

STUDENTS' ATTITUDES TOWARDS CYBER-HOMEWORK

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ABSTRACT

As in every field of education, in foreign language teaching, homework can be considered as an essential part of learning which provides learners various opportunities to practice and improve their language skills both within and out of the class time. With the improvement and rapid emergence of information and communication technologies (ICT) in the world of education, using web tools in the classroom and assigning students through web-sites and software programs have become popular and it is evidenced that both teachers and students make use of these new tools in many ways. Regarding this fact, the present study aims to explore the role of such tools, specifically cyber-homework, on students' success and outcomes in an EFL classroom. In order to find an answer to this question, total 201 students who enroll in 5th, 6th, and 7th grades in a private college were assigned with web-based homework, i.e. cyber homework, to see whether the use of cyber homework has an effect on their success in language learning. Throughout the experimental process, any attempt of students were recorded and logged automatically which also served as statistical analysis of the data. Additionally, participants' exam results in their courses were compared with the use amount of the cyber homework of the students. Finally gathered data were analyzed through descriptive analysis. The analysis of the data revealed in general that roughly 39% of the participants showed interest to cyber homework and succeeded in the exams.

Key Words: Cyber homework, web-based homework, technology mediated learning environment.