

The use of computer mediated communication for increasing motivation and improving acquisition of English as a foreign language in high school/ Ahmad Amer

Abstract

One major problem of foreign language instruction is the students' physical isolation from native speakers. This dissertation is an experimental study aimed at investigating the motivational and learning effectiveness of Computer-Mediated Communication (CMC) as far as learning English as a foreign language (EFL) is concerned. This study focused on the potential effect CMC tools have on the process of learning English as a foreign language (EFL) compared to other traditional learning methods that do not involve the use of these tools. Six research questions were addressed in this study:

1. Does the CMC experience strengthen high school EFL students' motivation to learn English compared to students in the traditional non-computer-assisted English language learning?
2. Does the CMC experience improve high school EFL students' English competence compared to students in the traditional non-computer-assisted English language learning?
3. Is there any difference among CMC components in high school EFL students' judgment as to what component they perceive most attractive to them to learn the English language?
4. Do a priori identified EFL weak and good students differ in terms of the effect the CMC experience has on their motivation to learn English compared to weak and good students in the traditional non-computer-assisted English language learning, respectively?
5. Do a priori identified EFL weak and good students differ in terms of the effect the CMC experience has on their English competence compared to weak and good students in the traditional non-computer-assisted English language learning, respectively?

