CHAPTER II
REVIEW OF RELATED LITERATURE

2.1 Introduction

Finding related literature is not a difficult task for the researchers. The search for references is an ever-expanding process, for each reference may lead to a new list of sources. Most computer databases can be accessed directly through a university library website. There are other websites such as dissertation abstract index and social science citation index. Numerous reference works are also offered online. The researcher has made use of all available resources.

2.2 Researches on developing communication skills

A Singh (qtd.in Buch, 1979) in his Ph.D research study has conducted tests to assess the proficiency in writing English composition. The main objective of the experiment was for the assessment of proficiency in writing English composition of high school finishers in Hindi speaking regions. The battery of tests was constructed on different aspects of written English composition namely, spelling, punctuation, vocabulary (phrases) vocabulary (words) paragraph organisation, applied grammar, general knowledge and handwriting. The tests were administered to 245 rural students and 255 urban students of pre-university classes of the colleges affiliated to Himachel Pradesh University. For the purpose of identifying the crucial variables for predicting college students’ proficiency in writing English composition, the step wise regression was carried out.

The study undertaken by Alison Mackey (2000) examines the relationship between different types of conversational interaction and SLA. Long’s (1996) updated version of the interaction hypothesis claims
that implicit negative feedback, which can be obtained through negotiated interaction, facilitates SLA. Similar claims for the benefits of negotiation have been made by Pica (1994) and Gass (1997). Some support for the interaction hypothesis has been provided by studies that have explored the effects of interaction on production (Gass & Varonis, 1994), on lexical acquisition (Ellis, Tanaka, & Yamazaki, 1994), on the short-term outcomes of pushed output (Swain, 1995), and for specific interactional features such as recasts (Long, Inagaki, & Ortega, 1998; Mackey & Philp, 1998). However, other studies have not found effects for interaction on grammatical development (Loschky, 1994).

This study analyses whether conversational interaction facilitates second language development. The study employed a pretest-posttest design. Adult ESL learners (N = 34) of varying L1 backgrounds were divided into four experimental groups and one control group. They took part in task-based interaction. Research questions focused on the developmental outcomes of taking part in various types of interaction. Active participation in interaction and the developmental level of the learner were considered. Results of this study support claims concerning a link between interaction and grammatical development and highlight the importance of active participation in the interaction.

Antonisamý (1996) in his study ‘Effect of Auto instructional programme on developing writing skill in English at I BE level’ has marked the main objectives to design and implement a programme at I BE level to make the students self learners and to find out the effect of Auto materials Instructional package through descriptive, differential and relational analysis. Case study method was followed. One section of I BE. students were selected as sample. The investigator has made use of an auto instructional technique to improve the writing skill of IBE
students as their communicative ability in writing was poor. This package helped the learners to learn for themselves.

Arthur (1999) states that videos act as realistic models to imitate for role-play.

Video can give students realistic models to imitate for role-play; can increase awareness of other cultures by teaching appropriateness and suitability; can strengthen audio/visual linguistic perceptions simultaneously; can widen the classroom repertoire and range of activities; can help utilize the latest technology to facilitate language learning; can teach direct observation of the paralinguistic features found in association with the target language; can be used to help when training students in ESP related scenarios and language; can offer a visual reinforcement of the target language and can lower anxiety when practising the skill of listening.

Video used in a classroom should be interpretive and to the point. The visual should show reasonable judgement and enhance comprehension, heighten sensory acuteness, and illustrate the target language being used. Practitioners should avoid the use of distracters, over-crowded or violent stimuli. Visuals are ineffective in the learning process when the visual is too small; when the visual or video uses stereotypes; when the visual or video is a poor reproduction; when the picture is far away from the text illustration; when the video has irrelevant captioning; when the video or visual offers too much information related or unrelated to the picture; when the video or visual is poorly scaled; and when the picture is not aesthetically meaningful. A visual cue may be accompanied by a written cue to focus on a lexical item being furnished. Videos can make the task, situation or language
more authentic. More importantly, video can be used to help distinguish items on a listening comprehension test, aid in the role of recall, help to sequence events, as well as be adapted, edited or changed in order to meet the needs of the language learner.

Because academic listening tasks are often tested rather than taught, video offers foreign and second language learners a chance to improve their ability to understand comprehensible input. Videos allow teachers to ask both display and referential questions. Video tasks used in the classroom, can include but are not limited to creating advanced organizers, other visual representations and descriptors.

Video tasks should be multi-layered in order to exploit all information and elements contained in the aural and visual texts. Additionally, it is essential that video tasks and lessons be perceived by the language learner as a challenging and requiring effort. Students must be able to answer questions based solely upon what they see instead of what they hear. Otherwise it is possible to imply that practitioners are measuring their visual literacy and not their ability to comprehend aural input.

With the increase in educational technology, video is no longer imprisoned in the traditional classroom; it can easily be expanded into the computer aided learning lab (Canning 1998). Interactive language learning using video, and computers allow learners the ability to view and actively participate in lessons at their desired pace. It is recommended that institutions and practitioners encourage the use of instructional video in the English classroom as it enables them to monitor and alternate instruction by fostering greater mental effort for active learning instead of passive retrieval of visual and auditory information.
Arul Krishnamurthy (1988) conducted a comparative study on the phonetic characteristics of the English of the first year Degree students with reference to the medium of instruction. A sample of speech of the first year Degree students was collected. The speech was transcribed and evolutionary reactions were obtained from three groups of listeners. It was found that the Tamil medium students were more divergent from the Received Pronunciation and they were more deviant from the English medium students with regard to intonation, rhythm, etc.

Baby Vijila (2008) had undertaken research to determine the effectiveness of task based communicative activities in developing the writing skills of the teacher trainees. The candidate has taught the writing skills for the control group students, through the traditional method. She taught the experimental group students through task based communicative activities in developing writing skills. She had established the fact that the students who learnt through task based communicative activities excelled the control group students after the experiment is over.

N. Balasubramanian and M. Yoganandam (1994) conducted a comparative study for determining effectiveness in improving English pronunciation. The objectives of the study were:

1. To develop an audio package for improving the pronunciation of English vowels, diphthongs and consonants among std V pupils.
2. To find out the relative effectiveness of the developed audio package over direct teaching by a trained teacher in the production of correct English sounds among std V pupils.

The study revealed that though the training given by the trained teacher through pre-recorded audio-cassette is almost similar in their effectiveness in improving the pronunciation of English sounds among std V pupils. Hence it is concluded that the teacher and the technology
should be complementary to each other in any scheme of education. Technology can be used effectively as an aid in the classroom and teacher’s involvement in it will make the teaching-learning process more effective.

Bansal, R. K., (1966), the father of General Indian English under the guidance of A. C. Gimson, has studied the speech habits of the Indians. One of the speakers observed by Bansal was a Tamilian, the total number of observants being 24. Analyzing the Tamil speaker’s English, Bansal has awarded sixty per cent intelligibility to it and placed it below average.

Bansal observes: “within India, there are a number of regional varieties of English pronunciation, each different from the other in certain ways and retaining to some extent the phonetic patterns of the Indian languages spoken in that region”.

He has also observed that the Indian speakers of English with high intelligibility hailed from urban areas and also had attended English medium schools or had contacts with Anglo Indian and British teachers whereas the less intelligible belonged to the rural areas. Not only that, the latter showed little interest or put forth little effort to improve their pronunciation, in contrast to the former, who were consciously and ceaselessly attempting to change their pronunciation by imitation of good models as well as by having systematic training in phonetics and spoken English.

Christine Canning (2011) in her article entitled ‘Practical Aspects of Using Video in the Foreign Language Classroom’ has clearly described the process of using video for interactive language learning. Balatova (1994) suggests that unlike a student, who listened in sound only conditions, the use of video and sound conditions were more
consistent in their perception of the story, in the sense that difficult and easy passages formed a pattern. The study notes that scenes where utterances were backed up by an action and/or body language and that were relatively shorter, were considered easier to understand by students. Less lively scenes, which involved relatively long stretches of conversation, were labeled as more difficult. These comments illustrate that visual cues are important, since they either facilitated or distracted from understanding. In addition, her research also notes that "It is also interesting to point out that students in the sound-only conditions in the two experiments were less successful in maintaining the interest and concentration in listening".

Research by Herron, Hanley and Cole (1995) indicates that the visual support in the form of descriptive pictures significantly improved comprehension scores with language videos for English speaking students learning French. The results of the study indicate that extensive listening is facilitated by the richness of the context that visual organizers, such as educational videos, provide. Heron (1994) finds that advanced organizers based on videos helped learners improve comprehension and aid in the retention of information.

A recent large-scale survey by Canning-Wilson (2000) suggests that the students like learning language through the use of videos. One of the results of her survey shows that learners prefer action/entertainment films to language films or documentaries in the classroom. She states although these films may seem to hold student interest, she believes that it could be inferred that student comprehension of the video may be due to the visual clues instead of the auditory components.

Heron, Hanley and Cole also hypothesize that the more meaningful an advanced organizer is the more impact it can have on comprehension
and retention. Their results of using twelve different videos with foreign language learners indicates that scores improved when advanced organizers, such as pictures and/or visual stimuli, are used with the video. Perhaps the findings from these studies can be attributed to the fact that video offers contextual support and/or helps learners to visualize words as well as meanings.

At the most basic level of instruction, video is a form of communication and it can be achieved without the help of language, since people often interact by gesture, eye contact and facial expression to convey a message. Video provides visual stimuli such as the environment and this can lead to and generate prediction, speculation and a chance to activate background schemata when viewing a visual scene reenacted. It can be argued that language found in videos could help nonnative speakers understand stress patterns. Videos allow the learner to see body rhythm and speech rhythm in second language discourse through the use of authentic language and speed of speech in various situations. Videos allow contextual clues to be offered. In addition, video can stimulate and motivate student interest. The use of visuals overall can help learners to predict information, infer ideas and analyze the world that is brought into the classroom via the use of video instruction. In a teaching or testing situation video can help enhance clarity and give meaning to an auditory text; it can create a solid link between the materials being learned and the practical application of it in a testing situation; the video can act as a stimulus or catalyst to help integrate materials or aspects of the language; videos can help manipulate language and at the same time be open to a variety of interpretations.

In her article entitled ‘Student perceptions of student interaction in a British EFL setting’, Chun kuo reports on an investigation into how
learners in a British EFL setting perceive the classroom practise of student-student interaction and why it is perceived in these ways. Adopting qualitative non-experimental methods, Chun kuo first explored issues leading to the concept of usefulness and identified factors that appeared to have affected learners’ perceptions. The researcher then placed the individual learners’ perspectives within his/her personal biography, so as to provide a more in-depth description. The findings suggested that learners in a British EFL setting perceived the classroom practice of student-student interaction in ways that reflected their initial motives and goals, their expectations of an English course in the United Kingdom, and their wider experiences of living and studying. They also suggested that learner interaction within real classroom contexts was interesting in its potential for interpersonal and intercultural communication but relatively unhelpful in the acquisition of certain aspects of the second language.

In the article entitled ‘Ten Task-Based ESL/EFL Video Lessons’ written by David Graham the importance of using video in the classroom has been stressed. Traditional, accuracy-focused lesson planning is here to stay, but it is increasingly finding itself sharing attention with Task-Based Learning. Task-Based Learning is characterized by various factors: a focus on fluency, a high degree of learner autonomy, review of previously learnt language, and the importance of relevancy. Relevancy can be established through sharing, group presentation, and the use of authentic materials. This article will suggest a variety of fluency-focused activities, that may be used with videos.

Videos can be valuable classroom tools if they depict interesting, authentic scenarios in which relevant English is used. Effective videos should grab students' attention; they may do this a variety of ways.
Students will be interested in videos that are aesthetically pleasing, present useful information, deal with pertinent social topics, have engaging characters, and are short in duration. It is also important to consider authenticity when choosing a video, and this principally means that teachers must not overuse speeches, lectures and monologues. ESL/EFL students may encounter these types of discourse in real life, but they are far more likely to spend time in informal, conversational settings. Finally, teachers should choose videos that use suitable, level-appropriate language.

This article suggests how videos may be combined with ten task-based activities. In the first activity students will make evaluations and judgments acting in the capacity of a judge. Teachers should choose videos that present opposing arguments or depict opposing sides. During the viewing stage, students should note all of the arguments used. Next, they should rank these arguments in terms of validity. Finally, students should write a decision on the matter, choosing a "winner" and specifying a solution.

In the second activity, students should evaluate a short news clip that depicts a controversial issue. While first viewing the video, students should record key arguments related to the issue. They should subsequently rank these arguments in terms of importance. The students' main task is to write a newspaper editorial that argues for one side of an issue. This editorial should have a form similar to that of an essay: hook, thesis, concession, body arguments and conclusion. The most important argument should be placed at the start of the body. The second most important argument should be placed at the end.

In the third activity students prepare travel brochure. Resort commercials depict exotic locales that many students would love to visit.
These commercials can be great sources of information for travel brochures. During initial viewings of a video, students should note the region's principal attractions and activities. In subsequent viewings, they might focus on the specific adjectives used to describe the locale. In the fourth activity, students will give advice after watching a video displaying a personal problem.

Preparing fan letter is the fifth activity. Celebrity interviews and biographies may be used as an attention-getting lead-in to the writing of fan letters. First, students should study the form of a sample fan letter. Fan letters typically include the following ingredients: information about the author, compliments, stories of positive influence, questions, wishes, and requests for autographs. Preparing questions for quiz show is the next activity. Television shows like "Jeopardy" and "Who Wants to be a Millionaire?" have demonstrated that contests of knowledge can be fun. In this lesson, a classroom quiz show will be based on the contents of narrated stories, news broadcasts, or educational videos.

Another activity results in creativity. Television dramas are famous for their surprise endings. It is often the season finales that most tantalize and torture viewers. In this activity, students will create their own endings to unfinished scenes. Preparing diaries is another activity. Short film and television segments can be used as the basis of these diaries. While first viewing the video, students should identify the different characters and main events. In subsequent viewings, students should specifically observe one character, noting his or her emotions and goals.

In yet another activity, students create a storyboard after viewing a series of events. Before the class, the teacher should segment a chosen video into six to twelve parts. Each part will serve as the basis for a storyboard sketch. While first viewing the video, in its entirety, students
should create summaries. In subsequent viewings, the teacher should pause the video, for thirty seconds, after each pre-defined segment. During a second viewing, students should draw stick-figure representations of the characters. During a third viewing, students can add dialogue bubbles. Preparing poster advertisements is the last activity. While viewing the commercials, students should note slogans, key visual images, and benefits of using the product. The students' main task is to create a poster advertisement.

In the article entitled ‘Prospective Teachers and L₂ writing Anxiety’ Derin Atay and Gokce Kurt write about the anxiety of learners in writing English. There has been considerable research which documents the prevalence of writing anxiety in student populations in L₁ and L₂ settings, and explores the effects of teachers’ writing anxiety on their teaching practices in L₁ settings. The present study discusses the relevant issue from the perspective of prospective teachers. 85 Turkish prospective teachers of English participated in this study. Data were collected by means of the Second Language Writing Anxiety Inventory (Cheng, 2004) and an open-ended questionnaire. Results of the inventory showed that more than half of the participating prospective teachers had high or average writing anxiety. Their responses to the open-ended questionnaire indicated that those with high and average anxiety had difficulties in organizing their thoughts and producing ideas while writing in L₂. In addition, prospective teachers cited university instructors and their past L₂ writing experiences as the major factors affecting their attitudes towards L₂ writing, and discussed the psychological and physiological reactions they had during the writing process. Finally, the responses of the prospective teachers revealed that their writing experiences may affect their future teaching practices.
In the article entitled ‘Using Mystery Stories in the Language Classroom’ Eric J. Pollock explains how mystery stories are useful in the English classrooms. Everyone loves a mystery. Mystery stories provide interesting and enjoyable material in the language classroom. They provide rich environments for the productive and receptive skills of listening, speaking, reading and writing. Mystery stories also provide useful sources of practice and reinforcement in the areas of critical thinking and deductive reasoning. This paper explores the ways that mystery stories can be successfully utilized to improve language proficiency and linguistic ability. Everyone is faced with a mystery of some kind or another in their lives. Missing objects such as keys or important papers, or even missing people and crimes constitute many of the mysteries we face on a daily basis. A certain type of mystery that can be solved and that has a definite conclusion is the mystery story. A mystery story is a genre of literature that has a plot which involves the solving of a puzzle, especially a crime.

Mystery stories range from the one minute mystery that occupies three paragraphs to full length novels of Sherlock Holmes or Agatha Christie. Mystery stories can also be found to suit any number or type of class objectives whether it be a focus on pronunciation, grammar, listening, reading, or speaking.

In the article entitled ‘Using Translation Exercises in the communicative EFL Writing Classroom’. Eun-Young Kim has described the limitations in learning to write. Implementing process pedagogy in an L2 writing classroom has its own limits for students with low English proficiency. Although L1 writers commonly benefit from writing multiple drafts, most of the low English level Korean college students in the English composition class did not benefit from the revisions. This article
introduces an innovative technique, which combines the two dichotomous approaches-process and product-through the use of grammar-translation in a reflective and collaborative environment. It discusses how using their previous learning approach-based on the grammar-translation method-helped the students to recognize the importance of accuracy for successful written communication and to raise awareness of the audience. It also discusses how this approach has revealed the fact that students’ first language use in a second language writing classroom can be a positive tool for improving their writing proficiency and helping them realize the importance of seeing their own writing more objectively.

In the article entitled ‘A PBLT approach to teaching ESL speaking, writing, and thinking skills’ Gholamhossion Shahini and Mehali Riazi introduce Philosophy-based Language Teaching (PBLT) as a new approach to developing productive language and thinking skills in students. The approach involves posing philosophical questions and engaging students in dialogues within a community of enquiry context. To substantiate the approach, the paper reports a study in which 34 university students from one of the major universities in Iran were randomly assigned to two groups: one experimental (PBLT/led by philosophical questions) and the other control (conventional/directed by ordinary or non-philosophical questions). Results revealed that there was a significant difference between the two groups with students in the experimental group outperforming those in the control group on both speaking and writing tasks. The findings of the study have implications for all stakeholders in ELT locally and internationally.
Hemalatha Nagarajan (1985) analysed some phonetic features of Tamilian English and explored the areas of difficulty for the second language learners on the basis of the habits already established by the mother tongue viz., Tamil.

The aim of the study carried out by Huang (2000) tends to explore how students adjust themselves in learning English with the aid of multimedia computers and the interaction between students and multimedia computers. This study would like to address three questions. First, it aims to find out the similarities and differences of language teaching and learning between a traditional classroom and a multimedia language lab under the communicative framework. Second, it detects the changes in the roles of teachers and students when they are in a different teaching environment from traditional classroom. Third, it enlists the implications of the Communicative Language Teaching Approach in a multimedia computer language lab in teaching.

The primary purpose is remarkably significant as it will determine the nature of the computer simulations. The instruction-oriented computer simulation aims at teaching or helping people learn. Consequently, the primary purpose of this type of computer simulation will be giving instructions and placing the responsibility of learning on the users for most of the time and constantly monitoring them to see whether they have successfully achieved the goal. Moreover, the nature of computer-human interaction is not balanced. Users receive instructions passively, then respond, and wait further instructions. The computer becomes dominant in the interaction. Subsequently, the user's choice during the interaction is rather limited. Users do not have much choice since all available choices are predetermined. The outcome of the user's move becomes predictable. The user's limited control over the computer is partly due to the fact that
users in an instruction-oriented simulation are expected to accomplish a pre-set goal in learning. The simulation guides users in a certain direction. Therefore, the user's choices are restricted by simulation's primary purpose.

On the contrary, the primary purpose of fun-oriented simulations is to be both motivational and entertaining. Instruction in a particular subject is not the primary concern in fun-oriented simulations. This type of computer simulation tends to motivate users to get interested in the simulation itself. Entertainment is the goal. As a result, both user and computer share equal opportunities to receive instructions from and respond to each other. Furthermore, the user has multiple choice for taking control. Fewer restrictions are imposed. The user's move could lead to another multiplicity of choices and the prompting of an unexpected response from the computer.

Huang’s study was conducted in the spring semester of 1998. Subjects were 45 second-year students in the five-year program of the Department of Foreign Languages at Fooyin Institute of Technology, Taiwan. The study took place in the setting of the students "Oral Practice" course. The aim of the course in the second semester was to further expand students' English oral skills to a more composition-like style. The teacher and students met for one two hour session every week.

All of the students graduated from junior high school. They had completed four years of English study (3 years in junior high school, one year at Fooyin). Also, students were familiar with the basic operation of computers such as saving and retrieving files because they took a required computer introductory course at the first year and meanwhile were taking a required word processing course.
The instructor did not instruct and guide the English conversation practice in a classroom merely equipped with only desks, chairs, and a large blackboard. Instead, the course was carried out in a multimedia computer language lab (multimedia lab hereafter). There are fifty six Pentium class desktops in the lab. They are all networked. Two computers are set for instructor use only.

The multimedia lab shares some features with the traditional audio-lingual language lab. The teacher can broadcast the teaching materials by playing audio tapes, video-tapes, or CDs. Students practise with each other in pairs by themselves. The instructor assigns a pair of students as the model group.

The multimedia lab has some features that traditional language lab cannot compete. First, a traditional language lab does not have the function of video on demand. Students can choose an English teaching program they are interested in and learn on their pace of learning. The English learning program will just serve the student's desired goal of learning. In one sense, students easily get the individual attention from the computer. Second, the function of a multimedia lab is multiple. It cannot only assume the role of a traditional language lab, but also offer teachers more powerful teaching tools with the aid of modern computer technology.

The data was obtained through teacher classroom observation and a group interview of five randomly selected students. The purpose of the interview session tended to further understand the student's attitudes toward the CLT approach and the multimedia lab. The students, including three male students and two female students, were randomly selected. The interview was conducted in Chinese at the end of the 1998 spring semester. The interview session lasted about twenty minutes in a question
and answer manner and the contents of the interview were noted down. Before the group interview, the five students were briefed about the nature of the interview.

Although this study shows that the CLT approach is not as successful as it was expected in a setting of the multimedia lab, this study suggests that with the fast development of computer technology, foreign language teaching in a setting other than the traditional classroom is still a promising trend.

Ian Nakamura (2009) has analyzed teacher–student talk in his article entitled ‘Formulation as evidence of understanding in teacher-student talk’. This paper examines how formulations occur in talk outside the classroom including during arranged informal talks between a teacher and his students and what one can learn about facilitating more extensive talk in classroom interactions. Formulating understandings of what one speaker says offers the next speaker a valuable interactional resource to promote both confirmation of previous turns and elaboration in subsequent turns. In contrast to methodological practice where teacher and student are language expert and novice, formulations draw attention to how real-world interactions are jointly constructed for understanding.

Janakumar (1996) conducted a study on the effectiveness of remedial packages for learning the active skills in English by the low achievers at secondary level. The study aimed at measuring the effectiveness of the remedial package in enabling the low achievers to cope with the normal students in learning active skills in English. The result of the study proved the remedial package treatment in teaching English to be more effective than the traditional lecture method to the low achievers in class IX.
Johannes Eckerth has undertaken a study on negotiated interaction in the second language learning. The present study reports on an approximate replication of Foster’s (1998) study on the negotiation of meaning. Foster investigated the interactional adjustments produced by L2 English learners working on different types of language learning tasks in a classroom setting. The replication study duplicates the methods of data collection and data analysis of the original study, but alters the target language (L2 German) and adds a stimulated recall methodology. The results of the replication study partially confirm Foster’s results, and introduce some further differentiated findings. It is concluded that the original study’s concern with the transferability of laboratory findings to classroom settings should be investigated in greater detail.

In the article entitled ‘The value of a focused approach to written corrective feedback’ John Bitchener and Ute Knoch describe a new approach. According to them investigations into the most effective ways to provide ESL learners with written corrective feedback have often been comprehensive in the range of error categories examined. As a result, clear conclusions about the efficacy of such feedback have not been possible. On the other hand, oral corrective feedback studies have produced clear, positive results from studies that have targeted particular error categories. This article presents the results of a study that examined the effectiveness of targeting only two functional error categories with written corrective feedback in order to see if such an approach was also helpful for ESL writers. The ten-month study was carried out with 52 low-intermediate ESL students in Auckland, New Zealand. Assigned to groups that received written corrective feedback or no written corrective feedback, the students produced five pieces of writing (pre-test, immediate post-test, and three delayed post-tests) that described what was
happening in a given picture. Two functional uses of the English article system (referential indefinite ‘a’ and referential definite ‘the’) were targeted in the feedback. The study found that those who received written corrective feedback on the two functions outperformed the control group on all four post-tests.

Joice G. Chandra, (qtd.in Buch, 1994) has undertaken a research on Correlates of Written English at the plus two stage. She has found out why certain groups of learners are successful in acquiring proficiency in written English while others are not as well as to study the factors or combination of factors contributing to the success of some and failure of others. It also attempts to identify the linguistic, psychological and environmental factors associated with proficiency in written English and to study the interrelation of the factors among the pupils at the plus two level.

The researcher has taken up 560 pupils from 16 higher secondary schools in Madras city and two neighbouring districts of North Arcot and Chengalpattu. The tools used, included Questionnaire, Semantic differential Discrete point, Objective type tests of Grammar, Vocabulary, reading comprehension in English and Objective type test for proficiency in written English and situational composition for written English. Mean, SD, ‘t’ test, correlation, regression and factor analysis were used to treat the data. It was concluded that the proficiency in written English at the Plus two level was significantly correlated with knowledge of grammar, reading comprehension, vocabulary the ability to predict lexical and syntactical items. Moreover, it was obvious that the Proficiency in written English at the plus two level was significantly correlated with the occupational status of the family and their educational qualification. It was not related to gender and their locality of the school. Finally, there
was a significant relationship between pupils’ perceptions of their performance and their proficiency in written English.

Jonathan Snell (1999) has taken up an action research regarding Teacher Student interaction. A common problem for EFL teachers is dealing with a passive class, where students are unresponsive and avoid interaction with the teacher. This is especially true when a teacher seeks interaction in a teacher-class dialogue, such as asking questions to the class as a whole, expecting at least one student to respond. This can be a frustrating experience for both parties. Obviously, there will be times when no student can answer a teacher's question, but often students do not answer even if they understand the question, know the answer, and are able to produce the answer. Furthermore, students can often be very reluctant to give feedback or ask the teacher a question in front of the class. This action research project attempted to explore this problem and sought to create a more interactive teacher-class interchange in one class of Japanese adult English learners.

The class observed was a group of twenty-three sophomores majoring in Japanese at a small private Tokyo women's college. The teacher was an American male with several years teaching experience at Japanese universities. The goal of this required class is to teach the students basic English conversation, reading, listening and writing skills. Their English ability level ranged from upper beginner to intermediate. During the observation period, the students appeared motivated and attentive, and they seemed to be enjoying the class.

The students, as a class, did not respond voluntarily to the instructor's questions and did not participate in class discussions. Students also never asked the teacher questions outside one-on-one situations. Thus the teacher received little oral feedback. The students first listened
to the tape with their books closed, then again with the books opened. Next, they did a dictation exercise consisting of 25 short sentences based on the dialogue. The teacher then talked about the sociolinguistic and grammar points of the exercise and went on to probe for comprehension.

The teacher asked a few other questions which also drew no response or reaction from the students. The students then had to answer some questions about the conversation in their book. Most of the students seemed to have little trouble doing this, and if there were any questions, they readily asked the student sitting next to them. The second half of the class was devoted to pair work using the phrases and vocabulary from the taped dialogue in role play. The students seemed to enjoy this, and most tried to create their own dialogues. The teacher circulated the room checking on the progress of each pair. The class atmosphere was markedly different from the first half of the class, with chatter and occasional laughter filling the air. The students answered most of the teacher's questions with alacrity, and some even asked their own questions.

There were some areas where the results of this action research were not as successful as hoped. For instance, the students needed to be prompted with eye contact and a repeated question from the teacher to answer a question, and when they did not understand something, they still did not interrupt the teacher with a question. And yet some progress was definitely made, especially when the brief span between observations is considered. The students did interact with the teacher by nodding, some did answer the instructor's questions, and two, on their own initiation, even asked questions before the class. The unanticipated side effect of the teacher becoming more concerned with the interaction was a welcome surprise and contributed to the improvement. There seems to have been
some success in instructing and reminding and then expecting the students to become more interactive with the teacher.

This action research project forced both the teacher and the observer to remember that ESL teachers in Japan are not just teaching a language, but also a culture, and this includes instructing the sociolinguistics appropriate for the native English speaking classroom. Perhaps more importantly, they had to think about why the cultures are different, in this respect, and how to try and bridge that difference. This lead to questioning the conventional notion that Japanese students simply do not like the native English speaking classroom culture.

An additional reason for interest in the problem addressed here was the belief that this was a common problem in Japan. Teachers, especially native English speaking ones, often become frustrated with a lack of initial success in obtaining an interactive dialogue with the class. This often leads them to mistake a lack of familiarity with a lack of interest, and to teach within the students' culturally conditioned classroom expectations, instead of introducing the expectations commonly found in classrooms in English speaking countries. While intending to be more accommodating to students, they are failing to give students a useful sociolinguistic skill, which students would likely want and derive benefit. Some may think encouraging the use of this student-teacher interaction common in native English speaking countries is culturally arrogant. But if it is introduced in a sensitive and reasonable manner, it actually contributes to a more fulfilling English class. After all, most students do not study English just for linguistic competence. They will also want to develop sociolinguistic competence for communicating in different situations in English speaking countries, and this includes the classroom.
Jose Cristina M. Parina (2011) has undertaken a research study to review the writing skills of First Year College Students in Philippines. In Philippines, the product approach has been followed in training writing skills. Large number of students per class, size and poor condition of a classroom, and the nonchanging tradition of classroom teaching are some of the problems teaching writing. Thus, the process approach being adopted by De La Salle university is considered to be a major leap in teaching writing. Yet, due to its novelty, Philippine textbooks on process approach is still scarce, thus making the professors at De La Salle university adopt a mixture of different approaches and trends. Eventually, this approach has failed to achieve the desired literacy due to improper implementation. Thus, this rote approach became just another uninspiring task to be fulfilled in every writing session by De La Salle university students. This paper investigated how a holistic view, emphasizing writing as a recursive process, is ineffective for second language learners, specifically first year college students who are exposed to this approach for the first time. Different stages of the process were discussed in terms of effectiveness in producing quality works. Substantial evidence from 150 outputs shows that 80% of the stages are done for compliance.

In order to first identify the perspective of students, a survey was conducted to 150 students, all of which have gone through the process-approach to writing in their first English course at De La Salle University Mai (DLSU). The survey identifies their opinion regarding the effectiveness of stage in the process approach. It also requests for their personal comments, both positive and negative. The results of the survey were coded and presented in figures to represent the responses. The open-ended data questions on the other hand, were manually summarized for the purpose of identifying emergent trends and patterns. Plausible
explanations of the emerging results are provided and implications for EFL/ESL composition teaching are accordingly drawn. A face-to-face interview, on the other hand, was also conducted to selected respondents, again, to identify their opinion of the effectiveness of the process approach in honing their writing skills using English as a second language.

Eleven of the students commented that outlining helps them become more organized in the flow of their writing and one of the respondents mentioned that it is already difficult for him to write without an outline. Yet, two of the eleven who gave their comment about this stage mentioned that their teacher was not very strict in checking outlines for she did not anymore check their succeeding outlines after the first process writing. This may have led to some students taking the outline for granted despite its usefulness for the majority. One of the students was asked during the interview as to why she thinks her Engcom teacher did not check her outlines after the first one, she mentioned that it must be due to lack of time because the teacher concentrated more on the drafts. She also added that the succeeding outlines were merely checked according to the rudiments of outlining, thus leaving the content unchecked.

The following implications were drawn from the result of the survey and the interview In order to make the process approach to be truly effective, it has to be introduced as early as in the secondary education of Filipino students. This will familiarize them to the approach and the rudiments that go with it. Professors should not be constrained by the number of outputs each student should produce. This will enable them to explore the fullest potentials of each student in terms of improving their outputs. Peer evaluation should be context-based and should not
only be patterned after the available guide questions on the Internet or writing books. This will avoid adhering only to the parameters of the rhetorical patterns.

Joseph, M., (1988) in an article entitled ‘Cartoon strips as communicative material’ stresses the importance of pictures in learning a language. He stresses that pictures can be effectively used for grammar acquisition and communicative skills if they are treated as closed reasoning tasks. The comic strip from a newspaper is suitable material because it is easily available and is fairly short. He used a comic strip taken from Indian Express. The strip was tried out in a number of classes ranging from the primary school (Std IV) to the tertiary level (Undergraduate students at Loyola college) In all the cases the students were enthusiastic and wanted more of such material to be used. So an incomplete story, contradictions between students and factual errors are utilised by the teacher to increase interactive exchanges with the students. The cartoon strip allows the teacher to use the distorted versions of the students’ story to reach the correct version through teacher pupil interaction. This experiment allowed the teacher to study the discourse production (oral and written) of the learners and use these as further source material. And finally the learners’ stories allowed the teacher to perceive the way learners cognise pictures. In short, the materials were motivating and manageable for the learners, the teacher and the teacher as researcher.

V.G. Joshi, (qtd.in Buch, 1985) in his research study has enlisted the errors in written English and suggested a Remedial programme. The major objectives of the study were (i) to make a historical review of the position of English in India after the establishment of the East Indian Company in 1600 A.D. (ii) to make a historical review of the teaching of
English in Maharashtra after independence (iii) to study the various factors responsible for the achievement of the pupils (iv) to locate from their answer books the common errors committed by the pupils of standard V to X and (v) to prepare and execute the remedial programme for the pupils of standard V to X as the sample selected for the action research programme. It was found that the number and quality of errors were reduced after introducing the remedial programme which included correction of spelling, syntax, expression and drilling.

Julu Sen (qtd. in Buch, 1986) constructed a course for an oral communication component in the English syllabus in West Bengal. The objectives of the study were

1. To identify the need of the students in the +2 stage
2. To modify the present syllabus and its objective so as to incorporate some real communication components in them.

Fieldwork was carried out in three phases. In the first phase present syllabus and materials were collected. It was analysed in the second phase and a new course design was formulated. In the third phase, it was tried on a sample. It was found that the students who work on these task types improve considerably as far as oral communication skills are concerned.

Kamalesh Sadanand (1973) conducted “A course in Spoken English for use in India” The course is meant for college entrants.

The study aims at

1. Teaching students spoken English
2. Making them familiar with the spoken ideas of English
3. Training students to speak English fluently
4. To make them comprehend different kinds of spoken English
It contains four sections

Section I contains materials for teaching of segmental and supra segmental features of English. The supra segmental features include the teaching of word accent, sentence stress, rhythm and intonation. Section II tries to familiarise students with the use of certain formulas in particular situations. An attempt is made to teach them the distinction between formal and informal use of language. Section III provides passages on varied topics to give students, practise not only in understanding English spoken in different situations, but being able to take part in discussion and debates. Section IV has plays, speeches, poems and prose passages for practice.

Karpaga Kumaravel (1988) developed a video assisted instruction programme in English and compared its effectiveness over the conventional method of teaching English.

The main objectives of the study were:

- To develop a software programme in English for Video Assisted Instruction to XI standard students
- To analyse the development of cognitive abilities namely knowledge, comprehension and application through “Video - aided Instruction” over traditional approaches in learning of English

The study revealed the effectiveness of Video Assisted Instruction over the conventional method of teaching English.

Kasinathan (1992) carried out an investigation on effectiveness of audio- cassette developed by CIEFL in teaching word accent and rhythm in English for Higher Secondary students. The study proved that CIEFL audio-cassette was more effective than traditional lecture method in teaching stress and rhythm to Higher Secondary students.
In the article entitled ‘Facilitator talk in EAP reading classes’ Kate Wilson talks about students’ dialogue in the classroom. Current socio cultural perspectives on language learning call on teachers to reinvent themselves in ways which facilitate student learning rather than transmit knowledge. For teachers, this means adopting new roles, and acquiring a new repertoire of teacher talk. This paper aims to further the work on facilitator talk begun by Clifton (2006) and Walsh (2002). It looks particularly at the role of facilitator talk in teaching reading, and shows how teachers can enhance students’ dialogue with texts by using unobtrusive task management, re—redirecting students’ attention to the text, increasing prospectiveness (Hammond and Gibbons 2005), and giving sensitive feedback.

Krishna Rao (1984) in his article entitled, ‘communicative English and second language learner’ opines that communicative behaviour in a classroom is rather complex. In a class where the strength is of alarming proportions, developing communicative skills may be impossible. Multilingual situation is yet another problem. Anyhow if a course syllabus is drawn keeping in need the learners’ mind of the hour, it is possible to make headway considerably in teaching English as a tool for communication at different levels.

In his article entitled ‘C.L.T. : Much Ado about Nothing’ Krishnasamy (1986) criticised the communicative approach as it is making E. L. T. a highly culture bound version of the old direct method. He quotes Micaelswami’s words and says that the Communicative approach has most of the typical vices of an intellectual revolution. It over generalises valid but limited insights until they become virtually meaningless; it makes exaggerated claims for the power and novelty of its doctrines; it misrepresented the currents of thought it has replaced; it is
often characterised by serious intellectual confusion, it is choked with jargon. Communicative approach may be all right for Englishmen, who would like to teach English without the disagreeable necessity of having to learn other languages. He considers the attempt to introduce C. L. T. is nothing but cultural colonialism in the name of English teaching. He also opines that it is not desirable to try to teach one hundred million learners at the primary and middle levels, 15 million at the secondary and 5 million at the post-secondary levels communicatively.

Kudchedkar (qtd.in Buch, 1981) developed a course in spoken English at the college level and studied its effectiveness. It was an experimental study that aimed:

1. To develop a course in Spoken English and study its effectiveness.
2. To determine the principles on which the course in Spoken English should be designed.
3. To determine whether greater attention to speech in the language resulted in improving proficiency in other language skills.

The major findings revealed by the study were:

1. The experimental group scored higher marks than the control group in the subjects in writing.
2. Traditional methods failed to gain mastery over the language as a system.
3. The course designed must aim at communicative competence using simple natural dialogues confined to the presented language items.
4. Students’ attitude and motivation affected the results.
5. Aptitude appeared to be even more important factor than motivation or methodology.
Lippi Pushpa Naik (1970) in “Extending the classroom - English language learning and T. V.” says audio-visual materials teach language in a more efficient way than the conventional classroom media of chalk and talk and textbook. The researcher puts two conditions for effective second language acquisition (i) a sufficient amount of comprehensible input and (ii) a low affective filter. The input has to be optimal for fostering language acquisition. Optimal input should be comprehensible to the acquirer interesting and relevant, not grammatically sequenced.

Malaikkani (1992) attempted an experimental study of the effectiveness of teaching English consonants using a remedial package at the higher secondary level. The objective of the study was to prepare a remedial package comprising English consonants and measure the effectiveness of it by teaching the same to an experimental group at the higher secondary level. The study proved that teaching consonant sounds using a remedial package helped students to improve their accuracy in pronouncing consonants. Teaching consonant sounds using a remedial package helped students to listen and produce consonants easily.

Maria Palmira Massi (2011) in her article entitled ‘Interactive Writing in the EFL Class: A Repertoire of Tasks’ describes the method of interactive writing. In this article, the last three purposes, namely, communication, fluency and learning, are given importance since writing is considered as a tool for the creation of ideas and the consolidation of the linguistic system by using it for communicative objectives in an interactive way. From this perspective, writing implies the successful transmission of ideas from an addresser to an addressee via a text, and this exchange of information becomes a powerful means to motivate and encourage the development of language skills.
The process approach has been favoured in teaching the writing skill from the outset since its social orientation becomes visible and highlights the writer-text-reader interaction, thus purpose and audience are all important in the production of discourse while the functional dimension of communication is reinforced. As students need to be familiarised with specific discursive conventions and constraints when addressing a new or unfamiliar readership, the researchers adhere to a genre approach to the teaching of writing. The social purposes of a communicative event exert a powerful influence on the textual choices a writer makes and, for this reason, the students should be made aware of the sets of schemata which determine both the content and the form of the texts they will be asked to produce. So preparation for the tasks will comprise exposure to authentic material plus a thorough discourse analysis of the different genres before they set out to develop their own texts. Recent analyses of the strengths and weaknesses of the process and the genre approaches reveal the convenience of adopting a complementary position which combines the tenets of both theoretical orientations.

By generating and encouraging interactive writing, not just texts per se to be read and graded by the teacher, our students will gain self-confidence, fluency and autonomy, and they will be stimulated to express their own authentic voices in the process of text production.

Writing is an interactive process by nature since it evolves out of the symbolic interplay between writer, text and reader. By making conditions more 'authentic' than the ones in traditional classroom tasks, an awareness of audience, purpose and intentionality is reinforced. While planning a written piece, the writer is constrained to consider the audience and to adopt a reader-oriented approach so as to achieve a
persuasive, emotive or objective function. Interactivity can be promoted in the writing class by implementing some of the suggestions that follow:

Group-brainstorming on a given topic is one of the techniques used here. Whole class discussion is conducted so as to adjust a particular text according to the audience it is addressed to. Collaborative writing is another technique where the whole class constructs the text. Writing workshop is conducted so as to facilitate teacher- pupil interaction. Students consult each other and co-construct texts while the teacher moves around listening to their comments, providing feedback or answering questions on grammatical patterning, lexical items, the force or validity of an argument, the order of presentation of the information, organizational aspects, use of detail and so on. The teacher keeps track of their progress and works out a record of most frequent questions, doubts and inaccuracies for a future 'error analysis session'.

Group research is another technique in which the students divide out the responsibility for different aspects of the information-gathering stage on a certain topic. They then pool their results and work together to plan a text, which may be collective or individual.

Peer editing is yet another technique in which the students exchange their first drafts of a text and point out changes which are needed to help the reader (e.g. better organization, paragraph divisions, sentence variety, vocabulary choice). They can also act as each other's editors spotting vocabulary repetitions, grammatical infelicities, spelling mistakes and so on. Whole class examination of texts produced by other students (with names removed, photocopied or displayed on an overhead projector) for the purpose of analysis of specific aspects such as development of ideas, text structure, cohesion or grammar or adequacy to context.
Exchanging e-mail messages with other English-speaking students, sharing information about a topic, producing a class newspaper to be read by family or friends and outlining the explanations of a game which will then really be played are some of the activities used in the interactive classroom.

Interactive writing becomes thus value-laden, communicative and purposeful; at the same time, it enables the students to permanently challenge their current language practices and gain the most from the experience. Making writing interactive requires imagination on the part of the teacher, but is rewarded by the creativity and enthusiasm that most students display in response.

The discourse approach to writing follows a task-based framework which aims to encourage classroom interaction so as to maximise opportunities for students to put their language to genuine use and to create a more effective learning environment (J. Willis 1996:19). The focus of the tasks can vary, ranging from an emphasis on discursive skills (selection of topic, disposition of the information, complexity of utterances, lexical choice or tone of the text, according to the students' developmental stages) to a more functional focus (informing, persuading, requesting, entertaining, convincing and so on). The combination of skills is fostered, depending on the task and its complexity, so that along the drafting-writing-revision procedure, listening, speaking, reading and writing will overlap and intertwine, involving thinking, talking, consulting sources, doing research, peer-editing, interacting in groups and the like.

In an article entitled ‘Teaching English Conversation in Japan’ Mark D. Offner (2011) has narrated the ways of learning English conversation. Students of English conversation must understand the fundamental
difference between learning about the language and learning to use it for verbal communication. The only way to become a good driver is to practise driving. The only way to be able to play an instrument well is to practise playing it. Likewise, the only way to become a good English speaker is to practise speaking English.

Another important point to make is that English is not just a set of rules. The initial goal then, is not accuracy of use but is to communicate. The focus and measure should be on the ability to get one's ideas across, not on how correctly something was said or how many grammatical mistakes were made.

Communication is the main purpose of learning a language. This is true whether one is speaking, listening, reading or writing the language. Some forms are more one-way than others, but imparting a thought so that another can understand is the primary objective. In conversation the process is more obviously two-way or multiple-way requiring the restatement of ideas, responses, requesting clarification and more information, etc. Students need to understand that they must become fully involved in the communication process with others in English to gain competence in it, even if it is foreign and confusing to them. Interaction, and thus communication, in the target language is essential to their progress.

Since part of learning a language means taking that language and internalizing it, making it your one’s own, it is important that the learners choose topics that are relevant to them. The students will find learning more enjoyable and, as a result, easier if they focus on the things that relate to their personal experiences and interests. Rote memorization is often ineffective as students cannot relate to the phrases and dialogues that have been spoon-fed them from a textbook. To make it real for
themselves, students should work toward making a connection with the points to be learned in the text to their own personal experiences thus making it easier to recall.

Many things are restated when speaking and with a certain amount of guessing, the gist of the conversation can be understood despite the unknown. Guessing is an important skill that needs to be developed and used often. It is a useful and essential part of comprehending what is being said, particularly in the early stages of conversational development. Guessing should be encouraged with the purpose of moving the students away from relying too heavily on their dictionaries and translating every meaning into their native tongue. Many times, translation has the effect of changing the meaning as much as an inaccurate guess. Various guessing games and pre-listening tasks can be used to develop this concept.

The more the student is exposed to the target language, the faster and easier it will be to assimilate the language. Like in all learning, the more time spent, the better the progress made. With language learning especially, it is important that the time spent be done on a daily, or near-daily, basis as short sessions daily are much more effective than cramming all at once. Since most formal classes meet only one or two times a week, the students must make the effort to practise and study on their own. Listening to tapes, reading, studying vocabulary, writing in a diary and verbalizing actions or processes as one performs them are some ways to make meaningful use of individual study time.

It naturally follows from the previous point that the constant effort is what is important, more so than instant results. The students should not be discouraged from a seeming lack of progress. Language learning on the road to fluency is a long process that cannot be hurried. Keeping a positive attitude and a steady schedule is more important than any
immediate results. Students should learn from their mistakes by identifying the weaknesses and correcting them.

Students need to understand the idea that to be a good speaker, it is also necessary to be a good listener. Students should practise active listening by really tuning in to what is being said and reading facial features and gestures, rising and falling intonations, speed and inflections, etc., all of which clue the listener in on the idea which is being communicated. Careful listening also helps improve pronunciation and reveals how conversational language expresses meaning. Listening to "real life" situations is an excellent way to expose the students to the different ways things can be said which will serve the students in their attempts to express themselves.

Whenever possible, use props and literature from the "real world". Students naturally find these real world contacts much more interesting and stimulating than edited and controlled "student world" exposure. The use of newspapers, magazines, pamphlets, movies, radio, TV, etc. are easy ways to bring the real world into the classroom to increase interest. They also provide a chance to expose the student to the cultural aspects of the language which further help the language take on "character" and make it more real.

It is important to keep a sense of humour. Many problems and difficulties will arise in the course of study, but the students should not be discouraged. It is important to persevere and tackle the difficulties without losing one's sense of enjoyment in the process. Similar to suggestions often given when attempting a difficult task, such as keeping to a diet or a daily exercise routine, the learners should reward themselves for their successes, no matter how small, and should not be too hard on their failures.
Meenu Singh and Nandith Satangi (qtd.in Buch, 2001) did a research in English Language proficiency of students in different English language teaching systems. The present study is an attempt to study how English language proficiency of students gets affected when studying in an innovative system of school education. The investigator constructed a comprehensive language proficiency test battery, comprising the following four tests - tests of listening skill, speaking skill, reading skill and writing skill. The investigator administered each of these four tests on a representative sample of 80 students that consisted of 40 girls from each type of institution, innovative and traditional. The two groups were equated along several dimensions such as socioeconomic status, age, sex, class and the overall performance of students of the school in academic and non-academic areas. The performance of the students in the innovative system was found to be significantly higher in all the four skills. The study strongly supports the use of innovative techniques in improving the English language proficiency of students.

Michael Lessard and Clouston describe vividly regarding language learning in the article entitled ‘Language learning strategies: An Overview for L2 Teachers’. This article provides an overview of language learning strategies (LLS) for second and foreign language (L2/FL) teachers. To do so it outlines the background of LLS and LLS training, discusses a three step approach teachers may follow in using LLS in their classes, and summarises key reflections and questions for future research on this aspect of L2/FL education. It also lists helpful contacts and internet sites where readers may access up-to-date information on LLS teaching and research.

Within 'communicative' approaches to language teaching a key goal is for the learner to develop communicative competence in the target
L2/FL, and LLS can help students in doing so. After Canale and Swain's (1980) influential article recognised the importance of communication strategies as a key aspect of strategic (and thus communicative) competence, a number of works appeared about communication strategies in L2/FL teaching. An important distinction exists, however, between communication and language learning strategies. Communication strategies are used by speakers intentionally and consciously in order to cope with difficulties in communicating in a L2/FL (Bialystok, 1990). The term LLS is used more generally for all strategies that L2/FL learners use in learning the target language, and communication strategies are therefore just one type of LLS. For all L2 teachers who aim to help develop their students' communicative competence and language learning, then, an understanding of LLS is crucial. As Oxford (1990a) puts it, LLS "...are especially important for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence".

There are literally hundreds of different, yet often interrelated, LLS. As Oxford has developed a fairly detailed list of LLS in her taxonomy, it is useful to summarise it briefly here. Oxford (1990b) distinguishes between direct LLS, "which directly involve the subject matter", i.e. the L2 or FL, and indirect LLS, which "do not directly involve the subject matter itself, but are essential to language learning nonetheless" (p. 71). Second, each of these broad kinds of LLS is further divided into LLS groups. Oxford outlines three main types of direct LLS, for example. Memory strategies "aid in entering information into long-term memory and retrieving information when needed for communication". Cognitive LLS "are used for forming and revising internal mental models and receiving and producing messages in the
target language". Compensation strategies "are needed to overcome any gaps in knowledge of the language" (Oxford, 1990b, p. 71). Oxford (1990a, 1990b) also describes three types of indirect LLS. Metacognitive strategies "help learners exercise 'executive control' through planning, arranging, focusing, and evaluating their own learning". Affective LLS "enable learners to control feelings, motivations, and attitudes related to language learning". Finally, social strategies "facilitate interaction with others, often in a discourse situation" (Oxford, 1990b, p. 71).

Graham (1997) opines:

LLS training needs to be integrated into students regular classes if they are going to appreciate their relevance for language learning tasks; students need to constantly monitor and evaluate the strategies they develop and use; and they need to be aware of the nature, function and importance of such strategies (169).

Whether it is a specific conversation, reading, writing, or other class, an organised and informed focus on LLS and LLS training will help students learn and provide more opportunities for them to take responsibility for their learning.

In the article entitled ‘Speech Acts: A Contrastive Study of Speech Acts in Urdu and English’ Muhammad Akram compares learning spoken Urdu and spoken English. Language is considered to be a product of social contact. Language or linguistic acts that intend to influence the reality are generally known as ‘Speech Acts’. The idea of Speech Acts finds its roots in the Philosophy of Language. Models of communication often give it very little function. On the one hand, the present study throws light on the contribution made by J.L. Austin and John R. Searle in the field of Speech Acts and Speech Act Theory, and on the other it highlights the significant contrasts in the speech acts in Urdu and English.
with regard to sex, level of formality, structure and frequency etc. The study focuses on the intentions of the speakers and their utterances (illocutionary, locutionary and perlocutionary aspects of Speech Acts). Fifty informants have been taken in the study and their utterances have been analyzed. The present study will be a valuable addition in the pragmatic field of language study.

Nasiruddhin Khan (1984) in teaching of pronunciation advocates prosodic features and emphasises that intensive speech training must be given an important place in work prescribed for compulsory English course during college studies. The work in speech training should be done in small groups of about eight to ten students in tutorial classes.

Parthiban (2011) had undertaken a research study to determine the effectiveness of task based language teaching in improving listening skills of secondary school students. He also came to a conclusion that the students who were taught the listening skills through task based activities excelled the students who learnt through the traditional method.

In the article entitled ‘Pausing Patterns: Differences Between L₂ Learners and Native Speakers’ Parvaneh Tavakoli reports on a comparative study of pauses made by L₂ learners and native speakers of English while narrating picture stories. The comparison is based on the number of pauses and total amount of silence in the middle and at the end of clauses in the performance of 40 native speakers and 40 L₂ learners of English. The results of the quantitative analyses suggest that, although the L₂ learners generally pause more repeatedly and have longer periods of silence than the native speakers, the distinctive feature of their pausing pattern is that they pause frequently in the middle of clauses rather than at the end. The qualitative analysis of the data suggests that some of the L₂ learners’ mid-clause pauses are associated with processes such as
replacement, reformulation, and online planning. Formulaic sequences, however, contain very few pauses and therefore appear to facilitate the learners’ fluency.

In the article entitled ‘Building Speaking Skills by Creating 'Old-time radio' Shows’ Paul Rowan, explains the way of using radio for building speaking skills. In this speaking task activity, students create a story and later voice-act their stories to their classmates – like an old fashion radio show and now found in today’s “podcast dramas”. The objective of this task-based exercise is to provide students with an opportunity and purpose to use their L₂ English in a natural and creative manner by writing and performing in their own voice drama. This article focuses attention on how the students use their speaking skills to make their dramas more effective. As well, what makes this lesson particularly successful is that a new element is introduced to the learner’s recreational or commuting listening time by adding new downloadable programs that goes beyond music or specific language tape-like materials.

Language teachers, always seek out those lessons that have students both speak and interact with each other in English while in class. The radio show is one exercise developed by the author that attempts to meet this need of natural like, if somewhat dramatized, communication and it does so very effectively. More importantly, for the students it is a very enjoyable and creative experience the results of which they can share with their class.

In this exercise, students must use their English not only to relate a story they have created but also draw out the emotions that they want the listener to experience and they must do it without relying on visual clues to assist the audiences’ comprehension. Basically, this description is similar to that of the old ‘radio shows’ from the pre-TV era hence, this
lesson is a throwback to the days when life was less visually complicated but more aurally imaginative.

This is a three class (90 minutes each) lesson which is made up of two classes devoted to creating and developing an original story, half a class for practice telling the story, and half of a class for the groups to voice-act their stories to their classmates. Within these three classes, there are five key steps that need to be followed for this lesson to be effective.

Beginning with the first half of class the author would, play a short “radio show” to the students for about 20-25 minutes. Next, then discuss the show for another 10-15 minutes.

Next, the students are given the theme for the story. The author has tried a Christmas story, and he was sure that other themes that go beyond seasonal holiday, such as folklore, are equally as effective.

In the second half of Class 1, and for all of Class 2, have students, in groups of 4, create a story/script that is to be acted by them. As a general guide, plays will be 20 minutes in length which averages to about 5 minutes speaking time per student). Usually, performances are 10 minutes in length but in the end, the play’s length is not really very important.

For the first half of Class 3, allow the students to practise voice acting their play for their class performance.

Lastly, in the second half of Class 3, students voice-act their group play to the class. It is best if the audience closes their eyes or face away from the actors in order for them to pretend that what they are listening to is a radio. Listeners are to use their imagination based on the actors using sound effects, voice stresses, intonation and inflection to portray the range of emotions that they want to elicit in the listeners.
Following points were taken into account while undertaking the project: It is important that students be willing to attempt to communicate in English only, which is a challenge at times, for this lesson to work to its full potential. This is a challenging task for the students because they must not only make the ‘radio play’ but must also consider, for example, what type of voice they are to use, what type of emotion they want the audience to experience and how to bring out these particular emotions, what sound effects might be are needed for the play, and how to fairly spread out the speaking-time among the group’s members. Sound effects enhance the listener’s experience and this makes the play even more fun for those involved. Sound effects, are important in lending the script a sense of reality: e.g. a door opening or closing, footsteps, knocks etc. This is found to be an easily adaptable exercise. For example, high-level students get only one day to make their play while lower level students might get an extra day to do their play.

In their study entitled ‘Tech-era L2 Writing: Towards a New Kind of Process’ Paul Stapleto and Paulina Radia argue that L2 writing pedagogy needs to give more recognition to the impact emerging from new technological tools and online resources. While shifts in approaches from product to process to genre are well documented in the literature, little research has appreciated the collective influence generated by advances in technology. It is suggested here that developments in software and online resources are leading to improvements in many areas of student writing, both at the levels of language and content. Moreover, efficient use of this technology could have a significant effect on the way in which teachers provide feedback. Collectively, these advances suggest a new dimension has entered the writing process.
Pauline Baird in the article entitled “Making College Writing Fun for EFL Learner Using Kamishibai” describes an interesting method. Paper drama when adapted and used as a pre–writing tool helps students to think out loud and gain confidence in writing. Its features allow students to create and organize ideas, and to present them in an academic and enjoyable manner. Students get to invent, and present arguments without intimidation; they collaborate, micro-teach, change strategies, and fine tune their thoughts before committing their writing to the scrutiny of the teacher.

When adapted for pre-writing, students begin to craft outlines of their discourse. They fine–tune ideas, design visuals and present their proposals orally to a real audience of their peers and solicit feedback before they write out a formal rough draft. Both students and teachers benefit from using the kamishibai as a strategy for organizing and presenting a paper because it requires low technology, few materials and is readily adaptable for all kinds of writing. In addition, it provides a safe setting necessary for students to allay their fears of speaking to a real audience.

This activity is versatile and can be prepared with ease by students to test run their ideas multiple times before investing in typing or making a first draft. Kamishibai is versatile and can be used in small groups for delivering part of a lesson or for giving instruction for the entire lesson. However, as a writing tool for students, the Kamishibai is most rewarding, no matter the class size students remain engaged throughout the process. Kamishibai, is an ancient narrative art form used by Japanese monks between the 9th and 10th century to teach their followers.

Originally salesmen, lay evangelists and teachers used it to instruct others, and nowadays it is used in schools and libraries to teach Japanese
children culture and morals. Traditional Kamishibai consisted of a set of paper picture cards insets of 16, measuring 15”x10.5” that depicted a story. The cards have a picture side with prominent colorful drawings that always faces the audience. The back side of the card is the text side, with the words the storyteller will use and a small replica of the picture shown on the front side. Most important is the last card, on the back is the textual message for the first card.

Kamishibai is like paper power point; storytellers change “slides” or “story cards” as they make presentations. However, in Kamishibai Performances, the story teller puts the “slides” or story cards to the back of the entire set of cards, using the right hand, with exaggerated movements for dramatic effect and suspense. In additions traditionally, storytellers engaged this audience by asking questions intermittently, to create suspense. The storytellers told their story in a manner resembling puppet shows. They displayed their story cards in a wooden frame on stages in villages or in a box mounted at the back of a bicycle.

First, the teacher demonstrates by performing a Kamishibai story, in English. As he reads the story, from a stock of 16 cards, students see the pictures displayed on the front of the story cards, just like a slide in Power point presentation. The only exception is that the students see the teacher read the text from the back of the last card in the stack. As he reads, he makes his voice appealing and as dramatic as necessary for each stage of the story. Sometimes he removes the card slowly to match his pace of speaking or sometimes he moves the card to the back of the stack using wide sweeping movements for dramatic effect. At the end of the performance, he asks comprehension questions and solicits answer from students. Students get to examine the cards to see how they are designed.
The students start this process or writing out the paragraphs for the outline, adding the thumbnail on one page and the picture on other, until the essay is complete. Between each stage they must add transition words to signal each step in the process after the introduction. Students are encouraged to write sentences to ensure fluency in the presentations.

Student sit in groups of four. One person is a presenter who sits facing the other three persons. The others are listeners who have small pieces of scratch paper for writing comments. Each person takes a turn at presenting their Kamishibai.

In an article entitled ‘key concepts in ELT’ Pauline Foster (1999) has stressed the importance of interactive learning. The contemporary view of language learning, based upon research findings in both linguistics and psychology, is that learners do not acquire the target language in the order it is presented to them, no matter how carefully teacher and textbooks organize it. Language learning is a developmental, organic process that follows its own internal agenda. Errors are not necessarily the result of bad learning, but are part of the natural process of interlanguage forms gradually moving towards target forms.

Such a view of language learning has profound implications for language teaching, and has led to the development of various task-based approaches. These approaches are somewhat disparate, but they share a common idea: giving learners tasks to transact, rather than items to learn, provides an environment which best promotes the natural language learning process. By engaging in meaningful activities, such as problem-solving, discussions, or narratives, the learner's interlanguage system is stretched and encouraged to develop. Interactive tasks are sometimes considered particularly beneficial, especially the information-gap type, in which learners have to transfer information to a partner who does not
have it (Pica et al. 1993). These tasks rely on a successful transfer of meaning in order to be completed, and are supposed to focus the learners' attention more closely on the comprehensibility of the language they and their partners are using, thus increasing the likelihood that interlanguage forms will be pushed towards target language norms.

The challenge for a task-based pedagogy, therefore, is to choose, sequence, and implement tasks in ways that will combine a focus on meaning with a focus on form. Skehan (1996) has developed a theoretical framework for task-based teaching that claims to balance the development of fluency with accuracy and interlanguage restructuring. Willis (1996) has produced a detailed practical framework for the task-based classroom in which learners are led through cycles of task planning, performance, repetition, and, finally, comparison with native speaker norms. There is already strong empirical support for some of these ideas. Foster and Skehan (1996) have shown that giving learners time to plan before they begin a task significantly increases the complexity, accuracy, and fluency of the language they use, and that these effects increase in relation to the cognitive difficulty of the task.

Continuing research into task design and implementation should help task-based teaching develop in ways that have a sound and convincing psycholinguistic basis. The final challenge will then be to persuade teachers of the merit in adopting a task-based approach in their classrooms.

In the article entitled ‘Task Based Pronunciation Teaching: A state–of–the–art Perspective’ Pedro Luchini writes about the change to be enacted in the teaching spoken English. The purpose of this paper is to critically analyze what some pronunciation teachers are currently doing in some Asian contexts and, in view of their contribution to the profession
and their results obtained, propose a state-of-the-art methodology for teaching English pronunciation founded upon the combination of fluency-with accuracy-focused tasks.

For a long time, from the literature, it would seem that pronunciation teachers in many Asian contexts have been using what some would epitomize as a conventional methodology for teaching English pronunciation rooted in drilling and automatic exercises. The outcome of this divulges that many learners retain some critical deviant phonological forms which prove highly detrimental to successful communication in English.

A predicament of this type may entail a need to effect a change in the methodology used whereby tasks function as a central focus in a supportive and natural environment for language study. Under this new approach which combines meaning- with form-focused tasks, learners are expected to develop their communication skills and, in so doing, modify those deviant phonological forms with the intention of preserving phonological intelligibility.

Purushothaman, Shamugasundaram and Stella (1992) conducted a study on Video Assisted Instruction in English Language Teaching.

The main objective of the study was to find out the effectiveness of video assisted instruction in developing the skill of pronunciation in English. 90 students of standard VI were selected at random and divided into three random groups. The three groups were assigned three different treatments at random.

Group I - Video Assisted Instruction.

Group II - Audio Assisted Instruction

Group III - Traditional Teaching
Group I was shown the BBC video cassette on English language teaching to develop pronunciation. In the cassette there were short gaps for the learner to practise the correct pronunciation. Group II was taught through the audio recording of the same video cassette shown to group I. Group III was taught through traditional teaching method. The same set of words selected for Groups I and II were here taught by the teacher to the third group.

The findings of the experiment was that, though we normally expect pronunciation to depend less on the visual media, this study proved that Video Assisted Instruction results in significantly superior acquisition of pronunciation skills. The superiority of the Video Assisted Instruction may be attributed to the fact that the lip movements are observable in the video which adds to meaningful learning.

In the article entitled ‘Using Reading as an Interactive Medium in the ESL/EFL Classroom’ Rafael Sabio discusses the ways of using reading for interaction. Reading has been long believed to be one of the mediums through which language acquisition can be facilitated. Researchers such as Stephen Krashen (2004) have thoroughly researched the benefits gained through reading, particularly in the field of language acquisition, and have consistently found that reading enhances students’ ability in not only expanding their lexicons, but also furthering grammar development. This article bridges theory and classroom practices by providing ESL/EFL instructors with a way to make reading fun and alive in the classroom.

The first step is to choose print material that is of appropriate level and interest to students. In this particular context, print material is defined as material which can be read and discussed in class and is readily accessible. Books, magazines, and news articles can be gathered from
Having chosen what the class will read, the instructor then creates a comprehensive list of vocabulary words that may be unfamiliar to the students. The process of defining vocabulary words and writing example sentences may seem tedious. However, this concern is easily allayed by creating careful, easy-to-follow worksheets that are recyclable. Using recyclable worksheets, instructors can simply substitute the old vocabulary words and definitions with new ones; sentences are then written in the spaces just below or next to the definitions. Once the introduction of the text has been completed, students read silently for approximately five minutes. Then, the instructor reads the text while students repeat. Upon completing the assigned readings, students should reflect on what they have read. The instructor then asks questions such as “what was the story about?”, “why did 'X' happen?”, and “when did the story take place?” in order to facilitate dialogue. Students are required to give responses in complete sentences.

Raj K. Gupta (qtd. in Buch, 2001) in his research study on “Effect of Experience Writing Coupled with Corrective Feedback on Syntax Usage among Children with less efficiency in Syntax” writes that specific intervention strategies are to be developed to overcome syntax usage deficiencies at an early stage of language acquisition. The study is an experiment to find out the usefulness of experience - writing strategies to ameliorate problems related to syntax. The study used a design of experimental and control group comparison with pre-test and post-test. The design was adopted for the strategy involving descriptive writing in one school and picture writing in another school.

Rajagopal Majumdar (qtd. in Buch, 1991) has done a research to develop writing skill among the students of classes V to X. An investigation was conducted on 20 students of three schools—one in rural
area, one in urban area and a central school. The students were first classified in two equal groups - experimental and control groups, irrespective of their school performance and socio-economic condition of their respective family. The students of experimental group were instructed to write report or stories based on the supplied cartoons. The students were however instructed in short the contents of the cartoons. The cartoons were collected from newspapers and journals - local and all India level. The cartoons were classified primarily in the light of generating interest in adventurous matters and acquainting the students with national current events. It seems that more than seventy percent of the students were able to write a note or story based on these supplied cartoons. On the other hand, students of the control group were neither supplied such cartoons nor instructed with the contents of these cartoons. Most of the students failed to develop story or article based only on the caption. The same process was repeated by reversing the group of students and it seemed that fifty percent of the students of previous control group were, however found to develop the contents of the cartoons in the form of a story or note.

The experiment shows that students can develop the story or write article if they are provided with practical guidelines rather than abstract captions or headlines. Development of the skill of writing or reporting etc, a lot needs to be done particularly in respect of native philosophy, pedagogical concepts and methodologies of new technique and strategies.

Ramachandra Rao K. Nijalingappa, P.Ananda Pillai, and S.Swaminathan, (qtd.in Buch, 1991) have studied the need for programmes to improve communicative skills of diploma students. This study attempts to analyze different aspects of competency in English attained by Polytechnic students. The objectives are.(i) to identify the
general level of proficiency attained by students in the chosen aspects of (a) language ability (b) written communication (c) oral communication (d) listening comprehension and (e) manipulative skills. (ii) to practise the aspects in terms of their easiness, difficulty and (iii) to suggest suitable measures to improve the language skills of the learners.

A five part test was prepared with a weight of 30% for language ability 20% each for listening communication, oral communication and listening comprehension and 10% for manipulative skills the test was administered to 95 students of a polytechnic in Karnataka. The major findings were (1) Only 23 (30%) of students obtained more than 35% in this test (2) 45 students (59%) could not get to the minimum expected standard in the first part language ability for which maximum weightage was given in the test. (3) The students found listening comprehension to be the most difficult part in the test. (4) The oral communicative ability of students was found to be fairly good (5) students’ proficiency in English was not up to the expected level.

Ramani (1987) in his article ‘Organising a Quiz’ describes the ways of developing communicative skills among first year undergraduate students. The students were divided into different groups. The groups were asked to discuss their questions in order to select ten out of the total number and to revise the questions to make them clearer and more intelligible. They had to draw up a list of rules for conducting the quiz. Each group administered the quiz to the other groups. This task helped to build up the confidence of the student sufficiently for him to attempt to use English in speech and writing.

Sadhana Guha (1988) in an article in Focus on English explains an experiment conducted by SCERT and West Bengal Board of Secondary Education.
SCERT in collaboration with the West Bengal Board of Secondary Education undertook a study to assess the new approach to teaching English as a second language at the secondary level in West Bengal. The West Bengal Board of Secondary Education has laid stress on the functional communicative approach. In order to accomplish the purpose the inventory consists of functions and this has necessitated the loosening and grouping of structures or grammatical items of the former structural syllabus. As far the methodology is concerned it is very different from what has been in practice. It is learning centred and it puts a lot of responsibility on the teacher as English specialist and as classroom manager. The emphasis is obviously on learning by doing and through tasks and the principles of information gap and information transfer are expected to be observed. Pair work and group work have been emphasized. The language is to be taught in context and meaningful situations and not through discrete and isolated items. Sadhana Guha reports on the findings of an achievement test in English administered to two groups of students. One group was exposed to the subject in the traditional way for six years while the other group had only two years of exposure, but in the new functional - communicative way recommended. The findings show that the students who have had less exposure have fared as well as and sometimes even better than those who have had much longer exposure.

Sadhika Ismael (1984) has made a study of the speech habits of the Pondicherry University students. She observes that the Tamils are spelling pronouncers and when it comes to inconsistency between spelling and pronunciation, they have difficulty in pronouncing the word. She has suggested that spelling in orthography of particular sounds will
be helpful in learning the correct pronunciation. She has brought out some exercises for practising as well as testing these aspects.

Saraswathy (qtd.in Buch, 1987) investigated the nature of communicative competence in relation to learning language for specific purposes and suggested guidelines to design a course in English for official purposes for under graduates in Tamilnadu.

V.B.B. Sarma (qtd.in Buch, 1994) has undertaken a research study which attempts to design a course in written English for the high school stage based on the communicative approach after surveying the present language learning situation. The objective of the study is to find out selectively from the learners, teachers, parents and well informed citizens of the society about the needs of high school students regarding written English. It also aims to find out the effect of the communicative syllabus designed to develop writing skills. Using the quota sampling procedure, 236 students, 63 teachers and 120 parents were involved in the study. The collected data were treated using percentage, mean, correlation and ‘t’ ratio.

The major findings are that (i) a large number of students were poor in written English in comparison to their proficiency in the other language skills. (ii) High school students needed written English for both academic writing answers for home assignment and tests etc., and certain specified social activities (ii) Frequency of writing composition was very low and a large number of students needed many writing exercises. (iv) the teachers were unaware of the reference material that could improve their own knowledge of teaching writing skills (v) A well developed communicative syllabus incorporating the needs of the students can in a tension free, interactive classroom, create a satisfying and positive attitude towards enhancing writing and revising.
In the article entitled ‘The Effect of Pair Work on a Word-Building Task’ Sasan Baleghizadeh reports on a study that was carried out to investigate the effect of pair work on word-building task in two EFL classes. Forty Iranian adult students participated in this study. The participants in the experimental group completed the word-building task in pairs following the Think-Pair-Share technique, whereas the participants in the control group did the same task individually. Results of the data analysis showed that the participants in the experimental group achieved significantly higher scores on the given task than the participants in the control group. This indicates that the students’ joint efforts while collaborating with each other are likely to result in co-construction of morphological knowledge.

Sasikala (1994) conducted an experimental study for “Improving Oral Communication in English among Tamil Medium Students at Higher Secondary level” The major objectives of the study were

1. To develop a course package for improving the fluency and accuracy in oral communication in English among Tamil medium Higher Secondary students
2. To improve oral communication in English among Tamil medium students applying packages developed by the investigator

The major findings of the investigation were

1. There was significant improvement in oral communication in English among the study group after being subjected to the packages.
2. There was significant improvement in the performance of the Tamil medium students in functional English used in oral communication and in reading skill.
Sasikala (1997) in her study ‘Oral English Acquisition: Effect of Communicative Tasks and Cognitive Strategies’ aims at introducing a task based course material for oral English acquisition and to identify the variety of cognitive strategies used by higher secondary students while acquiring oral English. The study was restricted to higher secondary first year students of RMRM Govt. Girls Hr. Sec. School, Singampuneri. The researcher limited the study to communicative aspect of oral English. The programme was carried out for thirty days. The findings reveal that the communicative tasks facilitate oral English acquisition.

In the article entitled ‘Classroom Silence: Voices from Japanese EFL Learners’, Seiko Harumi explores Japanese EFL learners’ classroom silence in a Japanese EFL context. The existence of silence in second language learning contexts can be a source of conflict between students and teachers and even among students themselves. It can also be an obstacle to acquiring the target language. In order to tackle this problem and to illustrate the dynamic characteristics of classroom silence, this study draws on insights from the ethnographic approach and interprets the roots, functions, and meanings of silence from a socio cultural perspective. It was conducted through a questionnaire survey which aimed to elicit learners’ and teachers’ views on silence and also to examine whether a mismatch of perceptions exists. The issues of identity and the role of cultural and contextual factors in the use of silence are discussed and possible pedagogical approaches which could be implemented in varied learning contexts are suggested.

Shobana Chakravarthy (qtd.in Buch, 1991) examined the spoken English of a group of students of Varanasi and identified their difficulties in pronunciation. She also suggested a remedial course for improving their spoken English.
Singh and Srivastava (qtd.in Buch, 1974) conducted a study to find out common errors in written English and their prevention and cure. The purpose of the study was to develop effective remedial and preventive techniques for spelling mistakes committed by pupils. The study revealed that

1. Pupils were drilled too soon into the use of the pattern, the significance of which they did not understand.
2. The teacher was not aware of the point of difference between the foreign language he was teaching and the native language of the pupils
3. Pupils were constantly influenced by the familiar pattern of their native language, which caused mistakes in the use of foreign language.

Sowmini (qtd.in Buch, 1984) studied the effectiveness of a course design based on communicative approach for English language teaching in regional medium high schools. The major objective of the investigation was to design a course based on communicative approach for the teaching of English for regional medium class IX and X standards using science as the content.

Some of the major findings were:

1. Majority of the students found that the course design was useful to improve both science and English.
2. Most of the English teachers considered that they had to be more active in the classrooms and most of the students also sought guidance from them. The teachers felt that this type of course developed vocabulary, structures, science concepts as well as the language skills. Teachers felt that they needed special training to
teach English through communicative approach. Such a course was difficult to be introduced in our schools.

In the article entitled ‘Teaching Listening-speaking Skills to Thai, Students with Low English Proficiency’ Sripatum Noon-Ura writes about the speaking skills of Thai students. This study aimed at exploring the results of an intervention designed to improve the listening-speaking skills of students with low English proficiency for 60 hours over three weeks. These twenty-eight students were randomly selected from the lowest group in English ability among the first year students at Thammasat University, Thailand. The students had participated in integrated-skills classes unsuccessfully and had become less motivated in learning English. Three teachers designed a course to help students find English learning more enjoyable, develop a better attitude and get ready to study ESP courses in subsequent years of university. The data was collected from the pre-post tests, pre-post questionnaires, classroom observation, students’ self reflection, and course evaluation. The findings showed that: (1) the scores and the students’ readiness, interests, and confidence in learning and using English were significantly increased; (2) some students rated as 0 or 0+ speakers became Level 1+ and Level 2 performers; (3) from classroom observation, the students showed good rapport among themselves and with the teachers; (4) the students reflected on their changes cognitively, affectively and behaviorally; and (5) the students were satisfied with the course as a whole. The research also analyzed the factors for success and gave some recommendations for an EFL situation.

Sudarkodi (1995) in her study ‘Development of Multimedia Instructional System for Remedial Measures in Written English’ aims to identify and categorise the errors committed by the students of XI
standard in written English. She has designed and constructed multimedia instructional system to minimise errors in written English. The study has identified a suitable instructional system in order to minimise the errors in written English at the higher secondary level.

In the article entitled ‘The Torn Letter Technique’ Sulabha Nataraj (1987) explains how one can develop communicative skills using the torn letter. A letter is conveniently torn into four pieces. The class is divided into four groups and one piece of the letter is given to each group. The members of each group read it. They collect, as a group, the information conveyed to them through their piece of paper and decide on the information they need. In the general session when each group reports, the other groups take down notes. Later, the class works in-groups. They try to find the relationship among the bits of information provided by the other groups. Each group works out its own version of the letter. Now the groups come together for a general session wherein all the versions of the letter are reported. Nataraj opines that it is a sound technique as it incorporates within it language learning exercises like note-taking, discussion, organisation, collation, arguing, reporting etc.

Surabhi Bharathi (1983) observed the intonation patterns of the college students.

Her study contrasts the basic intonation patterns of the Indian speakers with those propagated by Daniel Jones to match the RP system.

Sylevester (1992) in the article entitled ‘Use of TV/Video to Teach English’ explains the methodology adopted for teaching English to students of standard XII with the help of the English news bulletin. The main focus of the lesson was to help learners to develop their communicative skills. Half the class was sent out of the room while the other half watched the headlines of the news bulletin and observed the
news reader. When it was over, the others were called into the class and those who watched the news, first described the presentation in one sentence each and later gave the whole description in a short paragraph. From this warming up activity students were led to other learning tasks. Several learning activities were developed based on the Doordarshan programme. Sylvester concludes that the students were motivated to learn. They also recommended the use of video to teach English and suggested that text books in English should be replaced with learning activities based on TV/Video programmes.

In the article entitled ‘Do Multimedia-oriented Visual Glosses Really Facilitate EFL Vocabulary Learning?: A Comparison of Planar Images with Three-dimensional Image’, Takeshi Sato and Akio Suzuki critically analyze the use of multimedia oriented teaching in English. It has been argued that glossy images in multimedia language textbooks or dictionaries bring about a certain amount of effectiveness in foreign language learning. These results might indicate the superiority of multimedia-based materials over paper-based ones. On the other hand, it might be also true that the superiority of the multimedia oriented configuration of glosses has not been examined, which might imply that the potential of multimedia materials as tools for language learning has not been maximized.

Therefore, this paper aims to examine the superiority of multimedia-oriented gloss in comparison with traditional glosses. This paper addresses three-dimensional images as a multimedia gloss to demonstrate the spatial relationship of prepositions such as “above,” “across,” “below,” “in,” “on,” and “over,” which are regarded as difficult to learn because of the appropriate choice of the words’ several senses based on various contexts. This research begins with the
development of two multimedia dictionaries of spatial prepositions: one with planar images, and the other with three-dimensional images of spatial relationships for each language item. This is followed by an experiment to verify the effectiveness of multimedia gloss by randomly dividing it into two groups—a control group and an experimental group, and then conducting a vocabulary test in each group to choose appropriate spatial prepositions with reference to these dictionaries. The results will be analyzed using a t-test. The results of this study should help in suggesting methods to optimize the application of multimedia materials in EFL settings.

Thyagaraju (1987) in his article entitled ‘A Good Laugh to Trigger off Language Learning’ narrates how he taught English using short humorous passages gathered from various magazines and newspapers. A passage was given to the students. After reading the passage, the students belonging to different groups narrated the story in the mother tongue. Later they were asked to write a summary of the passage. The researcher corrected the mistakes. The students who wanted to share similar anecdotes with him. Thyagaraju opines that in a small class especially when it is set apart for composition, this method would work.

Uma Chitra, (qtd.in Buch, 2001) has undertaken a research study to develop Writing Skill through a silent Movie. The objective of the innovative practice is to facilitate English language learning. The skill to be developed was writing. The specific objectives were, to make the students understand the movie completely, to enable them to interpret the film and to express themselves grammatically correct English. The innovative practice adopted to develop the writing skill of the subjects included questions and worksheets. The innovation was introduced to a group of 15 female students in class XI The students were given activities
in four groups. For the first three days, activities on writing skills and the last three days, activities on speaking skills were given. The leader of each group read the paragraph written by them. Then follow-up programmes were organized. The class showed that films could arise high levels of motivations and resulted in a most satisfying learning experience.

Upendra (1980) carried out a research on the intelligibility of English spoken by the Tamil speakers.

He has found out that the intelligibility of English spoken by the Tamils is affected by the interference of the mother tongue at three levels, viz., phonemic, sub-phonemic and syntactic levels. Certain sounds are alien to and lacking in the mother tongue. Certain English sounds are replaced by Tamil sounds. Clusters are not quite common in the mother tongue.

He has also found out that stress is not at all significant feature in Tamil. Upendra’s work also contains a list of sounds substituted by Tamil speakers for the English ones.

Usha Lakshmanan (1981) explored the in-company course in spoken English for business communication and identified the English language needs of the Indian business personnel at management and clerical level for spoken communication in their work. The objectives of the study were to identify the need of such a course and to arrive at a communicative syllabus and a set of methodological procedures for the proposed course. A survey was undertaken by administering questionnaire, interview and observation. Samples of spoken communication in specific business contexts were observed and recorded.
In the article entitled ‘A Study of English Writing by Native Chinese Freshmen: Teaching English Requires the teaching of Culture(s)’ Yanpu Zhang analyzes the writing patterns of Chinese students. This article presents a study of English academic writing by native Chinese speakers. It explores the interactive relationship of topic influence, individual (cultural) stance and text types in different cultural contexts. Specifically, it argues that topic is an essential element in writing. In the data collected, it can be seen that the stance and position a writer takes towards different topics results in differences in text types and reveals the cultural contexts in which the essays were written. The study used texts about three different topics by the university freshmen of two cultural groups, adopting both Martins (1985) and Bibers (1988) theory to examine the thematic components and full linguistic features of the texts. The findings have shown that, cross-culturally viewed, there are variations in the text type features across topics and the cultural contexts due to the stances taken. In different topics, the cultural stances and the positioning of the writers have significant effects on the text type structures created. The implications of this study suggest that the teaching of writing requires culture(s) to be an embedded concept in the teaching process.

Yoganandham (1994) studied the effectiveness of audio technology in teaching Spoken English at primary level.

The major findings of the study are:

1. The specially prepared package is more effective in improving certain aspects of Spoken English (word stress and intonation) when compared to the conventional method of teaching by the subject teacher.
2. Contrary to the above, the specially prepared package is not effective in teaching the articulation of vowels, diphthongs, consonants, sentence stress compared to conventional method.

3. The audio technology in the form of pre recorded cassette is effective in improving the articulation of vowels, diphthongs and consonants, word stress, sentence stress and intonation.

Yu-Chih Doris Shih discusses the potential of interactive videoconferencing and describes several projects that she used with English language learners in Taiwan and Japan as well as preservice teachers in the United States.

Providing instruction to college students in the use and usefulness of technology helps them connect with the rest of the world and can facilitate English and foreign language practice. The Internet infrastructure has been well established in Taiwan, and all levels of education have promoted learning through computer technology. Chao (2004) has delineated the frequent use of computer-assisted language learning in English language instruction in Taiwan, and data provided by the Computer Center of the Ministry of Education (MOE) in Taiwan shows that universities there have been connected to Taiwan Academic Network (TANet) since 1994. Moreover, many Taiwanese students are currently connected to the Internet at home.

In the late 20th century, most online language learning research was conducted with text-based computer-mediated communication. With the addition of audiographic CMC (Rosell-Aguilar, 2005), high-speed Internet, and sophisticated software, videoconferencing experiences can now be built into EFL courses in various ways. In this article, yu-chih describes how she has conducted exchanges between native and
nonnative speakers via interactive videoconferencing and desktop videoconferencing in her courses.

An intercultural telecommunications project took place each semester, with different groups of participants each term, from 1998 to 2001. Its main purpose was to offer online English language teaching and learning opportunities to preservice teachers in Texas, in the United States, and EFL learners at Fu-Jen Catholic University (FJCU), in Taiwan. The participants were matched one on one via text-based CMC (i.e., e-mail and discussion boards) to practice online EFL teaching and learning.

Two IVC sessions were carried out during the middle of the 10-week term. The participants already knew each other from their e-mail messages and could continue to expand on their learning and teaching discussions after the IVC sessions. Prior to the IVC, the students were taught videoconferencing etiquette and decided on the topic of discussion with their counterparts. Topics included festivals in Taiwan and the United States, traveling, campus life, jobs, and movies. During each IVC session, two pairs at a time talked to each other for 20 minutes, and the rest of the participants at both ends stayed in the room to observe the connection. The instructor-coordinators did not actively moderate the conversations; rather, they remained in the room to provide assistance to participants by prompting what questions to ask.

Participants from both countries gave generally positive feedback regarding their IVC experiences. Watching their communication partners facilitated their overall learning, but they found the use of IVC uncomfortable when others observed them. They also felt unsatisfied with the length of connection. Nonetheless, three main types of learning were
achieved: cultural formation, oral practice and control of stage fright, and experience with nonnative speakers on the part of the preservice teachers.

With project funding again granted by the Ministry of Education in Taiwan, Yu-chih’s department has joined the Global Understanding Project initiated by Global Academic Initiatives at East Carolina University, in the United States. By August 2008, there were more than 20 universities around the world taking part in this project. The project is designed to allow students in different countries to communicate with each other via interactive technologies, usually connecting to three different countries per semester, for 4–5 weeks each. Throughout the semester, students at each participating university can learn about a number of different cultures while simultaneously teaching about their own by using the English language. The exchange is based both on written communication between pairs of students, via e-mail and text chats, as well as through videoconferencing for face-to-face dialogue. Topics of discussion ranged from college life, family structure, and the meaning of life to stereotypes and prejudices.

At Fu-Jen catholic university, the first course was carried out in a computer room to ensure stable Internet access and technical support. Because the course was offered during the evening hours, such services were not available in the digital interactive classroom that had been specially designed for cross-site teaching and interaction and thus was a better setting for videoconferencing. As a result, the lighting, audio, and setting were less satisfying in the computer room. Nevertheless, the postcourse evaluation showed that students were highly appreciative of the opportunities for authentic contact with native speakers.

Suggestions for future improvements were made to university administration. The English department is supportive of such an
international course, and it is certain that this course will continue to be offered. Students will continue to benefit from communicating in English with participants worldwide and learning about intercultural communication through cyberspace.

With increased availability of high-speed Internet, data transmission and software for videoconferencing are improving at a very fast pace. One suggestion to improve online teaching and learning is to move from simply using text-based asynchronous and synchronous communication (e.g., e-mail, text chats) to engaging in oral communication. This is especially important for foreign language learners who need to constantly practise the four skills in an integrated way. Without doubt, foreign language instructors should provide opportunities for learners to experience online technologies and instruct them in how to deal with impolite intrusions (visually, orally, or via text) during videoconferencing or in chat rooms.

Despite potential problems such as those involved with hardware and Internet speed, through experiences such as those described in this article, college-level EFL learners (who are potential future EFL teachers) can be exposed to innovative ways of learning and communicating. They can also transfer these experiences and skills to autonomous language learning and practise outside the classroom with people all around the world.

In the article entitled “The use of CMC to Develop EFL Learners’ Communicative Competence”, Yu Hua Chen describes the use of computer in teaching English. Moving from the ‘focus on form’ teaching approach such as Grammar Translation and Audiolingualism, recently more language teachers have noticed the failure of form focusing approach in developing learners’ communicative ability in real-life
situations and shifted to adopt the Communicative Language Teaching (CLT). The CLT approach highlights learners’ communicative competence which is defined as learners’ ability to efficiently express what they mean in the target language and successfully achieve communications in real-life situations. In order to do so, learners not only need to acquire the linguistic but pragmatic knowledge of the TL. It is suggested that competence, both linguistic and pragmatic, is the knowledge developed and acquired through exposure and use. In other words, without sufficient exposure needed for learners to notice and acquire the language input and chances to use the knowledge, communicative competence is not likely to be promoted.

Unlike ESL learners, who need to use the target language in everyday life for surviving in the target culture, EFL learners generally do not have adequate access to the TL outside of the classrooms and practise what they have learned in the classroom. Learners normally return to the real world speaking their mother tongue as soon as they leave the classroom. In classrooms, although teachers now have adopted approaches that focus on meaning and language use, due to the linear mode of face-to-face interaction, the learning outcome is still not efficient enough. EFL teachers now urgently need a solution to increase exposure and use of the target knowledge both inside and outside of the classroom.

The purpose of this paper is to suggest that the integration of Computer-Mediated Communication (CMC) into EFL learning can increase both input (exposure) and output (use) of the target language that is needed for learners to promote both their linguistic and pragmatic competence. This paper firstly presents: (1) The rationale of the CLT approach and limitations of traditional EFL classrooms to implement it.
In the second part, pedagogical benefits of CMC in language learning are presented.

**2.3 An Overview of Review of Related Research**

Many researchers have undertaken research to improve the speaking skills and writing skills of second language learners. Willis, Skehan and Prabu have talked about task-based language teaching which emphasizes interaction. Sripathum Noonura has taken up a research work to improve the speaking skills of the students. Maria Palmira Massi has undertaken a research work to study the effectiveness of interactive writing. Pauline Foster, Jonathan Sneel, Mark D Offner, Alison Mackey, Johannes Eckerth, Ian Nakamura and Chun Kuo have undertaken researches to prove the superiority of interactive language learning. Many researchers have tried to use technology to develop interaction among students. Paul Staple emphasized the use of technology to improve writing skills. Paul Rowan proved that radio shows could improve the speaking skills of students. Huang showed that multimedia computers could enhance interaction among students. David and Christine Cawning made use of videos for developing interaction among students, Yu-chih-Doris shih demonstrated that interactive video conferencing technique is more fruitful in learning second language. Yu Hua chen emphasized the greatness of computer mediated communication. From the studies cited above, one could come to a conclusion that the interactive way of language learning is more useful than the traditional way of learning a language.

In the succeeding chapter, the methodology followed in this study has been described.