Chapter - II

Literature Review
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2.0 Introduction

This chapter reviews a number of previous studies relevant to using technology, computers and the internet in language teaching in general and EFL teachers’ use of web and internet resource for teaching English in particular. It also throws a light on the use of various web based materials used by the EFL learners’ in language learning in general and as a resource for learning English in particular.

Furthermore, it focuses on previous studies that were conducted to find out the difficulties of using web and internet resources for both teaching and learning English. It briefly outlines the results produced by the previous studies done by the various researchers on the related topic.

2.1 Technology and Education

It is really valuable to keep technology incorporated into the language classroom. ICT should be well integrated in the language curriculum. According to many ELT authors and experts ICT have intrinsic features that make it a priceless source of input. Students love using technology in their classes when they find that it may enhance their career graph as said by Farber & Shuell in the year 2001.

In general it adds value to the teaching learning process as mentioned by Harris in 1999. It is upon the teachers to decide if they find that the use of the computer technology is helping their students in learning; then the material should be selected efficiently keeping in mind the learning needs of the students so that technology has its impact on the results of the students.
Some educational literature such as the National Council of Teachers of Mathematics (NCTM, 1980), for example encourages teachers to use IT in their daily working as a productive tool; to enrich their teaching and enhance their teaching and enhance students’ learning in order to benefit students, hence should be available to students in the classroom as a learning tool. Indicators show that technology has the potential to transform education when integrated with emerging models of teaching and learning.

Stratham and Torell have also reviewed the 10 meta-analyses on the effectiveness of technology in the year 1996. By looking at their conclusions we can imply that the use of computer technology can have a great effect on students’ achievement if it is put into practice efficiently. It has the capability to increase student-teacher communication and stimulate learning through technology, encourage teamwork, promote the investigative skills of the learners’ on a particular subject.

It was observed that the learners’ who came from the computer mediated environments were better behaved and had a lower rate of absence as compared to the ones where they were not having any computer aided classrooms. Even the school dropout rates had decreased with the inclusion of computers into the class. This kind of teaching was particularly helpful for students who were at risk or the learners’ who had low proficiency levels.

### 2.2 The Technology Pyramid

If you walk into the modern classrooms around the world, you will see different kinds of technological gadgets available in the language classrooms. Some of these include: fixed data projectors, interactive whiteboards (IWBs), built-in speakers for audio material that is delivered directly from a computer hard disk (rather than from a tape recorder), and computers with round-the-clock internet access. Whenever teachers want their students to find out something, they can get them to use a search engine like Google and the results can be shown to them on the projectors or IWBs.

Similarly, in other classes, even in many successful institutes around the world, we can see there is either a whiteboard in the classroom, an overhead projector (OHP) and a
tape recorder while some other schools and colleges have only a whiteboard or perhaps a blackboard— even though very often they are not in a very good condition. These are the kinds of schools where they may not have even a photocopier, though hopefully the students will have at least the exercise books.

These days either one of these is mostly used in the language classes. But, there are some classrooms where neither of the technological gadgets will be found. They don’t use anything in terms of educational technology or any other learning aids. Therefore, Jill and Charles Hadfield represent these different realities of resources in the form of a reverse pyramid.

![The inverted pyramid](image)

2.3 Using computers in the English class
During the last two decades, the computers have made a remarkable ingress into the field of education and no one can deny that they have brought remarkable benefits to not only the students but to the teachers alike. They have generated immeasurable benefits to its users and play an important role in advancing knowledge and research in the twenty-first century. Computers have an impact on many aspects of our life not leaving astray the educational system. Because of their educational function and advantage, computers have slowly grabbed the educator’s attention.

Indisputably, the computers have overwhelmed both the students’ and teachers’ by their multiple uses. It can be used well as a teaching tool by the teachers’ and an effective learning tool by the learners’. It offers the same advantages as provided by the equipment like the VCRs, tape recorders, CD players, whiteboard etc. in the olden days as a proper learning or teaching tool to the students as well as teachers’. The computer can act as a supporting aid for teaching all the skills more efficiently especially while teaching the elements of grammar.

When we talk about pronunciation, the teacher can instantly tell the pronunciation with sound through the computer. Indeed, computers and internet have revolutionised the way in which English language is taught and learned. It has become as one of the necessities of a language teacher in the twenty-first century. With the recent advancements in software technology (Warschauer & Healey, 1998; Soboleva and Tronenko, 2002), computers have become well-known by all the sectors of the society be it the students, educators or the people in business.

Their users have grown so dramatically that language teachers must now begin to reconsider the implications of using computers for teaching languages (Warschauer, 1996; Blake, 1997). Computer Assisted Language Learning (CALL) has become increasingly the indispensable components of mainstream education.
2.4 The Internet and Language Teaching

The internet can be used for the presentation of multimedia information. Liu (1994) cites Craik and Lockhart’s Levels of Processing Theory, which describes how multimedia can deepen the level at which information is processed, and so aid retention. This can be a part of teachers’ training in educational theory. From a long time there has been a special focus on the language and communication across the world by the linguists to raise the national and international standards for language teaching.

The EFL teachers’ all around the planet are in search of more efficient methods to find out fully authentic and relevant materials that would help their students to improvise their knowledge of English and their skills of the EFL or ESL. The internet has been a great support to both the EFL teachers’ and learners’; henceforth it definitely plays a very significant role in the EFL or ESL teaching in the language classrooms. So; there has been a special spotlight on the language and communication worldwide in increasing the standards of language teaching for both national and international levels.

With a view to this, many researchers, text authors and editors have tried to investigate and find out the reasons why teachers prefer to use the internet as a language teaching resource for them. After going through a number of texts and information available for it, it has been found that there could be various factors involved in it. One of them could be the highly linguistic nature of the web based communication which is considered a good source of encouraging and developing language learning.

Teachers and researchers believe that it offers high motivation and encourages creativity of language among the net users. This kind of communication is often very beneficial for the improvement of writing skills among the language learners. It has the capability to create a genuine audience and environment for written communication as Janda says it in his text of 1995.

Apart from all the reasons listed above, some teachers are of the opinion that it is necessary for their students to have an expertise in using computers as the world today
has become completely technology friendly. Therefore, it has become a necessity even for the language learners. So, once the EFL students are aware of the computer skills it would help them, encourage them and motivate them to become better in their linguistic expertise.

2.5 The Internet and Language Learning

Many researchers have asserted that the internet has the viability to give immense information to the language learners; be it any language especially those associated with English language learning. It targets the learners’ with enhanced information on language which enable them to become efficient in their speech as well as writing via e-mails or chats.

While talking about the major benefits of using the internet in language that the language learners’ get is that the learning resources can be updated on a regular basis which cannot be otherwise done in the case of text books. Therefore, with the emerging trends of modern language learning styles through technology, the authentic target language (TL) is just giving one click to the mouse and you all the desired information in front of you.

The internet has offered an easy way of learning to the language learners’. It provides materials in all the languages of the world which has made it a gateway of knowledge and a storehouse of learning resources. Learning a language used to be daunting task earlier but with the advent of the internet it has become something that can be done in a jiffy.

One added advantage to the learners’ of language via internet is the quick auto feedback obtained through it, which makes it very demanding among the language learners’. It provides vital multimedia, creates less anxieties or nervousness among the learners’, learning remains student centered. It provides the learners’ with resources that are interesting, motivating and encouraging for the learners’ thus making them self dependent learners’.
In other words, it gives the students the right to become their own mentors. They can take decisions on their own regarding the methods of learning and even the content. Apart from these benefits, the computer and the internet give a liberty to the students to work at their own speed and at their own convenience, whether it is learning a language course or even beyond it to enhance their language skills.

Furthermore, computers and the internet enable learners to take charge of their own learning (Nunan, 2005; Ellis, 2003; Richards and Rodgers, 2001). In other words, learners are able to make all the decisions concerning their own learning. Computers and internet provide learners’ with a greater freedom and flexibility to learn at their own pace and convenience, whether the context of a language course or beyond it.

Therefore, ICT can be an effective tool for learning English as a second language. The web allows the students’ to arrive at conclusions on their own as opposed to listening to the lectures of the teachers. Many students have yielded the same results regarding the use of internet in language learning. Some studies have indicated that the interactive nature of computer enables the students to become their own guides where they can themselves check and then rectify their mistakes by themselves without the risk of being punished by the teacher for their mistakes. It relieves them from the anxiety and stress related to the classroom learning situations.

2.6 EFL teachers’ and learners’ use of web and the internet resources for teaching and learning English

The internet resources have become very effectual educational tools both for the EFL teachers’ and EFL learners’. In the earlier years of computer and software development, linguists and foreign language professionals are, for the most part, concentrating around Computer Assisted Language Learning (CALL). However, over the past decade, the speed and the amount of information available on the internet has helped to promote the interests of linguists and foreign language professionals alike in utilizing it.
Many educationists were of the belief that at the dawn of the 21st century that there ought to be done something differently to provide support to the teachers and the students for the progression of language learning. Thus, teaching and learning through the internet does not remain a totally new concept now. Zoraini (1992) article, “Handy Reference Tools on the Net” talks about how students can access many online dictionaries, CD-ROM material and interactive software through the internet. This type of access can be done from virtually anywhere and at anytime.

In addition, Maddux (2001) gives some excellent examples of how the web/internet is a great tool for students in rural areas and those with disabilities. As the world globalizes and in a sense, smaller, the learner or educator could very well be in another country. Using the internet to access “authentic language material” is another area that will help students studying English, particularly English students who may not have other ways to access this type of material.

According to Lafford and Lafford (1997), the computer-internet combination provides information through both ‘non-interactive’ and ‘interactive means’. Non-interactive means would be such things as on-line newspapers, dictionaries, resource materials, videos and most online school prepared courses. Interactive means would cover such things as e-mail, chatting, chat groups, discussion groups, video-teleconferencing (VCT) and some types of interactive software.

Another way to look at the internet sites is to break them down into what they can do for the language learners’. Fortunately, today’s up-to-date technology, the combined internet tool, makes it possible for English learners to access online materials which can help by ‘promoting’ the cultural awareness that could only be acquired in the past by studying abroad (Lafford and Lafford, 1997:216).

2.7 Teachers’ perceptions on using internet and web-based resources

Miller et.al. (2000), has recognized that technology-based teaching is more facilitative as a result of providing relevant examples and demonstrations; changing the orientation of the classroom; preparing students for employment; increasing flexibility of delivery; increasing access and satisfying public demands for efficiency. The whole purpose of
using technology is to give better value to the students as said by Miller et.al.2000. This better value should also impact the students and learners performance.

The use of information technology can engage learners in the four step process that is described by Kolb in his book Experiential Learning (1997), where he identifies the steps in the following manner.

Watching  →  Thinking  →  Feeling  →  Doing

(Mind)    (Emotions)    (Muscle)

Development in computers, communication, electronics and multimedia tools provide a wide range of sensory stimuli. It is said ‘I hear and I forget, I see and I remember, I do and I understand’. The animations, simulations, software packages to teach various subjects, speech, music, multimedia networks, image enhancements, etc. create virtual realities and experience from the learners, which in turn, help in turn making learning a more direct, useful and joyful. Learners’ self-engaged learning is conceived as the core of good education.

It is from perceived educational and social impact, results of training and self-confidence. Concluding the literature on teachers’ attitude towards computers, Winnaas and Brown (1992) concluded that teachers’ attitude towards computers are positive. In addition to students’ positive outcomes, computer experience, support and training programmes are helpful to foster the positive attitudes and perceptions for computer use in schools and integration of computers in teaching.

2.8 Learners’ perceptions on using internet and web-based resources

Studies have shown the positive attitudes of the learners’ towards the use of web and web-based materials in learning English. It has been considered the most effective communication resources. Computers and internet have become a part and parcel of our daily life. They have become a valuable educational tool for the academicians as well as the students. The people of all age groups use it, students who do scientific research and prepare projects prefer using the internet because it is the easiest, fastest and the cheapest way of accessing necessary information (Cloud, 1989).
Among all the other technologies, computers and the internet together have been described as the most potential tools for language learners’. Chapelle (2003) states that computers present a great potential for the facilitation of language input due to their ability to integrate multimedia material such as videos, images and text simultaneously into one single screen.

Rucheng Li (2012) describes an English programme conducted with the assistance of computer applications in which the learners’ interest was effectively raised and their self-esteem greatly enhanced. The study also found that when students took more control over their learning goals and achieved favourable results in accordance with their own decisions, their awareness of setting a definite goal at the beginning of a learning process increases. In addition, it demonstrated that the incorporation of technology of such kind especially computer technology and the internet in language teaching had a positive impact on students’ performance.

A study done by Kung and Chou in 2002 had indicated the positive perceptions of the students’ on learning English through the websites even though they had encountered a lot of obstacles during the study. Later, Soboleva and Tronenko again in the year 2002 established from their study an almost similar finding. They came to the conclusion that the use of internet assists the students in understanding the instructions clearly and it creates a more attractive environment for them by integrating multimedia into their process of learning.

Similar to the above mentioned studies a study conducted by Verdugo and Belmonte in the year 2007 on a group of 6 year old Spanish learners. They also found out that digital stories also have an everlasting impact on the comprehension of spoken English. It was in fact observed by them that the experimental group performed much better than the control group in the final test given to them. Therefore, we can see from all the major studies done so far on the subject that the learners’ have positive perceptions on the use of web or internet based resources for their learning.

2.9 Difficulties of using the web and internet resources in teaching and learning English
Many studies have indicated that there are many hurdles that come across while using the web and internet resources in teaching English. The most recurrently cited challenges are not enough facilities for the usage of computers, lack of computers as found out by Pelgrum in the year 2001 in his study, lack of knowledge among teachers as mentioned by Rossberg and Bitter in their study done in the year 1998, being deficient in training and personal experience in the study conducted by Jacobson and Weller in the year 1998.

Schrum in the year 1999; Strudler and Wetzel in the year 1999; and a study done by Willis et al. also done in the year 1999 found frail technical support as a hurdle in the use of technology was found under a survey conducted by the Net Day Survey in the year 2001; and Schrum in the year 1995. The manner in which the digital resources are organized and presented also plays an influential role for the same.

Developers have created many digital collections and search mechanisms and the complexity of these materials may impose a challenge on the teachers. Cuban points out that the teachers’ tend to use technology in the same way as they use the traditional text-based materials which is not correct. Teachers are sometimes concerned that the web resources may not meet the pedagogical needs.

At times the software may not be very convenient for the teachers to be used. It is often time consuming to find the most appropriate resources for a particular class. Every now and then the internet resources may require necessary editing and teachers may not have enough time for it. Occasionally it takes a long time to even locate the materials. In some countries the culture barriers also restrict the use of web based resources especially in the Arab countries.

Most of the teachers have cited inappropriate materials and a lack of knowledge about using the web effectively as obstacles to finding and using digital resources. This has been found in a study done by Hawkins, Panush and Spielvogel in the year 1999. Further challenges include the overwhelming variety and scope of the collections, the
fragmentary nature of the materials, teachers’ lack of experience in using non-textual resources and the ongoing struggle between in-depth inquiry and curriculum breadth.

Some teachers doubt about the validity of the resources while some institutions may have trouble using the internet due to network problems especially in remote areas. The speed of the internet can every so often also be a hindrance. Lack of support from the colleagues or superiors may be another obstacle. Last but not the least the attitude of the instructor himself and the hardware problems could restrict the use of computer or web based material in a language class.

Sometimes the printers go off and the teacher is not left with any choice. Despite the indicators shown by many studies regarding the computer as a beneficial tool to teachers, it still remains an inadequately used tool as some teachers are not sufficiently trained for its use; sometimes the computer-student ratio is not matching. Thus we can see that several key challenges revolve round the characteristics of the users, characteristics of the content and characteristics of the learning environments.

Similar to the constraints faced by the teachers, most of the factors are also applicable regarding the use of web and internet resources in learning English. Sometimes the students are not allowed to use the computer labs and especially the internet when they want as the teachers’ are afraid that they would lose control over the students and not be able to maintain the discipline in the class.

Apart from it, slow internet is often frustrating for the learners so they prefer to use some other means of learning. Some labs are using the outdated equipment so the learners do not prefer to use it. They feel it is a waste of time. Some of the programmes are not self explanatory so the learners’ prefer to have a teacher for them instead; who would clear their doubts. Some may not be interested to use the computer for studies as they get easily distracted while browsing and start using some social websites.

Some learners' consider it a leisure toy for them so they don’t like it to be used in the English classes. Computers can facilitate independent learning but teachers, assistants and volunteers are needed to clarify, assist and work on the technical complications that may occur. So, the learners prefer a live teacher instead of just the internet. Some
activities are not given with answers so the learners are not sure about the answers whether they have done the activities correctly or not.

At some institutions, teachers have noticed that when learners' go to the learning lab they have many learning options, so they do not choose to use the internet for learning. At school they love to interact with peers. Some other reasons cited as obstacles were teachers being overburdened due to the work load which in turn leads to a shortage of time to use these activities. In some cases, exam oriented teaching is given which restricts the teacher’s usage of some web-based materials as per the teacher’s choice.

There is also a lack of freedom to choose the materials. Some teachers even believe that the absence of social cues (eg: facial expressions and voice intonation) in electronic communication can result in “a net loss in intimacy with, caring for, and love of nature” and human relationships. Some teachers say that computer use forces one to “subjugate (their) own thinking patterns to those of the computer” as quoted in Clifford Stoll (1995).

2.10 Detailed review of the literature

Upon a review of the literature of the paper written jointly by Abdallah Abu Naba'h, Jebreen Hussain, Aieman Al-Omari, Sadeq Shdeifat in the year 2009 in the month of October which was published in The International Arab Journal of Information Technology in its volume 6 number 4, it was discovered that the author wanted to check the effects of any changes or improvement seen by using the software programme on students for grammar.

He aimed to figure out the differences noticed if the method of teaching was changed from a traditional classroom teaching to the computer based teaching. He also attempted to find if the scores depended on the students’ choice of their stream and also related to gender. This study in addition to it attempted to identify the importance of
CALL in teaching. Researchers have identified various aspects of language to be taught via computers. This study was slightly different from the ones done till now.

Those who used these aids had the previous knowledge of using this kind of software programme. The computers were chosen for the study as it enables each individual to work independently. The user can move from one activity to another as per his choice and possibly according to his needs.

More studies need to be done on the same subject. Furthermore, the teachers' have been advised to keep changing their methods of teaching, according to their students' needs and interests. They have also been advised to use the computerized methods more intensively and frequently.

When we go through the paper entitled, Communicative Language Teaching in a Multimedia Language Lab, which was published in “The Internet TESL Journal”, vol. 6, no. 2, Feb 2010 and was written by Huang, Shih-Jen we can see that the intention of this study was to discover how the students react towards the learning of English with the support of multimedia computers and how is the communication done between students and multimedia computers in such a situation.

Due to the impact and influence of the information technology on today’s society and education, CALL is becoming a sort of a fashion in foreign language teaching industry all around the world. This study has been an extension of the pervious study done by Huang (1997). The research studies done before this were not adequate so it made this study vital.

This study addresses particularly three important questions, first to find the common threads and significant differences seen in a classroom and a computer-equipped laboratory. Secondly, he points out the changes that occur for both teachers and learners when they get a new teaching environment other than the normal classroom situation. Lastly, the author gives some suggestions on improving the teaching of language in a computer-equipped laboratory.
This study was done in the year 1998 on 45 second year students who were enrolled in a reputed foreign language institution of Taiwan. It emphasized on the aural skills of the students. They had solid four years knowledge of English with a basic knowledge of computers also. They could use the computers for saving and retrieving materials. So the instructor took the course in a multimedia laboratory. Fifty six Pentium class desktops were used for the purpose. Students were given a chance to communicate with each other and practice with each other in pairs by themselves. Two computers were kept exclusively for instructional purposes.

The study was designed on the pattern of Huang (1997). The students were allowed to choose a topic of their choice and the learning pace was also not well defined. The teacher gave a brief overview of the software to be used initially to all the participants following which they were told to create a computer simulated environment for them to learn a language. Classroom observations and group interviewing methods were used by the author.

The results showed a huge impact on the student-teacher communication. It was literally blocked to some extent as some of the learners were the first time users of this kind of interactive software. In some cases, the intimacy between the students and teachers was gone due to the long distance created between them due to arrangement of a setting for the multimedia lab.

Besides this, it was seen that the role of the student-teacher changed apparently. While some students illustrated higher levels of motivation whereas others showed their frustration as they were not able to comprehend the language and pronunciation of the software. It finally proved that CLT approach is not still very successful but can be seen as a promising trend at a later stage. Therefore, both teachers’ and learners’ should try to learn and implement CLT into their language teaching or learning.
From the paper that was entitled *Technology and Change in ELT*, which was published in the year 2007 in The Asian EFL Quarterly Journal of December and was written by Huw Jarvis also we come to see that it suggests for a paradigm shift in the ways of teaching by breaking the long-established ideas of teaching methodologies used by the teachers for a long time. He favours teaching based on task based approaches.

This paper gives you an idea about the escalation of English language with the extensive availability of computers everywhere. It has historically contributed to ELT with both pedagogical applications and by helping us understand the nature of the language; however it has been advised that the internet and the resulting computer mediated communication (CMC), has gone far beyond to change the language itself.

According to him, technology and particularly the internet have helped us rapidly in the growth of English language and this has happened in an era when computers are being used by one and all. A similar view has been presented in a previous study by Warschauer in the year 2002 which has been included in this paper by Jarvis.

In his paper, he discusses about the changing philosophy of language teaching and learning. At the same time Jarvis and Atsilarat in the year 2002 which is also mentioned in this journal, have also come with a suggestion that the internet can be a factor that contributes to the shifting away from a communication-based approach to a contextual-based approach to language teaching methodology.

These conceptions have been prevalent about the widespread accessibility of computers since a long time. These issues become significant when we talk about two important issues to deal with which is the digital divide and just electronic literacy among the people. This has always been a subject of discussion between different countries whether to opt for the paradigm shifts in relation to the language teaching. It has been observed clearly that the most powerful and economically rich countries have dominated in these things compared to the developing or the underdeveloped countries.
In order to fully understand this issue and to come to any conclusion related to the effect that the computer has on the present teaching methodologies it is better to first look back and see the way how the computer have come into language teaching. It has to be investigated step by step. In the days prior to the internet, computers in ELT were viewed from one of the two perspectives mentioned below from this paper.

First, computer assisted language learning (CALL) developed and concerned itself with the pedagogical applications of the technology. Students used to develop and practice their English. CALL is, of course with us today but in pre-internet times rather limited text based provisions were something of a kind of a new thing for students and enthusiastic teachers but this long living novelty factor has long gone away from many who use computers in everyday life today.

The second usage of computers used to be to assist and understand of what the English language constitutes and how it works. The corpus linguistics and the arrival of lexis started to be included as an item in the syllabus only in the 1980s with Sinclair (1987) and others, and the work of this kind continues till date.

Through a long way of changing attitudes of both teachers and learners we can see that computers had a big role in pedagogical practice and in understanding the concepts of language and both these characteristics of computers have been ignited with the arrival of the internet. This paper further discusses the other implications or uses of language teaching with the use of computers.

From the paper of Jeong-Bae Son which was published in the International Journal of Pedagogies and Learning in August 2008 named Using Web-Based Language Learning Activities in the ESL Classroom; it can be seen that he has done a detailed study on the use of web based language learning activities in an English class. This article looks at the ways of using Web-based language learning (WBLL) activities and reports the results of a WBLL project that developed a website as a supplementary resource for teaching English as a second language (ESL) and tested the website with a group of students in an ESL context. The website used for the purpose contained three different types of web based activities.
This was used by the students to see the outcomes of the web based activities made by the teachers. The participants' showed a lot of enthusiasm for it and showed a sign that they would like to have these kinds of activities at it is very motivating and interesting for them. Computer and internet can provide the language educators an environment based on network where they can teach their students by making some meaningful tasks on their own and utilize them for their language classes.

This paper which is written on the use of WBLL activities provides insights into the ways into the ways of using WBLL activities in an ESL context in relation to its pattern, applications and also the evaluation. It also includes the different kinds of activities that can be merged and used in the English classroom.

Several types of WBLL activities were developed and included in a specially designed language learning ELICOS programme that was developed at an Australian University. It aimed at introducing some novel, reliable and interesting materials to suit the diverse learning requirements of the students. It was presented in a different form of multimedia.

A website was created which had an opening page and a page for planning a session from where teachers could take some pre prepared tasks which were task based and specifically designed activities for an ESL class made by the teachers.

It provided some resources for the language teachers to be used in their ESL class which could be directly taken to the class. It had a variety of pre-developed web based tasks for different skills like vocabulary, grammar, listening and reading. It also contained some task based activities for which students had to log on first to the web then solve them and come out with different outcomes.

The paper outlines the necessity to have proper lesson plans for the teachers that clearly indicates the contents to be taught with the procedures mentioned in it and decided prior to implementing or teaching them in the class to make a smooth progress in the WBLL sessions. It shows a list of web based activities that can be used in the
ESL classes. A small scale study was conducted by the author to judge the opinion of the ESL students to find out their perceptions of the use of web based activities.

Different age group, different nationalities and different levels of students were chosen for the purpose and the results were mostly in favour of the use of these kinds of activities in an ESL class. Most of the participants believed that they enjoy doing these kinds of activities; they also agreed to some extent to use these kinds of activities even in their free time. Some also agreed that it improves their learning faster.

This result was quite similar to the results produced by Son (2007). It concludes with a note that first of all the teachers themselves should be actively involved in using the web and become effective web users for the progress of the new upcoming and effective pedagogy. They should develop be able to use the web efficiently to manage the fast moving pace of the computer and internet inside the EFL/ESL classroom.

In the paper entitled, Foreign Language Teaching (FLT) and Learning in a Multimedia Environment, this paper was published in CALICO Journal, Vol. 10, No. 3. (65-76). It was written by Lis Kornum. This paper describes the author’s personal experiences and his successive evaluations of a number of case studies done by him showing a range of applications of software and multimedia in the language classroom and in other discipline projects also. His aim for doing so was to integrate various types of courseware along with the electronic media that can be used in a language classroom.

Besides this, he wanted to train the students and teachers on the exploitation of multimedia and to evaluate the new teaching and learning methodologies that emerge as a consequence of these newly developed strategies in the modern day. The introduction of various types of laserdiscs, with or without interface to the computer has transferred much control of the media to the user resulting in a greater interaction between the learner and the learning tool.
Many teachers on this note have already started using the e-mails as a support and a supplement to educational exchanges. So, he too used it in his class and it turned out to be a successful learning tool for his students. He then asked the students to send mail to other countries’ students to have an interaction with them which can improve their linguistic skills as well. The links with few countries were not as successful as desired.

Another important point that came out with his experiments after involving multimedia into his teachings was the use of teleconferencing. He felt that it is good to improve the reading skills of students. He points out that audio and videotapes have been the popular elements in the language classroom for many years now, even though they are more useful to enhance the receptive skills only which may risk a passive attitude from the students, if these media are not used effectively with a well-defined pedagogical method.

However, an opposite view has also been highlighted in the paper regarding the computer as a damaging tool as published in an article in ‘Times Literary Supplement’. It claims that computers can damage your prose, no matter how useful a tool you find it. The users usually restrict their language to suit the use of the machine and the software, and the ease with which you can erase and change what you have written prevents you from comparing various thoughts and ideas that you have during your writing process.

He claims that as the screen holds ‘a limited number of words’ the relation between the words you write now and the words you wrote earlier becomes even more tenuous, and the relation between the world within the screen and the world outside even more arbitrary. And he continues “the computer screen with its capacity of 300 words was invented for an age that prefers its arts and arguments fragmented, deliberately implausible, and simultaneously startling and predictable.”
So the instructor ends with a note to his students about the same; so that they are aware of the bad consequences also and act accordingly to the warnings and use it efficiently to overcome this element and gain more from it rather than lose the language. He also discusses about the role of the teacher in the multimedia classroom. He came to a conclusion that the materials from the media are usually authentic. The new technology helps the language teacher to bring the authentic documents into the classroom.

Then, it is the teacher’s job to elaborate a didactic approach to the various tutoring materials. The one way communication is out and the role of the teacher has changed from that of the authority to the consultant and the facilitator. He finds it a great benefit to the teachers where they can make the learners’ feel more confident than ever. But it is now for the educators to decide how often and in what way they can use the multimedia in a language classroom.

In the paper entitled “Computer Assisted Language Learning (CALL)” which was published in the “Journal of Language and Linguistic Studies”, Vol.1, No.2, October 2005(4) and written by NazhGündüz. It not only talks about the benefits of using computers in the language classroom but also the other side of the same. It discusses elaborately the role of computers in language teaching and learning.

It also gives an overview of the different types of activities that can be used by the teachers in their classes. It also gives examples of some software’s that can be used for developing some activities by the teachers and for the learning needs of the students.

Consequently, it is dependent on the teacher in many ways: for example, it is unable to create educational materials without the teacher. All the linguistic material and instructions for its presentation must be specified by the teacher. It is the teacher who decides what degree of control the computer will have in his/her classes. Hence, as
Brierley & Kembley (1991) state there is no need for teachers to feel threatened to lose their professions to the computer.

In the paper entitled “Harnessing the Use of Visual Learning Aids in the English Language Classroom”, paper which was published in the Arab World English Journal, Vol. 2, No. 1, 3-17. It was written jointly by Romana Dolati, Prof.Dr. Cameron Richards. This paper investigates the ways in which visual learning aids might be used by teachers of English as a second or foreign language to enhance the learning’s of their students.

It reports the findings and insights in a post graduate research project which explores that visual learning aid can significantly enhance the English language classroom. It tends to discuss the role of visual as well as verbal tools and technologies that can be used in language teaching and learning especially with the younger generations often involved in the use of multimedia tools. As Benson (1997, p.141) rightly points out, the poet Simonides has described how ‘words are the images of things’ and the great philosopher Aristotle long ago held that ‘without image, thinking is impossible’.

Therefore the author in his paper insists that the significance and usefulness of using visual aids is once again becoming sought out in education even though only a small number of language instructors are aware or interested in the development as currently in most places the written and spoken words are in the teaching practice these days. But as time goes on all educators are realizing that learners of all ages can profit from teaching where an appropriate an effective use of learning aids is demonstrated.

From the paper which was written by Kristina Mullanma we can see that the aim of this study was to explore some positive aspects of using ICT that have been acknowledged and are stimulating both for the teachers and learners though they have sometimes been considered to be controversial also. She has shared her teaching experiences with the learners’ she had in this study. She has taken into account different ways of motivation for students and how to engage them in the learning process.

Finally, she has discussed the analysis it led to through the students’ feedback questionnaire and self- analysis reports, as well as the results of the participant
observation of the process with a special focus on examining the possibilities for supporting and encouraging student-centered learning and increasing student responsibility in their learning process.

In the book entitled ‘The Practice of English Language Teaching’, which was written by Jeremy Harmer and published by Pearson Longman in the year 2001 he offers a comprehensive and up-to-date account of theories of language and language teaching. It provides a review of current issues like use of computers and internet in language learning. It also looks at a variety of items that can be helpful both for practical and for motivational reasons. It deals with a variety of teaching aids to be used in the language classroom including the computers.

Teachers have always used a variety of teaching methods using a vast variety of teaching aids to aid their teaching. Some of the teaching aids are pictures and images, the overhead projector, the board, bits and pieces, the language laboratory, computers and home grown materials production etc. The internet has shown various ways to both the teachers and learners can use millions of activities to enhance their language skills whereas teachers can enhance their teaching by using it.

There are literally million of internet sites for students and teachers of English to be explored and used. However, a good place to start for advice on various sites is in book form, as in D Teeler. One of the best web sites with materials for students and teachers, and link to EFL sites of all kinds is Dave sterlings Internet cafe’ at http://eslcafe.com. Any teacher educator can set up their own site, so students and teachers will just have to try out the ones that look interesting. Internet users can use websites on search engines such as Google.

He says in his book that even though the computers are still not available to all the people at large globally and the computer and the internet remains a domain of the dedicated few but the involvement of using computers and the internet in education in general and particularly in the teaching of English continues to spread by leaps and bounds. These have been electrifying latest developments lately which have been a
source of attraction to the educators as well as learners’. The most prevalent use of computers in teaching of a language whether it is a CD or a DVD-ROM or the internet, is its use as a source of reference.

This reference in general could be associated to teaching or learning of English language or just to get to know about the general information on what’s happening around the globe. The best part of using computers is that, any kind of research can be done via home or in self-excess centers. The greatest potential for the computer as a reference tool is, of course, the internet, where, by accessing directories and search engines (such as ‘Alta Vista’, ‘Google’ and ‘hotbot’), users can look for information on just about any subject under the sun.

It is the duty of the teachers or the tutors to inform about the search methods to be used for finding out some information about a given subject form the net prior to their starting to find the information on a topic, so that they do not end up wasting a whole session trying to figure out how to go about it for getting the required information on the topic. We also need to keep an eye on proceeding to avoid a situation in which students just surf the net, becoming distracted by what they find there, and thus lose sight of the original task.

With the arrival of the internet, it has really changed the lives of the people and made everything easy and assessable to all with just a click on a mouse. It has helped the teachers and the learners’ alike not only inside the classroom but also outside the language classroom. It has made learning easy for the students by providing suitable software packages for all levels.

Some books come with the attached CD-ROMs also. It thus offers a chance to students to manage the learning of different skills like grammar, vocabulary and even listening to the pronunciation. They can record their own voice and evaluate themselves on their progress on speaking and pronunciation also independently.

It has given them an open ground to learn skill on their own as and when they want. So, the greatest benefit that has come to both the language teachers and students
unanimously is that they get acquainted to ‘reliable’ English no matter where they are at any nook and corner of the world.

Some teachers plan whole lessons around the internet. In her book on internet use Dede Teeler gives a number of such sequences including designing a lesson around students visiting a teenage advice web site, or getting students to make their own newspapers and using a web site for that purpose (Teeler 2000: chapter 5). We should also ask students to look at a number of different newspaper web sites from Britain or the USA (for example) to compare which stories they think are the most important and how those stories are told.

We might get them to look up the film reviews to make a class choice about which one to see, or download song lyrics which they can then put blanks in to ‘test’ their colleagues. The potential is almost literally endless; training students to use that potential sensibly will be of great benefit to them, especially if and when they wish to continue studying on their own.

The immense popularity of the computer that has led to a digital revolution has brought about a big impact in the life of the late twentieth-century in the same manner as the industrial revolution had its impact on the world nearly a century before. Therefore, it seems that it will show is impact in the way the language is taught for sure and will pave its way into the course-books and self-access centers etc. Any such implications will have their own high value in the coming time.

In the book entitled “Teachers as Course Developers”, which was written by Jack C Richards and published by Cambridge University Press in the year 1996. This book uses a unique case study approach to show how language teachers themselves – rather than curriculum specialists – develop and implement the courses made by them. Six stores of different successful teachers in different setting have been taken as an example.
The book provides a framework for the process of course development which any teacher keeps in planning his or her course. Each chapter highlights a different aspect of the framework based on the particular teachers approach and examines how that teacher utilized or departed from that particular framework in order to meet the challenges faced at a particular situation.

First, the teachers need to assess the training needs of the students; then the goals and objectives are to be set. Then, a teacher should conceptualize the content and accordingly select and develop materials and activities, which need to be organized and which should be followed by assessing the effectiveness of the course and finally the consideration of resource and constraints are to be looked at.

Curriculum design specialists have developed various frameworks that break down the process of curriculum and course development into components and sub-processes (see, for example, Dubin and Olshtain 1986; Hutchinson and Water 1987; Johnson 1989; Nunan 1985, 1988a, 1988b, Richards 1990; white 1988). A framework of components is useful for several reasons: It provides an organized way of conceiving of a complex process; it sets forth domains of inquiry for the teacher, in that each component puts forth ideas as well as raises issues for the teacher to pursue; it provides a set of terms currently used in talking about course development and thus a common professional vocabulary and access to the ideas of others.

The framework described here, is not a framework of equal parts: Each individual's context determines which processes need the most time and attention. Furthermore, the processes are not necessarily sequential but may be carried on in the planning, teaching, and pre-planning stages of course development. In assessing objective needs, one can include information about students’ background-country and culture, education, family, profession, age, languages spoken, and so on; students’ abilities or proficiency in speaking, understanding, reading, and writing English; and students; needs with respect to how they will use or deal with English outside of the classroom.
In assessing subjective needs, one can include information about students’ attitudes toward the target language and culture, toward learning, and toward themselves as learners; students’ expectations of themselves and of the course; students’ underlying purposes or lack thereof in studying English; and students’ preferences with respect to how they will learn. Different students have different needs, and the information gathered through needs assessment can help a teacher make choices as to what to teach and how to teach it. For example, students who wish to attend universities in English-speaking countries will have needs related to academic tasks and academic discourse.

Objective information about their prior experience in academic setting, their level of English, and their field of study can contribute to the teacher’s decision about her course. Their subjective needs may be related to concerns about adjusting to the university setting and to a new culture, their level of self-confidence, or their expectations regarding what and how they will be taught. Subjective needs are often as important as objective needs. Teachers may find, as Johan Uvin (Chapter 3) did in his course for Chinese health-care workers, that unless subjective needs are taken into account, objective needs may not be met.

In the book “Blended Learning- Using technology in and beyond the Language Classroom”, which was written by Pete Sharma & Barney Barrett and published by Macmillan Education in the year 2007. This book serves as an ideal companion for any teacher interested in the use of technology in the language classroom.

This book provides a practical overview of current technology. It combines basic information for technological novice with sophisticated ideas for using technology in the classroom. It provides a practical overview of current technology. It offers practical ideas and suggestions for ways to use technology to enhance and support students’ learning. The author also examined the implications of the use of technology for teaching methodology of language in general.

It is an ideal masterpiece for teachers who are interested in blended learning which refers to a language course which combines a face-to-face (F2F) classroom component
with an appropriate use of technology. This technology covers a wide range of technology such as internet, CD ROMs and interactive whiteboards. The reasons of using technology can be manifold.

Firstly, using technology can be motivating for the learners. It makes them independent learners and the immediate feedback attracts the learners. It also adds to their time saving. Besides this, it also covers some of its pitfalls and consequences as well. The author stresses on the fact that integrating technology into language teaching can be a motivating factor for the learners. Web-based activities are more interactive than paper based activities.

The auto feedback system proves lucrative to the language learners’. Learners today have high expectation when it comes to technology. Younger learners, the ‘digital natives’, are part of the Net generation and expect a language school to offer opportunities to use technology in their courses. One key feature of using technology in learning is that it allows language practice and study away from the confines of the classroom. That could be in a hotel room, the office, and internet café or, of course, at home.

As learners become use to evaluating and selecting materials, they are able to plan out their own use of web-based materials in their own time. This helps them to become independent learners. The use of technology can be time saving. Posting costly materials online for learners to access them saves the teacher the time and expense of photocopying. A teacher who prepares and saves a lesson in an interactive whiteboard can recycle the lesson with the next group, so any investment in preparation time can be made worthwhile.

In addition, the use of technology can be current. Using a listening activity with today’s news in the language classroom from a website such as the BBC’s can add a dimension of immediately to a lesson. This can supplement the traditional role of published materials, which tend to have a longer shelf life. When we consider the role of technology, it is very helpful to distinguish between the language skills (reading, listening, writing, and speaking).
These have traditionally been divided into productive and receptive skills. Clearly, there are differences in the type of practice required to develop each of the four skills. In the area of the receptive skills of listening and reading skills, it is possible to identify a clear role played by a web-based environment in providing exposure. Listening to digital audio, learners have the opportunities to pause at will, and listen and read a transcript. Reading on-screen, learners can assess meaning on demand by clicking on a hyperlink to find out the meaning of the word.

In the book entitled “Culture & Processes of Adult Learning”, which was written by Mary Thorpe, Richard Edwards & Ann Hanson, and published by The Open University in the year 1993. This book brings together a number of major contributions to the analysis and conceptualization of learning during adult-hood. It addresses issues of continuing concern in debates about both policy and practice. The operators of any teaching or learning system involve a number of different tasks and roles which have to be shared with the different components which make up the system. In a traditional teaching system, it is the teacher who performs most of the tasks.

However, recent research into applied linguistics, has underlined the importance of the learning process reminding us that it is the learner who is an essential component in any pedagogical event. Instead of studying the activities of teachers and learners separately, it would be worthwhile to try to investigate it jointly. This would specify the roles of teachers and learner. Therefore, three types of learning examples were used.

First one is the traditional course, second is self-directed group and the last is self directed support with learning. There are certain tasks which have to be performed before any teaching/learning program. First, the teacher should find the information concerning the needs of the learners, and then he/she should analyze this data to determine learning objectives and content of the learning programs.

Then institution should provide the information of the facilities available in the institution. Then the teacher should decide accordingly of the content, methodologies and modalities. Then the teacher should look into the materials to be used and to be given
to learners, proper transmission of knowledge or skill and evaluate the learners at the end of a course.

Some psychological and psycholinguistic factors also need to be observed taken care of. Finally, after doing a careful study it can be analyzed that tasks that were carried out traditionally by teachers also could well be done by the learners themselves. Therefore, the author comments and concludes with a note that the teacher is no more the one who does the things himself but he/she is the one who makes or encourages the students to do the work independently.

In the book entitled “Language & the Internet”, which was written by David Crystal, and published by the Cambridge University Press in the year 2004, David Crystal tries to investigate the nature of the impact the internet is making on the language. According to him, there is already a widespread mythology that that the internet is going to be bad for the future of language- that techno speaks will rule, standards will be lost and creativity will be diminished as globalization imposes similitude.

Therefore, the argument of this book is taken reversely: that the internet is in fact enabling a dramatic expansion to take place in the range and variety of language, and is providing unprecedented opportunities for personal creativity. The Internet has now been around for us to ‘take a view’ about the way it is being shaped and is shaping English language and the other languages and therefore David Crystal worked on it.

He discusses in it; the influence the internet has; on language learning and teaching. The internet has been acclaimed as the most remarkable things human beings have ever made by John Naughton in his book, “a brief history of the future: the origins of the internet”. He imposes that web is a more social creation than a technological one.

Remarks of this kind have grown since the mid 1990s. A prominence, which formerly was on technology, has shifted to be on people and purposes. As the internet comes increasingly to be viewed from a social perspective, so the role of language becomes
central. Indeed notwithstanding the remarkable technological achievements and the visual panache of screen presentation, what is immediately obvious when engaging in any one of the internet’s functions is its linguistic character if the internet is a revolution; therefore, it is likely to be a linguistic revolution.

From the book which was edited in the year 2005 by Charalambose and G.V. Glass and printed in the United States of America named *Preparing Teachers to Teach with Technology*, it can be seen that this book deals with the common assumptions that the one thing that is required to prepare future teachers to function well in a highly technological environment is to train them and expose them new technology and teach them about new pedagogies.

If teachers are to shoulder educational change, they will have to learn how wrong the assumptions of domestication, technocentrism, and naive research are and become engaged during their training in design, integrated implementation and evaluation of technology in instruction. This book just shows the promising trends of doing that. In this book, he talks about the benefits and otherwise that technology can provide to both teachers and learners.

The writer claims that integrating the technology and education is not too much successful as it was expected. According to him, the great promise that technology will serve as a Trojan horse, in the belly of which educational revolution lies, has proved to be only a much more sober realization that technology in and of itself is no panacea.

Some have gone as far as declaring it as the ‘computer delusion’, whereby funds are diverted from truly important educational functions to computing, thus committing no less than “educational malpractice” (Oppenheimer, 1995). Sherry Turkle (1995), a well-known figure in the field, emphasized that the possibility of using technology poorly outweigh the chance of using it well, which makes people who are optimistic about computers, very reticent.
Indeed, examining recent surveys of how computers are used in schools, both in the United States of America (e.g., Becker, & Stegers, 2003), one reaches a similar conclusion: the mountain of computing in education has given birth to a mouse. So he tries to figure out the underlying cause for this whether the technology or the teachers or the education system or initial naïve enthusiasm is to blame for it. For all these, many reasons have been suggested as possible explanations for the unhappy or at least hesitant relationship between education and technology.

But according to him, what appears to be a success or failure of a system in education greatly depends on the eyes of the beholder. He has examined all these reasons closely in his book. He has suggested that we should go back to all the assumptions and examine some of the basic assumptions underlying efforts to integrate education and technology and prepare teachers to serve as the high priests of integration. One such assumption he mentions was that novel technology can improve instruction and yield better learning outcomes.

But, these achievements were defined and conceptualized in pre-computer days. In other words, the most powerful technology that is best suited for novel kinds of relatively independent, constructivist and team-based learning activities, is to serve educational goals formulated when receptive learning dominated instruction exists. That is what Petraglia (1998) has called “domesticated technology”- a technology that rendered ineffective by subjugating it to an old educational philosophy and to some outdated instructional goals which will not lead to the desirable outcomes when used by the newcomer.

Domesticated technology cannot make much of a difference. He has supported his argument given by Papert in the year 1987 who said that if the part that the computer plays is so trivial that the remaining things can be kept stable, then it will also be too trivial that we should expect out of it. That is if we do not appreciate the contribution that the computer has made to the learning process, then the contributions computers will make cannot be high.
He discusses of another problematic issue or idea behind the use of computers in education is the common false assumption that the new powerful technology will revolutionize education all on its own. This not long optimistic approach completely sidesteps the human factor and, of no lesser importance, ignores the difference between technology’s ability to convey information and a learner’s role in constructing knowledge. Information and knowledge are not the same. (Salomon;2002). He emphasizes that to transform information into knowledge at least three conditions need to be met: Co-presence (Boden & Molotch, 1994), tutoring, and a community of learners (Brown & Champione, 1994).

Technology alone cannot meet these conditions, if someone expects that the mere introduction of technology into education is going to bring about great benefits, and then the pessimism of Oppenheimer and Turtle is justifiable. His other assumption says that wisely integrating technology into instruction will yield better learning outcomes as assessed by the yardstick. One can finally say that the more different the modes of instruction, the more dissimilar are the goals the attainment of which they facilitate. This book shows promising ways to the teachers to shoulder an educational change.

2.11 Summary and Conclusion

From the many books and articles reviewed several trends were gleaned by the researcher like teaching is the most difficult task in this learned and advanced world. The people who know nothing often claim themselves to be the source of knowledge. That is why teaching has become a tough job. A successful teacher is he who is able to motivate his students and convince them that they need instructions.

The teacher can transform a rough diamond into the most beautiful stone like a goldsmith. His job is to change the dry soil into a beautiful statue. Dry and dull minds are made the coffers of feelings and knowledge by the teacher. With the spread and development of English around the world, English is being used as a second language in most of the countries but in countries like India and the Gulf countries for some people it has taken the place of the first language. It enjoys a high prestige in these countries.
At present the role and status of English in India and Oman are higher than ever as evidenced by its position as a key subject of medium of instruction, curriculum. As the numbers of English learners are increasing; different teaching methods have been implemented to test the effectiveness of the teaching process. Use of authentic materials in the forms of films, audio, TV has been there for a long time. It is true that these technologies have proved successful in replacing the traditional teaching.

In broad-spectrum, it can be assumed that we live with and by technology, so it’s a high time to look at the web-based resources as a great way of teaching and learning process in the ELT world. Different aspects of research findings on teachers' perceptions on the use of web based activities have been explained along with the use of the web and internet resources. This also covers the hindrances that bar the way of the teachers’ and the learners’ to use technology or web based materials in the language classroom.

It has been very obvious from the survey of literature that very few studies have been done in the Sultanate of Oman till date on this subject to the best knowledge of the researcher, that address the issue of EFL on teachers’ views regarding the use of web based resources and similarly hardly any study has been done on the perceptions of the EFL learners’ especially in Oman which makes the researcher all the more interested to go ahead with this particular study.

The researcher therefore tries to use the knowledge that has been gained from related previous studies to build a conceptual framework for this particular study on Oman and the Arab world in general. A major focus has been given on the literature related to the use of web based materials and its importance in the teaching and learning process. The research methods that were used for the EFL teachers’ (survey and interview questionnaires) and their data collection procedures have been mentioned in the following chapter.