LITERATURE REVIEW

● The Effect of Computer Assisted Language Learning in Teaching English Grammar on the Achievement of Secondary Students in Jordan

This paper was published in “The International Arab Journal of Information Technology”, Vol.6, No.4, October 2009. It was written jointly by Abdallah Abu Naba’h, Jebreen Hussain, Aieman Al-Omari, Sadeq Shdeifat. It aimed at investigating the effect of using an instructional software programme of English Language on the achievement of secondary students in Jordan.

● Language Education, Global Competency, and the Web

This paper was published in Mextesol Journal, Special CALL Issue, vol. 29, no. 2, 2005. It was written by Armand Affricano. It aimed at weighing the costs and benefits of implementing web-supported learning in higher, including college based education English language programmes.

● Communicative Language Teaching in a Multimedia Language Lab

This paper was published in The Internet TESL Journal, vol. 6, no. 2, Feb 2010. It was written by Huang, Shih-Jen. The aim of this study tends to explore how students adjust themselves in learning English with the aid of multimedia computers and the interaction between students and multimedia computers.

● Technology and change in ELT

This paper was published in The Asian EFL Journal Quarterly, December 2007, Vol.7, Issue.4, 213-223. It was written by Huw Jarvis. This paper considers the implications for language teaching pedagogy and argues for a shift away from traditional notions of curriculum and syllabus towards task based approaches.

● Using Web-Based Language Learning Activities in the ESL Classroom
This article was published in International Journal of Pedagogies and Learning, 4(4), August 2008, pp.34-43. It was written by Jeong-Bae Son. This article looks at ways of using Web-based language learning (WBLL) activities and reports the results of a WBLL project that developed a website as a supplementary resource for teaching English as a second language (ESL) and tested the website with a group of students in an ESL context.

• **Foreign Language Teaching and Learning in a Multimedia Environment**

This paper was published in CALICO Journal, Vol. 10, No. 3. (65-76). It was written by Lis Kornum. This paper describes the author’s experiences and subsequent evaluations of a number of case studies showing various applications of software and multimedia in the language classroom and in interdisciplinary projects.

• **Computer Assisted Language Learning (CALL)**

This article was published in the Journal of Language and Linguistic Studies, Vol.1, No.2, October 2005. It was written by Nazh Gündüz. This article provides an overview of the history of CALL, its pros and cons, the internet, World Wide Web, Multimedia, and research related to the use of computers in the language classroom.

• **Harnessing the Use of Visual Learning Aids in the English Language Classroom**

This paper was published in the Arab World English Journal, Vol. 2, No. 1, 3-17. It was written jointly by Romana Dolati, Prof. Dr. Cameron Richards. This paper investigates the ways in which visual learning aids might be used by teachers of English as a second or foreign language to enhance the learning’s of their students. It reports the findings and insights in a post graduate research project which explores that visual learning aid can significantly enhance the English language classroom.

• **University of Helsinki (2009)**

This study was published in the Strategic Plan for the University of Helsinki 2010–2012.
The purpose of this study was to find out conceptions that EFL teachers and CLIL teachers have about language and teaching of or in English. This is a qualitative study where the method of data collection is interviewing research participants.

- **The Contribution of Multimedia Tools to EFL Settings unfamiliar with Technology**

This paper was published in the Asian EFL Journal, 2003. It was written by Vu Thi Phuong Thao. This paper explores the use of multimedia as effective tools at Vietnamese universities where they are unfamiliar to teachers and students, and suggests recommendations for teachers’ adjustments, more active participation of students and adequate computer skills.

- **The Practice of English Language Teaching**

This book was written by Jeremy Harmer and published by Pearson Longman in the year 2001. This book offers a comprehensive and up-to-date account of theories of language and language teaching. It provides a review of current issues like use of computers and internet in language learning.

- **Teachers as Course Developers**

This book was written by Jack C. Richards and published by Cambridge University Press in the year 1996. This book uses a unique case study approach to show how language teachers themselves – rather than curriculum specialists – develop and interpret their own courses. It provides a framework for the processes of course development which any teacher can use in planning his or her own courses.

- **Blended Learning- Using technology in and beyond the Language Classroom**

This book was written by Pete Sharma & Barney Barrett and published by Macmillan Education in the year 2007. This book serves as an ideal companion for any teacher interested in the use of technology in the language classroom. It provides a practical
overview of current technology. It offers practical ideas and suggestions for ways to use technology to enhance and support students’ learning.  

**Psychology and Adult Learning**

This book was written by Mark Tennant and published by Routledge Falmer, Taylor & Francis Group in the year 1997. This popular text examines the role of psychology in adult education practice. It examines the seminal traditions of some key psychological theories and discusses the issues and problems in applying them to an understanding of adult learning and development.

**Culture & processes of Adult Learning**

This book was written by Mary Thorpe, Richard Edwards & Ann Hanson, and published by The Open University in the year 1993. This book brings together a number of major contributions to the analysis and conceptualization of learning during adult-hood. It addresses issues of continuing concern in debates about both policy and practice.

**The effectiveness of Web-based Lesson in Teaching Conjunctions**

This paper was published in IPEDR, IACSIT Press, Singapore, 2012. It was written by Nathaya Chomchiawchan and Dararat Khampusean. This paper explored and examined the students’ learner-centered development when the web-based lesson is operated as supplementary instruction when teaching conjunctions.

**The Blended Learning Book- Best Practices, Proven methodologies and Lessons Learned**

This book was written by Josh Bersin and published by Wiley in the year 2004. This book gives you a guide to combining the latest technologies with traditional teaching models to create high impact programmes that give you superior results especially the ones involved in corporate trainings.

**Insights for teachers and students**

This e-book was written by Brent Muirhead and published by International Journal of Instructional Technology and Distance Learning in the year 2005. It is a book of readings that is designed to provide relevant assistance to online teachers and students who are striving to do their best in this exciting new educational arena.
- **English Learners' Incidental Vocabulary Acquisition in the Video-based CALL Programme**

This paper was published in the Asian EFL Journal, 2010. It was written by Lu-Fang Lin. This study investigated the effects of video-based assisted language learning (VBCALL) Programme on English Learners' Incidental Vocabulary Acquisition and further explored the differences in vocabulary learning between English Learners with high and low English reading and listening proficiency.

- **Effective use of Web-based Resources for Enhancing ESL Learning Environment**

This article was published in the Greener Journal of Educational Research, 2011. It was written by Solaimalai Rajaram. This paper addresses how to begin the process of downloading resources on the web, how to use the educational content of those resources and how to design and build the actual resource.

From the books and articles reviewed following trends were gleaned.

Teaching is the most difficult task in this learned and advanced world. The people who know nothing often claim themselves to be the source of knowledge. That is why teaching has become a tough job. A successful teacher is he who is able to motivate his students and convince them that they need instructions. The teacher can transform a rough diamond into the most beautiful stone like a goldsmith. His job is to change the dry soil into a beautiful statue. Dry and dull minds are made the coffers of feelings and knowledge by the teacher.

With the spread and development of English around the world, English is used as a second language in a country like India and Oman for some people the 1st language. It enjoys a high prestige in these countries. At present the role and status of English in India and Oman are higher than ever as evidenced by its position as a key subject of medium of instruction, curriculum. As the number of English learners is increasing different teaching methods have been implemented to test the effectiveness of the teaching process. Use of authentic materials in the forms of films, audio, TV has been
there for a long time. It is true that these technologies have proved successful in replacing the traditional teaching.

**Technology in education:**

The new era assigns new challenges and duties on the modern teacher. The tradition of English teaching has been drastically changed with the remarkable entry of technology. Technology provides so many options like making teaching interesting and also making it more productive in terms of improvements. Technology is one of the most significant drivers of both social and linguistic change. Graddol: (1997:16) states that “technology lies at the heart of the globalization process; affecting education work and culture.

With the tremendous success of using Information technology in all fields of life currently, there is a regular trend of using the computers throughout the span of life by everyone and hence education is not an exception. Arab world has also realized the importance of communication technology and information in the global economy where knowledge has become the engine of growth and developments. They are so widespread that one feels outdated if it is not being used by them. The effect of these powerful technological tools has pervaded all span of business and economical segments of our life. There is no doubt that just as the computer has established itself strongly in the field of business and information technology, it has also succeeded in achieving a fundamental role in the educational process. This role is becoming more powerful as computers have become cheaper, smaller in size, more adaptable and easier to handle. Computers are becoming more appealing to teachers because of their huge capabilities and extensive effectiveness. Technology impacts many facets of our lives, but its potential in the educational realm has yet to be fully realized. Bringing technology to the classroom is a priority now. Computers are now, for teachers and students, the gateways to a wealth of information, contacts and activities. The use of the internet has mushroomed - indeed, some countries have wired up their entire public education systems- and the technology for self study, language laboratories and computer corpora has developed far beyond what has been anticipated.
Growth of ELT through Technology:

The use of English language has increased rapidly after 1960. At present the role and status of English is that it the language of social context, political, socio-cultural, business, education, industries, media, library, communication across borders, and key subject in curriculum and language of imparting education”. It is also a crucial determinant for university entrance and processing well paid jobs in the commercial sector. Since there are more and more English learners in the Asian countries like India and Oman different teaching methods have been implemented to test the effectiveness of the teaching process. One method involves multimedia in ELT in order to create English contexts. This helps students to get involved and learn according to their interests. It has been tested effectively and is widely accepted for teaching English in the modern world.

Technology is utilized to uplift the modern styles; it satisfies both visual and auditory senses of the students. With the spread and development of English around the world, English has been learned and used by more and more speakers. According to David Graddol ‘it is the language at the leading edge of scientific and technological development, new thinking in economies and management, new literatures and entertainment genre……….. David Graddol, The future of English, page 2.

21st century is the age of globalization and is important to grasp on various foreign languages and English language comes first. Graddol’s study suggests that in the year 2000 there were about billions of English learners – but a decade later, the numbers doubled. The forecast points to a surge in English learning, which could peak much higher in the upcoming years as the study by Graddol indicates that 80% of the information on the internet is in English. For the first time in history, there are more non-native than native users of the language and diversity in terms of learner’s age, nationality, learning background et cetera has become a defining characteristic of ELT today.
Such advances are the most visible signs of progress in a profession which, thank
goodness, refuses to stand still. The teaching of English is in a constant state of flux,
with new theories and practices, and materials erupting all over the world on an almost
daily basis. We are constantly challenged by new research, provoked by the
questioning of long-held beliefs, and amazed by the sheer balance and creativity of a
diverse population of teachers, methodologies, material designers and, of course,
students- from all over the globe. In the world where certain values are immutable, and
where the qualities that make a good teacher may well be universal, change is
nevertheless the lifeblood of our profession. To quote David Crystal in another context,
‘we know something is alive when we see it move.’
Attitudes to both language study both in and outside the classroom have been modified
too, with serious attempts to put at least one model of language teaching (Presentation,
Practice and Production) firmly in its place. The role of English in our modern world has
been the subject of much debate, as has been a growing awareness that language
teaching methodology is often as culturally-specific as the culture it springs from and
cannot therefore be exported without taking into account where it is headed. At the
same time our profession has realized that developing teachers themselves is part of
the way they can offer more to their learners whilst at the same time enriching their own
lives.

Language Learning is a complex and challenging endeavour. For students to achieve
the desired proficiency in a foreign language, their institutions need to invest time, effort
and huge resources in order to cater to the needs of the different learning styles. To be
cost-effective, language teaching institutions strive to provide intensive foreign
language (FL) instruction to reduce the time period needed to learn the target language.
That’s why EFL teachers’ are keen to combine and adopt different technologies that
motivate learners’ and helps them to respond effectively to their needs. The idea of
using computers for teaching purposes in subjects like modern languages arouses
mixed feelings and leads to a variety of reactions. The fact that computers are used in
the teaching of other subjects and are put to a great many applications in society makes
one suspect
that no field lays completely outside their scope and that they might indeed be of some use.

Computers were introduced to the language learning field in the 1960s as CALL (Computer Assisted Language Learning) and many enthusiasts strongly advocated their use, espousing the plentiful advantages they could bring to both language learners and teachers. More recently, information and communication technology (ICT) in the form of e-learning and the internet have presented additional benefits to the learning environment as they enable the integration of virtually unlimited multimedia learning materials from external sources into the curriculum and make them available to students at any location in the world where there is a computer, mobile phone or tablet device with internet access.

The application of computer technologies in language instruction enables course administrators and teachers to vary lesson presentation styles, provides learning opportunities outside the classroom (thus increased amount of learners interaction with the language), and are perceived to cater more for the individual differences. According to Yaverbaum Kulkami and Wood (1997), integrating multimedia into the traditional learning environment not only enriches the styles of presentation, but also has the advantage of increasing language retention. The computer thus promotes the acquisition of knowledge, develops the learner's critical faculties, demands active participation and encourages vigilance. Gonglewiski maintained that computer mediated instruction can provide a very valuable language learning experience.

**Use of internet in teaching and learning EFL:**

The internet is a global network of computer networks. It provides language teachers with network based teaching environments in which they can create meaningful tasks and use various materials for language learners. The hypermedia nature of the World Wide Web, in particular has greatly expanded the power of CALL (Computer Assisted Language Learning) by allowing learners
to explore and discover their learning paths by themselves and offering them easy access to an on-line database of resources. With a variety of hyperlinked multimedia documents and computer mediated communication (CMC) tools, the Web can support language teachers to integrate Web resources into the language classroom (Son, 2007; Warschauer, 2001).

It can also be a virtual library that has a huge amount of information valuable to English as a first language (EFL) teaching. In addition, Web-based Language Learning (WBLL) has the potential to increase learner motivation and engage learners’ in culturally and authentic experience. ( Chun & Plass, 200; Gruber- Miller & Benton, 2001; Kung & Chuo, 2002; Mosquera, 2001; Osuna & Meskill, 1998; Rico & Vinagre, 2000). WBLL is language learning that involves the use of the Web materials, resources, applications or tools (Son, 2007). Given that WBLL occurs with Web activities to maximize Language Learning.

The internet has been reshaping many aspects of society such as online education, advertising, marketing and sales. A number of language teachers have become interested in using the internet since recent development in ICT support diversity in learning methods and multimedia materials that can be useful for language learning. The vast amount of information linked by hypertexts on the web seems highly valuable for learners’ with a self-directed learning style. Each individual learner is allowed and encouraged to “manage the learning process individually and to explore linked pieces of information non-sequentially on the basis of their personal preferences and needs” (Son, 1998,p.121). Language teachers, accordingly, can, make their classes individualised and personalised, resulting in self-empowerment and autonomy in learning (Warschauer, Turbee & Roberts, 1996).

According to many people, the prospect of using computers is not without appeal; it is the kind of challenge which one feels drawn to respond to. At the same time the technology frightens us; we are afraid that it may come to dominate us, we have qualms about dehumanization in a subject that is concerned above all with human communication, and we may even be afraid of losing our jobs. It is also known that language teaching does not escape the waves of fashion; we remember the errors of
the past, the theories and inventions which failed to come up to the expectations. Is the use of computers in language teaching, as some critics say, “the language laboratory all over again”? Such anxieties can be dispelled only by a proper acquaintance with the facts. Therefore, a detailed study of EFL teachers’ and learners’ perceptions should be taken into account for the purpose of the study on the same.