Chapter - III
Review of Related Literature

3.1 Introduction

The literature review is an integral part of the research process and makes a valuable contribution to almost every operational step. Since an important responsibility in research is to compare our findings with those of others, the literature review plays an extremely important role.

“A Survey of related literature is necessary for proper planning, execution and right concept of problems and solutions. It provides guiding hypothesis, suggestive methods of investigation and comparative data for interpretative purpose”. (Good 59).

Effective research is based upon the knowledge on past. Hence a study on related literature certainly helps to eliminate the duplication of what has been done previously and provides useful hypotheses and suggestions for further research, which leads to a significant investigation. Literature review has been used for the following functions:

i) It provides a theoretical background to the research study.

ii) It helps to establish the links between what we are proposing to examine and what has already been studied.
iii) It enables the researchers to show how the findings have contributed to the existing body of knowledge in their profession.

iv) It helps to integrate the research findings into the existing body of knowledge.

The investigator visited Madras University, British Council of India, and Libraries of Alagappa University and Alagappa Govt. College and has used various books, dissertations, handbooks, articles, journals, theses, and websites as reference material which helped to integrate the findings with existing knowledge. The review of literature not only provided conceptual framework but it helped in formulating hypothesis, methods and procedures, data collection and to get a clear idea on statistical techniques. There are a big number of research studies found in regard with improving writing skills of the students, teaching methods involving technological aids and internet resources. Some of the studies are abstracted here and dealt in a detailed manner to get a deeper knowledge about the research objective. The related studies are categorized into three sections.
3.2 Indian Studies

Shanmugam (1977) conducted “A study on the difficulties in written English of Pre-university students in some of the Arts colleges in the city of Madras”.

The objectives of the study are:

i) To identify the common type of errors in organization of sentences and paragraph.

ii) To assess the general level of writing ability in English of Pre-university students of colleges in the city of Madras.

Findings of the Study:
The investigator summed up that, Medium of instruction played an important role. Most of the students were good in spoken English rather than in written form. Students were not given proper training in the organization of the sentences and paragraphs. Female students were good in written form when compared to the male students.

A Singh (qtd.in Buch) in his PhD research study has conducted tests to assess the proficiency in writing English composition.

Objective of the Study:

To assess proficiency in writing English composition of high school finishers in Hindi speaking regions. The battery of tests was constructed on different aspects of written English communication namely, spelling, punctuation, vocabulary (phrases) vocabulary (words), paragraph organization, Applied grammar, general knowledge and handwriting. The tests were administered to 245 rural students and 255 urban students of pre-university classes of the colleges, affiliated to Himachal Pradesh University.

Findings of the Study

For the purpose of identifying the crucial variables for predicting college students' proficiency in writing English composition, the step-wise regression was carried out.

JoiceG.Chandra, (qtd.in Buch,1994) has undertaken a research on Correlates of Written English at the plus two stage.

Objectives of the Study:
i) To find out why certain groups of learners are successful in acquiring proficiency in written English while others are not so well as to study the factors contributing to the success of some and failure of others.

ii) To identify the linguistic, psychological and environmental factors associated with proficiency in written English and to study the interrelation of the factors among the pupils at the plus two level.

The researcher has taken up 560 pupils from 16 higher secondary schools in Madras city and two neighbouring districts of North Arcot and Chengalpattu. The tools used, included Questionnaire, Semantic differential Discrete point, objective type items of Grammar, vocabulary, reading comprehension in English and objective type items for proficiency in written English and situational composition in written English. Mean, SD, 't' test, correlation, regression and factor analysis were used to treat the data.

Findings of the Study:

It was concluded that the proficiency in written English at the plus two level was significantly correlated with the knowledge of grammar, reading comprehension, vocabulary, and the ability to predict lexical and syntactical items. Moreover, it was obvious that the proficiency in written English at the plus two level was significantly correlated with the occupational status of the family and their educational qualification. It was not related to gender and their locality of the school. Finally,
there was a significant relationship between pupils' perceptions of their performance and their proficiency in written English.


**Objective of the Study:**

The study aimed at finding out the communicative needs of the learners of secondary schools in written English and to develop their competence in the same. The study was an effort to develop secondary school learners' communicative competence and to compare the efficacy of the TLT (Traditional Language Teaching) and CLT (Communicative Language Teaching) approaches in developing learners' communicative competence in written English in social context. The study makes it clear that CLT is more effective in developing the skill of producing socially appropriate expressions in the learners. The researcher used normative survey method and pre-test-post-test experimental method for the study.

**Specific Objectives of the Study**

i) To develop students' communicative competence in written English.

ii) To find out students' communicative needs in social context which motivate them to communicate through written English.

iii) To develop new strategies for developing students' communicative competence in written English.
iv) To study the comparative efficacy of the two teaching approaches (the traditional and Communicative Approach) for developing communicative competence in written English.

**Findings of the study**

i) The students who were taught by CLT and TLT approaches scored significantly higher than the students who were not given any special experimental treatment.

ii) The presentation of the language and its items in life like and social context helped the learners in learning linguistic appropriacy.

iii) Informal atmosphere facilitated learning in the classroom.

iv) A lot of exposure to 'real' language helped the learners to be linguistically accurate, socially appropriate and communicatively competent.

v) Diagnostic testing and CLT both proved to be useful for finding out learners' communicative needs and written communication.

Antonisamy (1996) in his study 'Effect of Auto instructional programme on developing writing skill in English at I BE level

**Objectives of the Study:**

i) To design and implement a programme at I BE level

ii) To make the students self-learners
iii) To find out the effect of Auto instructional package through descriptive, differential and relational analysis.

Case study method was followed. One section of I BE- A student was selected as sample. The investigator has made use of an auto instructional technique to improve the writing skill of IBE students as their communicative ability in writing was poor.

Findings of the Study:

This package helped the learners to learn for themselves.

Usha Padmanabhan (1998) “Analysis of the writing skills in English of UG students of Technology in Mumbai”

Objective of the Study:

i) To apply communicative language learning strategies in the class.

It has been instructed that the students (Twelve High achievers, five Low achievers) have to help the goals and audience in mind, when they write. They all also motivated to choose the words and phrases to be used to repeat and practice.

Findings of the Study:

The study revealed improvement in the writing skills of both high and low achievers but in varying degrees.

Uma Chitra (qtd. in Buch, 2001) undertook a research study to develop writing skill through a silent movie.
**Objectives of the Study:**

i) To facilitate English language learning.

ii) To make the students understand the movie completely,

iii) To enable them to interpret the film and to express themselves in grammatically correct English.

The innovative practice adopted to develop the writing skill of the subjects included questions and worksheets. The innovation was introduced to a group of 15 female students in class XI. The students were given activities in four groups. For the first three days, activities on writing skills and last three days, activities on speaking skills were given. The leader of each group read the paragraph written by them. Then follow-up programmes were organized.

**Finding of the study:**

The class showed that films could raise the level of motivation and resulted in a most satisfying learning experience.

**Kamala(2003)** in her study tries to develop written communication skills of the students at the college level.

**Objective of the Study:**
i) To employ appropriate teaching strategies to make the students achieve the concurrent development of written communication skills to the students to the job of the language teachers more rewarding.

ii) To design a language teaching curriculum incorporating the insights gained from research in this area.

When there is a correlation among the curriculum research and actual teaching practice in the classroom, the goals of language teaching may be achieved. The communicative approach to English language teaching stresses the need to widen the goal of English language teaching. The aim of teaching English as a second language is not only to produce an impact on the formal aspects of the language system but also on the semantic features. The success of the ESL programme depends on the development of both language skills as listening, speaking, reading and writing (LSRW) and communication skills like oral communication skill and written communication skills.

**Findings of the Study:**

Communication being the prime goal of language learning, it is essential to train the learners in the use of language in communicative contexts. These enable them to perform their communicative role effectively in the classroom and outside the classroom. The communicative competence of the learners in the oral and written modes is enhanced when they are constantly put into situations that demand the use of language in meaningful activities.

Objective of the study:

i) To assure and analyse the creative writing skills of college students in English.

ii) To find creative mobilization technology for creative writing skills in English.

Descriptive summary method has been adopted in this study. Qualitative and Quantitative approaches were adopted for this study. A sample of 1440 students were selected through the probability sampling technique. The data collected through language creative, Essay, paragraph analysis scale, Kuppusami, Socio-economic status scale, creative mobilization, tech questionnaire, check-list to college teacher and observation to students.

Findings of the Study:

i) Urban students had higher creative writing skill

ii) Aided students had less creative writing skills.

iii) It suggested that students tend to make better progress in the conditions highlighted in the cross case analysis.

V.R.Jeyasala (2005) had done a research on the “Effect of Psycholinguistic Intervention Strategies in improving Listening among College Students”.
Objective of the Study:

i) To analyze and classify psycholinguistic intervention strategies.

ii) To study their role in listening,

iii) To study the relationship between strategy, instruction, training and skill development,

iv) To find out the effect of psycholinguistic intervention strategies in improving listening among the college students.

The study was confined to the college students who did I year B.SC. Mathematics in Idhaya college for women, Sarugani affiliated to Madurai Kamaraj University, Madurai in the year 2003. This investigation was limited to identify the effect of psycholinguistic intervention strategies framed by the researcher in improving listening only. All the 45 students in the class were selected for investigation. It is found in the study that the students’ listening comprehension can be improved by using psycholinguistic intervention such as identifying sub idea, identifying idea relationships using background knowledge for inferring information, inferencing information from co-text, paying attention to collective device, focusing on significant words and predicting the content and confirming facilitates listening comprehension.

Finding of the Study:
This finding is in consonance with the view of powers (1968) that has identified the above mentioned strategies as important for improving listening. The present study also reveals that teachers must teach and train students to employ appropriate strategies in order to become successful listeners. Adequate knowledge and application of recent trends in the development of listening to the students makes when reflect and transfer learning to any new situation. Further, teaching learning process must be designed including the insights gained from this research to achieve the goals of language teaching.

3.3 Studies abroad:

Mohamad Kamal Hasanain. 1984.“The communicative teaching of English as foreign language to secondary school Arab students in Kuwait, Sawwan”.

Objective of the Study:

To analyse the relevance of the communicative syllabus "Crescent English Course" to Arabic learners and language teachers in Kuwait.

Findings of the Study:

The thesis concludes with speculations on the meaning and use of the term 'Communication' is syllabus design including the rationale, the definition and various kinds of Communication. It also studies the desirability and possibility of teaching the communicative aspect of English as a foreign language to Arab students.
Beauchamp (1988) studies the “Effect of Slide Projection, Presentation on Effective Response and Cognitive Achievement of the Treatment Group”.

Objective of the Study:

To find out the effect of Slide Projection, Presentation on Effective Response and Cognitive Achievement of the Treatment Group.

Four slide projections were constructed to be chosen to four different groups of students. Data were collected through the use of pre-test and post-test. The findings of the study showed that significant differences existed among the four treatment groups in the degree of affective response and cognitive achievement.

Findings of the study:

When one verbal element of the visual/audible segment is present in the presentation, cognitive achievement is significantly improved; pictures used in this presentation prompt viewer recall from memory of experiences, Cognitive simile prompt immediate cognitive recall.


Objective of the study:
To determine the effectiveness of computer-assisted instructions in teaching English as a foreign language in Saudi secondary schools.

**Findings of the Study:**

The findings of the study indicate positive attitude of the teachers towards Learning English as a foreign language via computer instruction. It also proved positive effect of computer instruction on pupils achievement in English as a foreign language.

**Mora, Raimundo. 1992.** “Pragmatic aspects of the language used in three selected ESL classes”.

**Objective of the Study:**

To find out the significance of documented and interpreted language used in three ESL courses at a community college, Newyork University.

In the light of communicative competence, effective speakers require both linguistic and pragmatic competence. The study has thrown light on the conversational activities created by teachers and the use of language by the students.

**Findings of the Study:**

It was found that variety of factors affect students talk when students started interacting, they were eager to perform various speech acts. Sociolinguistic norms affected their different understanding of use of proper language, which in a way affected their communication. Teacher silence was often used for motivating students
to participate while students silence could have shown as a sign of restlessness/discomfort.

Colonelos and Olivia (1993) organized e-mail exchanges between entire classes of students in different locations in order to generate debate, improve writing skills, and promote communication.

Objective of the Study:

To improve students’ writing skills by using e-mail and newsgroups

In their project, advanced level Italian students used e-mail and newsgroups to improve the students' writing skills, as well as their knowledge of Italian society.

Findings of the Study:

Teaching the culture aspects of Italy was facilitated through the instantaneous feedback and contact with native speakers who were interested in telling others about their culture.

Gonzalez-Bueno (1998) examined the impact of e-mail use on the development of foreign language discourse.

Objective of the Study:
To examine the impact of e-mail use on the development of foreign language discourse.

**Findings of the Study:**

The study found that students produced a larger amount of language, demonstrated a higher level of language accuracy with more personal and expressive language use, and initiated more interactions while using e-mail.

**Shresta Tej Bahadur** (1990) “An investigation of the relative effectiveness of formal classroom instruction as opposed to informal natural exposure in the development of oral proficiency in English as a second language in Nepal”.

**Objective of the Study:**

The study was done in order to estimate the relative effectiveness of formal classroom instruction as opposed to informal natural exposure in the development of oral proficiency in English as a second language in Nepal.

**Main findings of the study**

i) Fluency in speech was more critical for effective communication than accuracy in grammar and structure.

ii) Street people were found to be more fluent but less accurate in their ESL speech than their formal colleagues.

ii) The study has implications for second language acquisition in general and ESL in Nepal in particular.

Objective of the Study

The purpose of the study was to determine the effectiveness of computer-assisted instructions in teaching English as a foreign language in Saudi secondary schools.

Findings of the Study

The findings of the study indicate positive attitude of the teachers towards Learning English as a foreign language via computer instruction.


Objective of the Study:

This study was undertaken to find out the effect of situational simulation in Teaching English method as a foreign language on 7th grade students in Taiwan when the formal English curriculum begins. The method used meaningful units of word clusters, readymade sentences and idioms for language acquisition. 'Role-play' was also undertaken.

Main findings of the study-
Situational Simulation of Teaching English (SSTE) Method was more effective than traditional one for teaching of English as a second language.


**Objective of the Study:**

i) To find out whether pragmatic English programme for Engineering Students of colleges technical institutes with intermediate ESL proficiency.

ii) To find whether it can be used as a writing course, or as a part of a general English course.

The programme covers a syllabus outline and international approach on basic writing skills with particular reference to teaching writing.

**Findings of the Study:**

The purposes of teaching writing are to inform and persuade; the subjects are things and develop, and its character are direct, objective and specific. In short, this is a programme which aims to train-students in writing clear, concise and effective English.

**3.4 Recent Studies**

**Objective of the Study**

i) To find out the usefulness of experience – writing strategies to ameliorate problems related to syntax.

The research question, whether the specific intervention strategies developed, can overcome the syntax usage deficiency at an early stage of language acquisition, is investigated by experimental method of conducting pre-test and post-test. The design was adopted for the strategy involving descriptive writing in one school and picture writing in another school.

**Findings of the Study:**

The study showed that the strategies improved syntax acquisition among children of VII standard.

P.R. Sujatha Priyadharshni (2007) had done a research on “Language Laboratory Revisited- A Qualitative Approach to Designing A Blended Language Course for Media Students”.

The aims of this research study were,

i) To identify the language needs of media professionals

ii) To modify the traditional concept of ‘language laboratory
iii) To evaluate the pedagogical implications of the experimental modules tried and in
the modified language laboratory set up

iv) To derive a set of guidelines for designing a blended language course for media
students based on the in-depth analysis of the experiments conducted and to design a
blended language course for I year media students using the derived guide lines.

Needs Analysis was conducted by circulating questionnaires and conducting
formal and informal interviews. The research study proposed to design a blended lab-
based course for media learners. The blend here is a combination of face-to-face
sessions, laboratory sessions and on-line sessions; face-to face sessions involve group
discussions, pair work, presentations and role play. In laboratory sessions computers
are interfaced with other technology aids like tape recorders, handy cam and LCD
projectors. Online sessions include browsing for information, communicating via
email with people involved and blogging.

In the pre-task phase, the teacher introduced the blogs to learners, discussed their
use and also the process of posting comments in it. Unlike the traditional records,
where learners tended to just copy from their friends, the teachers wanted every
learners’ individual comments on the laboratory activities recorded in blogs. She
wanted them to write on their own. As the first step, the teacher created a separate
blog for this group of learners called, ‘http:// languagelab08.blogspot.com’. The
interested one can go through them any time.

Findings of the Study:
In this blogosphere, even quiet learners had a chance to put forth their comments which were very sensible in deed. This activity interested them so much that they were keen to continue blogging. Unlike their regular writing activity, learners tended to write lengthy comments in their posts. Unlike other language laboratory activities, this blogging activity did not have any criteria. This was done in lieu of maintaining records. Comprehensibility and taking part in effective discussion were considered vital for this activity.

B. Thenmalar Bharathi (2007) had done a research on, “Developing Appropriate methods and materials for English Language Teaching Engineering students in Tamilnadu”. This thesis attempted to bring forth the innovative methods of teaching English to engineering students as a second language. A research survey was conducted involving 1500 engineering students, 50 English teachers and 100 English knowing working professionals.

**Objective of the Study**

To find out the existing reality of standard of English that the students know while doing their first year and final year in the engineering colleges.

The researcher referred that the majority of the student population in the engineering colleges is from rural areas. The rural students in the engineering colleges in Tamilnadu are found wanting in individual competence while using the English language. They continue to be learners of English and not users of the same and so the thesis aimed to find suitable answer to the challenging question. “By
adopting content specific and need based methods of English language teaching, the
language competence of rural students can be enhanced”. A random case study was
done at regional level involving 1500 students from 10 affiliated engineering colleges
in South Tamil nadu including University College of Engineering, Tirunelveli.

Findings of the Study.

The researcher’s inference was that, English is to be taught to the engineering
students in Tamil nadu through updated methods like learning English in the new
form of ESP. As regards learning materials, texts on scientific theories of learning of
English and electronic devices like language laboratory have to be appreciated for
their practical worth. The rural students will have to use the career laboratory
extensively under the guidance of the teachers concerned. The students may learn to
prepare Resume, Reports, and Project works. Computers and Internet demand a well
developed writing skill. There will be specific advantage of economical use of time
while writing business correspondence for transactional purposes. Tireless practice in
writing skill will enable the students to have a quick comprehension of nuances in
communicative English as related to business correspondence.

Baby Vijila (2008) had undertaken research to determine the effectiveness of
task based communicative activities in developing the writing skills of the teacher
trainees.

Objective of the Study:

To find the effectiveness of task based communicative activities in developing
the writing skills of the teacher trainees.
The candidate has taught the writing skills for the control group students through task based communicative activities in developing writing skills.

**Findings of the Study.**

The researcher had established the fact that the students who learnt through task based communicative activities excelled the controlled group students after the experiment is over.

**Somasundaram (2008)** studied the “Effectiveness of communicative task in developing reading comprehension skills among the college students of China and India.”

**Objective of the study**

To find out whether there is any significant difference between control group and experimental group students belonging to India and china in various skills of reading in English.

To check the effectiveness of the task-based communicative approach over the traditional method in developing comprehension skills in English.

**Findings of the Study**

The results of the study reveals that the achievement of the experimental group students of both the countries, in different skills of learning reading in English is higher than the control group students, which shows significant difference.

The supremacy of the task-based approach over traditional method was proved.
The task-based approach can help the teacher to achieve optimum result in teaching of English, taught anywhere in the world as second language.

R. Geetha (2009) had explored to develop a Remedial Self-Learning Package for the Slow Learners in Written English at Engineering College Level. The Hypothesis set by the researcher was, Remedial self-learning multimedia package proves work effective in minimizing the errors committed by slow learners in English at the Engineering college level.

The objectives of the research were,

i) To identify the slow learners and the errors committed by them in written English at the Engineering College level.

ii) To categorize the errors committed by the slow learners.

iii) To develop remedial multimedia self-learning package

iv) To administer the self-learning multimedia package to the slow learners with a view to reduce the errors.

v) To identify the attitude of the students towards English in general.

I year students of B.E/B.Tech of K.S.Rangasamy College of Technology, Tiruchengode, Tamilnadu were taken as the sample. The Experiment involved Pre-test and Post-test method. It was conducted on the students of Computer Science Engineering, IT. C.E. and M.E. only. A multimedia self-learning package pertaining
to four areas of English grammar namely, articles, prepositions, voices and tenses was prepared. It was administered for 4 weeks during the week hours only.

**Findings of the Study:**

The finding is that the post-test performance of the experimental subject is significantly greater than their Pre-test performance. Further the performance in the retention that is still greater than their Post-test performance of the treatment subjects. This proves the effectiveness of the multi-media self-learning package in English grammar developed by the investigator. The errors committed by the learners in written English can also be reduced considerably.

**Patient Rambe (2009)** conducted a study on *The Impact of Using Social Networking Sites on Academic Relations and Student Learning in University Setting.* This study investigates academic relations and learning of educators, tutors, and first year students in a department at the University of Cape Town (UCT).

**Objectives of the Study:**

i) To analyze three critical issues, How technology-mediated interaction illuminates understanding of shifts in mental structures and power contestations among academic actors manifested in text-based messages (in SNS).
ii) Use activity and activity systems to unravel how learning and interactional power unfolds in lectures, and the influence of SNS on classroom learning and student identity formation.

iii) How human actions and discourses provide insights into the power relations and learning in class and the extent to which these discourses draw on SNS interaction.

This research was informed by three theories namely, Critical Theory of Technology (CTT), Critical Theories of Power (CTP), and Cultural Historical Activity Theory (CHAT), respectively.

**Findings of the study**

SNS democratized academic relations and communication for academically inclined students through: widening the academic networking space, breaching lecturer-student social boundaries that often hindered student access to knowledge resources, and offering safe haven for student contestation of unpopular academic practices. Facebook also allowed shy and timid students to be more assertive in requesting academic support. The unintended effect of SNS was that it reconfigured peer-based relations as high achievers assumed additional vertical, super tutor roles of advising peers. Facebook also regulated in-class interaction by hiving off mundane questions on course administration and practicals from the class. SNS thus augmented classroom interaction as online and classroom learning cross fertilized each other.

**Shukla, Ashis(2015)**”Role of English Laboratories in teaching English as a second language”
**Objectives of the Study:**

i) To find out a faster and effective way of teaching English as a second language.

ii) Right utilization of Language Lab,

iii) Checking the effectiveness of visualization and audio listening in ELT,

iv) Defining the use of English Language Laboratories in teaching communication and Listening, Speaking, Reading and Writing skills,

v) Defining the use of English Language Laboratories in teaching grammar, vocabulary,

vi) To find an effective way to improve pronunciation are his other objectives.

He set his hypotheses as, 1. If we use ICT in teaching ELT can be improved.2. If we teach LSRW skills in a sequence, a second language learner can learn English properly.3. If visualization technique is adopted learners can retain content for longer time.4. Language Lab can replace language teachers.5. If trainer uses language lab ESL learners develop faster compare to traditional class. Experimental method was followed by the researcher by conducting pre-test and post-test. Scores that measured effect of English language lab teaching with traditional classroom teaching to ESL learners of first Semester, Saurashtra University was compared to carry out the analysis.

**Findings of the Study**
In the summary and the findings, the researcher had concluded that, as using language lab is a modern, unique and time saving way of teaching English as a second language. It makes the task of learning English easier and enjoyable. Trainers and learners both are satisfied with language lab. Audio and visual facilities are eye catching and online help is lifeline. Lab plays a remarkable role in making English globally available for every learner. Time to time update of ICT made lab advance after every regular interval. From its initial stage to today’s full-fledged version language lab has improved a lot. This frequent updating makes lab modern and ever loving. After this study we can observe some areas where language lab can improve. With the help of technology experts, ELT specialist and educators lab can deliver better output.

Thanawan Suthiwartnarueput (2014) conducted a research on Effects of Using Facebook as a Medium for Discussions of English Grammar and Writing of Low-Intermediate EFL Students.

Objective of the Study:

To explore the effects of Face book as medium for grammar and writing discussions of low-intermediate EFL students in Thailand.
For this, the investigator collected data from 83 first-year undergraduate students at a university in Na-khonPathom Province, Thailand. Sixty-one students in this group were male and twenty-two of them were female. Their ages were between 18 and 22 years. The data were collected from the students’ utterances asking for explanations about English grammar and writing that were posted on Facebook, their gain scores in the pre-test and post-test, and interview responses.

Findings of the Study

The findings showed a statistically significant difference between the mean scores of the pre-test and the post-test (t = 6.65, p = 0.00). Most common topics of discussion involved sentence structures, followed by word meanings, parts of speech and then relative clauses. It was found that English grammar was worth promoting for discussions on Facebook because there were correlations between the gain scores in the grammar and writing parts at the significant levels (r = 0.399 in the pre-test and r = 0.859 in the post-test). The students also had positive attitudes toward using Facebook as a means of learning grammar and writing. As an alternative learning tool, Facebook provided them a convenient and attractive means to engage in discussions with the teacher and other users who had better grammatical knowledge.

GhalebIbrahim’s (2013) The Effect of Using Facebook on Improving Students’ Writing skills in English”

Objective of the Study:
To find out the effect of using Facebook on improving the students’ writing skills for the ninth graders in the Latin Patriarchate Private School in Qabatia District in Zabadeh.

The researcher used an IQ test designed by Saleh (1978) to examine equivalence in intelligence. Both groups were about the same intelligence which guaranteed the equivalence of both groups. Then, a pre-writing test was applied for the purpose of examining the students’ level of both groups. The researcher busily engaged the students of the experimental group in different writing tasks agreed upon between teacher and he students in advance. These writing tasks focused on teaching the main features of writing which are mechanics, usage and sentence formation. At the end, a post-writing test was also applied for both groups to check improvement.

The data was collected, coded out and analysed by using Independent T-Test, Two-Way ANOVA and Paired T-Test to answer the questions of the study.

Findings and Discussions:

On the basis of the findings, the researcher found that there was an obvious effect of using Facebook on improving the students’ writing skills. Based on these findings, the researcher recommended that teachers should give more emphasis to the use of Facebook in teaching writing and cooperate with other teachers in other schools to create groups of more students from different schools, back grounds and experiences for its positive effects on improving the students’ writing skills.
Ferriman (2013) has experimented on the impact of blended E-Learning on undergraduate academic essay writing in English.

Objective of the Study:

An experimental group of 15 students used an on-line bulletin board, as well as face to face communication in class, to share information for essay topics they were preparing. The control group of 15 students, constituted from two smaller classes, used only face-to-face for the same task.

Findings of the Study:

Results indicated that the experimental group had higher means on six of the nine outcomes, though these were not statistically significant, suggesting that the bulletin board may have more than compensated for the large class size. The discussion includes consideration of how better control over the experimental conditions might lead to greater leverage of on on-line bulletin board as part of a blended learning environment.

3.4 Inference from the Review of Related Literature

The above cited research studies are reviewed by the researcher to get a thorough Knowledge about the background of the investigation. Fifteen Indian studies, fifteen foreign studies and fifteen recent studies are reviewed, which enabled the researcher to conclude with the fact that most of the researches took up the objective of error analysis in written English. Developing strategies to improve communication skills
are also attempted. Few studies can be mentioned which conducted research on writing skills

It has been analyzed that UshaPadhmanaban(1998), Kamala(2003), Gupta (2006) had suggested Teaching and learning strategies to improve writing skill, whereas Jeyasala (2005) investigated the effect of psycholinguistic intervention strategy to improve listening skills. Solaiyan (2000) recommended comic strips for improving communication skills in English. Antonisamy (1996) explored Auto Instructional programme for developing writing skills in I year B.E. students through case study method, R.Geetha (2009) developed a remedial self-learning package for the slow-learners in written English at college level. Multi-media self-learning package was used and the research was done through experimental method.

It is also understood that some of the research studies discussed here had evolved English language teaching methods and some researchers analyzed errors in it. Studies were done at High schools, Higher secondary schools and college levels and various methods like, experimental, survey and case study were adopted. As the present study is about using Internet resources through social network in improving the writing skill of the engineering college students, more studies on using technology based ELT methods were examined.

SujathaPriyadharshni(2007) in her, “Language Laboratory Revisited: Qualitative approach to designing a Blending Language course for media students” had attempted to modify the traditional concept of language laboratory. Unlike other
language laboratories, she said, the blogging activities she created would induce the learners’ tendency to write lengthy comments.

U machitra (2001) undertook a research study to develop writing skill through a silent movie. The skill to be developed was writing. The innovative method showed that films could arise high levels of motivation and resulted in a most satisfying learning experience. Roa, C (2004) conducted a study to find out creative mobilization technology for creative writing skills in English.

B. Thenmalar Bharathi (2008) investigated to bring forth the innovative methods of teaching English to engineering students as a second language. Electronic devices like language laboratory and texts on scientific theories on learning English had a practical worth in the teaching method. Patient Rambe (2009) investigated impact of using social networking sites on Academic Relations and Student Learning in University Setting. Using a Critical ethnographic approach, the research investigated power relations and learning manifested in: 1. academics and student text-based messages posted on SNS (Facebook), 2. lecturer and student experiences of using Facebook and its influence on classroom interactions, and 3. Lecturer-student and student peer interactions in class. The findings of this study are that SNS democratized academic relations and communication for academically inclined students through: widening the academic networking space, breaching lecturer-student social boundaries that often hindered student access to knowledge resources, and offering _safe haven_ for student contestation of unpopular academic practices.
Iraji et.al (2014) in his work “Corrective Feedback and Learners’ Uptake across Gender in an EFL Context” talks about the investigates the role of oral corrective feedback used in communicative-based classes and also the role of teacher’s gender in provision of corrective feedback that leads to learners’ uptake of different linguistic features. According to his findings the uptake happened more for male learners’ classes regardless of teacher’s sex.

3.5 Rationale for the Present Study

1. The investigator after studying and reviewing the related studies has derived at the conclusion that Engineering college students are not paid much attention to involve technology in their teaching methods and approaches. Hence the investigator develops an instructional package that can be taught through using technological method like social net work site.

2. The analysis of the related studies further implies that though face book, a popular social network is used by the researchers abroad, in developing the writing skills, Internet resources are not used to bring effectiveness to the teaching learning method.

3. Language labs are used by some of the researchers, but this method cannot bring novel ideas to the learners. Fixed learning materials may get boredom to the students.

4. The investigator uses proper internet resources that suit their instructional package, and the instructional package was prepared in accordance with the Anna University syllabus.
5. The students are not deviated or demotivated because the research study involves the prescribed syllabus of Anna University’s First Semester, Technical English.

6. Self-motivation, Anxiety free learning, Personal learning environment can be provided with this learning method.

3.6 Conclusion

This chapter can be concluded by stating that continuous research studies have been going on in the field of English language Teaching and the recent studies in it reveals that technology takes language teaching method in its strand. There is a positive attitude seen with the teachers and the students towards Computer Mediated Communication. Social network, Facebook can no more be considered for connecting friends alone. Hence an attempt is made to involve Facebook in an effective way to improve the writing skill of the students.