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The Need for a Cybersecurity Education Program for Internet Users with Limited English Proficiency

So much of our lives happen online, and it's important that everyone knows how to stay safe from cyber threats. However, there are groups of people who are more vulnerable to these risks, especially those who have limited English proficiency (LEP). The article titled *The Need for a Cybersecurity Education Program for Internet Users with Limited English Proficiency*, written by Fawn T. Ngo and published in the *International Journal of Cybersecurity Intelligence & Cybercrime*, explores this issue. The article discusses how LEP individuals often don't have access to important cybersecurity information because most of it is in English, and how creating educational programs for them could help solve this problem.

The topic of the article connects to social sciences because it talks about the impact of society's structure and language on people's access to important information. In this case, the social barrier is language. The study shows that LEP individuals may not know about online dangers or how to protect themselves because cybersecurity education programs are not always available in their language.

The main research question in the article is: How does a cybersecurity education program affect the online safety behaviors of LEP individuals? The author wants to understand how learning about cybersecurity changes the way people who speak little English behave online. The research method used in the study is qualitative, which means the researcher focused on understanding people's experiences and opinions. The researcher conducted focus groups with LEP individuals who spoke Spanish and Vietnamese. These groups discussed their past experiences with online safety and how they reacted after being exposed to cybersecurity education.

The study found that many LEP individuals were unaware of cyber threats and didn't know how to protect themselves online. After participating in the education program, they felt more confident and aware of how to stay safe. This shows that tailored educational programs can make a big difference in improving online safety for these individuals.

This topic connects to what we've learned in class about the importance of addressing issues that affect different groups in society. In this case, the study emphasizes the need for cybersecurity education to be more inclusive. By providing these programs in languages other than English, we can help marginalized groups, like LEP individuals, stay safe online. In conclusion, the article highlights the importance of addressing the cybersecurity needs of LEP individuals. By offering educational programs in multiple languages, we can help these people stay safe online and reduce the risks of cybercrime.

## Works Cited

Ngo, F. T. (Year). The Need for a Cybersecurity Education Program for Internet Users with Limited English Proficiency. *International Journal of Cybersecurity Intelligence & Cybercrime*, Volume(Issue), pages. Retrieved from <https://vc.bridgew.edu/ijcic/vol7/iss1/2/>