Kennedy, C. & Levy, M. (2008). L'italiano al telefonino: Using SMS to support beginners' language learning. European Association for Computer Assisted Language Learning, 315-330.

Mutlu, A. & Eroz-Tuga, B. (2013). The Role of Computer-Assisted Language Learning (CALL) in Promoting Learner Autonomy. *Eurasian Journal of Educational Research* , 107-122.

1.0   INTRODUCTION

Today's children think of information and communications technology (ICT) as something dear to them. The children today are very used to technology and they are said to have gone through the process of "normalisation" as mentioned by Bax (2000). The term "normalisation", according to Bax (2000) refers to the stage when a pedagogical technology such as a textbook or pen has become in effect invisible, so seamlessly it is employed in our everyday practice in the service of language learning. The statement above clearly emphasizes the use of information and communication technology among the children today. They use ICT to meet, play, date, and learn. It's an integral part of their social life.

Thus, the amalgamation of technology and education would certainly be a catalyst to further complete or achieve educational goals. The use of technology in language learning has always been debated since the introduction of Computer-Assisted Language Learning or CALL in 1980's (Warschauer, 2000). As mentioned by Warschauer (2000), CALL can be defined as a self-contented program application such as tutorials, drills, simulations, instructional games and even tests. Warschauer (2000) has also identified or derived another medium to engage students with language learning which is called as Network Based Language Learning or NBLL. NBLL is derived from CALL and it enables educators to actually teach the language with the use of computer connected to one another in either local or global networks.

2.0   SUMMARY OF ARTICLES

In the journal articles cited above, Kennedy and Levy (2008) have discussed about language learning through mobile technologies while Mutlu and Eroz-Tuga (2013) have critically discussed about the role of Computer-Assisted Language Learning (CALL) in promoting learner autonomy. Both these articles are related to the topic of computer-assisted language learning. In his research, Kennedy and Levy (2008) has discussed about the concept of mobile-assisted language learning where they have discussed about the usage of messages in learning new vocabularies. This is essential as the term itself is new to language learning. In the other hand, Mutlu and Eroz-Tuga has started the article by indicating the shifts that has occurred in the world of education where the researcher has discussed about the shift from a behaviorist pedagogy to a constructivist pedagogy over the years. Besides that, the researcher has also discussed emergence of Information and Communication Technology. Both the articles were intialised with context to the given titles. The titles gives an insight to the readers about the whole research.

2.1   Summary of Article 1

The first article, submitted by Kennedy and Levy (2008), was aimed to define the effectiveness of Short Short Message Service (SMS) messages to support language learning and vocabulary learning in particular, at beginners' level in Italian at an Australian university. The students were tested on their reactions to the use of SMS to send course-related material to them on a regular basis; and their preferences concerning the type and difficulty level of the message content. The research is a quantitative resaerch as a pre and post test result was recorded based on a mixture of multiple-choice questions and open questions for collecting free-format comments.

The first part of the research included questions on the students' use of mobile phones in general, any concerns they felt regarding our use of phones for teaching purposes, and their estimate of the number of messages per day it would be appropriate for us to send. The second part sought feedback on their experience of the messaging, including preferences for frequency, timing and message content, and on what they did with the messages. The messaging according

to the researchers, began in the middle of the semester, after the students had acquired some basic knowledge of Italian. The system used was the bulk, discounted SMS service of one of the major telecommunications providers in Australia, intended for business customers. The students were invited to opt in to the messaging trial, by either giving the researchers their mobile phone number or letting them know they wished to receive the messages by email. As presumed, the great majority of students enjoyed the experience overall and found the messages useful, especially vocabulary, grammar and course reminder messages. Clearly, the exact contribution made by the messaging to the students' development of language proficiency cannot be measured, given that this was only one element of their learning environment, in a course with five class contact hours per week.

2.2   Summary of Article 2

On the other hand, in the journal article written by Mutlu and Eroz-Tuga (2013), the aim of the study is to investigate the beliefs and attitudes of learners and teachers towards computers and inquiring whether computers and the Internet increase the achievement levels of learners or enhance students' awareness of other cultures. This research has a mixed method research design where the research instruments used were questionnaires, semi-structured interview, classroom observation, e-learning diaries and a five-week language learning strategy training through CALL. The participants for the particular research were forty-eight intermediate-level students at a private university in Ankara, Turkey. The students were divided into two groups namely the Strategy Training Group (STG) and the Non-Strategy Training Group (NSTG) where the students from STG received a five-week language learning strategy through CALL while the other participants followed the unversity's regular curriculum. The findings showed that the students from the STG group showed improvement in their usage of language learning strategies, had higher motivation, were more willing to take responsibility for their own learning and were engaged in extra-curricular study by means of CALL compared to the students in the NSTG.

3.0 CRITICAL REVIEW OF ARTICLES

Both these resaerchers have clearly acknowledged the emergence of Information and Communcation Technology (ICT) in the teaching and learning world. The researchers thus have discussed a very recent and valid topic where the use of technology is still new in the world of education. In one research done by Mutlu and Eroz-Tuga (2013), the use of Computer-Assisted Language Learning (CALL) software for the purpose of teaching and learning of language and preparing autonomy for students were studied. In the other hand, Kennedy and Levy (2008) has acknowledged the use of messaging services to help and foster learning among learners. Such technologies are now essential to cater the millennial who are born with innate knowledge on using the technology. As mentioned by Bax (2000), children nowadays do not have to be taught about using gadgets, but they would have the ability to do so by their own. Besides that, many learners nowadays tend to stray off from lessons as it is considered boring and tedious when it comes to learning through traditional pen and paper (Koleva, 2005). Thus, educators should find ways to try to make learning a fun and exciting event and as discussed by both the researchers stated above, the use of technology certainly solves this problem. This is also backed by Warschauer (2000), where he has mentioned that the use of technology could spur the motivation among children to learn especially the younger ones.

Besides that, the usage of technology in learning also prepares students to face the future. In this modern world, the future generation should be able to compete with other people all around the globe. Thus, it is important for educators to nurture children in the usage of such technology. As mentioned by Bax (2000), the use of technology is certain for every child to learn. Although it brings multiple negative affects towards children, teachers should opt to teach children reduce such negative affects and educate them how to use technology wisely rather than inhibiting them to use technology. However, the negative effects of technology outweigh the benefits of using technology in learning as technology has already implemented in many aspects of our lives, especially in younger generation, and will continue so (Ahmed & Nasser, 2015).

The research done by Kennedy and Levy (2008) certainly gives a massive impact on the educators. The use of SMS or Short Messaging Service clearly bring not only one positive effect

but has abundantly affected the students especially in terms of intrinsic motivation. As mentioned by Koleva (2005), intrinsic motivation is considered one of the main factors in failure to achieve educational goals. Thus, it is important for educators and policy creators to establish appropriate steps to acknoledge this problem. With technology we could definetely do so as experimented by Kennedy and Levy (2008). We agree with the findings and conclusions made by both the studies where they have stated that the incorporation of CALL and Mobile-Assisted Language Learning (MALL) clearly increases student motivation and encourages students to become more responsible. This is parallel to findings found on previous studies (Grenfell & Harris, 1999; Lin, 2014). The use of CALL would be able to attain the interest of the students now and make learning more fun.

Both articles possess their own strengths and weaknesses. The first article by Kennedy and Levy (2008) have several strengths which include the respondents of the study and the validity and clarity of the paper itself. As the study required the use of authentic Italian text, the researcher selected the students from the related course, which is Italian course, to help the researcher to conduct the experiment. Thus, the study provides valid result. The article is also valid and clear in its paper. The researcher writes the paper clearly which makes it easier for the readers even from the outside of the education circle, to understand and make sense of what the researcher trying to convey. For example, he elaborates clearly the annotations needed and used in this study such as the Italian definitions, English translation, pictures and videos.

Despite having its own strengths, this article also has its weakness, where the study is time-consuming. The study took place for seven months, in which in our opinion, it consumes a large amount of time. We are well aware that time costs money and energy; hence, if other researchers want to carry out similar study at their location, they need to plan carefully and reconsider as well as reconstruct the research plan. We believe that the researchers in this study have prepared a lot in planning and delegating the study to make sure that the research could be carried out to fulfill its objectives.

For the second article by Mutlu and Eroz-Tuga (2013), the strengths are also on the participants and another one is on its research design. For its participants, the study was

conducted with ample participants and the participants possess an intermediate level of English language. This is because the study includes all the students taught by the researcher in the university without neglecting any member in the class. Hence, the findings gathered would be rich. The participants also have an intermediate level of English language, which would help the researches to gain positive results in the study, in terms of the efficacy of the teaching method and the data collection process. Furthermore, this study has also chosen a good research design, in which they chose to use a mixed-method. A mixed method research design is where both quantitative qualitative data was recorded. According to Cresswell (2005), such research enables researchers to further discuss the data collected from the quantitative data with the data from the qualitative data. This would also help the triangulation of data, which makes the data strong and undebatable.

We have also analyzed the similarities and differences for both articles. For the similiraties, Both the articles have discussed on the usage of technology in the teaching and learning of a language. One article was explaining the use of SMS application for the teaching and learning, while another one was explaining on the applications of CALL in general. Both researches also yielded positive results where CALL was clearly supported. After reading and analyzing both papers, we understand that both researches strongly supported the use of computer assisted language learning as they enlist several benefits of using technology and explaining the practicality in applying CALL in they teaching and learning session. The only difference of both articles is on their research design. The first article used quantitative research while the second article used mixed-method research which involves both quantitative and qualitative approaches. Nonetheless, both articles have provide justifications for their choice of research designs.

4.0 CONCLUSION

We have read and critically reviewed two articles related to Computer Assisted Language Learning (CALL). Based on this review, we have found that the use of CALL is interesting and

practical to be implemented in today's classroom. Since the young generations in Malaysia nowadays are also exposed to the use of technology regardless of their socio-economy status, we believe that the implementation of CALL is also practical in Malaysian situation. Nonetheless, the use of SMS application may be outdated as the children nowadays used other social platform more, such as Twitter, Instagram, WeChat and WhatsApp. Perhaps the method from the study in the first article could be implemented with several modifications, using the current social platform in trend. To conclude, we agree and believe that CALL should be implemented in today's English language classroom.

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