Literature Review

While doing research every researcher should know the sources available in the field. For that the researcher should review the related information. There are three forms of gathering such information. The main source for identifying literature are: books and journals. Every researcher must get into this process, as this knowledge will assist him/her with rich and detailed in depth information about the topic. Every researcher must know where and how to find out the information because in absence of up to date information the research work cannot be worthwhile. For this the researcher has reviewed many journals and Articles too. The researcher has also used some internet resources, some original thesis and dissertations.

Chi-li LI (2011) Chinese High School Graduates’ Beliefs about English Learning, Canadian Academy of Oriental and Occidental Cultural
The findings are following: -This paper reports on an investigation of a cohort of Chinese high school graduates’ beliefs about English learning. A 24-item questionnaire is administered on 171 high school graduates to investigate their beliefs about the nature, difficulty, autonomy and learning environment in English learning. The data are analysed through frequency statistics. Results show that Chinese high school graduates in general: 1) underestimate the difficulty of learning English; 2) expect communicative language teaching model; 3) demonstrate a high preference for an immersion approach; and 4) display a high degree of autonomy in English learning. The findings are beneficial for need analysis and provide guidance for curriculum design to the University in research and other similar contexts.

Noer Doddy Irmawati (2012) Communicative Approach: An Alternative Method Used in Improving Students’ Academic Reading Achievement, Canadian Centre of Science and Education
The findings are following: - Academic reading is a difficult subject to be mastered. It is needed because most of books or references are written in English. The emphasis is on academic reading which becomes a compulsory subject that must be taught and understood in Faculty of Letters UAD Yogyakarta. Communicative approach is used and applied as an alternative method in the process of teaching? Learning that focuses on language as a medium of communication. Communication ability involves in understanding fully the vocabulary, grammar, comprehension, and all aspects of English skills such as reading,
listening, speaking and writing. One main focus of the classroom action research that appears from communicative approach which is applied in the process of teaching? learning academic reading will be discussed.


The findings are following: - This is an initial report on a study which aimed to know what happened at our school, as teachers engaged in a study group to reach general agreements about a common approach to teaching English. The first step consisted of establishing teachers’ and students’ perceptions of their needs through surveys and interviews. Discussion and analyses of the data revealed that the most focused and most favoured approach by the group for teaching English is, in our specific context, the communicative approach and the development of the four basic skills using meaningful learning activities. Having agreed on this essential fact, we started the task of discussing some of the main principles of the communicative approach and what is meant by meaningful learning activities.

Leila Ghaderpanahi (2012) Using Authentic Aural Materials to Develop Listening Comprehension in the EFL Classroom, Canadian Center of Science and Education.

The findings are following: - The purpose of this study was to examine the influences of authentic aural materials on listening ability of thirty female undergraduate psychology majors studying English as a foreign language. It basically focused on using authentic materials and real-life situations as part of the communicative approach. The results of the listening comprehension post-test were compared to that of the pre-test using a 2-tailed t-test (P< .05). Analysis of the interviews and the questionnaire revealed that the use of authentic materials in the EFL classroom enhanced EFL students' listening comprehension ability. Results showed a statistically significant improvement in listening ability of the EFL students. Recommendations were offered to ease students’ frustration that resulted from the speed of authentic speech. Pedagogical implications of the results were discussed along with the impact on EFL students’ listening comprehension development.

Parviz Ajideh (2009) Autonomous Learning and Metacognitive Strategies Essentials in ESP, Class Canadian Center of Science and Education
The findings are following: - The reform in teaching and curriculum involves not only in the teaching content, but more so in teachers’ methodology, the students’ learning strategies and the changed relationship between students and teachers in the classroom setting.

The purpose of this paper is to suggest that what is needed for ESP is a different orientation to English study and to outline an approach which departs from that which is generally taken. Broadly, what is involved is a shift of the focus of attention from the grammatical to the communicative properties of language. This view that the difficulties which the students encounter arise not so much from a defective knowledge of the system of language but from unfamiliarity with English use is acceptable but not sufficient.

It is suggested that although specification of language needs is necessary for ESP course and it will be useful for selecting and grading materials, in teaching ESP learning strategies should play an important role. Accordingly, autonomous learning and metacognitive strategies are suggested as basic essentials for teaching and learning ESP.

Hyejeong Ahn (2012) Teaching Writing Skills Based on a Genre Approach to L2 Primary School Students: An Action Research, Canadian Center of Science and Education

The findings are following: - This article, based on research findings, examines the effect of implementing a genre approach to develop writing competency of Year 5 and 6 L2 primary school students. Using action research, the genre approach was implemented over a 10-week term with two lessons per week in a culturally and linguistically diverse ESL class in a South Australian public metropolitan primary school. Two specific genres, Report and Essay writing, were taught using a three-staged teaching and learning cycle (TLC), based on Vygotsky’s notion of scaffolding. Assessment was conducted by comparing students’ writing samples, before and after the teaching intervention. The results indicated that the teacher’s active scaffolding processes at the early stage of the cycle benefited students by making them aware of the different ways texts are organised for different communicative purposes. In addition, students’ confidence level increased and the approach encouraged a positive attitude towards writing.

Álvarez Valencia José Aldemar (2004) Reading Aloud Activities as a Way to Determine Students’ Narrative Template, Universidad National de Colombia
The findings are following: This article focuses on the description of a methodological innovation implemented in a beginner’s English class at university level in Bogotá, Colombia which had two aims: First, to explore the role of reading aloud activities in the teaching of English, and second, to describe the narrative template students use when retelling a story in writing. Data collection sources for this small scale project incorporated class observation during the reading aloud activity, students’ written samples as the means for them to retell the story, and interviews that were held at the end of the research process. This experience allowed both the teacher and the learners to approach English and see themselves playing a different role in the classroom. Moreover, it helped students foster their communicative competence as well as their motivation toward English language learning. Thus, this study promotes pedagogical debate about literacy processes in English in adults and the applicability of this kind of innovation in an EFL context. Key words: Literacy, Reading Aloud, Storytelling, Narrative Template, English Innovation, Foreign Language-Innovation.

**Hussein Bozorgian (2012) The Relationship between Listening and Other Language Skills in International English Language Testing System, Academy Publisher**

The findings are following: Listening comprehension is the primary channel of learning a language. Yet of the four dominant macro-skills (listening, speaking, reading and writing), it is often difficult and inaccessible for second and foreign language learners due to its implicit process. The secondary skill, speaking, proceeds listening cognitively. Aural/oral skills precede the graphic skills, such as reading and writing, as they form the circle of language learning process. However, despite the significant relationship with other language skills, listening comprehension is treated lightly in the applied linguistics research. Half of our daily conversation and three quarters of classroom interaction are virtually devoted to listening comprehension. To examine the relationship of listening skill with other language skills, the outcome of 1800 Iranian participants undertaking International English Language Testing System (IELTS) in Tehran indicates the close correlation between listening comprehension and the overall language proficiency.

The findings are following: - In this research, the effectiveness of active learning approach in native language education has been emphasized. This research is an experimental one that is used by Turkish Teaching organized by active learning approach for determining learning levels of the students concerning their reading comprehension skills. Data have been obtained by utilizing “Turkish Reading Comprehension Skill Test”. The research was conducted at fifth class level in *ehit Tuncer and Geçitkale primary schools by getting permission from Ministry of Education and it lasted for fourteen weeks in the second term of 2005-2006 education semester. In Turkish teaching, there is a meaningful difference in favour of the active learning group between the experiment group’s (that active learning approach is applied to) and control group’s (that traditional method is applied to) average of the reading comprehension skill points. The results of the study indicated that the active learning approach is more effective than the traditional approach.

_**Khalil Motallebzadeh --Somaye Amirabadi (2011) Online Interactional Feedback in Second Language Writing: Through Peer or Tutor? Academy Publisher**_

The findings are following: - The purpose of this study is to investigate whether the implementation of e-collaboration and e-tutoring will have any effect on students’ writing proficiency. It is argued that interactional feedback (peer or tutor) including negotiation and recasts can facilitate writing skill development in L2 (Lynch, 2002). 83 male and female EFL students, taking English courses in a language school in Bojnourd-Iran, formed the participants of this quasi-experimental intact-group study. The participants were assigned into experimental and control groups. A couple of instruments were employed to collect data: the TOEFL Writing Test, researchers-made pre and post-tests, and an Information Technology Questionnaire (2009). Data analysis through one-way ANOVA revealed significant differences between e-partnering and e-tutoring groups (p&lt;0.05). The results also showed that though both e-partnering and e-tutoring enhanced writing proficiency, learners in e-partnering group outperformed those in e-tutoring group. The study findings indicate that e-collaboration/e-partnering can improve learners writing skill if integrated into the EFL curriculum designed for pre-intermediate level.

_**MUHAMMAD ARFIN MUHAMMADSAHIM,ANDISUKRISYAMSURI - HAMSUHANAFICERWIN AKIB (2013) UTILIZING DISCUSSION TECHNIQUE IN IMPROVING ENGLISH SPEAKING SKILL, Indian Streams Research Journal**_
The findings are following: Teaching speaking is considered to be the most difficult among the four skills of language. The aim of this study is to examine discussion technique in order to improve students' achievement on English speaking skill. This empirical study employs experimental approach to get insight of the discussion technique in teaching English to students of Makassar tourism Academy. The data were collected from the test both speaking test and from questionnaire and they were analysed quantitatively included descriptive statistic by using t-test. The finding demonstrates that discussion technique can improve the students' achievement better than lecturing one. And most of the students are interested to study English especially speaking skill with discussion technique.

Fatemeh Behjat (2011) Teacher Correction or Word Processors: Which Is a Better Option for the Improvement of EFL Students’ Writing Skill? Academy Publisher

The findings are following: Computers have found their way into language classrooms. It seems machines are slowly taking over from teachers all tedious working which must be done with error in language classes, all the repetitive and time-consuming jobs that make machines of teachers (Kenning, 1990). One of the ways of using computers in language classrooms is word processors to help students in writing mechanics and grammar. This study was done to see if there is any significant difference in the Iranian EFL learners' writing when they use a word processor. For this purpose, a number of 60 sophomore EFL students at Shiraz Islamic Azad University were chosen. Two topics were assigned to write two paragraphs about. It was considered as the pre-test. Then, participants were divided into two groups. For treatment, the subjects practiced paragraph writing. In the first group, the teacher corrected the papers, and in the second, the students used the word processor for making corrections. Finally, another paragraph writing test was given to them. The comparison between the students' scores showed that there was a significant difference in the final performance of the two groups. Therefore, this study supports the idea that word processors improve the EFL learners' writing mechanics.