

Chapter Two

Literature Review

This chapter discusses the explanation and discussion of the information and references related to WBL topic. First is the definition of WBL, the types of theoretical perspective of WBL, second is WBL activity design and the online tools, third is the advantages and disadvantages of WBL, and fourth is relating studies from other sources.

Definition of WBL

With Internet as the new form of communication and information relays, internet is able to provide more powerful, flexible, and efficient tool for technology enhanced learning. Online education or through the World Wide Web (WWW or Web) has become a prominent feature of Computer Assisted Language Learning (CALL) and is also considered as the easiest and the most popular approach to higher education because of advanced computer technology. This new trend is called Web-based Learning. (Pachoco, 2005)

WBL is language learning that involves the use of the Web and exploits Web materials, resources, applications or tools (Son, 2007). Given that WBL occurs with Web activities on the Web, it is important to use well-designed WBL activities to maximize language learning. Additionally, WBL materials, lessons, and sources are always updating based on the current events and changes that actually has been happening from the very moment they access the Internet (Taylor & Gotsuki, 2007).

In other words, WBL is able to design and create instructions, materials, and pedagogical theories in which solely for language learning purposes while also adapting to using computer-based materials such as video and other materials. (Beatty, 2003) Thus, the endlessly patient and non-judgmental nature of computers by Wegerif (2004, as cited

Motteram, 2013) makes the computer programming to be perfectly suited for enabling repetitive language learning activities that provide instantaneous feedback to the user.

Students also enjoy more learning using WBLL method because the varieties and more time management in the learning process and apparently some students are also more comfortable browsing information using Internet (Taylor & Gotsuki 2004).

Web-based Language Learning in Four Language Skills

Based on Pacheco (2005) study, WBLL has access to plenty of learning opportunities and media for training and practicing students' language skills and those are listening, reading, writing, and speaking. Beyond what traditional method can provide, the educational and linguistic goals can be accomplished with these web-based support materials for purposes such as active and creative mastery of skills, collaborative learning, autonomous learning, cross cultural learning and critical learning (Warschauer, Shetzer & Meloni, 2002). This section explained on what WBLL media and websites that can be utilize for making either practice or lessons of the four language skills.

WBLL in Listening and Speaking

Egbert (2005) stated the possible way for learners to listen and speak around computers or any computerize devices. There are websites providing listening exercises, for example TESL Journal, Renate's ESL/CALL Corner, or Dave's ESL Cafe. All of these websites provided the pragmatic and self-assessment skills. While learners could also share on what they have learned and listened with other students. For speaking skill there are also website such as Adam Rado's English Learning Fun Sites (ELFS), these website can improve students' pronunciation and spoken grammar correctly.

Teachers then could engage in helping the students based on what they learned previously and reinforce them. Thus, computers can also be a direct communication to EFL/

ESL learners with someone that is either native speaker or more advances in English knowledge. Egbert (2005) also suggested activities for these language skills such as:

Egbert (2005) has suggested the following activities:

a) Activities using both synchronous and asynchronous audio exchanges that include audio dialogue journals in which two or more participants record

messages and send them to each other in a running stream of conversation

b) Activities involving students in the recording of audio segments in

presentation software such as Power Point or trading suggestions (orally) for essay

revision in versions of Microsoft Word that have audio commenting capabilities.

Another activity by Egbert (2005) is called sample online lesson allows learners to practice the functions of speaking such as the use of argument skills, discussing to each other, critical thinking skills, formulating opinions, asking for clarification, and decision in agreeing or disagreeing. The structures of the sample online lesson itself are; focus (skills/functions: discussing, comparing, etc), preparation (steps/procedure before online activity), presentation (debate itself/online and with video), practice (speaking stage/formulation of arguments/chat tool), evaluation (selfassessment/peer-assessment on arguments), and extension (entries for oral journal). From this sample on-line lesson tells us that class time and WBL time are valuable and can work together in order to help learners achieve both competence and performance for listening and speaking.

WBL in Reading and Writing

According to Pacheco (2005) achieving reading and writing skills that include mastery of specific skills like summarizing, understanding the main point, identifying organization (for both reading and writing), evaluating support arguments, predicting, drawing conclusions, organizing content, developing writing skills (content, organization, word choice, etc.), among others.

Web-based learning supports the acquisition of these abilities through “skills tools” (Pacheco, 2005). Egbert (2005) has clarified that skills tools are “*media-rich examples and integrate effective scaffolding to help learners understand and retain skills*” (2005, p.22). AlKahtani (1999) has also exemplified the usefulness of computers to support reading and writing abilities as well as the grammar involved in these skills:

Students can check exercises after they are done, move students gradually from easier to more difficult exercises according to their levels and abilities. When students fail to answer correctly or perform activities, the computer can simulate, drill or explain the phenomenon. (as cited in Egbert, 2005, p. 1)

Students can also be exposed to extensive reading and writing through conceptualized practice. That is, learners can exchange messages and discuss readings or they can read web-based stories with both audio and video text exposure, and write comments to other on-line reading peers about relevant details. Since writing is closely related to grammar, the WWW provides useful websites to practice specific grammar structures, especially the ones learners are weak at (Egbert, 2005).

Pacheco suggest websites such as NetGrammar (<http://www.netgrammar.le.ucr.ac.cr/>) for self-directed learning or an extension to regular class work that focused on reading, writing, as well as listening skills . NetGrammar contents are controlled and communicative exercises that students can bridge the gap between knowing grammatical structures and using them. In NetGrammar, students can find a variety of short authentic passages, mainly newspaper clippings that provide them meaningful information (with pre-reading/while-reading/post-reading activities). In addition, learners could also engaged in other supplementary tasks and they are directed to web links to enrich their previous practices on grammar, listening, reading and writing (Pacheco, 2005). NetGrammar als enable the learners to share their practices with other learners and the

instructor himself/herself, and if questions arise, real-time questioning can occur with the instructor and peers (Quesada, 2000).

Other websites like “Interlink Language Center Reading Lessons” provides practice in extensive reading, speed reading, and science reading for ESL students. “PIZZAZ: People Interested in Zippy and ZAny Zcribbling” is dedicated to provide simple-creative writing and oral storytelling activities with photocopy handouts to use by students themselves (Egbert, 2005). The strength of these websites is the extensive amount of activities and opportunities students have for enhancing reading, writing, and grammar skills, including the integration of listening and speaking. However, these cannot stand alone. There should be reciprocity with the outside world to promote authentic language learning experiences.

Activity Design for Web-based Language Learning

WBLL can provide language learners with authentic materials, information and ability to bring the students required language world into the learning experience. Therefore in creating authentic, meaningful and interactive tasks or activities, learners' language level and their needs are crucial consideration for promoting interaction and communication among learners (Felix, 1999).

WBLL implies using the web and exploiting its resources, materials, tools or applications. It allows learners to interact with using synchronic and non-synchronic communicative tools. Additionally, web-based projects give the learners an opportunity to publish information on the web. A teacher can create, for example a "blog" and this blog provide learners with diverse e-authentic materials so that they can communicate and interact via different e-tools.

Web-based tasks can expose learners to adequate comprehensible input and offer them opportunities to understand this input by incorporating reading, audio and printing

information which are designed according to learners' needs (Ellis 2003). Web-based tasks also help learners and make the input more comprehensible by:

- 1) Giving clear instructions to them to tackle web-based tasks.
- 2) Making the content easy to navigate and download for instance, easy downloadable audio materials so that learners can repeatedly listen to them after completion of tasks.
- 3) Written, and recorded anecdotes and drawn pictures which are related to the materials and topics of the tasks. This helps learners understand the target culture.
- 4) Guiding learners through function and content of the website by catering web links with explanations.
- 5) Providing various topics and different levels of difficulty so as to meet learners different interests and needs.

Variations of Online Learning Tools for WBL

There are variations of online tools provided based on how WBL should be created or desired by the teacher or instructor. According to Son (2011) the online tools required for WBL courses are based on these twelve categories, those are; 1) Learning/content management systems (LMSs/CMSs), 2) Communication, 3) Live and virtual worlds, 4) Social networking and bookmarking, 5) Blogs and wikis, 6) Presentation, 7) Website creation, 8) Web Exercise creation, 9) Web search engines, 10) Dictionaries and concordancers, 11) Resource Sharing, and 12) Utilities. However only categories related to the researcher's study on those are:

- 1) Blogs and Wikis are websites provided to shares their own media and contents as well as the users able to do file sharing, and others. Those variants are Blogger, Wikipedia, Edmodo, Wordpress.com, and Wikispaces.

2) Presentation tools or applications program via online registry and more creative and innovative interfaces with easier access such as 280 Slides, Prezi, SlideRocket, and Zoho Show.

3) Resources sharing tools are the essentials in the Web world that enable anyone to share any kind of contexts in his/her media with or without restrictions and sometimes specifically only in the form of media generally used in their own website. Those are Youtube, Slideshares, Dropbox, Google Docs, Vimeo, Picasa, Flickr, MyPodcast, Jing, and OurStory.

4) Websites Exercise Creation Programmings such as Hot Potatoes, ContentGenerator, SMILE, and Quia that provided tool creation and kit for making exercise in a computer.

5) Dictionaries and concordances online tools are language reference tools through online services, such as Google translate, Dictionary.com, Merriam-Webster.com, Cambridge Dictionary, and many else.

The reason only five of these categories were chosen by the researcher is because only these categories that related to the websites that had been used in college back then.

Advantages in WBLL

There are advantages in WBLL based from studies related to the wide range and varied options that can be implemented in WBLL. From Aryes (2002) pointed some studies of students who appreciated and valued more on learning process through using information and communication technologies (ICT). Other studies confirmed that students enjoyed more in exchanging e-mail program because it reduces the fear factor from mistakes that could happen and be able to improve their self-confidence in using English language. (Fotos & Browne, 2004)

Study by Jang (2006) also showed that one of the advantages of WBLL is the students' convenience because most of EFL learners are adults with their own busy schedules such as jobs, and students could be independent for their learning method due to plenty of contents from websites provided. Especially since teachers may not be available for teaching.

This also represents about how WBL revolutionize the performance of computer-assistant learning function works and with the use of Internet as network provider utilizing the functions of hyperlink searching and referring functions. In making the students to be constructivist by able to search and create his or her own content and later share it as the result of his findings. (Jang, 2006)

Next study is from Dooly (2005) about other innovation that can be done with WBL by incorporating interactive language-in-use projects which have Information and Communication Technologies (ICT) as the key element in the teaching process. Dooly has clarified that “innovative uses of the Internet and other ITC tools provide opportunities for collaborative language projects which focus on using the language to learn the language”. International collaborative projects provide wider opportunities for students to contact and communicate with other individuals outside their own country, incorporating intercultural knowledge, awareness, and communication skills as goals to be achieved during the project. Through this new learning approach, students are able to observe, identify, and recognize elements of their own and other cultures, compare and contrast, negotiate meaning, tolerate ambiguity, effectively interpret messages, limit the possibilities of misinterpretation, defend one’s point of view while acknowledging the legitimacy of others’ and have the ability to accept differences among individuals (Dooly, 2005).

Other studies about advantages in the use of WBL based from [CITATION Aga10 \l 1057] and these are the advantages of WBL usage for teaching purposes; first is contents for learning materials are always updating, meaning that WBL able to provide students with genuine and updated version of the educational materials used in school. Second is the freedom in controlling their own learning method meaning that teachers able to create an autonomous learning environment that enables students to control their assignment by using their own method and able to become more independent with the help of internet services.

Third is interesting visual aid in WBL which means that computers are able to display creative and unique visualization that may interest and attract the students in learning this way and less indelible rather than traditional learning method. Fourth is the easy presentation with computers enable students to create and display their assignments based on the freedom of the writing tools provided and more content compared to the older traditional ways.

Fifth is the different approach in exercises because with computers it can change and transform from conventional passive exercise into an interactive and communicative exercise with discoveries and explorations using Internet services. Sixth is the variety of tools for handling information. Computers are also able to provide the tools required for language learners to create, analyze, and produce information and ideas with ease, efficiency, and creativity. Seventh is the an advanced communication tool or programs today since computers with the right equipment and programming could also become appropriate communication tools for the teacher to his or her students such as immediate responses, hinted checkpoints and etc. Eighth, works or projects could also be done easier and faster since today's new software program applications in computers enable students to actually working directly without disturbing others working progress. Ninth is the wide range of accessibilities, the settings for learning could also be more variant cause of the wireless internet system that enables most of the current electronic devices connected to the internet without the LAN cables anymore, hence students and teachers could still able to learn everywhere as long as there is a good connection server in their area. The convinient correction method for teachers with internet, teachers are able to save students handouts or assignments for later analysis and to check as well as to grade them with highly accurate of calculations such as sum of total scores from students correct and false answers, averages from students, standard deviations, and able to statistically analyses the results of each students progress, later send straight to student's email accounts or notifications in class

personal blog. Tenth the contents offered have more variety with how WBL offers more content for students to learn and used for educational purposes such as games, simulations, recorded video or audio, dictionaries, etc. This kind of contents enables students to view, perceive and understand more clearly.

Disadvantages in WBL

WBL have it is own share of demerits from the development of an effective online tutorial or virtual patient and can be very expensive, ranging from thousands to hundreds of thousands of dollars when time and opportunity costs are accounted. (Cook, 2007) The Probability of WBL courses having WBL tutorials and virtual patients that may make students often studying alone, which over time may lead to a perception of social isolation and students may often fails to respond to WBL instruction due to courses having an inferior instructional design or classic example of this is the “textbook on the web” (Cook, 2007). That teachers required to program an adaptive WBL interventions to monitor, recognize, and respond appropriately to individual needs. That could be hard as WBL instruction is more often predetermined than personalized (Cook, 2007)

While other disadvantages of WBL from Agarwal (2010) study such as on the equipments required, the technical skill or ability in teachers, and the cost for maintance and bills. First the needs for computer devices for the teacher, as well as the student, must be in contact with the computer or any electronic devices in order for the teacher to send the instructions needed to the students and for the students to receive the instructions with additional feedbacks or responses from teacher. Second if a teacher is lacking computer training or may inexperience on using computers in general, then the teacher need to undergo training requirement for inexperience teacher. because the possibility of the teacher may be unfamiliar with the software program that the teacher must useand ensure the teacher may able to explain the program to students that may do not understand on how to operate the

program. Therefore this could take along time and may prolong the lesson hours for students. Third is technical and maintainer required for computers in terms of the connection speed, the access to uncertain websites that could distract students, the sudden maintenance from the websites, and possible unknown computer viruses and malwares that could corrupt and make the data unusable. Fourth if that happen then expensive cost for internet and computer bills would also become a problem for the teacher. Due to the expensive and costly maintenance of internet services and constant update of media and content that may require further advance computer equipment. Those may force institutional or schools with low budgets and funds to forfeit and prefer traditional or simple computer associated language learning only using offline applications.

Review on Related Research

The researcher review on studies related to the WBLL advantages and diadvantages from other researchers. The first one is by Daneshdoust and Keshmiri (2011) entitled “The Advantages and Disadvantages of Internet-based Language Learning in Iran” and this study focused on the advantages and disadvantages of Internet-based Language Learning in Iran. The methodology for the research study are; first for the participants, Daneshdoust and Keshmiri required 120 EFL teachers from Tabriz Azad University, while the instrument used for the study was questionnaire in quantitative and qualitative design with the questionnaire for the quantiative part contained eleven statements with multiple choices while the qualitative part contained three open ended questions. The result for both quantitative and qualitative parts showed that most of EFL teachers agree that IBLL does bring more advantages than disadvantages, albeit that there are more disadvantages found based on the EFL teachers own answers for the qualitative part.

Another study by Nosrati (2015), the objective of this study is to identify the attitudes of students and teachers toward the use of web-based language learning by drawing comparisons between the perceptions of teachers as well as students in Allameh Tabtaba'i University and find out the factors which can be identified as contributing to their attitudes. This study use quantitative survey research with the instrument of questionnaires, and for the participants are thirty EFL upper intermediate learners and thirty EFL teachers who were selected randomly from different language institutes throughout Tehran. The findings indicate that students and teachers generally have positive attitudes toward computer technology use both in their daily lives and in language instruction. (Hoffman 1997 as cited Nosrati, 2015). The findings also indicated that there is a significant difference between teachers' and learners' attitudes toward web 2.0 applications. It was represented that the use of these web 2.0 applications is more prevalent among learners.

Conceptual Framework

WBLL has already been known and may be even more popular nowadays Internet technology has become more advanced than the last decade. WBLL also able to make teachers become more creative, and WBLL is also able to help their work in teaching to be much easier. With even more accessibility to large quantity and more quality contents because of Internet, teachers could provide even more learning materials and lessons to his or her students and may interest the students with the use of computer gadgets as the learning tool.

However WBLL still has its own flaws either from technical issues, the expensive costs for the equipment or even from the social issues in lack of social such as interaction. WBLL may not still be the right teaching method even in today's technology due to those factors. That is why this research wants to search on the possibilities whether WBLL could

still be applicable as teaching method for today's educational system based on the EED

students' opinions towards it.

The Use of WBL as
Teaching Method

Advantages:

- a) Freedom of Learning Methods
- b) Accessibilities to Wide Media with Web.
- c) Programs or Applications with varieties of media.

Disadvantages:

- a) Technical Issues.
- b) Cost require for the maintance.
- c) Require internet access that some facilities may not have or broken.