1. BRIEF REVIEW OF RELATED LITERATURE

(1) Lori M Edmonds (2009, March) explores some of the difficulties which English Language Learners (ELL) generally has with science content. The researcher identifies five primary challenges that could be associated with cultural perceptions of science as well as language and writing skills.

(2) Nathan Edward P. (2009, July) justifies corporate investment in online English as a Second Language (ESL). The case study is based on a multinational research based biopharmaceutical company.

(3) Barbara N. Allison and Marsha L. Rehm (2007) Increased multicultural and multilingual adolescent students often experience cultural conflict in the home and school. This article gives example of Middle School’s teachers in Florida how they can be adapted by others in similar circumstances by implementing instructional strategies.

(4) Piller Bonnie and Skillings Jo Mary (2005) They studied in this article which has revealed some evidence for the future researcher to give support and the idea that effective instruction for English learners develop and provide ample opportunity for learning and understanding the languages.

(5) Carrigan Richard P. (2009) Due to rapid globalization, the need to communicate across language barriers has become critical which has also affected the second language classrooms operation and the way students learn new languages. Carrign examines how this research area has altered our understanding of language and how a learner acquires a second language.

(6) O'Shea Doris J. et al. (2009) Teachers come across a special challenge in developing the learner’s language ability and the language skills of Culturally and Linguistically Diverse (CLD) adolescents. The authors explore the process of fluency development and offer several suggestions for improving the linguistic skills of CLD students.

(7) Barfield Susan C. and Uzarski Joelle (2009) discuss the preservation of indigenous cultures through English language teaching. They provide practical teaching ideas in which English as Foreign Language (EFL) teachers can integrate indigenous artifacts and cultural components into their classes. These ideas are aimed at exposing the
learners/ students to international cultures and geography and can be adapted to best suit the local indigenous culture.

(8) Smagorinsky Peter (2009) explores the elusive "silver bullet"—the teaching method that always works efficiently. The researcher discusses various approaches including structured process approach and individualized teaching approaches.

(9) Olivia Halicet et.al. This analytical study is an in-depth survey of the experiences of non-native English speaking international graduate students. The study revealed that irrespective of the particular country of origin and their native language, the participants shared more similar perceptions than differences regarding language.

(10) Dessoff Alan (2009) The globalization of education and increasing academic exposure of students beyond national borders, U.S. based institutions that educate their teachers are internationalizing their programs to prepare their teachers to instruct students in a global classroom. Teachers must have deep update knowledge and techniques to robust skills which needed to bring the world into their classrooms.

(11) Mohammad Rahimi, (2008) the researcher has studied dictation as a good learning technique to improve learners’ language proficiency. The results showed that both groups showed improvement in their performance on the whole proficiency test and vocabulary.

(12) Brooks and Lindsay (2009) studied socio-cultural theory and examined the interaction of adult ESL test-takers in two tests of oral proficiency and found that the overall test-takers performed in language proficiency better in the paired format and that their scores were on average higher than when they interacted with an examiner.

(13) Pinto Arthur Charles (2010) constructed the proficiency test in English. The researcher has found that the female students have greater proficiency of English than male students in the observation. The English proficiency of students belonging to urban area is higher than the English proficiency of the students of rural area.

(13) Hou Leijuan and Lu Zhihong (2011) The paper gives importance to teaching cultural knowledge of the targeted language in English as a Foreign Language (EFL) teaching in china.
More attention has been given to enhancement of their cross cultural competence. The authors present the specific teaching modal from five aspects namely the teaching material, the teaching context, the teaching principles and approach students speaking activities and the method to evaluate students’ achievements.

(14) Huang Yanping (2011) This paper presents three aspects: why to increase the contents of culture in English teaching? Which contents of culture should be added? How to increase culture contents to English teaching? The researchers has put forward the three respects to defence his pints and discussed which those who are interested in this field.

(15) Smiles T. (2012) The importance of teaching language to learner is to master the four most important skills namely listening, speaking, reading, and writing is obviously challenging. This paper gives details and tips about the regular weekly English language learning columns like “Know your English appears on Tuesdays in”. The Hindu and English Blues” appears on Monday’s in. “The new Indian Express”. It has been discussed about the topic in this article.

(16) Shanthi and Arunachalam(2012) Teaching and learning English as second language has been a challenging task. It sometimes based on needs as English it is quite often being used for communication in all works of life. Depending upon the needs curriculum or course designs to teach English as second language. This article discusses need for assessing the language capability of the teachers to take informed decisions on adapting the course content with regards to the capabilities and capacities of the teachers to realize the course objectives.

(17) Bhandari N. and Rajgopal R. (2013) There are several cognitive and linguistic barriers interrelated/ connected with anxiety through strict class room, fear of making mistakes, variations in self perception, linguistic difficulties, pronunciations and grammar and vocabulary which has impact on their effectiveness in communication. This paper discusses some such psychological and linguistic factors that may cause language anxiety and become great barrier in developing communicative skill among EFL/ESL learners.

(18) Das Mousumi and Satpathy Swayamprabha (2012) The effectiveness of a message conveyed always depends on the receiver’s ability to understand the sender’s background and nationality. The aim of this paper is to examine how communication varies across cultures when people from various cultures meet in a common work place.

(19) Raghavan Preena (2012) This article attempts to record on going experiments in bringing alive the English language learning components of the curriculum for science students. Students
teach through a variety of projects from various sources like multimedia, internet library. The reason behind this effort is to get students involved in exploring language. 

(20) Priyadharshini Rani V. (2012) Educated people use proverbs liberally in their speech and writing in order to add feathers to their skills. English proverbs consist of folk literature. Students are encouraged by teachers and even by parents to acquire a good knowledge of English proverbs. This article explores the pedagogical aspects of the English proverbs.

(21) Ms. Ravi Sudha (2012) Evaluation is seen as a life-long journey. An individual starts when she/he is a child and comes to a admiration when she/he enters the grave. This paper throws lights on continuous comprehensive evaluation by keeping the concept that “Education is a life-long process and learning is constant”.

(22) Ram R. V. (2012). ‘L’ in ELT is used for both language and literature. There is an imperative need to bridge the gap between the two domains especially in India. This article suggests the possibility of using inspiration as a holistic remedy to some of the ELT problems afflicting the third world countries. It initiates a discussion on the possibility of inspiring learners or participants in the domain of ELT.

(23) Latha R. (2012) the English language has become an important medium for communication process. A deficiency in this area may result barriers for graduates in personal and professional development. Therefore, this article plays a significant role in introducing the elements of fun in the task-based activities to stimulate the learners’ imagination.

(24) Kang Shivinder (2012) vocabulary plays an important role in all the four skills namely listening, speaking, reading and writing. The researcher devised a three- prolonged strategy that helps with the learning process as well as with the retention of the given set of words.