Al Shammari and Albalawi (2011) : This study pertained to exploring the use of the Internet by Saudi English as a Foreign Language (EFL) learners at the Institute of Public Administration (IPA) in Dammam, Saudi Arabia. This study consisted 143 male students as participants. To analyze the data of the study descriptive statistics were used and the findings of the study showed that 67% of the participants used the Internet to learn English.

Alizadeh (2012) : This study pertained to delving into some of the pedagogical and practical challenges intimately related to employing e-learning for teaching language. The study consisted of 30 language learners, divided into two groups as ‘Control Group’ and ‘Experimental Group’ and the whole study was carried out during a summer course. At the end of the course, students’ productive and receptive language skills in both the groups were checked and the analysis of the data revealed that the experimental group had performed far better than the control group.

Biswal and Patel (2012) : This study was an endeavor to understand the effectiveness of teaching English grammar through Computer Aided Instruction (CAI) package in three different modes, i.e. only CAI, CAI with repetition and CAI with discussion. The sample of the study consisted 88 students from Standard-8. The tools used for data collection were pre-test, post-test and a reaction scale and it was analyzed using quantitative techniques such as Mean, frequency, percentage, ANCOVA, intensity index etc.. The results of the study revealed that the students showed favourable reactions towards the most of the components of CAI.

Carmen (2011) : In this study a comparison between two sections of strategic business communication course was conducted between a hybrid online section and a conventional section. The participants were asked to answer a questionnaire for the purpose of discovering their knowledge and skills in using technology and the data was analysed quantitatively through SPSS software and qualitative data analysis programme NVivo9. The findings of the study showed that the evidence needed in order to propose the training of docents and students in use of technology for online courses.
Chen et al. (2011) : This study pertained to exploring, whether the concurrent written text improved listening comprehension development for English learners, when using Personal Digital Assistant (PDA) as the learning tool. The study consisted of 87 English major students and the results of the study indicated that the written text facilitated test performance for the learners of lower English proficiency in the recall test, but not in the succeeding extended test. It was also revealed at the end of the study that when using PDA as the training tool, providing concurrent written text aided the acquirement of information but not the development of the English listening comprehension skill.

Chen (2011) : This study investigated the integration of technology in teaching, to support active language learning. The sample comprised of 315 students in two Taiwanese Universities taking night courses, in 1 year - 4 English courses. The data collected was analyzed using multiple and simple regression as well as correlation analysis. The results of the study indicated that learning with technology appeared to benefit motivation and course.

Das (1998) : A study was conducted on exploring effectiveness of the computer on learning and titled “Exploring Effectiveness Of Computer Assisted Learning Material On Rhymes In Different Modes”. The study aimed at developing computersoftware on rhymes in graphic text, graphic text music and graphic text music recitation modes and to study the different modes of its presentation. The results of the study indicated that the computer as a potential medium significantly contributed to achieving the objectives of the study and the computer assisted teaching material developed by the researcher ensured that there is higher learning in all areas of language development.

Gohil (2013) : The main objectives of this study were to develop a multimedia programmewith 22 students as samples. The tools used for data collection were pre-test, post-test, self-evaluation check-list and feedback questionnaire and it was analyzed using quantitative techniques. The results of the study showed that the multimedia programme proved effective in enhancing communicationskills of ESL learners.
Hiradhar (2013) : This study was an effort to investigate into the effectiveness of use of technology in developing language communication skills with 41 students as samples. The tools used for data collection were pre-test, post-test and online questionnaire and the data was analyzed using ‘t’ test, ‘f’ test. ANOVA etc.. The results of the study showed that the technology enabled programme was effective in developing written skills of ESL.

Hong-Yan (2011) : This study was an attempt to explain the process of learners’ listening comprehension within Halliday’s information theory related to functional grammar. There were 87, first year, Chinese students of Jinan University, as participants. The tools used for data collection were pre-test, post-test and questionnaire and the data was analyzed using quantitative techniques such as Mean. The results of the study indicated that the two variance were not equal, since, the ‘p’ value was less than 0.05.

Hung (2011) : This study dealt with two research questions : (1) Do Mandarin speaking Taiwanese students interact differently with the EDD-MMORPG versus a Multimedia Instructional System (MIS) and (2) Is there a difference in time and patterns of use in Ed-Wonderland between the students? This study comprised total 20 and 239 fifth grade students as sample. The data was analyzed using quantitative techniques such as ‘t’ test and prefixSpanalgorithm. The results of the study indicated that the students were significantly more motivated to use ‘Ed Wonderland’ than the MIS.

Kim (2013) : This study dealt with the effects of 8 versions of a computer based vocabulary learning programme on receptive and productive knowledge levels of college students. The sample of the study comprised 106 males and 103 females EFL learners from Kyungsung and Kwandong University of Korea. The findings of this study showed that the difference in receptive scores from immediately after the programme to one week later showed a higher-drop rate than the difference in productive scores.

Ko (2010) : This study explored the impact of pedagogical agents in computer based listening instruction on EFL students’ listening anxiety levels and comprehension skills.
The sample of the study consisted of 66 college students of Korea and the results showed that there were no statistical differences in listening anxiety levels and listening comprehension skills between the students, who worked with agent, and the students, who worked without the agent.

Kuo (2009) : The main object of this study was to examine and analyze the effects of youtube video clips and to ascertain participants’ attitude towards it as a listening activity. The sample consisted of 195 EFL college freshmen in a school located in Taichung, Taiwan. The tools used for data collection were pre-tests, post-tests and attitude questionnaire and the major findings were that the fourvaried youtube clips, which were used, affected Taiwanese EFL students’ achievement differently and their attitude towards English learning in general had significant positive effect in relation to listening achievement.

Kuo (2010) : This study was based on a radio programme to enhance EFL learners’ listening comprehension. As a sample of the study, 31 students of engineering were selected. The tools used for data collection were pre-test, post-test and a questionnaire and the data was analyzed using quantitative techniques such as’t’ test etc..The results of the study indicated that Partial Dictation of an English Teaching Radio Programme (PD ETRP) can effectively improve students’ listening comprehension.

Lasi and The (2011) : The objective of this research was to examine the suitable methods and media with technology integration that can be used to help the University of Timor Indonesia (Unimor) students on improving their English language listening skill. Methods, chosen for this research, were captioning and subtitling. Media used for this research was video. The first year undergraduate students, who had registered at Unimor, were voluntary participants. The data of this research showed that captioning and subtitling affect the improvement of students’ competence compare to without captioning and subtitling.

Lebron (2012) : This research was an exploratory and developmental case study to develop a class-project with performance based learning activities for ESOL (English for Speakers of Other Languages) students. The sample of the study comprised of 22
students. The data was analyzed using qualitative and quantitative techniques. The major findings of the study indicated that students generated podcasts can affect conversational language skills and students had positive attitude towards use of podcasting for language learning.

Liu (2005) :The objective of this case study was to examine the viability of teaching English as a foreign language by using English language movies with main focus on a specially designed movie course for students of Master of Education in Teaching English as a Foreign Language in Beijing Normal University in China. The data and the results of the study showed that studying in this kind of authentic context helped students in many ways i.e. improve their English competence through watching, listening, speaking and writing etc..

Makwana (2011) :The main objectives of the study were to develop a CALL package and to test the effectiveness of Computer Assisted Language Learning (CALL) in terms of achievement test. The tools used for data collection were post-tests and opinionnaire and it was analyzed using quantitative techniques such as ‘t’ test, ANOVA etc..The findings of this study indicated that CALL package was found effective in terms of achievement scores of experimental group.

Noon-Ura (2008) :Present research pertained to a study on the result of an intervention design to improve the listening – speaking skills of students. As a sample, 28 students were selected randomly. The tools used for data collection were pre-tests, post-tests, questionnaire, classroom observations, self-reflection of students and course evaluation and the results of the study showed that the course work helped the students to some extent to improve their listening – speaking skills.

Roy (2010) :The main objective of this study was to demonstrate the role of new technologies. The participants of the study were 150 students from intermediate level (Class XI) from science, arts and commerce streams with polytechnic students. The tools used for data collection were interview, pre-tests, post-tests and questionnaire and it was analyzed using quantitative techniques such as Mean and S.D..The results of the study indicated that the video-mode of instruction was effective with very weak students.
Ruffu (2012) : This study investigated into oral reading fluency development among Hispanic high school English-language learners. This study consisted 11 males and 9 females participants from first, second and third year English language arts classes divided into two groups. The tools used for data collection were pre-tests, post-tests and the data was analyzed quantitatively. The results of the study showed that the treatment group improved oral reading accuracy by 50%.

Sersen (2011) : This study pertained to an investigation into authentic speech technique for improving the sound recognition skill of EFL (English as a Foreign Language) students at Roi-Et. Rajabhat University. The sample comprised of 64 students and the tools used for data collection were 30 versions of a test work-sheet and a questionnaire and the data was analyzed using quantitative techniques such as average, frequency and standard deviation. The conclusion of the study suggested that the use of the authentic speech technique resulted in improvement in sound recognition skills of all the participants.

Slimon (2012) : The main objective of this study was to identify the listening strategies (i.e. Language Learning Strategies) that adult intermediate to advanced level, native Mandarin Chinese-speaking ELLs use to comprehend videotexts. The sample comprised of 27 participants and the data was analyzed quantitatively. The results of the study indicated that linguistic knowledge was not found to have strong quantitative relationship with strategy use.

Verghese (2014) : This study was taken-up for generating a model to develop English language proficiency of management students with the sample of 152 students and the tools used for data collection were pre-test, post-test and the data was analyzed using quantitative techniques such as Mean, frequency, percentage etc.. The results of the study indicated that the new model proved effective in improving productive skills and in developing proficiency in communication tasks.

Vinogradova (2011) : This study was a qualitative, descriptive exploratory study, which investigated into how a pedagogy of multiliteracies can be introduced to the ESL
curriculum using digital stories. The sample of the study consisted of 20 participants and the tools used for data collection were focused on participants’ observation, content analysis of students’ essays, weekly journal and semi-structured interviews. The study revealed that the students negotiated their identities through process and product of digital stories.

Wang (2007) : This study aimed at motivating Chinese EFL students for listening class. The sample for this study comprised of 24 students. The tools used for data collection were classroom observation, journals of students and interviews with students and open ended questionnaire. The results of the study showed that the students tended to consider efforts as the reason for improvement in listening skills.

Zafar (2014) : This thesis pertained to teaching strategies for teaching fluency in speech in English language. The sample comprised of 160 students from Aligarh Muslim University (AMU). The study was carried out in two phases and data was collected through questionnaire and was analysed using percentage and Mean. The findings of the study indicated that the students participants were motivated to speak English language and their anxiety was quite high in the classroom.

Zyoud (1999) : The objective of this study was to develop a computer assisted ELT programme for Standard VIII students of Gujarati Medium to study the effectiveness of computer assisted ELT programme on experiment students’ achievement in vocabulary, grammar and comprehension with respect to their intelligence, motivation and attitude and also their attitude towards computer assisted ELT programme. The investigator used Basica for developing the software. The findings of the study showed that the package so developed helped students in learning vocabulary and grammar. However, the programme had no effect on comprehension.