CHAPTER 2

REVIEW OF RELATED LITERATURE

2.1 Introduction to literature reviews:

What is a literature review?

In essence, a literature review identifies, evaluates and synthesizes the relevant literature within a particular field of research. It illuminates how knowledge has evolved within the field, highlighting what has already been done, what is generally accepted, what is emerging and what is the current state of thinking on the topic. In addition, within research-based texts such as a Doctoral thesis, a literature review identifies a research gap (i.e. unexplored or under-researched areas) and articulates how a particular research project addresses this gap.

What is meant by the term literature?

Literature refers to a collection of published information/materials on a particular area of research or topic, such as books and journal articles of academic value. However, your literature review does not need to be inclusive of every article and book that has been written on your topic because that will be too broad. Rather, it should include the key sources related to the main debates, trends and gaps in your research area.

What is meant by the term review?

To review the literature means to be able to identify:

- What has been established, discredited and accepted in your field*
- Areas of controversy or conflict among different schools of thought
- Problems or issues that remains unsolved
- Emerging trends and new approaches

2.2 STUDIES RELATED TO ENGLISH TEACHING WITH ICT:

DANG HOANG did the study "AN EXPLORATORY STUDY OF ICT USE IN ENGLISH LANGUAGE LEARNING AMONG EFL UNIVERSITY STUDENTS" The major objectives of the study were:

1. To explore the frequency and general and educational purposes of ICT use among EFL students

2. To examine students' perceptions and expectations of ICT use in English language learning.

CHANGE DE (2003) did the study " This thesis investigates the advantages and challenges facing teachers in the process of applying ICT (Information and Computer Technologies) and especially CALL (Computer-

Assisted Language Learning) in EFL (English as a foreign language) teaching in Norwegian primary schools at the intermediate level (grades 5 to 7).

The aim of the study was to explore the extent and the manner ICT and CALL were promoted on the basis of the guidelines in the national curriculum L97 for English. The research was primarily quantitative, based on data gathered from an electronic questionnaire survey among teachers throughout Norway. In addition, two interviews with teachers using ICT frequently in their lessons supplied the study with a qualitative dimension.

Recommendations of ICT implications in EFL

Many teachers prefer the individual or pair work model of working with computers for their pupils. Having only a few computers in the English classroom might cause difficulty organizing these types of computer activities. With a class of 25 pupils, individual computer-mediated language learning might be rather difficult when the overall number of computers is limited to e.g. two to five units. A teacher would have to provide pupils with various tasks, in

a similar manner to the way Trulsfs station teaching is organized. It is also possible to use Ideal model of teaching, providing pupils with a set of tasks for a certain period of time and to expect pupils to accomplish the given assignments whenever they have time and access to computers in class and outside school. Yet, it seems to be logical that a simpler solution would be an English classroom equipped with a sufficient number of computers relative to the average number of pupils per class, and an adequate school policy regarding the promotion of computer-assisted learning.

MELOR MD YUNUS did the study
"Pros and Cons of Using ICT in Teaching ESL Reading and Writing "
The objective of the study was To know the function of ICT in education as a teaching and learning tool, as part of a subject, and as a subject by itself.
The major findings were whether or not there are advantages in the use of ICT in teaching reading skills, most of the teachers referred to the attractive features of ICT tools. Although Fadhil who was a teacher in a secondary school

in Alor Setar did not use ICT in his teaching of reading, he referred to the advantages of using ICT in teaching reading skills. He specifically stated that:

ICT is beneficial in terms of attracting students' attention. Students will be more interested in the lesson when we use ICT. They are more attentive in class and sometimes even a double-period is not enough. In fact, ICT tools are beneficial because they meet the teacher's target easily.

DR.SANTOSH S_CHOTHIAWALA did a study on "The positive Effect of ICT on the English Language Learning and Teaching.

The objective of the study was to adopt and renew itself to be compatible with the globalized world. The purpose of the present paper is to highlight the positive effects of ICT in order to keep up with the modernized communities in the current digital world.

To meet this end, some advantages, importance, and need of ICT in foreign language learning and teaching will be presented.

2.3 MAJOR FINDINGS:

ICT assists students in accessing digital information

ICT supports students-centered and self-directed learning.

ICT promotes collaborative learning in a distance-learning environment.

ICT offers opportunities to develop critical thinking skills.

ICT produces a creative learning environment.

ICT improves the quality of teaching and learning.

ICT supports teaching by facilitating access to course content.