</td>
<td>It gives me confidence to share, widely, communications with native English speakers via CEM.</td>
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<tr>
<td>5</td>
<td>CEM increased my drives and interest to endure learning English Language.</td>
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<tr>
<td>6</td>
<td>With the use of CEM I can express my opinions and ideas more freely than traditional communications.</td>
</tr>
<tr>
<td>7</td>
<td>After I started using CEM, I discovered the process is easier and inexpensive tool than I expected.</td>
</tr>
<tr>
<td>8</td>
<td>I decided to use CEM because found my own benefit in it.</td>
</tr>
<tr>
<td>9</td>
<td>After I used CEM, I saw it satisfied a lot of my needs.</td>
</tr>
<tr>
<td>10</td>
<td>The CEM gave me the chance and ability to contact other people easily in different places.</td>
</tr>
<tr>
<td>11</td>
<td>Now I am using CEM because of my friends’ recommendations to use it.</td>
</tr>
<tr>
<td>12</td>
<td>The CEM is a fundamental way to do my Homework.</td>
</tr>
<tr>
<td>13</td>
<td>The CEM gives me the opportunity to discuss different matters with different people in the Internet.</td>
</tr>
<tr>
<td>14</td>
<td>The CEM system doesn’t fatigue me mentally.</td>
</tr>
<tr>
<td>15</td>
<td>In general, I am contented to use CEM technology in education.</td>
</tr>
</tbody>
</table>
Post-Survey

Please Kindly answers the following questions. Check (✓) only one of the following four responses indicating how far you agree with questions below:

Note: 1- (CEM) is the abbreviation for Computer Electronic Mail.
2- (ESL) is the abbreviation for English as a Second Language.

Part. (3)

Concerning CEM

What things did you like most in using CEM during Study?

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And what have you learnt from the project of Computer Electronic Mail (CEM)

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Thank you for your cooperation
APPENDIX 3

(PERMISSIONS FOR THE STUDY)
السلام على مصر، ورحمة الله عليه وبركاته.

لم يتمكن العلماء في فتح فنون وعلوم التأويل من تحقيق الأهداف المرجوة.

اتهمت الانتهاكات والممارسات غير المحترمة التي تتم في المجال العلمي بانتهاك للدكتوراه، وتم تشكيل لجنة لبحث هذه المسألة.

قال محمد بن علي: "هذا الأمر يجب أن يُنظر فيه بتحقيق إيجابية على هذا البحث.

وعلماء الجريدة ومقاومون داخلي وخارجي.

وسلام عليكم ورحمة الله وبركاته.

أطيب احترام

بدر محمد علي

رد أو إجابة 11-1-1967

رسالة المرشد الإداري وعلي

هذه الرسالة توضح موضوع البحث والمعلومات المطلوبة."
TO WHOM IT CONCERNS:

I write on behalf and support of Mr. Bader Nader Ali, a Ph.D. candidate in our College Of Human Resources And Education for whom I serve as Chair of his Doctoral Committee. He has been and remains an excellent doctoral candidate. Bader is wrapping up his prospectus and design for beginning his research during the 1997-1998 academic year. He and his entire doctoral committee are very excited about his topic including the fact that his work will be helpful to his homeland, its teachers and its future generations. Bader’s line of inquiry will most likely be a continued one for years to come as the electronic age in which we now live is clearly here to stay and holds a great deal of hope and promise for a better educated world citizenry. Bader’s expertise in technology can be well documented here at Virginia Tech. Tech’s investment in technology, resources and personnel has been considerable with the University known well across the state and nation as being on the cutting edge of the computer age.

Bader’s working title for his research and dissertation is currently “The Influence Of Computer Electronic Mail (CEM) On The Performance And Competence Of Middle Level ESL Students In The State Of Kuwait”. His purpose is to investigate the use(s) of email as influential on the acquisition of second languages, specifically in this case, the learning of English in Kuwait by early adolescents. The activities required by the study’s design include computer instruction, student pre and post examination in both quantitative and qualitative fashion and the design of questionnaires and accompanying instruments for collecting and reporting the required and resulting data. Bader’s work will be intense and demanding, as his present timeline dictates that he begin his study as soon as possible such that he can report his results during or shortly after Tech’s Spring Semester concludes in mid May. Bader’s work ethic suggests that he can meet these deadlines for completing his Ph. D. Degree no later than mid summer of 1998.

The committee members and I will remain interested in Bader’s progress during the interim of his site activities in Kuwait. We will be routinely in contact during his stay in Kuwait to assure those participating with Mr. Ali of his study’s importance and, of course, offer any advice/help he may need during the period of the proposed investigation.

As Chair of Bader’s committee, I join the other faculty members in hopes that those officials and engaged teachers on whom this study’s successful conclusion depends are encouraged to work closely with Mr. Ali such that this “long distance” project can be comfortably completed and the mutually beneficial rewards can be realized by all involved.

Bader has informed me of his being able to afford this venture. While it is the case that doctoral candidates must more often than not fund their own research, we are certain there may be incidental costs which were not foreseeable. We would hope that should there be some unexpected shortcomings in terms of monetary needs or your own interest in enhancing the study, that funding for these reasons might be made available according to your policies.
In closing, Mr. Ali’s committee and I hope that the government of Kuwait and those teachers who will participate in his study will permit and support this important work to which Bader has become committed. We believe Bader’s findings will add much to the issues of both technology and literacy for the State of Kuwait and its citizenry. Hopes here are for a mutually rewarding year for those with which Mr. Ali is privileged to work. Should there be questions in need of answers, please feel free to write.

Respectfully,

R. Terry Graham
Associate Professor
315 War Memorial Hall (0313)
Blacksburg, VA 24061
540 231 4999
rgraham@vt.edu
MEMORANDUM

TO : DIRECTOR GENERAL-PAAET
    Scholarship Department

FROM : DR. ABDULLAH AL-HASHEM
    Cultural Attache

RE : BADER ALI (94-10211-PH.D. SCHOLARSHIP)

Attached please find a letter from the above-mentioned student requesting to conduct his collection of data for Dissertation in Kuwait.

Please inform us of your decision.

Best regards.

as stated

cc: file

From: Mcn 9/8/97

155
الهيئة العامة
للتعليم التقني والتدريب

رسالة بالفاكس

إلى: المستشار الثقافي بسفارة دولة الكويت - بروكسل
من: إدارة البعثات والعلاقات الثقافية

تحية طيبة وبعد

الموضوع: بخصوص السيدة تركيا سيدة سلامة

محافظة المملكة الكويتية الادارية

بالتزامن بالاشتراط الذي كتبناكم رقم 97/1390 بتاريخ 27/11/1997 بشأن رغبة الذكور المقبولين في الدراسات العليا لبحث الإتيكرت، نفيدكم بأنه تم تسجيل هذه البعثة من القوافل على مستوى السيد / بدر علي السيد.

الكويت لمتعدد البعثات ولعمل الدراسة المطلوبة وذلك وفقاً لاحكام المادة (19) من قوافل البعثات رقم 3/12/1997 بشأن لائحة البعثات الدراسية، التي تنص عليه أنه يجب أن تكون الهيئة الموافقة على الانتقال المقبول خارج مقر بعثته بناءً على توصية المشرف العلمي وجنة البعثات، بالكتابة التالية لها: "يراجع بعض البعثات أو الدراسات، أو جميع بعض البعثات المطلوبة، ببعض البعثات أو الدراسات، وذلك مرة واحدة، بواسطة اللجاستر ومرة أخرى، عند دراسته للالتحاق، ويرجى إشعارنا، والذين لا يزيدون عن شهرين في كل مرة.

يرجى التكرم بالعلم والملاحظات اللازم، وأبلغ السيد / بدر علي.

شكرًا لكم، واخطفوا بقبول خالص الشكر...

المدير العام

فهد عبد الله
Ref: 97/PAS406

November 18, 1997

BADER ALI (94-30211)
2530 Ridge Road
Blacksburg, VA 24060

Dear Bader,

Attached please find correspondence from PAAET in response to your request for conducting the collection of data of your research in Kuwait.

I am glad to inform you that your request has been approved.

I wish you success for the remainder of your program.

Sincerely,

[Signature]

ABDULLAH AL-HASHEM, Ph.D.
Cultural Attaché

attached: as stated
cc: file

SS/mcos
APPENDIX 4

(GENERAL GOALS OF TEACHING THE ENGLISH LANGUAGE IN THE STATE OF KUWAIT)
General Goals of Teaching the English Language in the State of Kuwait

According to the AL-MualLm (1997) reported the Goals of Minister of Education regarding of teaching English Language in the state of Kuwait have passed through three distinctive stages.

- First, there were very modest general and special targets up till 1970.
- Second, in 1976/77, a new set of goals was developed to accommodate changes in the curriculum, which were implemented in secondary education.
- Third, these goals were updated in 1983/84 to include epistemological, psychological and ontological factors.

These goals were as follows:

1. Teaching English aims at making the student able to listen and understand a conversation or a dialogue in subjects dealing with life at school for a period of 7 to 10 minutes daily.

2. To raise the student level of reading, understanding and comprehending English texts of newspapers, articles, letters and some books in the range of at least 300 words.

3. To make the student capable of speaking, giving a short speech, or stating an opinion regarding a known problem for at least 7 minutes.

4. Improving the ability of the student to write and translate correct sentences and paragraphs dealing with specific subject matters.