
This article investigates the impacts of incorporating e-mail into classroom setting on student academic achievement and attitudes towards computers. Results from the study showed that student performance was positively influenced by this approach. The obtained results provided empirical evidence supporting the usefulness of e-mail as a promising aid to promote students’ cognitive growth pertaining to computer knowledge and skills. The authors assert that without additional investment in equipment and software, incorporating e-mail into the learning process might be a promising enhancement to instruction that teachers could readily adopt. However, for e-mail to make a beneficial impact on education they suggest the following– to cultivate an online two-way communication; instant feedback provided by recipients will be an important task all participants need to attend to; to ensure online communication among participants; measures ensuring equipment and facility accessibility warrant special attention; extra warming up time and care is needed to get students accustomed to online message exchanges; and measures on computer virus prevention and correction should be an important additional topic to cover to avoid computer virus damaging effects.

**Keywords:** Applications in subject areas; Computer mediated communications; Improving classroom teaching; Teaching-learning strategies; Taiwan; E-mail.