

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) Dose 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 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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- (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, Virginia. 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

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

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. (2)

Self-Attitude

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

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)

بسم الله الرحمن الرحيم 8.29.96

السيد/ الملحق الثقافي بسفارة دولة الكويت - واشنطن
الاستاذ/ نسيب الحوييل المحترم
السلام عليكم ورحمة الله وبركاته
أنا الموقع أدناه بدر نارر علم ، موحد من قبل
الهيئة العامة للتعليم التطبيقي والتدريب ، وذلك
للحصول علم شهادة الدكتوراه في المجال التربوي
(تكنولوجيا التعلم) . أحييتكم علماً بانني قد أكملت
جميع المواد والقررات المطلوبة ، حالياً... أحمل علم
استكمال خلية البحث لإحاطة الدكتوراه والتخصير
للاختبارات النهائية المطلوبة . وحيث أن مشروع البحث
المزمع انجاز سيكون بعنوان: دوراسة ميدانية
مقارنة عن أثر استخدام تقنية البريد
الإلكتروني في علم استخدام ودراسة
الكتابة بالانجليزية كلفة ثانية في جامعة الكويت .
لهذا فانني بحاجة الى القيام بدراسة حقلية لجميع
المعلومات وأجراء المقابلات والزيارات الميدانية وخذ
الاستبيانات التي ستكون ضرورية لانجاز هذا المشروع
والذي سيكون داخل الكويت .

استاذ نسيب :
في الواقع لا يمكن انجاز هذا المشروع دون مساعدتكم
والاحترام والاحتراف في الهيئة حيث انه يتطلب
جهداً طويلاً وحركة دائمة خلال فترة التخصير للدراسي.
هذا ويحتمل أمل في الحصول على موافقتكم وموافقة
الهيئة للقيام بهذا الجهد المتواضع والذي أطلب من
الله سبحانه وتعالى أن يوفقني في تحقيقه وانجاز
هل هذا البحث يخدم جانباً من جوانب النهضة
التعليمية في دولتنا العربية الكويتية .
وتفضلوا بقبول فائق التقدير والاحترام

والسلام عليكم ورحمة الله وبركاته
أخوكم ،

بدر نارر علم
طالب بعثة
رقم الهوية الجامعية
94.30211

مرفق لكم :-

ر رسالة المرشد الاحكامي والعالق .
هذه الرسالة توضح موضوع البحث
والمعلومات المطلوبة .

August 18, 1997

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.

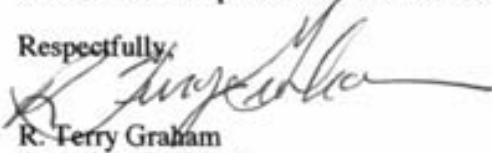
The committee members and I will remain interested in Bader's progress during the interim of his site activities in Kuwait. We will be routinely in contact during his stay in Kuwait to assure those participating with Mr. Ali of his study's importance and, of course, offer any advice/help he may need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



Re. FAXED 10/10/97
FAXED
9.3.97

**EMBASSY OF THE STATE OF KUWAIT
CULTURAL DIVISION**

2500 International Drive, N.W., Washington, D.C. 20008 Telephone: (202) 364-2100 FAX: (202) 363-8394/ (202) 362-4379

Ref: 97/PAS302

August 29, 1997

M E M O R A N D U M

**TO : DIRECTOR GENERAL-PAEET
Scholarship Department**

**FROM : DR. ABDULLAH AL-HASHEM
Cultural Attache**

RE : BADER ALI (94-30211-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.

attached as stated

cc: file

CS/mcos

FM Paeet 9/8/97

THE PUBLIC AUTHORITY
FOR APPLIED EDUCATION & TRAINING



الهيئة العامة
للتعليم التطبيقي والتدريب

المرجع : ٩٧١٦١٠ / ض
التاريخ : ٩٧ / ١١ / ١٨
الموافق : / /

رسالة بالفاكس

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

تحية طيبة وبعد

الموضوع : بشأن السيد / بدر نادر سردار علي
محاضر بكلية التربية الاساسية

بالاشارة الي كتابكم رقم 97/PAS302 بتاريخ ٢٩ / ٨ / ١٩٩٧ بشأن رغبة المذكور اعلاه في المشور الي الكويت لجمع المعلومات المتعلقة بدراسته للدكتوراه .
نفيدكم بانه لامانع لدي الهيئة من الموافقة علي حضور السيد / بدر علي الي الكويت لجمع البيانات ولعمل الدراسة المطلوبة وذلك وفقا لاحكام المادة (١٩) من قرار الهيئة رقم ٩٦ / ٢١٠٠ بتاريخ ٢١ / ١٢ / ١٩٩٧ بشأن لائحة البعثات الدراسية التي تنص علي انه " يجوز للهيئة الموافقة علي انتقال المبعوث مؤقتا خارج مقر بعثته بناء علي توصية المشرف العلمي ولجنة البعثات بالكلية التابع لها لاجراء بعض البحوث أو الدراسات أو جمع بعض البيانات المتعلقة ببعثته وذلك لمرة واحدة عند دراسته للماجستير ومرة اخري عند دراسته للدكتوراه وبما لايزيد عن شهرين في كل مرة " .

يرجى التكرم بالعلم وعمل اللازم وابلاغ السيد / بدر علي .

شاكرين لكم حسن تعاونكم .
وتفضلوا بقبول خالص التحية

المدير العام
فهد محمد العبدون
مدير شؤون البعثات والتعاون



**EMBASSY OF THE STATE OF KUWAIT
CULTURAL DIVISION**

3500 International Drive, N.W., Washington, D.C. 20008 Telephone: (202) 364-2100 FAX: (202) 363-8394/ (202) 362-4379

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,

A handwritten signature in black ink, appearing to read 'Abdullah Al-Hashem', written over a horizontal line.

ABDULLAH AL-HASHEM, Ph.D.
Cultural Attache

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.