CHAPTER 3

REVIEW OF RELATED LITERATURE

3.1 Literature Related to Web Integrated Language Learning

3.2 Literature Related to Language Anxiety
Review of Related Literature

In the field of education as in any other field, the research workers need to acquire up-to-date information about what has been thought and done in the particular area from which the problem for research is intended to be taken up. Review of related literature is an important pre-requisite for actual planning and execution of any research work. It is usually a critique of the status of knowledge on a carefully defined educational topic. It implies locating, reading and evaluating the reports of causal observations and opinions that are related to an individual’s planned research work. “Familiarity with what is already known and what is still unknown and untested helps the researcher to eliminate the duplication of what has been done and provides useful hypotheses and helpful suggestions for significant investigation” (Best and Khan, 2002).

Literature for a review includes many types of sources such as professional journals, reports, scholarly books and monographs, government documents and dissertations. It may also include empirical researches, theoretical discussions, review of the status of knowledge, philosophical papers and methodological treatises. “A review of the literature serves several purposes in research. Knowledge from the literature is used in stating the significance of the problem, developing the research design, relating the results of the study to previous knowledge and suggesting further research” (Mc Millan and Schumacher, 1989).

This chapter gives a survey of literature related to the present study. The investigator conducted the present study to find out the effectiveness of Web Integrated Language Learning on Language Anxiety and Achievement in English among Secondary School Students. In this chapter the Investigator tried to make a careful review of the research journals, books and other sources. The literature reviewed are organised and presented under the following sections.
Review of Related Literature

3.1 Literature related to Web Integrated Language Learning

3.2 Literature related to Language Anxiety

The details of the literature reviewed follow.

3.1 Literature related to Web Integrated Language Learning

Web Integration in the classroom helps to improve the efficiency of teaching-learning process and especially helps the pupils to carry out the learning tasks more effectively. Web Integrated Language Learning is the process of combining or utilizing the services or resources of Web in to a language classroom for the fulfillment of learning. It refers to the process of incorporating and integrating various Web resources for the pedagogical requirements, that is to satisfy the purpose of target language teaching and learning in a more efficient way. Thus it offers a supportive environment for the learning of a foreign language.

Roy, Brine & Murasawa (2016) conducted a study on usability of English note-taking applications in a foreign language learning context. They undertook the study as a controlled experiment to examine how technically oriented students reflect on using web based note-taking applications (Evernote, Memonic, SpringPad, Ubernote, and Keeppy) in English as Foreign Language (EFL) learning context. For pilot testing, 25 students had to complete five scenarios (text editing, entering persuasive content, sharing content, searching, and organizing) using Twitter as a tool similar to note-taking applications. Results suggest that the majority were comfortable with the tasks, although they could not complete all the tasks in the stipulated time, and certain tasks and features in Twitter caused difficulty for some students. The actual testing involved the 10 best candidates (based on their performance, when using Twitter) completing tasks (five scenarios similar to pilot analysis) with
any two assigned note-taking applications, from a set of five. Participants were observed, video-recorded, and interviewed concurrently and retrospectively. They also completed perception-based questionnaires on the usability of the software. The results of the study revealed that participants were comfortable opening accounts, typing in text, with general navigation, choosing photos, etc. A few features, such as web clipping and file uploading, caused problems for some participants. Most participants reported having no prior experience with any note-taking applications and that resulted in longer task completion time and errors.

Tsao (2015) in his study on “Using Web Assisted Instruction to Improve Student Achievement in English as a Foreign Language” investigated the effects of Web Assisted Instruction (WAI), as compared with traditional face-to-face classroom instruction, on student learning of English as a foreign language. A pre-test post-test quasi-experimental design was adopted for the study. The participants were 4 intact classes of students, with total sample size of 183, in a technological university in southern Taiwan, with an average age of 18.6. At the time of this study, they were taking a two-hour-weekly required General English (GE) course from the teacher-researcher. The course focused on the training of reading and listening skills at the high-beginning level. Two classes were randomly assigned to the experimental group and another two classes were also randomly assigned to the control group. The experimental group (N=94), receiving supplementary Web Assisted Instruction (WAI), and the other two classes to the control group (N=89) receiving traditional classroom instruction only.

The quantitative data were collected through a pre-test, a post-test, and a questionnaire. The data were analyzed using SPSS for Windows 10.0, involving Cronbach’s alpha reliability test, descriptive statistics and one-way ANCOVA. A standardised English proficiency test was utilised as the pre-test and post-test to measure student progress over an 18-week period. The results
Review of Related Literature

showed that (1) WAI is more effective than traditional instruction alone in improving students’ post-test performance, (2) active participants in the online course achieve higher scores than passive ones in the post-test, (3) WAI has no differential effects for students of different ability levels, and (4) the experimental students acknowledged the advantages of WAI, but held reserved attitudes towards WAI. This study suggests that web-based learning be incorporated into the curriculum to provide students with additional learning in English, that students be guided and monitored throughout the process to ensure online learning success, and that teaching strategies be developed to encourage students to take control and responsibility for their own learning.

Tseng, Yeh and Yang (2014) conducted a study in which they investigated how English as a foreign language (EFL) students benefit from online annotations to scaffold reading comprehension. They used Kintsch's Construction Integration model to tap into reading comprehension at different levels. Fifty EFL students participated in this study. The data collected from the pre- and post-test assessments in reading comprehension levels, the students’ online annotations on reading texts, and the discussion transcripts from an online discussion forum. The results from the first two data sources were the data-sets used to investigate the influence of the annotation types on reading comprehension levels. The third data source was the data-set used to analyse the process of how students benefited from annotation types to reach different levels of reading comprehension. Four types of online annotations were frequently used by the students while reading online, including (a) marking vocabulary, (b) marking text information, (c) adding Chinese explanatory notes to unknown vocabulary, and (d) adding summary notes to each paragraph. Different frequencies of using the four types of online annotations resulted in three various comprehension levels such as surface-based, text-based, and situation-based levels. Marking of the vocabulary and adding Chinese explanatory notes helped to scaffold the learning of students and to achieve surface comprehension levels to help them to recognise the meaning of
unknown vocabulary. Marking text information and in particular, the adding of summary notes to each paragraph were the core annotations that helped students comprehend the online text in text-based and situation-based levels. The results of the study suggest that EFL teachers can guide students to use online annotations to different extents in order to improve their reading comprehension.

**Yang & Chen (2014)** conducted a one-year action research study in which they carried out three collaborative intercultural projects using web-based tools such as, online forums, weblogs, Skype, and email. The participants of the study were students studying in 7th grade English as a Foreign Language (EFL) class. The study was aimed to improve students’ language skills and intercultural communicative competence (ICC). Qualitative and quantitative methods were used to collect the data; such as, questionnaires, interviews, and document analyses were used to investigate the learners’ responses and learning processes. The results showed that the participants had strong positive attitudes towards technology-enhanced intercultural language learning (TEILI), which enabled the learners to experience authentic language learning that improved their linguistic competence and ICC. The findings suggest that TEILI approximates real-life learning contexts by allowing students to use a language for the same purposes that they will use it outside school.

**Branch (2012)** in his quantitative research study examined the benefits of Web Based Instruction on Foreign Language Learning. The research questions of this study were used to determine whether or not the Vista Supersite, a web based foreign language instruction site used to supplement textbook learning, improves students’ proficiency level in college entry level Spanish. An experimental pretest-posttest design was used to determine the effectiveness of the Supersite to increase student learning. The research method involved 78 Spanish students at a community college. A pre-test, post-test, and survey were
used to gather the data. Both groups were administered a pre-test to begin the study and a post-test to end the study. During the interim, only the treatment group completed six weeks of activities via the Supersite. After the post-test, the treatment group completed a survey. The results of the study revealed that there were statistically significant differences in foreign language proficiency of the group with web based resources. In addition, survey results revealed positive students’ perceptions of media instruction. The study provided implications for positive social change which comprised use of web based instruction as an enhancement tool to improve students’ foreign language proficiency, cultural, and problem-solving skills.

Aliweh (2011) in his study examined the effects of electronic portfolios, as a non-traditional tool, on enhancing Egyptian EFL college students’ writing competence and autonomy. The study was conducted on sixty fourth year college students comprised of 23 males and 37 females. The participants were randomly assigned to either an experimental group, or a control group, of 30 students each. The participants of the control group developed traditional paper portfolios. The participants of the experimental group used the Internet and online resources to develop and present the same essay portfolios. Two instruments a) the Writing Competence Rating Scale; and b) the Learning Autonomy Scale were developed and used to assess the impact of the electronic portfolio. Results of the ANCOVA analysis reveal that online portfolios did not yield significant effects on students’ writing competence and learning autonomy due to the interference of various extraneous variables which are the least controllable in online research.

Kao (2011) undertook a study to develop a teacher-student collaboration model to assist Wenzao Ursuline College of Languages (WUCL) faculty to create effective web-based multimedia instruction resources. The objective of the study was to create a teacher-student collaborative learning culture that transcends the one-size-fits-all approach that has hitherto failed to facilitate
Review of Related Literature

faculty professional development with technology. A case study was conducted to obtain a deeper understanding of the partnerships of WUCL discipline faculty and students, as they participated together in a technology-related course design activity. In addition, discovering evidence from multiple sources that were aligned with the emerging themes was used to negate research bias and enhance the exploration of multiple perspectives. In addition, presenting WUCL faculty participants' experiences in working with students resulted in an authentic perspective and created a deeper and richer understanding of a situated technology professional development. The results of the study contribute to WUCL administrators' understanding of the role of students as catalyst for faculty development in technology. The study also helps to develop a teacher-student collaborative learning culture. The study helps to create awareness about faculty’s development in learning so as to integrate technological with pedagogical and content knowledge through students' help.

Zaid (2011) conducted a quasi-experimental study, in which he explored the effectiveness of organised e-mail exchanges and online reading utilising WebQuests on improving reading and writing of college students. The study also attempted to find out the effectiveness of organized e-mailing and WebQuesting on college students’ attitudes towards learning English in a Saudi university. The underlying assumption is that e-learning can assist foreign language students in their improvement in reading and writing. The study utilised a four-stage collaborative model in integrating organised e-mails and WebQuests in an inquiry-based learning approach. Findings of the study revealed that the collaborative, inquiry-based learning model is effective in improving the reading and writing of college students. Findings also indicated improved attitudes towards English upon utilising this collaborative, inquiry-based learning model.

Lee (2010) conducted an experimental study on Situated and Dynamic Learning Assessment (SDL A) environment. The current supplementary
web based English learning in Taiwan provides online learning resources and gives assessments at the end of each lesson to evaluate learners' online learning results. Based on the testing results, instructors may adjust their in-class instructional method to focus on the students' weaknesses. This study conducted in the situated environment was based on Vygotsky's dynamic assessment theory to test learner's learning achievements and satisfactions as compared to the current web learning environment. The study finds that when both groups of Taiwanese students used Internet based learning, those that used the situated and dynamic learning assessment environment showed a statistically significant higher achievement score than those using only the current online learning environment. In addition, learners in the SDLA environment had statistically significant higher satisfaction scores than those in the current web learning environment.

**Malhiwsy (2010)** conducted a mixed method study on student achievement using Web 2.0 technologies. The purpose of this mixed method study was to find out the effect of Web 2.0 technologies on student achievement. The quantitative part of the study examined specifically student achievement based on pre-test and post-test scores and analysed the level of classroom community, connectedness and learning as reported by the students. The qualitative part of the study further investigated the ways students used Web 2.0 technologies in their language learning and their perceptions. All statistical analysis were conducted with SPSS using a repeated measures 2 X 2 ANOVA with pre-test/post-test as the within subject factor and Web 2.0/non Web 2.0 enhanced courses and beginning/intermediate levels as the between subject factors. The classroom community survey revealed a higher level of student reported classroom community in the Web 2.0 enhanced courses (M=50) than in the non-Web 2.0 courses (M=45). A higher level of connectedness in the Web 2.0 courses was reported in the Web 2.0 courses (M=24) than in the non-Web 2.0 courses (M=18). However both courses indicate the same level of self-reported learning (M=27).
Review of Related Literature

The results from the asynchronous online interview were organized into 5 overall themes: networking, convenience, enhancement, pleasure and ease of use. These themes provided rich descriptions of student experiences using Web 2.0 technology. The results of the study showed that a Web 2.0 technology was effective to improve students’ achievement.

Lee (2009) conducted a qualitative study in which he investigated how instructors and learners understand their experiences of using a Synchronous Computer-Mediated Communication (SCMC) system for spoken English teaching and learning. The participants were four instructors at two Midwestern state universities, and seven learners (company employees) in China and Taiwan. The study also investigated the role of instructors and learners, and an instructor's competence for instruction in an SCMC language learning environment. Vygotsky's sociocultural theory and communicative language teaching approach was the theoretical framework to create the curriculum and learning activities within the instructional program of the study. The theoretical frameworks guided the study in interpreting and analyzing the phenomena resulting from the participants' perceptions of the real-time, web-based instructional program.

Multiple approaches were used to collect data, such as, in-depth, semi-structured interviews, participant observations, and course evaluation. Qualitative inductive data analysis techniques were adapted for data analysis. Findings from this study showed that all participants favour teaching and learning in a traditional face-to-face environment because of insufficient interaction and social presence available using the SCMC system. The study also revealed the SCMC systems' limitations like unstable Internet connection, limited image size, namely technical problems.

Pu (2009) in his study examined the relationship between English as a Foreign Language (EFL) college students' autonomous learning capacity and motivation in using web-based Computer Assisted Language Learning (CALL)
Review of Related Literature

in China. This study utilised three questionnaires: the student background questionnaire, the questionnaire on student autonomous learning capacity, and the questionnaire on student motivation. The participants of the study were college undergraduates from five universities in Canton, China. Descriptive statistics were employed to investigate the questions concerning students' autonomous learning capacity and motivation with the web-based CALL program. Canonical correlation procedures were used to find out the relationships between students' autonomous learning capacity and motivation. ANOVA was used to find out how these two factors were influenced by students' English proficiency.

The results of the study showed that the participants have intermediately high autonomous learning capacity and medium motivation towards CALL English learning. Student autonomous learning capacity and student motivation were strongly correlated. The higher autonomous learning capacity a student possessed the higher learning motivation he/she had. Students of higher autonomous learning capacity and motivation tend to have higher English proficiency, but there was no significant statistical difference for autonomous learning capacity among the three proficiency groups (high, intermediate, low). The motivation towards CALL was found to be statistically different from other two groups. The research revealed that the traditional learning process was still the dominant power in the Chinese College English classroom. The teacher would need to give students more guidance to improve their interests and confidence to learn English under the new learning environment.

Shihab (2009) investigated the influence of Web 2.0 tools on the teaching of English classes. Web 2.0 applications, namely blogs, wikis, podcasts and Rich Site Summary (RSS) were introduced to change teaching practices of in-service high school teachers to improve the collaboration of students in the English language classroom. Two high school teachers of English language and their classes were the participants of the study. The teachers were interviewed
about their current teaching practices and provided with training for developing teaching units that use Web 2.0 to engage students as active collaborators in their learning. They integrated blogs, podcasts, wikis, and RSS in to their teaching. Additional interviews were conducted during and after the implementation stage. Implementation strategies, changes in teaching practices, challenges encountered, and the impact on student interaction and collaboration were closely examined. Students were surveyed at the conclusion.

Teachers reported that Web 2.0 tools made them more efficient in teaching. Blogging was the most powerful for journal writing and sharing ideas. Wikis were most difficult to use but were useful to facilitate group planning and collaborative construction of knowledge. Podcasts were useful for publishing audio recordings of interviews, speeches, and poetry recitals. RSS feed made it easy for teachers and students to track updates on websites, posts on blogs, collaboration on wikis, and audio recordings on podcasts. The study revealed that both teachers and students enjoyed the interaction and collaboration that took place in the English classroom using Web 2.0 tools.

In his study, Theodoridou (2009) investigated the effects of an animated pedagogical agent on Spanish vocabulary learning. The study also explored learners' reactions and attitudes towards the presence of the pedagogical agent in a web-based environment, as well as how learners used the conversational component of the pedagogical agent in their learning process. A total of 47 university students enrolled in Spanish classes were the participants of this study. Both the control group and the experimental group used a web-based environment that presented new vocabulary (in audio and text), along with activities for practicing the vocabulary in context. The difference between the two groups was that an animated pedagogical agent (Laura) was present in the environment used by the experimental group. In addition, a conversational component was added at a second phase to the environment used by the experimental group, which the learners used to chat with the pedagogical agent.
about the material presented.

The data were analyzed through quantitative and qualitative methods. The quantitative data were derived from a demographic information questionnaire, a vocabulary pre-test and two vocabulary post-tests (an immediate post-test and a delayed post-test), as well as from attitudes scales completed prior to the learners' exposure to the web-based environments and after completing the learning sessions. The qualitative data were obtained from a learning experience questionnaire completed by all learners at the end of the learning sessions, as well as from the scripts of the chat sessions between the learners in the Experimental group and the pedagogical agent, and a chatting experience questionnaire completed by the same group. Analysis of the quantitative data did not yield significant differences between the control and the experimental groups with respect to vocabulary learning outcomes and affective outcomes. Analysis of the qualitative data revealed learners' preferences with respect to features embedded in the web-based language learning environments. It also explored how learners used the conversational aspect of the pedagogical agent, and provided information as to the type of information the agent's knowledge base should include in order for the agent to be a beneficial tool for the learners' progress.

**Zhang (2009)** conducted a study to examine the effect of etymological elaboration on L2 idiom acquisition and retention in an online environment. This study, grounded on cognitive learning theories and web-based learning framework, was designed in an online, autonomous learning manner. Its purpose was to measure L2 learners' acquisition and retention of target idioms through two different instructional approaches, etymological elaboration and traditional rote learning, in an online Learning Management System (LMS), WebCT. The study also analyses the strengths and drawbacks of learning idioms in an online environment. Seventy Chinese students in Anhui university, China, participated in the study and their productive and receptive knowledge
of target idioms were measured.

Data was collected from pre-tests, post-tests, delayed post-tests. An online questionnaire survey was also distributed to the participants to look into their actual online learning experience. Results of the study showed that while online learning was an effective way to facilitate L2 idiom acquisition for both instructional approaches, etymological elaboration did not produce an overall significant effect on the retention of target idioms over traditional rote learning approach except in the retention test of productive knowledge of target idioms.

Anthony (2008) in his study explored the implementation of communicative form-focused instruction into online Russian courses by two instructors. He also examined the influence of the audio conferencing channel, the course format, and instructors' backgrounds, approaches, beliefs, and experiences on their practices. The study was guided by the theoretical framework based on sociocultural approaches to learning. Qualitative methods were utilised for the study. Two rounds of interviews and a reflective session with the instructors were conducted and the data from twelve hours of recorded, archived, and transcribed instructional audio conferencing sessions performed in 2004 and in 2008 were collected, coded, categorized, and analyzed. The first round of interviews aimed to study instructors' pedagogical approaches, epistemologies, beliefs, and teaching methods. The second round of interviews with the instructors was aimed to investigate the reasons for changes in frequencies and qualities of instructional moves over the four years. The reflective session attempted to explore instructors' perception of online language teaching and its place in language teaching.

The results showed that the environment of audio conferences and the hybrid synchronous/asynchronous course format require some transformations in implementations of teaching methods but do not call for a paradigm shift in the core system of pedagogical beliefs and approaches. This study provides insight on the complex nature of the audio conferencing language lessons and informs
research on the constituents contributing to the construct of effective online language instructions.

**Hsu, Wang and Comac (2008)** undertook a study to find out the effectiveness of audio blogs to improve instruction in English as a Second Language (ESL). The study was aimed to improve students' communication skills in speaking and listening. The study was implemented in an English language institute at a university located in the northeast United States. The participants of the study were international students enrolled in the Advanced English Conversation course. Purposive sampling method was used for selecting the students. In this study, the instructor uses audio blogs to manage oral assignments, to interact with learners, and to evaluate performance outcomes. Learners record oral assignments through cellular phones, and maintain an individual audio blog in which they submit and archive the oral assignments. The instructor interacts with each learner through the individual audio blog to enhance his or her learning according to individual needs.

They used the mixed methodology that consists of qualitative (student open-ended questionnaire, instructor interviews, student blog analyses) and quantitative (survey) data. Data collected was used to investigate the perceptions that learners had of blog use as a language-learning tool. A Student-attitude survey was administrated at the end of the semester to measure the perceptions that learners had of blog use's contribution to English-speaking proficiency. A survey using open-ended questions was administered to the students to explore students' additional concerns about this project. Students completed the attitude survey and the open-ended questions anonymously. An interview with the instructor was conducted to find out the perceptions that the instructor had regarding not only blog use's contribution to language teaching and language learning but also differences between these perceptions and perceptions from previous teaching experience. At the end of the semester, instructors examined students' audio blogs and analysed especially the
Review of Related Literature

assignment-completion rate. The results showed that the use of audio blogs meet the instructor's instructional needs which provided an effective way to evaluate students’ oral performance and allowing individualized oral feedback. Students enjoyed using the audio blogs, and the instructor confirmed that the technology met her instructional needs. The findings indicate that it is feasible to integrate audio blogs into an ESL course because they are easy to use and affordable.

Chuo (2007) in his study investigated the effects of the WebQuest Writing Instruction (WQWI) program on Taiwanese English as a Foreign Language (EFL) learners’ writing performance, writing apprehension, and perception of web-resource integrated language learning. Participants were students from two junior college classes. One class received traditional classroom writing instruction and the other class, the WQWI program. The results showed that students in the WQWI class improved their writing performance significantly more than those in the traditional classroom writing class. The WQWI class also experienced significant reduction in writing apprehension; however, no significant difference in reduced apprehension could be found between the two classes. In addition, students had a positive perception of the WQWI program, recognizing more advantages than disadvantages of language learning through web resources. Nonetheless, no significant correlation could be detected between students’ perception and their improved writing performance. Neither was there a significant relationship between students’ perception and their reduced writing apprehension. The findings indicated that integrating web resources into EFL writing instruction, using the WebQuest model, was effective for improving students’ writing performance and provided a positive learning experience.

Gibby (2007) conducted a qualitative study in which he examined how first year foreign language students perceive different interactions in an online environment. Interviews were conducted with ten students after the completion
of an online second semester Spanish course. Individual case studies recorded the unique experiences of each study participant and those experiences were then compared and analyzed for common themes. Emerging themes included the value of explanatory feedback programmed into the course, the use of message boards for making interpersonal connections, the difficulty of conducting online chats, the role and value of announcements and the importance of immediacy behaviours for creating social presence.

The results of this study showed three attributes of effective interaction. The participants indicated a need to make a connection between their personal learning goals and the available interactions. Timeliness was also identified as a key component of effective interactions. Automatic feedback, archives for previous information and a quick turnaround on email correspondence were listed as important aspects that created a feeling of timeliness. The third attribute was identified as a low level of frustration when compared to the potential benefit of an interaction. The participants of the study indicated a willingness to endure some frustration if they thought it would be worth it in the end. Final recommendations suggested that designers of online foreign language courses should include non-linear instructional activities, carefully designed chat opportunities, quality automatic feedback and reading and listening passages that are level appropriate. The study also suggested that the instructors should engage in behaviours that improve the effectiveness of interactions by making regular announcements, helping learners draw connections between the interactions and their learning goals, maintaining and organizing archives and keeping response times as close to twenty four hours as possible.

Lee (2007) in his study designed a blended approach incorporating the Web-based activities into traditional classroom instruction to facilitate cadets' English learning and improve their American Language Course Placement Test (ALCPT) scores, a standardized proficiency test used for measuring English ability. A commercial online CALL English learning system was licensed
specifically for the English classes of Republic of China Air Force Academy (ROCAFA), a military institution educating future Air Force officers. The new learning approach was developed, implemented, and evaluated. The aim of the study was to use the blended learning approach to improve the cadets' English language listening and reading comprehension thereby increasing the number of cadets qualified for training in the US. The treatment was conducted with six classes of senior cadets in two groups over an eight-week period for three hours per week. The changes in ALCPT test achievement resulting from the treatment were found to have no statistically significant difference, but the experimental group showed greater improvement on the listening section. The cadets and the instructor in the experimental group showed positive attitudes toward the use of the blended approach for learning and teaching.

Young (2003) in his study investigated the potential impacts of integrating the internet into English as a Second Language (ESL) class in a vocational senior high school in Taiwan. Twenty nine students and a young male English teacher were involved. The purpose of this study was to explore the use of the Internet in vocational high-school English learning environments in a specific socio-cultural context in Taiwan, including in the physical world and in cyberspace.

The study employed both qualitative and quantitative methods. The researcher used a multimethod approach to document and evaluate the process of integration of the Internet for learning English. Data collected for the studies included authentic email messages, questionnaires, classroom observations, formal and informal interviews, and student logs. A post-class questionnaire was administered to the participants at the end of this class. In addition, a student who had a special need for remedial instruction had actively interacted with the English teacher via email communication throughout most of semester. The student’s email exchanges with the teacher were used as a case study.
Review of Related Literature

Descriptive statistical information was provided for cross-referencing. The study was conducted in a natural learning setting. None of the student subjects were aware of being observed and analysed during the data collection procedures. The results of this study showed that most students perceived that the Internet was an interesting and useful tool in their Internet and English class. The study showed that a computer-mediated communication environment could lower students' psychological barriers to enable them to express their opinions freely and to communicate actively on the Internet and that it could also enhance their critical thinking, problem-solving and communication skills through online activities. An individual case study also showed that a task-oriented English tutoring strategy in association with email communication could motivate the student's writing competence but the student's language proficiency and grammatical accuracy did not improve.

Yang (2001) conducted a study in which he investigated second year junior college students' attitudes and perceptions towards the web as an educational resource. The 55 participants in this study were second year students majoring in Applied English from one class at a junior college in southern Taiwan. All students had basic computer skills although, at the start of the class, they were inexperienced with the web. The students were given an introduction to Internet use for research projects. Data was collected using surveys and observation. A questionnaire was given to elicit relevant information on the participants' perception, and attitudes towards, using the web to complete their web-based English projects. After data collection, quantitative and qualitative analyses were performed. The qualitative analysis such as open-ended questions and the researcher's observation were used in the study. The quantitative statistical analysis included Pearson product-moment correlation coefficients, $t$-test and factor analysis. Pearson's correlation coefficient was used to measure the degree of association between each of the independent variables and the dependent variables. Factor analysis was employed to identify underlying clusters or relationships concerning the
Review of Related Literature

learners' perceptions towards the web-based project. Factor analysis was employed to identify six areas for further t-test analysis. The six areas were cognitive disorientation, learning anxiety, perceived enhancement of language ability, perceived enhancement of cultural understanding, the web considered as a useful search tool and the overall perception of language learning on the web. The overall results indicated that most students were positive about learning through learner-centred, web-based projects.

The study showed that students have different perspectives to web-based projects. Most learners found the materials and interactive learning experiences useful; they valued the features of web technology and believed web resources, as a ‘fun house’, were more meaningful than traditional forms of instruction involving textbooks. The learners agreed that the possibility for increased communication over the web increased their opportunities to learn English. The web technology served as an intrinsically motivating education device as well as a medium of invention and construction. However, some learners had reservations about some aspects of the project such as navigation, locating useful information, availability of computers, and interface design. The study indicated that computer networks have the potential to empower students when they are implemented appropriately.

3.2 Literature related to Language Anxiety

Language Anxiety is the feeling of uneasiness, worry, nervousness and apprehension experienced by learners when learning or using 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.

Debreli & Kucuk (2016) conducted a study to examine the foreign language speaking anxiety of students in English. The study was aimed to find out the sources of their speaking anxiety. It also explores whether there is any
relationship between anxiety and students’ language proficiency level. The participating students were 196 students of the total 350 enrolled in the English Preparatory School of a university in Cyprus whose mother tongue was Turkish.

The present study employed a mixed approach, that is, qualitative and quantitative approaches are used to gather data. Data were gathered from 196 students through questionnaires (Foreign Language Classroom Anxiety Scale), as well as through semi-structured interviews with 10 students who participated in the questionnaires too. A translated version of The Foreign Language Classroom Anxiety Scale (Horwitz et al., 1986) was used as the main data collection instrument in the study. The second instrument used in the study was the semi-structured interview. The data obtained from the questionnaires were analyzed using Statistical Package for the Social Sciences (SPSS) version 16.0 for Windows Evaluation. A table of frequency is used as a tool to show the characteristics of the participants in terms of age, gender, and language proficiency level. In order to explore participants’ level of anxiety, descriptive analysis was used. T-test was also applied to find out whether there is a significant difference between the participants’ anxiety level and language proficiency level, as well as to study the gender differences.

The findings revealed that the students generally had low level of speaking anxiety, although students with a higher level of language proficiency had a higher level of anxiety compared with that for students with a lower level of language proficiency. No statistically meaningful difference was observed with regard to students’ gender and anxiety levels. Factors that caused anxiety were - difficulty in pronunciation, being asked immediate questions by the teacher, not understanding the question asked by the teacher - also identified in study.

Faqe (2015) conducted a study to explore foreign language anxiety among Kurdish and Psychology department students at faculty of Arts, Soran University. In this quantitative study, the foreign language anxiety was
Review of Related Literature

measured by Foreign Language Classroom Anxiety Scale (FLCAS) of (Horwitz et al., 1986). The participants included 37 Psychology department students and 33 Kurdish department students. The results revealed that all the students reported high level of anxiety, but the two groups are at different levels of that anxiety. The participants in the Psychology department reported a higher level of anxiety as compared to Kurdish participants which is lower. The results toward gender differences in language anxiety indicated girls are more anxious than boys especially the younger ones.

Keong & Jawad (2015) in their study investigated Iraqi Postgraduate Students speaking anxiety in English at a Malaysian University. The participants were 20 Iraqi English as foreign language (EFL) students. They were doing their Master in English Language Studies Programme, Faculty of Social Sciences and Humanities of a Malaysian university. The study intended to find out the level of their speaking anxiety and to investigate the reasons that cause it. A survey and an interview were employed for data collection from the students. The questionnaire aimed to find out the level of speaking anxiety among students and the reasons that cause speaking anxiety. The questionnaire has 18 items describing the situation and reasons that may cause speaking anxiety among students. Out of the 20 subjects who answered the questionnaire only five were interviewed. The purpose of the interview was to collect data from subjects regarding the reasons that can cause speaking anxiety which finally would be triangulated with the data analysis of the questionnaire. The descriptive analysis (means and frequencies) were calculated to analyze the speaking anxiety level and in identifying the main reasons that cause speaking anxiety. Content analysis was employed for the interviews to categorize the main reasons causing speaking anxiety to triangulate the quantitative analysis.

The findings revealed that the majority of EFL postgraduate students experienced moderate speaking anxiety in English specifically in academic
settings. The common situation where Iraqi students facing speaking anxiety is in academic situation inside classes that demand them to participate, discuss and present in front of their peers and instructors. The reasons that caused speaking anxiety in academic settings according to students’ perspectives may be divided into two parts; students and teachers. The reasons for the former were low competence level in English language, a lack of self-confidence and vocabulary and thinking in Arabic while speaking English.

Zia & Norrihan (2015) conducted a study on foreign language learners’ speaking anxiety in language classrooms. The study aims to analyse English as foreign language (EFL) learners’ speaking anxiety in language classrooms by measuring learners’ levels of classroom performance anxieties. It also determines the reasons which cause foreign language speaking anxiety in language learners inside language classroom. The participants of the study are 115 first year EFL undergraduates from one university in Afghanistan. The subjects who participated in the study were EFL first year undergraduates. They are all enrolled in their four years program of BA (Bachelor of Arts) degree year (2013/2014). Only thirty participants of the total number are females and eighty five of them are males. Their ages range from (17-24) years. The adapted version of (Horwitz et al., 1986) Foreign Language Classroom Anxiety Scale (FLCAS) is used for data collection in the study. The results suggested that majority of learners experienced high level of FLCAS on all the three factors of the foreign language classroom anxiety namely communication apprehension, test anxiety, and fear of negative evaluation.

The descriptive analysis of FLCAS questionnaire showed that fear of negative evaluation was the highest among the three factors contributing to learners speaking anxiety in the language classroom. It was followed by communication apprehension and test anxiety obtained the lowest mean score and was the bottommost among them.
Lian & Budin (2014) undertook a study to explore language anxiety among Malaysian school students. The purpose of this study was to identify the levels of the English language anxiety experienced by students in two selected schools. It was also to find out the extent of the relationship between students’ English language anxiety and their achievement in school based oral English tests; and the difference between genders in English language anxiety.

A survey was administered to 200 students (aged 15-16) of two Secondary Schools. The questionnaire reflected three components of English language anxiety, namely: (a) communication apprehension, (b) fear of negative evaluation, and (c) test anxiety. Descriptive analysis, independent sample t-test and correlation test were used in the study. The results of this study revealed that students have a moderate level of English language anxiety and significant difference between genders in English language anxiety.

Liu & Cheng (2014) in their study attempted to find out the relationship between language anxiety and motivation. The participants of the study consisted of 150 English as foreign language (EFL) students, enrolled at a university in central Taiwan who were placed into different proficiency levels for required English classes. They were placed into homogeneous groups on the basis of their language proficiency scores for required English courses. Two classes of students from each of the three ability levels, namely, elementary, intermediate, and advanced, were recruited to participate in this study.

The instrument used to evaluate student perceptions of language anxiety in the English class was a Chinese version of the instrument devised by Horwitz et al. (1986), the Foreign Language Classroom Anxiety Scale (FLCAS). Participants in the study were also administered the intermediate level General English Proficiency Test (GEPT) test, a placement test used to assign students into different proficiency levels as they entered the school. Results of the data analysis established that anxiety levels were significantly lower when students had a higher degree of motivation. The relation between
anxiety and motivation was found to be stronger than that between language proficiency and motivation. From these three proficiency levels, the strongest association between anxiety and motivation was seen among advanced-level students. The findings revealed that the combination of speaking anxiety and fear of negative evaluation was a primary source of language anxiety in the Taiwanese EFL classroom.

Melouah (2013) conducted a study on foreign language anxiety in English as foreign language (EFL) Speaking Classrooms. He investigated the nature of Foreign Language Speaking Anxiety that first-year Licence-Master-Doctorate (LMD) Algerian students of English. It also seeks to examine the sources generating foreign language speaking anxiety in students and finally provides teachers with some solutions and suggestions for reducing it. Through the use of quantitative methods, this study adopted the Foreign Language Classroom Anxiety Scale (Horwitz et al., 1986) to measure the level of speaking anxiety exhibited by the participants. The findings suggested that foreign language speaking anxiety was pervasive among first-year LMD students. The findings also revealed that foreign language speaking anxiety appeared to mostly stem from fear of interaction, error correction, language proficiency, low self-confidence and self-esteem, etc. The study ends with some implications to assist teachers in encouraging speaking and strive for a pleasant atmosphere where every student can feel relaxed and motivated to communicate orally.

Abdullah & Ezzi (2012) in their study aims to measure the levels of foreign language anxiety perceived by the Yemeni students of the English Department in the Faculty of Education at Hodeidah University. It also investigates the relationship between foreign language anxiety and gender among male and female students with regard to their educational level, age and residence. The participants of the study were 163 students. Among the students 84 (i.e. 6 males and 78 females) are second-year students and 79 (i.e. 6 males
and 73 females) fourth-year students. The total number of the male students of both levels is 12 while the females are 151. They are undergoing B.Ed four-year course in the Department of English at the Faculty of Education affiliated to Hodeidah University. Though female-students outnumber male students, Mann-Whitney test helps to compare between the two groups of unequal size. The research instrument used for this study is a translated version of the FLCAS designed by Horwitz et al. (1986). Thus an Arabic, adapted, piloted and revised version of the FLCAS is used.

The data are analysed using Statistical Package for Social Sciences (SPSS/version 17). Arithmetic mean, standard deviation and t-test are used in this study to compare between different data of gender-wise groups of two different levels. Mann-Whitney test is also used to compare between two groups of unequal size (one of them is large and the other is small as the participants of this study. Here, it is revealed that foreign language anxiety levels among university students of the English Department are so high. Gender has its impact on foreign language anxiety of the university students as the level of anxiety among female-students is higher than the anxiety among males. The educational level of students has no effect on the level of their language anxiety as there is no significant difference between the two levels of the students in this study regarding the anxiety. However, the factors of age and residence contribute to foreign language anxiety and increase the level of students' anxiety.

Hurd & Xiao (2010) in their article examined the anxiety and affective control among distance language learners in China and the UK. Following on from Hurd's investigation into Foreign Language Anxiety (FLA) with distance learners of French at the Open University, UK, this article turns its attention to an Eastern context, reporting on a study into affect in the distance learning of English as a Foreign Language (EFL) in China. This study examined anxiety from the learner's perspective. Findings from the Chinese study showed that
some anxiety-provoking factors were associated with an inability to apply even basic knowledge of grammar and acquired vocabulary to actual language use. In terms of affective control, there was little evidence in either study of the use of affective strategies considered to be conducive to reducing anxiety. It was also noted that students' anxiety-reducing measures were characterized by a preference for self-help over help-seeking strategies, although the majority considered the tutor's role to be of paramount importance. Results and pedagogical implications from the two studies are compared where applicable.

Sila (2010) in his study examined the foreign language anxiety of young adolescent students in relation to language skills at different levels. Data was collected from 160 Turkish participants who are learning English as a foreign language by the use of a modified version of the Foreign Language Classroom Anxiety Scale (FLCAS) (Horwitz et al., 1986). Results of this study revealed that the foreign language anxiety experienced by young adolescent students differs in relation to levels of instruction and to basic language skills. Foreign language anxiety is reported in receptive skills at beginner levels and then in productive skills as the levels advance. Based on the findings of the study, it is suggested that students’ level of instruction and the type of consequential anxieties they may experience in relation to skills should be taken into account when foreign language curricula and in-class activities are prepared.

Bekleyen (2009) in his article discussed the causes, effects, and coping strategies for foreign language listening anxiety. Although many researchers have investigated the effect of anxiety, few have studied listening comprehension. In particular, listening anxiety among language teachers has yet to be examined. This article reports the results of a study on Foreign Language Listening Anxiety (FLLA) among language teacher candidates. The research data was collected with the use of quantitative and qualitative methods, including two questionnaires, open-ended interviews and listening tests.
Review of Related Literature

The findings revealed that language teacher candidates had high FLLA levels. The answers of respondents’ to the open-ended questions revealed that one source of their anxiety was the low priority placed on listening in their previous foreign language education. Another source of anxiety was their failure to recognize the spoken form of a known word, segments of sentences or weak forms of words. The main effects of FLLA were found to be avoidance and physical symptoms.

Koul, Roy, Kaewkuekool and Ploisawaschai (2009) conducted a study in which they examined Thai college students' motivational goals for learning the English language and their foreign language anxiety. Thai student volunteers (N=1387) from two types of educational institutions participated in this survey study which combined measures of goal orientations based on two different goal constructs and motivation models. Results of two-step cluster analysis, correlation analysis, and analysis of variance of multiple goal orientations with gender and institution showed several significant findings. Females were significantly more "academic" oriented, more instrumental and less socio-cultural than males toward English language learning. Compared to university students, vocational college students were significantly more "superiority" oriented, more performance oriented toward the purpose of achievement and more identification oriented toward emulating an English speaking foreigner. "Academic" and "superiority" orientations were significantly and positively associated with foreign language anxiety whereas socio-cultural orientation was significantly and negatively associated with foreign language anxiety. Females indicated significantly higher levels of foreign language anxiety than males.

Marcos-Llinas & Garau (2009) in their article reports the results of the investigation on the effects of language anxiety on course achievement in three foreign language proficiency levels of Spanish, namely, beginner, intermediate, and advanced. Participants completed the Foreign Language Classroom
Review of Related Literature

Anxiety Scale (Horwitz et al., 1986) and a background questionnaire. Results showed that language anxiety actually differed across proficiency levels. In the present study, advanced learners showed higher levels of anxiety than beginning and intermediate learners. In addition, there was an interrelation between language anxiety and course achievement. However, students with high levels of anxiety did not necessarily exhibit lower course achievement in comparison to students with low levels of language anxiety, as concluded in previous studies. Furthermore, there was a medium level of language anxiety among most participants, with no significant effect on course achievement.

Noormohamadi (2009) conducted a study to identify the relationship between language anxiety and strategy use. It reports on a survey of language learning strategies used by high-anxious and low-anxious learners. Generally, significant negative correlation obtained between levels of language anxiety and strategy use. In the meantime, t-test revealed significant difference between high-anxious and low-anxious groups on the level of use of strategies. That is, the more anxious the students are, the less frequently they use strategies. Further, the result showed that among students with high anxiety, metacognitive and memory strategies were the most used, while compensation and affective strategies were the least. Less anxious students reported using metacognitive and social strategies as the most, on the other hand, memory, and affective strategies as the least ones. This study discusses these findings, suggests possible questions for future research, and makes implications for increasing foreign language learning.

Shams (2006) undertook a study to examine the use of computerized pronunciation practice as a means for the reduction of foreign language anxiety. Additionally, the efficacy of computerized practice on the improvement of student French pronunciation was also evaluated. The research was conducted as a quasi-experimental study with a pretest/posttest comparison group design. Students in the experimental group practiced their pronunciation
using the computer while students in the comparison group practiced with cassettes. Anxiety was measured using the Foreign Language Classroom Anxiety Scale (Horwitz et al., 1986). The data was analyzed using ANOVA.

There was an overall decrease in anxiety levels, the statistical analyses indicated no relationship between method of practice and the decrease in anxiety. Regarding pronunciation improvement, the results showed that subjects who practiced with the computer did experience statistically significant improvement in the quality of their pronunciation while those who practiced with the cassettes did not experience statistically significant improvement in the quality of their pronunciation.

Tsai (2003) conducted a study to investigate foreign language anxiety and beliefs about language learning of college students learning English as a Foreign Language (EFL) in Taiwan. The relationships among the students' foreign language anxiety levels and beliefs about language learning were also studied. A total of 338 first and second year college students participated in the study. The Beliefs about Language Learning Inventory (BALLI) (Horwitz, 1987) and Foreign Language Classroom Anxiety Scale (FLCAS) (Horwitz et al., 1986) were the primary instruments administered. A background questionnaire developed by the researcher was administered together with the BALLI and FLCAS instruments. The Taiwanese subjects in this study had higher levels of foreign language anxiety based on their FLCAS scores. According to the findings, it seems that Taiwanese college students in this study did experience foreign language anxiety.

In addition, several background factors were related to the beliefs and anxiety of foreign language learning of the subjects in this study. For example, the student's English proficiency level, experience with studying another foreign language other than English, and the frequency of exposure to English media were found to have an effect on learner's beliefs and level of anxiety toward language learning. One belief category - the difficulty of language learning -
Review of Related Literature

was found to be significantly correlated with foreign language anxiety. This category had a negative relationship with foreign language anxiety. Specifically, Taiwanese learners who believed English is not a very difficult language and had more confidence in their learning tended to have lower levels of foreign language anxiety than their peers who had less confidence and a different perception.

The review of related literature enabled to gather extensive information on various aspects of the problem under study. The review also throws light on the relevance of this study and helped to frame the research design, to formulate the hypotheses and objectives of the study, to develop tools for the investigation, as well as to conduct the study successfully.

A critical evaluation of the studies related to Web Integrated Language Learning led to the following conclusions. Zaid (2011) found that organised email exchanges and online reading utilising WebQuests were effective for improving reading and writing of college students. Findings also indicated improved attitudes towards English. Shihab (2009) found that Web2.0 tools improve teaching efficiency of English language teachers. Hsu, et al. (2008) discusses positive outcomes and also challenges that user face in the process of English language instruction using audiblogs. Chuo (2007) found that integrating web resources into EFL writing instruction using WebQuest model was effective for enhancing students’ writing performance. Young (2001) found that most students were positive about learning English through learner-centered, web-based projects. Thus, resources and applications of Web can be tapped in a language classroom in various ways.

Critical evaluation of the studies related to Language Anxiety led to the following conclusions. Chang (2011) in his study found that students had a higher level of speaking anxiety in English within the class than outside of the classroom. Sila (2010) in his study found that foreign language anxiety
Review of Related Literature

experienced by Turkish students differs in relation to levels of instruction and basic language skills. Koul et al. (2009) in their study indicated females have significantly higher levels of foreign language anxiety than males. Marcos-Llinas & Garau (2009) found an interrelation between language anxiety and course achievement. Tsai (2003) found that the Taiwanese students had higher levels of foreign language anxiety. Thus language anxiety is crucial factor in the process of foreign language learning.

Thus, the investigation undertaken was found to be different from the studies reviewed. The present study is hence a new one and differs from other studies in terms of population and sample. Hence, there is relevance in conducting the study on the effectiveness of Web Integrated Language Learning on Language Anxiety, Interest and Achievement in English among Students at Secondary School level.