

## **CHAPTER II**

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## **Chapter II**

### **Review of Related Literature**

#### **2.0 Introduction**

As per O’Leary (2010), engagement with related literature is required at every stage of research process. For instance, reviewing literature takes place from exploring a specific topic which is an initial stage of research. Literature at this early stage will help the researcher to know all he needs to know about a particular topic. In addition, reviewing literature is also essential when developing research questions. It helps in locating the ‘gaps’, exploring the questions that are not answered adequately, and asking questions within a new context. At the time of writing ‘rationale’ also literature plays a very crucial role because a well-articulated rationale is a part of any research proposal. Review of relevant literature can help find the significance of a particular study.

To give a detail overview of the relevant literature and demonstrate how the current study adds value to broadening the knowledge in the field of ESL teaching using ICT, is the primary purpose of this chapter. Because the present study took place in 2013, the researcher reviewed the prior year's related literature. Since the research problem involves two variables, namely ESL teaching and ICT, the researcher decided to review studies in these two categories separately. Thus, this chapter gives a brief literature review on ESL teaching in India and abroad, as well as a review of literature on ESL teaching with ICT in India and abroad, to analyses the gap in the existing ESL researches in Gujarat.

As a result, the researcher conducted a review of the related literature. The studies reviewed by the researcher in teaching ESL with the use of ICT are categorized under the following four sections.

- 1. Studies on teaching ESL in India**
- 2. Studies on teaching ESL abroad**
- 3. Studies on teaching ESL with ICT in India and**
- 4. Studies on teaching ESL with ICT abroad**

Findings from the reviewed literature are summarized and implications for the current study are addressed in this chapter's concluding part.

## **2.1 Studies on teaching ESL in India**

**Nanda (1982)** investigated the factors contributing to students' low achievement in English reading in VIII class and found that an absence of structural understanding, solid fundamentals in reading, readiness of reading, practicing reading, an adamant opposition to reading, and incomprehensible ideas are all contributing to low achievement in English reading.

**Thomas (1982)** conducted a historical examination of English education in India, with a particular emphasis on the Madras presidency (1835-1947). The study tried to chart the evolution of English education system in the country from its official inception under Macaulay through the end of British rule, when it had developed into a prominent subject on the school curriculum. The survey results contributed to the formation of a complete idea of English education within Madras presidency between 1835 and 1947.

**Soumini (1984)** examined a communicative approach to English instruction in regional medium high schools. The study was placed in a high school with a Telugu medium. For classes IX and X, the English course design was focused on biological and physical science topics. According to the study, more than two-thirds of students found the course design to be effective for both science and English development.

**Dholakia (1986)** examined the efficacy of several tactics for enhancing reading comprehension of class IX students. This study used the equivalent group approach. The study took place in four Khambhat schools in Gujarat. A random sample of 160 students was used. The reading material was created using language from class IX. The study found that guided reading improved reading comprehension.

**Sharma (1989)** researched a written English course for high school students. This study employed survey and experimental designs. This study included 90 students from grades VIII, IX, and X. The study found that a communicative syllabus that is responsive to students' needs can reduce students' fear, increase their participation, foster a fulfilling

and positive mindset toward learning writing, and help students improve their writing skills.

**Aparaj (1990)** studied how auditory skills could be strengthened in secondary schools through language activities. The study's findings revealed the language exercises improve listening skills, listening exercises improve ESL students' ability to identify words, and a positive correlation between listening exercises and improved listening skills in secondary ESL students.

**Harakara (1996)** developed and evaluated an eighth-grade English writing program. At random, 110 students of eighth-grade Karnataka English medium High School were selected. The study's primary findings were that the researcher's developed program significantly improved writing abilities and the experimental group could think more meaningful, diverse, and unexpected responses than the control group.

**Paliwal (1994)** investigated the written English communicative competence of secondary school students. The study discovered that placing language and its components in a realistic context aided students' acquisition of language appropriacy. An unstructured setting supplemented classroom learning. It aided in developing language accuracy, social adaptability, and communicative ability.

**Shermila (1999)** investigated the English reading comprehension abilities of Tamilnadu students. The researcher's main focus was to determine how well standard IX students comprehended English reading. The results revealed that, a high percentage of students fall into the 'moderate' group.

**Mathew (2001)** investigated ways to improve the reading ability of regional medium learners in Hyderabad by enhancing their listening abilities. The study discovered that learners performed better when they were accompanied by text when listening and listening tasks enhanced learners' reading skills, as they were able to detect words outside the context.

**Singh & Satsangi (2001)** investigated students' English competency in various instructional approaches. This study's primary goal was to examine how an innovative

school education system affects students' English language competency. The procedure utilized was experimental. The study indicated that (i) only in one skill, listening, students of both systems had the same level of competency. (ii) Students in the innovative system performed much better in speaking, reading, and writing than students in the traditional system.

**Vanbhatte (2003)** studied the development of an English-speaking programme for Marathi medium students in standard VIII. The result of this study revealed that the developed program improved the English speaking skills, and creating an appropriate setting helps increase communication.

**Marje (2003)** examined the Marathi higher secondary syllabus and identified communication skills in light of the new pattern's objectives of teaching English. The results indicated that teaching passages with visuals, and multiple-choice tasks were effective. Group work compelled students to reflect. Group discussions and drills aided in their note-taking. To assist learners to enhance their writing and interpretation abilities, the language was provided in authentic settings and social contexts. Exposure to 'real' language enhanced linguistic precision, social appropriateness, and communicative ability.

**Nambiar (2006)** assessed the intervention's effect on English writing abilities. The focus of the study was to develop and evaluate an intervention for students who struggled with writing. The results indicated that students in both private and government-aided schools struggled with writing, and that the experimental group's intervention was highly effective.

**Parthiban (2011)** examined the impact of task-based language instruction on the secondary students' listening abilities. The study examined task-based language teaching's effectiveness in connection to gender, parental income, parental education, community, and locality. The results revealed that the control and experimental groups' mean scores differed significantly. When it came to learning the English language through listening, the Experimental group outperformed the Control group students.

**Patel (2011)** conducted a survey of Vadodara District's standard IX students to ascertain their English proficiency. The data revealed that (i) Most of the teachers were unaware of the English teaching objectives. (ii) The majority of them prioritized English over objectives. (iii) Most teachers witnessed students making errors in their spelling, punctuation, and article usage while writing in English. In other words, the statistics indicated that the IX standard students' English achievement was average.

**Shaista (2011)** assessed the communicative writing abilities of ESL students in Aligarh through a linguistic study. The results revealed that (i) ESL learners suffer syntactic difficulties. (ii) Data analysis demonstrated that ESL students also encounter morphological difficulties. (iii) Additionally, the study revealed that ESL students encounter insurmountable difficulties. (iv) The study demonstrated that ESL students also encounter orthographic difficulties.

**Emanuel (2012)** wanted to develop a communication skills package for seventh-grader attending Gujarati-medium schools and to analyse the package's effect on students' speaking skills. The study's key findings included the following: (i) Students have difficulty communicating in English and forming sentences. (ii) The tasks aided in the development of their spoken communication skills. (iii) They became interested and driven to communicate in English as a result. (iv) The tasks aided learners in improving their skills to communicate effectively in English in everyday contexts. (v) Additionally, it was considered that increasing the duration of such tasks would be more effective in developing oral communication abilities.

**Valliammai (2012)** examined the efficacy of interactive language learning in enhancing the communication abilities of Class IX of Tamilnadu. The results revealed that an interactive language learning strategy is more effective at teaching secondary school students English communication abilities than a conventional method.

**Kumar, Agarwal, and Sharma (2013)** reported on the National Council of Educational Research and Training's research and findings. The primary goal of this research was to assess class V students' language proficiency, particularly in reading. The results suggested that teachers should assist students to enhance reading skills at various levels.

Most language testing is textbook-based in our country and only assesses information recall from observed books. Students would do better on reading comprehension if they were forced to read variety of texts often during the school hours.

**Macwan (2013)** reviewed a study in which a task package was developed and tested for the purpose of teaching chosen communicative functions to eighth-grade Gujarati medium school students. Students' communicative abilities were positively shaped by the experimental program, according to the findings. The program sparked significant interest, novelty, and excitement in learning English language functions that were previously uncommon. As a result, the program was able to improve communication skills through participatory learning activities.

**Maheshwari (2013)** experimented with developing and implementing a strategy for improving the English communication skills of the first-year Bachelor of Commerce students. This researcher aimed to ascertain the learners' introductory level of communication abilities in English. The findings indicated that students' communication skills increased due to their interaction with English during the experiment.

**Varghese (2013)** developed instructional resources and evaluated its efficacy in enhancing high school students' English listening skills. The results revealed that most teachers indicated that they place little emphasis on the development of listening comprehension. Listening comprehension is not imparted in English classes due to a shortage of adequate content and an absence of reference to listening tasks in the text book. The results confirmed that the prepared instructional material improved English listening comprehension significantly.

## **2.2 Studies on Teaching ESL Abroad**

**Asraf and Ahmad (2003)** used an extensive reading program to conduct a study in three secondary schools located in country side of Malaysia. They chose to construct Guided Extensive Reading program. The study's primary finding was that rural pupils could improve from considerable reading.

**Griffiths (2003)** did a research on language learning strategies' usage and proficiency. The results revealed that a strong relationship exists between linguistic techniques and proficiency. The students who made the most progress expanded their use of language learning strategies.

**Abd El Fattah Torky (2006)** designed a task-based education method and evaluated its effectiveness in developing secondary students' English language speaking skills in Cairo, Egypt. The results revealed that (i) the program effectively improved students' speaking abilities. (ii) Instructional technique increased students' knowledge of the characteristics of spoken language. (iii) Having access to authentic texts improves awareness and enables to make connections, particularly with the lexical words found in authentic spoken discourse.

**Kayla (2007)** sought to ascertain the influence of reading remediation on IX class' reading abilities and school performance in English, including several other factors. The key finding was that participation in activities increased pupils' enthusiasm for reading.

**English (2009)** examined high school students' degree of competency and assertiveness, as well as their potential to attain mastery in the domain of public speaking. The study sampled 22 African American students in the ninth grade of a high school. 'Speak Up' was established as a program. It was the method through which their abilities were examined and evaluated. The data showed that the program aided in enhancing public speaking skills.

**Casey (2010)** investigated high school students' assumptions of the importance of English classes. The key findings of this research study were that (i) extensive discussion resulted in students developing a good attitude toward English. (ii) Students believed that their overall living standard would decrease if they lacked the English abilities learned in class. (iii) Students reported a possible loss of future wages if necessary abilities were not developed during English classroom and that they would probably be employed at a lower wage.

**Eduardo et al. (2010)** investigated the variations in comprehension ability among less proficient and skilled comprehenders once they are permitted to engage with content to



respond to questions since the information is available. Thirty-eight pupils in grades vii and viii were included in the sample. The results indicated that competent comprehenders were more adept at knowledge retrieval than less skilled comprehenders. According to the researcher, good readers receive a more detailed mental representation than less proficient readers.

**Ishler (2010)** investigated the factors contributing to Tunisian EFL students' difficulty comprehending spoken English Transactional texts. The findings indicated that learners face listening difficulties when they cannot comprehend the texts due to their inability to apply their default techniques.

**Lyman (2010)** investigated secondary school students' perceptions towards reading and the read-aloud strategy's effects on older students with picture books. The data showed that the read-aloud intervention substantially affected students' perceptions toward reading. Through the read-aloud intervention, learners developed favorable perceptions about reading. Additionally, teachers showed favourable attitudes toward the read-aloud procedure, suggesting that it worked for students and aided their comprehension abilities.

**Susan et al. (2010)** examined the influence of the Learning Strategies Curriculum on ninth-grade students' reading comprehension. The data showed that there were no statistical significant variations in reading comprehension or strategy use across the experimental and control groups. The study indicated that older teenagers' comprehension ability enhanced more as a result of the training,

**Custar (2011)** investigated the association between spoken language ability and academic achievement. Eight hundred and two English Language Learners were participated in the convenience sample. The association was studied using linear regression analysis. Results revealed that academic achievement has been associated positively with receptive spoken language ability

**Edwards (2011)** made an investigation to ascertain the effect of reading intervention program on selected 46 secondary school students. The study's primary findings were as follows: (i) 96 percent of students improved their reading comprehension skills. (ii) Attention should be paid to the student's academic abilities as well as their personal

growth. (iii) Additionally, it was discovered that children are favorably encouraged to read when their parents are interested and involved. The study indicated that instructors might improve students' reading skills and pleasure of reading by equipping them with appropriate tools and resources.

**Ezzedine (2011)** investigated the impact of visual assists on sixth-class students' second language oral communication. The results revealed that (i) visual assistance integration improves ESL communication ability. (ii) Additionally, learners have a favorable attitude toward the implementation of visual literacy. (iii) This study established the need for educators to use visual literacy in their teaching-learning processes to elicit more positive reactions from ESL students.

### **2.3 Studies on Teaching ESL with ICT in India**

**Das (1998)** investigated the efficacy of computer-assisted instruction materials for rhymes in various settings. Key findings suggested that the computer as a possible medium considerably aided in attaining the study's objectives, and the researcher's computer-assisted teaching materials ensured increased better understanding of the concepts in all areas of language development.

**Zyoud (1999)** investigated the development of computer-assisted English language instruction for students in standard VIII. The investigator developed software in Basica. The study's key finding was that although the package aided pupils in developing their vocabulary and grammar, it had little influence on their comprehension. Students exhibited a favorable attitude toward it.

**Kothiwalla (2004)** undertook a study on developing a strategy for enhancing English speaking skills through the language laboratory. The results revealed that the implemented strategy was effective at improving and enhancing learners' ability to communicate in English.

**Yadav (2004)** studied the development of an information technology-enabled instructional set that teaches English grammar to learners enrolled in the English medium school in Vadodara's grade VIII. The results revealed that an IT-enabled instructional set

was effective in instructing 'kinds of sentences' to selected students. The post-test mean score was considerably greater than the pre-test mean.

**Rathod (2005)** studied the development and execution of an English Grammar Instructional set based on information technology for Gujarati medium standard VIII students in Jamnagar. The results showed that the designed instructional set was effective because the experimental and control groups' mean scores differed significantly. The students also reacted positively to the developed IT-based instruction.

**Shah (2005)** did a study in Vadodara on the awareness, use, and need for ICT among secondary and higher secondary English language teachers. The results discovered that the selected language teachers lacked basic knowledge of computers, the internet, and other ICT components, so they made minimal use of ICT resources in their classrooms.

**Rekha (2007)** investigated the attitudes of 120 secondary school teachers in Thiruvananthapuram district on the usage of ICT in the English class. The study discovered that (i) The majority of selected teachers favored instructional usage of ICT. (ii) Most secondary English language teachers believed that students enjoyed using ICT. (iii) If adequately trained and supported, 90% of teachers would be willing to use ICT in the future. (iv) Lack of school authority support hinders ICT integration. (v) Inadequate resources, lack of training and technical support, expensive ICT equipment, and an absence of ICT abilities among teachers were the other barriers in ICT integration.

**Patel (2009)** examined the development and deployment of CAI for the purpose of teaching English grammar to VIII class students using a variety of instructional modes. The study's most significant conclusion was that students taught by CAI performed better in English grammar than students taught by traditional methods.

**Gamit (2012)** evaluated the difficulties encountered by English teachers in Vadodara's Gujarati medium secondary schools in managing their classrooms and students, providing infrastructure facility, developing communication skills, and devising methods, approaches, and techniques for teaching English. The study's key findings were as follows: (i) English language teachers used audio-visual aids such as televisions, compact disc players, and LCD projectors without any issue in their language classrooms. (ii) The

majority of the challenges teachers encountered in enhancing LSRW abilities were related to learners' inability to communicate and insufficient instructional aids.

**Hiradhar (2012)** investigated the effectiveness of a technology-enhanced language development program in developing the written communication abilities of first-year ESL students at Lingnan University in Hong Kong. The study's key finding was that the technology-enabled language enhancement program effectively developed the overall and specific elements of university-level ESL students' written skills.

**Hashemi (2013)** examined the factors influencing ICT use by English language teachers working in an ESL setting. It is a descriptive study, The study's primary findings were as follows: (i) One of the factors highlighted by English teachers was that the government of India and the CBSE board impose predetermined guidelines and regulations on them, preventing them from using ICTs in class. (ii) Some of them feel incompetent to use ICTs during class time. (iii) Another impediment is that developing investment in technology infrastructures is still not matched by resource investment in developing new modes of learning and teaching.

**Narasimham (2013)** did a research on the attitudes of secondary school English teachers in Andhra Pradesh's Srikakulam, Vizianagaram, and Visakhapatnam districts on the use of information and communication technology. These districts were separated into urban and rural mandals prior to data collection. Primary data were acquired using a closed questionnaire method. The study's key finding was that the English teachers surveyed had a generally favorable attitude toward adopting information and communication technologies in their classrooms.

## **2.4 Studies on Teaching ESL with ICT Abroad**

**Gruba (1999)** conducted a study at the University of Melbourne on the function of digital video media in second language listening comprehension. The study discovered that (i) visual material functions as an integrated resource and (ii) assists learners whose attention shifts from primary to secondary critical points while listening.

**Nutta (2000)** investigated the efficacy of computer-based or teacher-directed education in teaching L2 structures. The key findings indicated that (i) on computer-based assessments; students performed better on open-ended assessments that focused on the structures under consideration. (ii) Multiple-choice and fill-in-the-blank assessments' scores were not substantially different. (iii) The findings suggest that computer-based education is effective for instructing L2 grammar.

**Cooks (2002)** examined the efficacy of explicit writing instruction on the progress of secondary students' expository writing skills across various learning contexts. The results revealed that (i) Writing teaching must be provided explicitly in the secondary grades. (ii) To assist pupils develop their writing abilities, educational techniques must involve socially engaging learning environments.

**Lyson (2002)** did an investigation to determine the efficacy of technology on IX standard students' writing skills and perception towards written assessments. The study indicated that incorporating computer technology into the writing class can help enhance writing competence and develop a positive attitude toward writing.

**Al-Rajhi (2004)** examined the influence on Saudi EFL learners of attending an online literacy club. The study's key findings indicated that (i) most participants had favorable opinions about and effective experiences with online reading. (ii) Saudi EFL students recognized the numerous benefits and features of online reading. (iii) Internet reading has a beneficial effect on students' writing styles.

**Cavas and Karaoglan et al. (2004)** did an investigation on using ICTs in science education at Primary level. The results revealed that (i) using ICTs in science education has a positive effect on learning. (ii) Additionally, students were more receptive to class discussions.

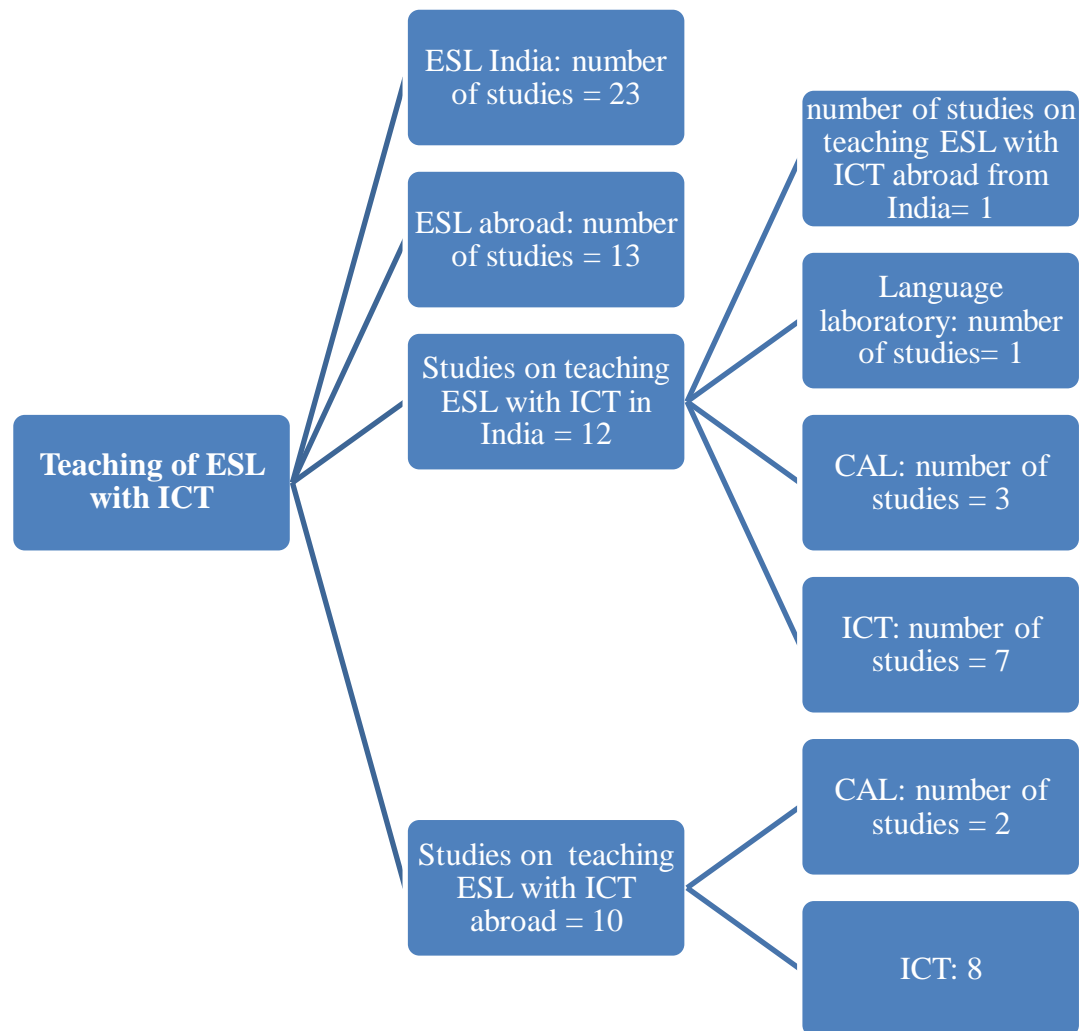
**Robinson and Zaitun (2006)** investigated the use of ICT resources to improve English teaching-learning process through the eyes of English teachers in Malaysia. The researchers also examined the barriers that English language teachers experience when integrating ICT, and their key discovery indicated that the usage of interactive classes accelerates the English teaching-learning process.

**Kiptalam and Rodrigues (2010)** investigated the accessibility and usage of ICTs in Kenyan secondary school. The findings indicated that incorporating ICT at secondary level education is becoming more ubiquitous. The majority of teachers use ICT in their classes as a means of communication and information retrieval. The percentage of teachers who use ICT is higher in educational institutions that have made an effective investment in ICT. The researcher has made recommendations for maximizing ICT use to improve educational outcomes.

**Amell (2012)** investigated the usage of ICT for the purpose of teaching English grammar: the perspectives and experiences of six English instructors in Sweden. The research's primary findings were as follows: (i) only one secondary school teacher was proficient in using ICT to teach English grammar. (ii) One primary school teacher utilized it; (iii) one high school teacher used it occasionally. (iv) One teacher did not use it at all, and (v) teachers who worked in schools that did not supply laptops for their students occasionally used computers. As a result of these findings, the researcher was unable to fully accomplish the researcher's objective, as not all of the six selected teachers employed ICT in their classrooms. The researcher concluded that, even though ICT is becoming increasingly prevalent in Swedish schools, it will require more time for English teachers before they could naturally include ICT into their grammar instruction.

**Hadi and Zeinab (2012)** investigated the obstacles and barriers of integrating ICT into language instruction. The study's primary objective was to ascertain high school English teachers' perspectives of the reasons that discourage them from using ICT in the classroom. The response analysis revealed that teachers are unable to utilize ICT in teaching leading to a shortage of technical support in schools and poor accessibility to the Internet and ICT tools. Additionally, teachers' inability to integrate ICT into the curriculum was harmed by a lack of class time.

## 2.5 Flow Chart of the Reviewed Studies



## **2.6 Discussion based on Reviewed Literature**

Here, the researcher has discussed the existing situation of teaching ESL with ICT in India and abroad from the year 1982 to 2013 to locate the gap in the area of teaching ESL with ICT at Secondary level schools in Gujarat in India before 2013.

### **2.6.1 Discussion based on the Studies Related to Teaching ESL in India**

According to Thomas (1982), English has been a mandatory subject in the Indian educational curriculum since the colonial era.

According to Singh & Satsangi (2001), students enrolled in an innovative approach of schooling outperformed students enrolled in the old system in all three language skills except in Listening.

Both Emanuel (2012) and Macwan (2013) investigated the effectiveness of activity-based sets to teach English communicative skills in Gujarati medium schools for students in class VIII. They found that students' ability to communicate in English improved as a result of these efforts. Similarly, Vanbhatte (2003) observed that students' communicative skills increased when an enabling atmosphere for English speaking was created. It was found by Valliammai (2012) in Tamil Nadu that the interactive technique of learning English is more effective compared to the traditional method at improving one's ability to communicate effectively.

According to Soumini (1984), creating learner-centered solutions increases students' interest in language components and hence aids in the development of language abilities. Similarly, Apparaj (1990), Mathew (2001), Parthiban (2011), and Varghese (2013) demonstrated that learner-centered teaching strategies that place a premium on listening comprehension assist students in developing listening proficiency in the English language.

According to Dholakia (1986), Shermila (1999), and Kumar, Agarwal, and Sharma (2013), students can surely increase their reading comprehension performance if they are given different text forms during the academic years.



According to studies on English language writing skills (Sharma, 1989), even if students have a low level of written English, a communicative curriculum that meets their requirements can foster a positive attitude toward learning to write. Harakara (1996), Paliwali (1996), Jeyakumar and Sebastian (2003), and Nambiar (2006) have all demonstrated that adopting a method or intervention program to enhance students' writing skills in the English can be beneficial.

Hence, above discussion based on reviewed literature related to teaching ESL in India strongly indicates that innovative approaches strengthen the communicative skills among the students compared to that of traditional approach in teaching ESL.

### **2.6.2 Discussion based on the Studies related to Teaching ESL Abroad**

According to Ishler (2010), learners confront listening barriers when they cannot comprehend the texts due to their inability to employ their default language learning procedures. Additionally, Griffiths (2003) discovered an association between language learning styles and expertise. Likewise, it was discovered that students who achieved the highest progress increased their use of language learning tools. Custar (2011), on the other hand, showed that there is a favorable correlation between academic accomplishment and English listening proficiency.

Asraf & Ahmad (2003) and Kayla (2007) discovered that prolonged reading helps students succeed academically. Rickenbacker (2011) and Eduardo et al. (2010) discovered that educators could increase students' reading skills and love of reading by implementing effective tools and resources such as intervention programs or easy-to-follow reading steps during the teaching-learning process.

Marje (2003), Abd El Fattah Torky (2006), and English (2009) found that extensive exposure to 'real' language aids learners in developing the sub-skills of speaking. Ezzedine (2011) insisted to use visual literacy to elicit more positive responses from the ESL learners.

Thus, the preceding discussion, based on reviewed literature on teaching ESL abroad, specifies that extensive exposure to the authentic English language will assist learners in

developing an interest in the language in general and in particular in developing the sub-skills of four language skills.

### **2.6.3 Discussion based on the studies related to teaching ESL with ICT in India**

Prior to 2000, researchers concentrated on the impact of implementing Computer Assisted Language (CAL) learning programs. Das (1998) and Zyoud (1999) discovered that CAL was an effective personalized instructional tool for English instruction.

The researchers investigated designing a technique for boosting students' English speaking skills using the Language Laboratory and discovered that it was effective in terms of improving students' ability to speak (Kothiwala, 2004).

As time passes, academics began examining the impact of information technology (IT) on ESL teaching. Yadav (2004) demonstrated a considerable increase in student performance by implementing his IT-enabled educational package. Rathod (2005) discovered a similar effect when teaching English Grammar to students of Gujarati medium schools using his IT-based instructional program.

Prior to 2013, most research on ESL teaching with ICT in India focused on ICT awareness, attitude, and factors affecting ICT adoption among English language teachers. Shah (2005) and Hashemi (2013) demonstrated that junior and senior secondary school teachers lacked awareness of computers, internet, and other ICT components, resulting in low ICT resource utilisation by secondary and higher secondary school teachers. Similarly, Rekha (2007) discovered that a sizable proportion of teachers (90 percent) expressed a willingness to use ICT in the future if given the required training and support. Gamit (2012) discovered, however, that English language teachers were employing audio-visual aids without problem in their language classrooms. Additionally, Narasimham (2013) found that the English teachers were generally positive about using ICT.

Hiradhar's (2012) study marked a milestone in ESL education with ICT in India. The study found that the technology-enabled language enhancement program helped ESL

students improve their written communication skills overall and in specific areas. The complete writing program was delivered online using an e-learning platform.

Thus, the preceding discussion, based on a literature review on the effects of ICT on teaching ESL in India, revealed that researchers initially sought to ascertain the influence of deploying CAL learning programs on teaching language skills to ESL students. After 2000, researchers shifted their focus to ICT and studied ICT awareness, attitude, and factors affecting ICT adoption among English language teachers. Only a few researchers have attempted to implement ICT tools in their language classrooms and found them effective, such as Hiradhar (2012).

#### **2.6.4 Discussion based on the studies related to teaching ESL with ICT abroad**

Gruba (1999) investigated the impact of digital video media in second language listening comprehension and discovered that visual material serves as a crucial resource for students whose attention shifts from primary to secondary key topics while listening.

Nutta (2000) discovered that using computers to teach ESL grammar can be an effective strategy. Lyson (2002) and Cooks (2002) conducted research on the efficacy of computer technology on students' writing competency and discovered that computer technology could help students improve their writing ability, and develop a positive attitude toward writing.

Al-Rajhi (2004), Cavas and Karaoglan et al. (2004) discovered that ICT had a favourable effect on the acquisition of English writing skills and science, respectively. In contrast, Robinson & Zaitun (2006), Kiptalam & Rodrigues (2010), and Hadi & Zeinab (2012) examined the obstacles and difficulties in the application of ICT in the English language classroom. Amell (2012) discovered that ICT in English Grammar teaching is still uncommon in Swedish schools. It would take time to become a natural choice for English instructors to incorporate it into their grammar teaching process. Thus, incorporating ICT into the teaching process of ESL in foreign countries was novel, and ESL teachers in foreign countries were likewise hesitant to include ICT in their classrooms prior to 2013.

Thus, based on a literature study on the effects of ICT on teaching ESL abroad, the preceding discussion demonstrated that several teachers found its effectiveness in the language classroom. In contrast, some researchers discovered that incorporating ICT into their teaching processes would take long before it becomes natural. On the other side, many researchers discovered obstacles that hinder them from incorporating ICT into their classrooms.

## **2.7 Implications of the Findings of the Reviewed Literature**

Based on the above mentioned discussion in 2.6.1, 2.6.2, 2.6.3, and 2.6.4, the following implications are drawn for the present study.

To begin with, 2.6.3 and 2.6.4 demonstrate that incorporating ICT into ESL instruction was a novel concept in India and abroad prior to 2013. At the time, most researchers were conducting studies to ascertain teachers' awareness and perceptions of ICT usage in their ESL classrooms in India and abroad.

Das (1998), Zyoud (1999), Yadav (2004), and Rathod (2005) discovered that Computer Assisted English Language (CAL) Teaching Programs can be an effective method of teaching ESL in India. Similar findings were found in abroad studies on CAL, as discussed in 2.6.4; Cooks (2000), Nutta (2002), and Lyson (2002) indicating that computer-assisted English language (CAL) programs can improve the teaching-learning process and foster a positive attitude toward learning.

According to the discussion in 2.6.4, only a few studies, Cooks (2002), Al-Rajhi (2004), Cavas and Karaoglan et al. (2004), were found abroad that demonstrated the efficacy of implementing ICT tools in teaching ESL. In contrast, Robinson & Zaitun (2006), Kiptalam & Rodrigues (2010), Amell (2012), and Hadi & Zeinab (2012) discovered that there was insufficient technical support at schools, and these impediments prevented teachers from incorporating ICT into their classrooms.

Hiradhar (2012) examined the efficacy of various teaching approaches for teaching ESL using ICT in India. He had delivered his complete writing program through the use of the e-learning platform WebCT Campus Edition 8 from India to Lingnan University in Hong

Kong and found the effectiveness of the program in developing ESL students' written communication skills at the university level.

However, Shah (2005), Rekha (2007), and Hashemi (2013) discovered that secondary and higher secondary school teachers had a limited level of awareness of the components of ICT, resulting in a low level of use of ICT tools in their classrooms.

Prior to 2013, there were few studies on ESL teaching in Gujarati schools utilizing ICT-based methodologies, including a communicative approach. Dholakia (1986) examined the efficacy of numerous ways for increasing reading skills and discovered that a guided reading program benefited learners in improving their reading comprehension. Patel (2011) discovered that students had an average level of English proficiency. Emanuel (2012) and Macwan (2013) developed activity-based English language instruction packages to help learners enhance their communicative ability in the English language. Kothiwala (2004) developed a strategy for improving English speaking skills through the Language Laboratory. Further, Yadav (2004) and Rathod (2005) investigated the implementation of ICT in teaching English Grammar in Gujarat and discovered the effectiveness of ICT in their classroom. However, the researcher discovered a dearth of studies on implementing ICT-based ESL teaching in India in or before 2013.

It is evident that not enough research has been undertaken in Gujarat on ICT-based ESL teaching. Thus, the discussion above, based on reviewed literature in India and abroad, enabled the researcher to identify a gap in research on ESL in Gujarat (till 2013) such as no study has taken place to investigate the effectiveness of ICT based teaching on developing writing skills of ESL students at secondary school level in Gujarat, to investigate the efficacy of ICT based English grammar teaching strategy in Gujarati medium schools at secondary level, to develop a strategy for enhancing English speaking skills of ESL students through ICT at secondary school level or to investigate the efficacy of developing ICT based instruction to enhance listening comprehension of ESL pupils at secondary school level in Gujarat. This analysis prompted her to conduct a study titled "Developing an ICT-based strategy for teaching English as a Second Language at the secondary school level in Gujarat in India."