TABLE OF CONTENTS

Acknowledgements i
Table of Contents ii
List of Tables vi
List of Figures viii
Abbreviations x
Abstract xii

CHAPTER 1: INTRODUCTION 1-23

1.1 Background and Purpose
   1.1.1 The Value of Reading Skills in an Engineering Career 2
   1.1.2 Reading as an Aid to Learning Writing Skills 3
   1.1.3 Importance of Writing Skills 4
   1.1.4 Technology Enhanced Language Learning (TELL) 5
   1.1.5 Changing Educational Model 9
   1.1.6 A Brief History of Technology and Language Learning 10

1.2 Statement of the Problem 15
1.3 Research Questions 17
1.4 Research Hypotheses 17
1.5 Significance of the Study 18
1.6 Definition of Key Terms 21
1.7 Limitations of the Study 22

CHAPTER 2: REVIEW OF THE RELATED LITERATURE 24-82

2.1 Introduction to TELL 24
   2.1.1 The Concept of TELL 24
   2.1.2 Use of Technology in Classroom 25

2.2 Research on Technology in Language Classroom 28

2.3 Theoretical Framework 30
   2.3.1 Constructivist Approach in Online Learning and Teaching 30
2.4 Changing Roles in Technology-Enhanced Classrooms 33
2.5 Autonomy in TELL 35
2.6 Collaboration in TELL 36
2.7 Motivation and TELL 36
2.7.1. Internet as a Motivating Factor for Learners 38
2.8 Technology for Learning languages 40
2.8.1. Productive Use of Technology 40
2.8.2. Five ways Technology Can help Learning Languages 43
2.8.3. World Wide Web 46
2.8.4. Blogs 48
2.8.5. Wikis 52
2.8.6. ESL Websites 58
2.8.7. Language Lab Software 62
2.9 Studies Related to the Use of Technology in Language Learning 64
2.10 Technology in Indian Context 71
2.10.1. Attitudes to Technology 72
2.10.2 Constraints in Using Technology for Language Teaching in India 73
2.10.3. Role of Indian Government in Promoting TELL 74
2.10.4. Organisations Promoting Use of TELL 79
2.10.5. Relevance of Present Study in Indian Context 81

CHAPTER 3: METHODOLOGY AND DATA COLLECTION 83-118
3.1 Introduction 83
3.2 Subjects 86
3.3 Instrumentation 88
3.4 Data Collection and Analysis Procedure 92
3.4.1 First Phase 92
3.4.2 Second Phase 94
3.4.3 Third Phase 97
3.4.3.1 Project Design 97
3.4.3.2 Purpose of the Project 102
3.4.3.3 Description of the Programme 104
3.4.4 Fourth Phase 112
3.4.5 Fifth Phase 112
3.4.6 Sixth Phase 113
3.5 The Design of the Study 114

CHAPTER 4: DATA ANALYSIS 119-155
4.1 Introduction 119
4.2 First Phase 121
4.2.1 Pilot Test 121
4.3 Second Phase 123
4.3.1 Analysis of the Pre-Tests 123
4.4 Third Phase 129
4.5 Fourth Phase 129
4.5.1 Analysis of the Post-tests 129
4.6 Fifth Phase 135
4.6.1 Comparison of the Results 135
4.7 Sixth Phase 138
4.7.1 Results of the Survey 138
4.8 Discussion of the Results 147

CHAPTER 5: CONCLUSION 156-183
5.1 Summary 156
5.2 Conclusion 164
5.3 Suggestions and Pedagogical Implications 167
5.3.1 Suggested Framework and Classroom Activities 169
5.3.2 Teacher Training 178
5.4 Suggestions for Further Study 182

WORKS CITED 184-224
| APPENDIX I: Pre-test (Reading and Writing) | 225 |
| APPENDIX II: Post-test (Reading and Writing) | 232 |
| APPENDIX III: Computer Self-Efficacy Scale | 239 |
| APPENDIX IV: Questionnaire | 241 |
| APPENDIX V: Results of the Reading Pre and post-tests of the Experimental and the Control Group | 244 |
| APPENDIX VI: Results of the Writing Pre-test of the Experimental Group | 246 |
| APPENDIX VII: Results of the Writing Post-test of the Experimental Group | 248 |
| APPENDIX VIII: Results of the Writing Pre-test of the Control Group | 250 |
| APPENDIX IX: Results of the Writing Post-test of the Control Group | 252 |