

The internet's influence on the learning of English: an experimental research in an Israeli High School / Aharony Noa

Abstract

Contemporary literature emphasizes the potential contribution of modern technology, particularly internet, to the achievement of educational objectives. It assumes that the use of internet in schools will change the conventional educational approach into a more interesting and effective one.

The present research sought to test out this assumption in the English classroom by assessing the correlation between the uses of Internet on the one hand and pupil achievement and motivation on the other. It further assumed that change of attitude to the English lesson would effect a parallel change in the pupil's attitude to school in general.

The research design was intended to test the following hypotheses:

1. The score of the respondents in the experimental group in English achievement tests will be that the scores of the respondents in the control group.
2. The level of motivation towards learning English will be higher among the respondents in the experimental group than among respondents in the control group.
3. The attitude towards school in general will be more positive among the respondents in the experimental group than among the respondents in the control group.

The population chosen for the research was made up of 73 pupils culled from two different 10th grade classes. The subjects were divided into two groups: an experimental group comprising 39 subjects; and a control group with 34 subjects.

Data was collected from the two groups using self report questionnaires, English achievement tests and personal observations.

The findings indicated that pupils exposed to internet attained higher scores on the English achievement tests than did pupils in the control group, thereby confirming hypothesis 1.

There was partial empirical support for the second and third hypothesis which sought to show a correlation between the use of internet and a positive attitude towards the English class and school in general.

On the basis of this limited sample, it seems reasonable to draw the tentative conclusion that internet can be an effective tool in the English classroom. But this is only a preliminary work. In order to draw firm conclusions, it is recommended that the research design be replicated in order schools with different populations and be extended by examining the influence of an increase in the number of hours allocated to the use of internet in the English course and by exploring the effect of internet as an educational tool in order disciplines.

System number: 000338693

אהר.הש תשנ"ו 420.712