The Role of Websites 0.3 Information in the Development of EFL University Students Linguistic Competence

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Abstract
    The present research aims at investigating the role of websites 0.3 information in the development of EFL university student's linguistic competence. The sample of the research was (42) students in department of tourism and hostelry institutions management. To achieve the aim of the research a list of orally linguistic competence (Listening and Speaking) was used after verifying reliability and validity. The researchers choose the post-test equivalent group of experimental design. Therefore, the first group represents the experimental group (21) students which was taught by using websites 0.3 information, while the second group represents the control group (21) students which was taught by the traditional method. After applying the experiment, the tool (orally test) was applied to both groups. T-test showed the superiority of experimental group over the control group in using websites 0.3 information in developing English language competence. The results indicated that the use of websites 0.3 information helped to increase the linguistic competence for the EFL university students.

El papel de los sitios web 0.3 Información en el desarrollo de estudiantes universitarios de EFL Competencia lingüística

Resumen

La presente investigación tiene como objetivo investigar el papel de la información de los sitios web 0.3 en el desarrollo de la competencia lingüística de los estudiantes universitarios EFL. La muestra de la investigación fue (42) estudiantes del departamento de turismo y gestión de instituciones de hostelería. Para lograr el objetivo de la investigación, se utilizó una lista de competencia lingüística oral (comprensión auditiva y expresión oral) después de verificar la fiabilidad y la validez. Los investigadores eligen el grupo equivalente de diseño experimental posterior a la prueba. Por lo tanto, el primer grupo representa al grupo experimental (21) estudiantes a los que se les enseñó utilizando sitios web de información 0.3, mientras que el segundo grupo representa al grupo de control (21) estudiantes a los que se les enseñó por el método tradicional. Después de aplicar el experimento, la herramienta (prueba oral) se aplicó a ambos grupos. La prueba T mostró la superioridad del grupo experimental sobre el grupo control en el uso de información de sitios web 0.3 en el desarrollo de la competencia del idioma inglés. Los resultados indicaron que el uso de información de sitios web 0.3 ayudó a aumentar la competencia lingüística para los estudiantes universitarios de EFL.

Preliminary:

English is the most commonly taught foreign language (Kir and Kayak:2013, 2788). So, teachers and learners were use various methodologies and techniques to achieve competency in English as a foreign language. As a result of this fact, the importance of information and communication technologies not in our personal and professional lives, but also in the educational area in unquestionable (Solis and Becrra: 2013, 1). On the other hand, materials designed for English as a foreign language has been increasing enormously. Besides course books and other written resources technology integrated language teaching provides many materials for language learners as well as websites 0.3 information might be regarded as online teaching tools which be very effective resources both for learners and teachers (Kir and Kayak:2013, 2788). Adding to that, websites infor-

mation has made a triumphal entry into learning and teaching EFL in the past years (ECIS- ESL newsletter: 2001,1). Because of that, the number of English teaching websites have been increased and developed accordingly. Internet, computers, mobile applications, and online websites that involves well designed and evaluated pedagogical elements which regarded as a valuable for learning and teaching EFL (Wang and Colemani :2009 cited in Kartal and Uzum:2010). Moreover, the current trend towards the use of technologies for teaching and learning English as a foreign language focuses on web 0.3 associated applications, which encourage university students to social interaction, as well as to creating and sharing information. Actually, the profession and easy access to tools and channels for video production such as YouTube, emerge as an example of such applications (Bastos and Ramos: 2007, 1). Furthermore, mobile can also assisted English language learning which has been widely recognized as providing portability, social interactivity, context sensitivity and connectivity for language learners (Yang and Zhou: 2013, 27). Accordingly, in the current research we will discuss the role and some of ways that websites information can be used in English language teaching.

-The Problem to be Investigated:

It is noticeable nowadays that teachers and learners of English language facing a big problem especially in oral linguistic competence because the learners were suffering from substantial mistakes in in articulatory words. So websites information is presenting a new solution for this problem. Therefore, there is a real need for investigating this problem and to discuss websites solutions.

-Aims of the Research:

The objective of the current research is to explore the role of websites 0.3 information in the development of EFL university student's oral linguistic competence (listening and speaking).

-The hypothesis:

To achieve the objective of the research, the researchers attempt to test the following hypothesis:

1-   There is no statistically significant difference in the mean scores will be found between the experimental group in pre-test and post-test.

2-   There is no statistically significant difference in the mean scores will be found between experimental and control group in the post-test.

-Limits of the Research;

The current research is limited to the second stage students in department of tourism and hostelry institutions management, College of Admin-

istration and economics\ University of Mosul for eight weeks during the first semester of academic year 2018-2019.

-Significance of the Research:

Since no study that tackles the development of English oral linguistic competence by using websites 0.3 information in department of tourism and hostelry institution management has been brought to existence, it is believed that this research is the first one which will be proved statistically.

-Definition of Basic Terms:

1-Website (Web 0.3):

a.   Suphakorntanakit (2008:1) states that Web 3.0 is the concept of next evolution of World Wide Web about linking, integrating, and analyzing data from various sources of data to obtain new information streams.

b.   Rajiv& Lal (2011:335) states that Web 3.0 is said to be a technologically advanced medium which allows the users to Read/Write/Execute and also allows the machines to carry out some of the thinking so far expected only from the human beings.

Operative Definition of Web 0.3:

Is the web that relies on the intelligence of communication and the technology of artificial intelligence, by converting data into a database can be referenced in multiple contexts, according to the pattern of research, and then convert data into a language understood by the machine such as humans and then

Deal with it more freely, by dealing with the synonyms of words and their derivatives and components and thus work smarter, and the information is a rogue, and depends on the distributed databases.

2-Development:

c.   Hornby (2009:419) states that development is "The gradual growth of something so that it becomes more advanced, stronger, etc.".

d.   Marriam (2018) states that development is "The act or process of growing or causing something to grow or become larger or more advanced".

Operative Definition of Development:

The growth of student's oral linguistic competence in English language.

3-Linguistic competence:

a.   Williamson (2014:1) states that linguistic competences "Is the ability to make use of internalized grammar, which enables one to both speak and understand an infinite number of potential competence (communicative competence). It is competence in the use of language that

make possible a speaker's performance, i.e. that behavior of producing actual utterance.

b.   Nordguist (2017: 1) states that linguistic competences "refers to the unconscious knowledge of grammar that allows a speaker to use and understand a language".

Operative Definition of Linguistic Competences:

An acquired mental capacity, represented by coherent pattern of spoken arbitrary symbols, communicated by students.

The Theoretical Survey:

1- Website (Web 0.3):

The Web 3.0, is called the semantic web, because of its reliance on meanings and semantics of words, it depends primarily on intelligence in its work and management, it is also called intelligent web for adoption of the artificial intelligence technology and it is called the Web data because its reliance on Convert web data into a machine-understood language.

Scientists have begun to think about the third generation of the Web and one of these ideas is, what Semantic Web is? one of the suggestions that will be tried

is the third generation of the Internet. (Berners-Lee, et al., 2001) Tim Berners-Lee is the first co-author of the term (Semantic Web), the Web concept 0.3 was presented for the first time to the public at General 2001 AD, which described the term as a place, where machines can read web pages As far as human read. (Java Jazz Up, 2007)

CHARACTERSTICS OF WEB 3.0:

(Lal& Rajiv , 2011,335) and (Sarode & Khanzode, 2016,7) says that the major characteristics of web 3.0 , as given below, can be summarized from the above definitions and descriptions.

1-   Saas (software as a service) Business Model.

2-   Open source software platform.

3-   Distributed Database or what called as (The World-Wide Database).

4-   Web Personalization.

5-   Resource Pooling.

6-   Intelligent Web

2-Linguistic Competence:

The concept of linguistic competence is first cited by Chomscy in 1965 in his linguistic theory. He distinguished between competence and performance. Competence for Chomscy is an idealization opposed to "per-

formance" which means the actual use of language. Also, he confirms that linguistic competence underlines the ability to understand what is said and to produce a signal with an intended semantic interpretation. Moreover, he states that competent or ideal speaker- listener can determine the intrinsic meaning of ambiguous sentences through the internalized system of rules that help him to recognize both, the phonetic shape and semantic meaning of the sentence (Chomsky, 2006:102), (Majeed and Yassein, 2013:115-116). Many other linguistic functionalist cognitive linguists, psycholinguists, sociolinguists and others have rejected this distinction, critiquing it as a concept that considers empirical work irrelevant and left out many important aspects of language use (Sterm, 1991: 350).

Carroll illustrates the aspects of productive and receptive skills, e.g. listening, speaking, reading and writing skills. So learners can make it clear of how aspects of linguistic competence are interrelated with these four skills (Majeed and Yassein, 2013:116). Linguistic competence is tabulated crossingly where language skills (speaking, listening, reading and writing) are interrelated with language aspects (phonology / orthography, morphology, syntax and lexicon). It determines language aspects involved in each skill of the language. It is noticeable that listening competence involves using specific language aspects. And these aspects are "phonology" for phoneme recognition and discrimination," lexicon" is used in recognition of meaning of the lexical aspects of (morphemes, words, idioms) and the recognition of the semantic meaning, and "morphology and syntax" which are used in the recognition of morphological and grammatical properties of the spoken language (Sterm, 1991:350). Figure (1) showing Carroll's chart of linguistic competence.

Figure(1): Carroll's Chart of the Linguistic Competence

		Phonology and orthography	Lexicon		Grammar	
			Morphemes, words, idoms	Semantic and grammatical components of lexicon	Morphology and syntax	Semantic components
Sp ok en lan gu age	Receptive skills (Listening)	Phoneme recognition and discrimination; ability to discriminate words or phrases differing in one phoneme or distinctive feature [List phoneme pairs to be discriminated]	Recognition of lexical elements as belonging to the language [List lexicon]	Recognition of semantic and grammatical meanings (i.e. word class assignments) of lexical elements.	Recognition / Understanding of morphological and associated phonology [List]	
	Productive skills (Speaking)	Phoneme production; ability to produce phonemes or allophonic variants in word forms or phrases, with accuracy at either phonemic or phonetic level [List phonemes of language with variants]	Ability to produce lexical elements fitting semantic and grammatical specifications.		Ability to produce/ In appropriate contexts Morphological and syntactical features with appropriate phonology	
Wr itte n lan gu age	Receptive skills (Reading)	Recognition of the graphemic symbols of the language, with (as appropriate) ability to name them and give their sounds [List graphemes]	Above, plus recognition of meanings and pronunciation of written forms (including special graphemic symbols, abbreviations, etc.) [List]		Above, plus recognition of special grammar-related conventions of the written language, such as punctuation, capitalization certain spelling changes, etc. [List such conventions]	
	Productive skills (Writing)	Ability to write (by hand or other method) the graphemes of the language, state their customary ordering [List any details not covered above]	spelling		As for receptive skills, plus ability to produce written conventions in appropriate contexts.	

Lehmann also added that language specific competence is articulated by three cross- cutting dimensions:

a. Competence in the language system which contains the following components:

. phonetics, phonology: orthophony and orthography;

. grammar: morphology, syntax;

. lexicon: vocabulary, lexical relations, word formation/neology;

. discourse: language- specific norms of text structure.

b. Pragmatic competence which concerns the ability to use language in different social contexts.

c. Variational competence which concerned with the different dimensions of linguistic variation. So, it involves the mastering the norm while maintaining flexibility in the varieties:

. sociolectal,

. dialectal,

. diaphasic: oral and written language, styles and registers.

. diachronic (Lehmann, 2007:14-15).

Assessing Listening and Speaking Competences:

Courses in listening and speaking competences have a prominent place in language programs around the world today. Ever- growing needs for fluency in English around the world, because of the role of English as the world's international language, have given priority to finding more effective ways to teach English. Adding to that the teaching of listening and speaking has attracted a big interesting nowadays that it did in the past. This is because, universities entrance exams, exit exams, and other examinations often include a listening and speaking component, acknowledging that listening and speaking competences are a core competent of foreign language proficiency, and also reflecting the assumption that listening and speaking are not tested, teachers won't teach it (Richards, 2016:2).

Furthermore, many students have mastered basic listening and speaking competence, some are much more effective in their oral communication than others. And those who are more effective communicators experience more success in school and in other areas of their lives. The competences that can make the difference between minimal and effective communication can be taught, practiced, and improved (Mead, 1985:4).

So, the methods used to evaluation oral communication competences depends on the purpose of the evaluation, it is noticeable that listening tests typically resemble reading comprehension tests except that the student listens to a passage instead of reading it. The student then answers to a questions that address various level of literal and inferential. While there are two methods to test speaking competence: the first one, in the observational approach, the student's behavior is observed and evaluated unobtrusively. The second one, in structured approach, the student is asked to perform one or more specific oral communication tasks (Mead, 1986: 11).

Literature Review:
1-   Mota (2008) study aimed to investigate "Linguistic Competence in English and Exposure Factors" which examines linguistic competence in English language (LCE) as a general indicator of communicative competence. A test and a questionnaire were administered to 1838 undergraduate freshmen from five major institutes of higher education in Mexico. The results of the test are analyzed in their association with main features of previous educational studies, as well as with student exposure to language in and outside formal education. The result obtained for the case of Mexico are higher than those reported by these authors in relation to Mexico City. Although, both cases point out an unacceptable situation: majority of

freshmen do not satisfy a basic level of LCE. The type of previous institutions was identified as the main factor associated with LCE: students who attended public schools observe disadvantages in comparison to students who accomplished previous level at private schools. The results show that English language teaching and learning not only in public schools but also in private ones requires urgently dealing with aspects of quality, more than those relevant to quality.

2-   Bastos and Ramos (2009) study aimed to investigate "YouTube for Learning English as a Foreign: Critical Thinking, Communicative Skills". The researchers stated that the selection of available videos on YouTube comes up as a meaningful way to foreign language learning. The approach has been adopted in a high school, engaging 11th grade students (16-17 years old) in formal and non-formal learning environments. The first author, an English teacher, is doing her master's dissertation based on a case study which focuses on the impact of YouTube on promoting essential competences to the English language learning process. A formal research dimension is now added to this framework based on the teacher's own practices unit the moment. In this study they present: a. theories that support the integration of YouTube for learning English as a second language. b. approaches and specific materials centralized on the students and used in the classroom context, illustrating some examples. c. the study design and the techniques to collect and analyze data. d. the value added by the component of investigation to school teaching practice.

3-   Kir and Kayak (2013) study aimed to investigate "The Evaluation of Websites Teaching English as a Foreign Language". The study stated that Websites might be very effective resources both for learners and teachers. However, if the Website which is aimed to use a resource was not designed in an efficient way, it might lead to wasting time. In addition, not well designed websites might include wrong guidance for language development. Taking the role of Websites in language teaching in consideration this study focuses on the evaluation of Websites designed for teaching English. For this aim, a questionnaire prepared for Websites evaluation was modified with the views of experts and results gotten from a group of students as the first step of ongoing project on the evaluation of language learning Websites. Latest version of the questionnaire was given to totally 56 English language learners studying at the school of foreign language. The learners stated how much they use the internet and the Websites in their language learning and how find the Websites they have been using. Learners also evaluated the Websites of their own choice. Some

suggestions were made with the help of the results.

4-   Yang, Zhou and Ju (2013) study aimed to investigate "Learning English Speaking Through Mobile Based Role Plays: The Exploration of Mobile English Language Learning APP Called Engage". The study stated that Engage is a new form of mobile application that connects students studying English with teachers in real- Time via their smartphones. Students receive target language through preparation dialogues and then apply it to a role- play with teacher. The conceptualization and development of Engage follows the user- centered design approach, and the product was built through multiple iterations: in the first iteration; students were invited to try out a paper mock- up; in the second iteration, students tried out a mobile prototype; in the external test, a fully functional application was released to App store between October 25 and November 20, 2012 and 326 users downloaded it. The application was well- received by these test users, reflected in the post- study survey, student rating and students' usage records. The external tests proved that the technical environment of the application was feasible for production; and the operationalization of the teacher service and cost model were also proven to be feasible and scalable.

5-   Majeed and Yassein (2013) study aimed to investigate" An Assessment of the Linguistic Competence of Intermediate School Teachers on English as a Foreign Language". The researchers constructed a test as a main tool in this study of collecting data. The sample of the study includes 56 EFL teachers which they have been subjected to the linguistic competence test. The collected data has been analyzed by using T- test formula. The findings reveal that there is a significant difference between the mean scores of intermediate school teachers' achievement, on one hand and the theoretical mean scores of the linguistic competence test, on the other hand.

6-   Basel and Aytan (2014) study aimed to investigate" Using Web 2.0 Tools in English Language Teaching" stated that the rapid advances in ICT in recent years have resulted in an extensive research for possible uses of ICT in educational settings. The aim of this study is to introduce some of the most useful Web 2.0 tools for teaching English as a foreign language, determined after a rigorous selection based on practical experiment and experiences. Such an approach is useful for language teachers to be knowledgeable about the possible uses of Web 2.0 tools to enrich their teaching environments. Moreover, it is aimed to give creative and practical ideas to language teachers on the use of these tools in English language teaching.

METHOD OF RESEARCH

1-   The Experiment Design:

The researchers adopted the experimental design known as two equivalent groups due to its appropriateness for the aim of the research.

In the current research, the experimental group was taught by using Website 0.3 information, while the control group was taught by traditional method as shown in Figure (2):

Groups	Independent Variable	Dependent Variable
Experimental	Using Website 0.3 information	Orally (Hearing and Speaking Test)
Control	Traditional Method	Orally (Hearing and Speaking Test)

Figure (2): The Experimental Design

2-   The Population:

The population of the present research consisted of second stage students in Department of Tourism and Hostelry Institution Management in College of Administration and Economics/ University of Mosul during the first semester of the academic year 2018-2019.

3- The Sample:

The researchers intentionally selected (42) student in the second stage in department of Tourism and Hostelry Institution Management in College of Administration and Economics/ University of Mosul.

4- Tools of the Research:

Orally linguistic competence (listening and speaking) test which have been prepared by the researchers themselves. The test paragraphs were adopted from Kaneba center for Teaching and Learning (2007) which is consisted of two dimensions: listening competence and speaking competence that evaluated according to individual applying.

5- Validity:

Validity perhaps regarded as the most complex concept in test evaluation (Verma, 1981:87). It is mean, the degree to which the test actually measures what it is intended to measure (Brown, 1980:212). In the current

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research, the researchers have been used face validity. Hence the oral test has been submitted to a group of experts, to determine the efficiency and the correct formulation of the test items (*). And the experts approved the test items and put forward some suggestions to improve them.

6-Reliability:

The researchers found out the reliability of the test by using Cronbach's Alpha to measure of internal consistency, that is how closely related a set of items are as a group. It considered to be a measure of scale reliability. Cronbach's Alpha can be written as a function of the number of test items and the average inter- correlation among the items.

After calculating internal constancy (Cronbach's Aloha) for the test. The results showed that the reliability of listening test was (0.82) and speaking test was (0.80). And this numbers were showing an agreeable rate as shown in table (1):

Table 1: Cronbach's Alpha for Listening and Speaking Test

List of listening		List of speaking	
Cronbach's Alpha internal consistency	N	Cronbach's Alpha internal consistency	N
0.80		0.82	

7-   The Experiment:

The experiment started on 7th October, 2018 by teaching the experimental group by using Website 0.3 information, and teaching the control group by using the traditional method.

*Experts:
1-Prof. Fadhil Khalil Ibrahim Ph.D.
2-Asst.Prof. Wayees Jallod Ibrahim Ph.D.
3-Asst.Prof. Ansaam Ali Ph.D.
4-Lect.Ghada Saad Al-Deen Ph.D.
5-Lect.Hala Abid Elah Mohammed Ph.D.
6-Lect. Zead Fadhil Ph.D.
7-Lect. Wassan Adnaan Rasheed M.Ed.
8-Lect. Reem Hazim M.Ed.

The experimental lasted eight weeks and on 25 November, 2018 the final orally linguistic competences (listening and speaking) post- test was applied to the students.

8-   The Statistical Methods:

a.   Two samples T-test of two tailed type for independent samples to test the differences between the two groups for the purpose of equivalence and to test the differences between arithmetic means of pupils results in final test was applied (Glass, 1970:295).

b.   The cronbach's Alpha formula to compute the reliability of the oral test (https:// stats. idre.ucla.edu).

Presentation and Discussion of Results:

-The First Hypothesis:

To verify the null hypothesis, the researchers found out the mean scours, and standard deviation for the experimental group in their oral linguistic competence (listening and speaking) pre-test and post- test, T-test was calculated as shown in Table (2):

Table (2): Results of Mean Scores, Standard Deviation and T-test for Experimental Group in oral Linguistic Competence Pre-test and Post-test

Test		No.	Mean	S.D.	T-calculated value	T-tabulated value	Significant level
Listening	Pre-test	21	0.67	1.9014	7.227	1.725	0.05
	Post-test						
Speaking	Pre-test	21	3.238	3.5059	18.92	1.725	0.05
	Post-test						

It is clear from Table (2) that there is a statistically significant difference between the mean scores of students in listening and speaking pre-test and post-test in favor of the post-test. This means that the null (first) hypothesis was rejected and the alternative hypothesis was accepted.

-The Second Hypothesis:

To test the null hypothesis by using mean scores and standard for the calculated (T-test) in order to find the significant statistical differences between the experimental and control groups in the listening and speaking post-test, as it shown in Table (3):

Table (3): Results of Mean Scores, Standard Deviation and T-test in Listening and Speaking Post-test for the Experimental and Control Groups

Test	Group	No.	Mean scores	S.D.	T-calculated value	T-tabulated value	Significant level
Listening	A	21	13.619	1.1610	2.392	2.021	0.05
	B	21	12.619	1.4656			
Speaking	A	21	27.1	1.3887	4.6915	2.021	0.05
	B	21	23.238	3.448			

It is clear from Table (3) that the students mean scores in both groups in post-test and by using calculated (T) value for listening and speaking is higher than the tabulated (T) value. This means that there is a statistically significant difference between the means of the two groups. Thus, the null hypothesis was rejected and the alternative hypothesis was accepted.

This results may be due to the fact that the use of Website 0.3 information enables students to enhance their listening and speaking competences.

-Conclusions:

In the light of the results obtained, the following conclusions can be drawn:

1- 	The possibility of applying Website 0.3 information in teaching English language in University level.

2- 	The efficiency of Website 0.3 information in increasing oral linguistic competence (listening and speaking) of second stage students in Department of Tourism and Hostelry Institutions Management in English.

3- 	The easiness of understanding English lessons by using Website 0.3 information.

4- 	The easiness of using Website 0.3 information in learning and teaching EFL.

-Recommendations:

In the light of the results arrived, the researchers recommended that:

1- 	It is necessary for English language teachers and the learners at the university level to use Website 0.3 information in the class.

2- 	Listening and speaking competences should be receiving a con-

siderable amount of attention in designing foreign language curricula in different specializations at the university level.

3-   The importance of using new techniques in learning and teaching EFL at the university level.

-Suggestions:

In an attempt to make the current research approach completeness in other relevant aspects, the researchers suggest the following as crucial points that are awaiting further studies and investigations:

1-   The role of Website 0.3 information in the development of EFL secondary school's linguistic competence.

2-   The use of E-learning 0.3 as a base of EFL.

3-   A comparison study between Website 0.3 information and other new kinds on educational techniques.

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