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This dissertation has developed out of the discoveries and ideas that have emerged from recent researches in foreign and second language learning and pedagogy. In fact, I was tempted to take up some classroom-based research since I am convinced that we cannot afford the Luxury to avoid experimental studies just because they are supposed to be rather difficult and complex, and demand a lot of human and physical resources. As teachers, we are expected and even required to initiate and contribute something new. In writing this dissertation, I have tried to concentrate especially on those aspects that seem likely to help us develop more effective English Language Teaching strategies. Being a very small and humble effort, it naturally does not claim wider generalizations.

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