CHAPTER 2

REVIEW OF LITERATURE

2.1- Learning styles

There are various ways to define language learning styles. Krashen

(1995) proposed that language learning is 'knowing about' language, or 'formal

knowledge' of a language. Language acquisition is responsible for the ability to

understand and speak a second language (L2) easily and well. Language learning may

only be useful as an editor, which we will call a monitor. Students at LCCT come from

different schools and their English learning style is different too. These various sources

have shown that students have different ways of learning. Prabhu (1987) explains that

learning styles may also reflect cultural traits. Memorization is a favored learning style

in some Asian cultures. Students may differ with respect to personal goals and

motivation. Nunan (1991) also defines that learning style refers to any individual's

preferred ways of going about learning.

Rodgers (1978) includes the following in his list of individual differences:
- students learn through different media (textbooks, games, films, physical activities, etc.).
- Students learn through different styles of content/process organization (learning by doing, memorization, etc.)
- Students perform differently in different group arrangements (work alone, peer tutoring, small group activities, etc.)
- Students' learning efficiency varies differentially according to place of study (in-class study, library study, laboratory study, home study, etc.) (Cited in Sheerin, 1989: 9)

However, Ellis (1980, cited in Chaudron) speculated that "L2 learners obtain more

practice in the Target Language (TL), and are more motivated to engage in further

communication when they have greater opportunities to speak, and when they achieve successful communication". While Keefe (1979) suggests that learning styles might be thought of as cognitive, affective, and physiological traits that are relatively stable indicators of how learner perceive, interact with and respond to the learning environment.

2.2 What is CAI and CALL?

Various forms of technology have been used to support the delivery of instruction. The use of computers and other types of education technology is a cognitive technology. Mutton (1994) presented that "an important aspect of the use of new technology is using the technology as a tool and not as a substitute for existing effective teaching." The computer is a primary aim of the communication skills to establish and sustain a communicative environment around the use of computers and to promote a perception of the computer as a communicative tool. Sheerin (1989) defines "The computer is defined as language teacher because the computer is able to stimulate students to talk and for cognitive language development." In foreign language learning development, computers are an excellent aid to self-access language work, they are able to point out students' mistakes and to give them feedback. They can also generate tests and exercises for students to use. The computer becomes the interface for several simultaneous personal interactions.

Computer Aided Instruction (CAI) and Computer Aided Language Learning
(CALL) are currently new tools as we are in the new millenium and access to computers
by individuals and institutions. CALL aims to help students to apply all their English
language Skills--speaking, writing, listening, and reading in real situations.
Mutton (1994) researched that "CAI is equal or superior to conventional instruction on
the variables: student achievement, covering both immediate and long-term retention;
attitude toward the subject matter and the instructor; and time to complete the task."
Students have the opportunity to use their language skills in a variety of activities. In
addition, students are required to use communication techniques such as the computer
and CD-ROM when carrying out a task.

Jones and Sato (1998) suggest that appropriate technology should:
1   fit well into the existing curriculum and institution context.
2   help the teacher work more effectively in the use of institutional time.
3   enable teachers to better meet students' learning needs.

Higgins (1988) agreed that the computer is pedagogically suitable in the role of
responding to and serving people. The computer facilities this process and increase the
motivation of students activities.

The benefits of CAI are twofold in that the student masters the subject and
masters skills for further independent study. Jones and Smith (cited in Mutton, 1994)
found that using multimedia include the following requirements:

- Students must be exposed to a large amount of visual or auditory
  materials
- Students need to practice decision-making skills in realistic settings that
  might otherwise be difficult to provide.
- Instruction is too hazardous, difficult, or costly to provide directly.
- Students need to be motivated to learn more about a subject, and they also
  need to see how a subject is related to other phenomena in the world.

2.3 Self-Access Learning

Students are freely encouraged to practise language in the ISC. What tasks should be done with self-access? Sheerin (1989) describes a variety of activity types such as:

- practice/testing activities, e.g. exercises, dictation, cloze texts,
- learning/awareness-raising activities, e.g. discovery tasks, information guides, study guides,
- Reflective/creative activities, e.g. reactive listening, book reviewing, story writing,
- Social/peer matching activities, e.g. communication tasks.

Nunan (1991) describes many different practical suggestions for practising outside the classroom. Computers are an excellent aid to self-access language work. They operate as if they had endless patience in pointing out a student's errors and giving them automatic feedback. They also generate tests, exercises which teachers are able to encourage students to use to improve their language learning.

Oskarsson's rational for self-accessment emphasises these aspects:
1. Promotion of learning. It gives learners training in assessment which is beneficial to learning.
2. Raised level of awareness. Application of self-assessment principles fosters important evaluative attitudes in the learners.
3. Improved goal orientation. Students will find themselves in a better position to exert control over their own learning situation.
4. Expansion of range of assessment. Learner involvement is likely to bring about broadened perspectives in the assessment of attained communicative competence.
5. Shared assessment burden.
6. Beneficial post-course effect. Teaching students how to carry on learning the language autonomously after the course is universally considered as an important objective in foreign language instruction.
(Oskarsson 1989: 1-13)

2.4 Supplementary materials

Different students learn in different ways. Although the textbook which

provides the core materials as much as possible in one book for students to use in class.

Sometimes it is not interesting and/or does not have enough exercises to cover all skills

for them to learn. Teachers should analyse the text and observe what topics or skills the

students are interested in and to write or to adapt supplementary exercises to motivate

students to practice more outside classroom. Teacher designed supplementary exercises

in the ISC reinforce classroom teaching according to text for English 1. These exercises

should be related to cover objectives and to develop students' skills. The in –house

produced material is extremely valuable as it is inevitably more precisely geared to the

need of students than published materials. (Nunan, 1991)

Richard and Rogers (1986: 25) specified the role of instruction materials as follows:
1. Materials will focus on the communicative abilities of interpretation, expression, and negotiation.
2. Materials will focus on understandable, relevant, and interesting exchanges of information, rather than on the presentation of grammatical form.
3. Materials will involve different kinds of texts and different kinds of media, which the learners can use to develop their competence through a variety of different activities and tasks.

Phillips (1991) insists that these factors maintain a high degree of motivation:
1. Activities should be simple enough for the children to understand what is expected of them.
2. The tasks should be within their abilities: it needs to be achievable, but in the same time sufficiently stimulating for them to feel satisfied with their work.
3. The activities should be largely orally based-indeed, with very young children listening activities will take up a large proportion of class time.
4. Written activities should be used sparingly with younger children.

CD-ROM material

CD-ROM material is a multi-media material which is interactive. Students are able to practice and receive feedback on the written or spoken language which they produce. It's also "Self-access materials" which is designed for students to use independently in the library or in the ISC.