CHAPTER 2
THEORETICAL OVERVIEW

2.1 Perspectives on Web Integrated Language Learning

2.2 Perspectives on Language Anxiety
Theoretical Overview

Theoretical Overview provides a theoretical background to the study. It provides a strong basis for the study. This chapter presents a theoretical overview that is expected to aid in developing and enriching theoretical framework of the study. Without a deep overview on the theory part of a concept, any study is incomplete and irrelevant. Theoretical overview offers a conceptual framework for the study and helps to understand the different concepts involved in the study. It presents theories that provide foundation for the research which enables a researcher to develop the study.

This chapter of the research report deals with the perspectives on the major constructs involved in the study. It is organized in two sections, viz.

2.1 Perspectives on Web Integrated Language Learning

2.2 Perspectives on Language Anxiety

Each section is detailed below.

2.1 Perspectives on Web Integrated Language Learning

Web Integrated Language Learning is the process of combining or utilizing the services or resources of Web into a language classroom for the fulfillment of learning. It is leveraging the enormous potential and success of the Web Browser to access services and information available on the World Wide Web. The various perspectives related with Web Integrated Language Learning are discussed as follows.

a. Computer Assisted Language Learning (CALL)

Computer Assisted Language Learning is defined by Levy (1997) as “the search for and study of applications of the computer in language teaching and learning”. CALL embraces a wide range of applications and approaches to teaching and learning foreign languages, from the traditional drill-and-practice programmes to a more recent manifestation of CALL such as to be used in a virtual learning environment and web based learning.
Theoretical Overview

CALL has also been known by several other terms such as Computer Assisted Language Instruction (CALI) and Technology Enhanced Language Learning (TELL), and Computer-Aided Language (CAL) learning but all of these are essentially similar (Ehsani and Knodt, 1998). The term CALI was in use before CALL. CALI offers a teacher centred approach to instruction but language teachers are more inclined to prefer a student centred approach, focusing on learning rather than instruction. CALL began to replace CALI in the early 1980s (Davies and Higgins, 1982). An alternative term, TELL, also emerged around the early 1990s.

Historical development of CALL

Warschauer (1996) and Warschauer & Healey (1998) identified three historical phases of CALL and classified them according to the underlying pedagogical and methodological approaches.

Three Phases of CALL

The three Phases of CALL are

1. Behaviouristic CALL: Behaviouristic CALL was conceived in the 1950s and implemented in the 1960s and 1970s. It consisted of drill-and-practice materials in which the computer presented a stimulus and the learner provided a response. The computer would analyse students’ input and give feedback. Some sophisticated programmes would react to student’s mistakes and help in remedial activities. This behaviouristic approach to language learning has been rejected by most language teachers and the continuing development of computer technology has led CALL to other possibilities.

2. Communicative CALL: The second phase described by Warschauer & Healey (1998), Communicative CALL, is based on the communicative approach, that became prominent in the late 1970s and 1980s (Underwood, 1984). The computer is used for skill practice, but
in a non-drill format and with a greater degree of student choice, control and interaction. This phase also includes

(a) using the computer to stimulate discussion, writing or critical thinking and

(b) using the computer as a tool which includes word-processors, spelling and grammar checkers.

3. Integrative CALL: The third phase described by Warschauer & Healey (1998), as Integrative CALL, began in the 1990s. This phase is marked by the introduction of two important innovations.

(a) Multimedia and (b) The Internet

In later publication, Warschauer changed the name of first phase of CALL from Behaviouristic CALL to Structural CALL and also revised the dates of the three phases (Warschauer, 2000), as

- Communicative CALL: 1980s - 1990s.
- Integrative CALL: 2000 onwards

Bax's Analysis

Bax (2003) criticised Warschauer’s classification and proposed three phases in the historical development of Computer Assisted Language Learning (CALL), viz. Restricted CALL, Open CALL and Integrated CALL. The three phases in the historical development of CALL is provided in Table 2.1.
### Theoretical Overview

#### Table 2.1
**Historical Development of Computer Assisted Language Learning (CALL)**

<table>
<thead>
<tr>
<th></th>
<th>Restricted CALL</th>
<th>Open CALL</th>
<th>Integrated CALL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Type of task</strong></td>
<td>• Closed drills</td>
<td>• Simulations</td>
<td>• CMC</td>
</tr>
<tr>
<td></td>
<td>• Quizzes</td>
<td>• Games</td>
<td>• Web-based programs</td>
</tr>
<tr>
<td><strong>2. Type of student activity</strong></td>
<td>• Text reconstruction</td>
<td>• Interacting with the computer</td>
<td>• Frequent interaction with other students</td>
</tr>
<tr>
<td></td>
<td>• Answering closed questions</td>
<td>• Occasional interaction with other students</td>
<td>• Some interaction with computer through the lesson</td>
</tr>
<tr>
<td></td>
<td>• minimal interaction with other students</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1. Type of feedback</strong></td>
<td>• Correct/incorrect</td>
<td>• Focus of linguistic skills development</td>
<td>• Interpreting, evaluating, commenting, stimulating thought</td>
</tr>
<tr>
<td></td>
<td>• Open, flexible</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2. Teacher role</strong></td>
<td>• Monitor</td>
<td>• Monitor / Facilitator</td>
<td>• Facilitator / Manager</td>
</tr>
<tr>
<td><strong>3. Position in curriculum</strong></td>
<td>• Not integrated into syllabus - optional or extra</td>
<td>• Toys</td>
<td>• Tool for learning</td>
</tr>
<tr>
<td></td>
<td>• Technology precedes syllabus and learner needs</td>
<td>• Not integrated into syllabus optional extra</td>
<td>• Normalized</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Technology precedes syllabus and learner needs</td>
<td>• Integrated into syllabus, adapted to learners' needs</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Analysis of needs and context precedes decisions about technology</td>
</tr>
<tr>
<td><strong>6. Position in lesson</strong></td>
<td>• Whole CALL lesson</td>
<td>• Whole CALL lesson</td>
<td>• Smaller part of every lesson</td>
</tr>
<tr>
<td><strong>7. Physical position of computer</strong></td>
<td>• Separate computer lab</td>
<td>• Separate lab, perhaps devoted to language</td>
<td>• In every classroom</td>
</tr>
</tbody>
</table>

b. **World Wide Web (WWW)**

The World Wide Web, which is an Internet-based network of information resources, combines text and multimedia. The Web started to become a popular resource after 1993 when the first widely distributed browser provided a
Theoretical Overview

A convenient way to access a variety of information on the Internet (Microsoft Encarta Online Encyclopedia, 2007). The World Wide Web is a system of interlinked hypertext documents accessed via the internet. With a Web browser, one can view web pages that contain text, images, videos and other multimedia and navigate between them using hyperlinks (Kumar, 2011). Technologically, the capabilities of the World Wide Web will continue to grow. Applying the WWW to foreign language teaching also provides the opportunity to meet the Standards in several ways (Walz, 1998).

c. Web Resources

Web Based Learning Resources includes the following Web technologies, Internet services and applications that are diagrammatically presented in Figure 2.1.

![Figure 2.1](image_url)

Figure 2.1
Web Based Learning Resources

- Websites, browsers, online software applications
- Wikis, Blogs
- Online Quizzes
- Hyperlinks
- Online Games
- Animations, Video Clips, Still Images


d. Web Based Language Learning

A Web Based Language Learning environment integrates the use of multimedia with web based technologies and has become a new trend for
Theoretical Overview

language teaching and learning. There is no clear and unequivocal definition of the concept of Web based Learning. It is difficult to distinguish the term “web-based learning” from terms, such as “virtual learning”, “technology-based learning”, “network learning”, “online learning”, “multimedia-based learning”, “web-enhanced learning”, “internet-enabled learning” and similar terms.

Chun and Plass (2000) have mentioned the general capabilities and features of the WWW that is utilized in web based language learning. These features have the potential to enhance language learning. These are

- the universal availability of authentic materials,
- the communication capabilities through networking,
- the multimedia capabilities, and
- the nonlinear (hypermedia) structure of the information.

Related research has proved that the nature of equality, communicativeness, and interactivity of the web has positive effect on simulation of students’ active involvement and positive attitude toward learning in a web based setting (Ortega, 1997).

e. WebQuests

WebQuest is a term coined by Dodge (1995) as “an inquiry oriented activity in which some or all of the information that learners interact with come from resources on the internet” (March, 2004). Interaction plays a significant role in second language acquisition. It is through the interaction with others as well as the learning materials that learners receive input and also form and test language hypotheses in order to acquire the target language (Gass, 1988).

WebQuest allows learners to receive input in the form of aural and written information, such as reading information on webpages or participating in group discussions in the target language. The learners then attempt to test their language hypotheses by generating output in the form of oral or written
production. This process allows learners to reuse newly integrated language hypotheses and check their understanding. WebQuest can provide a context for collaboration and social interaction in which learners will construct the knowledge of the target language by being engaged in meaningful activities (Simina & Hamel, 2005).

Components of WebQuest

WebQuest is composed of five important components.

- **Introduction**: The introduction part on a WebQuest introduces the scenario and central question. It discusses the importance of the main question of the WebQuest and reasons why the topic is worth investigating.

- **Task**: This section is probably the most important section of a WebQuest because it provides focus for the learner’s activities.

- **Process**: The process section outlines necessary steps to assist learners in accomplishing the task. It usually provides guidance about how to divide responsibilities along with how to find and organise information.

- **Resources**: The resources page usually provides a list of weblinks where students can find information on the topic to be discussed. These websites are pre-selected by the teachers to allow learners to focus on the topic without having to aimlessly surf the internet.

- **Evaluation**: The evaluation page contains criteria related to how students’ work will be evaluated. These criteria usually come in the form of rubrics.

- **Conclusion**: The conclusion page summarises what students have learned from the WebQuests and encourages students to apply what they have learned in their local contexts.
Theoretical Overview

f. Blended learning

Blended learning is a major force in education. Blended learning can be defined as “the integrated combination of traditional learning with web based online approaches” (Oliver & Trigwell, 2005). Most commonly it refers to the blending of face-to-face learning with e-learning. Although the focus of blended learning tends to be on the combination of face-to-face learning with e-learning, blended learning is not limited to these two learning methods. It refers to any style of learning that combines different learning methods. E-learning and face-to-face learning can be combined into one lesson in blended learning.

The concept of blended learning is a natural development in reaction to the problems of e-learning. More importantly many teachers have been frustrated by traditional CALL technology that they see as impeding face-to-face communication skills (Hinkelman, 2005). Graham reported that many learners want the convenience offered by an online environment yet do not want to sacrifice the social interaction and human touch of face-to-face learning (Graham, 2006).

A common feature in Blended lessons is that a student work in pairs or groups to complete the task. Thus Blended learning recognizes and aligns with the social dimensions of learning (Masie, 2006).


g. Pedagogical Perspectives in E-learning

Kumar (2011) identified five Pedagogical Perspectives in e-learning that are shown in Figure 2.2.
The Social Constructive Perspective is particularly well afforded by the use of discussion forums, blogs, wikis and other online collaborative activities.

The Cognitive Perspective focuses on the cognitive processes involved in learning as well as how the brain works.

The Emotional Perspective focuses on the emotional aspects of learning like motivation, engagement and fun.

The Behavioural Perspective focuses on the skills and behaviour outcomes of the learning process.

The Contextual Perspective focuses on the environmental and social aspects which can stimulate learning. It includes interaction with other people, collaborative discovery and the importance of peer support as well as pressure.
Theoretical Overview

h. Web Integration in English Language Teaching (ELT)

There are many benefits in using the Web. Indulging in Internet activities is intrinsically motivating for students, since they see it as a trendy and useful tool, enabling them to be connected with the world. As English is the major language in the Internet, learners will appreciate the advantages of learning English language.

The World Wide Web (WWW) provide learners instant access to a wide range of authentic material, from newspaper and magazine articles to radio broadcasts, videos and informal chat-rooms, and also to material prepared specially for students, such as grammar, pronunciation and vocabulary exercises and tests. Another positive outcome of Internet use (Singhal, 1997) is improved reading and writing skills. Furthermore, because language used on the Internet tends to be lexically and syntactically more complex than oral discourse, students may gain a broader range of English.

The Internet permits learners to participate in the culture of the target language and to see real language in context, away from course books and the classroom. The enormous quantity of information available on the Internet can also be a disadvantage. First, it may be difficult for students to focus on what they want to do, with so many possibilities to sidetrack. Secondly, a lot of the material on the net is unsuitable for children and young learners, and it is virtually impossible to prevent them from accessing it.

As Warschauer (1997) recommends, “in order to make effective use of new technologies, teachers must thus take a step back and focus on some basic pedagogical requirements”. First, it must be remembered that “the use of the computer does not constitute a method. Rather, it is a medium in which a variety of methods, approaches, and pedagogical philosophies may be implemented” (Warschauer, 1996).
Theoretical Overview

Chapelle (1997) proposes two basic questions to guide the evaluation of CALL activities, and which can be useful in our practice. They are:

- What kind of language does the learner engage in during a CALL activity?
- How good is the language experience in CALL for L2 learning?

Fox (1998) suggests attention to three basic elements in successful Internet activities: integration in the course, e.g. a pen-pal project alongside a writing course; development of computer competence by teachers and students alike; and active teacher involvement in guiding and supporting students to avoid frustration.

Warschauer (1997) proposes five guidelines to help teachers implement computer network-based activities into the second language classroom. They are general guidelines that can also be used in an English as a Foreign Language (EFL) context:

- **‘Consider carefully your goals’**: It must be clear to the teacher why this tool would be more successful than a traditional one. Reasons for using the Internet range from increased motivation to learning computer skills, but we should not ask students to do something on the computer that a book could do just as well.

- **‘Think integration’**: Simply asking students to have a computer pen pal will not ensure a significant educational outcome. Teachers must be more involved in the activities and integrate them into the overall design and goals of the course.

- **‘Don’t underestimate the complexity’**: A number of students may lack basic prerequisites for using the Internet, and it might be very time consuming to train these students. Apart from this, technical practicalities such as having computers available, hardware and software malfunction and excessively long waiting
Theoretical Overview

time to access web pages may all hinder the use of the Internet in class.

- ‘Provide necessary support’: We should not stop trying to use the Internet due to the problems we mentioned above, but provide support in the form of hand-outs, training sessions, set up simple log-on procedures, encourage students to work in pairs or groups and help each other, and being available to help students when they are carrying out their Internet tasks.

- ‘Involve students in decisions’: Because of the complexities and difficulties mentioned, the teacher must be aware of the impact of these activities, consulting them through class discussions and surveys. This does not mean a passive role for the teacher, who should co-ordinate activities, focus students’ attention on linguistic aspects of texts and assist students in developing learning strategies.

But it can not be assumed that technology should take over the language classroom, the Internet shows great potential for use in English Language Teaching (ELT). Therefore, effort can be taken to make informed choices about how the Internet can be successfully integrated into the teaching of English.

2.2 Perspectives on Language Anxiety

Language Anxiety is the feeling of uneasiness, worry, nervousness and fear experienced by learners when learning or using a language, especially a second or foreign language. These feelings may arise from any second or foreign language context whether associated with the productive skills of speaking and writing, or the receptive skills of reading and listening. So it is the unique type of anxiety experienced by learners when using or learning a language other than their mother tongue.
Theoretical Overview

a. Approaches to the study of anxiety in second/foreign language learning

There are essentially two different approaches to the study of anxiety in language learning. The two approaches are based on different conceptualisations of second/foreign language (L2) anxiety, which can be labelled as:

- the “anxiety transfer” approach, and
- the “unique anxiety” approach.

(Horwitz & Young, 1991; MacIntyre, 1999)

**Anxiety Transfer Approach:** The assumption behind the first approach - “anxiety transfer” is that the anxiety experienced in learning or using a foreign language is simply the transfer of other forms of anxiety into the L2 domain. It states that individuals who are generally anxious or experience anxiety in certain types of situations have a predisposition to also experience anxiety when learning or using a foreign language. In more specific terms, anxiety in the L2 context has been viewed either as the manifestation of a general trait of anxiety or as the transfer of some situation-specific anxiety (MacIntyre & Gardner, 1991; MacIntyre, 1999).

Consequently, studies adopting this approach used measures such as the Manifest Anxiety Scale (MAS) (Taylor, 1953); the State/Trait Anxiety Inventory (STAI) (Spielberger, Gorsuch & Lushene, 1970; Spielberger, 1983), or instruments measuring situation-specific anxieties like test anxiety (Sarason & Ganzer, 1962) and communication apprehension (McCroskey, 1970) to investigate anxiety in the L2 domain.

**Unique Anxiety Approach:** The assumption underlying the second approach – “unique anxiety approach” – is that language learning produces a unique type of anxiety. This theoretical perspective is based on Gardner’s hypothesis that “a construct of anxiety which is not general but instead is specific to the
language acquisition context is related to second language achievement” (Gardner, 1985). In this conceptualisation, anxiety experienced in L2 contexts is seen as a situation-specific anxiety aroused by the experience of learning and using a second language.

In line with this conceptualisation, the anxiety measures which studies adopting this approach employed were designed to tap specifically into the anxiety experienced in foreign language classes and/or L2 communication, such as the French Class/Use, English Class/Use Anxiety Scales (Gardner, Clément, Smythe, & Smythe, 1979).

Of the two contrasting perspectives outlined above, the “unique anxiety” approach turned out to be the more fruitful one. Studies taking the “anxiety transfer” approach yielded inconsistent, contradictory results not only across but even within studies (MacIntyre, 1999). But studies taking the “unique anxiety” approach, which used measures of anxiety specific to the L2 context, were uniform in consistently indicating an inverse relationship between L2-related anxiety and various measures of L2 performance.

b. Theoretical Model of Foreign Language Anxiety

Foreign language anxiety is “a distinct complex of self-perceptions, beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness of the (foreign) language learning process” (Horwitz et al., 1986).

The causes of foreign language anxiety have been broadly separated into three main components, viz. communication apprehension, test anxiety and fear of negative evaluation (Horwitz et al., 1986), which are pictorially represented in Figure 2.3.
Each of the causes of Foreign Language Anxiety are briefly described here.

- **Communication apprehension**: Communication apprehension is a type of shyness characterized by fear of and anxiety about communicating with people. Difficulty in speaking in public, in listening or learning a spoken message are all manifestations of communicative apprehension.

- **Test anxiety**: It is a form of performance anxiety associated with the fear of doing badly, or indeed failing altogether. It refers to a type of performance anxiety stemming from a fear of failure. In foreign/second language classrooms, it refers to worry over frequent testing which may become a source of frustration for learners.

- **Fear of negative evaluation**: It is the anxiety associated with the learner’s perception of how other onlookers, instructors, classmates or others, may negatively view their language ability. Fear of negative evaluation, apprehension about others’ evaluations, avoidance of
Theoretical Overview

evaluative situations and the expectation that others will evaluate them negatively is the third type of anxiety.

c. Factors inducing Foreign Language Anxiety

Language Anxiety has been mostly associated with spoken language competency. Learners can experience an increasing rate of anxiety when they are required to complete oral tasks. However, there is a recent trend to identify the relationships between language anxiety and other language competencies such as reading anxiety (Saito, Horwitz, & Garza, 1999; Sellers, 2000), listening anxiety (Elkhafaifi, 2005) and writing anxiety (Cheng, 2004).

Research has shown that several factors can be identified that induce language anxiety such as teacher’s individual personality and attitude, instructor-learner interactions (Oxford, 1999; Von Wörde, 2003), teaching practices, competitiveness (Scarcella & Oxford, 1992), being judged in the classroom (Turula, 2004), and feeling isolated in the classroom (Davies & Rinvolucri, 1990). The different instructional conditions such as the focus of instruction, classroom atmosphere and perceived teacher support may also influence language anxiety (Horwitz, 2001). Additionally, personality variables such as perfectionism also seem to induce language anxiety (Gregersen & Horwitz, 2002).

One of the current challenges in second language pedagogy is to provide students with a low-anxiety classroom atmosphere. Language anxiety seems to decrease when teachers make the class interesting and fun, enjoyable learning experiences need to be assured constantly. More friendly, relaxing and supportive learning environments need to be encouraged or created constantly in the classroom context so as to relieve the tension derived from language anxiety (Von Wörde, 2003; Turula, 2004).
d. Stephen Krashen’s Theory of Second Language Acquisition

Stephen Krashen’s theory of second language acquisition (Krashen, 1998) consists of five main hypotheses, of which the fifth relates to language anxiety. The five hypotheses are as follows.

1. The Acquisition-Learning Hypothesis: According to the Acquisition-Learning Hypothesis, there are two independent systems of second language performance, viz. ‘the acquired system’ and ‘the learned system’. The ‘acquired system’ or ‘acquisition’ is the product of a subconscious process. It requires meaningful interaction in the target language. The ‘learned system’ or ‘learning’ is the product of formal instruction and it comprises a conscious process.

2. The Monitor Hypothesis: This Hypothesis explains the relationship between acquisition and learning and defines the influence of the latter on the former. According to Krashen, the acquisition system is the utterance initiator, while the learning system performs the role of the ‘monitor’ or the ‘editor’.

3. The Natural Order Hypothesis: The Natural Order Hypothesis suggested that the acquisition of grammatical structures follows a natural order which is predictable. The natural order of acquisition cannot be influenced by direct teaching of features that the learner is not yet ready to acquire.

4. The Input Hypothesis: This hypothesis provides an explanation of how second language acquisition takes place. According to this hypothesis, the learner improves and progresses along the natural order when he/she receives second language input that is one beyond his/her current stage of linguistic competence.

5. The Affective Filter Hypothesis: The Affective Filter Hypothesis embodies Krashen’s view that a number of affective variables play a facilitative, but non-causal role in second language acquisition. These variables include motivation, self confidence and anxiety. Krashen
Theoretical Overview

claims that learners with high motivation, self confidence and a good self image along with a low level of anxiety are better equipped for success in second language acquisition. Low motivation, low self esteem and debilitating anxiety can combine to raise the affective filter and form a mental block that prevents comprehensible input from being used for acquisition. In other words when the filter is up it impedes language acquisition.

The theoretical frameworks of two major areas under study were examined in detail and organised in two sections, viz. Perspectives on Web Integrated Language Learning and Perspectives on Language Anxiety. This helped to frame the topic for study as well as adopt a suitable methodology for conduct of the study.