CHAPTER 2
LITERATURE REVIEW

2.1 Technology Enhanced Language Learning (TELL)

Technology-Enhanced Language Learning (TELL) is the study of applications of the technology in language teaching and learning. The main aim of TELL is to find ways for using technology for the purpose of teaching and learning the language. In other words, TELL is the use of technologies that improve and facilitate educational learning. It has taken the objectives of modern approaches to language teaching, including communicative language teaching, task-based learning, a process approaches to writing and training in language learning strategies in increasing student autonomy and control over the language learning process (Warschauer, Torbee & Roberts, 1996). Thus, teachers are expected to integrate technology into online classrooms to engage students who are considered digital-natives.

One of the main goals of every language organization and institution is to make language teaching and learning more flexible and to make students' learning more individual and autonomous. To achieve this goal, they try to use technology such as computers, cell phones, etc. to solve the constraints of time, space, and conditions in learning. The implementation of technological resources is directly related to the way teachers perceive their use and function (Yunus, 2007). Shadiev and Yang (2020) also state that the rapid advances in technology in recent years have provided opportunities for teachers to use technology for language learning. The use of technology in the context of online classrooms is no less effective than traditional classroom learning. Ghanizadeh, Razavi, and Jahedizadeh (2014) reviewed articles on TELL published between 2004 and 2014, to explore the effectiveness of using technology in enhancing language learning. Ghanizadeh et al. (2014) found that technology is used in almost all areas of language education. Technology is useful in improving the quality of input, making communication authentic, and providing relevant and timely feedback. Ghanizadeh et al. (2014) suggested that technology can support the development of all language skills (for

example listening, writing, reading, speaking, grammar, and vocabulary). It was also found that the learning environment that was created by utilizing technology was pleasant for students' language learning. Hence, the use of technology has become almost ubiquitous for language learning. New technologies (e.g., virtual reality, augmented reality, or wearable technology) are being detected and are increasingly available (Shadiev, Sun, & Huang, 2019). In addition, emerging technologies (e.g., cloud computing, computational thinking, natural language processing, etc.) are increasingly mature and have great promise for use in language learning and teaching. Studies have shown that technology can improve the learning performance of language learners, increase motivation to learn and provide them with a more efficient way to learn a language.

2.2 Online English Language Teaching in Senior High School

Online English language teaching has continued to increase in popularity over the last decade with the growth of the internet and the development of computers at home and in educational settings. Teaching online English has its own way of getting students involved especially in senior high school. There needs to be an interesting technique in teaching online English activities. The implementation of the technique actually takes place in online classroom. These are particularly tricks, strategies or inventions that are used to solve problems while online English teaching is running. One of the delivery techniques in online English teaching is using e-learning (Priyanto, 2008). E-learning system is also commonly known as Learning Management Systems (LMS). LMS is a software system that virtualizes teaching and learning processes such as Goggle Classroom and LMS from the school itself. In addition, the WhatsApp application is the most chosen social media for online English teaching.

While the idea of distance language learning is not a new phenomenon, rapid developments in communication technology have increased the demand for online language learning that involves learner connections, asynchronous, synchronous, and autonomous learning. With autonomy, learners achieve their learning goals in a way that best suits individual learning needs and current language levels with little reliance on external instruction (Doğan & Miric, 2017).

The autonomy of students plays a role in changing the behavior of students positively in learning activities in long-term development (Nunan, 1995).

Previous studies exploring the necessary skills an effective online language teacher should possess are widely available with regards to non-language-related as well as language-related online courses. Easton's (2003) study of skills required by distance learning instructors shows the need for online instructors to have a paradigm shift in instructional space and time perceptions, virtual management techniques and how to engage students through virtual communication in addition to the communication skills already required for general effective classroom teaching. In addition, Hampel and Stickler (2005) noted that online language teachers need not only different skills from traditional language teachers in face-to-face classrooms, but also different skills from online teachers of other subjects. The lack of non-verbal cues in audio conferencing, for example, can be very challenging for online language teachers. Obviously, English teacher preparation needs to be improved if we are to be prepared for a new generation of language teachers to teach in an online environment.

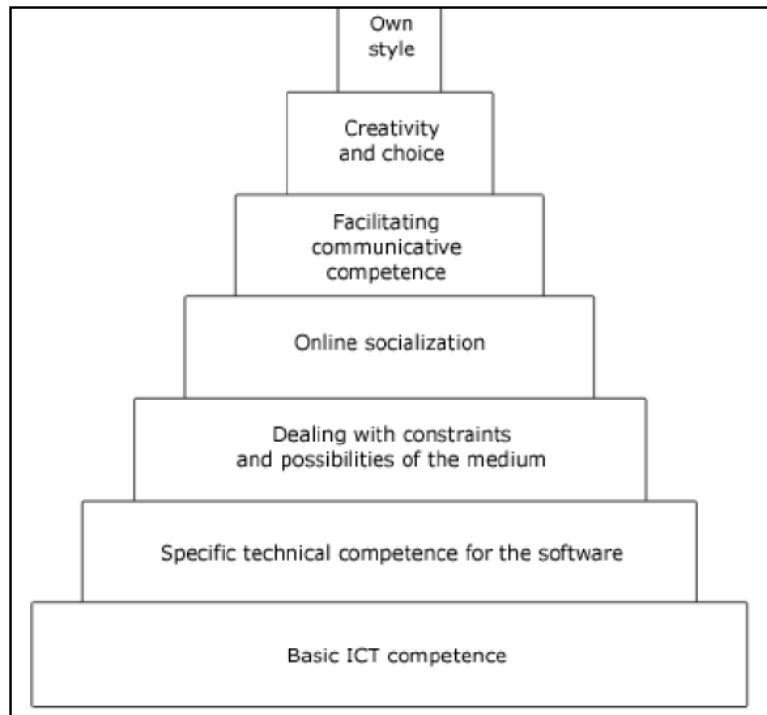## 2.3 Technological Pedagogical Content Knowledge (TPACK)

The advent of digital technology has dramatically changed routines and practices in most areas of human work. Making this connection between technology and education can change the framework between students achieving conceptual understanding. Mishra and Koehler (2006) claim that teaching is a very complex activity that relies on many types of knowledge. There are clearly many knowledge systems that are fundamental to teaching, including knowledge of student thinking and learning, and knowledge of subject matter. This framework is about achieving a middle ground between three components: content knowledge, pedagogy, and technology. Mishra and Koehler (2006) introducing the idea that pedagogical content knowledge is essential for education. They further developed the idea that teaching requires an understanding of how technology relates to a teacher's pedagogy and content knowledge. Koehler and Mishra (2008) suggest that the essence of good teaching with technology is content, pedagogy, and technology and the relationship between them. They

argued that the effectiveness of technology in education depends on the interactions between and among technology, pedagogy and content and that knowledge of these interactions explains the different levels of effectiveness in using technology in teaching. In an effort to propose a model of how technology can be used effectively in teaching, Mishra and Koehler (2006) argued that teaching with technology demands knowledge in technology, pedagogy and content to be taught. The emphasis they articulated was how the teacher can incorporate these constructs into their teaching. They put together the three constructs (technology, pedagogy and content knowledge) to form a framework known as Technological Pedagogical Content Knowledge. TPACK framework provides an effective framework for thinking about integrating technology through the provision of specialized knowledge related to the integration of technology into the learning environment (Polly & Brantley Dias, 2009).

2.4 Skills for Online Language Teaching

Chapelle and Hegelheimer (2004) emphasize the need to clarify the key competencies of language teachers in the 21st century to effectively and critically engage in technology-related teaching issues. Clarification of key competencies is essential for online language teacher training, since teaching language online requires skills that are different from traditional language teaching as well as teaching other subjects online. Hampel and Stickler (2005) proposed skills pyramid that serves as a clear basis for the more detailed and developed framework for online language teaching skills. The skills framework proposed by Hampel and Stickler (2005) refers to a set of skills that every online language teacher should have in order to be effective. Hampel and Stickler generally list skills and illustrate how they build on each other by presenting them in a pyramid (Figure 1).

Figure 1. Skills Pyramid (Hampel & Stickler, 2005)

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                    Own
                    style

                 Creativity
                 and choice

                Facilitating
               communicative
                 competence

             Online socialization

          Dealing with constraints
         and possibilities of the medium

     Specific technical competence for the software

                Basic ICT competence
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a. Basic ICT competence

The first level of skills for an online tutor relates to technological skills. This includes the ability to deal with basic equipment such as a keyboard, mouse, soundcards, and headsets, as well as familiarity with common problems with ISP connections, firewall, internet browsers, plug-ins, etc. Chapelle and Hegelheimer (2004) added that the ability to troubleshoot basic browser problems was also important since most information is accessed through a browser interface. The competence to use networked computers and the familiarity with basic applications are skills that have become prerequisites for effective online language teaching (Hampel & Sticker, 2005) and the general twenty-first century language teacher (Chapelle & Hegelheimer, 2004). These skills are often taken for granted and commonly left to the teachers to learn on their own, especially since there is a limited amount of time to cover everything else.

b. Specific technical competence for the software

The second level of skill is to use specific software applications to teach languages online. Online teachers need to know a range of applications, from course management software (CMS) to applications that specifically facilitate CALL activities and provide students with a range of communication opportunities. Chapelle and Hegelheimer (2004) specifically noted the importance of knowing how to use communication tools such as 'chat rooms, bulletin boards, e-mail, and electronic mailing lists' to support the learners' communicative competence through computer-mediated technologies in the area of language learning. However, knowing how to use the specific software applications is not enough.

c. Dealing with the constraints and possibilities of the medium

The third level of skills requires the online language teacher to understand the affordances and constraints of the specific applications. For instance, free software is plentiful but each has its strengths and drawbacks. For example of free synchronous chat software, can be downloaded in different languages such as Arabic, Swedish, Dutch, French, Chinese and Spanish (Compton, 2004). This is an extremely useful communication tool for online language learning since it supports different language scripts.

d. Online socialization

The fourth level of skills relate to online socialisation. The quality of interpersonal interaction relies on the sense of community that has been established (Palloff & Pratt, 1999; Salmon, 2003). A sense of trust is particularly relevant in beginners' language courses because learners often feel very insecure and unable to express themselves. Hampel and Stickler (2005) believed that extra care should be taken to foster positive online socialisation and community so learners will not be afraid to be active participants.

e. Facilitating communicative competence

The fifth level of skills requires the online instructor to be an effective facilitator of communicative competence. This skill builds upon the successful socialisation of students and the promotion of social cohesion: Hampel and Stickler (2005) noted that meaningful communicative interaction 'would hardly take place in a classroom without social cohesion and would certainly not provide successful practice opportunities for communicative encounters'. They asserted that in communicative language teaching, interaction between participants is crucial and can be achieved in an online course through task design.

f. Creativity and choice

Creativity and choice are the sixth level of skills for online language tutors. Chapelle and Hegelheimer (2004) noted that 'searching, evaluating and repurposing of materials' are important web literacy skills that all twenty-first century teachers should have since the world wide web provides such a wide range of resources for teaching. For an online tutor, these skills are necessary to aid the selection of 'good, authentic language learning materials, and creativity in designing online activities with the communicative principles in mind' (Hampel & Stickler, 2005). Creativity is not only limited to the design of the materials but also with finding new uses for online tools.

g. Own style

The seventh and highest level of skills for online language teaching includes the ability to develop a 'personal teaching style, using the media and materials to their best advantage, forming a rapport with the students and using the resources creatively to promote active and communicative language learning' (Hampel & Stickler, 2005). In essence, this level of skills requires the online tutor to master all of the previous levels of skills listed in the pyramid.

To conclude, the framework proposes that in order to achieve higher level skill development (online socialization, facilitating

communicative competence, creativity and choice, and own style) the lower level skills (basic ICT competence, specific technical competence for the software, and dealing with the constraints and possibilities of the medium) should be mastered. The lower levels are required before higher level skills, the most wonderful creativity it would be useless if the tutor does not have the skills to connect with the students (Hampel & Stickler, 2005).