

CHAPTER 2

LITERATURE REVIEWS

The scope of literature reviews consists of the following topics.

2.1 Theoretical framework

2.1.1 Pedagogical concepts

2.1.2 Linguistic competence and communicative competence

2.1.3 Krashen's comprehensible-input hypothesis and CALL

2.1.4 Swain's comprehensible-output hypothesis(qtd. in Hinkel 471) and CALL

2.1.5 Computer-assisted instruction (CAI)

2.1.6 Computer-assisted language learning (CALL)

2.1.6.1 Definition

- Theory of computer-assisted language learning
Constructive learning theory (CLT)
- Constructive learning theory (CLT) and computer-
assisted language learning (CALL)

2.1.7 The English Discoveries program: an overview

2.1.8 Motivation in learning Intrinsic Motivation and Extrinsic Motivation

2.2 Previous studies relevant to the study

2.1 Theoretical framework

2.1.1 Pedagogical concepts

The guiding concepts for this study are based on the ESL pedagogical concepts of Zhenhui (1), that the relation between linguistic competence and communicative competence is important. At the foundation stage, linguistic competence is the spontaneous, flexible, and correct manipulation of the language system. Communicative competence involves principles of appropriateness and a readiness on the part of learners to use relevant strategies in coping with certain language situations. Linguistic competence, then, is the basis of communicative competence. Without linguistic competence, there is no communicative competence. But communicative competence does not automatically result from linguistic competence. Forms of classroom activities such as role playing, simulations, and real-life interactions should be used to provide as much practice as possible for learners to develop communicative competence while practicing linguistic competence. In other words, linguistic competence helps students acknowledge the structure of grammatical sentences from English written scripts, autoware dictionaries, native-speaker pronunciation audios and various interactive communicative activities that support communicative competence. This, in turn, will develop their speaking and listening skills to communicate with others when they have an opportunity for practicing speaking and listening with the help of computer-assisted language learning (CALL). In conclusion, Zhenhui reminded teachers to not only focus on linguistic competence but also emphasize communicative competence as both support each other. Linguistic and communicative competence can be built through learning activities so that students will recognize the language structure to produce and develop their communicative skills when speaking and understanding other people's utterances or messages in communication setting. Moreover, in order to elevate students' communicative competence, a variety of learning activities can be applied with the help of CALL to provide opportunities for students to practice speaking and listening in virtual communicative situation.

2.1.2 Linguistic competence and communicative competence

In Chomsky theoretical work (Spolsky 51), he chose to use the term linguistic competence to refer to the underlying knowledge of an idealized native speaker of a language that enabled him/her to distinguish grammatical from ungrammatical sentences of the language. Chomsky (qtd. in Karimnia and Izadparast 1) defines linguistic competence as an innate knowledge of rules rather than knowledge of items or relations. Linguistic competence focuses on ideal speakers and listeners in a speech community where they know the language properly and cannot be affected by other factors. However, he concludes that language is not a learned process, so it is misleading to teach or learn. However, Hymes (qtd. in Mason 1) views linguistic competence as a limitation in perspective concerning competence in grammar not competence in use. It is not only the control of the basic grammar of the sentence, but all the communicative skills a native speaker is required to develop as well. He points out the importance of independent utterances a speaker must know in order to be communicatively competent on a speech community and adds that even a child would be able to produce completely grammatical correct utterance even though sometimes it could be appropriately ungrammatical. Acar (2) concludes that linguistic competence as spoken of Chomsky is the characterization of language system and communicative competence from Hymes' theory will occur through educational practice. According to Canale and Swain (qtd. in Spolsky 52) communicative competence involves recognizing four distinct but related components: grammatical competence, sociolinguistic competence, discourse competence and strategic competence. Thus, in developing speaking and listening skills, linguistic and communicative competence is inevitable because students are required to possess knowledge of language so as to produce both linguistically correct and pragmatically proper speech.

In short, Chomsky views linguistic competence as knowledge of rules of grammar, while Hymes explains communicative competence as the combination of linguistic competence and rules for people to use in socially appropriate circumstances. He also recommends that second language learners develop both kinds of competence because not all correct grammatical sentences are appropriate for all social situations. Furthermore, Canale and Swain reorganize linguistic competence

and communicative competence into grammatical competence, sociolinguistic competence and strategic competence. Therefore, to enhance students' listening and speaking skills, the researcher will combine both linguistic and communication competence in their lessons so that they can both recognize the target language forms as well as functions and use them in their practice of listening and speaking. Accordingly, the researcher will apply CALL to present the target language for the students' practice and production in listening and speaking apart from their regular classroom activities in which linguistic competence is usually instructed.

2.1.3 Krashen's comprehensible-input hypothesis and CALL

Krashen (1-2) proposes the two important systems of second language performance: acquisition and learning. The acquisition system is a subconscious process like the one in which children naturally acquire their first language which requires meaningful interaction. It is natural communication in which speakers focus on their communicative act rather than their utterances. However, the learning system is a conscious process which requires formal instruction to produce conscious knowledge regarding language, such as grammar rules. Krashen believes the acquisition system which requires no extensive use of conscious grammatical rules nor is tedious drill more important than the learning system. It requires natural communication of meaningful interaction that speakers focus on the messages they are conveying and understanding rather than the correct form of language. Thus, in meaningful interaction, comprehensible input is the most important thing for the students as it provides low anxiety situations and conveys the real messages they want to communicate. This will allow them to speak when they are ready and improve naturally from supplying communicative and comprehensible input. In the real world of language communication, it will be very helpful if English language learners have an opportunity to have conversations with native speakers who use simple words to help them understand their conversation. In addition he holds that the main way second language learners acquire language is through exposure to a large amount of comprehensible input of the language, input which is at the 'i+1' level where 'i' represents current competency. If exposed to comprehensible input which "contains

forms a little beyond their current stage of development”, learners will acquire new linguistic forms as a result of this (Min, Yunxia and Zhuo 404).

Based on Stephen Krashen’s input hypothesis of language acquisition, the channels of language input in traditional classroom teaching fall into three types: teacher, teaching materials, and peer learners (45). However, the amount of language input from teachers is limited, so is that of students which involves frequently-made mistakes. It contrasts with input provided through CALL which offers opportunities for a variety of input for interaction, practice and production. Moreover, students can retrieve various resources of authentic materials with easy and rapid access. World Wide Web (WWW) gives students instant access to a wide range of authentic materials, from newspaper and magazine articles to radio broadcasts and informal chat-rooms, and also to materials prepared specially for learners, such as grammar, pronunciation and vocabulary exercises and tests. Apart from retrieving information from the Internet, learners can also create their own materials, such as projects, and share them with partner classmates or with the general public. This possibility also adds a great deal of interest as learners communicate with a real audience. Through the Internet, the cyber society has features that allow language students to listen and talk to others conveniently. Consequently, students tend to enjoy using chat programs (e.g. Camfrog video chat, Windows live messenger, Skype) through the Internet which they can communicate by means of listening and speaking with friends and/or foreigners all over the world.

To sum up, Krashen’s input hypothesis emphasizes that language learners acquire language better under a subconscious process in a low anxiety through extensive exposure of comprehensible input rather than a forcing-to-learn process. In the past, students in a classroom received different input depending on the teacher, certain teaching materials and peer learners. At the present time, however, CALL can significantly increase the input which provides learners with effective self-instructional tasks that allow them to master prerequisite skills and course content at a speed and a level of learning directed according to their own needs using a computer and a wide range of resources from the World Wide Web. Therefore, it is essential that students-especially low achievers use CALL for improving their language

abilities so that they could become active learners and develop their language skills through CALL technology.

2.1.4 Swain's comprehensible-output hypothesis (qtd. in Hinkel 471) and CALL

In Swain's view, the activity of producing the target language may enable the second language learner to realize some of their linguistic problems consciously, and arouse their attention to some new linguistic knowledge as well as consolidate their existing knowledge. In order to produce more comprehensible output, learners have to exert all the language resources they have previously acquired and cope with their lack of language knowledge by using all kinds of strategies. Such a process is called negotiation of meaning and its aim is to make output more comprehensible. Through the process of negotiation of meaning speakers can reach a clear understanding of each other while having a conversation. For example, speakers can use strategies such as asking for clarification, rephrasing, and confirming in the process of producing more comprehensible input to reach the goal of communication.

Nowadays, CALL, especially Computer-Mediated Communication (CMC) makes comprehensible-output possible for foreign language learners. The language used in computer-assisted discussion has been shown to be more lexically and syntactically complex than in face-to face discussion. Computer-mediated discussion seems to be a good vehicle for helping students pushes their language to greater levels of complexity. Printed transcripts of computer-mediated discussions can also be used later for grammatical analysis or lessons.

In conclusion, Swan believes language output is not a secondary skill. Swan's "output hypothesis" will enable students to realize their linguistic problems consciously and to arouse their attention to linguistic knowledge and their existing knowledge. While the production of speaking could be supported through CALL, whether CMC or printed transcript in order to help learners to notice their problem, output practice will be useful because learners need to modify their utterances for fluent and accurate production. For this reason, CALL can make more lexically and syntactically complex comprehensible-output become simple and possible for language learners to manage their own learning successfully.

In short, Krashen's input hypothesis does not preclude a role for the learners' output in assisting language learning. Nevertheless, from the input perspective, the role of the learners' output is usually seen as secondary and indirect whereas Swain doesn't agree with Krashen in treating comprehensible input as the only causative variable in second language acquisition, and suggests an output hypothesis as a complement.

2.1.5 Computer-assisted instruction (CAI)

CAI broadly refers to the body of computer software that is the digital equivalent of the programmed instruction packages. Computer is used as a tool to facilitate and improve instruction. This term is generically referred to computer application in several educational fields. The subject matter taught through CAI can range from basic math facts to more complex concepts in math, history, science, social studies, and language arts (Sharp 149).

In addition, teachers can use CAI to bring in websites and/or lessons that contain stored audio or video files, or that transmit live broadcasts for practicing speaking and listening skills. In order for the sound and pictures to play, the user's computer must contain special hardware and software that supports audio and video. CAI offers many types of audio, video clips or reading passages (e.g. radio and television programs, songs, interviews, advertisements, and movie trailers, stories, essays, poetry). As a consequence, language teachers can use CAI as resources of exercises for students' listening and speaking practice.

To sum up, CAI uses the programmed instruction packages of computer software which are useful for language instruction. CAI was introduced for language instruction before CALL. Although computer software is used in both CAI and CALL, CAI focuses on a teacher-centered approach while CALL is a learner-centered approach.

2.1.6 Computer-assisted language learning (CALL)

2.1.6.1 Definition

Computer-assisted language learning (CALL) was succinctly defined in a seminal work by Levy (1) as the search for and study of applications of

the computer in language teaching and learning. In addition, CALL embraces a wide range of ICT applications and approaches to teaching and learning foreign languages.

Suresh Kumar and Sreehari (qtd. in Babu 407) defined CALL as a form of computer-based learning which carries two important features: individualized learning and bidirectional learning. “It is a form of student-centered learning materials, which promote self-paced accelerated learning. CALL is an interactive method of instruction that helps learners achieve their goal of learning, at their own pace and ability”.

Routledge (12) stated that CALL is an intercontinental and interdisciplinary journal leading the field in all matters relating to language learning (L1 and L2), teaching and testing. The journal includes a multitude of disciplines and provides a means by which new and existing techniques can be discussed.

In summary, the field of CALL involves the use of a computer in the language learning process. CALL views that students should control their own learning according to their individual preferences and also promote their interactive learning style with a variety of learning environments. This will raise their self-esteem and their L2 knowledge will be improved. For this reason, effective language learning should support learners to practice and use CALL.

- Theory of computer-assisted language learning

Constructive learning theory (CLT)

Constructivism or constructive learning theory is a philosophy which focuses on logical and conceptual growth of learners. The principle of constructivism emphasizes the role of learners in creating experiences or connections in the learning atmosphere where learners are active in their own learning and knowledge construction (Teachnology 1).

Constructivism explains CALL in terms of listening and speaking growth because integrating CALL in classroom teaching adds updated and authentic materials to the lessons and encourages students to learn more actively and independently according to their own proficiency level. Students can choose the appropriate learning topics/lessons/themes and practice listening and speaking to develop their communicative skills. As a result, they will be able to construct their

language knowledge and listening and speaking skills for proper interaction and communicative competence.

According to constructivism, learning is a dynamic process in which an individual actively integrates new information with existing knowledge. This idea has its roots in Jean Piaget's theory of constructivist learning (qtd. in National research council 64). Constructivism suggests that people produce knowledge and form meaning based upon their experiences. Two of the key concepts within the constructivism learning theory which create the construction of an individual's new knowledge are accommodation and assimilation. Assimilating causes an individual to incorporate new experiences into the old experiences. This causes an individual to develop new outlooks, rethink what was once misunderstood, and evaluate what is important, ultimately altering their perceptions. Accommodation, on the other hand, is reframing the world and new experiences into the mental capacity already present. Individuals conceive a particular fashion in which the world operates. When things do not operate within that context, they must accommodate and reframe the expectations with the outcomes.

According to Piaget (Min, Yunxia and Zhou 402), knowledge is an active construction of the knowing subject, triggered by the quest for equilibrium, i.e. by the cognitive system's need for order and stability. In fact, a learner has to acquire knowledge through three mechanisms: assimilation, accommodation and equilibrium. Through the three mechanisms the learner will overcome the disequilibrium (new knowledge he/she did not know before) to arrive at equilibrium. More specifically, when a learner encounters a new experience (disequilibrium) he/she did not meet with before, first he will fit the new experience into an existing mental structure (schema), which is called assimilation; then he/she will revise the existing schema because of this new experience (accommodation); finally he/she will seek and reach the cognitive stability through assimilation and accommodation, which is called equilibrium.

In conclusion, constructivism describes how learning happens and how CALL is helpful in language learning. According to constructivism, learners construct knowledge and meaning from an interaction between their experiences and their ideas by means of assimilation or accommodation. In Piaget's view, learners are

active thinkers, explorers, interpreters, questioners, and knowledge constructors. Because learners construct knowledge out of their experiences, teachers are encouraged to guide students to critically reflect on knowledge they acquire and to learn from doing. Constructivism is often associated with teaching approaches that promote active learning, or learning by doing. Therefore, to develop their communicative skills through learning by doing, students need to practice listening and speaking from various communicative settings. With the help of CALL, students will be able to assimilate and associate knowledge and skills according to their own learning pace.

- Constructive learning theory (CLT) and computer-assisted language learning (CALL)

When the learning theory has advanced to the stage of constructivism, CALL has also taken a new integrative form. Hypertext technology or hypermedia can immediately be accessed, usually by a mouse click or key press sequence. Apart from running text, hypertext may contain tables, images and other presentational devices, providing a number of advantages over the traditional media for language learning. First of all, a more authentic learning environment is created, since listening is combined with seeing just like in the real world. Secondly, skills are easily integrated, since with the help of many forms of media, reading, writing, speaking and listening are combined naturally in a single activity. Third, learners have a greater control over their learning, since they can not only progress at their own pace but even on their own individual path, going forward and backwards to different parts of the learning material, honing in on particular aspects and skipping other aspects altogether. Finally, a major advantage of this technology is that it facilitates communication and interaction on computer networks, which in turn help the language learners' construction of the target language system (Min, Yunxia and Zhou 403).

Normally in a regular speaking and listening academic session, a teacher can only teach according to the average level of the whole class. There are often slow students who fall behind. Using CALL, students can improve their communication skills by receiving and comprehending accurately not only from audio

information but also from video clips. Students can control their own learning by spending more time in exploring a dialogue/conversation session and/or practice speaking and listening after listening to native speaker audio as much as they wish.

In short, integrative CALL provides advantages for language learning. There is a more authentic learning environment where the four English skills are easily integrated, and learners have a greater control over their learning strategies in communication and interaction through learning activities which the CALL technology facilitates. It allows learners to learn in a modern environment in which they are free to construct a learning path to fit their needs and interests. Also, it presents them with all the tools they need for independent learning. To this end, hypertext technology combined with computer networks provides a technological solution easily available to most language learners for their constructive language learning. Therefore, this technology is essential for an ESL classroom.

2.1.7 The English Discoveries program: an overview

The English Discoveries is a language courseware. The program is firmly based on constructivist principles of instructional design. It provides a variety of learning environments to accommodate different learning styles. The English discoveries also allow students to work on content according to their own preferences and proficiency levels. In addition, students will be exposed to realistic language situations through listening to authentic dialogues, telephone calls, radio programs and video clips.

The English Discoveries program offers students development on all four skills. The program consists of four main groups of disc: Let's Start, Basic1-3, Intermediate1-3, and Advanced1-3.

To illustrate, the content of the disc for lower basic students is as follows:

1. Grammar: Be, Present Simple, Present Progressive, Nouns, Articles, There is/ There are, This/That/These/Those, and Pronouns
2. Vocabulary: First Date, Trouble!, At the Store, Everyday Life, Having Guests, Foreign Food, Around the World, In the City, Apartment Living, and Daytime TV

3. Writing: An informal letter
4. Reading: Advertisements, Stories, Articles, and Postcards
5. Speaking: Situations in Street, Hotel, Restaurant, and Office
6. Listening: Radio Program, Answering Machine Messages, and TV Program (Goldenberg 14)

The specific listening comprehension skills addressed in English Discoveries include listening for main and supporting ideas for culturally specific information, guessing from contextual and phonological clues, listening to identify attitude, bias and the intentions of a speaker and listening to recognize Language functions. In the speaking section, students can respond to native speakers' conversations. They can play, replay, and compare the models' answers to their own recorded voices. They can do this without the feelings of self-consciousness or embarrassment in front of others which often accompany these activities in the regular classroom. The program claims that one of its greatest strengths is helping students develop their pronunciation skill. The computer, unlike a real live teacher, never gets tired of hearing a student repeating a word or a phrase, doing the same thing over and over. Furthermore, in English Discoveries, high-frequency speaking functions are presented through authentic conversational exchanges in real-life settings, such as street, home, shopping mall and workplace.

In summary, the English Discoveries brings new dimensions to English language learning. Its graphic interface is easy to use, and its multimedia format enables students to experience real-life situations and native language models because it is a well-organized collection of textual, audio and visual materials, presented in a package that simply eliminates the need for separated pieces of equipment like tape recorders, or video cassette recorders. English Discoveries consists of four major levels; Let's start, Basic1-3, Intermediate1-3, and Advanced1-3. It offers students skills-development tasks on vocabulary, grammar as well as reading, writing, listening and speaking. For listening and speaking sections, the program provides contextual and phonological clues which can allow students to practice individually. As a consequence, this program would be an effective tool for supplementing English lessons so that the students have an opportunity to practice their English skills individually to enhance their English skills, particularly in listening and speaking

skills for which there are rarely real situations for them to be exposed to for either practice or use.

Role play video clip on web blog

A blog is a type of website or part of a website. Blogs are usually maintained by an individual with regular entries of commentary, descriptions of events, or other material such as graphics or videos. Entries are commonly displayed in a reverse-chronological order. A blog can be private, as in most cases, or it can be for many purposes (Blood 1).

Besides, Shaohui and Lihua (1083) suggested that a blog can be used in educational fields for percolating information, providing abundant situations for study, raising students' media cultural levels, encouraging the dissimilar standpoints of the participants, providing the evaluation to the information and encouraging the students' participation and cooperation.

In brief, a blog is a website, where people write information on an ongoing basis. New items show up at the top so that visitors can read the updated information on the top continuously. After reading they may add their comments, photos/video clips and/or share their link with other users. Moreover, a blog can be adapted for second language learners to share their performance. It will involve the students practicing their English by connecting their learning activities onto the blog which serves as an on-line society in which modern children enjoy taking part. Consequently, the students will be motivated to perform their best before posting the clip on the blog. Therefore, the researcher could make use of a blog as a place where the students can work in group and produce their own conversation based on the content and function of each lesson by creating role play video clips and then uploading them on their blog of English class. That means the blog can be used in a combination of the English Discoveries program and completeness of the missing part of the language learning in the program. In other words, there seems to be no part of the English Discoveries program where the students can make their own language production after the language presentation and practice. Thus, the blog can be used as an online class where the students can present their own production in the form of a role play video clip as requested by the teacher.

2.1.8 Motivation in learning

Motivation refers to the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language. Motivation to learn a second language is seen as referring to the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity (Gardner 10). Similarly, while aptitude describes “the cognitive abilities that underlie successful L2 acquisition, motivation involves the attitudes and affective states that influence the degree of effort that learners make to learn an L2”, Ellis (52).

According to Gardner’s model (11), anyone who seeks to learn a second language recognizes the potential value of speaking a new language and must be motivated to learn the language for one of two reasons: instrumental purposes (e.g. to attend an American school or to obtain employment in order to support a family) or integrative purposes (e.g. to better understand American culture by reading novels in English of well known authors, or to attend films and lectures that focus on history, politics, or the arts). For learning a second language, the distinction between instrumental and integrative motivation is not always as clear-cut as originally proposed by Gardner.

Instrumental Motivation School says that the learners see the language or the language learning as a tool to achieve a certain goal. According to Ellis (53), this could be “to pass an examination, to get a better job, or to get a place at university.” She adds that this motivation “seems to be the major force determining success in L2 learning.” On the other hand, Integrative Motivation School describes the motivation of a L2-learner to integrate himself/herself in the target language group. In other words, an integrative motivated learner likes the target language group and probably even wants to be a part of it. Gardner (11) sees the integrative motivation as the most reliable predictive power behind L2 learning.

Briefly, Gardner categorized motivation in second language learning into two groups: instrumental motivation and integrative motivation. While instrumental motivation focuses on a more practical purpose to achieve a particular goal of learners driven by an external drive for a reward, integrative motivation seems to reflect an interest in integration with the group who speaks the language. To sum up, he

claimed that integrative motivation is more effective to push second language learners because with this motivation learners extend their efforts have wants and desires, make contributions, enjoy the learning activities, and experience reinforcement for success but never give up following dissatisfying failure. Hence, the teacher should set the teaching environment that activates students to increase their integrative motivation.

Intrinsic Motivation and Extrinsic Motivation

According to Maslow (47), motivation can be divided into intrinsic and extrinsic motivation. Motivators are anything that increases an individual's motivation. Things that are extrinsic motivators are external to the individual. Common extrinsic motivations are rewards like money and grades, coercion and threat of punishment. While intrinsic motivators are those that the individual gains internally, intrinsic motivators are thought to be the most effective form of motivation. It refers to motivation that is driven by an interest or enjoyment in the task itself, and exists within the individual rather than relying on any external pressure. If a student wants to learn then he/she will not rely upon external factors. Instrumental motivation, which is purely extrinsic, is where tasks are performed solely because of the consequences that are likely to ensue, e.g. for a reward or the avoidance of punishment.

To sum up, there are two types of motivation described by Maslow, intrinsic and extrinsic motivation. For intrinsic motivation, students learn because the task itself is interesting and does not require any external source of motivation. In this case, the task is not instrumental in obtaining any external reward. The locus of control is inside the person. The person's involvement in the task is spontaneous and the task itself acts as its own reward. On the other hand, in all situations that the locus of control is external to the person who is asked to undertake the activity; such situations characterize the kind of motivation which is extrinsic. He notes that intrinsic motivation is better for students because they will focus more and more on the learning action without bothering much about the outcome of the action. So, the studying task remains in the center of interest. That's the reason why students should practice with CALL which includes a combination of text, audio, still images,

animation, video, and interactivity content forms that will increase intrinsic motivation.

2.2 Previous studies relevant to the study

This section includes three main focuses; (1) Computer-assisted language learning (CALL) in ESL classrooms, (2) English listening and speaking teaching and (3) CALL in English listening and speaking teaching.

To begin with, in the past decades, CALL has been used as research projects in various ESL classrooms.

Potisompapwong (149) constructed and developed efficient CALL exercises that practice the pronunciation of problem sounds in English for Mathayomsuksa 2 students at Prapathomwittayalia School in Nakhon Pathom Province. Specifically, she applied songs and games included in the CALL program and then asked students to use ten of its exercises. After collecting data by using t-test of matched pairs to analyze the students' listening and pronunciation proficiencies and giving questionnaires to ask the students' opinions via CALL exercises, she had come to some findings that were helpful for improving the students listening and pronunciation abilities. Moreover, the students were reasonably excited by the use of it in their learning.

In her study, *The effects of Formal and Conversational Thai Explanations in Grammatical Computer-assisted Language Learning(CALL) Packages on Students' Attitudes and Learning Outcomes*, Prapawadee, (30) investigated the ability of students in using two grammatical aspects after learning with a grammatical CALL package. The population was sixty students randomly assigned into two groups. The results showed that students showed positive attitudes towards both explanation styles and the abilities in using two grammatical aspects were not significantly different.

Phongnapharuk (71) compared student's English reading comprehension, the summary writing ability and self-directed learning before and after being taught through the metacognitive strategies via CALL. The target group was twenty-five Mathayom Suksa 6 students at Hangdong Rathrathupatham School in Chiang Mai Province. The population took the English reading comprehension test, the summary writing test and the self-directed learning questionnaire before and after being taught

through metacognitive strategies via CALL. The findings revealed that students' English reading comprehension, the summary writing ability and self-directed learning were increased at a good level.

In conclusion, quantitative research has been conducted on CALL using different approaches: songs and games based on CALL exercises, formal and conversational Thai explanation of CALL packages, and metacognitive strategies. CALL has also been applied in various areas of English: pronunciation, grammar, reading and writing. The previous research suggests that a quantitative research using a t-test to measure the increasing listening and speaking abilities of the students would be a better design for the researcher's study on CALL at Samakkhi-withayakhom School.

In addition, there are some researchers studying about English listening and speaking teaching as follows.

In her study, *The effects of Drama Activity on Listening and Speaking Skills in English for Career1*, Prasertsoontorn (36), studied the effectiveness of drama activity for listening and speaking skills of fifty-six first year management student Rajamangala Institute of Technology Northern Campus Chiang Mai Province. The researcher compared pre-test and post-test and found that the listening and speaking skills of the population taught through drama activity was higher.

Pato (123) compared the listening and speaking English achievement of using communicative activities versus teaching English according to the teacher's manual and surveyed students' opinions toward teaching according to the communicative activities focused on listening and speaking skills. The population was one hundred Mathayom Suksa 4 students in science and mathematics program at Princess Chulabhorn's College, Pathumthani by sampling two classes to be the controlled and the experimental groups. The result was the English listening and speaking achievement of the experimental group was not significantly different from that of the controlled group. However, students had positive opinions toward communication activities in teaching listening and speaking.

In her study, *A Development of an English Teaching Activity Package for Promoting Mattayom Suksa 4 Students' Listening-Speaking English Skills though Commercial Advertiement*, Kornkleeb (75) developed English activity packages

focusing on task-based learning to promote listening and speaking skills. She found that the achievement of those students could reach the expected goal with 70% and their satisfaction levels towards the packages were high.

To sum up, researchers have used quantitative research for studying English listening and speaking teaching via communicative approach, teachers manual and task-based learning (e.g. commercial ads or drama activity). However, there is some research that could not reach the expected goal of increasing the students' listening and speaking skills. For this reason, the researcher is interested in investigating the effectiveness of CALL for enhancing the English listening and speaking abilities of the students.

Apart from the previous CALL and English listening-speaking teaching mentioned above, some researchers focused their research on CALL in English listening and speaking teaching.

Rak-aree's study (58) used a multimedia instructional package to develop Vocational English listening-speaking skills among vocational students in Lampoon Province. The subjects were 21 first year diploma in vocational education students majoring in Auto Mechanic, Electrical Power and Electronic. She used the multimedia instructional package and the English listening-speaking skills test. After collecting data, she had come to some findings that the students were interested and enthusiasm in learning and teaching activities. Furthermore, the significant post-test score of English listening-speaking skills was higher than the pre-test.

A study by Amal Ibrahim Othman (42) used a CALL program, Learn to Speak English Deluxe 9, to develop the listening and speaking skills of thirty-three female students of first-year classes at Onaizah College of Health Sciences Kingdom of Saudi Arabia. He divided the population into two groups; the control group studied through a conventional method of learning whereas the experimental groups used the CALL program. The researcher's tools used for collecting data were pre-test and post-test for listening and speaking skills and attitude questionnaire. The result revealed that both groups made improvement on their scores but the increase was at a close level. However, the experimental group made more of an increase than the control group on the overall score.

In her study, *The Use of Computer-assisted Instruction (CAI) to Improve Students' English Listening and Speaking Ability*, Boonkhong (41) investigated the effects of using CAI and explored the students' reactions and attitudes to the CAI for improving listening and speaking skills. The subjects were six Mathayom Suksa 2 students at Angsila School, Ubon Ratchathani Province. The researcher used CAI program, pre-test and post-test of listening and speaking test and attitude test. The researcher found that the use of CAI program was effective in improving students' listening and speaking ability, students' reactions with enthusiasm, participation, and satisfaction were at a very high level and they had positive attitudes toward the use of the CAI program.

To sum up, a good deal of research has been conducted on English listening and speaking teaching based on CALL using different programs: multimedia instructional package, Learn to Speak English Deluxe 9, CAI program. Likewise, this study will focus on English listening and speaking teaching via CALL using a Discovery Program combined with assignments on a weblog for the students to perform their own production thus enhancing their English listening and speaking abilities. By applying some selective learning activities from the English Discoveries Program and assigning different role plays for the students to perform their creative production on the weblog after practicing the target situations and functions, the researcher believes that the combination will be an effective adjustment as it is adapted from the strength and weakness of the previous studies mentioned above.