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Teachers' and Students' Perceptions of Online Research Skills: An Exploratory Study in South Lebanese Schools

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Abstract
Studies showed that middle school students misuse the Internet sources for reading and writing purposes though they are skillful at online personal communication. Eventually, this led to the emergence of copy-paste trends in students' written work. In this paper, we aimed at exploring 8th grade teachers' and students' perceptions about the factors that predict the copy-paste trend in Lebanese schools, and the extent to which these perceptions are interrelated. 172 students were surveyed and eight teachers interviewed at 3 private schools in the south of Lebanon. Results indicated that students had limited Internet skills despite their intensive Internet use and teachers lacked essential instructional practices to help students acquire basic skills to avoid plagiarism. Proposed recommendations included teachers' inservice training and curriculum review to integrate essentials of ethical writing.
Keywords: copy-paste trend, online research skills, Internet efficacy, middle school, ESL

I. Introduction

The Internet has become one of the major tools for information retrieval by students (Szabo and Underwood 2004 cited in Sutherland Smith 2008; Sisti 2007). However, using information published on the Internet for written work has caused students in higher education institutions and in high schools to produce copy-paste work. To successfully do online research and be well prepared for future careers, students need to acquire the skills to locate, evaluate, paraphrase, synthesize, and communicate information using others' thoughts ethically and responsibly (Howard 2007; Balingit 2008; Awada & Diab 2016). Sutherland-Smith (2008) compiled research done about earlier types of plagiarism and concluded that recent studies focus on a new trend, which is Internet plagiarism. Later, Pecorari and Petric (2014) tracked many studies on current themes in second language writing and emphasized pedagogical approaches as solutions.

This has led to a growing interest in research to identify factors that contributed to the proliferation of the copy-paste trend: (a) the Internet has become the major source of information for school work;(b) there is no appropriate pedagogy; (c) students lack a complete understanding of what plagiarism really is, and (d) students in the 21st century are more tech-literate than their teachers (Szabo & Underwood 2004; McCabe 2005; Sisti 2007; Sutherland-Smith 2008; Howard & Davies 2009; Sassi & Thomas 2011). Loewy and Grantiz (2007) saw this issue as a new epidemic, arguing against using online sources because it has increasingly caused a decline in students' academic writing and weakened the learning process. However, recent studies inferred that this is due to the lack of explicit instructional practices that integrate these skills within the curriculum, leading students to produce copy-paste written work without acknowledging the owner of ideas (Howard & Davis 2009). In the Lebanese context, the copy-paste trend was not studied as a separate factor. Bacha et al. (2011) explored students' perceptions in grade 10, 11, and 12 about academic honesty; however, they only included few items related to the copy-paste trend. In our study, we explored the factors that predict 8th graders' copy-paste trend and investigated whether this trend in the context of Lebanon is similar to that reported in the literature.

2. Review of literature

2.1 Theoretical framework

The new literacies theory asserts that with ongoing emergence of new technologies, the nature of literacy is changing and developing quickly. According to Coiro and Dobler (2007), acquiring skills to ask questions, locate information, critically evaluate, synthesize, and communicate ideas are considered essentials in an online environment.

Within this context, the term online reading and comprehension had to be replaced by a new term which is "online research and comprehension skills" since online reading has been framed as a problem-based inquiry (Leu et al. 2013). Castek (2016) asserted later that the skills of reading and writing in online environements are no doubtedly interconnected . The same concept was advocated by Van Dijk and Kintsch (1983) and Spivey (1997) for traditional reading and writing processes (cited in Parodi 2007).

2.2 Teacher's Practices, Perceptions and Understanding of Internet Sources

Research has shown that teachers are often aware of the students' copy-paste trend, but the instructional practices to handle this issue are limited (Howard & Davis 2009; Fidaoui et al. 2010). It is, therefore, clear that

many teachers need support in teaching their students how to avoid plagiarism and design lessons to help develop the skills required for online source use practices. Ma et al. (2006) did an empirical study at 3 different public middle schools in the United States to explore students' and teachers' attitude towards the copy-paste trend. Teachers reported that they were not able to follow track of students' work online. While in some research teachers' said that they were not well trained for Internet usage (Attwenger 1997; Werner 1994; Pierce 199, cited in Robbins 2010), in other studies teachers stated that they were not comfortable with technology use and that they had no time to improve their Internet skills (Pierce 1998).

In the context of New Zealand, an educational reform was done within the school curriculum in 2005 to teach students how to locate, evaluate, synthesize, and communicate ideas ethically had developed. Years later, Ladbrook and Probert (2011) reported on 14 years old students and 24 teachers in the English department. Based on a survey results, the majority of teachers reported that students surpassed them in using online technology (92.3 %), while 61.5 % admitted that students prefer online texts to other texts while searching. However, teachers also reported that students demonstrated weak skills in online research which means, according to them, that the reform was not yet successful. This was also ascertained in students' responses who complained that their teachers assumed they knew these skills, and they suggested that teachers should give them reliable online sources to facilitate their online research.

2.3 Students' Internet Usage and Practices

Prensky (2001) labeled the new generations of students as "digital natives" because they can fluently speak the digital language with words such as downloading, uploading, deleting and others, since they spend most of their time interacting with online tools. Many research found out that school students at all levels use online sources to search for information for academic writing (Sutherland-Smith 2008; Putman 2014). However, other studies ascertained that students are less skillful and knowledgable in Internet research skills than what they seem to be (Sutherland-Smith 2008; Howard & Davies 2009; Kingsley 2011; O'Hanlon 2013), often restricting their research assignment by looking for information on Google search engine (O'Hanlon 2013).

Studies at all educational levels showed that students misuse online sources. McCabe (2005) asserted that students at university levels do not understand what an appropriate use of Internet Thus, they think that inserting few sentences from the Internet without proper attritibution is acceptable. In a qualitative study on a Chinese TESOL student who copied and pasted ideas into her written work from the Internet, Stapleton (2010) indicated that this was due to her inability to search for credible online sources and usage of appropriate keywords. To explore the perceptions and reasons for copy- paste, Sisti (2007) conducted a study on 160 high school students from 5 schools in Philadelphia and Pittsburgh areas. Results showed that 35% of students did not mention the source they copied from, justifying their behavior to the lack of time or inability to write it by themselves. In another qualitative study using focus groups and interviews done at 3 public middle schools involving 36 students, Ma et al. (2006) found that two thirds of the students admitted they saw others cheating through the Internet, while one-third claimed that they used the Internet as a support in their school work without completely understanding the information. 25% of them reported that they used Internet resources and handed them as their own work. Fidaoui et al. (2010) explored the perceptions of 48 grade four ESL students and 4 teachers in a Lebanese private school. Teachers explained that they ask students to paraphrase ideas and add the link of the Internet source to prevent plagiarism when given a written assignment, which was ascertained with students' responses to a questionnaire. However, the researchers found out that teachers did not teach students how to locate, evaluate online sources, and paraphrase the retrieved ideas.

In 2011, Bacha et al. did an exploratory study on 3986 high school students' academic honesty, including few items related to copying texts from the Internet. Findings indicated that the trend of copy-paste occurred in all classes.

3. The Research Context

Few research investigated the copy-paste trend in Lebanon, which showed the need to explore this issue. Findings of an empirical study conducted by Awada and Diab (2016) to explore the success of Lebanon's Education Reform Strategy and Action Plan (LERSAP), launched in 2011, found that, to successfully do online research and be well prepared for future careers, teachers need a pedagogical approach and ongoing professional development to help students acquire the skills to locate, evaluate, paraphrase, synthesize, and communicate information using others' thoughts ethically and responsibly. The framework, aligned with international standards, emphasized the integration of Information and Communication Technologies (ICTs) in the Lebanese curriculum to acquire these skills and and enhance students' motivation and learning.

4. Rationale and Research Questions

Studies have been conducted about plagiarism in general, but with little emphasis on the copy- paste trend, especially at a school level in the Arab world. In our study, we focused on online research skills in three private

schools in Saida located in the south of Lebanon, where English is considered as a second language (ESL). We sought answers to the following three questions:

1. What are teachers' and students'perceptions regarding their own use and efficacy of Internet skills?
2. What are teachers' perception regarding their students' use of Internet skills and the factors that predict their copy-paste trend?
3. To what extent do teachers' and students' perceptions interrelate?

5. Methods

5.1 Participants and Setting

The study was conducted in the south of Lebanon at three private co-educational middle schools that were purposefully selected based on the use of English as a second language (ESL) and the availability of Internet connection. To ensure confidentiality, each school was given a pseudonym (Schools A, B, and C). The sample consisted of one hundred – seventy two grade eight students aged between 13 and 14 years old, and eight ESL teachers coded as follows: in School A, T1, T2, T3; in school B, T4, T5, T6; and in school C, T7, T8. Teachers had either a Bachelor or a Master's degree.

5.2 Data Collection

Two instruments were used (a) a semi- structured interview for teachers, and (b) a student questionnaire.

5.2.1 Semi-structured interview

The instrument had 7 questions inquiring about teachers' perceptions regarding (a) self-efficacy of Internet use and Internet skills and (b) knowledge of their students' Internet use and practices. Questions were adopted from themes found in the literature, mainly the Computer-Email-Web Fluency Scale (Bunz 2004) and the Internet Plagiarism Survey (Scanlon & Neuman 2002). The use of these scales were all approved by original authors. The questions were validated by an expert in Internet usage and skills and were piloted with three well-experienced teachers and ESL university instructors to check the readability level, time duration and content. Accordingly, necessary changes were made.

5.2.2 Student Questionnaire

A self-reported Internet usage questionnaire was used to measure students' perceptions of Internet use, Internet skills, and attitude towards the copy-paste trend, based on instruments designed by Sisti (2007) and Castek (2008), who both granted us their authorization. The instrument included: demographic information (2 items), Internet use at home and school (14 items), Internet skills/self-Efficacy (7 items), and attitude towards the copy and paste trend (5 items using a checklist). The frequency of Internet use in and out of school was measured using a Likert scale ranging from "Never", "Less than once a week", "Once a week", "A Few times a week", "Once a day", to " Several times a day", while the Internet skills were rated on a scale ranging from 1 (Beginner) to 7 (Expert) .

5.2.3 Validity of the Student Questionnaire

An expert in the field checked the instrument for content validity and readability. Adjustments were made by changing some instructions and terms. The instrument was pilot-tested with students of the same age and background like the participants of this study; we realized that students needed step by step guidance while responding to questions.

5.2.4 Reliability of the Student Questionnaire

This instrument is based on 3 facors: (a) Internet Use at home and school, (b) Internet Skills, and (c) Internet attitude. Internal consistency was measured for the first two factors while reliability of the the attiude factor was supported with findings in literature. The value of Chronbach alpha for items that measured the Internet Use at home was equal to ($\alpha = 0.543$). Since Chronbach alpha depends on the number of items on a scale (Pallant 2011), and we had 7 items, thus less than 10 items, we referred to Briggs and Cheek (1986) and Clark and Watson (1995) studies and calculated the mean of Inter-Item correlation that yielded to an acceptable average of (0.150); the value of Cronbach's alpha for Internet use at school was equal to ($\alpha = 0.627$) with an acceptable average of Inter-Item correlation (0.195). Conversely, the value of Cronbach's alpha for items that measured the Internet skills was equal to ($\alpha = 0.854$) which indicated that the internal consistency of items was highly adequate with an acceptable average of Inter-Item correlation (0.40).

5.3 Procedures

Prior to administering the questionnaire and the interview questions, permission was granted from the schools administration. Before the interview took place, teachers were briefed about the purpose of the study. The interview took approximately 25 minutes during the English department coordination sessions. Only 3 teachers accepted to record the session; for the five others, responses were typed. Each teacher was given a number code for confidentiality. Before administering the questionnaire in the English classes, the teacher introduced our

study and assured students that their responses would remain anonymous, that the results would not affect their ESL grades in any way, and that the questionnaire only aimed to find out how and why they were utilizing the Internet at home and at school. Descriptive and inferential statistics were obtained using the Statistical Package for the Social Sciences (SPSS) software-version 24.

6. Data Analysis and Findings

6.1 Teachers' Interview

Content analysis was done on teachers' interviews to understand their efficacy of Internet use and skills as well as knowledge of their students' self-efficacy of Internet use and Internet skills. Responses were first coded and charted, then categorized. Many themes emerged: Teachers' and students' efficacy of using Internet sources, instructional practices, students' language proficiency, and students' personal attitude.

6.1.1 Teachers' perceptions of self- efficacy of using Internet sources

When asked about their Internet skills, all teachers mentioned that they have good knowledge of using Internet sources such as "downloading documents" for class use. However, when we asked them about their Internet research skills, vague responses were given and discrepancies appeared. In School B, for example, T6 first response focused on using "educational platforms such as Canvas" until she later elaborated that she was skillful in "research and navigation" techniques but without specifying them. Similarly, in school A, T3 stated that she used Internet sources to " look for new methods and exercises for students, make use of something fun like grammar quizzes (...) personal research at college." In school B, T5 expressed her inability to find "logical sources", which she defined as credible sources. However, she went further explaining that she had very good research skills including asking questions and crediting sources, specifying that she was "good at searching the Internet for whatever pieces of info needed." On the other hand, T6 at school B, T7 and T8 at school C said they were skilled on online research; T8 clarified that she was able to "cite, look for accurate info using more than one website, and help others learn Internet skills, formulate online research questions."

6.1.2 Teachers' Instructional Practices

All teachers, regardless of their understanding and level of Internet use and skills, admited their inability to integrate Internet skills due to challenges they were facing in the workplace. According to T1 in school A and T5 in school B, teachers needed training to develop their Internet skills. Additionally, T3 in school A mentioned that 'students should be taught how to properly paraphrase (…) be given more practice on ways to surf the web (…) and know that search engines catch keywords, not complete sentences (…) and how to cite in a right way to avoid plagiarism." Thus, a new theme emerged during the interviews, whereby most teachers emphasized the significance of curriculm reform, and the integragration of these skills "in the scope and sequence of subjects" to "gain sustainability" at higher levels, as stated by T8 and T3 respectively.

6.1.3 Efficacy of Students' Internet source use practice.

Contrary to their responses regarding their own efficacy of Internet skills, most teachers' reponses were specific when asked about their students' self efficacy of these skills. Their responses focused on their students' ineffective strategies when: (a) using appropriate key words while looking for information on the Internet, (b) critically evaluation of such information, (c) disntinguishing academic from non academic sites, (d) writing from these sources, and (e) attributing these sources. When asked about the copy-paste trend, more explanations emerged. T1 in school A mentioned that when given an assignment to read and write from online sources, her students "follow just teachers' prompt and once they see opening or few similar" words between the prompt and the website article, "they copy it" without acknowledging original source since her students "consider it their own". We had the same explanations with her colleague T2 who admitted that 80% of her students were demonstrating such behavior. In addition to the above, T3 at the same school said that challenges included paraphrasing, misuse of quotations, and lack of citation. In school B, T5 said that her students copied "without knowing what they copied." They also faced difficulty in locating online sources and checking credibility. However, T5 insisted that when given "guiding questions" while using online sources, her students could find the task easier students though still forgetting to acknowledge the author. It seemed that students "make their own recipe," when using online sources as T8 in school C stated.

6.1.4 Efficacy of language proficiency

According to most teachers, language barriers were one of the reasons of the copy-paste trend at the three schools. T3 explained that students copy- paste to "avoid disappointment" since they "lack competency to read and write from online sources." T4 students were copying and pasting because they were afraid of making language mistakes and they were unable to paraphrase, an idea expressed later by her colleague T5. T6 asserted that "students' poor language to express potential idea" led them to use the copy-paste in their work.

6.1.5 Efficacy of students' own personal attitude

Students' personal attitudes regarding the reasons for copying ideas from Internet sources without paraphrasing them emerged as another factor. Teachers attributed students' tendency to copy-paste to laziness, lack of motivation, lack of time, pressured curriculum, lack of sense of guilt, and convenient easy way, etc. T4 said that

her students found it funny and easy, and "they brag" when they produced written copy-pasted work with no references. T5 affirmed that her students always complained for being unable to produce a written work without copying from somewhere, but she said that students found it " easier … to do [copy-paste] especially that they have more interesting things to do, " while her colleague T6 in school B, viewed it as lack of motivation, which "stems from the cultural perspectives about education perceived as systematic and boring process." T7 in school C, attributed it to the "lack of patience".

6.2 Student Questionnaire

The aim of this instrument was to elicit students' perceptions regarding their Internet skills and use. Descriptive analysis was run for each factor of the instrument and was then reported.

6.2.1 Findings on students' perceptions of Internet Use

14 items on a 5-point Likert scale measured the perceptions of Internet use at school and at home (Table 1 and Table 2). The mean scores ranged from (M=0.10) on item "Using the Internet at school to check author's background on websites, " to (M=4.70) on item "Using Internet at home". The results indicated that the students seldom used Internet at school, for 29.1 % said they used it less than once a week (M = 1.88), while 83.1% reported using it several times a day outside the school (M = 4.70). In general, the lowest mean scores were found to be "at school" (items numbered 7,11, 13), while the highest mean scores were "at home" (items numbered 2, 4, 6, 8, 10). As a whole, most students rarely checked the accuracy of information on websites, for 89% of the students said that at school they never check accuracy of information (M = 0.19), and only 62.2% reported doing it at home (M =0.74). Additionally, 93.6% of students at school (M=0.10) Versus 84.3% at home (M = 0.26) said they never investigated the author's background.

Table 1. Means and SD of students' perceptions of Internet use

	M	***SD***
1. Using Internet at school	1.88	1.39
2. Using Internet at home	4.70	0.80
3. Using Internet at school to find info on Google	1.48	1.26
4. Using Internet at home to find info on Google	4.26	1.25
5. Using Internet at school to get info for writing topics	0.48	1.06
6. Using Internet at home to get Info for writing topics	2.55	1.39
7. Using Internet at school to read about current events	0.28	0.79
8. Using Internet at home to read about current events	2.81	1.91
9. Using Internet at school to get information for my projects	0.62	1.02
10. Using Internet at home to get information for my projects	2.67	1.52
11. Using Internet at school to check accuracy of information	0.19	0.66
12. Using Internet at home to check accuracy of information	0.74	1.21
Using Internet at school to check author's background on websites	0.10	0.50
Using Internet at home to check the author's background on websites	0.26	0.75

Table 2. Percentage of students' Internet use at school and at home

Items	**Never**	**Less than once a Week**	**Once a Week**	**A few times a Week**	**Once a Day**	**Several times a Day**
1. Using Internet at school	16.9%	29.1%	20.9%	20.9%	7.0%	5.2%
2.Using Internet at home	0.6%	1.2%	1.2%	5.2%	8.7%	83.1%
3. Using Internet at school to find info on Google	26.7%	28.5%	22.1%	16.9%	4.1%	1.7%
4. Using Internet at home to find info on Google	1.7%	5.2%	1.2%	15.7%	9.3%	66.9%
5. Using Internet at school to get Info for writing topics	79.1 %	6.4%	5.8%	6.4%	1.2%	1.2%
6. Using Internet at home to get Info for writing topics	2.9%	24.4%	24.4%	25.0%	9.3%	14.0%
7. Using Internet at school to read about current events	84.3%	8.7%	4.1%	1.7%	0%	1.2%
8. Using Internet at home to read about current events	21.5%	8.7%	8.7%	18.0%	14.0%	29.1%
9. Using Internet at school to get information for projects	64.0%	20.9%	7.0%	5.2%	2.9%	0.0%
10. Using Internet at home to Get information for my projects	5.8%	24.4%	12.8%	27.3%	13.4%	16.3%
11. Using Internet at school to check accuracy of information	89.0%	6.4%	2.9%	0.6%	0.6%	0.6%
12. Using Internet at home to check accuracy of information	62.2%	19.8%	7.0%	5.8%	3.5%	1.7%
13. Using Internet at school to check author's background on websites	93.6%	4.1%	1.7%	0.0%	0.0%	0.6%
14. Using Internet at home to check the author's background on websites	84.3%	11.0%	2.3%	0.0%	1.7%	0.6%

6.2.2 Findings on students' perceptions of their own Internet skills

7 items on a 7-point Likert scale measured students' perceptions of Internet Skills (Table 3). The mean scores ranged from (M=2.88) on item "synthesize information you find on the Internet using own words" to (M= 4.35) on item "searching for general information on the Internet." Results indicated that students cannot synthesize

information from the Internet using their own words (*M* =2.88), and they cannot explain to classmates how to look for information on the Internet (*M* = 3.43). The highest scores were found on 3 items (numbered 1, 3, 4) where most students perceived themselves as average when searching for general information on the Internet (*M* = 4.35), in picking the best site for their projects when given a list in search engines (*M* = 3.72), and in using the Internet to answer a question about a problem (*M* = 3.59).

Table 3. Mean and SD of students' perceptions of Internet skills

Items	***M***	**SD**
1. Searching for general information on the Internet	4.35	1.26
2. Searching for specific information on the internet	3.49	1.20
3. Picking the best site for my project when given a list in search engines	3.72	1.39
4. Using the Internet to answer a question about a problem	3.59	1.16
5. Explain to classmates how to find information on the Internet	3.43	1.63
6. Summarize information you read on the Internet using own words	3.56	1.36
7. Synthesize information you find on the Internet using own words	2.88	1.24

6.2.3 Findings on students' personal attitude of copy-paste trend

In this section, students had to select from a list of 5 items the reasons they believed as being behind copying and pasting words and phrases from online sources (Table 4). Results showed that students acted like this because: They thought it is fine to do so from the Internet (80.8%); the teacher did not say whether they were allowed or not (65.1%); they had no time for their homework (62.2%); the topic was not interesting (46.5%); they didn't know how to do their homework (35.5%).

Table 4. Reasons for copy and paste from online resources

	Responses	
Items	***Frequency***	***Percent***
Having no time to do the homework	107	62.2%
Not interested in the topic	80	46.5%
Do not know how to do my homework	61	35.5%
Okay if we copy and paste words or phrases from the Internet	139	80.8%
Teacher did not say if we are allowed or not	112	65.1%

Moreover, the total scores of of the perceptions of each factor per student was calculated. Results showed that students' scores on Internet use at home and at school ranged between 0 and 35; for their Internet skills, the scores ranged between 1 and 49, and for the attitude towards the reasons of the copy-paste trend , the scores ranged between 0 and 5.

Table 5 and Figure 1 showed that the perception level of Internet use at home was medium (*M* = 17.99) on the range beween 0 and 35, while at school it was low (*M*=5.03). Regarding the the Internet skills on a range between 1 and 49 , we could see that the perception level was average (*M* = 25.03). As for students' attitude, the results indicated that they had a low level of perception (*M* = 2.09) since most of the time they copied and pasted from Internet resources thinking they had the right to do so.

Table 5. Mean scores and SD of students' perceptions of Internet use, Internet skills and attitude

Items	***Range***	***M***	***SD***
Internet Use at Home	0-35	17.99	4.77
Internet Use at School	0-35	5.03	3.89
Internet Skills	1-49	25.03	6.79
Attitude	0-5	2.10	1.17

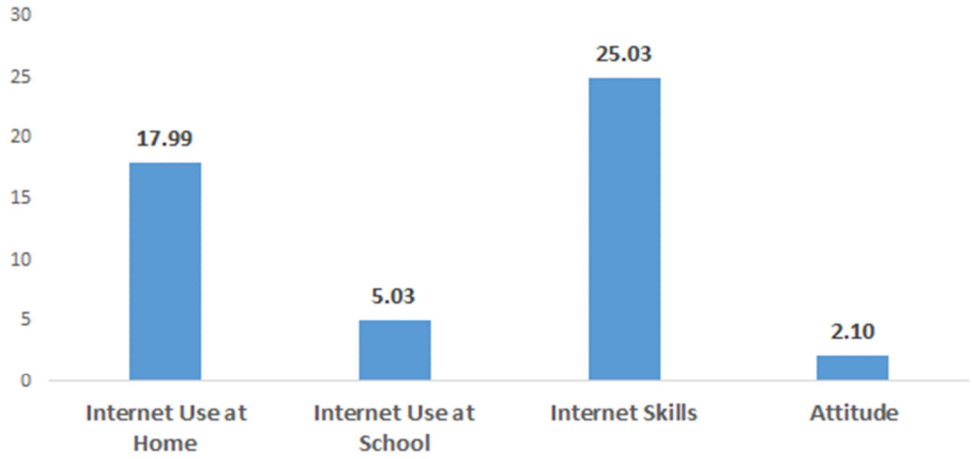

Figure 1. Mean Scores of Students' Perceptions for Internet use at Home and at School, Internet Skills and attitude

7. Discussion and Interpretation

This study explored the perceptions of teachers and students in middle schools regarding Internet use and efficacy and examined the factors behind the copy-paste trend. Results indicated alignment with those in previous studies.

Most teachers interviewed in this study said that they were knowledgeable in computer and Internet usage for personal and instructional purposes. However, teachers' responses regarding their own Internet skills, varied from basic to advanced. They also explained the extent to which they were aware of their students' weaknesses in reading and writing from the Internet, which made them copy and paste from online sources. These results are in line with what teachers reported in Sutherland-Smith (2008), Walter (2008), and Ladbrook and Probert (2011).

Moreover, during interviews, teachers stressed the need for training to gain skills in online research to enable them to support efficiently their students on how to decrease the occurences of copy-paste in order to stop this trend, which has also been discussed by many researchers (Walter 2008; Ma et al. 2006; Howard & Davies 2009). Their complaints about time constraints was one of the factors that was coming back as a leitmotiv which reminded us of Pierce's findings (1999) . On the other hand, students highlighted the fact that they were not instructed about the unethical issue of copy-paste as in Ladbrook's and Probert's (2009), which showed the importance of discussing issues of concern with students to change their behavior. Thinking loudly about the reasons, teachers indicated that students were not acquainted with the use of Internet for research purposes, which they attributed to the students' lack of skills in locating, critically evaluating, synthesizing, and ethically communicating information read online, which was ascertained in the students' responses to the questionnaire and which tied well with the results of students' perceptions in Kingsley's (2011) study. Moreover, though students acknowledged using heavily the Internet at home, they revealed that the educational aspect was not one of their objective when using online sources either for writing or for school projects. Such results were also of concern in many studies (e.g. Sisti 2007; Sutherland- Smith 2008; Howard & Davis 2009; Bacha et al. 2011; Ladbrook & Probert 2011).

Of the factors that were behind the lack of Internet research skills, it is worth noting that both teachers and students attributed such behavior to time and instructional practices. However, other aspects were emphasized due maybe to deficiency in accountability such as the unawareness of the importance of proper source use, a pressured curriculum, and the level of language proficiency. Citing Josephson (2004), Walter (2008), Ma, et al. (2006), and Sisti (2007) reported the same issues emphasising the consequences related to misunderstanding these concept and insisting with McCabe (2005) and Howard and Davies (2009) on developing effective instructional practices.

Our findings supported the theory of new literacies, which emphasizes that online literacies required new skills (Coiro & Dobler 2007). Results indicated that students felt less confidence with online research skills, and their teachers ascertained such perceptions.

8. Conclusions and Recommendations

Our findings in this study have triggered the teachers' and students' consciousness about citing proper sources when writing from the internet, which showed similarity with many research done previously. Crossing teachers' reponses with those of students revealed consistency in all areas except in the role of teachers who did not consider their primary responsibility being how to develop students' online research skills but to teach them how

to read and write as in traditional classes. Such findings would help teachers seek proper instructional practices to integrate them in the Lebanese curriculum despite constraints that may arise. Thus, teachers' in-service training programs become a must to support students in developing academic skills that go beyond the mere communication over the Internet for social media purposes only. A good start might be the launch of a large-scale needs assessment survey for both students and teachers to develop appropriate interventions that should be part of the ESL curriculum.

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