

CHAPTER TWO

REVIEW OF LITERATURE

This chapter reviews the literature in related theories, concepts, and previous literature. A summary of the tens items are listed as follows:

- 2.1 The Roles of Tutorial Schools in Preparing for Admission to the University
- 2.2 Multimedia Learning in Second Language Acquisition
- 2.3 The Definition of Multimedia
- 2.4 Integrationist Model in the Second Language Acquisition Process
- 2.5 Motivation
- 2.6 Multimedia Principle
- 2.7 Interests of the Students
- 2.8 Roles of Technology in E-Learning
- 2.9 Multimedia Learning in E-Courses
- 2.10 Related studies and previous studies

2.1 THE ROLES OF TUTORIAL SCHOOLS IN PREPARTING STUDENTS FOR ADMISSION TO THE UNIVERSITY

“Admission is fair in terms of regulation but it is not fair in terms of society because whether the students can enter in the university or not depends on the academic and tutorial opportunity.” ประวิทย์ ทองรอด (สัมภาษณ์, 10 มกราคม 2548). Tutorial schools play an important role in Thailand along with the significance of education in Thailand. Thai society appreciates the person who passes the Admission and enters a famous university. (Nittaya Wongasit, 2003). The research of Nittaya contended that Backwash effects, which are a phenomenon of the people crowding from poorer areas to more central regions, occur when students going to tutorial schools in the central are just for the techniques for admission tests. Finally, some students cannot achieve what the school teachers have taught because they lack long-term memory, which is related to the cognitive process in language learning.

According to the study of จีรพร ศรีวัฒนานุกุลกิจ และ นงลักษณ์ เขียนงาม (2544) reviewed that in Thailand, not many high school students believed that the tutorial programs will help them pass the Admission test. (Table 1 and Table 2)

Table 1 Attitude of Students towards the Roles of Intensive Tutorial Programs in Helping Students to Prepare for the Entrance Examination

Opinion	Percentages (N)
Strongly Agree that intensive programs help them for Entrance	3.8 (94)
Agree that intensive programs help them for Entrance	26.3 (657)
Neutral	48.2 (1,207)
Disagree that intensive programs help them for Entrance	18.2 (455)
Strongly disagree that intensive programs help them for Entrance	3.6 (89)

Note: Total surveyed: 2,502 students.

From the table 1, it shows that more than half of the students do not believe that the intensive tutorial program plays a vital role in helping them prepare for the Entrance Exams.

Table 2 Attitude of Students towards the Roles of Tutorial Schools in Helping Students to Enter the University.

Opinion	Percentage (N)
Agree that tutorial schools help them to enter the university	38.6 (398)
Neutral	42.1 (434)
Disagree that tutorial schools help them to enter the university	19.2 (198)

Note: Total Surveyed 1,030 students

Although extra tuition is not the only way to help the students enter universities, the tutoring school industry is still growing rapidly in Thailand. About 300,000 students take the entrance examination each year. Of these, 30 per cent, or 90,000 students, take five tutoring courses a year. The trend of taking tutoring classes is increasingly popular among younger students. (Ekarin Bumroongpuk, 2008)

2.2 MULTIMEDIA LEARNING IN SECOND LANGUAGE ACQUISITION

In the past 40 years, the ways of teaching and learning English have changed a lot, reflecting the development of psychological theories and teaching and learning theories. According to Kern and Warchauer (2005), there are some interesting approaches in second-language learning and acquisition by multimedia:

2.2.1 The Structural Approach was introduced in the 20th century by focusing on the syntax and learning grammar.

2.2.2 The Cognitive Approach was used in the late 1950s and early 1960s by focusing on the mental learning. Noam Chomsky, (1957) proposed that language development was made easier by the cognitive structures not by the force of behavior.

2.2.3 The Constructivist Approach was introduced where the learning process was based on the comprehensible and natural input, making learners develop their language skill and set their own grammar (Krashen, 1982).

2.2.4 The Sociocognitive Approach emphasized communication and interaction by using language skill with the social context.

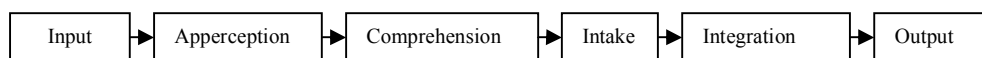
2.3 THE DEFINITION OF MULTIMEDIA

Multimedia is the use of words and pictures to present materials (Mayer, 2001). Words in multimedia can be presented by the printed material or spoken pattern. Pictures can be statistics, diagrams, graphs or video. Therefore, multimedia learning is the scene where a student studies the words and literature through a multimedia environment. Materials such as video, hyperlinks, advanced organizers, will stimulate their former knowledge and they will understand more. They can post their ideas through shared web boards with the readers all over the world.

2.4 INTEGRATIONIST MODEL IN THE SECOND-LANGUAGE ACQUISITION PROCESS

In the following Figure (3.1), Input contains language learning materials that the students are presented with. In the process of apperception the student will acknowledge the message and try to understand it. “Simple, elaborative, repetitive contents are needed to create interaction in studying. (Chappelle, 1997, Larsen – Freeman & Long, 1991). Grammar is sometimes not a key factor for language learning because a student can take in messages by their own observation in the integration process. Comprehensible output is the observable result such as the solution, ideas, vocabulary, symbols, etc. The process can be described to be the overall picture as the following (Figure 3):

Figure 3 Integrationist Model of Basic Components in the Second-Language Acquisition Process



2.5 MOTIVATION

Motivation has been widely accepted as playing a vital role in language learning. O’ Malley and Chamot (1990) state that the most significant part for learning of the students is motivation. Besides, findings show that success in second language learning is related to motivation

Brown (1987) defines motivation as an inner drive, impulse, emotion, or desire that moves one to a particular action. He added that the motivation could be global, situational, or task-oriented.

Gardner and Lambert’s study (Brown, 1987, p. 115) stated that there are two basic types of motivation as follows:

1. Instrumental motivation

This motivation is to obtain instrumental goals such as the career path, technical material understanding, and translation.

2. Integrative motivation

This refers to a force of second language learners to integrate themselves with the culture of L2 Group. It is present when the students would like to be part of target language society.

Lightbown and Spada (1995) exemplify the motivation in language learning that the positively motivated students practice second language either to socialize or to advance their career path. Additionally, the students having low internal motivation will get low learning achievement in language learning.

(Neuliep, 2000, pp. 22-23, quoted in Neuliep and McCrodskey's study) It proposed that the need to communicate internationally comes from the motivation of the speaker. They said anxiety motivation can make one avoid face-to-face and intercultural communication.

2.6 THE MULTIMEDIA PRINCIPLE

Multimedia Learning is the belief that one can learn better when from pictures are added, rather than from texts alone, (Mayer, 2001). However the effectiveness of learning from pictures added to text depends on the situations, especially whether the use of pictures is suitable for the students who have limited prior knowledge.

Clark et al. (2000) supported use of different media in learning; not using only one media. Whereas Mayor (1997) study stated that the efficiency in learning depends on how we use the media more than what type of media we use.

2.7 INTERESTS OF THE STUDENTS

2.4.1 The Uses and Gratification Theory

พีระ จิระโสภณ (2529) explained that people will use the media that serve their need. On the other hand, they will avoid media if they don't gratify their needs.

2.4.2 Social factors

สุจิตรา ศรีสุทธีวงศ์ (2544) mentioned that relations with other people lie at the heart of the adolescent experience. Since young people are concerned about making and keeping friends, they invest a great deal of energy in group social life in order to do that. Moreover, teens have the same interests as their friends in order to be

accepted. It is likely that many young people will follow the friends they trust or have faith in to adopt use of an e-learning system.

2.8 ROLES OF TECHNOLOGY IN E-LEARNING

Technology today helps to make the learning environment more lively, fun, interactive, and effective. There are a number of good reasons why applying computers can improve students' performance in studying. Below are some reasons to use computers in teaching (อุษณา วงศ์นาคพิขร, 2544).

2.8.1 Time reduction: It saves time to master other materials. Learning from interactive technologies encourages learners to understand their language problems because of visual presentation with audio explanation.

2.8.2 Tuition fee reduction: With the same program, the students worldwide can access study. The more students access Computer-Assisted Language Learning CALL programs, the more worthwhile the investment is.

2.8.3 Privacy: A student can ask his or her questions freely by using web board. He or she can get individual feedback, and the machine provides as the self-paced learning raises learner's motivation.

2.8.4 Retention increasing: The interactive technologies provide strong learning reinforcement and reduce stress. The computer based learning can refresh the students' learning.

2.8.5 Safety increasing: With interactive systems, learners avoid dangerous condition. These dangers might be in compulsory subjects in schools such as chemistry (chemistry explosion and burns) or social areas (drug and sexual transmitted diseases)

2.8.6 Motivation increasing: Some computer-assisted language learning will have graphics, sounds, animation, and annotation. All of these motivate learners to improve skill in English.

2.8.7 Access Increasing: Internet gives more equal chance to the students in effective education. Students can rural areas can take effective courses as students in central regions by internet.

2.8.8 Interactive learning enjoyment: The students can design their own course at a convenient time.

2.9 MULTIMEDIA LEARNING IN E-COURSES

According to Svetvov (2000), in the United States, the use of Internet is increasing; that is, nearly 90 percent of the universities with more than 10,000 students provide some patterns of distance learning. In the United States, in 2003, the private sector invested more than 60 billion dollars in e-learning because it was seen to cost saving and instructional time reducing.

As Clark (2003), New York, reports the things that make E-Learning unique are:

- Dual Modalities: Be able to communicate pictures and sounds.
- Movement: Be able to send visual communication by using animation or video method.
- Simulation: Be able to show the environment or the contextual clue of teaching as a real classroom that give response to the users.

2.10 RELATED STUDIES AND PREVIOUS STUDIES

E-learning is created for the learner-centered study. The lessons from the computer can be studied by the students in remote areas synchronously and asynchronously. The students can take an individual course for only by themselves or may collaborate in studying with other students through web boards or e-mail.

By synchronous and asynchronous methods of learning, e-learning can include a variety of instruction (Clark, 2000). In the study of Nittaya Wongasit (2003), it was stated that Thai high school students take courses in tutorial schools only to acquire the techniques for doing tests. This reason makes the students miss some important content from teachers and it doesn't result in the student's life long memory in language learning. Additionally, the study showed that most of the high school students attending tutorial programs were female (79.3 %), and in Matayom 5. The first reason that the students study with the tutorial schools is that they want to pass the entrance examination for university (37.3 %). There is a social factor: friends play

a vital role in convincing the students to take tutorial program (84.7%). And last, the students mostly applied for the tutorial courses by themselves. (82.7 percent)

In order to develop e-learning industry, high capacity computer-based learning should include the following requirements (Luciana, Romica, and Ion, 2005)

1. Accessibility: Be able to reach the students in remote areas.
2. Adaptability: Be flexible to be suitable for a student's needs.
3. Affordability: Be able to save time and cost for students.
4. Durability: Be able to cope with each mode of students' computer by not costly reshaping the programs.

Finally, Mayer, (2005) also showed that the learner-centered approach of technology helps human in better learning, not technology-centered approaches. It is important to create a learning system that is easy to access and not too complicated to learn rather than to think up a modern system that is too difficult to use for a student.