CHAPTER-II
REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

A review of literature is a classification and evaluation of what accredited scholars and researchers have written on a topic, organized according to a guiding concept such as a research objective, thesis, or the problem / issue to be addressed. It is the scholarly core of the dissertation. It is an analysis and synthesis of the source materials, written in a specific style which flows from broad to narrow, and takes into account both the theoretical and empirical issues. The main purpose of the review of literature is to report on original research or experimentation in order to make such information available to the rest of the scholarly world.

The investigator has collected relevant information, studies and reviews related to the present research. The studies collected and reviewed are presented under the following headings:

Studies conducted in India

- Studies on English Language
- Studies on English Language Learning
- Studies on English Language Teaching
- Studies on English Language Teaching and Learning Strategies

Studies conducted abroad

- Studies on English Language
- Studies on English Language Learning
- Studies on English Language Teaching
- Studies on English Language Teaching and Learning Strategies
2.2 STUDIES CONDUCTED IN INDIA

2.2.1 Studies on English Language

Studies on English language, language skills, pedagogical factors and psycho-social factors on receptive learning skill, reading, writing and spelling difficulties in English were reviewed and presented under this heading.

Chandrakanthi (2003) conducted a study (1) to find the relationship among language skills, language aptitude and verbal intelligence of the selected engineering colleges students; (2) to find the influence of socio-economic factors of family, influence of college environment and influence of personality traits in language skills of engineering college students; (3) to study the influence of pedagogical factors such as study habits, locus control, learning approaches, learning styles, and learners’ effectiveness on language skills of the students. Descriptive survey method and quantitative approach was employed for the study. A sample of 135 engineering college students from Coimbatore district was taken, using of probability sampling method for the study. Findings of the study are: (1) Socioeconomic status, family environment and personality traits were identified as significant factors affecting the language skills among the selected engineering students. (2) The influence of pedagogical factors such as study habits, locus control, learning approaches, learning styles and learners’ effectiveness significantly influenced the language skills of the students.

Jayanthi (2004) aimed (1) to study the influence of psycho-social factors on receptive learning skill of teacher trainees; (2) to study the influence of cognitive abilities and non-cognitive abilities on receptive learning skill of the teacher-trainees. Descriptive sample survey method and quantitative approach was adopted for the study. A sample of 207 teacher trainees from DIET, Perundurai and
Erode district was selected through probability sampling technique for the study. The study indicated that (1) the personal characteristics, i.e. age, sex did not influence the receptive learning skills of the teacher trainees. (2) there is no significant difference in the mean score in reading and listening in English between the teacher-trainees who possess differential receptive learning skills. (3) institutional environment, faculty environment, academic environment, religion, culture, socio-economic status, learning style, anxiety influenced the receptive learning skill of the teacher trainees. Personality trait, self-concept, locus, failure of tolerance did not influence it.

Kusuma Harinath (2001) intended (1) to identify the number and percentage of students with reading, writing and spelling difficulties in English; (2) to study the intelligence, personality-based difficulties; (3) to study awareness of the study in reading, writing, spelling; (4) to study the awareness of parents and teachers towards the learning difficulties of the students. Descriptive survey method was employed for the study. A sample of 2,380 students from classes VI and VII from 243 parents, 32 teachers, 66 manuals were taken for the study, using of probability sampling technique. The study revealed that (1) 2380 students of classes VI and VII, 243 students were identified as students with learning difficulties in English. (2) most of the students with learning difficulties had low level and intelligence. (3) it was found that boys experience more learning difficulties than girls. (4) parents’ occupation influences reading difficulties. (5) rural students had more learning difficulties. (6) no parent had any awareness in education. (7) there was a significant relationship with parents’ attitude.

Upendran Subrahmanian’s (2003) study probed into one of the little explored areas in the Indian education context – the beliefs of English language teachers.
The two specific questions which guided the research were: What are ESL teachers’ beliefs about teaching English in India? How do the beliefs impact on media use in the language classroom? The design employed was a qualitative case study using transcripts of email interviews with five participating teachers of English from a single urban, government aided college in south India. The interviews focused on the participants’ views of teaching, teachers, language learning, teaching methods, students, and the media. Secondary data sources came from ten classroom observations made of the participants’ classroom instruction. Findings indicated that there was a “disconnect” between the participants’ stated beliefs and their classroom practices. The dominant beliefs that emerged were determined by institutional factors, and not, as the literature on belief studies seemed to suggest, by “apprenticeship of observation” (beliefs acquired very early in one’s life). What teachers did in the classroom was mostly determined by their desire to complete the “prescribed syllabus”. In such a context, where everything was exam driven, media had little or no role to play; even the most experienced teacher found it difficult to incorporate them as part of his / her teaching practices.

2.2.2 Studies on English Language Learning

English Language Learning activities, problems of students towards learning English were all analyzed and presented in this heading.

Fatimah Hashim and Vishalache Balakrishnan (2006) described a programme developed based on some of the principles of language immersion. The aim of the programme was to provide a group of low proficiency ESL (English as a Second Language) learners’ exposure to “fun” language activities in order to motivate them to learn and use the English language. The activities as well as the two phases of the programme were described in the study. Results of a survey, interviews as well as
the pre and post tests show the gains made in terms of students’ interest and motivation to improve their English language learning and use.

Rozalee Jamir (2002) examined the students’ perceptions regarding the usage of music in the English language learning environment. The subjects of this study were 30 English Learning students. A set of questionnaires was constructed to collect the data. The data were analyzed using percentage. The results indicate that the students have positive views on the usage of music while learning English. They also feel that the usage of music will be beneficial in learning English.

Singaravelu (2001) conducted a study on the Problems of Students of Higher Secondary classes in Learning English as a Second Language. The objectives of the study were (1) to identify and analyse the general problems of the students of higher secondary course in learning English as a second language in Thiruvarur district; (2) to study the availability of general facilities and curriculum experiences provided by the teachers for learning English language; (3) to study the problems faced by the students in writing essays, usage of phrases and idioms, understanding stress shift, using conjunctions and sentence pattern. Descriptive normative survey approach was the method adopted for the study, which mainly focused on qualitative research. The probability sampling method was taken through which 285 boys and 285 girls were selected from higher secondary schools in Thiruvarur district. Stratified random sampling technique was adopted for comprehensive study. The main findings of the study were: (1) Students of higher secondary classes in Thiruvarur district had some specific problems in learning English as a second Language. (2) Students faced the problems in writing essays, phrases and idioms, using conjunctions and sentence pattern. (3) There was significant relationship between the problems faced by the students in pronunciation, learning grammar, knowledge of sentence pattern,
habit of hearing news, rectification of homework, memorisation without understanding, remedial teaching and different variables regarding sex, locality and type of management. (4) There was significant relationship between the opinion of the teachers on the problems faced by the student, in understanding grammar, using punctuation marks, mother tongue interference, guidance of parents and different variables such as sex, locality, experience and type of management.

Wajiha Kanwal and Fauzia Khurshid (2012) explored the university students’ difficulties in learning English language skills. In order to highlight the language difficulties, 27 items questionnaire was developed through standardized procedure and the psychometric of this questionnaire was determined through statistical analysis on a sample of 30 students of the department of English. Results showed that overall university students require extra help in improving their English listening, reading and writing skills. Moreover university students are not fully satisfied with their present course contents of English language and teaching methodologies.

2.2.3 Studies on English Language Teaching

Different aspects of English Language Teaching are reviewed and presented in this chapter.

Abdolreza Pazhakh and Rahmatollah Soltan (2012) done an experiment concerning the contribution of workplace teaching to the better understanding of English for Specific Purpose (ESP) terminologies. Accordingly, 40 learners majoring in electronic and power engineering were selected based on a language proficiency test. Randomly, they were divided into two experimental and control groups. While the instructional material was the same for both groups, experimental group was taught at the workplace while control group was taught in an academic environment. Results after the analysis of the data indicated that
who were taught at the workplace gained more ESP vocabulary than those who were taught in academic environment.

Bonnie Piller and Mary Jo Skillings (2005) investigated the teacher behaviours, lesson delivery and sequence of content and learning expectations used by K-5 teachers at a school in New Delhi, India. Result reflects analysis of classroom observation, field notes, face-to-face interviews with thirty three teachers and administrators, digital photo journaling, and artifacts. The theoretical framework for this study draws from Collier's Conceptual Model, acquiring a second language, explaining the complex interacting factors students experience when acquiring a second language, and the work of Dorothy Strickland outlining effective literacy instruction. Emerging from the data are nine effective teaching strategies that teachers of English learners can add to their repertoire.

Choudhari (1985) made a study (i) to identify the competencies required for a teacher teaching English at the secondary school level, (ii) to explore how the competencies identified varied with demographic variables of teachers, viz., sex, age and educational qualifications, (iii) to determine the relationship of the competencies identified with the presage variables of teacher's intelligence, her attitude towards teaching, her interest in teaching, (iv) to determine the relationship of the competencies identified with the product variables of pupil achievement in English and pupil liking for the teacher, and (v) to investigate how the competencies identified varied with contextual variable of rural / urban teachers. This was a correlational survey study. It had two phases: a factorial phase and a correlational phase. The sample consisted of teachers teaching English drawn by the stratified random sampling method. Data were collected with respect to 178 teachers from Pune and Indore district. Teachers were observed twice in the
classroom with the help of a tool constructed by the researcher. A random sample of 20 students of each teacher observed was administered the Pupil Liking Scale. Students' final examination marks were taken as the indicator of pupil achievement. The major findings of the study were: (1) The pedagogical domain of teaching competency in English consisted of 12 Competencies which were independent of each other. (2) The competency 'Structuring Questions' accounted for 32 per cent variance and correlated significantly with both the product variables. (2) All the competencies correlated positively with the product variables. (4) The contextual variable of location of school had an effect on half the number of competencies. (5) The demographic variables of teacher, sex and educational qualifications had been found to have an impact on almost half the number of the competencies. (6) Teachers' intelligence and attitude were found to be associated with some of the competencies.

Gangaiah (1980) aimed (i) to evaluate the present pre-service and in-service professional training programmes for graduate English-teachers in Andhra Pradesh, and (ii) to suggest modifications for the improvement of English-teacher education in Andhra Pradesh. An English test paper to test the entry achievement of B.Ed. trainees was constructed and administered to 423 trainees in nine colleges who opted for English method. Information relating to the present practices in allowing a trainee to opt for English method in the B.Ed. course was collected from 10 out of 15 principals through a questionnaire. Another questionnaire was prepared to collect information from the lecturers in English method on their professional preparation, teaching methods being used by them, their in-service education needs, etc. Eight of 11 lecturers responded to this questionnaire. In all, 250 trainees responded to the scale prepared to evaluate the effectiveness of the English methods course.
Another questionnaire was prepared to collect information regarding the in-service programmes at the HSELTCs (High School English Language Teaching Centres) from the tutors of the centres. Eight of 15 working tutors responded to the questionnaire. The syllabuses and responses to the test, scale and questionnaire were subjected to analysis. The major findings were: (1) The performance of the majority of trainees on the English test was far from satisfactory. (2) No performance, either in terms of actual linguistic abilities or in terms of marks in English in the degree examination, was a criterion for admission into B.Ed. English method courses. (3) The instructors followed mainly the lecture method in teaching, were ignorant of their in-service education needs and were in favour of radical changes in the English-teacher education programmes. (4) B.Ed. trainees had not achieved most of the expected outcomes of the course. (5) The proficiency of the trainees was not taken care of in the training programmes. (6) The in-service programmes were not need-based and the periods of training were not adequate to improve the teachers' competence in English.

George (1982) intended (i) to describe the role expectations of teachers of English at the secondary school level held by different rating groups-teachers of English, language experts, language teachers (teaching languages other than English), subject teachers, parents and teacher trainees, (ii) to describe the role performance of teachers of English as assessed by different rating groups, (iii) to measure the relationship between role expectations and role performance of teachers of English for different roles and for different rating groups, (iv) to identify and compare the extent of gaps between role expectations and role performance for each of the roles for different rating groups, (v) to identify causative factors for gaps between role expectations and role performance for each of the roles studied, and
(vi) to find out, for each of the roles, training needs for the closure of gaps, if any.,
The sample for the study consisted of 320 secondary school teachers, 40 language
experts, 100 parents, 100 teacher-trainees and 200 secondary school pupils.
The tools and techniques used were rating scales to rate teacher expectations and
performance, observation and interview schedules. The main conclusions were:
(1) The expectations from teachers of English as perceived by the rating groups were
very high, for professional, personal and academic roles and moderate to high for
social role. (2) The different rating groups showed differential patterns in their ratings
of role expectations and role performance. (3) The role performance rating scores
were significantly lower than the role expectation rating scores for all rating groups.
(4) The main difficulties experienced by teachers in improving their role performance
were preoccupation with domestic affairs, the single optional system at the B.Ed.
course, poor standards in English of pupils, inadequate library facilities and heavy
workload. (5) Intensive training for teachers of English at the B.Ed. level and
in-service courses for teachers were necessary to close the gap between
role expectation and role performance. Lengthening of the B.Ed. training course,
introduction of modem methods in teacher training, a course in general English,
training in evaluation techniques and in the use of audio-visual aids are
the main educational implications.

Md. Khaled Bin Chowdhury’s (2012) investigated the higher secondary level
teachers’ perceptions and expectations about Communicative Language Teaching
(CLT) in the higher secondary education in Bangladesh and to identify
the discrepancies between the teachers’ perceptions of CLT and the real classroom
practices at the said level. However, the finding of this study can be applicable to
secondary level ELT education as well. The participants in this study are 5 higher
secondary level EFL teachers. It was found that teachers have correctly identified the principles of CLT and the communicative activities. They however, uphold some misconceptions about the principles of CLT. Huge mismatch was also identified between the perceptions and real classroom practices which happen owing to the practical reasons. It was also found that teachers’ right perceptions of CLT do not help them in their classroom practices. On the other hand, the misconceptions have a debilitating impact on them. So, this study recommends a happy marriage between the innovative ideas of this Western teaching approach and socio-cultural realities in the EFL countries.

Thomas W Christ and Sakilahmed A Makaranis (2009) revealed that the Communicative Language Teaching (CLT) helps to prepare students to acquire written and spoken English. However, research indicates that inconsistencies exist between theoretical conceptions of CLT as an instructional approach and practical implementation of CLT in classrooms. This two-phase embedded mixed methods study focused upon surveying 31 teachers and interviewing and observing six purposefully selected teachers regarding their attitudes about CLT and how they implement CLT in their teaching of English in two schools in India. Results indicated that the teachers, generally, have positive attitudes about policy-mandated CLT practices and that they understand the common properties and approaches of CLT. However, challenges pertaining to implementation were identified and these challenges include: classroom size, available resources, and the verbal English proficiency of teachers and students.

Vasundhra Saxena and Nandita Satsangee (2008) conducted a study to identify the Language and Pedagogical needs of teachers of English at secondary level. There are three phases in the study. In the first phase, an intensive review of literature
related to English language teaching was done along with other measures for specification of the target skills required for efficient teaching of English. In the second phase, content validity of skills required was established through expert judgements and final draft of the Needs Analysis Scale (NAS) was prepared. In the final phase of the study, the reliability of the NAS was established through test-retest method. It is expected that the NAS will be of interest to trainers, curriculum designers & policy makers towards the goals of English language teaching (ELT) in the native as well as non-native context. The scale will be further used to analyze the prioritized needs of the profession to design an innovative curriculum for pre-service teachers of English studying in B.Ed course in India.

2.2.4 Studies on English Language Teaching and Learning Strategies

Studies on various English Language Teaching and Learning Strategies like Meta-Cognitive, Cognitive, Socio-Affective, Compensatory especially Listening, Speaking, Reading and Writing Strategies are reviewed and presented under this heading.

Gupta (2006) found out the usefulness of experience-writing strategies to ameliorate problems related to syntax. The study used a design of experimental and control group, both group comparison with pre-test and post-test of the study. The sample was chosen 54 who had seventh standard children from two schools from Chandigarh followed through random sampling techniques. The findings of the study were: The strategies improve syntax knowledge among children of seventh standard. The successful interventions always included frequent feedback to the students on the quality of their overall writing, strength and missing elements. The language experience approach is effective for reading and writing.
Mahendran (2004) intended (1) to study the listing behaviour of the B.Ed. Optional-I English teacher trainees through Listening Self-assessment; (2) to study the relationship between the components, viz. attention, empathy, respect, response, memory and open mindedness with listening comprehensions among the B.Ed. Optional-I English teacher trainees in pre-test; (3) to study whether the B.Ed. Optional-I English Teacher Trainees differ in pre-test and post-test of listing behaviour through listening self-assessment; (4) to identify verbal behaviour of teacher trainees through Flander’s Interaction Analysis Category System. Experimental method-single group design was used in the study. The sample consisted of 77 pre-service teachers of B.Ed. College. Data had been collected through listening self-assessment, listening comprehension test and Flander’s Interaction Analysis Category System and Observation Schedule. The main findings of the study were: (1) There was no significant difference between the pre-test and post-test scores of listening behaviour through Listening Self-assessment. (2) The significant mean difference between pre/post-test listening behaviour through Listening Self-Assessment with reference to the components of empathy, respect in special English and revealed that the effective use of the Attention Activating Strategies to facilitate listening comprehension among the B.Ed. Optional-I English teacher trainees Flanders system. (3) Effective strategies could be used to develop English by B.Ed. training.

Muthaiah’s (2006) objectives of the study were (1) to enable the students to understand and learn the Vowel Sounds; (2) to enable the students to have a correct and good exposure to Spoken English; (3) to enable the students to pronounce the vowel sounds by facilitating them with the perfect role model; (4) to make the peer group pronounce the sounds correctly. Experimental method and fifty
students from the pre-service teacher education course were selected through purposive sampling techniques as sample for the study. The findings of the study were: (1) The sounds were not found in the student’s mother tongue, i.e. Tamil. (2) Adequate and proper exposure was not given to the students. (3) Perfect model was not available for the students. (4) The peer group’s mispronunciation influenced the students.

Rao (2004) made a study to assess and analyse the creative writing skills of college students in English and to find creative mobilisation technology for creative writing skills in English. Descriptive survey method has been adopted in the study. Qualitative and quantitative approaches were adopted for this study. A sample of 1440 students was selected through the probability sampling technique. The data collected through Language Creative, Essay Paragraph Analysis Scale, Kuppusamy’s Socio-economic Status Scale, Creative Mobilisation Tech Questionnaire, Check-list to College Teacher, and Observation to Students. The findings of the study have shown that (1) urban students had higher creative writing skill. (2) aided students had less creative writing skills. It is suggested that students tend to make better progress in the conditions highlighted in the cross case analysis.

Susmita Pani (2006) conducted an exploratory study that focused on the development of in-service teachers when a reading strategy instruction programme was offered to them. The presentation of this study is done through the description of a single case of a teacher named Supriya. Data for the study were collected at different times before and during the programme, through: a questionnaire, interviews, participant diaries, a researcher's journal and think-aloud protocols. These data were analyzed qualitatively. It is through the story of Supriya that
the researcher presents the analysis supporting the findings that the reading strategy instruction programme has the potential to assist in teacher development.

2.3 STUDIES CONDUCTED ABROAD

Studies done abroad were collected from various sources. The collected studies were presented under different sub-headings.

2.3.1 Studies on English Language

Bayliss and Raymond (2004) examined the link between academic success and second language proficiency in the context of two professional programmes. They conducted two studies. First, they investigated the link between ESL scores on an advanced ESL test and the grade point average (GPA) obtained over two semesters. Second, they investigated the link between French second language scores on an advanced L2 test and both the number of courses failed and the first semester GPA. Later years, the researchers have examined the relationship between language proficiency and such various areas as intelligence, aptitude, and language skills.

Butler and Castellon-Wellington (2000) compared student content performance to concurrent performance on a language proficiency test. This study established a correlation relationship between English language proficiency and performance on standardized achievement tests in English. Cecilia Rios-Aguilar, Manuel Gonzalez-Canche and Luis Moll (2010) in their study took a representative sample of 880 elementary and secondary teachers currently teaching in 33 schools across the state of Arizona were asked about their perceptions of how their English Language Learning (ELL) students were faring under current instructional policies for ELL students. Teachers were surveyed during the Spring of 2010.
Overall findings show that most of these Arizona teachers have a great deal of faith in their ELL students' ability to achieve at grade level but that the 4 hour ELD block to which they are assigned is not helping them to catch up with their English speaking peers academically and there is deep and overwhelming concern about the segregation they are experiencing as a result of this instructional model; 85% believe this separation from English speaking peers is harmful to their learning. Most also believe that the majority of their ELL students are not meeting grade level standards and more than half of teachers also note that their ELL students are stereotyped as slow learners by other students and that the 4 hour block program is harmful to their self-esteem. The study ends with a series of recommendations including those alternative modes of instruction need to be implemented to help ELL students to succeed academically.

Cem Alptekin and Sibel Tatar (2011) conducted the research on Applied Linguistics and Foreign Language Education in Turkey, surveying nearly 130 studies from the period 2005-2009. The research characterizes the most common interests of academics and practitioners in the following areas: foreign language teaching and teachers, foreign language learning and learners, foreign language teacher education, the four language skills, measurement and evaluation, and the relationship between language and culture.

Huahui Zhao’s (2011) case study research examined, through the employment of students’ learning diaries, how Chinese university English-learners’ language proficiency affected the use of peer assessment. Ten second-year English majors at
a university in Southern China were asked to keep diaries of their experiences of being involved in peer assessment over sixteen weeks. The diary data showed that the students viewed their English language proficiency as a salient variable influencing the focus, the type, the appropriateness, and the impact of peer feedback on learners’ redrafts.

John Burgess and Sheila Spencerb (2000) addressed the relationship between two fields: (1) teaching and learning pronunciation in a second or foreign language; and (2) the study of pronunciation-teaching and of phonology in the training and education of language teachers. It reports research conducted to inform the design of an initial teacher-training course. It argues for a strongly integrated approach to the relationship between the two fields, but for different priorities in those fields.

John Hellermann and Andrea Vergun (2007) investigated the classroom interaction and in-home, bilingual interviews of 17 adult learners of English with no previous formal English language instruction in order to find the frequency of use and some functions of forms of language which are not explicitly taught: the discourse markers, and like. Results of the study showed that this set of learners uses few discourse markers.

Kyoko Baba (2009) investigated the impact of the aspects of the Lexical Proficiency of students of English as a Foreign Language (EFL) on their Summary Writing in English (L2) by controlling for the impact of a range of linguistic abilities in English and Japanese (L1). Sixty-eight Japanese undergraduate students wrote two summaries of English texts in English. Their English Lexical Proficiency, English Reading Comprehension, English Proficiency, Knowledge of Japanese Vocabulary, and Writing Proficiency in Japanese as well as the length of summaries were assessed. Multiple regression analysis of the data showed that the effect of
L2 lexical proficiency as a whole on summary writing performance was not pronounced compared to the effect of reading comprehension and the length of summaries. However, the ability to write definitions made a unique contribution over and above the other variables including Reading Comprehension and the length of summaries. It is suggested that different aspects of L2 Lexical Proficiency have a differential impact on EFL learners’ Summary Writing, and that two factors in particular (structure of semantic network of words, and the ability to meta-linguistically manipulate words) may constitute the construct of Summary Writing in L2.

Powers, Donald and Simpson, Annabelle’s (2008) small-scale study was designed to provide some evidence of the relationship between two alternative validity criteria for tests of English language proficiency - student self-assessments and teacher assessments - and to explore the relationship of each of these criteria to scores from the TOEIC Bridge™ test. To accomplish this objective, the TOEIC Bridge was administered to students in Chile, along with a student self-assessment of several common everyday English language tasks. A small number of teachers also provided their assessments of the students’ ability to perform these English language tasks. The results show that although student and teacher assessments correlate only modestly, both of these kinds of assessments correlate moderately with TOEIC Bridge scores. One interpretation of this finding is that TOEIC Bridge scores reflect important aspects of both student and teacher perspectives. Pray, Lisa (2005) examined three tests commonly used to assess the English oral-language proficiency of students who are English language learners (ELLs): the Language Assessment Scales-Oral, the Woodcock-Munoz Language Survey, and the IDEA Proficiency Test. These tests were given to native English-speaking non-Hispanic White and Hispanic
students from varied socioeconomic levels. Since these tests use native-language proficiency as the standard by which responses are evaluated, it is reasonable to expect native English speakers to perform extremely well on these instruments. The extent to which the native speakers of the language do not perform well on these instruments calls their validity into question. Findings indicated that none of the native English-speaking children who took the Woodcock-Munoz Language Survey scored in the "fluent" or "advanced fluent" English ability. One hundred percent of the students scored in the "fluent English speaking" range of the Language Assessment Scales-Oral, and 87% of the students scored in the "fluent English speaking" range of the IDEA Proficiency Test.

Stevens, Butler and Castellon-Wellington (2000) investigated the relationship between the language and performance of seven-grade English language learners on two tests - a language proficiency test and a standardized achievement test. They stated that the correspondence between the languages of the two tests was limited.

2.3.2 Studies on English Language Learning

The studies on English language learning, second language acquisition,

Tracey Louise Knight (2007) indicated that in Second Language Acquisition using English outside of the classroom is an important part of the language learning process. However, studies done on university level ESL (English as a Second Language) and EFL (English as a Foreign Language) students indicate that students use English minimally when outside of the classroom. The research further investigates the details on English use outside of the classroom in order to more fully understand all types of language learners and the link between language proficiency and out-of-class English use. The purpose of the study is to fill two gaps in
the literature previously done on out of class English use: this study examines the English use of adult community college ESL students, while previous studies concentrated mostly on ESL or EFL students in a university setting; and this study examines the correlation between out-of-class English use and English language proficiency, which has not been addressed in previous literature. This study sought to answer the following questions: (1) What types of activities do adult ESL students studying at a community college in the United States participate in using English outside of the classroom and how often do they participate in these activities? (2) Is there a correlation between the students’ proficiency in English and the amount of out-of-class English use? Data used in this study were gathered from the Portland State University Adult ESOL Labsite’s LSS study. Participants were given questionnaires, which asked about their out-of-class English use, and the data taken from 41 participants were used in this study. Results of the study indicated that the learners participated in both individual activities and activities requiring interaction with others in English when outside of the classroom. This finding was not consistent with previous research, indicating that one cannot generalize to all types of ESL learners regarding out-of-class English use. Two Pearson Correlation tests also indicated that there was a statistically significant correlation between out-of-class English use and English language proficiency.

2.3.3 Studies on English Language Teaching

Various studies related to English Language Teaching are narrated as under:

Al-Issa, Ali and Al-Bulushi, Ali (2010) stated in their study that the Reflective Teaching Practice has become a central theme in Professional Growth at the pre-service teacher education level almost everywhere. English Language Teaching (ELT) teacher trainers, like any other Teacher Trainers, have a powerful role to play
in fostering reflection in their student teachers through the approaches and strategies they incorporate in their training, which can have implications related to the perceived worth of reflective practice. This quantitative study describes the responses of 90 final year ELT student teachers and eight of their trainers at Sultan Qaboos University in the Sultanate of Oman, to a survey about the roles, approaches and strategies used to help the student teachers to reflect on their teaching. The results show that while the Trainers have helped their student teachers to develop as reflective teachers, there are certain practices and aspects adopted by the trainers that need to be reconsidered, as they can have negative implications for teacher preparation.

Arda Arikan and Ebrahim Khezerlou (2010) aimed to find the prospective English language teachers’ opinions on computer-based materials in comparison to paper-based materials in relation to some variables such as their self-perceived knowledge of using computers and their sex. The participants were asked to decide to what degree computer and paper-based materials differed in language learning and teaching components, namely, vocabulary, grammar, pronunciation and intonation, listening, reading, speaking, writing, literature, target culture, pragmatics, general knowledge, learning strategies and styles, and creating a positive classroom atmosphere. Results indicated no significant correlation between participants’ knowledge of computers and their opinions, but statistically significant relationship was found between gender and their opinions.

Ayse Kizildag (2009) stated that the teaching of English in Turkey has its own potential problems due to the lack of authentic language input. With these potential hindrances, the study aims to seek what were the challenges incapacitate primary schools for teaching / learning of English. Conducted with 20 primary school teachers
working at public schools in Turkey, data were collected using a semi-structured interview. Results show that poor institutional planning is the main cause of challenges experienced by English language teachers. Besides this, instructional and socio-cultural/economic problems are the other challenges for teaching English.

Carmen Teresa Chaco´n (2005) stated that the teachers’ sense of efficacy has been shown to influence teachers’ actions and student outcomes. The study explored self-efficacy beliefs among English as Foreign Language teachers in selected schools in Venezuela. Data were collected through a survey administered to 100 teachers. The Teacher Sense of Efficacy Scale (Tschannen-Moran & Woolfolk Hoy, 2001) was used to assess efficacy for management, engagement, and instructional strategies. Interviews were conducted with a purposeful sample. Results showed that teachers’ perceived efficacy was correlated with self-reported English proficiency and also indicated that teachers’ efficacy for instructional strategies was higher than efficacy for management and engagement.

Murat Hismanoglu, A (2010) aimed at explaining what ‘professional development’ means in ELT teachers’ perspectives and which professional development strategies they prefer using in their teaching career. The researcher prepared a questionnaire including three open-ended questions responded by 50 language teachers. The findings showed that the majority of ELT teachers are aware of the necessity of the term ‘professional development’; however, only 30% of the participants give importance to their on-going professional development by using mainly such strategies as participatory practitioner research, professional development portfolios, study groups, and so on.

Suleyman Davut Goker’s (2006) goal of the study was to test whether student-teachers trained using a peer coaching training programme after teaching
practicum sessions in teaching of English as a foreign language would demonstrate greater improvement on measures of a number of identified instructional skills and self-efficacy than those just receiving traditional supervisor visits. Two groups of student teachers (32 in total) from English language teaching Department of European University of Lefke, North Cyprus doing their Teaching Practicum course (EDU 420) as part of a B.A. teacher education program were compared in regard to their (a) self-efficacy, and (b) development of (clarity) instructional skills. Results showed statistically significant differences in favour of the experimental condition on 7 variables measured. The findings also have implications for how peer coaching can be a vehicle to develop self-efficacy.

Tian bo Li and Gillian Moreira (2009) considered the development of the English Language Teaching industry in China and examined the private English language learning industry, how it has grown and in what directions, and the impact of the demand for English on English teaching in public schools. The research has revealed how, in the face of competition from the private sector, methodologies in public schools have improved, shifting from being examination-oriented to being language and learner-centered. English language teaching and learning is thus concerned not only with the development of general writing, speaking, reading and listening skills, but also with the acquisition of specific market-oriented competences and knowledge of other cultures.

Zohreh R. Eslami and Azizullah Fatahi (2008) examined the efficacy beliefs of non-native English speaking (NNES) Iranian EFL teachers. EFL teachers’ perceptions of their teaching efficacy in terms of personal capabilities to teach English as a Foreign Language (EFL) and their perceived English Language Proficiency level were examined. A modified version of the Teacher Sense of
Efficacy Scale (Tschannen-Moran & Woolfolk Hoy, 2001) was used to assess efficacy for management, engagement, and instructional strategies. The results showed that the teachers’ perceived efficacy was positively correlated with self-reported English Proficiency. The findings also revealed that the more efficacious the teachers felt that the more inclined they were to use Communicative-Based Strategies. The study has implications for the preparation of NNES teachers and the support they need to develop their Language Proficiency, which in turn is related to their perceived Self-Efficacy.

2.3.4 Studies on English Language Teaching and Learning Strategies

Studies on various English Language Teaching and Learning Strategies like Meta-Cognitive, Cognitive, Socio-Affective, Compensatory, especially Listening, Speaking, Reading and Writing Strategies are reviewed and presented under this heading.

Abdulmuhsen Ayedh Alqahtani and Safaa Mohammad Alhebaishi (2010) aimed at exploring the relationship between English Proficiency and Language Learning Strategies of political sciences students. A cloze test and an Arabic version of Oxford’s SILL used to collect relevant data form students of political sciences at Kuwait University. The results showed that (1) the most frequently used strategies were: the Metacognitive Strategies while the Affective Strategies were the least used ones; and (2) English Proficiency was highly correlated with Metacognitive Strategies while it was lowly correlated with memory. Based on the obtained results, the study concluded with relevant conclusions and recommendations concerning the use language learning strategies in ESP for political sciences contexts.
Adel Abu Radwans (2011) investigated the use of Language Learning Strategies by 128 students majoring in English at Sultan Qaboos University (SQU) in Oman. Using Oxford's (1990) Strategy Inventory for Language Learners (SILL), the study seek to extend the current knowledge by examining the relationship between the use of Language Learning Strategies (LLS) and Gender and English proficiency, measured using a three-way criteria: students' grade point average (GPA) in English courses, study duration in the English Department, and students’ perceived self-rating. It was as well a response to a call by Oxford to examine the relationship between LLSs and various factors in a variety of settings and cultural backgrounds. Results of a one-way analysis of variance (ANOVA) showed that the students used Metacognitive Strategies significantly more than any other category of strategies, with Memory Strategies ranking last on students' preference scale. Contrary to the findings of a number of studies, male students used more social strategies than female students, thus creating the only difference between the two groups in terms of their strategic preferences. Moreover, ANOVA results revealed that more proficient students used more Cognitive, Metacognitive and Affective Strategies than less proficient Students. As for study duration, the results showed a curvilinear relationship between strategy use and study duration, where freshmen used more strategies followed by juniors, then seniors and sophomores, respectively. Analysis of the relationship between strategy use and self-rating revealed a sharp contrast between learners who are self-efficacious and those who are not, favouring the first group in basically every strategy category. To find out which type of strategy predicted learners' L2 proficiency, a backward stepwise logistic regression analysis was performed on students’ data, revealing that use of Cognitive Strategies was the only predictor that distinguished between students with high GPAs and those with
low GPAs. The study suggested that the EFL cultural setting may be a factor that
determines the type of strategies preferred by learners. This might be specifically true
since some of the results obtained in this study vary from results of studies conducted
in other cultural contexts. Results of this study may be used to inform pedagogical
choices at university and even pre-university levels.

Ana Halbach (2000) stated that the concept of Learning Strategies has become
quite familiar to most professionals in teaching English as a foreign language.
However, one of the main difficulties of working with strategies is related to the lack
of appropriate tools to measure strategy use by language students. In this study,
a checklist is presented and tested to see whether it can help to shed some light on
students’ use of strategies as reflected in their diaries. Some interesting differences
between successful and less successful students appear which, in their turn, open up
questions about strategy training in general.

Andrew Yau-hau Tse (2011) mentioned that the Language Learning Strategies
(LLS) that help learners enhance their Language Competence have played
an important role in Language Learning; their spectrum has become one fertile area of
research in Second Language Acquisition (MacIntyre, 1994). The objective of
the study was to investigate the LLS used by secondary and university students and
the background variables influencing their use of LLS. An individual background
questionnaire and the Language Learning Strategy Inventory (LLSI) were used as
the research instruments. The LLSI was modified by the researcher from
Oxford’s (1990) Strategy Inventory for Language Learning (SILL). The findings
reveal that grades 12-13 students use Memory Strategies (medium use) and first year
university students adopt Compensation Strategies (medium use) in learning English.
To conclude, grades 12-13 students in Hong Kong used LLS in a low to medium use,
with no high use; whereas university students used LLS in medium use, with no high use.

Begona Montero-Fleta Carmen Perez-Sabater (2010) revealed that the incorporation of asynchronous computer-mediated communication in the classroom is currently in need of research. They observed the effect of the implementation of this technique to improve writing and students’ motivation. Students worked in groups and got involved in professional blogs posting responses and exchanging comments with the other groups. The analysis of the results shows a high motivation of the students. Writing for a purpose has encouraged them to produce language more fluently and be more concerned on correctness, which leads to consider blogs as a potential tool for the development of linguistic skills.

Ben Olah (2006) compared university and high school students in Japan in the study in terms of ESL Learning Strategies and motivation, and examined how these variables influence English Proficiency. The strategies used for learning English by the two groups of subjects, university and high school students, were investigated using a questionnaire designed by Oxford (1989) called the Strategies Inventory of Language Learning (SILL), the most widely accepted instrument for measuring Learning Strategies. In addition to the SILL, a set of questions relating to motivation was given to the subjects. The study found that the use of Social strategies in university students and Memory, Social and Cognitive strategies in high school students correlated with a high level of English Proficiency and that certain types of motivation for learning English may detrimentally affect proficiency.

Carisma Dreyer and Charl Nel (2003) conducted a research in South Africa which indicates that many South African students who register for undergraduate
study each year are under-prepared for university education and that many of these students also have low levels of reading ability. This has an adverse effect on their chances of academic success. In order to meet the reading needs of students in the 21st century, educators are pressed to develop effective instructional means for teaching Reading Comprehension and Reading Strategy Use. This paper outlines the format and structure of a Strategic Reading Instruction Component of English for Professional Purposes course offered within a technology-enhanced environment.

The results indicated that students who received Strategic Reading Instruction in this environment received both statistically and practically significantly higher marks on three Reading Comprehension measures than did the students in the control group. This was true for successful students, as well as for those considered to be at risk.

Carlo Magno (2010) studied the English Proficiency of Korean students using the components of the Strategy Inventory for Language Learning (SILL) and number of months spent in the formal study of English. There were 302 Korean students; ages 14-18 were requested to answer the Strategy Inventory for Language Learning (SILL) and an English ability test. The SILL includes Strategies on Memory, Cognitive, Compensation, Metacognitive, Affective, and Social Strategies. An English Ability Test was used to measure skills on using grammar, increasing vocabulary, detecting grammatical errors, and reading comprehension. The multiple regressions were used to analyze whether the SILL subscales and months spent in the formal study of English can significantly predict English Proficiency. Only the Compensation Strategy and months spent in the formal study of English significantly predicted English ability. There was an increase in R (.35) when the months spent in the formal study of English were added with the SILL as predictors of English Proficiency.
Carro, Dorothy’s (1999) purpose of the study was to evaluate the effect of increased phonemic awareness instruction on the writing ability of at-risk first graders. Twenty-three students from a suburban first grade classroom in Central New Jersey were involved in the study. Twelve at-risk students were divided into two groups, each of which received one half hour of daily supplemental reading instruction from the Basic Skills teacher which included phonemic awareness activities such as letter recognition, letter/sound correspondences, rhyme, segmentation, word families, and Elkonin boxes. The eleven control children received reading instruction solely from the classroom teacher who used a basal reading programme. Scores from a pre-test which was administered in May of kindergarten were compared to a post-test which was given at the end of January of first grade and evaluated auditory discrimination, word awareness writing ability and writing samples. Both control and experimental samples made considerable growth in spelling and writing abilities from the end of kindergarten to January of first grade. The experimental sample demonstrated the greatest increases in the post-test results after increased phonemic awareness instruction, even though the control group had overall higher scores. Children who are low in phonemic awareness require explicit training in becoming aware of the internal structure of sounds in words which develops their ability to spell words phonetically. As the students become more aware of phonemes and their written form, they become more confident about their writing ability.

Carol Griffiths (2003) conducted the study in a private language school in Auckland, New Zealand, investigated the relationship between course level and reported frequency of Language Learning Strategy Use by speakers of other languages. Employing the Strategy Inventory for Language Learning (SILL),
the investigator found a significant relationship between strategy use and course level with additional significant differences in strategy use and course level according to nationality. Strategies used highly by higher level students frequently in addition to the strategies reportedly used highly across all students frequently were deemed “plus” strategies. These strategies were then grouped into several strategy types, which were: strategies relating to interaction with others, to vocabulary, to reading, to the tolerance of ambiguity, to language systems, to the management of feelings, to the management of learning, and to the utilisation of available resources.

Cevdet Yılmaz (2010) investigated the current English Language Learning Strategies employed by English majors enrolled at Çanakkale Onsekiz Mart University in Turkey. The study also aimed at exploring the relationship between preferred language strategies, gender, proficiency, and self-efficacy beliefs. For this purpose, a questionnaire was administered to 140 participants in the department of English Language Teaching. The results showed that the highest rank (79.4%) was for Compensation strategies while the lowest (63.8%) was for Affective strategies. The results also pointed to significant differences for the strategies in favour of good learners.

Chen, Chih-Sheng (2005) explored non-English speaking EFL pre-service teachers’ English language learning strategies and beliefs toward EFL teaching methodologies. In addition, the relationship between these pre-service teachers. English language learning strategies and beliefs toward EFL teaching methodologies was also investigated. Among approximately 750 pre-service teachers enrolled in the post-baccalaureate EFL teacher education programmes in Taiwan, total 321 pre-service teachers participated in the research. They read and responded to a paper-and-pencil self-report Chinese questionnaire, which includes the individual
background, Oxford’s (1989) Strategy Inventory for Language Learning (SILL) and Beliefs toward EFL Teaching Methodologies (BETM). ANOVAs, t-tests, Pearson’s correlations, and non-parametric tests were used to analyze the data. Concerning English language learning strategies, the results indicated that these pre-service teachers used language learning strategies to learn English almost high frequently (M=3.36). Also, the results indicated pre-service teachers in the study preferred Communicative Language Teaching to the Audio-lingual Method. However, these pre-service teachers would mix methodologies to help students reach communicative competence. As for the relationship between language learning strategies and teaching beliefs, the results showed that there were low correlations. In sum up, this study provided information for researchers and teacher educators to understand how non-English native speaking EFL pre-service teachers learned English, how they would use EFL teaching methodologies to teach their future students, and how these teachers learning practices and teaching beliefs connected each other.

Christine C. M. Goh (2002) examined a group of Chinese ESL Learners' Listening Strategies and the Tactics that operationalized these strategies. An exploratory analysis of the way these tactics interacted in the processing sequences of two learners was also conducted. Data were collected and analyzed using a retrospective verbalization procedure based on the principles of human information processing proposed by Ericsson and Simon (1993. Protocol Analysis: Verbal Reports as Data, second ed. MIT Press, Cambridge, MA). Besides revealing tactics for two new strategies, the study identified a number of tactics for operationalizing some existing strategies in the literature. Altogether, 44 Listening Tactics have been identified. In the comparison of the two learners’
retrospective protocols, it was found that although they used many similar strategies, the higher ability listener demonstrated more effective use of both cognitive and metacognitive tactics. The paper concludes that examining specific tactics was useful in clarifying some strategies in the literature and that an investigation of how individual tactics interact in processing sequences could offer insights into cognitive differences between learners. It also recommends the use of carefully selected retrospective protocols on tactic use for Classroom Awareness-Raising Activities.

Chunpin Luo (2008) proposed for an action research plan designed to find out how to improve students’ listening comprehension skills, enhance their performance and help to promote better learning. The researcher would like to conduct an action research in the classroom teaching in order to make some changes in teaching, to assist the students to become active listeners, and to improve their overall listening comprehension skills.

Deepti Gupta and Getachew Seyoum Woldemariam (2011) examined the influence of motivation and attitude on the writing strategy use of undergraduate EFL students at Jimma University, Ethiopia. The students are required to develop their writing skills to meet academic requirements and future demands of writing in professional settings. Data was collected from respondents about their motivation and attitude, writing ability and writing strategy use using questionnaires, proficiency test and interviews (n=680, 668 and 46 respectively). Results obtained indicated that undergraduate students with strong motivation demonstrated high level of enjoyment, confidence, perceived ability, and positive attitude towards effective teaching methods of writing, and they were found to have employed writing strategies most frequently. That is, highly motivated students were found to use more writing strategies than less motivated ones. Moreover, students who frequently
practised writing, exerted adequate effort, scored expected grades, and obtained early support and encouragement from significant others were also found to be high writing strategy users. The study also revealed that the majority of the undergraduate students were instrumentally motivated when learning writing. This motive has been found to be one of the main driving forces in developing writing skills of learners in the EFL context.

Fatma Susar Kirmizi (2010) aimed to determine the relationship between use of Reading Comprehension Strategies and daily free reading time among 4th and 5th grade primary education students. Descriptive method was used to identify the situation. The study was conducted on 4th and 5th grade primary education students to examine the relationship between their use of reading comprehension strategies and daily time allotted to free reading. The study was conducted on 402 (208 girls, 195 boys) students at 4th and 5th grades attending 7 primary education schools. 51.7% of the participants were female and 48.3% were male. The sample was determined through stratified sampling method. A “Reading Comprehension Strategies Scale” (RCSS) was used as data collection instrument to determine students’ level of use of Reading Strategies. The daily time that student spend free reading (stated in minutes as unit of time) was obtained through the personal information form of the scale. As a result of the analyses it was found that the use of reading comprehension strategies was found to be a significant predictor on daily time spent reading (R2=0.57, p=0.00). Based on this result, it can be stated that there is a significant positive relationship at a medium level between use of reading strategies and daily time spent reading.

Feng Liu, Yun Ding (2009) stated that role-play is an effective technique to animate the teaching and learning atmosphere, arouse the interests of learners,
and make the language acquisition impressive. So this research will mainly focus on how to apply it successfully and take the most advantage of it in English class. The outcome shows there are four crucial factors for its success: the topic chosen should be real and relevant; the teachers need 'feed-in' the appropriate language; correct errors in a proper way; some of teachers role are facilitator, spectator or participant. Incorporating role-play into the classroom adds variety, a change of pace and opportunities for a lot of language production and also a lot of fun.

Haifa Al-Buainain (2010) discussed the type and frequency of Language Learning Strategies used by Qatar University English majors. The subjects were 120 Arabs enrolled in the Department of Foreign Languages representing different learning levels (Year 1-4). Oxford (1990a: 293-300) Strategies Inventory of Language Learning (SILL) questionnaire was used. The results showed that the students used Learning Strategies with high to medium frequency. They preferred to use Metacognitive Strategies most (75.3%), whereas they showed the least use of Affective Strategies (58.6%). In general, the results indicate that Level and Proficiency have differences on the use of some strategies. The differences, however, were insignificant. Haifa Al-Buainain concluded by recommending that more training should be given in using all strategies by embedding them into regular classroom activities.

Hsueh-Jui, Liu (2008) reports on the interrelationship between learners’ Listening Strategy use across listening ability, and learning style. A sample of 101 Taiwanese university EFL (English as a Foreign Language) students was surveyed with two structured pencil and-paper questionnaires of Listening Strategy use (O’Malley et al. 1985; Vandergrift 1997) and learning style (Willing 1988; Nunan 1996). First, with the one-way between groups analysis of variance (ANOVA),
the results suggested that there was a statistically significant difference between the strategy use and the attainment levels at the p< .05 level. Second, the findings also suggested that Listening Strategy use was significantly associated with learning styles (Sig. p< .05). Finally, the aim of this article was to throw some light on a little-investigated area, namely, Listening Comprehension Strategies and Learning Style in L2.

Irene Y. Y. Fung, Ian A. G. Wilkinson and Dennis W. Moore (2003) studied a multiple-baseline design across three schools was used to investigate the effects of L1-assisted reciprocal teaching on 12 Year 7 and Year 8 (Grades 6 and 7) Taiwanese ESL students’ comprehension of English expository text. The intervention comprised the alternate use of L1 (Mandarin) and L2 (English) reciprocal teaching procedures. Through 15–20 days of instruction, students learned how to foster and monitor their comprehension by using the cognitive and metacognitive strategies of questioning, summarising, clarifying, and predicting. Students made gains on both researcher-developed and standardized tests of reading comprehension and showed evidence of qualitative changes in their comprehension processes when reading L1 and L2 texts.

Jahanbakhsh Nikoopour, Mohammad Amini Farsani and Jahangir Kashefi Neishabouri (2011) intended to investigate the most preferred strategy used by EFL students in Iran. The instrument utilized in this study was Strategy Inventory for Language Learning (SILL) to assess the learners’ strategy use frequency in language learning. The findings revealed that, in terms of overall strategy use, Iranian EFL learners are, in general, moderate strategy users. The results showed that Iranian EFL learners preferred to use metacognitive as the most frequently used language learning strategy and memory as the least frequently one.
Kamonpan Boonkit (2010) revealed that speaking is one of the four macro skills to be developed as a means of effective communication in both First and Second Language Learning contexts. In the English as a Foreign Language (EFL) pedagogy environment, how to increase Speaking Competence and Confidence for undergraduate students tends to be a crucial question among instructors. This concern led to a qualitative research design as an action study in a regular course employing a task-based approach. The findings indicated that confidence, creativity of topics, and speaking competence were the key aspects of improvement when speaking to the audience.

Kate Tzu-Ching Chen, Hsaio-Ching Chen, Chung-Cheng Lu (2010) applied GM(0,N) model to weigh problem on the topic of the relationship between Taiwanese student’s English Learning Strategies and student’s learning effects. Different students have different degrees of success in learning English as a Foreign Language. “Learning Strategies” which have been neglected by teachers in general, may help students achieve higher learning outcomes and develop students’ self-directed learning skills. Therefore, exploring how well students know English language learning strategies and investigating the strategy use frequency among students attract a lot of attention. First, this paper designs a research structure and creates a questionnaire based on the O’Malley & Chamot Strategy Inventory (1990). This paper divided the questionnaire into 3 input blocks (28 factors). A cluster sampling of 525 students participated in the research. Second, apply GM (0,N) model to help the calculation of the whole data. Also, a Matlab toolbox has developed to weigh the problems. Finally, this paper got two results. One is factor 14 – I use material in English that I’m interested in, like hobbies to help me study – influences the students’ learning effects most. This may result from the social
environment, educational system or the subculture mind-set of youth. The other is factor 24 – I relate new information to other concepts in memory – influences the students’ learning effects least. This may due to Taiwanese traditional philosophy which emphasize mechanic model, discourage students from individual creative, associative learning. This may indicative of teachers’ attitudes toward classroom learning method. Then, this paper adopts a new approach, and can extend it into other relative fields.

Kyungsim Hong-Nam, A and Alexandra G. Leavella (2006) investigated the Language Learning Strategy Use of 55 ESL students with differing cultural and linguistic backgrounds enrolled in a college Intensive English Program (IEP). The IEP is a language learning institute for pre-admissions university ESL students, and is an important step in developing not only students’ basic Interpersonal Communications Skills (BICS), but more importantly their Cognitive Academic Language Proficiency (CALP). Proficiency with academic English is a key contributor to students’ success in learning in their second language. Using the Strategy Inventory for Language Learning (SILL), the study examines the relationship between language learning strategy use and second language proficiency, focusing on differences in strategy use across gender and nationality. The study found a curvilinear relationship between strategy use and English proficiency, revealing that students in the intermediate level reported more use of learning strategies than beginning and advanced levels. More strategic language learners advance along the proficiency continuum faster than less strategic ones. The students preferred to use metacognitive strategies most, whereas they showed the least use of affective and memory strategies. Females tended to use affective and social strategies more frequently than males.
Leaper, C. & Smith (2004) studied three sets of meta-analyses examined Gender Effects on Children's Language Use. Each set of analyses considered an aspect of speech that was considered to be gender typed: talkativeness, affiliative speech, and assertive speech. Statistically significant average effect sizes were obtained with all three language constructs. On average, girls were slightly more talkative and used more affiliative speech than did boys, whereas boys used more assertive speech than did girls. However, the average effect sizes were either negligible (talkativeness, $d = 0.11$; assertive speech, $d = 0.11$) or small (affiliative speech, $d = 0.26$). Larger effect sizes were indicated for some language constructs depending on either the operational definition of the language measure, the method of recording, the child's age level, the interaction partner (adult or peer), group size, gender composition, observational setting or type of activity. The results were interpreted in relation to social-developmental and social-constructionist approaches to gender; these views are presented as complementary - rather than competing – meta-theoretical viewpoints.

La Sorte, Diane (1980) conducted a study to investigate the ability of children to determine the meanings of derived words that have undergone a pronunciation shift while retaining a close orthographic relationship to their base words. A researcher-designed test was constructed using derived words that had their base word included in a "core list" of words at or below the third grade level. Two forms of the test, a visual form and an auditory form, were developed. The visual form was administered to 105 third and 127 fifth grade students, and the auditory form was given to 94 third and 96 fifth grade students. The relationship of each student's ability to determine meaning and his or her performance on a standardized reading measure was also examined. The results indicated that children could utilize
graphic information to determine meanings of derived words. In addition, both third and fifth grade students were better able to discover meanings when the derived words were received visually than when they were received auditorily. The findings also suggested that good readers at both grade levels were better able to utilize lexical information conveyed in the orthography in determining meanings of derived words.

Lia Plakans (2009) stated that Integrated Second-Language Writing Tasks elicit writing performances that involve other abilities such as Reading or Listening. Thus, understanding the role of these other abilities is necessary for interpreting performance on such tasks. This study used an inductive analysis of Think-Aloud Protocol Data and Interviews to uncover the Reading Strategies of 12 non-native English writers who completed an Integrated Reading-Writing Task. Strategy frequency was considered overall, during composing, and across writers. Word-level strategies were most common along with Global and Mining Strategies. Higher scoring writers used more Mining and Global Strategies, while lower scoring writers showed similar frequency in overall strategy use but differences in choice of strategy. These results suggest that Reading Plays a role in the process and performance of integrated writing tasks, an important consideration when using such tasks for learning or assessment.

Liu, Yi-Chun’s (2009) study aimed to explore Chinese and Korean EFL Learners’ Perceptions with regards to the use of Listening Strategies. The purpose was to learn whether Chinese and Korean students achieve academic Listening Comprehension through specific Listening Strategies. The data were collected from first and second year students currently studying abroad in the US. Although they were immersed in an English speaking environment, the use of
Listening Strategies still affects their development of Academic Listening Comprehension based on what they have learned in their home countries. For this reason, this study provides a corpus for understanding Chinese and Korean EFL students' listening behaviour and what constrains their English Listening Comprehension. The research design is one hundred and sixty-six college level students from three public universities in Texas who completed web-based questionnaires. Skilled and less-skilled groups were differentiated according to their TOEFL listening scores. If the student had a score of more than 570, he/she was categorized into the skilled listeners group; below 570, they belonged to the less-skilled listeners group. In terms of the need for additional research on the different factors that affect developmental outcomes in L2 Listening Comprehension, the following research questions were investigated:

1. Is there a statistically significant relationship between the self-reported use of listening strategies and Self-Reported Listening Comprehension scores on the TOEFL?
2. Is there a difference between skilled and less-skilled non-native English speakers in the Self-Reported use of four categories of Listening Strategies (Memory, Cognitive, Meta-Cognitive, and Socio-Affective)?
3. What factors influence the use of Self-Reported Listening Strategies?

The findings show that students in the sample tended to employ Memory Strategies as a means of achieving Listening Comprehension. In theory, Cognitive and Metacognitive Strategies are more difficult than Memory Strategies, prompting a lack of sophisticated strategies for Chinese and Korean students. In addition, students’ Listening Skills are not mature. The pedagogical implications of this study for EFL education are that teachers, while teaching listening, should be alert to spot
such phenomena and, specifically, instruct students to reach listening maturity via Cognitive and Metacognitive Strategies.

Mary Siew-Lian Wong (2005) explored graduate Pre-Service Teachers’ Language Learning Strategies and Language Self-Efficacy and the relationship between these two constructs. Seventy-four graduate English-as-a-second-language (ESL) Pre-Service Teachers (13 males, 61 females) from a teachers’ college in Kuching, Sarawak, Malaysia, participated in this study. These Pre-Service Teachers were in a one-year Diploma in Education Course to prepare them to teach English in school. Six categories of Language Learning Strategies were identified from their responses to seven hypothetical learning contexts. Pearson correlation coefficients show that there was a significant positive relationship between Language Learning Strategies and Language Self-Efficacy. Interview findings were in agreement with the above findings. High self-efficacy Pre-Service Teachers reported more frequent use of more number of Language Learning Strategies than did low self-efficacy Pre-Service Teachers.

Mary Schleppegrell (1984) described two special purposes English language programmes for Egyptian economists. One used a communicative approach consisting of conversation sessions and extensive writing, and the other focused on developing the receptive skills of listening and reading. Writing ability was tested, using an essay task, and the group that had concentrated on the receptive skills had greater gains in writing ability than the group that had focused on the productive skills of speaking and writing throughout the course. This gives added support to the input hypothesis of language acquisition and comprehension-based methods of language teaching.
Marzieh Yaghobkhani Ghiasvand (2010) conducted a study to compare Learning Strategies between under-achiever and upper-achiever students (including both genders in 3 school grades). This study was designed in retrospective framework. Subjects were high school students in Qazvin Province selected by random multi-level cluster sampling method. Among the samples, two 90- person groups were chosen as upper and under achiever students. Participants completed the Learning and Study Skill Inventory (LSSI) form. This inventory assesses cognitive and meta-cognitive learning strategies. Findings showed that upper students used cognitive and meta-cognitive strategies more than the lower group (p < 0.001). Girls used LSS more than boys (p < 0.000). No significant difference was found among school grades in using of LSS. Meta-cognitive strategies predict academic achievement more effectively than cognitive strategies.

Mehtap Kavasoglu’s (2009) determined to study the language strategies of pre-service teachers of English language and examine the effects of variables such as the students’ gender, the grade of class, and the type of high schools on their strategy use. The data was gathered through “SILL” developed by Oxford. The results of the study indicated all students use Metacognitive strategies at the highest level. The results also showed statistically significant gender differences, favouring females, and class differences. But the study did not show statistically significant differences in terms of the type of high schools. The purpose of this study is to determine the Language Strategies of Pre-Service Teachers of English language and examine the effects of variables such as the students’ gender, the grade of class, and the type of high schools on their strategy use. The data was gathered through “SILL” developed by Oxford. The results of the study indicated all students use Metacognitive strategies at the highest level. The results also showed statistically
significant gender differences, favouring females, and class differences. But the study
did not show statistically significant differences in terms of the type of high schools.

Mei-Ling Chen (2009) investigated relationships between Grade Level, Perceptual Learning Style Preferences, and Language Learning Strategies among Taiwanese English as Foreign Language (EFL) students in grades 7 through 9. Three hundred and ninety junior high school students participated in this study. The instruments for data collection were the Perceptual Learning Style Preference Questionnaire (PLSPQ) and the Strategy Inventory for Language Learning (SILL). Results showed that statistically significant relationships were found to exist between grade level and kinesthetic learning style preference ($p = .001$), tactile learning style preference ($p = .047$), and individual learning style preference ($p = .02$). Results also showed that statistically significant relationships were found to exist between grade level and the use of Memory Strategies ($p = .005$), Cognitive Strategies ($p = .02$), Metacognitive Strategies ($p = .000$), Affective Strategies ($p = .000$) and Social Strategies ($p = .000$). Implications were that it was critical for classroom teachers to be more aware of the differences in their students and ensure that their courses present information that appeal to students in different grade levels.

Michael Lessard-Clouston (1997) provided a brief overview of Language Learning Strategies (LLS) by examining their background and summarising the relevant literature. The overview has also outlined some ways that LLS training has been used and offered a three step approach for teachers to consider in implementing it within their own L2/FL classes. It has also raised two important issues, posed questions for further LLS research, and noted a number of contacts that readers may use in networking on LLS in L2/FL education. According to the researcher, using LLS and LLS training in the L2/FL class not only encourages
learners in their language learning but also helps teachers reflect on and improve their teaching. The researcher also lists helpful contacts and internet sites where readers may access up-to-date information on LLS teaching and research.

Michael O'Malley, Anna Uhl Chamot and Lisa Kupper’s (1988) study focused on the mental processes Second Language Learners’ Use in Listening Comprehension, the strategies they use in different phases of comprehension, and the differences in strategy use between students designated by their teachers as effective and ineffective listeners. The students in this study were all from Hispanic backgrounds, intermediate in English proficiency, and were enrolled in ESL classes at the secondary level. Data were collected using Think-Aloud procedures in which students were interrupted during a Listening Comprehension activity and asked to indicate what they were thinking. Findings indicated that mental processes students use in Listening Comprehension paralleled three theoretically-derived phases of the comprehension process: perceptual processing, parsing, and utilization. Each phase was characterized by active processing and by the use of Learning Strategies. Three predominant strategies which differentiated effective from ineffective listeners were Self-Monitoring, Elaboration, and Inferencing. The findings were related to implications for instructional practice.

Miele, Carol (1998) examined the teaching and learning issues surrounding orthography in a community college setting. Spelling materials were designed in English and given to college-level English-as-a-Second-Language (ESL) students, with the goal of giving learners a means to integrate the experiences of speaking and writing English. The study reveals that students who have difficulty with English spelling respond positively to rule-based instruction aimed at increasing their understanding of the orthographic system. Findings also indicate that students
with weak spelling skills also have limited phonological and lexical competence. Results highlight the need to address spelling in ESL classes.

Ming-Nuan Yang (2007) investigated the effects of ethnicity and language proficiency on the use of language learning strategies by junior college students. Specifically, the study aimed to find out whether the frequency of strategy use across aboriginal and non-aboriginal junior college students and across high, intermediate and low English proficiency groups varies significantly. To identify the learning strategies that different ethnic and proficiency groups use, the Strategy Inventory for Language Learning (SILL) was administrated to 451 junior college students. It was found that ethnicity did play a significant role in the selection of language learning strategies. Language proficiency influenced learners’ use of language learning strategies. More proficient students reported using strategies more often than less proficient students. In addition, the most and least favoured strategies of various ethnic and proficiency groups were identified. It has been concluded that understanding students’ strategy use may enable EFL teachers to incorporate language learning strategy training in English lessons at junior college levels and ultimately improve students’ English language skills.

Ming Yee Carissa Young (1997) investigated the possible existence of a sequence of use of Listening Comprehension Strategies by advanced ESL learners. Eighteen university-level Chinese students in Hong Kong participated in this study. Data was collected by Think-Aloud Procedures, in which the students reported whatever came to their minds while listening to three audio texts selected from commercial ESL textbooks. The Think-Aloud Reports were taped, transcribed, and coded for the identification of listening comprehension strategies against a twenty-item coding scheme. Results of the implicational scaling analysis revealed
that these students had a similar pattern of strategy use regardless of their gender and English achievement. A follow-up qualitative analysis of the representative protocols uncovered a sequence of strategy use in the processing of aural information. The systematicity of Listening Strategies might inspire language professionals to develop Innovative Strategy-Based Instruction Courses which focus on strategy use at different stages of Listening.

Mst. Moriam, Quadir (2005) studied the differences of Speaking Strategy use by the EFL-major university students in Japan and Bangladesh. EFL Speaking Strategies were measured by a Speaking Strategy Use Questionnaire with items selected, combined and simplified from two sets, Language Strategy Use Survey (Cohen and Chi, received from internet on July 17, 2004) and The Strategy Inventory for Language Learning (SILL) (Oxford, 1990) on 165 EFL-majors, 102 Japanese (70 females and 32 males) and 63 Bangladeshi (26 females and 37 males). To determine the learners' confidence in their own speaking skill levels a self-evaluative format was joined with the questionnaire. The major findings were that the Bangladeshi learners reported more frequent use of Cognitive and Interpersonal Strategies than the Japanese learners. The Japanese females reported more use of Cognitive Strategy than the males. On the other hand, the Bangladeshi learners showed no gender difference in any category. The Japanese females showed Communicative-Experiential Strategy as the most frequently used category, whereas the males showed almost equal frequency to Communicative - Experiential, Management and Planning and Interpersonal Strategies. The Bangladeshi females reported almost the same frequency to use Communicative - Experiential, Interpersonal, and Cognitive Strategies and the males showed almost the same tendency including Management and Planning Strategy with the above
categories. Cognitive and affective strategies had the strongest correlations with the other categories in both cultures. The Japanese learners' self-evaluation had the strongest correlations with the use of Affective and Interpersonal Strategies. The Bangladeshi learners' self-evaluation had the strongest correlations with the use of Cognitive and Communicative - Experiential Strategies.

Muhlise Cosgun Ogeyik (2009) stated that the Learning Strategies, which are presumed as goal-oriented, purposeful and controlled behaviours encourage learners' performances in Foreign Language Learning Skills. In this context, use of the strategies can be considered as part of the assessment of learners' performances in Foreign Language Teaching. Strategies were divided into various groups. For the assessment of strategies, various methods were used. This study highlighted the assessment of Compensatory Strategies through Strategy Questionnaires in Writing and Speaking Skills of English Language Learners. The aim was to find out how learners perform strategies in these Language Skills. The analysis of the data collected through questionnaires was computed statistically and percentage calculation was applied on the same data set. The overall results indicated that the Learners of English at the English Language Department at Trakya University, in Turkey, employ similar strategies in both skills. In addition, they consciously employ the strategies in their activities.

Nadine Sporera, Joachim C. Brunsteina and Ulf Kieschkeb (2008) investigated the effects of three different forms of Strategy Instruction on 210 elementary - school students' Reading Comprehension. Students were assigned to any one of three intervention conditions or to a traditional instruction condition (control condition). Training students were taught four Reading Strategies (Summarizing, Questioning, Clarifying, Predicting) and practiced these strategies in small groups (Reciprocal
Teaching), pairs, or instructor-guided small groups. At both the post- and follow-up test the intervention students attained higher scores on an experimenter-developed task of reading comprehension and strategy use than the control students who received traditional instruction. Furthermore, students who practiced Reciprocal Teaching in small groups outperformed students in instructor-guided and traditional instruction groups on a standardized reading comprehension test.

Naomi Haslam’s (2010) determined whether language aptitude and the use of language strategies predict pronunciation gains in second language (L2) acquisition. A second goal was to determine whether these factors differed depending on whether learning occurred in an English as a second language (ESL) or English as a foreign language (EFL) learning context. Eighty-six ESL students in the United States and one hundred EFL students in China were asked to take the Pimsleur language aptitude test. The top 15 or 16 and lowest 15 or 16 scorers on this test from each group were asked to complete a test of pronunciation proficiency and a pronunciation strategies inventory at the beginning and end of a 10-week speaking class in which they were enrolled. The pre and post pronunciation tests were rated and pronunciation proficiency gains in global foreign accent, fluency, comprehensibility and accuracy were compared to both Pimsleur test scores and use of pronunciation strategies before and after training. Results indicated that general language aptitude did not predict pronunciation gains regardless of type of setting (ESL or EFL), but that auditory aptitude may be linked to pronunciation proficiency. Analyses revealed that specific pronunciation strategies were strong predictors of pronunciation gain for comprehensibility and accuracy gains. The findings of this study suggest that pronunciation strategies seem to play a bigger role
Nenden Sri Lengkanawati (2004) studied the students’ learning strategies, as has been reported by some research undertaken, have powerful impact on the students’ learning outcome. The study reported here tries to focus on how the learners from different cultural background learn a foreign language using their language learning strategies. Thus, a research undertaking was carried out involving a sample of 56 students at two universities in Australia learning Indonesian as a Foreign Language (IFL) and 114 students learning English as a Foreign Language in a university in Indonesia. The research was designed to investigate the learners’ Language Learning Strategy differences from the perspective of their cultural backgrounds. This research reveals some evidence of the differences in the degree of strategies used by both groups. Memory, Meta-cognitive and Affective Strategies were more frequently used by EFL students in Indonesia than by IFL students in Australia. On the other hand, the use of cognitive, compensation and social strategies is higher in Australia than in Indonesia. The data gathered from the interview shows differences in Language Learning Strategies due to differences of their learning culture. Norman Fewell (2010) studied the Language Learning Strategy (LLS) utilization by Japanese College EFL students. A comparison of differences in LLS utilization and English Language Proficiency levels revealed that the selection of LLS chosen may have been a critical source in determining Language Learning success or failure.

Sa’adiah Kummina and Saemah Rahmanb (2010) aimed to determine the relationship between the use of metacognitive strategies and achievement in English among students in University Kebangsaan Malaysia using a set of
questionnaire. It also aims to identify if there are differences based on gender, ethnic and achievement in Malaysian University Entrance Test (MUET). The sample consists of 50 undergraduate students. Results show that there are no differences in the use of metacognitive strategies based on gender and ethnic groups. Rehearsal strategy is the most frequently used strategy. There are differences in the use of metacognitive strategies among proficient and less proficient English language learners.

Sadighi, F and Zarafshan’s (2006) study explored the effects of attitude, motivation, and years of study on the use of Language Learning Strategies by Iranian EFL university students. The participants of the study consisted of 126 freshmen and seniors majoring in English Translation and Teaching English at Shiraz Islamic Azad University. Two instruments were used to gather the needed data: A 50-item Likert-type strategy questionnaire and a Likert-type background questionnaire to elicit data on attitude, motivation, and years of study. Analysis of the results revealed that the subjects of the study reported to employing Metacognitive, Social, Affective, and Compensation Strategies more frequently than Memory and Cognitive Strategies. Also in this study, attitude proved to influence the use of Language Learning Strategies (LLSs) significantly. That is, learners with positive attitude used LLSs more frequently than those with negative attitude. Regarding the factor of motivation, integratively-motivated students employed more strategies than instrumentally-oriented ones. Furthermore, seniors showed greater use of LLSs than freshmen.

Saeed Mehrpour and Mohammad Rahimi (2010) carried out a study to determine the effect of general vocabulary knowledge and gaining familiarity with the specific vocabulary content of a reading or listening comprehension test on
a group of Iranian EFL learners’ reading and listening comprehension ability. Two groups of male and female English majors (N = 58) participated in the study. In one group (the treatment group), the participants were given a reading comprehension test accompanied by a glossary which contained the meaning of the most difficult words appearing in the reading comprehension test. In the other group (the control group), the students received the same test without the glossary. The same procedure was followed for a listening comprehension test in the two groups in another session. The analysis of the data revealed that the students in the treatment group significantly outperformed those in the control group in both reading and listening comprehension tests. Further analysis of the data indicated that the learners’ knowledge of the general vocabulary content of the reading and listening comprehension texts only affected their performance on the reading comprehension test. The results of the study shed more light on the influence of knowledge of vocabulary on reading and listening comprehension.

Shirley Sharmini Rajamoney (2008) investigated the use of Language Learning Strategies after Strategy Training in an ESL classroom. Language Learning Strategies (LLS) refer to the conscious or unconscious mental steps that are employed by learners’ to aid in the acquisition of a target language whereas Strategy Training refers to the explicit introduction of Language Learning Strategies during lessons where learners are exposed to when, how and why these strategies can be used to facilitate the learning process. This study involved 42 Form Four students from different races in an urban Government Secondary School in Penang. The ESL students were of an intermediate level of proficiency and knowledge. The primary objective of the study was to identify the types of Language Learning
Strategies employed by the students in an ESL classroom after undergoing Strategy Training. Besides that, it also aimed to analyze students’ perceptions on the use of the strategies in their Language Learning after Strategy Training. The findings revealed that students employed various Language Learning Strategies (LLS) such as Metacognitive, Cognitive, Affective, Social and Compensation Strategies in their process of Language Learning. This study also points out that students were unaware of the Language Learning Strategies used and they were not aware of the benefits of using these strategies in learning English. Furthermore, few students felt that learning these strategies would not benefit them in any way as they rarely used English in their daily lives. Apart from that, it was also revealed that students were having problems such as “lack of confidence”, “anxiety” and “shyness” in learning English. This study also reports that students’ refuse to become independent learners because they lack motivation and reinforcement. Overall, the findings have highlighted that there is a need to conduct Strategy Training to promote students to use LLS and to expose students to the various types of LLS which can be beneficially applied to enable more students to identify their strengths and weaknesses in Language Learning. In addition to that, the study suggests Strategy Training be carried out to enhance students’ Language Learning. Students were provided with feedback through their journals and learning takes place when students are able to use their most required strategy to become independent learners.

Speece, Roth, Cooper, & de la Paz (1999) examined the relationships between Oral Language and Literacy in a two-year, multivariate design. Through empirical cluster analysis of a sample of 88 kindergarten children, four oral language subtypes were identified based on measures of semantics, syntax, meta-linguistics and oral narration. Validation efforts included (a) concurrent and predictive analyses
of subtype differences on reading, spelling, and listening comprehension measures based on a priority hypotheses and (b) a comparison of the teacher classification of the children with the empirical classification. The subtypes represented high average, low average, high narrative, and low overall patterns of Oral Language Skill. The high average subtype received the most consistent evidence for validation. The pattern of validation results indicates that the relationship between Oral Language and Literacy is not uniform and suggests a modification of the assumption that Oral Language Skills have a direct role in reading acquisition.

Susan Chambers Cantrella, Janice F. Almasib, Janis C. Carterc, Margaret Rintamaac and Angela Maddenc (2010) examined the impact of the Learning Strategies Curriculum (LSC), an adolescent reading intervention program, on 6th- and 9th-grade students' reading comprehension and strategy use. Using a randomized treatment–control group design, the study compared student outcomes for these constructs for 365 students who received daily instruction in 6 LSC strategies and 290 students who did not receive intervention instruction. After 1 school year, 6th-grade students who received intervention instruction significantly outperformed students in the control group on a standardized measure of reading comprehension and reported using problem-solving strategies in reading to a greater extent than students in the control group. There were no significant differences between 9th grade intervention and control groups in reading comprehension or strategy use.

Teng, Huei-Chun’s (2010) study looked into the instruction of EFL Listening Strategies to Taiwanese college students. Subjects were one freshman class of about 50 students at a university. The instruments include a Listening Strategy Questionnaire, and a weekly learning diary. First, subjects completed the questionnaire of Listening Strategies. Second, in the freshman course
English Listening Practice, subjects received instruction and practice in the use of EFL Listening Strategies for 20 minutes weekly for 15 weeks. Each week two Listening Strategies were taught with examples and exercises designed by the researcher. In total, subjects were able to learn 30 EFL Listening Strategies. During the instruction phase, subjects were required to keep a weekly learning journal. Finally, subjects received a post-test on the strategy questionnaire. Results of the study provided empirical descriptions of Strategy Training for L2 listeners. Results also offered some implications for teaching EFL Listening Comprehension.

Thanajaro, Metinee’s (2000) study examined the influences of Aural Authentic Materials on Listening Ability in students of English as a Second Language. The secondary purposes of the study were to identify the Learning Strategies used by ESL students experiencing authentic listening texts and to determine the influences of authentic materials on ESL students' attitudes towards learning English. ESL students attending the High Intermediate Academic Listening and Vocabulary Development class at a language training centre participated in this study. The sources of data for this descriptive study included interviews, questionnaires, and class observation. Analysis of the interviews and the self-evaluation questionnaire revealed that the use of authentic materials in this ESL classroom helped increase students' comfort level and their self-confidence to listen to the target language. Analysis of the class observation and the Learning Strategy Questionnaire revealed that ESL students usually paid attention when someone was speaking English. Students also relied on outside sources such as dictionaries, or other people such as relatives to understand unfamiliar words. Finally, analysis of the class observation and the interview with students revealed that the use of aural authentic materials in ESL classroom had a positive effect on
ESL students' motivation to learn the language. Recommendations are offered to ease learners' frustration that resulted from the use of unfamiliar vocabulary and the speed of authentic speech.

Thang Siew Ming and Wong Fook Fei (2005) undertook the study on a group of ESL instructors teaching English for Specific Purposes (ESP) courses in a public university in Malaysia to find out (1) to what extent ESL instructors apply current theories and thinking on ESL teaching and (2) to what extent they consider the learning styles of their students in their teaching and help their students to be aware of the appropriate language learning strategies and processes for autonomous language learning. A questionnaire was used to collect data for the study and the results were analyzed quantitatively.

Thitthongkam (2010) studied the utilization of communicative exercises on the Internet for writing skill development of students to approach the university criteria and to study the students’ satisfaction towards studying English after using the communicative exercises on the Internet. The sample for this research consisted of 100 students who took Grammar and Writing Skills Course. They were obtained by purposive sampling. The research results indicated that communicative exercises on the Internet supported improving students’ writing skills, and assisted 99 percent of the samples to pass the course based on the university criteria. Based on the information from student behaviour observation, it indicated that students had better motivation in studying English, and always performed writing skills. The learning effectiveness is significant at the 0.05 level. Satisfaction with studying English after using communicative exercise was positive. The students’ satisfaction with learning English after using the communicative exercises on the Internet was at the level of strong satisfaction (mean=4.319) or 86.38 percent. However,
the students’ writing skills revealed some problems. The problems are about word usage, sentence patterns, and tenses. The problems include skills on using technology and the Internet.

Ulrich Schroeders, Oliver Wilhelm and Nina Bucholtz (2010) stated that the receptive foreign language proficiency is usually measured with reading and listening comprehension tasks. A novel approach to assess such proficiencies – viewing comprehension – is based on the presentation of short instructional videos followed by one or more comprehension questions concerning the preceding video stimulus. In order to evaluate a newly developed viewing comprehension test 485 German high school students completed reading, listening, and viewing comprehension tests, all measuring the receptive proficiency in English as a foreign language. Fluid and crystallized intelligence were measured as predictors of performance. Relative to traditional comprehension tasks, the viewing comprehension task has similar psychometric qualities. The three comprehension tests are very highly but not perfectly correlated with each other. Relations with fluid and crystallized intelligence show systematic differences between the three comprehension tasks. The high overlap between foreign language comprehension measures and between crystallized intelligence and language comprehension ability can be taken as support for a uni-dimensional interpretation. Implications for the assessment of language proficiency are discussed.

Ummuhan Yesil-Dagli (2011) investigated the predictive role of English letter naming fluency, initial sound fluency, and vocabulary skills at the time of kindergarten entry for first grade English oral reading fluency and to examine the variability in language and literacy skills of ELL students by their demographic characteristics. The data for this study came from the Progress Monitoring
and Reporting Network (PMRN), and were collected from Florida's Reading First schools. Letter Naming Fluency, Initial Sound Fluency, and Oral Reading Fluency components of Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and the Peabody Picture Vocabulary Test were used as measures. Hierarchical Linear Modeling was used to analyze the curvilinear growth of ELL students’ first grade oral reading fluency. The results of this study revealed that Kindergarten English Letter Naming Fluency was the best predictor and Vocabulary Skills were the second best predictor of Oral Reading Fluency in the first grade, followed by Initial Sound Fluency.

Vilmante Liubiniene (2009) states listening, like reading, writing, and speaking, is a complex process best developed by consistent practice. Listening is the vital skill providing the basis for the successful communication and successful professional career. Effective listening skills enhance the ability to learn and adapt new information, knowledge, and skills. Listening comprehension is more than extracting meaning from incoming speech. It is a process of matching speech with the background knowledge, i.e. what the listeners already know about the subject. Listening in a CLIL environment is different from listening in a content class conducted in the mother-tongue and from listening comprehension tasks in the language class. The aim of this paper is to analyze how CLIL methodology could be useful in developing listening comprehension in both content and language classes. It is very important to teach students how to listen. In this light, listening emerges first and foremost as a process and second as a product. Consequently learners become responsible for their own learning and gain control over the listening process. Listening skills can be developed by the instruction of
general learning strategies. The CLIL approach could be of great help in reaching this goal.

William Baker and Kamonpan Boonkit (2004) investigated learning strategies employed by undergraduate students at a Thai university studying EAP (English for Academic Purposes) reading and writing courses. The research aimed to identify the most frequently used strategies and different strategy use between ‘successful’ and ‘less successful’ learners. Learning strategies were classified following Oxford’s (1990) six category taxonomy and an additional category of negative strategies. The results revealed metacognitive, cognitive and compensation as the most frequently used strategies overall. Differences in strategy use for successful and less successful readers and writers were also demonstrated. A number of affective and social strategies were identified in the quantitative analysis which needed further investigation. Furthermore, various strategies investigated in earlier learner strategy research seemed, based on this research, to be culturally inappropriate in the Thai context.

Wu, Manfred Man Fat (2007) identified the relationship between preferred Metacognitive Language-Learning Strategies (MCLLSs) and language-learning styles (LLSYs) and their patterns of use amongst a selected group of learners at a vocational education institute in Hong Kong. Quantitative data were collected from 192 survey respondents and qualitative data from 8 interview participants. With regard to MCLLSs, the quantitative data reveal a medium to high use among learners, with Finding out about language learning, Self-monitoring and Paying attention identified as the most frequently used MCLLSs; with regard to style preferences, the quantitative data reveal a prevalence of multiple major preferences. The most favoured LLSYs are Auditory, Kinaesthetic and Group. The qualitative data
show the reasons for using (and not using) particular MCLLSs as well as the reasons for preferring (and not preferring) particular LLSYs. The major factors which were found to determine the use of MCLLS were easiness of implementation, applicability, availability of opportunity, level of knowledge of strategies and motivation to use strategies. The major factors which were found to affect the choice of LLSYs were boredom, easiness in implementation and availability of practice opportunities. The study also identified the situations and language tasks in which MCLLSs were selectively used and in which particular LLSYs were favoured. The survey questionnaires and interviews reveal some differences in the use of MCLLSs and choice of LLSYs, and in the relationship between them. Despite the existence of these discrepancies, the findings from the two data sources were consistent in showing that there were no differences in the MCLLS use of learners with each of the six major style preferences. Several methodological issues, implications for teaching and directions for future research are discussed.

Ying-Chun Lai (2009) investigated Language Learning Strategies used by 418 EFL learners in Taiwan and looked for relationships between Learning Strategy use and the Patterns of Strategy use based on Language Proficiency. The participants reported using Compensation Strategies most frequently and Affective Strategies least frequently. The most frequently used individual strategies involved guessing intelligently and overcoming limitations in using English; the least used items involved speaking and writing to others in English. The research results also showed that Proficiency Level has a significant effect on strategy choice and use. The more proficient learners used more learning strategies. They used Metacognitive Strategies and Cognitive Strategies most frequently and Memory Strategies least frequently. The less proficient learners, on the other hand, preferred Social and Memory
Strategies to Cognitive and Metacognitive Strategies. The research also analyzed individual strategy items, finding that the strategies reported as used more frequently by the more proficient learners were arranging and planning their learning; using analytical and reasoning skills; and practicing their pronunciation and speaking.

Yucheng Li & Yan Liu’s (2008) paper aims at providing some information concerning the impact of Strategies-Based Instruction on Listening Comprehension conducted in English major at Jiangsu University of Science & Technology. This study is set out to examine the contribution that formal strategies-based instruction might offer learners to their improving Listening Proficiency. 44 senior students in English major, varying in performance in English learning (with the consideration of students’ scores in TEM-4), are sampled. The Microsoft Excel is undertaken to analyze sample materials and data. Despite the limitation of the study, the final results indicate that strategies-based instruction plays a positive role in determining students’ improvement in Listening Comprehension. The pedagogical implication of the study is that: if the instructors systematically introduce and reinforce strategies that can help students to improve Listening Competence and that are specially designed for any given test, their students may well improve the performance on language tasks. The study also seems to endorse the notion of Integrating Strategy Training into the Classroom Instructional Plan and Embedding Strategies into daily Language Tasks.

Yu-Chih Doris Shih (2005) studied the American pre-service teachers and Taiwanese university students of English-as-a-Foreign-Language corresponded via e-mail and computer conferencing to prepare U.S. pre-service teachers for online teaching and reaching diverse learners, and to provide English instruction to Taiwanese students. Taiwanese students practiced English and exchanged cultural
information. Participants reported on their levels of success in the connection. The researcher identified types of learning achieved in the connection and summarized the online learning strategies applied by the Taiwanese. Then strategies were related to levels of success.

Zekiye Muge Tavil (2010) stated that listening and speaking skills co-occur in real-life discourse and they are not mutually exclusive. Within this framework, this study is conducted to prove that teaching listening and speaking skills in integration improves oral communicative competence of the students. In order to collect data for the study, a pre and post-test and various tasks were designed for 180 students from the preparatory school of Hacettepe University, Turkey. The collected data was analyzed through t-test. At the end of the study, the group practicing the skills in integration was found to be more successful than the group practicing the skills separately.

Zheng Hongyan, Niu Guixia, Tian Huiqing (2009) stated that in recent years, Second Language Teaching and Learning Strategies have always been attracting people’s interests. As one of the most effective Learning Strategies, Metacognitive Strategies have been proved to be the high-order executive skill, and it is very important in Language Learning. In this paper, a methodology was conducted to explore the general use of Metacognitive Strategies among 8 freshmen of Hebei University of Engineering. The major findings were: seven subjects uses of Metacognitive strategies and six subjects’ English Self-Efficacy improved after training, which proves the effectiveness of the training, and the impact of this training on English Self-Efficacy.
2.4 AN OVERVIEW OF THE LITERATURE REVIEWED

The overall researches reviewed, provides an overall view of the studies conducted in India and abroad on English Language Skills and English Language Learning and Teaching Strategies.

Chandrakanthi (2003) conducted a study on language skills, study habits locus control, learning approaches, learning styles, and learners’ effectiveness on language skills of the students. Jayanthi (2004) aimed to study the influence of Psycho-social factors on receptive learning skill of teacher trainees, the influence of cognitive abilities and non-cognitive abilities on receptive learning skill of the teacher trainees. Kusuma Harinath (2001) intended to identify the number and percentage of students with reading, writing and spelling difficulties in English, awareness of the study in reading, writing, spelling.

Singaravelu (2001) conducted a study on the Problems of Students of Higher Secondary classes in Learning English as a Second Language. Wajiha Kanwal and Fauzia Khurshid (2012) conducted a study to explore the university students’ difficulties in learning English language skills.

Abdolreza Pazhakh and Rahmatollah Soltan (2012) done an experiment concerning the contribution of workplace teaching to the better understanding of English for Specific Purpose (ESP) terminologies. Bonnie Piller and Mary Jo Skillings (2005) investigated the teacher behaviours, lesson delivery and sequence of content and learning expectations used by K-5 teachers. Choudhari (1985) made a study to identify the competencies required for a teacher teaching English at the Secondary School Level. Gangaiah (1980) aimed to evaluate the present pre-service and in-service professional training programmes for graduate English-teachers in Andhra Pradesh, and to suggest modifications for the improvement of English-teacher


Muthaiah’s (2006) made a study (1) to enable the students to understand and learn the Vowel Sounds, to have a correct and good exposure to Spoken English, to pronounce the vowel sounds by facilitating them with the perfect role model, to make the peer group pronounce the sounds correctly. Raja Soundara (2005) performed a study on the development of communicative strategy and its effectiveness in learning communicative skills in English at the collegiate level. Rao (2004) made a study to assess and analyse the creative writing skills of college students in English and to find creative mobilisation technology for creative writing skills in English. Susmita Pani (2006) conducted an exploratory study that focused on the development of in-service teachers when a reading strategy instruction programme was offered to them. Thomas W Christ and Sakilahmed A Makaranis (2009) made a study on the Communicative Language Teaching (CLT). Vasundhra Saxena and Nandita Satsangee (2008) conducted a study to identify the Language and Pedagogical needs of teachers of English at secondary level.
Bayliss and Raymond (2004) examined the link between academic success and second language proficiency in the context of two professional programmes, examined the relationship between language proficiency and such various areas as intelligence, aptitude, and language skills. Butler and Castellon-Wellington (2000) compared student content performance to concurrent performance on a language proficiency test and established a correlation relationship between English language proficiency and performance on standardized achievement tests in English. Cecilia Rios-Aguilar, Manuel Gonzalez-Canche and Luis Moll (2010) studied the elementary and secondary teacher’s perceptions of how their English Language Learning (ELL) students were faring under current instructional policies for ELL students.

Cem Alptekin and Sibel Tatar (2011) conducted the research on Applied Linguistics and Foreign Language Education. De Avila (1990) observed that the relationship between academic achievement and language proficiency disappears as students approach native-like proficiency levels. Huahui Zhao’s (2011) examined how Chinese university English-learners’ language proficiency affected the use of peer assessment and found that the students viewed their English language proficiency as a salient variable influencing the focus, the type, the appropriateness, and the impact of peer feedback on learners’ redrafts. John Burgess and Sheila Spencerb (2000) addressed the relationship between two fields teaching and learning pronunciation in a second or foreign language; and the study of pronunciation-teaching and of phonology in the training and education of language teachers. John Hellermann and Andrea Vergun (2007) investigated the classroom interaction and in-home, bilingual interviews of adult learners of English with no previous formal English language instruction in order to find the frequency of use and some functions of forms of language which are not explicitly taught: the discourse markers, and like.
Kyoko Baba (2009) investigated the impact of the aspects of the Lexical Proficiency of students of English as a Foreign Language (EFL) on their Summary Writing in English (L2). Powers, Donald and Simpson, Annabelle’s (2008) study was designed to provide some evidence of the relationship between two alternative validity criteria for tests of English language proficiency—student self-assessments and teacher assessments—and to explore the relationship of each of these criteria to scores from the TOEIC Bridge™ test. Pray, Lisa (2005) examined three tests commonly used to assess the English oral-language proficiency of students who are English language learners (ELLs): the Language Assessment Scales-Oral, the Woodcock-Munoz Language Survey, and the IDEA Proficiency Test. Stevens et al. (2000) investigated the relationship between the language and performance of seven-grade English language learners on two tests—a language proficiency test and a standardized achievement test. Ulibarri, et al. (1981) compared the performance of 1st, 3rd, and 5th-grade Hispanic students on three English language tests with their achievement data for reading and math.

Tracey Louise Knight (2007) indicated that in Second Language Acquisition using English outside of the classroom is an important part of the language learning process. The research further investigates the details on English use outside of the classroom in order to more fully understand all types of language learners and the link between language proficiency and out-of-class English use and indicated that there was a statistically significant correlation between out-of-class English use and English language proficiency. Al-Issa, Ali and Al-Bulushi, Ali (2010) stated in their study that the Reflective Teaching Practice has become a central theme in Professional Growth at the Pre-Service Teacher Education Level almost everywhere. English Language Teaching (ELT) Teacher Trainers, like any other Teacher Trainers, have a powerful
role to play in fostering reflection in their student teachers through the approaches and strategies they incorporate in their training, which can have implications related to the perceived worth of reflective practice. The results show that while the Trainers have helped their Student Teachers to develop as reflective teachers, there are certain practices and aspects adopted by the Trainers that need to be reconsidered, as they can have negative implications for Teacher Preparation.

Arda Arikan and Ebrahem Khezerlou (2010) aimed to find the prospective English language teachers’ opinions on computer-based materials in comparison to paper-based materials in relation to some variables such as their self-perceived knowledge of using computers and their sex. Ayse Kizildag (2009) stated that the teaching of English in Turkey has its own potential problems due to the lack of authentic language input. Carmen Teresa Chaco’n (2005) stated that the teachers’ sense of efficacy has been shown to influence teachers’ actions and student outcomes. Murat Hismanoglu, A (2010) aimed at explaining what ‘professional development’ means in ELT teachers’ perspectives and which professional development strategies they prefer using in their teaching career. Suleyman Davut Goker’s (2006) goal of the study was to test whether student-teachers trained using a peer coaching training programme after teaching practicum sessions in teaching of English as a foreign language would demonstrate greater improvement on measures of a number of identified instructional skills and self-efficacy than those just receiving traditional supervisor visits.

Tian bo Li and Gillian Moreira (2009) considered the development of the English Language Teaching industry in China and examined the private English language learning industry. Zohreh R. Eslami and Azizullah Fatahi (2008) examined the efficacy beliefs of non-native English speaking (NNES) Iranian EFL teachers.
Abdulmuhsen Ayedh Alqahtani and Safaa Mohammad Alhebaishi (2010) aimed at exploring the relationship between English Proficiency and Language Learning Strategies of political sciences students. Adel Abu Radwans (2011) investigated the use of Language Learning Strategies. Ana Halbach (2000) stated that the concept of Learning Strategies has become quite familiar to most professionals in teaching English as a foreign language. Andrew Yau-hau Tse (2011) mentioned that the Language Learning Strategies (LLS) that help learners enhance their Language Competence have played an important role in Language Learning; their spectrum has become one fertile area of research in Second Language Acquisition (MacIntyre, 1994). Begona Montero-Fleta Carmen Perez-Sabater (2010) revealed that the incorporation of asynchronous computer-mediated communication in the classroom is currently in need of research. Ben Olah (2006) compared university and high school students in Japan in the study in terms of ESL Learning Strategies and motivation, and examined how these variables influence English Proficiency.

Carisma Dreyer and Charl Nel (2003) conducted a research outlines the format and structure of a Strategic Reading Instruction Component of English for Professional Purposes course offered within a technology-enhanced environment. Carlo Magno (2010) studied the English Proficiency of Korean students using the components of the Strategy Inventory for Language Learning (SILL) and number of months spent in the formal study of English. Carro, Dorothy’s (1999) purpose of the study was to evaluate the effect of increased phonemic awareness instruction on the writing ability of at risk first graders. Carol Griffiths (2003) investigated the relationship between course level and reported frequency of Language Learning Strategy Use by speakers of other languages. Cevdet Yilmaz (2010) investigated the current English Language Learning Strategies employed by English majors enrolled at
Çanakkale Onsekiz Mart University in Turkey and also aimed at exploring the relationship between preferred language strategies, gender, proficiency, and self-efficacy beliefs.

Chen, Chih-Sheng (2005) explored non-English speaking EFL pre-service teachers’ English language learning strategies and beliefs toward EFL teaching methodologies. Christine C. M. Goh (2002) examined a group of Chinese ESL Learners' listening strategies and the tactics that operationalized these strategies. Chunpin Luo (2008) proposed for an action research plan designed to find out how to improve students’ listening comprehension skills, enhance their performance and help to promote better learning. Deepti Gupta and Getachew Seyoum Woldemariam (2011) examined the influence of motivation and attitude on the writing strategy use of undergraduate EFL students. Fatma Susar Kirmizi (2010) aimed to determine the relationship between use of Reading Comprehension Strategies and daily free reading time among 4th and 5th grade primary education students. Feng Liu, Yun Ding (2009) stated that role-play is an effective technique to animate the teaching and learning atmosphere, arouse the interests of learners, and make the language acquisition impressive. So this research will mainly focus on how to apply it successfully and take the most advantage of it in English class. Haifa Al-Buainain (2010) discussed the type and frequency of Language Learning Strategies used by Qatar University English majors and recommended that more training should be given in using all strategies by embedding them into regular classroom activities.

Hsueh-Jui, Liu (2008) reports on the interrelationship between learners’ Listening Strategy use across listening ability, and learning style. Irene Y. Y. Fung, Ian A. G. Wilkinson and Dennis W. Moore (2003) studied a multiple-baseline design across three schools was used to investigate the effects of L1-assisted reciprocal
teaching on 12 Year 7 and Year 8 (Grades 6 and 7) Taiwanese ESL students’ comprehension of English expository text. Jahanbakhsh Nikoopour, Mohammad Amini Farsani and Jahangir Kashefi Neishabouri (2011) intended to investigate the most preferred strategy used by EFL students in Iran. Kamonpan Boonkit (2010) revealed that speaking is one of the four macro skills to be developed as a means of effective communication in both First and Second Language Learning contexts. Kate Tzu-Ching Chen, Hsaio-Ching Chen, Chung-Cheng Lu (2010) applied GM(0,N) model to weigh problem on the topic of the relationship between Taiwanese student’s English Learning Strategies and student’s learning effects. Kyungsim Hong-Nam, A and Alexandra G. Leavella (2006) investigated the Language Learning Strategy Use of ESL students with differing cultural and linguistic backgrounds enrolled in a college Intensive English Program (IEP).

Leaper, C. & Smith (2004) studied three sets of meta-analyses examined Gender Effects on Children's Language Use. La Sorte, Diane (1980) conducted a study to investigate the ability of children to determine the meanings of derived words that have undergone a pronunciation shift while retaining a close orthographic relationship to their base words. Lia Plakans (2009) stated that Integrated Second-Language Writing Tasks elicit writing performances that involve other abilities such as Reading or Listening.

Liu, Yi-Chun’s (2009) study aimed to explore Chinese and Korean EFL Learners’ Perceptions with regards to the use of Listening Strategies. Mary Siew-Lian Wong (2005) explored graduate Pre-Service Teachers’ Language Learning Strategies and Language Self-Efficacy and the relationship between these two constructs.

Mary Schleppegrell (1984) described two special purposes English language programmes for Egyptian economists.
Marzieh Yaghobkhani Ghiasvand (2010) conducted a study to compare Learning Strategies between under-achiever and upper-achiever students (including both genders in 3 school grades). Mehtap Kavasoglu’s (2009) determined to study the language strategies of pre-service teachers of English language and examine the effects of variables on their strategy use. Mei-Ling Chen (2009) investigated relationships between Grade Level, Perceptual Learning Style Preferences, and Language Learning Strategies among Taiwanese English as Foreign Language (EFL) students in grades 7 through 9.

Michael Lessard-Clouston (1997) provided a brief overview of Language Learning Strategies (LLS) by examining their background and summarising the relevant literature. Michael O’Malley, Anna Uhl Chamot and Lisa Kupper’s (1988) study focused on the mental processes Second Language Learners’ Use in Listening Comprehension, the strategies they use in different phases of comprehension, and the differences in strategy use between students designated by their teachers as effective and ineffective listeners. Miele, Carol (1998) examined the teaching and learning issues surrounding orthography in a community college setting. Ming-Nuan Yang (2007) investigated the effects of ethnicity and language proficiency on the use of language learning strategies by junior college students.

Ming Yee Carissa Young (1997) investigated the possible existence of a sequence of use of Listening Comprehension Strategies by advanced ESL learners. Mst. Moriam, Quadir (2005) studied the differences of Speaking Strategy use by the EFL-major university students in Japan and Bangladesh. Muhlise Cosgun Ogeyik (2009) stated that the Learning Strategies, which are presumed as goal-oriented, purposeful and controlled behaviours encourage learners' performances in Foreign Language Learning Skills. Nadine Sporera, Joachim C. Brunsteina and Ulf Kieschkeb
(2008) investigated the effects of three different forms of Strategy Instruction on 210 elementary-school students' Reading Comprehension. Naomi Haslam’s (2010) determined whether language aptitude and the use of language strategies predict pronunciation gains in second language (L2) acquisition and to determine whether these factors differed depending on whether learning occurred in an English as a second language (ESL) or English as a foreign language (EFL) learning context. Nenden Sri Lengkanawati (2004) studied the students’ learning strategies, as has been reported by some research undertaken, have powerful impact on the students’ learning outcome. Norman Fewell (2010) studied the Language Learning Strategy (LLS) utilization by Japanese College EFL students. Sa’adiah Kummina and Saemah Rahmanb (2010) aimed to determine the relationship between the use of metacognitive strategies and achievement in English among students in University Kebangsaan Malaysia using a set of questionnaire. Sadighi, F and Zarafshan’s (2006) study explored the effects of attitude, motivation, and years of study on the use of Language Learning Strategies by Iranian EFL university students. Saeed Mehrpour and Mohammad Rahimi (2010) carried out a study to determine the effect of general vocabulary knowledge and gaining familiarity with the specific vocabulary content of a reading or listening comprehension test on a group of Iranian EFL learners’ reading and listening comprehension ability.

reading intervention program, on 6th- and 9th-grade students’ reading comprehension and strategy use. Teng, Huei-Chun’s (2010) study looked into the instruction of EFL Listening Strategies to Taiwanese college students. Thanajaro, Metinee’s (2000) study examined the influences of Aural Authentic Materials on Listening Ability in students of English as a Second Language. The secondary purposes of the study were to identify the Learning Strategies used by ESL students experiencing authentic listening texts and to determine the influences of authentic materials on ESL students' attitudes towards learning English. Thang Siew Ming and Wong Fook Fei (2005) undertook the study on a group of ESL instructors teaching English for Specific Purposes (ESP) courses in a public university in Malaysia to find out to what extent ESL instructors apply current theories and thinking on ESL teaching and to what extent they consider the learning styles of their students in their teaching and help their students to be aware of the appropriate language learning strategies and processes for autonomous language learning. Thitthongkam (2010) studied the utilization of communicative exercises on the Internet for writing skill development of students to approach the university criteria and to study the students’ satisfaction towards studying English after using the communicative exercises on the Internet. Ulrich Schroeders, Oliver Wilhelm and Nina Bucholtz (2010) stated that the receptive foreign language proficiency is usually measured with reading and listening comprehension tasks.

Ummuhan Yesil-Dagli (2011) investigated the predictive role of English letter naming fluency, initial sound fluency, and vocabulary skills at the time of kindergarten entry for first grade English oral reading fluency and to examine the variability in language and literacy skills of ELL students by their demographic characteristics. Vilmante Liubiniene (2009) states listening, like reading, writing, and speaking, is a complex process best developed by consistent practice.
William Baker and Kamonpan Boonkit (2004) aimed to identify the most frequently used strategies and different strategy use between ‘successful’ and ‘less successful’ learners. Wu, Manfred Man Fat (2007) identified the relationship between preferred Metacognitive Language-Learning Strategies (MCLLSs) and language-learning styles (LLSYs) and their patterns of use amongst a selected group of learners at a vocational education institute in Hong Kong. Ying-Chun Lai (2009) investigated Language Learning Strategies used by EFL learners in Taiwan and looked for relationships between Learning Strategy use and the Patterns of Strategy use based on Language Proficiency.

Yucheng Li & Yan Liu’s (2008) paper aims at providing some information concerning the impact of Strategies-Based Instruction on Listening Comprehension conducted in English major at Jiangsu University of Science & Technology. Yu-Chih Doris Shih (2005) studied the American pre-service teachers and Taiwanese university students of English-as-a-Foreign-Language corresponded via e-mail and computer conferencing to prepare U.S. pre-service teachers for online teaching and reaching diverse learners, and to provide English instruction to Taiwanese students.

Zekiyé Muge Tavil (2010) stated that listening and speaking skills co-occur in real-life discourse and they are not mutually exclusive. Within this framework, this study is conducted to prove that teaching listening and speaking skills in integration improves oral communicative competence of the students. At the end of the study, the group practicing the skills in integration was found to be more successful than the group practicing the skills separately. Zheng Hongyan, Niu Guixia, Tian Huiqing (2009) conducted a study to explore the general use of Metacognitive Strategies among 8 freshmen of Hebei University of Engineering.
The above mentioned research studies, provides a clear and in depth knowledge to the present study. More number of studies concentrates only on one language skill either listening, speaking, reading or writing. Moreover they have also taken single teaching strategy or learning strategy in their research study. Only a limited number of studies have been quoted on English Language Learning and English Language Teaching. Effective teacher training programme should incorporate language training programmes such as effective communication skill, language usage and fluency to promote better teaching skill among student-teachers. But there is no such attempt to find out the relationship between English Language learning and English Language Teaching and it is the need of an hour. Realizing this, the present study has been undertaken.

The methodology adopted for this investigation is presented in the forthcoming chapter.

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