

Impacts of Online English Learning on Attitudes and English Communicative Abilities: Experimental Evidence from Japanese High-schoolers[☆]

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Abstract

We conducted a randomized controlled trial (RCT) among 322 Japanese high-schoolers to evaluate the impacts of Online English Learning, a newly-developed learning program that makes use of information and communication technology (ICT). We found that our program made the treated students more interested in an international vocation and foreign affairs and more willing to communicate in English. Our program, however, did not improve the students' scores on a test that measured their speaking abilities in English. This is partially due to the low take-up of our program as only 7% of the treated students completed the recommended number of lessons. The take-up rate was particularly low among students showing a tendency to procrastinate. Our results suggest that the online English learning program is potentially useful for improving the students' attitude as well as their English communicative abilities and that it is therefore important to encourage and habituate students, particularly those with a tendency to procrastinate, to use the program.

Keywords: Randomized controlled trial, English Education, Information and communication technology, Procrastination, High-school, Japan

JEL classification: C9, I2, H4

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