

Pre-eminent tool for mediation is language. Vygotsky pays special attention to the role that language plays in cognitive development and in mediating the learning process. Acquiring language enables the learning to think in new ways by providing a cognitive tool for making sense of the world.

The notion of language as cognitive tools for mediation is one of the most profound insights of Vygotsky, an idea derived from the work of Engels. Engels posits that humans interact with the environment using material tools that mediate the interaction that occur. Through the interactions, both the environment and human are transformed. He extended this notion to include language not only speech but also writing and any other sign systems as a psychological tool that provides the mediation means by which higher psychological functions develop.¹²

Within the Vygotskian view, the teacher is critical. The teacher's role is very much brought into the foreground in sociocultural theory-hence its high visibility in education. The teacher is regarded as an active, communicative participant in the learning process. The teacher acts as a support to help students until the time comes when she/he is able to operate independently. The teacher can examine the individual student's edited papers and provide additional feedback as to how well the student is doing in learning new skills. Thus, a role of teacher is warranted, in helping learners overcome the gap between what they can do alone and what they can manage with the help of others. Finally key term of Vygotskian is a *microgenesis*, which refer to

¹² Mike Levy and Glenn Stockwell, *Call Dimensions Option and Issues in Computer Assisted Language Learning*, (New Jersey: Lawrence Erlbaum Associates, Inc, 2006), p. 116

local, contextual learning process that begins with children and continues with adults as a new concept, and further continues to be acquired through social/interactional means.

Sociocultural theory is responsible for the introduction of considerable number of new concepts. For example, CALL sets about identifying instances of *microgenesis*, as well as locating and examining collaborative episodes and the specificity of the computer as a mediational tool. Vygotsky's work has been made to support the following techniques and approach in language teaching and learning.

B. COMMUNICATIVE APPROACH

The communicative approach could be said to be the product of educators and linguists who had been dissatisfied with the audio lingual and grammar-translation methods of foreign language instruction. Educators and linguists view that students are not learning enough realistic, whole language. Students do not know how to communicate using appropriate social language, gestures, or expressions; in brief, they are at a loss to communicate in the culture of the language studied. Development of communicative-style teaching mushroomed in the 1970s; authentic language use and classroom exchanges where students engaged in real communication with one another become quite popular.

In the intervening years, the communicative approach has been adopted to the elementary, middle, secondary, and post-secondary levels. The underlying philosophy has spawned different teaching methods known under a variety of names, including

becoming active facilitators of their students' learning. The teacher sets up the exercise, but because the students' performance is the goal, the teacher must step back and observe, and sometimes acts as a referee or monitor. The teacher may select cooperative learning as a strategy. Working in collaborative groups, students are given maps, bus schedules, materials for collecting information about traffic issue and other materials they will need to fix the problem. The teacher's role is to ask challenging question, prompting the students continue their inquiry into ways to resolve the problem.

A classroom during a communicative activity is far from quiet, however. The students do most of the speaking, and frequently the scene of a classroom during a communicative exercise is active, with students leaving their seats to complete a task. Because of the increased responsibility to participate, students may find that they gain confidence in using the target language in general. Students are more responsible managers of their own learning.

Communicative approach is very useful to prepare students for independent learning. The students can learn information and acquire skills without the teacher's direct instruction. They can learn the information without direct intervention. The teachers prepare the self-directed study setting, using materials that have been selected and developed. The students will be able to work at their own pace and be able to repeat any of the materials if needed.

The teacher may find times most effective and efficient in which the students learn content before coming to class. The textbook is a good example of the type of

environment. Student can link electronic information to their papers and projects, making them “living” documents wired with hypertext buttons. Because of its ability to deliver information in any medium including print, video, and audio recordings of voice and music, the computer has become a boundless library. Students are able to communicate instantly with text, picture, voice, data, and two way audio/video, and the resulting interaction is changing the role of both students and teachers. Teachers can be separated geographically from their students, but students can learn from him/her and other students all over the world.

2. Pedagogical Elements and Approach in E-learning

Pedagogical elements are an attempt to define structures or units of educational material. For example, this could be a lesson, an assignment, a multiple choice question, a quiz, a discussion group or a case study. These units should be format independent, so although it may be in any of the following methods, pedagogical structures would not include a textbook, a web page, a video conference or Podcast.

When beginning to create E-Learning content, the pedagogical approaches need to be evaluated. Simple pedagogical approaches make it easy to create content, but lack flexibility, richness and downstream functionality. On the other hand, complex pedagogical approaches can be difficult to set up and slow to develop, though they have the potential to provide more engaging learning experiences for students. Somewhere between these extremes is an ideal pedagogy that allows a

3. The Internet

The internet is a world wide system for linking smaller networks together. It is a network of networks with a frequently changing collection of millions of computers network serving billions people around the world. Each individual on the internet can communicate with anyone else on the internet. Users can access any information, regardless of type of computer they have, because of standard protocol that allow all computer can communicate with each other. Most information is shared without charge expert for whatever access fee is required to maintain an account with internet service provider (ISP) such as America Online, Yahoo!, or any of the many of local or community ISPs. Many schools provide internet accounts to teacher and students at no charge.

Both telephone companies and television cable companies provide high speed access to the internet. Integrated Service Digital Network (ISDN) lines provide speeds up to five times that regular phone lines. A Digital Subscriber Line (DSL) provides even faster access up to thirty times that of standard phone line. TV cable companies offer a high speed service through a cable modem. All of these access services are popular with the home consumer.

Special communication software connects the computer to a telecommunication service. When teacher make a connection to the internet, teacher enlist the help of four communication service: computer, Integrated Service Provider (ISP) the server (host computer), and the telecommunications network

(communication software and a modem and phone or cable modem).¹⁶ The computer runs communication software. The modem and communications software provide an open path between the computer and ISP. The ISP provides teacher a link to the internet.

Many educational and commercial organizations networks are developing ways to connect to the internet. These connections, refer to as gateways or portals, are designed to provide access to many internet services. The maze of connection is largely “transparent” to the user. User just *log on* (enter the computer system, often with a special password for privacy) to their computer, connect to their networking services or ISP, and begin to exchange information.

Complicating information retrieval is the fact that the internet does not operate hierarchically. There are no comprehensive directory trees or indexes for internet resources. There is no Library of Congress cataloging scheme or Dewey Decimal system. People can consider internet as a library where every shelf is labeled “Miscellaneous”. Finding one interesting service or item of information is no guarantee that you are on the right track to others. In fact, most of the internet’s resources are in little cul-de-sacs on the network, not linked in any predictable way to other, similar resource. People find information on the internet using *search engines*, programs that identify websites containing user entered keyword or phrases.

¹⁶ Sharon E Smaldino, et al, *Instructional Technology and Media for Learning* (New Jersey: Pearson Merrill Prentice Hall, 2008) 9th ed. p.191

database, online bibliography, articles, publication, and computer software are available. Other applications include science experiments that involve sharing data among many locations.

There are many advantages in using the Internet. First, taking part in the Internet is intrinsically motivating for students, since they see it as a trendy and useful tool, enabling them to be connected with the world. As English is the main language in the Internet, learners begin to appreciate the usefulness in learning the language. Using the net also gives students control over their learning, enabling them to go at their own pace and choose their paths according to their individual needs, which may also be motivating. It helps in promoting learner independence and the development of learning strategies, provided that learners receive appropriate guidance.

Secondly, the World Wide Web (WWW) give students instant access to a wide range of authentic material, from newspaper and magazine articles to radio broadcasts and informal chat-rooms, and also to material 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 classes or with the general public. This possibility also adds a great deal of interest, as learners communicate with a real audience.

Because the internet is primarily text driven, it appeals to shy students, giving them time to think and participate in exchanges in a chat room, e-mail

or class conferencing. Another positive outcome of Internet use is improved reading and writing skills. Furthermore, because language used on the Internet tends to be lexically and syntactically more complex than oral discourse, students may gain a broader range of English. Communication with native speakers forces students to practice specific skills such as negotiating, persuading, clarifying meaning, and requesting information. In the near future, technical developments will probably make it easier to exchanges messages orally as well, which will mean even more chances for skills development.

The last, the Internet allows learners to participate in the culture of the target language and to see real language in context, away from course books and the classroom.¹⁷

Concluding, although teachers certainly do not think technology should take over the language classroom, teachers believe the Internet shows great potential for use in English Language Teaching. Therefore, we ought to endeavor to make informed choices about how the Internet can be successfully integrated into our teaching, being open to analyzing the results of such experiments.

¹⁷ Solange Moras, *Computer Assisted Language Learning (CALL) and the Internet* (Cultura Inglesia de Sao Carlos, Brazil, 2001)

4. The Intranet

A special type of network, called an intranet, is one that is not used by the general public, but internally by school or organization. It is proprietary or closed network that connects multiple sites across the state, within the country, or around the world. Systems connected to an intranet are private and accessible only by individuals within a given school or organization.

Intranets provide internal networks for school. Intranets are a way of increasing communication, collaboration, and information disseminating within schools where divisions, department, and workgroup each use different computer platform (hardware and operating system), or where users work in geographically distant locations. Even though an intranet may be connected to a larger network (for example: the internet), a software package called a firewall prevent external users from accessing the internal network, while allowing internal users to access external networks.

5. The Benefit of E-Learning

The vast movement towards E-learning is clearly motivated by the many benefits it offers. However much E-learning is praised and innovated, computers will never completely eliminate human instructors and other forms of educational delivery. The important thing is to know exactly what E-learning advantages exist and when these outweigh the limitations of the medium.. Some of the most outstanding advantages E-learning are:

- **Variety of media.** The internet is a versatile means of delivering information to learners around the world. Internet site may contain a variety of media, including text, audio, graphics, animation, video, and downloadable software.
- **Up to date information.** Until recently, students were limited to the resources in their schools buildings. Now, with ability to connect to resources in the community and around the world, students can access libraries and databases that often update on a daily basis. E-learning expands the opportunities for smaller schools as well as for individuals participating in home schooling.
- **Reduced overall cost is the single most influential factor in adopting E-learning.** The elimination of costs associated with instructor's salaries, meeting room rentals, and student travel, lodging, and meals are directly quantifiable. The reduction of time spent away from the job by employees may be the most positive offshoot. Learning times reduced, an average of forty to sixty percent, as found by Brandon Hall.¹⁸ The cost of hardware, software, and internet services are nominal and are decreasing.¹⁹
- **Increased retention and application to the job averages an increase of twenty five percent over traditional methods, according to an independent study by J.D. Fletcher.²⁰**

¹⁸ Kevin Kruse, *The Benefits and Drawbacks of E-Learning* (www.e-learningguru.com) retrieve at June 24 2010

¹⁹ Sharon E Smaldino, *et al, Instructional Technology and Media for Learning* (New Jersey: Pearson Merrill Prentice Hall, 2008) 9th ed. p.183

²⁰Kevin Kruse, *The Benefits and Drawbacks of E-Learning* (www.e-learningguru.com) retrieve at June 24 2010

- **Technology issues that play a factor include whether the existing technology infrastructure can accomplish the training goals, whether additional tech expenditures can be justified, and whether compatibility of all software and hardware can be achieved.**
- **Inappropriate material. One concern is that some of the topics discussed on computer networks, especially on the internet, are not appropriate for students.**
- **Portability of training has become strength of E-learning with the proliferation of network linking points, notebook computers, PDAs, and mobile phones, but still does not rival that of printed workbooks or reference material.**
- **Reduced social and cultural interaction can be a drawback. The impersonality, suppression of communication mechanisms such as body language, and elimination of peer-to-peer learning that are part of this potential disadvantage are lessening with advances in communications technologies.**
- **Students may feel isolated from instructor. Instructions are not always available to be help learner. So learners need have discipline to work independently without the instruction's assistance.**
- **Students need to have good writing and communication skills. When instructor and other learners are not meeting face to face. It is possible to misinterpret what is meant.**
- **Copyright. Because information is so easily accessible, it easy for an**

Putting computer and multimedia in classroom is only part of the task. The ultimate value of technology in education depends on how fully and seamlessly they are integrated to the curriculum. The computer in the classroom is not an additional thing that teachers must include, but rather is integral to support and extension of learning for all students. Instructors need a framework for using computer technology that cover a variety of learning styles and accommodate varied teaching strategies. In classroom where computer technology is integrated successfully, students use it with the same ease with which they use books, maps, pencils, and pens. In technology rich classrooms students and teachers engage in problem solving, cultivate creativity, collaborate globally, and discover the value of lifelong learning.

With ease of use, computers and multimedia are becoming more natural tools to use in problem solving and cooperative learning strategies. Multimedia materials are valuable for task that must be shown rather than simply told. Some instructions cannot be adequately presented by printed materials and lecture alone. If the learners need to interact with the instruction, multimedia is an appropriate choice. One thing need to consider that ability to use the software automatically bestows expertise either in instructional design or visual design. These skills are usually developed through special study and lots of practice. The interactive nature of multimedia is the essence of its advantages. Multimedia engages learners to make choices about moving within the materials in meaningful ways, thus fulfilling the requirement of learner participation.

- **Learning center.** Individual students or small group can go to a learning center that has at its core a computer. Integrating a specific software program into the center, teacher creates another type of interactive learning center.

b. The Multiple Computers Classroom.

A classroom could also have several computers in it. This can be helpful when groups of students need to use the same software simultaneously. Students can work in groups of two or three and share one computer. The teacher may have a projection device to display information for all students on one screen.

A variation of the multiple – computer classroom is the mobile computer cart. Many schools use the laptop cart as way to provide multiple computers for the classroom but without the major expense of putting computers into the room permanently. The cart allows teachers to move a set of laptop computer into their classrooms when they are needed for group of students work. Teachers can share the use of the cart and still benefit from having computers within their classroom setting, rather than having to leave the classroom to go to a computer laboratory. Additionally, many of the carts take advantage of wireless technology, thus giving the students access to the internet or to the software that available on central school server.

c. The Computer Laboratory.

When a teacher wants each student to be working on a computer during a lesson, it is necessary for the whole class to have access to computer simultaneously. Schools often place twenty to twenty five computers together in a single room called a computer laboratory. The computer laboratory is appropriate if teacher want students to be working independently or in small groups on different programs and different activities. To monitor student activity, to keep them on task and to prevent them from viewing inappropriate or irrelevant material, the computer can be placed around the walls of the laboratory with monitors facing the center of the room. Teacher can quickly see what each students doing and respond to student questions individually. In some networks the teacher can control and monitor what is shown on each student computer.

The trend is toward the multiple - computer classroom, in particular toward the use of laptop carts. In the early days when schools had a limited number of computers, they assembled them in a laboratory. As more computers become available, single computer is assigned to individual classroom. Teachers soon discovered how they could successfully use multiple computers in their classroom. Some schools have done away with their computer laboratories, distributing those computers to individual classrooms. Consequently, many classrooms that had just one computer now have several.

- **Special needs.** Computer and multimedia are effective with special learners- at risk students- student with diverse ethnic backgrounds and students with disabilities. Their special needs can be accommodate and instruction proceeds at an appropriate pace.
- **Monitoring.** The record-keeping ability of the computer makes instruction more individualized; the teacher can prepare individual lesson for all students (particularly mainstreamed special students) and monitor their progress
- **Information management.** Computer and multimedia can cover a growing knowledge base associated with the information explosion. They can manage all types of information – text, graphic, audio, and video. More information is put at the instructor’s and student’s disposal.
- **Multisensory experience.** Computer and multimedia provide diverse learning experience. These employ a variety of instructional strategies and can be at the basic level instruction, remediation, or enrichment.
- **Learner participation.** Computer and multimedia require learners to engage in activities. These materials help to maintain student’s attention.
- **Extra resource.** A special speaker to augment a class discussion or access to an area of study makes it possible for students to advance their learning.
- **Advanced study.** Students who need additional challenge in their study or have beyond what is available in their school can access extra coursework that allows them to continue to advance in their learning.

papers that describe the actual use of CALL in the classroom. The description of practice is provides an overview of the ways in which CALL can be used with the teaching and training in the language skills of listening, speaking, reading, and writing, and in language areas including vocabulary, grammar and pronunciation.

1. Computer in Reading and Writing

Many variables play a role in reading and writing achievement. Goals for reading and writing include speed, accuracy, and comprehension, and skills include summarizing, understanding the main point, identifying how a reading or writing is organized, evaluating how well a writer supports his or her argument, using strategies to understand unknown vocabulary, generalizing, using sight words, predicting, and drawing conclusion. Most important for skills development is *noticing*, or focusing attention on the differences between one's own language and the target language.

Since the early 1980s, second language (L2) writing specialists have been examining possible roles for computers in L2 writing instruction. So it makes the educators try to implement this way in students schools level. The students use computer for academic literacy purposes beyond the writing classroom, that is, across the curriculum, has not received much attention. The skills involved in reading and writing and how to practice those skills using a computer. Although educators are still debating whether skills learning or a whole computer approach is more effective, most agree that mixing these approaches is effective for language learning because it address varieties of learning style and focused on both fluency and accuracy.

The common purpose in writing class is to prepare students to write in these other domains, an awareness of computer-based literacy activities and learn how to write and read the literature for other class. One of the strengths of using computers in reading and writing is that technologies can provide forums in which learners can share their work with the others.

All students can use various resources of authentic reading materials either at school or from their home. The authentic material can be found by students in the internet like articles, news, short stories, poems, or other materials that already made by teacher for them. Those materials can be accessed twenty four hours a day at a relatively low cost. Then it will be possible to access the materials outside class.

Reading through the computer has been thought to have various benefits associated with it; namely, wide access to authentic materials instantly through the internet, the ability to add hypertext for accessing vocabulary or grammar explanations, greater access to reading authentic communication materials, inclusion of multimedia in conjunction with plain text, and the ability to control for reading speed.

There are, however, a number of concerns that have been raised about the use of internet, including the difficulty in locating appropriate materials due not only the amount of information available, but also to the varying levels of appropriateness, linguistically and socially. Provided that teachers aware of the possible limitation and

effectively and efficiently for a wide range of classrooms that have access. Activities using both synchronous and asynchronous audio exchange include audio dialogue journals in which two or more participant record messages and send them to each other in a running stream of conversation. For example: learner can practice speaking and listening through the computer by recording audio segments in book making software such as Microsoft Power Point. Again, the major benefit of this task structure is that learner can interact socially and receive authentic orally input from peers and others.

By using computer in teaching learning process make students easier to listen and speak. They will directly listen to the simply English song or news then they can share the content with their friends. It is train them to speak. This is an application for listening and speaking purpose what we called Virtual Reality or Virtual Environment. Current Virtual Reality (VR) application include the ability to take walk a round a college campus, or other side, travel through a computer, and explore the inside of molecule. For language learners VR environments could include such common language class setting as a grocery store, a restaurant, or public bus, in which learner could explore and interact before actually leaving the classroom to experience the real environment.

As electronic technologies become more advanced, students will be able to work with the computer as a learning partner instead of working around and through it as a tool. For now, using computer as a tool provides learners with numerous opportunities to improve their target language listening and speaking skills.

The distinction between authoring tools and programming tools is not clear-cut. Typically, though, authoring tools require less technical knowledge to master and used exclusively for applications that present a mixture of textual, graphical, and audio data. Authoring tools allow teachers to tailor activities to suit specific learning goals and objectives. They are varied in types, ranging software for producing individual tasks to integrated system that can be used to manage a large portion of course.

One of the better known authoring programs is *Hot Potatoes*, developed by Half Baked Software. *Hot Potatoes* has gone through several stages of development, and allows for processing of several languages other than English and other European languages. *Hot Potatoes* is particularly noted for its flexibility, ease of authoring, and lightweight HTML files, which can be used by teacher in a range of environment. It offers a free license for teachers who register, provided that they are not using it for personal profit and that they make their activities available openly.

Another authoring program is MALTED (Multimedia Authoring for Language Tutors and Educational Development), which aims to provide more of a focus on the multimedia aspects rather than pure textual feedback. Commercially available course tools are also commonly used, and many institutions have adopted one particular system to be used across a range of subject area, not only second language learning. Two of the more commonly used type of LMS (Learning Management System) sometimes refer to as course tools, course management system and VLE (Virtual Learning Environments) are WebCT and BlackBoard. Both are

does not include the questions themselves; this is provided by an item bank. Once created, the engine uses the item bank to generate a test. Traditional paper-and-pencil testing is similar, but the test is pulled from the bank at only one time, when it is sent to publishing.

Generally, computer used in assessment in two ways. First, computers are used to perform the actual assessment. For example, some CALL software programs can assess learner based on the number of question they answered correctly. In addition, computer can help in assessment by allowing learner to post their product to the Web for feedback or send their output electronically to experts to evaluate. Comments from external evaluators can be counted for part of the project grade. Furthermore, the computer can be used to create rubrics and record observations and reflections. Computer can also help teachers and students keep a running total of point earned and function as a tool during assessment to help teacher record, weigh, summarize, and report on the students' progress.

Second, teachers assess the product and process of the students' work with and through the computer. In other words, computer-enhanced tasks that students complete and the work process that they use while completing the tasks can be assessed. The assessment focus is the same as language learning tasks that they are produced with other tools. However, because this project may have multiple components (sound, visuals, text, and graphics), assessing a multimedia presentation develop a team may require the teacher to consider and evaluate criteria that would not be use to evaluate a printed essay.

One of the most common of E-assessment is Electronic portfolio (called E-portfolio) store all the student work as digital files. For example, any computer generated products such as spreadsheets, word-processed reports, or WebQuests can be directly added at the portfolio. Whereas, students work created on paper, such as drawing, handwritten poems, or illustrated stories, need to be converted into a digital format with a scanner. Digital audio and video are also important components of an electronic portfolio. This capture actual student performance, such as reading, a skit or presentation, a student created 3-D model, or the student conducting a lab experiment. The digital format allows students to add their self reflections as text or audio narration. E-portfolio can be created with specialized software, an online site, or basic programs such as PowerPoint.

The Drawbacks for E-portfolio are equipment, access, security and time. Both students and teachers need access to equipment. Security is a concern when deciding who will have the access of the files, as parents, principals, counselors, teachers and other students. Creating E-portfolios is initially time consuming because teacher and students need to learn how to scan, save, and format document in a useful and appealing manner. However, once the process is mastered, E-portfolios take less time to maintain and obviously require less storage space than traditional portfolio.

Furthermore, E-assessment is becoming widely used. It has many advantages over traditional (paper-based) assessment. The advantages include: Lower long-term costs, instant feedback to students, greater flexibility with respect to location and timing, improved reliability (machine marking is much more reliable than human

concepts; 2) ethnical human issues; 3) productivity tools; 4) researcher tools; 5) problem-solving and decision-making tools; and 6) communication tools.

This study focused on the Kuwait twelve (K-12) public school teacher from various education stages in Kuwait, which is divided into three spans, namely grade 1-5 (elementary stage), 6-9 (intermediate stage) and 10-12 (secondary stage).

The findings show that the school stage variable had statistically significant effect on all six dependent variables, except the communication tools variable. Therefore, teacher of elementary, intermediate, secondary schools differ in expectations regarding the significance of E-learning competency areas upon implementing E-learning in Kuwait's educational system. A multiple comparison procedure was carry out to establish which school stage level make the difference for each of six E-learning competency areas was used to do multiple comparisons among the three school stage level. The finding indicate that elementary school teacher have significantly different opinion from both intermediate and secondary school teacher regarding students' attainment on the five areas.

The gender factor does not have any effect on the attainment of E-learning competency areas upon implementing E-learning in Kuwait schools, except for basic factor operation and computer concept where male school show a lower mean score than female school.

The implementing E-learning in the schools of Kuwait makes students competent. Kuwaiti teachers believe that implementation of E-learning technology would provide students with the tools that would make them more productive.

The objective of this study is to propose and empirically test a model that examines the impact of the fitness of the instructional content media on a learner's performance and satisfaction. A major longstanding difficulty in the design of multimedia content for E-learning has been lack of knowledge regarding the relationship between instructional media and learning content. A main contribution of this research is to fill the void of understanding this relationship by applying a well establish media richness theory.

This research finds that whether it is learning score as an objective measure or learning satisfaction as a subjective measure. The course unit with high uncertainty and equivocality in content needs high richness media representation. On the other hand, it is ineffective to use high richness media to promote learning performance for the course unit with low uncertainty and equivocality that can be stated in regular text. No negative effect is observed in this case mostly because the instructional media both in the low and high richness media are "informationally equivalent". That is, no excess unnecessary multimedia content is presented in the course unit with low uncertainty and equivocality.

The previous study has proven that E-learning can improve students competent and make them become more productive. Moreover, teachers have big expectation in E-learning because the tools would enable students to study independently. However, other research finds that use the richness media is ineffective to promote learning.

Consider the result of research above; this study concern with the implementation of E- learning in the English teaching at SMP Negeri 4 Surabaya. This study is to answer how SMP Negeri 4 Surabaya implements E-learning in English teaching. The methodology, tools and material, and assessment are the areas that the researcher focuses on.