



The Effect of Using an Instructional Website on the Internet on Achievement of Students in English language Grammar and Their Attitudes Towards It

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Abstract

The study aimed at investigating the effect of using an instructional website through the internet on achievement of students in English language grammar and their attitudes towards it.

This study addressed the following questions :

- 1 - Are there significant difference in a student's achievement due to instructional methods (an Instructional Website)?
- 2- What are students' attitudes towards using an instructional website?

In this study we will know the effect of using an instructional website through the internet on achievement of students in English language grammar and their attitudes towards it. This study used applied methodology.

The study sample consisted of (48) students from the ninth grade of a government school that was chosen intentionally, where the study sample was divided into two groups and the sample was randomly selected in each group. Each class has 24 students. A group has been taught the grammar of English language in a traditional way ,the group has been taught through the educational website.

To achieve the study purposes, the researcher choose an instructional website. Containing learning content (6 classes of English grammar) an attitude instrument consisting of(20) items in addition to an achievement test consisting of (20) items. Reliability and validity were established for the study instruments using the proper statistical procedures.

In this study we found that using an instructional website through the internet will effect on the students' achievement and effect on their attitudes .



The study revealed the following result:

- signification differences were found in student's means scores on the posttest due to the instructional method, in favor of the experimental group who were taught by using the instructional website.

- positive attitudes were reported by the study subjects towards the instructional website .

The study recommends the need for conducting more researches investigating the effect of instructional website on students' achievement compared to other instructional methods .

Key words: instructional website , traditional methods , attitudes.

1.Introduction

Our current time is characterized by rapid technological revolution, strong competition among companies in the field of scientific inventions. It is also distinguished by the existence of many technological means that provide all the conditions so that the learner is able to learn at any place or time through devices connected to multimedia communication networks to provide information with the ability to Quality control quality in the technological learning environment where creativity will be the title of learning in this age.

Technology contributed through its means to change the structure of education, and entered the information and communication technology strongly in this area and helped the existence of the Internet, which led the community to keep pace with development and train generations to learn the computer and its techniques. And makes it able to cope with the rapid changes in this era. And this technology has helped to bring about the transfer of learning in the learner in research and education In environments rich in information resources and self-development, the concept of E-learning has emerged.

E-learning is one of the latest trends in the learning system and is used in many terms such as e-learning and online learning. E-learning refers to learning through Internet technology. It publishes content via the Internet or intranet. This method allows for links with sources outside the classroom as well as CDs and other technological educational devices.



A number of reasons have encouraged educators to use Internet applications in the educational process effectively

- Possibility to reach a larger audience and followers around the world
- The ease of developing the content of the existing curriculum through the Internet
- Minimize the cost of physical balancing using satellite or television and radio stations.
- Give education a global class and get out of the local framework.
- Obtain the opinions of scientists, thinkers and researchers specialized in various fields.

The Internet has an active role in all stages of education.

In the view of everyone, the use of the Internet in the educational process is not only in the search for information, but also in the effective role in exchanging and sharing information and knowledge, good interaction in the appropriate educational sites, access to audio and visual debate, and if the Internet is used intelligently it becomes an educational tool capable of changing the methods. Traditional research and general education . The importance of the Internet is that it makes teachers rethink the traditional methods they practice in the classroom, helping to transform the classroom from a silent environment into a learning environment characterized by interaction and technology has developed a sense of self-confidence, responsibility and creative thinking to reach appropriate solutions for the teacher and student.

The Global Information Network is the best means to provide an interactive and dynamic learning environment to attract the attention of students and encourage them to exchange views and experiences and discuss the ideas and information provided to them.

Technology has been able to find a qualitative transfer in the field of education, where the student became the focus of the educational process after the teacher was the focus and relying on indoctrination in what is described in the traditional way or learning.

This trend has led to a change in the teaching and learning methods to suit the new concepts and the use of modern methods and advanced technologies such as the Internet, which have made efforts to introduce it to the education sector

Where this study came in line with the aspirations of the Ministry of Education towards e-learning and its use in the classroom to enrich learning, which comes the importance of benefiting from educational sites. Because of its importance in expanding the student 's horizons, the researcher chose an educational site on the Internet to teach a set of English grammar for the study sample.



1.1 objective of the study

The purpose of this study is to find out the effect of the use of an online teaching site in the achievement of students in English grammar, compared to the normal education method, as well as to the students' attitudes toward the educational site.

The importance of this study comes

- The result of rapid progress in education and technology, which requires studies to keep pace with this progress
- As a result of the attention of the Ministry of Education and educational process improvement and development and utilization of educational techniques available as well as the importance of employing modern technology and special Internet in the classroom
- Improving the methods of teaching that rely on regular indoctrination through rapid traffic on modern teaching strategies
- The use of instructional sites saves time and effort on the teacher and learner because the material presented is organized and planned which helps to increase the learning effectiveness. The results of this study will make the teachers of English language stand on the importance and effectiveness of educational sites to develop their expertise, which will benefit the student and help open the new horizons for the development of skills dealing with modern technology and effective communication skills and refer to additional references other than the textbook, The experience of the teacher and the student and thus develop their abilities to investigate, curiosity and critical thinking can contribute to this study in achieving the overall quality and benefits of the knowledge economy as the education using the site works to develop the Wyatt epistemological of his application, which is the source of the economy, which leads to the achievement of overall quality in the educational process.



1.2 The study problem

Human societies experience a revolution in process and technology that has resulted in many changes and rapid and consequential developments that have led to many problems facing individuals in their daily lives. This has forced developing societies to put together efforts to develop educational institutions.

Where the idea of this study came from the observation of the difficulty in introducing some of the grammar of the English language on demand due to weak demand and because it contains stalemate and because it is simple information as it was the solution in introducing technology to the classroom and so using the educational sites on the Internet where the study came to know the effect of using Online educational site in the collection of the application in the rules of the English language through the educational site <https://agendaweb.org>

In light of the above, the study seeks to answer the following questions

1. What is the impact of the use of an educational website on the Internet in the collection of the student in the rules of the English language?
2. Do the student's trends differ in learning English grammar using an online tutorial in the traditional way?

1.3 Hypotheses Study

In the light of the previous two questions the study attempted to test the following zero hypotheses:

- There are no statistically significant differences at the level of ($\alpha=0.05$) in the achievement of the ninth grade students in the basic rules of the English language is the way of teaching (learning from an educational site on the Internet / normal learning)
- The attitudes of the basic ninth grade students toward learning from an online tutorial are different from traditional methods.



1.4 Procedural Definitions

For the purpose of this study, the following procedural definitions were defined:

1. Educational site: a collection of electronic pages on the Internet contains topics related to courses on the grammar of English language and has an electronic address.
2. <https://agendaweb.org> : An educational web site that contains lessons in the English language rules and presents a video format (written texts + sound) to the questions and exercises presented in a way that allows the student to interact with it.
3. Traditional Teaching Method: The regular way in which English grammar is taught in steps defined in the teacher's guide is based mainly on the teacher and the use of traditional teaching methods such as the board and chalk. The learner's participation is small, the teacher is communicative and dominant in the classroom, while the learner receives information.
4. achievement: The product of what he learned from knowledge and information after studying a set of English grammar courses.
5. Direction: A group of ideas and perceptions that follow the individual to respond positively or negatively towards the educational site on the Internet and measured the response to the demand on the scale of trends prepared for this purpose.

1.5 Determinants of study

The results of this study are determined by the following determinants:

1. Ninth grade students .
2. The educational material that was presented using the educational website .
<https://agendaweb.org>
3. The results of the study shall be determined by the method used and the extent of its validity and the researcher's commitment to the executive procedures of this study.



Internet and Education

The world today is witnessing a huge revolution in science and knowledge called revolution information and communication. The tremendous developments in the field of communication and information have led to the creation of a new reality that will make great changes in the various fields of educational, economic, military, space and others.

Over the past few years, the Internet has emerged as a prominent new technology. The influence of such a powerful technological tool has pervaded all aspects of the educational, business, and economic sectors of our world. Regardless of one's familiarity with the Internet, it is repeatedly made reference to. News broadcasters and commercials, for example, will now provide web addresses, and even the recent movie, "The Net" was sparked by the impact of this new technology (Mike, 1996)

While the computer is now used in some form or another in most language classrooms, and is considered standard equipment, the Internet is also gradually being introduced in the second language classroom as teachers become more familiar with it. The Internet is a confederation of thousands of computers from various sectors of society such as education, business, government and the military. It is a network of thousands of computer networks (Lewis, 1994). Although the Internet has been available to most people, only recently have educators been realizing the potential the Internet can have in second and foreign language classrooms. The following section will therefore consider some of these potential benefits and advantages of incorporating such technology in language courses. The Internet has been used by some language instructors in creative ways - one of these innovations being use of electronic mail (e-mail), a specific feature of the Internet. Overall, e-mail can encourage students to use computers in realistic, authentic situations in order to develop communicative, and thinking skills. E-mail is easy to use and even teachers intimidated by computers can quickly become adept at using e-mail with their students. Furthermore, even timid or inhibited students can benefit from the meaningful interaction and communication e-mail makes possible. Kroonenberg (1995)

Computers and technology are generally touted as being effective in increasing student motivation (Kulik, Bangert, & Williams, 1995). However, such praise is often stated without regard to the specific aspects or applications of these technologies responsible for such motivation. Recent curricular innovations using the Internet, including particular aspects of telecommunications such as E-mail, can capitalize on



students' general interest in computers and social communication or collaboration. For example, some Internet science projects link students, teachers, and scientists through E-mail or World Wide Web-based message boards, providing a forum for cross-classroom discussion and communication.

A number of network science projects have been enacted in recent years (Fishman & Pea, 1994; Lenk, 1992; Weir, 1992; Riel, 1987; Center for Applied Technology [CAST], 1996; Songer, 1998a). These projects share a model in which groups of individuals, whether students, teachers, or scientists, share data and collaborate on scientific issues and current events. Whereas all focus on sharing products of some kind using network technologies, the programs differ in many ways including focus audience, their role for and use of technological tools, teacher autonomy,

and flexibility of data collection standards. In the research performed on these network science programs, individuals have described several features that have been variously attributed to contributing to a high level of student motivation and performance. These common features include communication, collaboration, authenticity, access to real-time information, and first-hand resources.

The English language websites developed at the university level improve the pronunciation of students for separate and large verbal sections. The study used the semi-experimental design of the researcher and participated in two classes of the Department of Foreign Language Education at the Middle East Technical University in Turkey, where the group studied the traditional method of instruction while studying the experimental group. Where the other group studied in the traditional way while studying the experimental group in the teaching method of the website. The study concluded that the original target language is absent from the attitudes of teaching English as a fixed language and technology can provide a lot in this field. Exposing learners to the original language and offering opportunities to practice them interactively through specialized language sites. (Golge, 2005).

Network projects can capitalize on the role of communication and collaboration in meaningful learning (Newman, Griffin & Cole, 1989). They provide the opportunity for communication with peers and professional scientists around the world. This type of communication has been found to influence students' interest and accountability in positive ways (Lenk, 1992; Software Publishers Association). It is also a possible explanation for an observed increase in the engagement of students not normally interested or successful in science, as well as reduced levels of absenteeism during program runs (Songer, 1996). Communication in network projects is characterized by social and academic interactions with peers and scientists, including the exchange of scientific data, personal experiences, and observations. These interactions create opportunities for friendships and a broadened understanding of the perspectives of others (Means & Olson, 1995). It is also possible that direct communication with practicing scientists decreases stereotypical views of scientists held by students (Weir, 1992). Honey, Moeller, Brunner, Bennett, Clements, and Hawkins (1991) suggested



that girls think about technology as “embedded in and facilitating human interaction” . Therefore, the use of technology to interact with others may make intuitive sense to girls, a group normally alienated from the masculine technological world view that permeates our society (Cockburn, 1988). Research on the social construction of knowledge suggests that collaboration is an effective means of increasing student achievement and motivation to learn if facilitated well (Cohen, 1986; Weir, 1989). Often collaboration is fostered because information from others is needed to complete the objectives of the project, such as to synthesize multiple data to understand patterns.

2.1 Methodology

The study sample consisted of (48) students where the selection was made according to the following steps:

1. The ninth grade was chosen in a fundamental way because of the good cooperation shown by the students in the application of the study
2. The two divisions were distributed by lottery, where a class was selected for traditional teaching and a description of teaching through the educational website

Distribution of study subjects:

2.2 Study Tools

To achieve this study, the impact of the use of an educational website on the Internet in the collection of students in the English grammar courses in the English language and their attitudes toward it was designed and built a set of tools

- 1.Choosing a Learning Site on the Internet .
2. Test
3. Direction Scale.



2.3 Validity and Reliability

1. Validity :

The test was presented to specialists from the Ministry of Education and an expert teacher in the English language and taught the ninth grade to ascertain the validity and took the views of the arbitrators in terms of wording and content and the clarity of the paragraphs and the extent of appropriate paragraph for the objectives of the lesson has been taken notes arbitrators such as deletion and addition and modification and became the test in its final image (20) between (0-20) a mark distributed on cognitive objectives Understanding, application, analysis and synthesis.

2. Reliability

The correlation coefficient of Koder and Richards 21 was used, where the value of the coefficient of stability of the collection test was (0.724), indicating that this value is stable enough for the purposes of scientific research.

3.1 Study procedures

The study was conducted as follows:

- 1.Preparation of the study tools of the achievement test and the measure of trends. The scholastic characteristics of the study tools have been verified by specialists in curriculum and teaching.
- 2.Interview sample study and clarify the objectives of the study and the time required to apply the study to facilitate the task.
- 3.Identify the sample of the study by the method of.
4. The application was distributed by lottery in two classes.
5. The agreement with two teachers of the English language mentor taught by the traditional way of grouping the officer and mentor is taught via an educational website for the experimental group.
6. Apply the tribal test to two groups of study to ensure the equivalence of the two study groups.
7. Provide students with a pilot e - mail address <https://agendaweb.org>.
8. The group was taught in the classroom through the textbook and the experimental group in the computer lab from the educational website .



9. The duration of the study lasted two weeks at a rate of 15 class , where the harvest time was 45 minutes.

10. After the completion of the application of the course, a measure of the directions of the questionnaire was applied to the experimental group and the application of the test was applied to the two groups.

11. After the test time was completed, the test papers were collected and corrected and the data was organized and stored in the computer for the necessary statistical analyzes, such as the arithmetic mean and the standard deviation of the test paragraphs and the directional scales , are prepared to reach the results.

3.2 Study Variables

1.Independent variables

** His teaching method has two levels

- The traditional way.
- The way to learn through the educational website on the Internet.

2. The dependent variable

- The achievement of students expressed by the test mark.
- The attitudes of female students towards learning from an educational website on the Internet.

3.3 study design

This study is a semi-empirical study and can be expressed as follows:

$O2 \times O1 = G1$ A collection of education through the educational website

$O2 \times O1 = G2$ Traditional Teaching Group

G1: The experimental group

G2: Traditional Teaching Group

O1: pre test

O2: Post-test



× : Experimental Processing

3.4 Statistical Processing

To answer the questions, the following statistical treatments :

- According to the arithmetic mean and the standard deviation of the test for the two groups
- According to the arithmetic mean and the standard deviation of the pre-test of the two groups
- The correlation coefficient of Coder and Richards 21 was calculated to calculate test stability
- Extract arithmetic averages and standard deviations of the scale of trends
- The Cronbach alpha coefficient was calculated for consistence.

4.1 Results

The aim of this study is to know the effect of using an online educational site in the achievement of the ninth grade students in the basic English grammar and attitudes toward it. Results will be presented according to the study questions .

****Groups parity:**

For the purpose of verifying the equivalence of the two study groups, a pre-test was carried out on the sample members and the calculation of the arithmetical averages and the standard deviation



Table (1) arithmetical averages, standard deviations and their calculated value T between the two groups of the achievement variable in English grammar in tribal measurement (n = 48)

| Variable | group | number | Arithmetic average | standard deviation | Values T | Level of indication | indication |
|------------|--------------------|--------|--------------------|--------------------|----------|---------------------|--------------|
| a pre-test | Experimental group | 24 | 12.21 | 2.26 | 1.58 | 0.120 | Non-indicate |
| | Basic group | 24 | 11.08 | 2.64 | | | |

The table shows the values of the arithmetical averages and the standard deviations and value T between the two groups of the achievement variable in the English grammar in the Pre-test. The calculated values between the two groups in the pre-test (1.58) were determined by the indication (0.120). This value shows that there are no statistically significant differences between the two groups in the pre-test, because the level of indication greater than 0.05 Which indicates the equivalence of the two groups in the achievement of the grammar of English in tribal measurement.

****Results related to the first question:**

What is the impact of the use of an educational site on the Internet in the collection of ninth grade students in English grammar?

To answer the first question, the arithmetical averages and the standard deviations of the achievement test of the study variable (learning method) As shown in table (2) .



Table (2) The mean and standard deviations and their calculated values between the two groups of the achievement variable (learning method) in English grammar in the telemetry (n = 48).

| Variable | group | number | Arithmetic average | standard deviation | Values T | Level of indication | indication |
|-----------|--------------------|--------|--------------------|--------------------|----------|---------------------|------------|
| post-test | Experimental group | 24 | 16.92 | 3.24 | 4.23 | 0.000 | indicate |
| | Basic group | 24 | 12.96 | 2.23 | | | |

The table shows the values of the arithmetical averages, the standard deviations and value T between the two groups of the achievement variable in English grammar in the Post-test. Value T between the two groups in the telemetry (4.23) were at an indicative level (0.000). This value indicates the level of significance that there are statistically significant differences between the two groups in the Post-test because the significance level is less than 0.05 as these differences were a sign for the experimental group, Which was the average collection of the best in the post- measurement the value was (16.92).

** The arithmetical averages and the standard deviations between the pre-and post-test of the experimental group were calculated for the achievement variable in the English grammar as shown in the table (3).

Table (3) The arithmetical averages, standard deviations and their calculated values T between the pre-and post-test of the experimental group of the achievement variable in the grammar of the English language.



(N=24)

| Variable | group | number | Arithmetic average | standard deviation | Values T | Level of indication | indication |
|-------------|-----------|--------|--------------------|--------------------|----------|---------------------|------------|
| achievement | Pre-test | 24 | 12.21 | 2.26 | 13.12 | 0.000 | indicate |
| | Post-test | 24 | 16.92 | 3.24 | | | |

The table shows the values of the arithmetical averages, the standard deviations and their calculated value T between the pre and post measures of the achievement variable in the English grammar of the experimental group members. The calculated values (13.13) were at an indicative level (0.000), and this value indicates the existence of statistically significant differences The measurement of the pre and the post of the experimental group because the level of significance less than 0.05, which is a measure for the benefit of post measurement, which was the average arithmetic greater than (16.92).

**The arithmetical averages and the standard deviations between the pre-and post-test of the standard group were calculated for the achievement variable in the English grammar as shown in the table (4).

(N=24)

| Variable | group | number | Arithmetic average | standard deviation | Values T | Level of indication | indication |
|-------------|-----------|--------|--------------------|--------------------|----------|---------------------|------------|
| achievement | Pre-test | 24 | 11.08 | 2.64 | 4.90 | 0.000 | indicate |
| | Post-test | 24 | 12.96 | 3.24 | | | |

The table shows the values of the arithmetical averages, the standard deviations and their calculated value T between the pre and post measures of the achievement variable in the English grammar of the standard group members. The calculated values (4.90) were at an indicative level (0.000), and this value indicates the existence of statistically significant differences The measurement of the pre and the post of the standard group because the level of significance larger than 0.05.



Results related to the second question

Are the attitudes of 9th graders different in learning the rules of English using an online tutorial on the traditional way?

To understand the trends of the ninth grade students towards learning through an educational site, the arithmetical averages and standard deviations of the responses of the sample members of the experimental group were extracted for the trend scale paragraphs. Because the neutral response corresponds to the number (2), each of the signs was given a positive direction, On the mark (1) with a negative direction, either of the mark (2) is neutral.

Table (5) The arithmetic mean and the standard deviation of the 9th grade students' attitudes to use the online teaching site in the teaching of grammar in English.

(N=24)

| Paragraphs | Average | deviation | percentage | arrange | Category |
|--|---------|-----------|------------|---------|----------|
| Learning style based on educational website | | | | | |
| Help me to understand the rules of English in a short time | 2.96 | 0.20 | 98.7 | 1 | High |
| Enhances my ability to converse and dialogue | 2.96 | 0.20 | 98.7 | 1 | High |
| It makes learning a high level of worry | 2.96 | 0.20 | 98.7 | 1 | High |
| It makes the lesson free of boring | 2.96 | 0.20 | 98.7 | 1 | High |
| It makes me use my senses of hearing and sight effectively | 2.96 | 0.20 | 98.7 | 1 | High |
| Distinguished by the level of linguistic achievement | 2.92 | 0.41 | 97.3 | 6 | High |
| One can follow the steps of the lesson better than learning the traditional way | 2.92 | 0.28 | 97.3 | 6 | High |
| I can accomplish homework easily | 2.88 | 0.34 | 96.0 | 8 | High |
| Simplifies understanding of English grammar | 2.88 | 0.45 | 96.0 | 8 | High |
| I can keep the information extended longer than the traditional way | 2.83 | 0.38 | 94.3 | 10 | High |
| Promotes learning Correct pronunciation | 2.83 | 0.38 | 94.3 | 10 | High |
| it develops positive personal skills such as organization, patience and perseverance | 2.79 | 0.59 | 93.0 | 12 | High |
| It Provides me with the necessary learning resources in our contemporary life | 2.79 | 0.14 | 93.0 | 12 | High |
| Its practical result provides me immediately | 2.79 | 0.51 | 93.0 | 12 | High |



| | | | | | |
|---|------|------|------|-------|--------|
| It Provides feedback on progressive learning | 2.79 | 0.51 | 93.0 | 12 | High |
| It Strengthens my social relationship with my classmates | 2.79 | 0.41 | 93.0 | 12 | High |
| It gives a trust to the ability to express myself | 2.75 | 0.53 | 91.7 | 17 | High |
| It links the grammar of the English language with natural life situations | 2.67 | 0.64 | 89.0 | 18 | High |
| It makes learning an interesting and enjoyable process | 2.46 | 0.83 | 82.0 | 19 | High |
| It increases my desire to learn | 2.08 | 0.97 | 69.3 | 20 | middle |
| Total | 2.80 | 0.14 | 93.3 | ----- | High |

The table shows the values of the arithmetical mean, the standard deviation, and the percentage percentages of each paragraph of the effect of the video in the teaching of English grammar through an educational website on the achievement of the 9th grade students and their attitudes towards it. The percentage of percentages was found in paragraphs 1/5/13/15/16, which was ranked first among the areas of the field with an average of 2.96 and a relative rate of 98.69% while the last paragraph 18 between the paragraphs of trends with an average of 2.08 and a relative significance of 69.3%. The overall mean of the study as a whole is 2.80 and a relative average of 91.3%. This indicates that there are high trends towards the use of video in the teaching of English grammar through an educational web site.

Note that the trend rating scale is based on the following ratios:

- 1-1.66 Weak trend
- 1.67- 2.32 Medium trend
- 3-2.33 strong trend

4.2 Discussion

The study showed the following results:

- signification differences were found in student's means scores on the post-test due to the instructional method, in favor of the experimental group who were taught by using the instructional website.
- positive attitudes were reported by the study subjects towards the instructional website .



The study recommends the need for conducting more researches investigating the effect of instructional website on students' achievement compared to other instructional methods .

The results of the study showed that there are differences of statistical significance in the achievement of students as a result of the use of the educational site, perhaps because of the presentation of educational material using video where the knowledge was linked abstract and concrete application and this gives a greater educational impact than the words printed on paper, which leads to the consolidation of concepts and increases the collection of demand.

-The site is characterized by good design in terms of ease of movement within the site and the interdependence of information and the existence of videos and questions of evaluation and access to the student to feedback directly.

-The shy students were able to follow their education without embarrassment.

- The learning through the educational site helps students to learn according to their ability and speed without being restricted to colleagues, taking into account the individual differences between the student, which enhances the uniqueness of education where the individual differences are converted to differences in time as the use of 2 sense better than use One sense to be better linking between parts Scientific Article.

- His place in the Internet in the life of a large community affected the results of the study is a modern way and attracted the attention of students towards change and enjoyment and learning through work and exploration in the site

- Teaching through the educational site to attract the attention of the student and raised their enthusiasm to be active participation.

The results of the study in the presence of differences of statistical significance dating back to the teaching method using the educational site or online learning for the benefit of the experimental group with the study of

(Golge2005)



4.2 Recommendations

In the light of the theoretical literature and the results of previous studies and the results of the current study, which indicated that e-learning or online learning was better on the achievement of students than the traditional way of teaching so I recommend.

1. The trend is to use educational websites specialized in various online materials and to benefit from the wide spread of the Internet.
2. Conduct further studies to detect the impact of online educational sites in achievement compared to the methods of teaching the corpus.

4.3 suggestions

1. To train teachers continuously on the use of technology in an optimal manner and exchange experiences among them and learn about the experiences of others in educational and technical fields.
2. To direct the application to the optimal use of the Internet and to indicate the damage and benefit from Internet services in obtaining information in the fastest and easiest ways.



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