CHAPTER II

REVIEW OF RELATED LITERATURE

INTRODUCTION

The review of related literature forms the base material for the investigator to have a clear idea about the general concepts, principles and an exhaustive review for the development of the research. It implies locating, reading and evaluating reports of research as well as reports of observation and opinion that are related to the individual’s planned research work.

It helps the researcher to avoid the work that has already been done in the area. It provides the investigator with an opportunity to gain insights into the measures, objects, samples, tools and approaches employed by other research scholars.

Literature review also helps the investigator to study the different aspects of the problem. It enables the investigator to identify the research gaps if any in order to create new ground in research. So a review of previous studies in relevant area of the present study was attempted and presented in this chapter.

The knowledge gained from previous research, not only leads to greater understanding of the problem and stimulates the research worker, but also provides comparative data on the basis of which one could evaluate and interpret new
research. To be able to benefit from previous research, a survey of related literature becomes imperative.

The investigator should be familiar with the studies previously undertaken on the same or allied areas before starting any new study. It helps the investigator to understand the limitations of the previous studies and to expand the scope of the new investigation. With these objectives in view, the investigator has reviewed some of the important studies.

Literature review also signifies the importance of the present study and the relevance of the variables chosen. It also indicates the inter links and gaps filled between the other studies and the present study.

In this chapter the related literatures on use of CALL (Computer Assisted Language Learning) in the classroom for teaching subjects, particularly English language are presented. The literatures related to learning attitude, academic motivation and academic self-concept as well as their relationship with academic achievement are also reviewed here.

### 2.2 COMPUTER ASSISTED LANGUAGE LEARNING (CALL)

**Demaiziere (1982)** stated that the computer gives individual attention to the learner at the console and replies to him. Traditionally, it acts as a tutor assessing the learner's reply, recording it, pointing out mistakes and giving explanations. It guides the learner towards the correct answer, and generally adapts the material to his or her performance.
Doughty (1991) compared three kinds of computerized instruction, in which all subjects were presented the same reading texts on the computer, but the rule-oriented instructional group received explanations of the grammatical rules in relative-clause constructions, the meaning-oriented instructional group was encouraged to focus on both the content and structure, and the control group was merely exposed to reading the texts. While both the rule-oriented instructional group and the meaning-oriented instructional group improved equally well in relativisation ability and significantly better than the control group, the meaning-oriented instructional group performed best in comprehending the reading texts.

Christopher (1995) investigated the achievement of fifth grade students who used computer in different subjects with their colleagues who only followed traditional methods. The students were distributed into three groups as the first group who used computers for 60 minutes every week, second group who used the computers in less duration and fewer tasks, and third group is the control group who use traditional instructions. The results showed significant differences in the achievement of students in favour of the groups who use computers.

Nagata (1996) conducted similar studies whose results indicated that computer-based grammar instruction can be more effective than traditional instruction (e.g., workbooks). Nagata (1996) claimed that self-study computer-based instruction based on natural language processing technology which provides full-sentence production exercises and detailed grammatical feedback to learners' errors is more effective than the non-CALL workbook instruction.
Robinson's study (1996) employed computerized instruction to teach both simple and complex structures of English, under several conditions. All subjects were presented the same target sentences on the computer, but, for example, the rule-instructed subjects were asked metalinguistic questions regarding the sentences, the rule-search subjects were asked if they identified any rule in the given sentences, and the implicit subjects were instructed to memorize the target sentences. The rule-instructed subjects performed significantly better than the rule-search subjects and the implicit subjects for the simple structure on the grammaticality judgment test. The rule-instructed subjects also outperformed the other groups for the complex structure although the difference was statistically significant only between the rule-instructed subjects and the rule-search subjects.

Reddy et al. (1996) investigated the effectiveness of multimedia based modular approach in teaching English to slow learners. The findings of the study indicated that the achievement of experimental group slow learners was higher than the achievement of control group slow learners.

Shanmugasundaram and Stella (1996) studied the effect of computer assisted instruction on learning English grammar. They found out that the computer assisted instruction group performed significantly better than the control group that was taught by the traditional method.

According to Warschauer (1996), technology and the Internet play a vital role in teaching the second and foreign language as an aid to the teacher. As is evident, a large amount of foreign language materials available nowadays e.g.,
textbooks, program courses and dictionaries are included with and supplemented by other media such as CDs, videos, which require computer and technologies

Warschauer, Turbee and Roberts (1996) examined whether computer networks are indeed an effective tool for empowering second-language learners, focusing on three aspects: autonomy, equality and learning skills. They concluded that computer learning networks do have the potential to empower students when they are used appropriately, and provided some pedagogical suggestions for the effective use of computer networking in the second- and foreign-language classroom.

Tajudeen (1997) found out that the learners taught through computer assisted language learning scored better and had favourable attitude towards computers than the learners taught through conventional method in English grammar. Further, the study found out that there was a positive correlation between the attitude towards computers and the achievement score of the experimental group.

Beerman, Brown and Evans (1998) found that there was a significant benefit of new technologies, as opposed to traditional texts, and hence it is better to allow students to learn in their own style and at their own pace. An additional argument is that CD-ROM provides media and visually rich material that is more likely to correspond effectively with students’ individual learning styles.
Nagata (1998) studied the relative effectiveness of computer-assisted comprehension practice and production practice in the acquisition of a second language. Two computer programs were developed: (a) an input-focused program providing students with explicit grammatical instruction and comprehension exercises and (b) an output focused program providing the same grammatical instruction together with production exercises. The results of the study showed that the output-focused group performed significantly better than the input-focused group for the production of Japanese honorifics and equally well for the comprehension of these structures.

Nutta (2001) conducted a study comparing the computer-based grammar instruction and the teacher-directed grammar instruction. The results showed that for all levels of English proficiency, the computer-based students scored significantly higher on open-ended tests covering the structures in question rather than the teacher-directed instruction. The results indicate that computer-based instruction can be an effective method of teaching grammar.

Chatel (2002) conducted interviews and observations with eight classroom teachers and four English as Second Language (ESL) teachers to examine how technology supports teaching and learning. One of the participants in the interview indicated that she chose appropriate software and websites, which enabled ESL learners to learn and apply English.

Tsou, Wang and Li (2002) suggested that a well-designed CALL can efficiently help students to acquire knowledge and skills at their own paces. In this regard, they believe that with the help of multimedia and interactive techniques,
CALL can simulate real life circumstance in order to aid students to develop practical knowledge and control their own learning.

**Jeynes (2002)** stated that the Socio Economic Status (SES) can be deliberated in a number of different ways; it is most often calculated by looking at parental education, occupation, income, and facilities used by individuals separately or collectively. Parental education and family SES level have positive correlations with the student’s quality of achievement.

**McMillan and Western (2000)** argued that social economic status comprised of three major dimensions: education, occupation and income and therefore in developing indicators appropriate for high education context, researchers should study each dimension of social economic status separately. They add that education, occupation and income are moderately correlated therefore it is inappropriate to treat them interchangeably in the higher education context.

**Selvi (2002)** investigated the effectiveness of CAELL (Computer Assisted English Language Learning) at High School level. The study indicated that the computer assisted instruction has been effective among all sections of pupils. It was also concluded that computer assisted instruction was more effective than traditional teaching methods.

**Lasagabaster and Sierra (2003)** conducted a similar research to examine the attitude of 59 undergraduate students toward Computer-Assisted Language Learning software programs. The findings revealed that the students had a positive attitude toward learning language with computers.
Goddard (2003) found that the environment and the personal characteristics of learners play an important role in their academic success. The school personnel, members of the families and communities provide help and support to students for the quality of their academic performance. This social assistance has a crucial role for the accomplishment of performance goals of students at school.

Marzano (2003) found that the home environment also affects the academic performance of students. Educated parents can provide such an environment that suits best for academic success of their children. The school authorities can provide counselling and guidance to parents for creating positive home environment for improvement in students’ quality of work.

According to Sentamu (2003), schools are social institutions in which groups of individuals are brought together to share educational experiences and such interactions may breed positive or negative influences on learners. In this study, school background was characterized by location of school (urban or rural), school ownership (public or private schools), school academic status and school financial standing.

The relationship between gender and the academic achievement of students has been discussed for decades. Chambers and Schreiber (2004) identified a gap between the achievement of boys and girls, with girls showing better performance than boys in certain instances.

Crosne et al, (2004) found that school ownership (that is schools owned by private individuals and those owned by the government) is an important structural component of the school. Private schools, they argue, tend to have both better funding
and small sizes than Public schools. They found that additional funding of private schools leads to better academic performance and more access to resources such as computers, which have been shown to enhance academic achievement.

*Sirohi (2004)* observed many factors were responsible for under-achievement like, motivation, study habits, attitude towards teacher, attitude towards education, school and home background, concentration, mental conflicts, level of aspiration, self-confidence, examination fear, etc. Poor habits of study not only retarded school progress but also developed frustration, destroyed initiative and confidence and made prominent the feeling of worthlessness towards himself and the subject of study whereas effective methods ensured success, happiness and sense of accomplishment.

*Torlakovic and Deugo (2004)* investigated whether or not CALL systems could be used for grammar teaching. The researchers hypothesised that L2 learners will show improvement with positioning adverbs in an English sentence. The experiment lasted over two weeks. Two groups of ESL learners were exposed to six hours of grammar instruction. The treatment group used the computer-based grammar instruction method and the teacher-driven grammar instruction method was used with the control group. Both groups studied the same material in terms of format, content and feedback. To find the effect of the methods of instruction, the groups were given three tests: pre-test, immediate post-test and delayed post-test. The findings of the study revealed that the treatment group outperformed the control group in learning adverbs on the post-tests.

*Ambedkar (2004)* conducted a study on “Effectiveness of computer Assisted English Language Learning at High School Level”. This study revealed that there was
a significant difference in the achievement of the IX Standard pupils in grammar among all the three treatment groups namely, computer, computer with teacher support and conventional. Among the three treatment groups the computer with teacher support group had the most significant effect on the pupils’ achievement in grammar. In any of the three treatments, boys and girls did not differ significantly in their achievement in grammar.

Krashen (2005) concluded that students whose parents were educated scored higher on standardized tests than those whose parents were not educated. Educated parents could better communicate with their children regarding the school work, activities and the information being taught at school.

Warschauer and Kern (2005) suggested that microcomputers that had been integrated into language instruction, and had increasingly contributed to the enhancement of English proficiency in all language skills. These CALL programs included virtual learning environment and Web-based distance learning. They also extended to the use of corpora and concordances, interactive whiteboards, computer-mediated communication (CMC), language learning in virtual worlds and mobile-assisted language learning (MALL).

Tsou, Wenli et al. (2006) developed a multimedia Storytelling Website in foreign language learning. The website contains an accounts administration module, multimedia story composing module, and story re-playing module. The results of the study support the significance and the education value of the multimedia Storytelling Website on EFL teaching and learning. If such a Website can be used within
elementary EFL classrooms, the quality of teaching and learning can be improved and students’ enjoyment and success in EFL learning may increase.

Chenu et al. (2007) studied the issue of the efficiency of CALL for learning grammar in French language. Participants were distributed across a control and an experimental group. A pre-test confirmed that there was no significant difference between the two groups. The control group attended a 3-hour traditional class on French language. The same content was taught to the experimental group in a 3-hour self-training session during which participants used a CALL system. Finally, both groups took a post-test assessing their level of improvement. They found that CALL condition has proved to be slightly more beneficial than traditional instruction for Grammar learning by non-native speakers.

Abdallah et al. (2009) made a study aimed at investigating the effect of using an instructional software program of English language on the achievement of secondary students in Jordan. The instruments of the study were an instructional software program for teaching the passive voice and an achievement test. An Analysis of covariance was used to find out the effect of the instructional program on the students’ achievement in the passive voice. The findings of the study revealed that there were statistically significant differences between the students' achievement mean scores in grammar, attributed to the instructional method of teaching. There were statistically significant differences between the students' achievement mean scores in grammar, attributed to gender. In light of the findings of the study, it was recommended that teachers use CAI (Computer Assisted Instruction) lessons in their instruction.
Al Abdel Halim (2009) stated that the use of CALL as a supplement to traditional, teacher-centered instruction has been found to produce achievement effect superior to those obtained with traditional instruction alone. These findings seem to hold true for students of different ages and abilities.

Olibie (2010) in his study, sought to determine if Computer Assisted Language Learning (CALL) would improve students’ achievement in English grammar more than the Conventional English Language Instruction (CELI). Grammar proficiency tests were used to collect data and data were subjected to descriptive analysis. He found from the results of the analysis (Mean and Standard deviation) that CALL had an overall positive effect on students’ achievement in English language more than CELI.

Lin (2011) examined whether there were significant differences between males and females in comprehension, vocabulary acquisition and vocabulary retention in the video-based computer assisted language learning (CALL) program. For this purpose, a quantitative analysis of video comprehension tests, vocabulary immediate tests, and vocabulary retention tests was conducted. He found from statistic results that first, regardless of videotext difficulty, females achieved higher percentage scores than males in comprehension, vocabulary immediate, and vocabulary retention tests. With an easy videotext, females achieved significantly higher scores of comprehension and vocabulary retention tests than males.

Ruba and Nedal (2011) examined the potential effect of a computerized instructional program on Jordanian sixth-grade students’ achievement in English. Four instruments were utilized: a pre-post achievement test, a student opinion, a
teacher opinion, and an observation checklist. The findings revealed a statistically significant difference in students’ achievement in favour of the experimental group that teachers and students had positive attitudes towards computer use, and that teachers were committed to computer use in language teaching, more so for those with a computer background. A number of implications and recommendations for future research were put forth.

**Singh, Harishankar (2011).** Developed a call package to teach Adjectives in English grammar to the students of grade IX and found it was effective with respect to the students’ academic achievement.

**Jafarian, Soori and Kafipour (2012)** investigated the effect of Computer Assisted Language Learning (CALL) on students’ writing achievement. Forty students in a high school in Iran were selected and divided into experimental and control groups (20 and 20 respectively). An independent sample t-test was run to find if there were any significant differences between the results of the experimental and control groups in the writing test. It was found that CALL users’ achievement were significantly higher than nonusers. This significant difference between the two groups favouring CALL users were an indication of the effect of CALL on improving students’ knowledge and competency in English language.

**Rahimi and Yadollahi (2012)** investigated Iranian female students’ attitude towards CALL and its relationship with their level of education, computer ownership, and frequency of use. One hundred and forty-two female students (50 junior high-school students, 49 high-school students and 43 university students) participated in this study. They filled in a CALL questionnaire that assessed their attitudes towards
CALL with respect to four factors: effectiveness of CALL vs. non-CALL, surplus value of CALL, teacher influence, and degree of exhibition to CALL. The findings revealed that the sample had a general positive attitude towards CALL while they showed the highest positive attitudes towards teacher influence and the lowest positive attitudes towards effectiveness of CALL vs. non-CALL. No statistically significant difference was found between the attitudes of those students who used computer more frequently and those students who did not use it quite often.

As stated by AbuSeileek and Abu Sa’aleek (2012), computer assisted language learning and teaching has come to a new step, especially after emergence of microcomputer and the Internet. Not only computers can facilitate a variety of learning tasks and have enormous potency as teaching tools but also can help both students and teachers because of their special properties. From the investigation of merits and demerits of Computer-Assisted Language Learning (CALL) for current foreign language learning and teaching, they indicated that it is necessary to apply computers in current second language classroom, although it still had demerits and weaknesses.

Khamkhien (2012) states that computer assisted language learning (CALL) is widely accepted to be a tool which can be used to facilitate the language learning process, particularly English language teaching (ELT). According to him, the use of CALL has provided a powerful medium for language learning from both teaching and learning perspectives and at the same time, the integration of CALL programs in language instruction requires a certain level of sensitivity and understanding of how to use the programs appropriately. He focused on using CALL in English classrooms that commences with an overview of the development of using computers in the
English classroom in Thailand. The advantages and disadvantages of integrating CALL in English instruction are discussed. Next, various types of learning activities that apply computer technology to English learning and instruction in the Thai context are presented. Previous studies on the use and careful integration of CALL, contributing to success of teaching English and facilitating English learning in the Thai context are explored. Pedagogical implications in teaching English with CALL as a tool are suggested.

2.3 LANGUAGE ATTITUDE

As far as language attitudes of non-native speakers are concerned, it has been found that respondents generally have positive attitudes towards English. Chapelle and Jamieson (1986) studied the use of CALL lessons in the acquisition of English as a second language and reported that students who worked harder at learning English spent a lot of time using CALL and had a more positive attitude toward it. They also reported a significant relationship between language learners’ motivation and computer use and attitude.

Smit (1996) investigated language attitudes towards the English language as well as varieties of English in South Africa with special regard to language planning and language policy. The study revealed that the respondents had positive attitudes towards English. Also, they favour English as main language of instruction.

Attitudes to language are likely to be influenced by a variety of different factors such as gender, school, ability and language background. Baker (1992) stated that the reasons for difference are presumably located in the socio-cultural behaviours of the two genders. According to him, boys and girls are socialized within different
contexts, different expectations, different perceptions etc. This might influence their attitudes. With regard to school, the fact that schools can greatly affect attitudes to a language is not surprising. Extra-curricular activities such as drama groups, book clubs and conversation classes may of course lead to more favourable attitudes and may even initiate attitude change.

Svara (2009) surveyed high school and vocational college students aged fifteen and seventeen with the aim to find out why they have positive or negative attitudes to English. The main findings were that in general the students hold favourable attitudes towards learning English. Yet, vocational college students had a stronger instrumental orientation than high school students. Furthermore, high school students held more positive attitudes towards reading English books and magazines and watching English TV series and movies. In addition, her results showed that younger learners took a more positive stance towards learning English and were highly motivated compared to older ones. Another important finding of her study was that the students agreed upon the fact that English is of great importance for intercultural communication. As far as the use of English outside the classroom is concerned, they use English most often on vacation, in connection with various media and for communicating with friends and family members.

McKenzie (2010), study focussed on the attitudes towards the English language in Japan and most of them show that Japanese learners in general have positive attitudes towards English and that the language seems to enjoy tremendous prestige in Japan. Moreover, learners who take a positive stance towards the English language were more successful in language acquisition.
2.4 ATTITUDE AND ACADEMIC ACHIEVEMENT

There was a general consensus that attitude could be regarded as a significant predictor of one’s academic achievement. Most of these researches illustrated the more positive one’s attitude towards an academic subject, the higher the possibility for him/her to perform well academically. House (1995) studied the relationship between students’ attitudes and academic achievement in college mathematics by inviting 218 freshmen to complete a set of questionnaire. The result indicated that students’ attitudes were highly correlated with their achievement in college calculus.

2.5 MOTIVATION

Motivation is of great importance in language education as it is one of the most common terms teachers and students use to explain what causes success or failure in learning. Indeed, motivation provides the primary impetus to initiate second / foreign language learning and later the driving force to sustain the long and often tedious learning process. Further, motivation has long been identified as a significant variable within the study of second language acquisition. The concept of motivation and particularly its role in second language acquisition and achievement have attracted a great amount of research.

Wlodkowski (1984) identified three sequences in motivation: attitude and needs; stimulation and affection; and competence and reinforcement. Within the first stage, the teacher’s job is to create a positive attitude in learners towards second language and to provide a collaborative rather than competitive environment in the classroom. At the next stage, learners’ attention should be stimulated and a positive
atmosphere should be created. Finally, at the third stage, the teacher should have the students engage in activities that give them a sense of accomplishment, such as praising them for making progress. Although these researchers have come up with new terms and categories for motivation, the usage of such classifications seems to be limited in scope, and they are not widely referred to in other studies.

According to Dornyei (2001), extrinsic motivation is related to doing an action in order to receive an extrinsic reward or to avoid punishment, whereas intrinsic motivation is about an action that is done for its own sake to experience satisfaction. An example of extrinsic motivation would be the case of an employee who studies English because she or he will be sent to England for work, and if it were not for that sake, she or he would not study it. An instance of intrinsic motivation would be learning English because one is interested in it, and nobody has asked him or her to do so.

Gardner (2001) viewed motivation to learn a second language as comprising three components: effort, desire, and affect. While effort refers to the individual’s persistent and consistent attempt to learn a language, in order to be successful in second language achievement, the desire to do so is vitally important. A student who truly indulges in the learning of a language will develop positive affect and, consequently, be more enthusiastic and thus might be more likely to achieve success in second/foreign language learning.

Slavin (2003) classified motivation from different points of view. From a cognitive viewpoint, two types of motivation are recognized: extrinsic and intrinsic. The former is applied by others and involves systems of rewards and punishments,
while the latter is self-applied, lying in the affective domain of feelings and emotional responses.

Gardner (2007) congruously stated that it is impossible to define the complex phenomenon that is motivation; nevertheless, one can enumerate various characteristics of the motivated individual. He further stated that the motivated individual is “goal directed, expends effort, is persistent, is attentive, has desires (wants), exhibits positive affect, is aroused, has expectancies, demonstrates self-confidence (self-efficacy), and has reasons (motives)”. In the educational context, he differentiates language learning motivation from classroom learning motivation.

According to Ebata (2008), motivation produces successful second language communicators by making them self–confident. Moreover, it can lead learners to continue learning even after they fulfil a specific goal. The other reason why some scholars are interested in investigating motivation might be the complexity of the issue, and the fact that motivation seems to be related to a variety of factors, each of which can be tackled in a separate study.

Levesque, Copeland, Pattie, and Deci (2011) stated distinctions between the different types of motivation allow researchers to explain a considerable range of human behaviours and experiences. Understanding these various forms of motivation also enables researchers and practitioners to identify antecedents that will foster these different types of motivations and the consequences that may follow these motivated behaviours.
2.6 MOTIVATION AND ATTITUDE

Attitude and motivation have served as explanatory variables concerning failure or success in second / foreign language learning. *Morgan (1993)* stated that positive attitudes towards the foreign language and its culture are said to be vital in language learning achievement. According to him, research studies have also found that language achievement can foster and contribute to the formation of positive attitudes.

2.7 MOTIVATION AND ACADEMIC ACHIEVEMENT

*Miserandino (1996)* assessed the effects of perceived competence and autonomous motivation on academic engagement and academic achievement for 77 elementary school children in the United States. Those children who had higher perceived competence and autonomous motivation were more engaged in school and academics than their counterparts who had lower perceived competence and autonomous motivation. Moreover, even after controlling for the effects of prior standardized achievement scores, both perceived competence and autonomous motivation predicted academic achievement for elementary school children.

According to *Ryan and Deci (2000)*, quality of motivation ranges from intrinsic motivation at one end to amotivation at the other end of the continuum, with four types of extrinsic motivation (integrated regulation, identified regulation, introjected regulation, external regulation) in between. Intrinsic motivation is derived out of genuine interest in an activity. Extrinsic motivation is derived out of an expected gain or a separable outcome. However, not all types of extrinsic motivation
are undesirable. Extrinsic motivation spans from high self-determination to low self-determination.

**Unrau and Schlackman** (2006) investigated the effects of intrinsic and extrinsic motivation on reading achievement for urban middle school students. They reported that intrinsic motivation seemed to have positive effect on reading achievement whereas extrinsic motivation seemed to have negative impact on reading achievement.

**Guay, Ratelle, et al.** (2010) tested the relationships among academic self-concept, autonomous academic motivation, and academic achievement for 925 French-speaking adolescent students in Canada using a longitudinal design. Specifically, they attempted to determine whether or not autonomous academic motivation would mediate the relation between academic self-concept and academic achievement, and academic self-concept would mediate the relation between autonomous academic motivation and academic achievement. They also tested the additive effects of both autonomous academic motivation and academic self-concept on academic achievement.

### 2.8 SELF CONCEPT AND ACADEMIC ACHIEVEMENT

**Osang** (1990), in his study, tested the relationship between students’ performance in mathematics and self-concept. He found that students’ performance in mathematics depended on their mathematics self-concept. That is, their achievement in mathematics depended on what they thought of or believed about themselves, with reference to mathematics as a subject.
Marsh (1990) showed that the relationship of self-concept to school achievement was very specific. According to him, general self-concept and non-academic aspects of self-concept are not related to academic work, but general academic achievement measures were found to relate positively to general academic self-concepts and are highly related to success in that content area.

According to Wong (1992), mathematics achievement is closely related to self-concept and attitude towards mathematics. As in the case of the general self-esteem, more mathematically confident students have significantly higher scores on a standardized measure of mathematics computations.

Hamachek (1995) reviewed many self-concept literatures and came to the conclusion that a relationship existed between self-concept and academic achievement and that the relationship was reciprocal, with each variable affecting the other. Consequently, learners have to do well in school in order to have a positive self-concept about their academic abilities and a positive self-concept was a necessary pre-requisite for doing well in school.

Eggen and Kauchak (1997) contended that the most important component of general self-concept for a teacher is academic self-concept, the part that deals with people’s beliefs of their ability as students. Academic self-concept refers to how well we perform in school or how well we learn. Self-concept and school performance strongly interact. Children enter expecting to learn and do well, but as they progress, their activities and achievements change this anticipation. There are two levels: a general academic self-concept of how good we are overall and a set of particular content-related self-concepts that describe how good we are in specific subject. Self-
concept enhances when learning experiences are positive, but it suffers when they are negative.

**Craven et al. (2000)** emphasized the point that a positive academic self-concept is linked to academic effort and consistency, coursework selection, educational ambition, completion of high school and following university attendance.

As stated by **Ormrod (2000)**, the behaviors both adults and peers also play a crucial role in the development of students’ self-concepts. Parents who accept their children as they are and who treat their children’s interests and problems as important are likely to have children with positive self-concepts. Parents who punish their children for the things they cannot do, without praising them for the things they do well, are likely to have children with low self-concept.

**McCoach and Siegle (2002)** suggested that self-concept helps to predict academic achievement. They suggested that students, who do not perform well academically, might have a low self-concept. When students with a low self-concept approach a decision about subjects, they may make a subject selection that could influence the rest of their future negatively. They were also of the opinion that self-concept is a multidimensional construct that involves both internal and external comparisons.

**Shafique (2002)** has conducted a study on Relationship between Academic Self-concept and academic Achievement among School children. The sample of the study consisted of 60 school children (30 boys and 30 girls) from age range of 11 to 15 years. Academic Self-concept Scale (ASCS) was used. To measure the internal consistency of the scale, alpha reliability of the scale has been computed. The alpha
reliability computed for the ASCS (40 items) was 0.88. Results indicated that students with high academic self-concept differ significantly on achievement from those who had low Academic Self-concept.

Dambudzo (2005) conducted a study about the relationship between learner self-concept and achievement in secondary schools in Zimbabwe. The sample consisted of 1281 adolescent learners in urban and rural government and nongovernmental secondary schools. Data were collected by means of questionnaires and interviews. A positive and reciprocal relationship between learner self-concept and academic achievement was found. It was also revealed that sports have an influence on the academic achievement of male students in government schools. Students believed that sports improve their confidence, discipline, time management skills and social relationships.

March and Martin (2011) suggested that the gains in self-concept are likely to be short-lived if teachers enhance students’ academic self-concepts without improving achievement. However, if teachers improve students’ academic achievement without also fostering students’ self-beliefs in their academic capabilities, then the achievement gains are also unlikely to be long lasting. If teachers focus on either one of these constructs to the exclusion of the other, then both are likely to suffer. Hence, according to the reciprocal effects model, teachers should strive to improve simultaneously both academic self-concept and achievement.
2.9 CONCLUSION

It is very much important to have the summary of the findings of the previous studies by the investigator as it helps the researcher to formulate the objectives and hypotheses and design the research process. In this chapter, the related literatures are reviewed extensively.

The review of literature provides a clear picture about the present status of computers in education, computer assisted language learning instruction and CALL programme in teaching. From the findings of the recent researches on the students’ performance, the need for effective teaching was felt.

Based on the empirical evidences found in literature reviews, it is found that, in the present technological world, it is important for undertaking a study on CALL in learning English grammar. Though, there were many studies on the use of CALL for language teaching, the studies on CALL for learning English grammar in particular English tenses were scanty. Further, very little studies have been conducted to link attitude towards English language learning, academic motivation and self-concept with the use of CALL in learning English grammar.

The summary of related studies helps the investigator in identifying the research gaps in the area of the study. Hence in the present study, an attempt has been made to study the impact of CALL in learning English tenses among high school students. The investigator has formulated the objectives, hypotheses and research design based on the findings of the previous studies. The present study is undertaken to fill this gap in the Indian context.