Chapter 2

REVIEW OF RELATED LITERATURE
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2.0 Introduction

The researcher takes help of previous research review to develop his research design. There is so much research literature published in different fields these days. Plenty of researches are conducted. Different experts publish their theoretical articles in different magazines and journals. Any researcher can make his thesis available for the world using technology of internet nowadays. But the scholars have given two observations regarding this.

1. There is simply too much information around people to keep up to date.
2. On the top of this high quality information is not easy to find.

The solution of this problem is review. Review means to combine results and findings of more than two studies. But sometimes there is biased selection of research which makes it a biased review. Therefore a researcher should be clear about the concept of real review of literature. Following are some of the opinions of the experts about research review.

"Review of related literature consists of identifying related research documents, source determination and analysis in a well-planned manner." (Gay 2000)
"Literature of any field is the basis of the field. The future work is based on it. Therefore, if we do not review previous literature, the work might be ineffective, unimportant and repetition." (Parasnathray 1981)

"All the humanities sciences can be found in books and library. Other living beings give birth to new generations. On the other hand human beings store their knowledge and experiences and thereby add something to the existing knowledge and develop the corresponding fields." (Best 1959)

Sharma (Sharma 1985) indicated some of the implications of research review:

- It gives direction to the researcher.
- It helps develop research design.
- It gives knowledge about the work done in the field.
- Different hypotheses can be formulated based on the research review.
- Different data collection tools and analysis method can be selected.
- It enriches the researcher and his work.
- It guides to adopt required statistical techniques.

In short, the review of related literature enriches the researcher and thus crystallized his perspectives of conducting research.
2.1 Importance of Related Literature

Walter R. Borg and Gall indicated by showing importance of related research review and said "the related research in any field forms the foundation upon which all future works will be built." (Borg 1983)

Review of related research is very important for the researcher. Following reasons can be presented to show its importance and appropriateness.

Review of related literature gives deep knowledge to researcher.

- Review of related literature plays very important part in any research.
- Review of related literature shows clear perspective of research to the researcher.
- Review of related literature shows the steps of research to be followed in conducting the research in a scientific way.
- Review of related literature directs the researcher in selecting proper research method and proper tools for data collection.
- Review of related literature imparts deep insight into research.
- Review of related literature is helpful in data analysis, findings and its interpretation.
- Review of related literature takes back to previous researches and builds the background for the new research.
- Review of related literature stops the repetitions of the research.
Review of related literature is very useful in understanding the background of research. It develops the research perspective of the researcher. B. W. Tackman indicates the importance of Review of related literature by saying: (Tackman 1978)

1. It indicates the appropriateness and importance of the related study.
2. It may help in discovering new variables related to the research.
3. It clarifies the special features, limitations and other aspects of the research on hand.
4. It shows the useful tools and their significance.
5. It gives new directions.

G. J. Moole indicates the importance of Review of related literature: "The review of the literature promotes the greater understanding of the problem and its crucial aspect and resumes the avoidance of unnecessary duplication. It also provides comparative data on the basis of which to evaluate and interpret the significance of one's findings." (Moole)

J. C. Agraval says "The published related research shows new ways of solution to the research problem. It gives understanding of hypotheses, statement of the research problem, and background of the research problem and review of related literature." (Agraval 1996)

Thus, the review of related literature gives information about the variables of the research, hypotheses, data collection sources, tools for data collection and outline of research process.
2.2 Technology Used in Language Learning and Teaching

According to Zhao, the application of ICT approaches can be effective in almost all areas of language education. (Zhao) Modern technology can be helpful in enhancing the quality of input, authenticity of communication, can provide more relevant and useful feedback, and can effectively increase learner autonomy (Manyard). Extensive use of technology in education has manifested itself in various forms, such as the use of the Internet through multimedia learning, online learning, web-based learning, and information and communications technology (ICT), Computer Assisted Language Learning (CALL) and in recent times Technology-enhanced language learning (TELL). Computers have added a new dimension to education technology (Kudchekkar). With this paradigm shift, the focus is more on learning. The role of teacher changes from the source of knowledge to that of the facilitator. Since the early 1960s, language learners in developed countries have been exposed to the use of computers. In recent times the impact of ICT coupled with CALL and TELL is being felt significantly in the field of education. It is believed that it has made language learning innovative, interesting, and effective research in order to bring effectiveness in ELT using ICT approaches in updating the technology as every sun rise brings new technology. (Hiradhar)

21st century is the age of globalization and s important to grasp on various foreign languages and English language comes first. English Language Teaching has been with us for many years and its significance continues to grow, fuelled, partially by the Internet. Graddol’s study suggests that in the year 2000 there were
about a billion English learners- but a decade later the numbers doubled. The forecast points to a surge in English learning, which has peaked in 2010. The same study indicates that over 80% of information stored on the internet is in English. For the first time there are more Non-Native than Native users of the language and diversity of context in terms of learners, age, nationality, learning background etcetera has become a defining characteristic of ELT today.

With the rapid development of science and technology, the emerging and developing of multimedia technology and its application to teaching, featuring audio, visual, animation effects comes into full play in English class teaching and sets a favorable platform for reform and exploration on English teaching model in the new era. It’s proved that multimedia technology plays a positive role in promoting activities and initiatives of student and teaching effect in English class. Technological innovations have gone hand-in-hand with the growth of English and are changing the way in which we communicate. It is fair to assert that the growth of the internet has facilitated the growth of the English language and that this has occurred at a time when computers are no longer the exclusive domains of the dedicated few, but rather available to many. With this there has been a very significant proliferation of literature regarding the use of technology in teaching English language. Mostly these writings unequivocally accept technology as the most essential part in teaching. In a sense, a tendency to emphasize on inevitable role of technology in pedagogy to the extent of obliterating human part of teacher by technology part has been very dominant. And as a result if we neglect or ignore technological developments they will continue and perhaps we will never be able
to catch up, irrespective of our discipline or branch. For this reason it is important for language teachers to be aware of the latest and best equipment and to have a full knowledge of what is available in any given situation.

There are many techniques applicable in various degrees to language learning situation. Some are useful for testing and distance education, and some for teaching business English, spoken English, reading, listening or interpreting. The teaching principle should be to appreciate new technologies in the areas and functions where they provide something decisively new useful and never let machines take over the role of the teacher or limit functions where more traditional ways are superior. There are various reasons why all language learners and teachers must know how to make use of the new technology. Here we also need to emphasize that the new technologies develop and disseminate so quickly that we cannot avoid their attraction and influence in any form research in order to bring effectiveness in ELT using ICT approaches in updating the technology as every sun rise brings new technology.

2.3 English Language Teaching to the Technical Students

Study 1 : Marc J. Riemer (2002)

Title : English and Communication Skills for the Global Engineer.

The author states that, “skills such as problem solving, communications, interpersonal skills and critical and independent thinking should be fostered in engineering education, not just because they are qualities
that employers look for but because they should be part of any tertiary education.”

A course in English for Specific Purposes (ESP) will enhance English language training and an engineering student’s communication skills. The concept of English for Specific Purposes (ESP) in Engineering Education, achieves more in the education of engineering students by focusing the learner’s attention on the particular terminology and communication skills required in the professional field.

(Riemer)


Title : Attitudes towards English Language Learning in Higher Education in Japan, and the Place of English in Japanese Society.

The researchers aimed to investigate that the Japanese students have such belief that learning English language is based on their own learning abilities and does not matter whether they actually perceive the need for English and whether they are amenable to the idea of English as an official language. The subjects totaled 518, of which 287 were first year students and 231 were second year students. 36% of the subjects were male and 63% were female. All students were studying one of the following three courses: Human Behavior, Language Communication, or International Culture. The questionnaires were distributed to collect data. They could find that The majority of students thought English is necessary for travel (94%), for communicating with other nationalities (87%), for using internet/computers (85%), and for entertainment (67%). More than half of the students think that English should be taught as a compulsory subject in Japan.
One third of the students agree with the idea that English should be an official language of Japan, a half of them are not quite sure. (Tsuda)


**Title** : Communication Skills for Engineering Professionals.

According to the authors’ view, in the present scenario professional Engineers certainly need effective and impressive communication skills. There is a great need to frame course materials to enhance LSRW (listening, Speaking, reading, Writing) skills of engineering graduates. Integration of LSRW skills within subject modules will definitely provide ample opportunities to the professional Engineers. It should be incorporated throughout the engineering program. Therefore, communication skills programs in engineering colleges should be revamped to suit the requirements of the curriculum. (D. Mehta)


**Title** : Needs Analysis: Advanced Professional Spoken English Course for Engineering Students.

The researcher aimed to study the importance of need analysis in an ESP curriculum and the necessity of revising the syllabus and introduce the Advanced Spoken English Course focusing on placement. A Questionnaire was administered to user agencies that came for campus interview to the department of placement and training. The researcher found that the user agencies rank communicable ability as number one criterion. The positive attitude and team spirit should be improved.
Students should be helped to acquire oral communication skills and strategies to participate in group discussions and interviews successfully. (Banumathy)

Title : English and Communication Skills Curricula in Engineering and Technology Courses in the Indian State of Maharashtra: Issues and Recommendations

The authors have listed the key features of the compulsory communications subject for undergraduate engineering students in the Indian State of Maharashtra. In order to maintain relevance in today’s world, universities need to reflect industry (and social) demands by passing on to graduates the required skills. Communications skill training is essential for any engineering program. (Arun S. Patil)

Title : Learner’s Attitude and its Impact on Language Learning.

The researcher aimed to find out learners’ motivational level, anxiety level, their involvement in a language learning class, their confidence level, their perception about the language classroom and language teacher and their perception about the curriculum. A questionnaire was administered to collect data from 350 students pursuing different professional courses in different English medium universities in Uttar Pradesh, India. 150 from B. Tech, 100 from BBA, 100 from BCA were randomly selected for the survey. The investigator found that in B.
Tech, 78% of students gave preference to their engineering subject. 98% of students wanted to excel in English, but they don’t want to write an exam. 30% of students wanted English should continue to be taught in all four years of engineering. 100% of students needed good English to appear and qualify in an interview. All of them want an informal class with formal real life activities such as mock interviews and seminars. (Meenakshi)

Study 7 : Joanna Rodiki Petrides. (2006)
Title : Attitudes and motivation and their impact on the performance of young English as a Foreign Language (EFL) learners.

The investigator aimed to find out whether there is an impact of attitude and motivation on the performance of young EFL learners in listening and speaking. The researcher found that there is a positive relationship between motivation and attitude on the performance of young EFL learners in listening and speaking. Motivated children with positive attitudes towards the English language enjoy being in the classroom and feel that what they learn will be useful for them in their life. (Petrides)

Title : English in Engineering Education for Japanese Graduate Students.
The researcher expected to find out the perception of professors and students with regard to English and Education at the graduate school of engineering, Hokkaido University. To obtain the data 3 sets of questionnaires were used to survey participants. Participants were the Japanese students in the Japanese program (340), International Students in the English program (801) and Japanese professor of engineering Hokkaido University (65). The researcher could find 70% of the Japanese students recognize that English is necessary for their research. 80% of the Japanese students think English is necessary for their future works. (Manakul)


Title : Students Attitude towards Using Computer for Language learning- A Survey.

The researcher aimed to find out the students attitude towards necessity of developing communicative skills especially writing skills and the attitude of students towards using the computer in teaching and learning English in and outside the classroom. The researcher distributed 247 survey questionnaires to students randomly to study the attitude of students. He could find that the study reveals that 98% of the students think that there is a need for the English language learning in their technical course. 86% of them like to devote some extra time for learning English. 71% of them think that for technical education, lack of proficiency in English is a disadvantage. 88% of the students like learning English through computer. 93% of the students agree or strongly agree that computer gives
them more chance to practice English. 47% students have positive attitude that they can learn English faster by using computers. (Mamun)

**Study 10** : Atef Al-Tamimi, and Munir Shuib. (2009)

**Title** : Motivation and Attitudes towards Learning English: A Study of Petroleum Engineering Undergraduates at Hadhramout University Of Sciences and Technology, Yemen.

The researchers aimed to determine which of the 3 types of motivation (instrumental, integrative and personal) could be the primary source of petroleum engineering students’ motivation towards learning the English language and determine the type of attitude that petroleum engineering students have towards learning the English language. The study sample consisted of 81 third, fourth and fifth year petroleum engineering students at Hadhramout University of Sciences and Technology, Yemen. A questionnaire and interview were used for data collection. The questionnaire consisted of 3 sections. In section- A, 3 items were used to collect information regarding the student background. Section- B used to identify students’ motivation to learn English. Section – C used to elicit information regarding the students’ attitude towards English language. The data collected in the study was of two types namely quantitative and qualitative. The quantitative data of the questionnaires were analyzed by using SPSS. They could find that the instrumental motivation comes as the first source, personal motives come as the second source and integrative type of motives comes as the third source of motivation to learn English. 97.5% like to attend more English language training courses to improve their language proficiency. The students have shown the
positive attitude towards the use of English language in the Yemeni social, educational and cultural context. (Atef Al-Tamimi)

**Study 11** : Milos Tasic (2009).

**Title** : English Language Teaching in Mechanical Engineering.

The investigator aimed to determine how important and necessary the English is for the students at the faculty of Mechanical engineering. The research sample comprised of 50 male and female students of the second, third and fourth year mechanical engineering. In order to gain the relevant data, the method of surveying is used, with the basic instrument being the survey questionnaire. The acquired data were processed by applying SPSS. He could find that 90% of the students of mechanical-engineering choose English over other existing language course namely German, French and Russian. They think of English as the most significant and necessary foreign language as they are fully aware of the status of English among other languages. (Tasic)

**Study 12** : Yang Yu. (2010)

**Title** : Attitudes of Learners toward English: A case of Chinese College Students.

The researcher aimed to investigate attitudes of Chinese college students toward the English language and toward the current English education policies and practices in China. This study adopted the concurrent embedded strategy of mixed methods design. In this approach, quantitative data from questionnaires of 398
respondents and qualitative data from interviews of 20 students were collected. Interview questions included English learning experiences of the students, their purposes for learning English and expectation for future use of English, and their attitudes toward English and English education policies in China. He could find that the study found that Chinese college students have positive attitudes toward the English language and "China English. The students acknowledged that the Chinese government has attached much importance to English education. (Yu.)


Title : Oral Communication Ability In English: An Essential Skill For Engineering graduates.

The investigators intended to assess students’ levels of self-efficacy in English communication. Method: The participants for this study were 169 senior-year engineering students at UTP. A 32-item survey questionnaire was designed and administered to the study sample to assess the self-efficacy perceptions of the students. They could discover 169 senior-year students in the sample possess high self-efficacy beliefs in all three constructs (aptitude, attitude and aspiration) which means they have high confidence in their ability to communicate in English. (Hairuzila Idrus)

Title : Inculcating the habit of reading – A challenge for the English Teacher in the Engineering College.

The author points out that reading is an essential part of language instruction at every level because it supports learning in multiple ways. In language labs, there are activities to promote the habit of reading directly or indirectly. In group discussions, students are told discussions to be conducted the following week will focus on current issues. So they are asked to keep themselves abreast of the latest developments by reading the newspapers daily. There are many other language lab activities like presentation skills, information gap activities, debated, film reviews and so on which also test the reading acumen of the students. (Reddy)

2.4 ICT in ELT

Pelgrum and Plomp stated that the teachers are the main gatekeepers in allowing educational innovations to diffuse into the classrooms. Therefore one of the key factors for effecting an integration of computers in the school curriculum is adequate training of teachers in handling and managing these new tools in their daily practices (as cited in Collis et al., 1996).

We live in an era of information explosion. Once there was famine of information, today we are drowned in the deluge of information. Gale of change is blowing in the pedagogy of Teaching English Language and Literature (TELL). Information and Communication Technology (ICT) is a catalyst agent. ICT has
initiated new possibilities into the classroom. The marriage between education and Internet technology has made a deep impact on perspectives about teaching and learning. The role of the teacher, the nature and context of learning, as well as the function and relative importance of course content have all been challenged and redefined. Technophobic teachers have no place in this new world order. (D. P. Barad)

Granitz and Hugstad in their study pointed out that the new literacy for the 21st century and beyond was clearly the ability to utilize appropriate technological tools in an information society. The personal computer and its associated technological innovations the Internet, electronic mail, and word processing software – have become a common ground. Current industry standards demanded skilled workers who were fluent in the use of these technological skills. In addition to basic computer skills, communication skills have become a significant component adding to the existing computer skills.

In 2006, EDUCAUSE Center for Applied Research conducted a survey titled “Students and Information Technology in Higher Education”, which focused on students’ familiarities and beliefs about information technology. The information that the students provided was reported in a national study that will be available to higher education institutions. The prime goal of the research was to better understand students’ familiarities and experiences with information technology. The research study asked for basic background information and
questions about that the kind of information technologies which they use, the levels of skills that they have to use the technology, the contribution of technologies to their learning experiences and the values of information technologies provide in the process of teaching and learning in higher education.

Study 1 : S. Dexter, R. E. Anderson, & H. J. Becker

Title : Teachers’ views of computers as catalysts for changes in their teaching practice.

The investigators tried to examine the use of computers by the teachers while teaching and the impact of the same on the learners of the changes they have made in their classroom practices. The teachers who had adopted more progressive teaching practices over time opined that computers were great helping hands to them for the change they had brought into the classroom, but they did not admit computers as the catalyst for change. Instead, they cited catalysts that included: reflection upon experience, classes taken, and the context or culture of the school. Thus, it is concluded in this way that the teachers must be well aware of pedagogical knowledge along with the knowledge of computers so that they can disseminate the results with the right objects. (S. Dexter)

Study 2 : Wetzel, Keith (1993)

Title : Teacher Educators’ Uses of Computers in Teaching

The researcher discussed ISTE/NCATE (International Society for Technology in Education / National Council for the Accreditation of Teacher
Education) computer / technology standards for pre-service teachers in the context of faculty preparation to integrate technology. Results of a survey on the use of technology to teach education majors at Arizona State University are presented, and a team approach to faculty preparation in technology applications was described. (Wetzel)

Study 3 : M. Warschauer (1996)

Title : Computer Assisted Language Learning: an Introduction

Until quite recently, computer-assisted language learning (CALL) was a topic of relevance mostly to those with a special interest in that area. Recently, though, computers have become so widespread in schools and homes and their uses have expanded so dramatically that the majority of language teachers must now begin to think about the implications of computers for language learning. This article provides a brief overview of how computers have been used and are being used for language teaching. It focuses, not on a technical description of hardware and software, but rather on the pedagogical questions that teachers have considered in using computers in the classroom. (Warschauer)


Title : How fluent with IT are our students?

It was a survey of students from South Western University explored how FIT they see themselves. The survey focused on the following questions.
1. How fluent with IT do students see themselves?

2. What are their technology strengths?

3. What are their technology weaknesses?

4. How do they use technology?

A current overview of the student population in reference to the components of FITness provided a starting point for developing new IT fluency initiatives. The survey questionnaire developed by the researcher, using the components of each of the three elements of FITness (Skills, Concepts and Capabilities) as mentioned in the FITness Report or NRC Report (1999), rate the students’ skill level, capabilities and knowledge of IT concepts. The study found that the students of SU are more capable with the IT skills than with the other two components of IT fluency. (McEuen)

Study 5 : Zhao, Yong. (2003)

Title : Recent Developments in Technology and Language Learning: A Literature Review and Meta-analysis.

The purpose of this study is to measure the potential of technology for improving language education. The review found that prevailing literature on the effectiveness of technology uses in language education is very limited in four aspects: The number of studies of technology uses in language learning are found very small in number, secondly, the major studies are conducted in the field higher education, the studies on only one foreign language i.e. English language have been focused so far, the experiments were very short and having limited aspects of
English language. However, the limited number of studies reflect positive sign of research carried out. (Zhao)

**Study 6** : Ulla Bunz (2004)

**Title** : The Computer e-mail- Web (CEW) Fluency Scale- Development and Validation.

The purpose of this research was to develop an instrument to assess people’s fluency with the computer, e-mail, and the Web (CEW fluency). Such an instrument, tapping into digital divides, could fill the existing void that exists between previously developed computer literacy or experience scales and the ever faster development of Internet technology. The findings indicated that there was no statistical difference between "experience" and "expertise" with regard to web editing fluency. Overall, the more comfortable subjects felt with computers or the Internet, the higher their reported CEW Fluency. One exception to this overall trend was that only subjects who felt very comfortable with the computer reported high web editing fluency. (Bunz)

**Study 7** : Gary Schneider (2006)

**Title** : Faculty Survey: Knowledge and Use of Information Technology In Leadership Education

The researcher revealed from the faculty survey that knowledge and use of information technology (IT) among faculty members in the Department of Leadership at the University of Memphis in the spring of 2006. A project was
established to complement the study to consider patterns of use by faculty groups within the department, and to supplement the information provided by the EDUCAUSE Center for Applied Research (ECAR) in its recent annual surveys concerning the knowledge and use of IT among undergraduate populations. (Schneider)

**Study 8 : Rafeedali (2009)**

**Title : Computer Based Technology and its Pedagogical Utility.**

The study aimed to identify the basic computer knowledge among the higher secondary school teachers, to find out the purposes of using computer resources among the higher secondary school teachers, to find out the extend of use of computer resources in the teaching-learning process among the higher secondary school teachers. A self-developed tool (Computer Awareness Questionnaire) was used for the study. The objective scoring procedure was adopted for analyzing the questionnaire. The study found that most of the higher secondary school teachers have basic computer knowledge. Higher secondary teachers were not using the IT resources in the class room interactions. Only 13% of higher secondary school teachers were using power point in the class room. (Rafeedali)
Study 9 : Maria Isabel Hernandez Romero and Alfredo Marin Marin (2010)

Title : Use of Information and Communication Technology among English Language Teaching (ELT) students in a Mexican University: A Survey

The researchers described the survey conducted by them about the Use of Information and Communication Technology among English Language Teaching (ELT) students in a Mexican University. The study set out to determine if the students used ICT tools for academic purposes, what ICT tools were used for information management, how often these ICT tools were used by the students and the functions of ICT used for information management. The method of study followed was survey method. The collected data were both quantitative and semi-qualitative in nature. A 24-item semi-structured questionnaire was designed by the researchers for the purpose of the study. The Statistical Package for the Social Sciences (SPSS) was used for the analysis of the data. The results showed that, in general the participants seem to use ICT tools for academic purposes in a variety of types although some training may be necessary. In terms of frequency of use, some differences were observed among some tool types. Also, the participants reported using several functions offered by every single ICT tool. The study concluded that there was an apparent lack of formal training in the use of ICT tools. (Marin)
Study 10 : Wolfram Laaser (2010)

Title : Certain Issues in European e-Education at Tertiary Level

The author discussed certain quality issues related to e-Education in Europe. The article started with a recent review on ICT applications at European Universities, its scope and implications for virtual universities. It showed up that quality regulations and interpretations of standards vary. It is pointed out that some action lines of the European Commission to promote e-learning and virtual mobility are mentioned to improve quality of e-learning. It is also pointed that the financial means to support the programs are quite modest. Next, the spectacular failure of the British e-University is discussed. It showed that sustainable development of e-Learning is possible only if realistic business plans are set up and if some additional criteria for sustainable project design are taken into consideration. (Laaser)

Study 11 : Verhoeven (2010)

Title : Information and Communication Technologies in the Life of University Freshmen: An Analysis of Change

The researcher revealed the study about changing the self-perception of ICT competences by the freshmen to show the comparative behaviour at secondary school level and the factors which can throw light on the self-perception of ICT competences and computer use in secondary school, in the university and their possible change. The researcher could find out that students who consider
the computer to be a useful instrument, have control over the computer, possess a
certain level of Internet competence, and are at ease with computers are more likely
to have the skills needed to maintain a computer, to develop a web site, and to use basic ICT skills (Verhoeven)

Study 12  :  Lian, Andrew. (2011)

Title  :  Technology-enhanced language learning environments: A Rhizomatic approach.

Theoretical models for the purpose of learning language which are based on postmodern thinking are still young enough. It proposes to attain this objective, in part, through the provision of backing and assistance of the systems which are based on an infrastructure consisting of potentially large remote networked databases of multimedia materials showing language at work in realistic settings. The strength of the system lies not only in each of its parts but particularly in the high level of connectivity between its parts: essentially a Rhizomatic approach. Navigating through the system will enable learners to engender internal exemplifications of the occurrences of the language which is being observed and leading to more effective understandings of language at work. (Lian)

Study 13  :  Nancy Sardone (2011)

Title  :  Developing Information Technology (IT) Fluency in College Students: An Investigation of Learning Environments and Learner Characteristics.”
The researcher, using a causal-comparative research method, data from 120 undergraduate students studying computer concepts were analyzed to determine the relationship between learning environment, IT fluency, and course satisfaction. The purpose of this research was to examine the relationship, if any, between traditional and constructivist learning environments to the development of IT fluency and course satisfaction in a course in which students were learning to become IT fluent under a revised definition. The results of the study has implications for designing learning environments and usage associated instructional methods that foster learning IT concepts in undergraduate programs. These results provided additional support to the constructivist learning theory and its execution in higher education classrooms where IT concepts are taught to non-technology majors. (Sardone)

Study 14 : Vijay Kumar (2011)

Title : Technology: A Catalyst of Teaching-Learning Process

He asserted that updating the technical professional knowledge and skills of teachers is the need of the hour. He stated that the teacher educators must acquire new knowledge and skills before they can prepare their students to meet the demands and challenges of the 21st century. ICT in Computer Assisted teaching, online-teaching online-designing of courses, online assessment and online-deliver of courses are stated in the article. There is need for the effective use of ICT to motivate the students and make the classes dynamic as they learn new skills and techniques. (Kumar)
2.5 ICT Approaches in ELT

2.5.1 Use of Blogs in ELT

Study 1 : Triona Hourigan and Liam Murray (2010)
Title : Using blogs to help language students to develop reflective learning strategies: Towards a pedagogical framework.

The investigators pointed out that proper integration is required before introducing the technology in the classroom in order to suffice the purpose for which it has been included in the academic course. The authors also wanted to emphasize in this course that using technology appropriately requires a certain degree of reflective and interpretative skills which students may not necessarily use in their daily consumption of Web 2.0 media. (Murray)

Study 2 : Gurleen Ahuwalia, Deepti Gupta and Deepak Aggarwal (2011)
Title : The Use of Blogs in English Language Learning: A Study of Student Perceptions

The researchers designed a project to introduce students to blogs and to find ways to use blogs to supplement their learning experience. The overall purpose of this study was to investigate how students perceived learning English through Blogs. The authors could find that lacuna in the area of ELT through Blogging by referring the study conducted by Williams and Jacobs (2004) who had strongly
favored the use of Blogs as one of the effective aids for teaching and learning of English language. (Gurleen Ahuwalia)


Title : Comparing the Effect of Blogging as well as Pen-and-Paper on the Essay Writing Performance of Iranian Graduate Students.

The authors revealed that that technology used in teaching writing could not be as effective as it was expected by the authors, but these technologies have helped the students in gaining confidence and getting motivated so far as their writing performances were concerned. Thus, it was found that only technology cannot help as the teacher can never be replaced by the technology. Technology can be used as an aid for making the process of teaching and learning more effective and interesting.(Hajar Kashani)

Study 4 : Dr. Dilip Barad (2015)

Title : Using Blogs to Enhance Writing Skills through Story Writing

The author found that using various tools and techniques which modern technology gives us an opportunity to explore incredible possibilities and can make a big difference in the learning of writing skills. It is not to say that the traditional classroom methods should be scrapped off. It is not to prove that technology is
panacea. It is not to say that technology will replace traditional pedagogy and will reinvent new one. Nevertheless, time demands to synergize the traditional approach with the modern technology. In this experiment, we have successfully synergized traditional techniques like communicative language teaching, cooperative learning, alternative assessment, classroom management, activating material, story writing etc. with the technology like blog. This experiment yields wonderful results when all the traditional classroom techniques were performed in language lab over the internet-connected devices. Only one web tool i.e. blog was used to converge with traditional techniques. However, the openness of the blog, the ability of the blog to go out of the classroom, the potential of blog to reach beyond the limited frontiers of the classroom, the level of transparency it offers, the capacity of cooperative learning it offers and above all its accessibility (anywhere, anytime, anybody), when synergized with traditional pedagogy, the results are incredible. The learning happens. The teacher, now, no need to be the sage on the stage; s/he can better be a guide by the side. (D. D. Barad)

Study 5 : Dr. Kiran Chauhan (2015)

Title : The Development of Writing ability through the use of Weblog among the undergraduate students of Engineering.

This study explores the possibility of developing writing using online tool, web blog, promoting collaborative learning environments among students. The target group was 35 students participated voluntarily who enrolled for Bachelors of
Engineering. The objectives of this study were to (1) to study the development of writing ability among learners from scores of texts taken both before and after the posting of messages on weblog, (2) study the learners’ opinions on the practice of English writing on the web blog, and (3) study the learners’ pattern of behaviors in using a web blog to practice writing skills. For the purpose of analysis essay writing tests, a questionnaire, a semi-structured interview were used. The research findings indicate development of writing among students as the scores from the essay writing on pre-test and post-test were significantly different at a level of .05. Most of the students were of the opinion that writing in English through the use of weblog was beneficial to their study in terms of collaborative learning among their groups. The researcher revealed that blogs are effective learning tools that may lead to improvement in students’ writing skills. The study substantiates the underlying principle of blog that collaboration leads to independence in terms of language production. There are possibilities of similar studies deliberating a comparison of learners’ ability through the use of other online tools such as an email, discussion forum and chat rooms for developing the writing ability. To promote the collaborative online learning, it is necessary to have learners’ interaction or discussion. This online discussion should focus more on interaction than grammatical correctness. The teachers should be responsible for promoting the interaction among learners and helping them to give their peers feedback rather than focusing on the grammatical correctness or spelling. (Chauhan)
Study 6 : Sandip Boricha (2016)

Title : A study of effectiveness of Blog based learning on student’s achievement

The author aimed to develop educational Blog for the unit of “types of reading” in B. Ed. Course, to compare the educational achievement of experimental group and control group students and to compare the educational achievement of science stream and arts stream students. In the present research study, two equivalent group posttest method was to employ for this study. The author could find that the blog based learning group students are better than traditional group students in the gain score and blogs have the potential to transform teaching and learning in education. (Boricha)

2.5.2 Use of Face Book in ELT

Study 1 : Geraldine Blattner and Melissa Fiori (2009)

Title : Facebook in the Language Classroom: Promises and Possibilities

The researchers stated about the fact that it has been recently recorded that the students and teachers are found more active in social networking (Stutzman). It also threw light to the potential of such a web resource to foster positive relationships among students, to enhance the credibility of teachers engaged in contemporary student culture (R. Garrison). Further, it was noted that such social networking communities provide constructive educational outcomes, and immediate, individualized opportunities to interact with peers, instructors and native speakers of a variety of foreign languages. However, there is a dearth about
the research work about how online social networks such as Facebook can develop a sense of community in language classrooms or how they can impact the development of socio-pragmatic competence in language learners. The authors have tried to highlight how this website can provide language learners with opportunities to enhance both aspects by observing and participating in ‘Group’ discussions from various regions of the world where the target language is spoken natively. (Fiori)

Study 2 : Sardar M. Anwaruddin (2012)

Title : Learning English in the Age of Facebook

This paper reports on a small-scale investigation into the use of Facebook by Bangladeshi university students, who use the site mainly to socialize and connect with their friends. The research tests the hypothesis: Using a social networking website such as Facebook has neither interfering nor facilitating effects on learning English as a foreign language. The data are collected from a group of undergraduate students of an urban university using a questionnaire method. After presenting a descriptive analysis of the data, I conclude with the finding that when it comes to learning English, the negative effects of using social networking sites such as Facebook outweigh the positive ones.

It should be kept in mind that people have different opinions regarding the use of social networking sites such as Facebook. The first group of people thinks that Facebook does not have positive effects on learning English. The second group,
however, disagrees with the first. And the third group sees Facebook as both “poison” and “medicine” as Plato saw the invention of writing. Apparently, Facebook has some positive effects such as socialization and entertainment. However, when it comes to learning English, the negative effects of using Facebook outweigh the positive ones. Whether websites like Facebook dwarf the potentials of the learners of English or open new vistas of possibilities triggers many questions in researchers’ minds. (Anwaruddin)

Study 3 : Melor Md Yunus, Hadi Salehi & Chen Chenzi (2012)

Title : Integrating Social Networking Tools into ESL Writing Classroom: Strengths and Weaknesses

The authors aimed to investigate the advantages and disadvantages of integrating social networking tools into ESL writing classroom and discuss the ways to plan activities by integrating social networking services (SNSs) into the classroom. The authors could find that integrating social networking services in ESL writing classroom could be helpful in broadening students’ knowledge, increasing their motivation and building confidence in learning ESL writing. The students’ complications for concentrating on the materials when they use computer, lack of enough tools as well as access to internet, and teachers’ inadequate time to interact with the students were regarded as the chief difficulties of integrating social networking tools into ESL writing classes. Therefore, in this new technological era, it is crucial for students and teachers to be equipped with technical skills to be competent for life-long learning and teaching. (Melor Md Yunus)
Study 4 : Noparat Tananuraksakul (2014)

Title : Use of Facebook group as blended learning and learning Management system in writing.

The author aimed to explore undergraduate students’ experiences in English language learning through one of the tools of social media, Facebook. There are two mainly research questions set forth in the study which are; has the use of a Facebook group assisted in improving students’ English writing skills? And if yes, what are ways in which it was recorded improvement in students’ English writing skills? Most students at the regular interval as per the instructions used Facebook and they gained positive perceptions on the Facebook group usage in that it facilitated motivate them to learn virtually, develop their positive attitudes towards learning English and improve their English because it was a practical, trendy and beneficial teaching and learning tool for them. Those students who came upon virtual communication hesitation felt unconfident and embarrassed, but had positive views on the Facebook group usage, suggesting that the Facebook group worked as a booster disengaging their attitudes towards English language learning. They overcame positive perceptions perhaps because they could recognize themselves with Facebook as a social networking site prominently used among them. Teachers of English, who may be seen or considered as digital immigrants, may need to implement learning technologies in their class since today’s students grew up as digital natives. (Tananuraksakul)
2.5.3 Use of YouTube in ELT

Study 1: Katchen, J.E. (1996)

Title: Using authentic video in English language teaching: Tips for Taiwan’s teachers.

The researcher found that the learners and the teachers should execute their tasks flawlessly while using video in order to reach successful and effective results. Moreover, the teachers of English language should be made aware about the same and trained if required so that they can cop up with the latest technology. The experts or the group of teachers may voluntarily come up and prepare interesting as well as informative video recordings which can be made available to others easily. It is undoubtedly accepted today that technology in the classroom is inevitable tool in the classroom if it used appropriately. Such practices can bring miraculous results in English language learning and teaching as it not only makes the process of learning and teaching effective but also motivates the students towards learning English language. (Katchen)


Title: The Use of Video Cases in Teacher Education

The investigator pointed out that the languages are dynamic and keep on changing like print as well as electronic media which have proved to be one of the riches sources of language learning and its usage. Technology in the classroom can be more of advantageous tools for the process of learning and teaching English as a foreign and second language. It may be the chief reason why material developers
are more focusing and giving more weightage of integrating technology while preparing curriculum. Video usage has got remarkable response in recent studies on technology integration into teacher education curricula. (Özkan)

**Study 3** : Cristina Oddone (2011)

**Title** : Using Videos from YouTube and Websites in the CLIL Classroom

The author reported on a research study that was carried out on the usage of videos for task-based learning of scientific subjects through English language in secondary education. It surveys the probability of applying CLIL classes in language learning contexts with the aim of improving students’ competence by improving their motivation. It particularly defines the advantages of using technology and streaming videos in these situations as a way to engage learners. A wide range of video-sharing websites like YouTube is available on the Internet, including video lessons, documentaries and educational material which can be used to facilitate students’ meaningful learning. CLIL approach includes a combination of subject and language teaching with careful attention to learners’ language level and skills. Traditional language teaching mainly relies on graded material and often corresponds to low levels of participation whereas CLIL employs authentic material and resources, which means creating more realistic learning opportunities but also designing specific tasks to boost students’ understanding. After investigating the characteristics of videos and unfolding the benefits of using them in CLIL contexts,
the author has tried to provide some practical suggestions for classroom use and discusses the results of this experience. (Oddone)

**Study 4**  :  **Jon Watkins and Michael Wilkins (2011)**

**Title**  :  **Using YouTube in the EFL Classroom**

The authors address various ways teachers can use the video website YouTube.com (or other online streaming video websites) to teach English and stimulate learner autonomy. If students and teachers have access to the Internet, YouTube can be a valuable tool through which multiple foreign language skills can be taught. Using YouTube both inside and outside the classroom can enhance conversation, listening, and pronunciation skills. YouTube videos can also be utilized as realia to stimulate cultural lessons, enhance exposure to World Englishes, and promote authentic vocabulary development. Even reading and writing activities can be structured around YouTube videos. In-class lessons and activities will be detailed, as will homework and projects requiring the use of online streaming videos. (Wilkins)

**Study 5**  :  **Dina Lialikhova (2014)**

**Title**  :  **The use of video in English language teaching: A case study in a Norwegian lower secondary school.**

The author aimed at exploring the use of video in English language teaching (ELT) in a Norwegian lower secondary school (grades 8 to 10). Videos in the thesis were represented by, for example, feature films, YouTube clips, and documentaries.
The study addressed five research questions regarding the use of videos in English lessons in the case study school: why the teachers used videos in ELT, what kinds of videos were used in English lessons, how and how often videos were used, what was taught and learned through the use of videos and, finally, what the teachers’ and pupils’ attitudes to lessons with videos were. (Lialikhova)

### 2.5.4 Use of Mobile Application / M-learning in ELT

**Study 1**: Dr. Suneetha Yedla (2013)

**Title**: MALL: A Paradise for English Language Learners

Mobile Assisted Language Learning is very much easier and faster to learn English. The development of mobile wireless technologies has generated a considerable amount of excitement among practitioners and academicians because it results in shifting the academic environment from traditional setting to mobile learning settings. Mobile wireless technologies are the new frontiers for teaching and learning in institution of higher education. Many educational opportunities are made possible because of M-technologies’ unique characteristics and positive impacts identified in higher education especially in Universities and Professional colleges. MALL is an approach to English language learning that is to enhance English through use of mobile devices to create paradise of English language learners. (Yedla)
Study 2 : Jaeseok Yang (2013)

Title : Mobile Assisted Language Learning: Review of the Recent Applications of Emerging Mobile Technologies

The author aimed to undermine the argument that increasing ownerships of mobile phones in both learners and teachers do not reflect the use of the same for the purpose of education directly. The concept of MALL requires the attention from the pedagogical aspects to back it up so that the obstacles of integrating technology in education can be overcome. (Yang)

Study 3 : Dr. Imam Dui Agusalim, M.Hasbi Assidiqi, S.Kom, Aliv Faizal Muhammad (2014)

Title : Developing Mobile Application of Interactive English Pronunciation Training to Improve EFL Students’ Pronunciation Skill

The researchers revealed for the study that most of the researchers focus on grammar, vocabulary and other components of the language whereas pronunciation is somewhat found less addressed to. However, pronunciation is one of the key elements for the language learner to acquire the proficiency. It becomes more crucial and important when the learning is learning any foreign language. Lack of attention in pronunciation, leads to the errors and hence the learner may be good at writing but he / she fails to prove to be the proficient user of that second or foreign language. Mobile application helping to train such learners can be thought of to
develop which are rather available free on app markets. Some of them are very effective and that is the reason why such mobile applications are very popular among the EFL students in Indonesia. (Dr. Imam Dui Agusalim)

Study 4 : Neerja Vyas and Virendra Singh Nirban (2014)

Title : Students’ Perception on the Effectiveness of Mobile Learning in an Institutional Context

India is successfully adapting to the digital age and evolution of ICT. Electronics and information technology is the fastest growing segment of industry in India, both in terms of production and exports. Within the education sector there have been outstanding initiatives to incorporate ICT into education at the state and national level. Mobile phone penetration is increasing rapidly in India as well as other developing countries. According to a survey, the e-learning market in India has a growth rate of 17-18% annually. The results from the study clearly indicate that majority of the respondents consider mobile technology as a significant medium for educational purposes and most of them are ready to accept the new means despite the limitations. With increased popular access to information and knowledge anywhere, anytime, the role of education, perhaps especially formal education, is challenged and the relationships between education, society, and technology are now more dynamic than ever. With mobile technology breaking social strata barriers in India and elsewhere, the time has come to embrace the new avenues in educational pedagogy in the form of m-learning and u-learning. (Nirban)

Title: Effectiveness of Mobile Applications in Vocabulary Teaching

The investigators pointed out that smartphones are gradually becoming a must have thing of our routine lives. With their amazing ability, applications used in these devices are tremendously diverse. In terms of language teaching, the use of these applications has opened up new vistas of opportunity, innovatively modelling the way teachers teach and students learn. The 4 week-long study aimed to investigate the effectiveness of a mobile application on teaching 40 figurative idioms from the Michigan Corpus of Academic Spoken English (MICASE) corpus compared to traditional activities. Results point out that participants in the experimental group performed considerably better in the posttest, demonstrating the effectiveness of the mobile application used in this study on learning idioms. The study also offers recommendations towards the usage of mobile applications in teaching vocabulary. (Ahmet Basal)

2.6 The Research Gap Identified

The researcher could find that the area of using blog, face book, mobile applications, WhatsApp and You Tube for English language learning has yet not been explored and so could be an innovative idea to implement it in teaching and learning of language program. So it would be necessary to fill the research gap in the area of using various ICT approaches in education to introduce the
blended learning methods for effective learning and teaching English language. Further even more possibilities and potentials of ICT approaches which can be explored with. Social networking sites have created a huge impact on society and the style of communication in the society. So even networks such as Facebook, twitter, You Tube and WhatsApp could also be experimented with. Beyond just creating communities on such SNS, it could also be utilized for various educational purposes as a tool for collaborative learning and extended teaching.

2.7 The Present Study

The present study, therefore, intends to address the identified research gaps and thus the objective of the study is to measure the effective use of ICT Approaches in ELT of engineering students. The study includes different background variable approaches like: ELT through Blogs, Face book, You Tube, Mobile Phone and Applications, and WhatsApp. Thus, all the studies and their findings offer substantial insight for the present study and help to amalgamate certain issues on which the present study is based. The research takes off and moves forward in a new direction aiming to provide a comprehensive picture of the effective use of ICT approaches in ELT of Engineering students.

2.8 Conclusion

This chapter starts with introduction and purpose of the review followed by the literature on studies relating to Effective use of ICT Approaches in ELT in reference to engineering students of Saurashtra region. The chapter concludes with the inferences of the study and identifies the gap. The ensuing chapter describes the plan and procedure of the study.