

**DEVELOPING ACADEMIC WRITING SKILLS
AMONG THE 1ST YEAR ENGINEERING STUDENTS
THROUGH ONLINE DISCUSSION FORA – GOOGLE
GROUPS AND BLOGS**

A Thesis submitted to Gujarat Technological University

for the Award of

DOCTOR OF PHILOSOPHY

in

Humanity – English Discipline

By

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GUJARAT TECHNOLOGICAL UNIVERSITY

AHMEDABAD

[NOVEMBER – 2019]

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ABSTRACT

Academic writing is significantly distinct from general writing and is not everybody's cup of tea. It is to accept that people involved in any academic activity irrespective of one's being into academic or non-academic institute should practise academic writing. It is used by learned people for informed audience. It brings one's writing to precision and more appeal in fewer words. It makes use of idioms, cohesive devices, prepositions, punctuations etc. for making the write up easy for its users. However, it is experienced by linguists, language experts, teachers and common men that academic writing has been put apart in academics. One reason playing effective role behind miserable status of academic writing is the orthodox pattern of offering feedback to learners' writings. Therefore, the present research strives to understand the effect of technology into pedagogy. The research aims to understand whether Weblogs and Google Group have the capacity to bring the learners back with total interest in upgrading general writing skills into academic writing.

This research work will be helpful to students to understand the importance of academic writing skills. It will be beneficial to endless teachers as it will bring to their attention a novel pattern and way of clubbing technology into pedagogy for more effective teaching-learning. Apart from it, this research will be helpful to aspirant researchers to find out novel ways of improving language skills. It is also going to be helpful to people in general to upgrade their knowledge that technology can be used effectively for better and effective academic outcomes.

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CHAPTER 1

INTRODUCTION

1.1 Introduction

Education in 21st century has not remained limited to any boundary. Stakeholders migrate everywhere to educate their selves. (Lungu N.P.) “The most popular disciplines for undergraduate students in the USA are: 1. Business and Management, 2. Law. 3. Engineering. 4. Nursing and Medicine.” The 21st century learners have shown more interest into other career options rather than making career into humanities. Thus, language education has remained into the interest of a calculative few. Moreover, it is found that the teachers who render services into language education are of the view that students are lacking interest. This interest can be brought back into learning by introducing ICT into the classroom teaching. By doing so, the language practitioners can bring authentic and real life examples into the classroom which is the need of this hour. (Nawale & Mothe 326) Dr. Dilip Barad, a prominent ELT practitioner with ICT says “the teacher who brings living examples is ‘better’ than the one who is bookish or the one who limits his classroom to the closed walls of language labs. Be live and bring in live conversations of day-to-day use!” (Sinora & Trivedi 86) “The growth of interest in the use of Internet for educational purposes has made teaching and learning go beyond the boundaries of classrooms and let people all around the world be only one-click away from each other. The knowledge is generated not individually, but collectively. Pedagogy has always remained transitional. Individual learning has given its way to collective learning. Today it becomes the responsibility of each: Policy Makers, Policy Practitioners, Teachers and Students to see that no stone remains untouched in making language learning interesting with the inculcation of ICT.

Introduction

Considering the same, the present research study wishes to undertake an experiment of developing writing skill with the use of online tools: Blog and Google Group over the first year students of Bachelor of Engineering. There are endless ICT tools which can be used to study their effect over language development. However, in the present research study Blog and Google Group are selected due to their nature of being collaborative.

Therefore, in the present research study the researcher strives to study the effect of these two tools over the 21st century learners of Engineering. This study mainly focuses on Developing Writing skills of First year B.E students by using Web tools such as Online Google Groups and Blog.

1.2 English Language Teaching

In any layman's words English Language Teaching simply means the profession of teaching of English. However, it is beyond this definition. It is wide. It is too big to be defined accurately by any definition. English Language Teaching came into picture way back in history. Exact time period is difficult to be claimed.

1.3 English Language Teaching at Global Level

It is said that in pedagogy bilingualism has always been the norm instead of monolingualism. Romans tried to learn Greek and then Greek became popular. Similarly today English has become popular and important. However, what is more important and worthy to be known is how has English Language Teaching gone through various transitional phases starting from its inception to today. However, ELT can better be understood by getting to know the concept of Second Language Learning. (Celik 1) "Second Language Learning can be divided into four periods. Although there are no exact names of these periods, we will call them as Classical Period, Alternative Period, Current Communicative Period, and Post-method Era." These various periods have given space to various methods of language teaching.

1.3.1 The Grammar Translation Method

(Tetzner 1) "Five hundred years ago Latin was the "official" or main language of education, religion, business and authorities in Europe." It was considered the scholarly language. It was in vogue due to its being the only source to understand classical text.

Introduction

However, due to its being classical, conservative and unwilling nature of accepting any change, gradually it became a dead language which gave way to English to flourish. However, English language and English Language Teaching have always remained influenced by Latin. Latin and Sanskrit being the classical languages encouraged learning by rote method. However, English Language Teaching has undergone transitional phase and has taken a vast journey through various methods of teaching. The very first method was encouraged from Latin teaching method only i.e. The Grammar Translation Method. It is said that this method was practiced mainly during 1840 to 1940. However, even today English Language Teaching is highly influenced with this method. Hence, it is very apt to contradict that this method was limited to 1840 to 1940s only. This method gave much significance to Reading and Writing rather than all the four skills. Listening and Speaking gathered less importance in this method. The Grammar Translation method advocated learning by translating the language into the targeted language from the source language. (Richards & Rodgers 6)“Grammar Translation is a way of studying a language that approaches the language first through detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences and texts into and out of the target language.” Thus, language learning was considered as just a little more than understanding lexis, and morphemes of the source and targeted language. Grammar Translation Method i.e. GMT gave much importance to accuracy. Stakeholders were expected to keep high standards into translation. Throughout the method, the intention was to teach language through its grammar. Each sentence was considered as the basic unit which while teaching was broken into various grammatical chunks. This method is practiced widely even today. It was a method without any theory. Teachers are practicing this method even today due to many arguments: 1. It makes the teacher supreme power. 2. The teachers were also taught through the same. 3. It is effective with large audience. However, gradually into the mid 20th century the linguist argued and emphasized that speech, rather than grammar is must to learn a language. Oral practice of language was given no importance under GMT. However, it is believed that oral practice is more important than written practice to learn any language. This initiated a search of any other method of language teaching where language could be learnt naturally and the Direct Method came into being.

Introduction

1.3.2 The Direct Method

As the teachers were frustrated enough with the inability of The Grammar Translation Method to produce any oral practice of language they began to experiment with newly established method i.e. The Direct Method. The simple principle of this method was to learn the L2 as L1 in the most natural manner. Therefore, sometimes it is also known as the Natural Method. Translation of any type was strongly banned under this method. Oral practice was given significance. This method was completely opposite of the Grammar Translation Method. All the classroom activities were aimed to be carried out directly into the targeted language. Speaking skill is given highest importance along with all other skills. Oral practice was prior to any reading or writing exercise. Unlike The Grammar Translation Method, the Direct Method taught grammar inductively where the learners were expected to find out grammar use from the activities. (Rhalmi N.P) “Clearly The Direct Method is a shift from The Grammar Translation Method. One of its positive points is that it promises to teach the language and Not about the language.” It taught everything through realia and it is said that it was the first method that introduced teaching of vocabulary through realia. However, after achieving short and sudden success the potentiality of The Direct Method started to be questioned. There were multiple limitations of this method. (Brown n.p.) “It did not take well in public education where the constraints of budget, classroom size, time, and teacher background made such a method difficult to be used.” This was the period when the world was to undergo World War II. Entry of United States into the World War II demanded special personals who had fluency over other languages than English which demanded special drilling and it gave a space to the introduction of The Audio-Lingual Method which later on got known as ALM.

1.3.3 The Audio-Lingual Method

The basic principle of this method was to teach through drill. This method was based on the theory of behaviorism. (Saritha 10) “The Method has been the set of the theory of Behaviourism founded by B. F. Skinner which assumes that learning language is like learning a new ‘behaviour’. Therefore, the learners are ‘organism’ who learns a language based on the model of Behaviourism.” According to the principle of this method a new language works as stimuli to the learners who are organism. Positive or negative reinforcement was given to learners based on their reactions. If positive response occurs, more repetitions would get carried out. Thus, language was learnt by extreme repetitions.

Introduction

Advocators of this method believed that continuous usage of language would enable learners to get into language well and better results could be achieved. However, it did not do justice to all the four language skills. Listening and speaking skills were given priorities than the other two viz. reading and writing skill. This was one of the biggest drawbacks of this method. The advocators of this method believed that spoken language comes first and then written language. Moreover, this method was happening during the time of World War II where the United States came into a state where they required people who could understand the other languages and can do the needful quickly. They saw big potentiality of achieving the same through learning by drilling which gave rise to The Audio-Lingual Method. It was this period when The United States had become a centre of language learning. Endless aspirants started being into US to study various languages as L2. During 1950s to 1960s the ALM played vital role in teaching languages as L2. However, Chomsky argued that language learning is more than drilling. His remarks initiated a second thought to consider this method as the best method. Gradually linguists agreed with Chomsky's ideas and felt that it is a good method but fell short of huge expectations. Drilling is not possible in university learning always. This method had made language learning merely mechanical. Memorization was the hidden principle of this method. Thus, scholars started to believe that it is way apart from practical learning of language which was the need of hour. Hence, a journey of finding any appropriate method where the basis is on learning language practically started which gave rise to CLT i.e. Communicative Language Teaching.

1.3.4 Communicative Language Teaching

Since the inception of all theories the central aim has remained the same. The central aim of all theories is to make the stakeholders communicate through targeted language. Communicative Language Teaching Method thrives to achieve the same. The earlier methods had brought to knowledge that students could produce sentence from the classroom text but have failed producing authentic usage of language into real life. This was the result of the principles of other methods where to know about language rather than learning language itself was practiced. Communicative Language Teaching Method came into being to make the learners learn language rather than learning about the language. Learning of language attained a paradigm shift from late 1970s to early 1980s with the introduction of Communicative Language Teaching. (Freeman 121) "Communicative

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Language Teaching Method aims broadly to apply the theoretical perspectives of the Communicative Approach by making communicative competence the goal of language teaching.” Communicative Language Teaching viz. CLT aimed to teach language through interactions which made it apart from all other language methods. The aim of CLT is to communicate into the targeted language. The role of teacher also was shifted from authoritative to facilitator. Learners were in the center of learning. However, CLT has also remained attractive area for critiques. It is said that learning through this method does not give importance to theoretical learning whereas practical learning is given highest priority. However, linguistic competence can only be achieved by mastering over both: practical and theoretical aspects. It is better to be considered best approach than method.

1.4 English Language Teaching in India

Economic globalization has played a very imperative role in escalating the status of English in India. Today it seems that Indians have wholeheartedly accepted English language and is spoken and used well than British. With globalization Indians have understood that English is economic necessity. It is the openness and accepting ability of Indian Governments from the period of independence till today, that today even every rural, semi rural or urban area is demanding education in English. However, the journey of English in India from the state of an unacceptable language to the lingua-franca has gone through many odds.

(Krishnaswamy & Krishnaswamy V) “The story of English in India is a fascinating story of power and resistance, of invasion and absorption, and of authority and subversion; it is as absorbing as any historical novel.” The Mughal Emperor Jahangir permitted the British to enter India for trading during 1600 and it remarked a splendid entry of English into India and Indian minds gradually. As a result of the first struggle of independence by Indians, the administrative power of East India Company transferred from East India Company to British Crown in 1658. The British Crown assessed the status of education in India which was heavily disappointing due to the poor business and colonial policies of East India Company. As a result the British Crown formed an organization in London which was known as the “General Council of Education in India” and Lord Ripon was appointed as Viceroy of India. He appointed the first Indian Education Commission on Feb. 3, 1882 whose chairman was Sir William Hunter. After his name this commission got known as Hunter Commission. One of the recommendations of Hunter Commission stated “English

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should remain as medium of instruction in the Secondary stage.” Moreover, the commission had put focus on basic education through mother tongue. However, English medium education had been offered from secondary onwards. Moreover, the Matriculation examination was considered final for the entry to the University education. Moreover, these examinations were always conducted in English. Hence, English continued to be called the most important language. Empire of English language was being cemented in Indian mind-set through western education in English language.

The Government of India Resolution of 1904 and the recommendations of the Indian Universities Commission resulted in the Indian Universities Act of 1904. The Indian Universities Act of 1904 introduced the teaching departments at university level whose main work was to teach along with doing research. This was the period of Lord Curzon as the Viceroy. The Act of 1904 was heavily influenced by the reforms suggested by him. Introduction of the Senates, Syndicates, and other Executive Bodies stifled university education but English continued to act as the medium of instruction for higher education. The year 1901-02 remarked highest number of institutions teaching through English as the medium of education in India which by large was highest number compared with all other vernacular language institutions.

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(Krishnaswamy & Krishnaswamy 71) Table of statistical analysis showing data of Higher Education Institutions for the year 1901-02.

TABLE 1.1

Type of Institutions	No. of Institutions	No. of Students
Arts Colleges		
English	140	17048
Oriental	5	503
Professional Colleges		
Law	30	2767
Medicine	4	1466
Engineering	5	190
Teaching	4	865
Agriculture	3	70

The above data clearly shows that Indian minds were eager to shine their destinies with the learning of English language. The two World Wars of 1914-18 and 1939-45 also played ample role in shaping English language as the lingua franca. The world already was introduced with American varieties of English however; it had to compete with the British varieties of English throughout the world. India was not an exception too. Cantonment English, Butler English, Bearer English and Bazaar English came into existence due to the continuous interaction with the forces involved into the war. Such interactions resulted into Indian's borrowing English words from the soldiers and vice-versa.

1.4.1 English Language Teaching after Independence

(Saraswathi 1) "It is now nearly 400 years since the English language came to India with the British. As colonial subjects we had no other choice but to learn English. It is often remarked that the English left India on 15 August 1947, but their language stayed with us even after we became a free nation. The choice was ours-and we chose to retain English."

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She argues that the Indians chose to explore more by keeping English with their-selves. She moreover, says that in a changed scenario of a free nation it is foolish to continue with 400 year old tradition of dealing with English. Undoubtedly educational thinkers have been looking the fate of English in India and the fate of Indians with English language from the day of independence to today. It was not easy for a few learned educational reformers to make the Indians understand the importance of English. English language and the education leaders had to strive hard to sustain the journey of English in India.

Soon after the independence India launched a Nondiscrimination Policy to achieve greater economic development and equality and quality of Education. Several prominent Indian educators and philosophers came forward to organize India's educational system. Some of them worthy to be noted are: Raja Ram Mohan Roy, Vinobha Bhave, Swami Vivekananda and many more in the nineteenth century along with Mahatma Gandhi, Jawaharlal Nehru, Zakir Hussain, Rabindranath Tagore, Radhakrishnan in the late years of twentieth century. Most of these advocated continuing with English and many of these were opposing. (Gupta 47) "Mahatma Gandhi denounced the existing system of education for being based on a foreign culture and teaching in a foreign language." (Joshi 7) "Gandhiji was against the promotion of the English language through educational system and the leaders such as Pt. Nehru, Maulana Azaad, and C Rajagopalachari advocated continuing with English as the language of administration and law because they felt that English was the window to peep into the world outside." Gandhiji advocated boycotting English however; he continued to write in English. Furthermore, he advocated vocational education and a few educationalists like Rabindranath Tagore and Arbindo started institutions based on Gandhian thoughts. Hence, during the initial period of independence English language had to go through outrage of many. The national leaders felt that the prime purpose of education should be of nation building. It may happen by any language. Therefore, they concluded to continue with the three language formula: English, Hindi and any other Indian Language. (Naik 77) "They also felt that quite work within the education system for about 10-15 years would enable the country to solve the problems with greater ease. Accordingly, the Constitution allowed 15 years' time for the development of Hindi." The leaders were of the view that during this period the regional languages would develop and take their stands. However, exact opposite were the outcomes. The period of 1950-65 made the position of English even stronger. It was started to be accepted for academic purposes. The aristocrats started sending their children for English medium education. It got spread by leaps and bounds.

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The love for English was flourishing even better than it was during the British period. (Naik 77) “On the other hand, the position of Hindi was greatly weakened. The Hindi lobby thought that Hindi should get into the same privileged position as English.” However, it was criticized and English became even stronger. This led to a few voices from the non-Hindi states that ‘Hindi should not be imposed on any state; and English and Hindi should continue as joint official languages of the Union for a long period.’ This incident forced the government to pass a provision to continue with English as the official language of the union even after 1965.

English is the link between India and all other countries. Today, it has been accepted to play the role of a window to gather the treasure of knowledge scripted into English. It is also continuing as one of the official languages along with Hindi.

However, in the battle of Hindi and English supremacy after the independence of India the other vernacular languages were put apart which led to the biggest question of the medium of instruction at university level. Therefore, it was decided that English, as the medium of education should continue undisturbed for upcoming 10 years and the United Grant Commission should look for the effective development of Hindi to be fit enough for considering as the medium of instruction.

Earlier English language was taught as a foreign language but gradually with the reformation and due to the positive governmental policies now it has been taught as a second language. However, it has not achieved the status of L1 in India. There are innumerable problems that Indians face while dealing with English as L2.

1.5 English as L2: Limitations & Remedies

English as L2 is a controversial terminology leading to two interpretations viz. English as a Second Language and English as a Foreign Language. However, there is a little distinction between the two. (Nunan & Carter 2) “English as a Second Language lead to a situation where English is being taught and learned in countries, contexts and cultures in which English is the predominant language of communication whereas English as a Foreign Language leads to a situation where English is neither widely used for communication, nor used as the medium of instruction. Brazil, Japan, Korea, Thailand and Mexico are countries where English is taught as a foreign language, either as a part of the elementary and high-school curriculum, or in private schools and other educational settings.”

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India is a country where English is learnt and taught. Hence, to Indians it has achieved the status of English as a Second Language. Indian governmental policies, Indian people, have accepted English as a permanent language. It has also achieved the status of an official language. However, there are various constraints too while dealing with English as L2. These constraints play ample role in not letting English achieving the status of L1.

1.5.1 Limitations

- The alternative option of endless other Indian language is the biggest challenge to the practitioners of English as L2.
- The Government policy of giving importance to each regional language to that stipulated regional area is a hindrance allowing the locals using English for day to day and official works.
- L2 learners are by heart towards Indian languages and by mind towards English. This distinction is playing a chief role in not letting them to master the English language.
- Lack of motivation from within. Lack of motivation from families. Lack of motivation from local governments. Lack of motivation from local government offices.
- Lack of proper infrastructures allowing flourishing individual's English. Lack of Language Labs even at University level education.
- The differences between central and state level governments do play a big role.
- Policy of basic education free till 14 years in mother tongues.
- The budget issues of state and central governments become the biggest hindrance always.
- Unavailability of funds for teacher training programmes.
- Lack of sincerity and lack of individual effort from both the trainer and trainees.
- Teachers' competency is also one of the biggest issues to be dealt with.

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- Learners' attitude of just finishing with English as a subject.
- Learner's fear of learning a new language.
- Pressure of passing examination.
- Lack of supportive external environment.
- Variety of learners with different needs from different background attempt to study together.

1.5.2 Remedies

- There has to be a proper understanding between the central government policy and state government policy.
- Sufficient funds should be provided by both: the central government and the state government.
- United Grant Commission should take a serious note of providing sufficient sources to both: trainers and trainees.
- Policies are to be formed making the Indians understand the importance of English on regular base.
- Sufficient and qualitative teacher training programmes should be provided on regular base.
- Teachers should act seriously.
- Teachers should motivate the learners to understand that English is an unavoidable factor concerning to a healthy future.
- Various programmes are to be carried out on regular intervals for both: parents and students.
- Conducive climate should be created by all: students, teachers, institutes, state and central governments.

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Along with these remedies there is an immense need of bringing the interest back in learning English. Technology can assist a big role in doing so. Concepts like Technology Assisted Language Learning and Computer Assisted Language Learning are playing a key role. There is a vast need of bridging the gap through technology.

1.6. Blog and Language Learning

Technology has been changing and shaping the 21st century men's lives. It has entered into offices, libraries, houses and education is not an exception. Moreover, the 21st century men use technology for leisure too. It is playing an ample role in bringing new information in a newly advanced manner. It is shaping our education system. To keep vast records of various events have almost become impossible without the assistance of computers. E. Learning is a trend of 21st century. Facebook, Twitter, Whatsapp, Emails, Weblogs are in vogue. People share their emotions through these advanced web tools. Blogs are used both: academically and personally.

Weblogs provide limitless opportunities to aspirant language learners to sooth personal and professional development. It can assist in developing all the language skills. However, it has wide range of potentiality to develop writing skill. (Kaur 27) "Use of blogs makes learning "demand-oriented" and "participant-centered." Blog activities enhance their writing competencies." By creating a simple weblog account users can start embarking upon a glorious journey of developing reading and writing skills. Users can read and write over millions of online blogs.

In the present 21st century, educational environment needs to be provided with online platform for students where they can unite with each-other. It allows its users to have collaborative learning. It does allow the learners to do individual learning. In the environment where the entire world has become a global village weblog is playing a role of joining one with the other by writing and reading over e. space by various bloggers.

Central and state governments also encourage learning through e. contents. (Nawale & Mothe 324) "Dr. Barad: Yes, MHRD has offered me a pilot project for e-Content development." Furthermore, he goes on to say that Blended learning seems to rule our pedagogical concerns in the days to come. Students too enjoy more technically assisted learning than face to face learning. (Ibid) "The feedback from the students says that they loved to learn with more intervention of technology and lesser one by teachers." Through

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blogs students can learn at their pace. The difficulty faced by many teachers in the classroom of dealing with quick learners, average learners and slow learners can come to an end by introducing blogs where one can learn by one's ability and speed. Blogs mostly are seen as personal diaries however; it remains public. It has no limit of covering various writing episodes. The 21st century internet offers various platforms where people can start blogging. Some of the common and famous service providers are Google and Word Press. The favorable aspect is that it is a free service which meets with students' expectations too. It has endless advantages. Some of the vital ones are listed beneath:

- It provides qualitative knowledge.
- It provides platform to learners to sooth their writing skill.
- Novel ideas, vocabulary can be availed.
- Teacher free space enables the silent and shy learners to open up.
- It brings one near to all.
- Each learners can take the needed time and can come-out with something best.
- Blogging encourages learning.
- Its advanced assisting tools provide all the records.
- Each data is recorded and entry is provided in the reverse order.
- The author and reader can counter argue which is a natural way of developing language.
- It motivates many to share their ideas in their preferred language.

Infect Blog can transform any learner into advanced learner. (Antony 102) "It has become a fascination among students. A creative teacher can utilize the blogs for teaching purpose. The major use is to encourage the creative talents of the students like poetry writing, story writing, essay writing etc. The students can display their creative works in their blogs and can give access to others, so that they can get a feedback and encouragement for further growth." Students' writing skill can be moderated and can be taken to level of excellence

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by providing them feedback through advanced technological manner. Blog is one such tool. Bloggers can argue with each other and thereby get feedback which is a prerequisite of language learning. (Shah 23) “Blogging also supports digital literacy as the student learns to critically assess and evaluate various online resources.” However, the use of blogging for academic purpose also has several limitations. These limitations will have to be addressed today or tomorrow. Certainly it has advanced the learning ratio but availability of basic tools like computers and internet to the remote area students is a big question. Simultaneously a well tech-developed teacher is also a big question which the educators, policy makers and government will have to look after. The role of teacher and learners both are different but vital while learning through weblog.

1.6.1 Role of Teachers

The use of weblogs for language learning has sought attention of 21st century teachers and learners. The ability of blogs to produce favorable climate inside and outside the classroom has made blogs famous amongst many language learners, language teachers and language practitioners. The teachers who are equipped with sound knowledge of technology find it easy to integrate technology in learning but the orthodox and traditional mind set teachers who by any manner have remained aloof from technology find it difficult to explore language teaching with the technological advancements. (Gladys 141) “Although convinced that web resources and technology can enhance learning, language teachers remain unclear how to integrate it meaningfully into the existing curriculum.” Undoubtedly the potentiality of internet and weblog is too high to provide space, platform and motivation to teachers but the ability and knowledge of teacher is also to cope up with the same. Teachers too, time to time have to undergo a thought process and have to take self feedback about the knowledge of using technology for academic purpose. Dr. Barad in his interview with Dr. Nawale and Dr. Mothe goes on to say “Today, it seems, to be an absurd idea. Personally, I believe technology has prospective to replace some teachers and there are teachers who are better replaced.” (Ibid 325) In today’s learning atmosphere there is no space for those who are not ready to adept advanced changes. The role of teacher is decentralized. The teacher is no more the supreme controlling power in the 21 century language learning classroom. His role is to provide chances to learners to explore their skills. However, to do so the teacher will have to be equipped too.

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The role of teacher dealing with blog learning is not limited to provide notes only. It is expanded which has no limit. The teacher has to constantly encourage students to read his blogs, to comment over his blogs, to make the students ready to learn counter arguing to comments of others. His role is to see that constant and positive communication is taking place on his wall of blog. The teacher can bring unimaginable outcomes by his innovations over his blogs. Today's blogging is advanced which allows the audio-video facilities too. The effective content making and its distribution amongst learners is the biggest challenge that the teachers have to deal with. Blogs with endless capacity and teachers with novel ideas and positive energy can do wonders into the world of language learning.

1.6.2 Role of Students

Learning is a two way process between teachers and learners. The role of learners is similarly important to that of teachers. The advanced 21st century learners are not to deal with the people around them. They are to deal with the world which has become a global village. There seems no space for those who are not ready to adept with the new challenges and opportunities of the educational world which is blended with technology now.

Students have to come in contacts with the world and technology is well ready to assist them. Language aspirants have to drill all the four skills of the targeted language. Blogging have the capacity to sooth development of their reading and writing skill. Students who are aloof or unaware of the great potentialities of blogs will have to be made aware of blogs. Students too, will have to understand that by embarking upon the journey of blogging they can really develop their language. Hence, they will have to start following people over blogs. They will have to read the write ups and they will have to comment. As and when they will comment they receive the feedback. For students feedback is the most important aspect which allows them to retrospect their learning.

The role of students in a class which uses blog as a learning platform is not limited merely to follow it but is to explore what is important and favouable for them from it. He is to get knowledge and has to add knowledge. All the four skills can be drilled over blog by active participation. Students too have to encourage teachers to keep on doing what he has been doing by providing active participation. Students' comments encourage teachers to work double. Hence, it is the students who fetch knowledge from teachers keeping him on online platform.

1.7 Online Google Group and Language Learning

Digitally equipped world provides ample opportunities to its users and users too are enjoying advanced and limitless benefits of it. As every act of individuals has started relying over technology, today's age can better be termed as Net Generation. The unlimited access of net has brought wonders to individuals' lives. Learning is heavily affected by technology. Online learning seems to be better option of today and tomorrow. Computer Mediated Communication is making wonders possible into learning. The synchronous and asynchronous communications of computers via the internet has brought revolution to the field of education. The synchronous forms of communication refers to a communication with the use of technological tools where instant feedback is provided such as 'chats, video-conferences etc.' whereas asynchronous forms of communication refers to communication where feedback is not provided on the spot but a little time is taken. Examples of asynchronous forms of communication are emails, discussions forums, blogs, email groups etc.

Google, Yahoo and many more online service providers provide facilities of creating a group for formal or informal talks. As the Wikipedia says online Google Group is a service provided by Google from February 12, 2001 where any individual can create a group by using ones email id and can invite the aspirant group members to join group by using their email ids. It is beneficial as far as education is concerned. It falls under the category of asynchronous forms of communication over computers via the internet. The advantage of asynchronous forms of communications is that it provides time to its users to think, read, explore and then comment whereas synchronous forms of communication does not allow users to wait, read, explore and then answer. In a synchronized group such as a chat room or whatsapp group all the members are online at the stipulated time and everyone remains in hurry to write which does not allow users to read others' comments. Communication through synchronous forms of communication has a danger of spelling errors, wrong usage of grammar and improper usage of upper and lower cases, punctuation errors, use of short words rather than proper words. On the other hand Google Group which is a part of asynchronous form of communication allows the users to take time as instant feedback is not required.

Usage of online email groups for educational usage has become common today. It caters the needs of every individual. The factor of no time boundary makes it more appealing to

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be used for language learning. The eye-catching feature of Online Google Group is that it allows free and limitless learning opportunities to its stakeholders. (Monis & Rodrigues 189) “To communicate with groups of people all over the world, simultaneously, at little cost, and in an archived format, computer allows us to record, reflect on, and refine our previous words as well as those of our interlocutors.”

The presence of teacher is felt both: direct and indirect. The creator of online groups is known as moderator who has been bestowed with all the rights by the service provider. It is the moderator who is to decide what rights are to be given to group members. Members can be given variety of rights in group such as rights of commenting, rights of editing, rights of deleting own or others’ comments too. It provides all the history of comments. The feature of keeping documentation date wise allows the users to go back to any learning over any period of time. Effective use of Google Group’s services by teachers and learners can certainly achieve its predefined goals.

1.7.1 Role of Teachers in Google Group

In formal education system where Google Groups are used for learning most of the times it is the teacher who creates the academic group. Hence, the teacher gets know as the moderator. His role is to bring everyone to a common platform to discuss and learn. As Google Group is a threaded service every user is connected with the other. However, this connection of one to others can also be controlled by the moderator. However, if any such attempts are made then the group loses its objectives of allowing limitless interactions.

The teacher has to be highly equipped with the advanced knowledge of the functions of online group. It is his direct or indirect role which is a bond between many stakeholders. His role is to make everyone voiced in the group. His role is also to encourage the inactive stakeholder of the group to communicate. Students who are unaware of the usage are to be made aware of the limitless potentiality of Google Group. The ones who are deprived off the basic requirements are to be assisted to the best so that they can join the others in group.

The scope of variety of activities to be done over group is limitless. (Antony 103) “Teachers can train the students with email etiquettes and can encourage them to send the assignments and other homework through email for checking. Besides, the teacher can conduct online tests on the subjects which will more welcoming among the students. It is

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indeed time-saving and more authentic.” Apart from these activities teacher can run a weekly story telling schedule where everyone is to comment after the story. Stories have great capacity to sooth language development. Hence, the more active and technically updated the teacher is, the more fruitful results can be achieved.

1.7.2 Role of Students in Google Group

Net-generation learners are advanced and well-informed. Proper guidance and availability of infrastructure can motivate these learners beyond imagination. A well planned academic Google Group with its advanced features can certainly catch the attention of learners. Certainly the role of students towards any online academic group is vital. It is the learners who do wonders in the group. The fundamental responsibility of learners is to accept the fact the group activities are for their betterment and one is solely responsible for one’s language development. Active and regular involvement of learners over online communication on group not only encourages the teacher to take it more seriously it does encourage the silent voices to overcome their shyness and respond.

Students’ active participation through regular comments plays the role of stimulus for other students to adept with the ongoing activities of the group. Learners of English as a second language can best be benefited with the clever usage of online group activities. Students have to adapt to a positive thought process and have to act accordingly. Constant and regular interaction over the group activities certainly can drill all the four skills of any language. As students give more time over reading comments of others better understanding of language is achieved which automatically gets reflected while attempting writing.

Hence, the effective usage of Google Group by teachers and students with proper understanding of individual responsibilities can bring the desired results.

1.8 Origin of the Research Problem

Education policies of state and central government of India are encouraging and learning centered where knowledge of English language is given preference and thus, English as a subject has been made compulsory from schooling to higher education. Technical education is not an exception. English as a subject is offered to degree and diploma

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students in the first year of engineering discipline. Undoubtedly the purpose is to equip the L2 users of English to be mainstreamed with L1 users of English language.

However, students from other medium than English find it challenging to cope up with the flow of English medium education. The status of L2 users of English whose schooling is not from English medium find it difficult during the first two semesters. Gradually they find a pace and feel comfortable in the remained semesters. However, their assignments and exam papers throughout the course are disappointing as least importance over writing skill is given preference. The objective of technical institutes is to produce technically sound and productive citizens and writing as an individual skill is given less or no importance at all.

Engineering students do fabulous job where technical subjects are concerned, the learners perform extremely well where practical aspects are concerned. However, when the learners are asked to write the same their expertise becomes questionable. These, so called technical students, gradually start doing comparatively a good job where speaking is concerned. However, when writing comes, it's a big issue. They find it extreme challenging to put their views appropriately. This is also because writing is not given much significance in the technical institutes or sufficient time is not given towards practicing of writing. Hence, ultimately their writing ability becomes questionable. Most of them fail in furnishing their written stuff with exact ideas in the appropriate manner. Most of their writing misses appropriate use of lexis, cohesive devices, idioms, punctuation, prepositions and grammar. Hence, this gives the researcher an insight to originate the research problem.

1.9 The problem statement

“Developing Academic Writing Skills among the 1st Year Engineering Students through Online Discussion fora - Google Groups and Blogs”

1.10 Definition of the Key Terms

1. Academic Writing Skills:

It refers to linguistic competency of every individual to furnish ideas in the appropriate manner by concerning all the characteristics of academic writing. One's linguistic competency should lead one towards ease to write over any topic lucidly with accuracy and appropriateness. This means ability to convey the message in the

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right context with the most appropriate way. However, an ordinary write up can be made most academic if proper lexis, cohesive devices, idiomatic expression, punctuations, and prepositions etc. are used properly.

2. **Google Group:** Google Group is a free service from Google Inc. that supports discussion groups. The service was started in 1995. Membership in Google Groups is free of charge. Anyone can create a group according to individual interest. It can be an academic group or can also be a non academic group. It is where people meet with shared interest, get to know each other and stay informed. It is world's largest collections of online discussion boards. The term refers to an internet communication tool which is a hybrid between an electronic mailing list and a threaded internet forum. Groups can be created with public or member only access.

3. **Blog:**

Blog is one of the most popular social networking sites amongst learned audience. It can be familiarized with students for academic purposes. Many online service providers provide the facility of blogging which authentically is known as weblogs. It is a free service. Since the inception it has been provided with lots of updates which have made it more users friendly. Due to its immense popularity it can be proved most effective tool to develop language learning skills if used effectively. Individuals can create their own Blogs and can share ideas, spread knowledge etc. Unknowingly users can improve language skills. Stephen Krashen, a prominent linguist, has rightly said that "Language Learning takes place in the atmosphere of ease." Blog has all the potentiality to create the atmosphere of ease where there is no threat of teacher's presence.

1.11 Need for the Study

Overall development in terms of language is highly based on mastery over all the four skills of language i.e. Listening, Speaking, Reading, and Writing of the concerned language. If any of these is not given sufficient assistance, it remains undeveloped. Amongst these all language skills it is the writing skill which gets least importance throughout academics. Moreover, its development is heavily dependent over the first three skills viz. listening, speaking and reading. Therefore, most times it remains undeveloped.

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Major errors are found at the level of utilization of appropriate lexis in the respective context, incorrect formation of sentence pattern, illogical and incoherently connected sentences, lack of unity in terms of ideas, inappropriate use of punctuations etc.

Therefore, in an attempt to provide remedy for above mentioned problem areas, if the learners of 1st year Bachelor of Engineering are provided appropriate and sufficient feedback on their writings on regular basis, it will surely cause improvement.

1.12 Delimiting the Study

The Research Study aims at enhancing writing skill of 1st year students of Bachelor of Engineering through online discussion for - Google Groups and Blogs. Students as samples for the present study are taken from Gujarat Technological University only. As the study focuses on technology Computer Science Engineering students were chosen first. However, in order to do proper justice similar caliber students of Mechanical Engineering branch were also considered. Both the branch students were chosen from two affiliated colleges of Gujarat Technological University viz.

1. Government Engineering College, Dahod. and
2. Neotech Institute of Technology, Vadodara.

1.13 Research Questions

The research study seeks to find answers of the following questions.

- How do E. Media i.e. online Google group and Blog help academics/pedagogy?
- Can E. Media i.e. online Google group and Blog help to enhance learners' writing skills?
- Can online Google group and Blog develop collaborative learning?
- Can online Google group and Blog be used to build interaction among learners?
- Can online Google group and Blog be used to build interdependence?
- Can online Google group and Blog help to choose specific lexis in specific area?

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- Can online Google group and Blog help to develop coherence by using cohesive devices?
- Can online Google group and Blog help to develop proper use of punctuations?
- Can online Google group and Blog be used to make the learners use idiomatic expressions in their writings?
- Can online Google group and Blog help the learners understand the proper functioning of prepositions in any writing?
- Can online Google group and Blog enable the learners to develop their language skills autonomously?

1.14 Research Objectives

- To make the learners aware with online Google group and Blog.
- To enhance the writing skill of the learners through online Google group and Blog.
- To enable learners to know various components of writing skills.
- To make the learners aware with the utility of online Google group and Blog for academic purposes.
- To investigate the effect of Google group and Blog on language learning.

1.15 Hypothesis

H01: there is no significant difference between the mean scores of pretest and post test in the use of idiomatic expression:

H11: The mean score for the use of idiomatic expression in the post-test is significantly greater than that of the pre-test.

H02: There is no significant difference between the mean scores of pretest and post test in the use of Cohesive Devices.

H12: The mean score for the use of Cohesive Devices in the post-test is significantly greater than that of the pre-test.

H03: There is no significant difference between the mean scores of pretest and post test in the use of Punctuations.

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H13: The mean score for the use of Punctuations in the post-test is significantly greater than that of the pre-test.

H04: There is no significant difference between the mean scores of pretest and post test in the use of Vocabulary.

H14: The mean score for the use of Vocabulary in the post-test is significantly greater than that of the pre-test.

H05: There is no significant difference between the mean scores of pretest and posttest in the use of Prepositions.

H15: The mean score for the use of Vocabulary in the post-test is significantly greater than that of the prepositions.

H06: there is no significant difference between the mean scores of pretest and posttest in the overall development of all the selected five components of writing skills.

H16: The mean score of all the selected five components of writing skills in the post-test is significantly greater than that of the pre-test.

H07: Use of online Google groups and Blogs will have a positive impact on the Writing skills of the student of 1st year of Bachelor of Engineering.

H17: Use of online Google groups and Blogs will not have a positive impact on the Writing skills of the student of 1st year of Bachelor of Engineering.

1.16 Research Methodology

The Research study will follow experimental method.

1.17 Research Design

The present research study encompasses the 1st year Degree Engineering students of Bachelor of Engineering discipline from Gujarat Technological University affiliated two colleges viz. Government Engineering College, Dahod and Neotech Institute of Technology, Vadodara. As the nature of the study is experimental the online Google Group and a Blog will be created where the actual learning experiment will take place. This is to follow by joining of samples over these two online tools. Having joined the groups the next

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step will be administration of pretest which is to be followed by experiment where the learners will be introduced with various articles along with several tasks over online Google Group and Blog respectively. This will lead the research move towards implementation of posttest. A detailed questionnaire shall be answered by all the samples and interviews of selected samples will be carried out by the researcher. Furthermore, the researcher will be evaluating the pretest and posttest scores, T-test and Chi Square Test, questionnaire analysis, and interviews.

1.17.1 Population

The present research considers the students of 1st year students of Bachelor of Engineering of Gujarat Technological University, Gujarat, India as the population.

1.17.2 Samples

Sampling is one of the most important components playing a chief role to any research. Appropriate and well thought sampling affects the study positively. Certain criterions are to be kept in mind while deciding sampling of study. Moreover, it is also to keep in mind that there remains balance of age group, sex group, intellectual equality, medium of schooling etc. These factors if are not kept in mind they may hinder the process and can affect the outcomes. Considering the same, the present research study has considered students of only Computer Science Engineering and Mechanical Engineering Branch. Moreover, it is also taken into consideration that all the participants are having at least 50% marks in H.S.C exam. It was also taken care that the participants are having schooling from Gujarati Medium.

As the nature of the study was collaborative samples' were required to know each other. However, some of them were known to each other in advanced however, those who were not known to each other were made familiarized with each other.

1.18 Research Tools

- Sampling (60 learners)
- Online Google Group
- A Weblog
- Pretest
- Treatment/Intervention

- Posttest
- Questionnaire
- Interviews
- Scientific Calculator
- M. S. Office tools for counting of gathered data.

1.19 Significance and Educational Implications of the study

The 21st century learning is not limited to four walls of learners' room. The entire globe has entered the classroom with the mingling of technology into education. The advanced learners are to meet with all the standards of global learners. Having understood the need of the hour the state and central governments have also started giving importance to mingling of technology into education. The study will play vital role in developing writing skills of 1st year students of B.E. It will also assist the students' interest in Google group and Blog. The outcomes of the result will foster the policy makers, syllabi makers to seriously consider the integration of technology for teaching officially.

1.20. Scheme of Chapterization

Scheme of chapterization is very important in any research. It brings to light and knowledge the happenings of the entire research. Moreover, it also strengthens its implications by keeping its base over the review of related literature of the same topic. Its prime function is to assist the readers to smoothly go through the entire research. Adequate, accurate and appropriate detailing in the chapter makes the research more audience oriented. The present research study has decided to keep its records under five chapters they are as follow.

Chapter 1 - Introduction

Chapter 1 is aptly titled as Introduction as its main function is to introduce its readers about the problem statement, the origin of problem statement, need of the study, its background, the research questions, the research objectives, the population, the sampling, hypothesis etc. The first chapter should be written in such a manner that the readers who go through the first chapter should be able to form a base of what actually one is expected to read in the upcoming chapters.

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Chapter 2 - The Review of Related Literature

Any research can avail authenticity if its basis is meeting with the contemporary accepted researches along with the literature of any time of the same topic. Hence, the second chapter aims to elaborate the theoretical foundations concerning the problem statement. As the problem statement puts focus on three things viz. writing skill, Google Group and Blog, this chapter is densely written about various concerning theories like English For Specific Purposes, Technology Assisted Language Learning, Computer Assisted Language Learning and Academic Writing. Apart from these, it also brings to light various other researches in ELT from Gujarat state and also from national level which have already happened and brought certain educational implications.

Chapter 3 - The Research Methodology

This is a pre experimental state of research where various methodological principals concerning and governing the study are interwoven. Its function is to bring to light how the material for the study got prepared, its validation is also brought to the notice for wide audience. Apart from it the research settings also is written in detail. It does provide a base for the data collection and its scrutiny through qualitative and quantitative methods.

Chapter 4 - Data Analysis

This chapter brings to light all the calculations of gathered data both qualitatively and quantitatively. Moreover, it also illustrates in detail research questions and research objectives. It brings to light the hypothesis being accepted or rejected. It brings to light the results of study and it also forms the base for the upcoming 5th and the last chapter i.e. Suggestions and Recommendations.

Chapter 5 - Conclusion: Suggestions and Recommendations

As the results are achieved and are elaborated deeply in the previous chapter the present chapter provides what suggestions and recommendations the researcher willing to give to the aspirant researchers. Its chief function is to conclude the research in the most appropriate manner so that any reader who has started reading the research can come to conclusion and gather its implications.

1.21 Conclusion

It is expected that this study will seriously assess the use of Google group and Blog to develop academic writing skills.

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CHAPTER 2

REVIEW OF RELATED LITERATURE

2.1 Introduction

Definitions, objectives, questions, works, final outcomes and implications of education have remained the same since ages however; it has been affected by advancements, learning methods, changing needs of learners, throughout the history of time period. The advanced and constantly updated time period is demanding the field of education to be updated and it has kept changing and accepting so. Various theories and theoretical foundations are assisting the field of education to bring the desired results. Various concerning theories concerning the present research, like Technology Assisted Language Learning, Computer Assisted Language Learning, English for Specific Purpose, Academic Writing, are deeply elaborated into the present chapter.

2.2 Introduction -Technology Enhanced Language Learning

Every sphere of life has been modernized by the advancement that technology has been adhering to. Education is not an exception. English language teaching and learning has been one of the most affected areas by technology. The concept of English Language Teaching i.e. ELT has been changed due to various methods and also due to its mingling with technology. Thus, it has become a necessity for pedagogues to remain updated with all the advancements that technology brings with it. It has become inevitable to modernize the education field with the promises that technology is bringing with it. The changing needs of today's learners can better be matched with technology enhanced language learning.

Today language learning and technology go hand in hand. Technology has certainly assisted the language instructors to achieve the stipulated objectives. It has also assisted the language learners to learn the language accurately with appropriateness by the advanced software and helping hardware. It has brought a sort of revolution into the field of education. It has broadened the scope of education. One can learn at one's pace from any corner of the globe via various technological tools viz. mobile phones, computers, etc. (Jyothirmayee 223) "The trend is now towards using state-of-the-art technology form improving educational standards. Computers and the internet have revolutionised the way information can be delivered to the students of today."

The phrase 'technology' has its origins from a Greek word 'technologia.' It is coined by the combination of two Greek words viz. 'techne' means skill or craft and 'logia' comprehension of knowledge. Primitive men's carving of a message over stones or paintings over caves must have been assisted by technology of that time period. However, the inculcation of technology for academic purposes has roots from the first decades of twentieth century with the introduction of educational films. There onwards technology and learning have become two sides of a coin. The use of technology for academic purposes has progressed with leaps and bounds. It has resulted into a new phase of learning which became known as Technology Enhanced Language Learning viz. TELL.

TELL simply refers to the use of any sort of technological assistance into language learning. This process has also been termed as Ed Tech. Its role is to facilitate any learning with an intention to improve the outcomes by providing appropriate processes and resources. The use of technology for pedagogic purposes has seriously started receiving attention by scholars due to its endless promises and learning potential. Varieties of software, hardware, internet applications have started being used by endless stakeholders for achieving personal and professional development.

The contribution of technology for language learning can never be underestimated. There is no exaggeration in stating that the advancements of computer software, hardware, internet applications, have certainly smoothened the process of language learning. Moreover, entry of smart phones with the internet facilities have promised to do wonders for language practitioners. It functions to provide raw material for learners to seek probable

development. Incorporating technology into learning would relatively bring positive increase into students' learning.

2.3 Need of Technology in Education

Technology is omnipresent however; the forms differ. Earlier computers were seen as a gaming tool but gradually its educational potentials were realized. Thereafter, it has not merely remained subjected to gaming but has been used for preparing and recording assignments, notes etc. Today it has become inevitable into learning. It is bringing positive impact. Learning of English as L2 has been conceived as one of the toughest activities which has been smoothed by computers via the internet. The policies of state and central governments of India encourage the use of technology into all aspects of learning. The inception of Gujarat Technological University is an outcome of the state government's positive attitude towards technology into learning. However, in India many of the universities and their affiliated academic institutions lag far behind when it comes to integrate technology into classroom learning. This may have resulted due to lack of appropriate infrastructure or physical deficiencies, or lack of knowledge of technology, and its trainings. Technology and education are a great combination if used together with correct reason and vision.

In its primitive time technology may have educational limitations however, as it has embraced various advancements it has become best suitable for educational outcomes. (Graddol 48) "Anglo-centric technological limitations are largely overcome, allowing practically any language or script to be used on the internet or in computer software." Technology's positives for language learning have outnumbered the negatives and it is used fully by endless stakeholders. Educators, policy makers are compelled to seriously consider the importance of technology into language learning. Considering today's language classrooms are expected to be high-tech. Today therefore, it is hard to find language labs without appropriate technical support. Various technical tools have been used time to time by language practitioners. Overhead Projectors, Slide Projectors, tape recorders and players, film projectors have strengthened L2 learning of English. However, now all of these have been surpassed by computers along with internet. 21st century learners and instructors make use of white boards and many more modern-day substitutes

for old and orthodox audio-video equipments which make learning more interesting, interactive and participative.

In all L2 learning environment it is seen that students lack interest in making L2 reach near to L1. This limitation can be worked upon and can be cured if appropriate feedback is provided to them constantly through advanced use of technology. One of the chief concerns for learners of English as L2 is fear of using it in the classroom. This concern can also be addressed when asynchronous forms of computer mediated communication such as a weblog or email is used. The learner can take time to respond which eliminates the chances of error. It boosts confidence of the learners.

Technology helps the learners to groom under authentic exposure of the targeted language. It assists the stakeholders to be challenged intellectually. The myriad online and offline computer resources provide the classroom with more diverse and interesting learning material. Native users of English language, the experts can be remained in touch with by the use of technology. Numerous opportunities for expressing and understanding through images, sound, visuals, text become possible by the use of technology.

Continuous research into the world of technology has allowed it to shrink in size. This has resulted into availability of technical tools to its users. (Liang 447) “Other technologies that hold the capacity for language learning include PDAs, multimedia cellular phones, MP3 players, DVD players, and digital dictionaries.” Mobile technologies clearly offer numerous practical uses in language learning. In many cases, they are readily available. It has the capacity to provide face to face, distance, or online self-paced learning. Mobile Assisted Language Learning is yet another fashionable sphere of technology allowing language practitioners to explore. However, it has various limitations which allow computers to continue to be used for language learning and teaching (Yamaguchi 57) “A computer is better than a mobile phone for handling various types of information such as audio-visual and textual information, but mobile phone is superior to a computer in portability. And some students don’t have their own computer.” However, growing technology promises advancements in mobile phones which explicit that m-learning is going to be a fashionable channel for language study.

2.4 Advantages & Limitations of Technology

(Carter & Nunan 211) “Beginning in the late 1990s, there has been a gradual shift from seeing on-line communication as a tool to promote language learning towards seeing the mastery of on-line communication as a valuable end in itself. This reflects the increased prominence of on-line communication in society.” Technology has become ubiquitous. However, its success does not lie over any hardware or software but depends on how effectively it is used. Moreover, effective planning, designing, and implementation of online activities by language practitioners would result in gaining positive outcomes. Therefore, it is suitable to state that language learning is an act of imagination, creativity, expression, exploration, construction, and thoughtful social and cultural alliance. Due to immense potentials that technology adheres teaching-learning becomes motivated which result into fruitful interesting interactions.

2.4.1 Advantages of Technology in Education

- ❖ The very first and foremost advantage of using technology in education is that it helps a lot in sustaining the interest of the learners.
- ❖ Technology makes learning mobile.
- ❖ It empowers the learners to learn individually.
- ❖ Technology provides chances of collaborative learning which was never possible earlier.
- ❖ Technology helps in enhancing the art of teaching.
- ❖ Students can avail the learning material at their finger strip.
- ❖ Complex topics can be explained easily through online discussions in various online groups by debating, revising and demonstrating.
- ❖ Technology provides ample opportunity to remain in constant touch with the fellow beings.
- ❖ Technology personalizes learning. Students who are advanced or students who are not participative are generally ignored in the classroom. Technology provides platform where students can receive content at their level and pace to prevent frustration.
- ❖ Technology is a boon to the needy. E.g. Blinds can learn by audio, text to speech, speech to text.

- ❖ Due to the myriad of opportunities in technology it makes positive changes in learners and thereby to pedagogy.
- ❖ Appropriate use of technology saves time and money.
- ❖ Teaching efficiency can be improved by using technology.
- ❖ Technology supplements power to language instructors to keep an eye over students' progress.
- ❖ Audio-visual presentations, wide-screen televisions, projectors can be used for improving the delivery of instruction to improve learning and increasing the comprehension level of the students.
- ❖ It provides opportunities for authentic and meaningful interaction at both the platforms; within and outside the classroom.
- ❖ It provides chances of international and cross-cultural interactions which are required for success in academic, vocational or personal life.

Suitable use of educational technology permits more accurate and appropriate language production. It provides unique opportunities to individual learners to seek autonomy.

2.4.2 Limitations of Technology

Today language teaching is supported by advanced technology. However, it is for sure that it acts merely as an aid. The rest relies over the knowledge and wisdom of the language practitioner. It is to be taken into consideration that technology is to be operated by its users to take maximum benefit of it. It does not have the capacity to replace a human instructor. Moreover, it is an addition to the traditional methods of teaching and not aloof of it. Its function is to make the traditional methods of teaching more advanced. However, it can play the role of stimulus to encourage the passive learners to become active and the participative learners to become more advanced and productive learners. Moreover, it smoothen the job of language instructor.

Learners and teachers are to carryout learning and teaching their own. Technology does not Technology does not eliminate their job. Learning is not passive which comes automatically or can be downloaded from internet. Instead the role of teachers and learners doubles if the technology is involved in teaching-learning.

Along with lots of prospects and promises technology does have endless limitations. It is the role of its users to stay away from limitations by making excellent and appropriate use. This act demands mastery over technical knowledge of operating technology too. Inculcation of technology has certainly changed the role of language instructor. It asks the instructor to remain present from far end and the students are given the central stage for acting, doing activities and thereby increasing knowledge.

- ❖ It is difficult to get all the students take on one platform to study.
- ❖ Students' may find physical or intellectual difficulties working with technology. These difficulties of students become difficult to be addressed as it demands lots of time.
- ❖ Passive learners are difficult to be made active. Continuous evaluation from the end of teacher is always required.
- ❖ Some students may not like dedicating their time to study outside the classroom.
- ❖ There lies a danger that less-privileged students may feel inferior.
- ❖ Financial conditions of academic institutions have direct influence over learning through technology.
- ❖ It demands teachers to be highly knowledgeable about operating technology for language teaching.
- ❖ Teachers need to get self-motivated for suing technology into learning.

Technology's biggest contribution to learning fraternity is that it allows learners to generate knowledge individually but collectively. Every growing technology is certain to assist its users to achieve goals however; it demands time, dedication, and self- motivation.

2.5 Introduction - Computer Assisted Language Learning

Teaching is one of the simplest tasks what one needs is just to know the content thoroughly, appropriate surroundings, apt methods, students willing to learn and one can start teaching. However, one must pursue a degree in education for teaching in more formalized structure. After completing a formal teacher training course, a teacher gets a tag of "A Qualified Teacher." However, does this really provide courage and confidence to face a modern technological high tech class of young generation? Modern generation students are much more advanced and smarter in terms of usage of modern technical

gadgets. They once may forget what their teachers or parents instructed but never forget to be “online” to remain in touch with friends at stipulated times. Hence, it is apt to state that computers have entered into all aspects of their lives and education cannot be an exception. Moreover, (Liang and Li 396) conducted a research on self-assessment in Autonomy-Computer Assisted Language Learning where the researchers argued that “Computer is becoming an increasing popular tool for delivering English courses and the higher education environment has been changed by computers during the past decade.”

In a world increasingly driven by the need for (a) innovation (b) the multileveled changes brought about through technological developments (c) the volume and range of information available, what one requires is significantly more than just the ability to read and write. Factory model of school gets turned into highly active, live, creative and enjoyable atmosphere with the use of computers. The 21st century language practitioner, who is aloof of or is unaware of or is untouched by exhilarating effects of technology, is to be considered outdated. (Macwan 1) “The web of technology spread in almost each sphere of life has made a splendid entry in the field of education too.” The development of powerful multimedia computers and the evolution of the internet have led to an explosion of applications of multimedia worldwide. The outcome of this has resulted into “the power to do more and to achieve more.” (Ibid 1) As (Krashen 6-7), a prominent linguist has rightly said that language learning takes place in the atmosphere of ease: “Language Learning takes place with comprehensible input in low anxiety situations”. Computer plays a very vital role in providing conducive climate. Furthermore, education in 21st century is not limited to four walls. It has expanded widely. Hence, there is a wider scope for Computer Assisted Language Learning in 21st century education.

The first computers used for language learning were large 1950s mainframes that were only available at the universities for research purposes or facilities. However, in the last a few decades of 21st century the use of computers for academic purpose has gone beyond imagination and has started touching the horizon in education. The CALL materials have gone from an emphasis on basic textual gap feeling tasks and simple programming exercises to interactive multimedia presentations with sound, animations and full motion videos. However, the advancement of technology is demanding to rethink all aspects of educational practices but the questions towards the authenticity of CALL material always remains in centre.

The authenticity of CALL materials has always been questionable as most material is prepared by teachers with limited technical skills or competent technicians with no experience in teaching. Another barrier is the lack of ways to monitor and correct unpredictable student answers. With multiple choices based questions it is very effective but is not with answers with full sentence. These barriers come into reality as the pre-service teacher training courses are focusing to neither include computers in integration with education nor do the in service trainings focusing upon using computers in education.

However, in the hunt of “to be special” more and more novice teachers thrust into technology by getting fascinated to its power, attraction, effectiveness and the speed. However, if one peeps into the classes of these novice and inexperienced teachers who practice advance technologies and CALL materials, it doesn’t give a satisfied feel. (Koheler & Mishra 2003) “Technology based educational products (software and hardware both) do not bring learning in the classroom. The magic depends on with what pedagogical insights one uses technology.” The concern is how this could be actualized?

2.6 Language Learning via Computer Technology

(Sinora and Trivedi 05) “Language and technology are like two wheels of a bicycle. In order to learn language one has to take aid of technology and in order to access technology one has to depend on language.” The development of powerful multimedia computers and the evolution of the internet have led to an explosion of applications of multimedia worldwide. These day multimedia systems are used for education.

In fact multimedia has applications everywhere: in business, at schools and universities, at home and even in public places. The most important aspect of multimedia is the combination of multiple Medias such as: text graphics, sound, motion, and video etc. However, the most vital element of multimedia is the graphic element which easily allows its users to send pictures or videos which perhaps makes the learning easier to understand and retain for longer time.

Green and Hannon conducted a research over the use of technology in education and in their work they remarked “The use of digital technology has been completely normalized by this generation, and it is now fully integrated into their daily lives.” (Green and Hannon 10) Furthermore, the sampling of their study when were interviewed, they responded, (Ibid 38):

“I type a question into google then I find the information I need – then copy and paste it. Looking into books just takes ages.” (Girl aged 15)

“It is pretty reliable because if anybody is caught changing stuff they get banned.” (Boy aged 13)

The responses bring a few connotations to reality that the emergence of social networking technologies and the evolution of digital games have helped shape the new ways in which people are communicating, collaborating, creating, operating and forming social constructs. It is not exaggeration if one states that these technologies are shaping the way people think, work or live.

The language laboratories which were found in the 1970s under the influence of the Audio-lingual Method have given room to Computer Assisted Language Learning (CALL) work stations. “Micro computers used as word processors complement the audio facilities, enabling the interactive teaching of all four language skills i.e. Listening, Speaking, Reading and Writing.” (Crystal 194) Recent years have shown a boom of interest in using computers for foreign language teaching and learning. (Shah 11) “A decade ago, the use of computers in the language classroom was of concern only to a small number of specialists in western countries. However, with the advent of multimedia computing and the internet, the role of computers in language instruction has now become an important issue confronting large numbers of language teachers throughout the world.”

The utility of computers to learn language is called Computer Assisted Language Learning. Basically CALL is an approach to language teaching and learning in which computer technology is used as an aid to the presentation, reinforcement and assessment of material to be learned usually including a substantial interactive element. The current philosophy of CALL puts a strong prominence on student centered materials that allow learners to work their own. Such materials may be structured or unstructured but, they normally embody two important features i.e. Interactive Learning and Individualize Learning. CALL is essentially a tool that helps teachers to facilitate the language learning and teaching process. It can be used to reinforce what has already been educated in the classroom or as a remedial tool to help learners who require additional support. Moreover, the role of teachers becomes very vital who strive to take advantage of CALL into language learning. Inadequate and substandard teacher may bring poor outcomes and hinder the process of

learning. (Levy and Stockwell 199) “Although CALL has the potential to enrich a language - learning environment, effective use of CALL in the same classroom requires practitioners to be aware of the constraint that the choice of certain technologies brings, and how to deal with these constraints.” However, (Dhaif 17-19) claims that one is to remember the fact that “Computers can never replace the “live” teacher, especially in language teaching, where the emphasis is on mutual communication between people. It can just play role in teaching the second or foreign language as an aid to the teacher.”

However, a definitive picture of CALL has yet become explicit due to rapid changes acquired by technology over web. The synchronous and asynchronous forums like weblogs, online groups, bulletin boards, chats have extraordinary potentialities to affect education. Internet along with its never ending attractions motivates learners keep them interested in the work. Different mixtures of approaches in multiple ways are being used by dissimilar individual language practitioners. The famous hybrid approaches in use are web downloaded activities, audio or video conferencing etc. Pedagogical approaches adopted online vary greatly from traditional grammar-based teaching to innovative goal-oriented quests with the former still dominating. However, it is difficult to determine the overall teaching approach since what is freely accessible on the Web is often only part of a larger package that also invariably includes face-to-face teaching. Nevertheless, while the Web is providing an increasingly rich shared free resource to CALL practitioners, the often alluded to 'radical rethinking' of the teaching approach still has a long way to go. The goal remains to use the Web for meaningful, realistic activities, to rethink the teaching approach, and to exploit the various communication resources available in the most motivating way possible.

2.7 History of CALL

The ability to provide individual learning according to the need made CALL highly regarded during its initial days. However, initially it was very primitive. Basic functions were available along with white text on black screen. It was following behaviouristic and programmed-learning approaches.

Language teachers have been devoted users of technology for a very long time. (Macwan 1) “The practice of locating e resources from internet and enabling student teachers use those resources in their classroom is also evident in some of the institutions.” In the history

too, gramophone records were among the first technological aids to be used by language teachers in order to present students with recordings of native speaker's voices, and broadcasts from foreign radio stations were used to make recordings on reel to reel tape recorders.

Gradual development of CALL remarks standard entry of integrated courses often being described as Multimedia Courses in 1960s. However, for the upcoming twenty more years till 1980s the computers were incapable of providing audio and the graphics were also not substantial. This represented a step backwards for language teachers. Efforts were made and researches were going on to make computers more instructional supporting audio and video functions. (Davies 1) "However the arrival of the multimedia computer in 1990s was therefore a major breakthrough as it enabled text, images, sound and video to be combined in one device and the integration of the four basic skills i.e. Listening, Speaking, Reading and Writing." The early days were costly for language learning with lots of limitation too. Narrow availability of computers, costly maintenance, lack of appropriate functioning knowledge, lack of proper methodology was some of the constraints affecting the use of CALL. However, the entire language learning and teaching fraternity was attracted towards the endless potentialities and promises that CALL was offering in the nearby future. It got reflected too. in no time with the advanced computers by the first decade of 21st century computers which were more relying over cognitive and constructive language learning theories.

2.8 CALL in various Theories

Computers have started assisting language teaching and learning from 1960s. (Wayni, Taogang, & Sumin 1) "From the computer application in foreign language teaching to the present day CALL has experienced around 40 years. The whole history can generally be divided into three stages: (1) the behaviouristic period; (2) the communicative period; (3) the integrative period."

1. Behaviorists CALL (1960s-70s)
2. Communicative CALL (1970S-80s)
3. Integrative CALL [Multimedia & Internet] (1990s-till date)

Each stage corresponds to a certain level of technology and certain pedagogical theories.

2.8.1 Behaviorists CALL (1960s-70s)

Skinner and his theory of learning by forming behaviour were the sources of Behaviorists CALL during 1960s. This theory believed to master the language by breaking it into small chunks and gradual but constant repetition. It also has learning implications from the structural theory of language learning of 1950s. Learning by drilling is the view of this theory. The 1960-70s computers assisted in providing drill based activities which often may kill the enthusiasm of learning.

The advocators of Behaviourist CALL and Behaviourist theory of language learning were of the view that language learning is possible through practice. Thus, repetitions i.e. drill and practice was given prime space. Experiments lead by B.F. Skinner over rats and cats provided strength to the thought of behaviorists. Computers of this period were providing suitable atmosphere of learning by drilling. Computers being merely machines did not feel bore either in providing platform or company to language learners for endless drilling and practice at their pace.

Computers during this period were capable enough of providing extensive drills for grammar and translation tests. Mainframe computers with its best known tutorial system; Plato with its stipulated hardware, were used for language learning programmes. However, the efforts of linguists to come out from the way of learning by drilling gave space to a new theory of language learning based on cognition of learners, the behaviourist theories were challenged by the time and dynamism of education which gave birth to Cognitive theory of language learning along with Communicative CALL. This led to rejection of Behaviourist CALL. Communicative CALL came into being in 1970s to 1980s.

2.8.2 Communicative CALL (1970s-1980s)

Behaviourist CALL was rejected at both the theoretical and pedagogical level. Educational limitations and subsequent failure of Behaviourist CALL gave space to Communicative CALL. Communicative CALL emerged and assisted language learning and teaching throughout 1970s to 1980s. The advocators of Communicative CALL were of the view that grammar could never be mastered by drilling rather it should be taught implicitly and the learners should be encouraged to generate unique expressions instead of operating prefabricated forms. Communicative CALL was relying over the thought process that

language is beyond drilling rather it is more of creation, discovery, and expression through cognition of learners. Hence, Communicative CALL provided space for exercises like creating own texts. The old and orthodox mainframe computers gave space to personal computers which allowed individualized learning. This new form of computers was capable of providing simulations for learners to keep on constructing texts and thereby learning of the targeted language. Communicative CALL assisted the approach where use of language itself rather than its analyses was given preference. Learning of grammar was done implicitly which led to originality along with flexibility.

Communicative CALL was playing active role whereas the Behaviourist CALL was passive. It mostly acted like a live tutor who provided stimulus to cater the language learning needs by providing platforms for discussions with critical thinking. Computers were used as tools for language understanding. Better platforms for all the four skill development were available. It gave space to stakeholders to improve individual learning by the introduction of individual paced reading and language games. The users of computers of this period were having more options than the earlier users during the Behaviorist period. Choice, control, and interaction were some of the factors of Communicative CALL which gave better exposure for language learning.

Computers were interactive which stimulated the learning process. Learners were able to know what to do next and thus, were assisted a lot by Communicative CALL computers. Language games were more than merely multiple choice questions. Communicative CALL provided platform for review of individual learning. The individual language skill deficiencies were not only being identified but assisted as well for improvements.

Learning through Communicative CALL was comparatively more advanced than learning through Behaviourist CALL. However, learning was made compartmentalized which again is opposite of the learning environment. Language can be learnt as a whole with integrity. Thus, the educator of the period of 1990s looked for alternatives where teaching and learning could take place in more integrative manner. This gave a platform for Integrative CALL to emerge and assist the pedagogy.

2.8.3 Integrative CALL (1990s)

Integrative CALL simply refers to the continuous involvement of computers into drilling all the language skills. Often it is referred as the last stage of Computer Assisted Language

Learning. Its approaches are lying over two aspects mostly; Multimedia and Electronic Communication. Moreover, (Donaldson & Haggstrom 258) “Integrative CALL seeks both to integrate various skills (e.g., listening, speaking, reading writing) and also integrate technology more fully into the language learning proves. In integrative approaches, students learn to use a variety of technological tools as an ongoing process of language learning and use, rather than visiting the computer lab on a once a week basis for isolated exercises.”

Text, graphics, sound, animation and video all are made possible to be availed over a single screen for catering the individual learning needs of endless stakeholders by integrative CALL. The integration of multimedia along with CD-ROM brought a sort of revolution into the world of language education. Learners can learn by using all the multimedia resources which are linked with each-other for multi-level functions. Moreover, it provides hypermedia too. The learners are merely to navigate paths by using simple mouse clicks. It provides authentic exposure to learners where a sound learning environment takes place. Listening is provided with the combination of visual effects which assists the learners to learn better. All the four skills of language get drilled with the introduction of integrative CALL.

The sound entry of integrative CALL with its potential promises opened the doors for language practitioners to take full advantage of computers into language teaching and learning. The ability of Integrative CALL to drill all the four skills with the integration of technology has opened up a space for Computer Mediated Communication through synchronous and asynchronous manners which have been used fully by language teaching and learning fraternity.

2.9 Computer Mediated Communication (CMC)

Communication with the use of computer or any of the computer resources for language drilling with feedback at the same time or at a later stage is called Computer Mediated Communication. Varsity of Medias used for human communication via computers for learning brings too many promises with it. With the advancements teaching-learning process has also advanced and now computers are used as a medium of communication formally and informally. Student and teachers have started being in touch with each other at any time from any space with the resources made available by computers. These formal

or informal communications bring the desired outcomes through meaningful conversation. (Luke 21-42) “Through CMC, language learners have the opportunity to communicate in meaningful ways and to be exposed to contextualized authentic language which leads to communicative competence.” However, it is worthy to be kept in mind by the users of CMCs for language learning that comprehensible input is necessary for the acquisition of language. (Ellis 161) said “input and interaction influence second language acquisition.” CMC promises to provide both.

The advanced 21st century personal computers have attained immense popularity. Variety of communications, through synchronous and asynchronous manners has made e-mail, chatting and surfing the web possible. Due to its being multifunctional at any time it has attracted scholarly attention. The difference between 20th century computers and 21st century computers is that the former were Pedagogue computers and the later ones are Magisters. Pedagogues could be used to teach only whereas Magister provide communication.

2.9.1 Types of Computer Mediated Communication

1. Synchronous Forms
2. Asynchronous Forms

2.9.1.1 Synchronous Forms:

Synchronous forms of communication refer to a simultaneous communication between two or more than two persons. Telephonic talks, Chats, etc. are best suitable examples of it. The difference between synchronous forms and asynchronous forms of communication is that the former provides feedback instantly whereas the later one provides feedback at a later stage. In a pedagogic situation synchronous form of communication can be very helpful as it provides quick feedback which is a backbone for learning. Moo is best suitable programme for academics. It provides appropriate platform for teachers to practice language learning. It basically is an advanced platform than chatting. It creates interaction without any limit. Teachers can come to know every respondent and every stipulated response. If one is a passive participant the instructor can instruct to make him active. Every participant's every actions gets recorded which assists the language instructor to better come to know who is doing what.

2.9.1.2 Asynchronous Forms:

Asynchronous forms of communication refer to a communication where feedback is not provided instantly. Feedback or response is received at a later stage. E. mail, Blogs, Discussion Boards are the examples of it. It has academic limitations as on the spot feedback from the end of teacher is not available. However, it gives time to respondents to think, research at individual time and pace. It is beneficial to every learner as most of the L2 learners of English need time. The present research study is purely based on asynchronous forms of computer mediated communication. The intention is to make the students realize how to write with accuracy and appropriateness with suitable academic language components. The platform of asynchronous forms of computer mediated communication has been used by language practitioners for academic purpose. Students can better be encouraged to write with all the components of academic writing in their stuff over blogs or email when they are given appropriate time before answering.

2.10 Introduction - Academic Writing

Irrespective of L1 or L2 users of English are expected to exploit the academic writing skills fully. However, academic writing is not everybody's cup of tea. It is achieved by mastery of the concerned language. Mastery over any language is heavily dependent over mastery of LSRW of the concerned language. Among these all language skills listening and reading are receptive skills whereas speaking and writing are productive skills. The productive ones demand more attention and it is the writing skill which gets the least attention in academics as it is practised just to fulfil the needs of exams or assignments. Writing being the last skill remains dependent over the other three skills. Though, academic success is heavily dependent over writing skills it gets least attention. It is believed that only the research scholars are expected to utilize academic writing. However, it is not true. Academic writing should be practiced by all the stakeholders related to academic institutions, journalism, orators etc. However, any writing that takes place into academic institutes should meet with all the standards of academic writing skills.

Merely being knowledgeable is not sufficient to achieve goals irrespective of any discipline or sphere of life. One needs to know the art of writing with academic flavour. It facilitates academics and allows one to flourish academically. (Monippally & Pawar N.P) "Otherwise we would be like wild flowers-perhaps the most beautiful on earth with

exquisite scent, but unseen, unsmelt and unsung.” Moreover, writing is a process of generating ideas in language and also composing these ideas into a written adaptable structure. Effective writing is the outcome of a well thought idea. The process of writing has direct relation with cognition of individuals.

Academic writing demands accuracy. Accurate uses of grammar, sentence pattern are must. (Lyons and Heasley 1) “Writing considers cognitive and discourse aspects whereas grammar gets less attention.” However, it does not mean that grammar is not important. It is required for meaningful expression and interpretation of the written text. It is an unavoidable component of any writing. One requires sound knowledge of grammar to put the ideas effectively. Moreover, academic writing also comprises idioms, cohesive devices or transitional verbs, conjunctions, phrases etc. Hence, writing seems a complex process at initial stage but effective and regular practice makes it easy and meaningful.

In formal system of academics writing is intended for someone else’s interpretations. Hence, to the point writing is required. It cannot be availed over night. The atmosphere of academic institutes should be encouraging, supportive and non-threatening. The view point of the teachers towards students’ writing matters the most. Teachers if encourage collaborative writing, students can assist each-other, making one know the errors and remedies, writing can be made effective. The environment under which one writes should be conducive. It is also to be considered that one’s writing is one’s ambassador. In the absence of writer the write up speaks. Hence, it should be rational, creative and reasonable.

2.11 Academic Writing

L2 users of English find writing academically difficult due to variety of reasons as it the foreign language where construction and expression effectively do not come automatic. It requires continuous practice with dedication. It demands one to be nourished and developed under authentic communicative exposure which indirectly supports the linguistic competition leading to academic writing.

It is practiced by learned and linguistically competent users for serious, critical and informed consultants. It is objective oriented where there is no space for unnecessary chunks and any literal expressions. Moreover, it is target oriented mostly used for targeted audience. Unlike speaking it does not make pitch, tone or intonation to express its intended meaning rather it expresses the intended meaning through correct, accurate and appropriate

words. Writing academically is a long process to be mastered. A novice practitioner can writing academically through going three process of writing viz. 1. Prewriting 2. Writing and 3. Rewriting

Apart from academy academic writing is also used for journalism, expert talks, speeches, pamphlets etc. It has objective attitude, clearly stating the topic with adequate details. It is written so accurately that its readers get exactly same intended meaning. It is used for effective transfer of information. It consists linear having a single central point. Thus, it is different from general writing. Its content is based on evidences and its explanation is logical where analysis is presented in straight forward concise manner. Every expression is counted important and is particularly to the point. It makes use of cautious language including idioms, phrases, phrasal verbs, supportive verbs.etc. It avoids personal language. Moreover, it is purposeful. It is used for explanation, definitions, descriptions, narrations or arguments. Writing is intended for persuasion where it is expected that the reader agrees with writer's point of view. However, academic writing differs as per the need and thereby its content is also written accordingly. As per the need it is written clear, direct, natural and unbiased.

2.12 Objectives of Academic Writing

Writing differs as per the need so does its objectives. As it is used for journalism it is evidentiary when it is used for academics it becomes expressive. However, its central objective of expressing the intended meaning to the targeted audience remains the same. Academic writing elaborates pros and cons of the issue by becoming absolute impersonate. It may happen that readers may agree or disagree with the write-up. If the readers find the write-up impersonates and objective oriented the credibility of the write-up and its writer increases.

Academic writing is critical. There is no space for over enthusiasm. The tone of academic writing has to be cautious, tentative and systematic. Clarity of thought and expression is one of the parameters of academic writing. Academic writing makes use of narration and expression on factual base and generalized expression is not acceptable under the banner of academic writing. One is to remember that academic writing is for informed audience and when one narrates or express one has to adhere to the facts so that the readers can evaluate the happenings or outcomes accurately or if it illustrates any experiment it may be

repeated. L2 users of English may write academically if one makes use of English for specific purpose.

2.13 Introduction: English for Specific Purpose

Defining English for Specific Purpose i.e. ESP has always been the subject to controversy. (Paltridge & Starfield 2) “ESP refers to the teaching and learning of English as a second or a foreign language where the goal of the learners is to use English in a particular domain.” Whereas Wikipedia defines it as ‘a sphere of teaching English language including Business English, Technical English, Scientific English, English for medical professionals, English for waiters, for Tourism and Art purposes etc.’ However, its materials are founded based on the need analysis. Simply ESP stands for learning or using of English for entertaining any purpose by L1 or L2 users. The practitioner of ESP should come to know the needs of learners first. Robinson as quoted in (Evans 131) “In her first overview of ESP in 1980 she suggested that ESP is for adult learners where specific needs are identified and attempts are made to achieve in limited period. However, in her second attempt in 1991 she accepted that though it is best suitable to adult learners but can be introduced to beginners.” However, due to its being too wide novel definitions get coined frequently but it can understood better by taking into consideration its characteristics.

2.14 Characteristics of ESP

(Johns & Evans 03) According to the view of Johns and Evans ESP has four absolute characteristics and two variable characteristics.

2.14.1 Absolute Characteristics

1. ESP is used to meet specified need of the learners.
2. ESP is used in content to particular disciplines, occupations and activities.
3. ESP has focus on language appropriateness to those activities in syntax, lexis, discourse, seminars and so on, and analysis of the discourse.
4. ESP is completely opposite of General English.

2.14.2 Variable Characteristics

1. May be restricted as to the learning skills to be learned. (For example reading only.)
2. May not be taught according to any pre-ordained methodology.

3. ESP courses may be designed for adult courses however; it could be used for beginners too.
4. ESP courses assume that learners possess basic knowledge of the language however, it is not necessary and therefore, it can be practiced with novice learners or beginners too.

The status or identity of ESP becomes explicit by clear understanding of absolute and variable characteristics of ESP. It furthermore, explains that ESP has nothing to do with any age, group or ability range of individuals. Moreover, it is also not necessarily associated with any one discipline. Extensively one should consider ESP as an approach to cater the needs of learning. It can furthermore be taken into consideration as an attitude of mind of individuals. Its understanding is heavily influenced by various components and therefore it should be determined by taking into consideration various professional, occupational, social needs of learners.

Consequently, it is to be accepted in its broader definition as an approach assisting pedagogy to achieve communicative competence.

2.15 Historical Development of ESP

English for Specific Purpose has its roots indirectly from the outcomes of World War II. The effects of World War II forced nations to look for sudden but rapid developments. It was the period of 1950s where scientific, technical and economic activities took rapid shape at a global level. Technology played ample role in providing economic activities throughout the globe. However, it required a single international language and as the United States was more powerful compared to all other nations the English language came to fulfil the demands.

The gains from global market motivated individuals to learn the international language not for pleasure or prestige but to do business and earnings thereby. In order to meet the different needs of different people English Language Teaching started designing specialized syllabus for meeting specific needs. Thus, English for Specific Purpose came into existence. It affected formal pedagogy too. It motivated the educators to consider that learners' need should be given preference into teaching. (Hutchinson 8) "Learners were seen to have different needs and interest, which would have an important influence on their motivation to learn and therefore on the effectiveness of their learning. This lent support to

the development of course in which ‘relevance’ to the learners’ needs and interests was paramount.” The hidden hypothesis in considering ‘relevance’ was that such courses would result into motivation for learners and thereby learning could be made easier, faster and better.

Therefore, it is apt to state that ESP is not a specific language or method but is an approach by which individuals needs be catered. It is an approach to teaching of English where the focus is on learners’ needs. ESP therefore, should be considered a boon for all those who get benefited from it. Therefore, since last 30 years it is accepted as a different branch of English language Teaching. It is enjoying a supreme space into today’s pedagogy where courses like Managerial Communication for Management Studies, Technical Communication for Engineering fraternity, Architectural Communication for the students of Architecture exist. TESOL is also an outcome of ESP.

According to Carter (qtd. In Gate House 2: 131-137) ESP courses should give space to:

1. Authentic Material
2. Purpose – related orientation
3. Self- direction.

However, the advancements have forced ESP to broaden its area and therefore it is divided into various categories with distinct acronyms. It has two big categories: English for Academic Purposes i.e. EAP and English for Occupational Purposes i.e. EOP. English for Academic Purposes is easy to be understood. It is the use of English into academy. The evidences of EAP being practised is visible in the courses like Master of Arts run by The Maharaja Sayajirao University of Baroda, Vadodara where English for Specific Purpose is taught as an individual paper. Courses run by Sardar Patel University offer to do the same. However, English for Occupational Purposes is difficult to be explained compared with English for Academic Purpose. It relates to the professional like lawyers, doctors or business people. It being one of the fields of applied linguistics playing its role to simplifying the teaching of English for the targeted audience.

2.16 Conclusion

The chief objective of TELL, CALL or ESP is to make one’s generalized writing academic. All the theories with their distinct or absolute characteristics are to be exploited

by users to meet their goals. It is the role of the learners which matters the most either one is interacting with technology or without technology. The final outcome matters.

2.17 Review of Related Researches

The researcher has taken into consideration various other researches done in the same area. Ph.D Thesis, M.Phil Dissertations, Research Papers from Gujarat state and also from national level have been reviewed. The purpose lying behind studying other works was to establish relation between the present research and already established researches. Some of the reviewed researches are presented as below.

- ELT researches at State Level
- ELT researches at National Level

2.18 ELT Researches at State Level

Gujarat state has always remained a leading torchbearer into the field of English Language Teaching. Former Finance Minister of Gujarat state who also acted as Chairman of Sardar Patel University Mr. H. M. Patel established H. M. Patel Institute of English Training and Research at Vallabh Vidhyanagar with an intention to give platform to endless aspirant learners and researchers of English language. Since its inception it has been one of the leading institutes providing quality researches into the field of English Language Teaching. Apart from it various other academic institutions like The M. S. University of Baroda, and many more institutions give ample chances for language practitioners to showcase their learning or findings of ELT researches. The present research study has undergone various researches across Gujarat state. The studies have been proved a good platform to avail secondary sources.

Mashru, Dipak. “Effective Use of ICT Approaches in ELT a New Paradigm in Teaching Technical Students of Saurashtra Region.” Ph.D. Thesis. C.U.Shah University. 2017.

The research was experimental in nature where different ICT tools such as Weblogs, Whatsapp, Facebook, E-learning, MALL, MOOC were used to deal with engineering students. The researcher experimented blended learning to judge the effectiveness of ICT. The communication between researcher and samples of the study happened both:

synchronous and asynchronous through various ICT tools. The researcher had conducted personal guidance sessions to assist the students for effective usages of ICT tools. A pretest along with a questionnaire was implemented over the selected samples of the study which was followed by a 40 hours treatment period. Lastly a posttest was conducted along with a questionnaire. The pretest and posttest data were compared to achieve at findings.

The findings suggested that effective implementation of ICT tools motivate students to take study seriously. It has proved beneficial to students. The result outcomes have been positively favoring use of ICT for developing English of undergraduate students of engineering.

Shah, Reena. “Enhancing Writing Skills of First Year Diploma Engineering Students through collaborative E-media-Weblog.” M.Phil Diss. Kadi University. 2011.

The research was extensively a master piece of blending technology into teaching. The research in its findings argued that collaborative E-media brings positivity, enthusiasm, and interest into learners. It was an experimental research having First Year Diploma Engineering Students of Parul Institute, Vadodara as samples. It was assessing the efficacy of E-media over improving writing skills. Coherence, appropriateness of lexis, and English grammar were subjected for improvement. In final findings the researcher has gone on to state that the results are encouraging enough to come to conclusion that students though individually at a time but collectively and collaboratively over Weblog have learnt the lesson and have improved their writing skills.

The education implication of the result suggests that more usage of advanced technology to technical students bring better outcomes. Students’ level of writing skills can be promoted to excellence if suitable feedback is offered with online technical tools on regular base.

Joshi, Nikhilkumar D. “Effectiveness of Language Instruction Program Empowered by Web 2.0.” Ph.D. Thesis. Sardar Patel University. 2013.

The researcher has argued in the introductory chapter that in Indian context teachers are not competent in integrating technology into education and thus teaching-learning environment is not motivated. Furthermore, the study has shown a way of using Web 2.0 tools to fulfill the needs and demands of growing students’ fraternity. The present research study has put focus on Weblogs to seek its effects over the teaching of Communication

Skills to Degree Engineering students. Students from one branch of engineering discipline viz. Computer Engineering have been chosen as samples of the study. Students were not compelled to take participation rather it was left up to willingness of participants. The experiment took over two groups. One group was controlled group whereas the second group was experimental group.

The conclusion of the study remarks that integration of Web 2.0 tools for teaching-learning process can be beneficial to all concerned. It brings to notice novice advancements that one can adhere to into teaching-learning of English language. It opens up new horizons for language aspirants to explore.

Gohil, Surendra. “Preparation and Tryout of Multimedia Materials to Enhance Communication Skills of Students at the UG Level in Digital Language Laboratory.” Ph.D. Thesis. Sardar Patel University. 2012.

The researcher has quoted (Graddol 10) “We are fast moving into a world in which not to have English is to be marginalized and excluded.” The research study aimed at developing Communication Skills of the students of Under Graduation through using Multimedia Materials in Digital Language Laboratory. The researcher considered the research experimental and therefore administered a pretest at the beginning of the study and a posttest at the end of the study to seek the impact of Multimedia Materials to Enhance Communication skills of the concerned students. Moreover, in order to achieve a thorough authenticity the researcher also incorporated questionnaire which gave bases for qualitative analysis.

In order to come to conclusion seeking the effect of the use of Multimedia Material in Language Lab soothing development of the under graduate level students the data gathered was analyzed both: qualitatively and quantitatively. The quantitative analysis was carried out by findings of Mean, and t-test. The findings suggest that the null hypothesis has been rejected and the experiment has resulted into the research hypothesis.

Roy, Agnel. “The effectiveness of Web-Based Tools, Blog & Wiki for the Enhancement of Communication Skills.” *LangLit* 4.3 (2018): 82-86. Web. 4 June 2018.

The chief objective of the research paper is to intimate the advanced users of technology to use it for better language learning. The researcher claims into the research paper that advancements of technology have been proved beneficial to language aspirants. The research paper goes on to claim that individual’s existence is due to one’s capacity to communicate. Moreover, the researcher argues that communication skills of individuals can be improved with the use of technology.

Students’ learning needs can be catered with the usage of Wikis and Weblogs. The general observations and promising features of Wikis and Weblogs assure providing conducive and authentic climate which is a bigger need of language learning. One can explore a touch of Native users of English language which is one of the fundamental requirements to learn language.

Blog gives a chance to learners to travel from surface level of learning to deep level learning of the targeted language. Wiki and Weblog are collaborative in nature enabling students to gather, discuss and reproduce knowledge. The advanced technology in the forms of Wiki and Weblogs fill a gaping void in existing language learning practices. Therefore, the researcher claims to make maximum use of both for better language production.

2.19 ELT Researches at National Level

English Language Teaching has always remained in limelight at national level. It has attained importance and therefore various intense researches have been carried out by Indian educators, research scholars and experts. CIEFL, Hyderabad is one of the prime locations which has witnessed number of ELT researches in India. Apart from it the field of English Language Teaching has been enriched by various researches from other universities of India. Therefore, the present research study incorporates learning produced by some of the researches which have taken place at national level. The cited studies have been proved a good platform to avail secondary sources.

Prashene, Vijaylaxmi Shivmurthi. “The Use of Information and Communication Technology in English Language Teaching at College level in Maharashtra.” Swami Ramanand Teerth Marathwada University. Ph.D. Thesis. 2015.

The research study intended to be acquainted with the traditions in which integration of ICT in English Language Teaching could be encouraged. The researcher has strongly argued ‘In the globalized world, information is readily available 24*7.’ Due to which it has shortened the distance between the two ends of globe at a finger tip. The research states that ICT plays an instrumental role in addressing some major concerns of English Language Teaching. The research design clarifies that the research has covered the different regions of Maharashtra. The research study claims that generally students lack exposure to an authentic English Learning Environment and culture of the targeted language due to which learning becomes affected which results into low motivation and less usage of targeted language.

The researcher has implemented a questionnaire to teachers to know whether any ICT is used for teaching or not. It focused on understanding various ICT related questions like what factors have hindered the inculcation of ICT into teaching. Was there a case of lack of physical source or the lack of motivational factor inside students? The potential role of technology in students’ lives outside classroom was also covered through the questionnaire implemented to teachers.

The final outcomes have shown that the exercise of ICT can work appealing in the teaching and learning of English and further it will be playing a distinct role in moderating work lives of students too.

Zyoud, Munther Mohammad. “Development of Computer Assisted English Language Teaching for VIII STD Students.” Maharaja Sayajirao University of Baroda. Ph.D. Thesis. 1999.

The present research study puts focus on the use of computer technology in school education. It states that computers have entered everyday life affairs whether it is banking, traffic control, word-processing, security, accounting etc. Moreover, the price and size of computer technology has become cheaper dramatically. The researcher has gone on to say that computer technology can be used as a servant which can be exploited for various purposes like learning, revision, storage, re-usage, etc. Computer technology is distinct

with any other technology for education due to its being interactive which is a learning need for students. Therefore, the researcher sees the use of computer technology as an optimistic glee.

In order to study the effectiveness of computer technology for English Language Teaching to standard VIII students the researcher prepared a learning package with the guidance and feedback from teachers. It was an experimental study over a controlled group and an experimental group. The study gathered data through the pretest and posttest methods.

The final outcomes of the research stated that there was no significant difference in IQ and Motivation Level of both the groups in pretest. However, t. value suggests that there has been a remarkable difference achieved in the posttest of Experimental group.

Patil, Sandip Diliprao. " Impact of Technology in Teaching English as A Second Language." *IJELLH (International Journal of English Language, Literature in Humanities)* [Online], 4.11 (2016): Web. 4 Jun. 2018.

The present research paper aimed at developing all the language skills with the use of technology. The researcher considers the receptive skills as the 'input skills' and the productive skills as the 'output skills'.

The research paper is not based on any experiment but strive to bring to the knowledge of the concerned the effective use of computer technology for developing all the four skills of English language. Listening skill can better be assisted by the inculcation of computers into teaching-learning. It provides visual and voice effects which enhance information and ideas of the learners. Broadcasting is a traditional usage of technology where one can use satellite TV channels for better language learning. Along with broadcasting pedagogues can use traditional C. D. Players and Tap recorders to achieve the desired goals. Reading also being a receptive skill can be assisted by technology as various reading programs are readily available over computers to improve comprehension skills, vocabulary and fluency. Different types of Multimedia software are also available which assist reading skills. Speaking and Writing skills are productive skills. Internet Voice chatting system can be made available to students through language labs for better practice of speaking English. Speech Synthesis Programmes are also available to needy for developing speaking skills. Writing skill is considered the most difficult amongst all other skills of any language. Hence, it needs more attention. It can be developed by the use of computer Word

Programs. It automatically brings to the knowledge of learners if any mistake of grammar or punctuation persists. Moreover, various communicative features like chat rooms, Email writings, can be used for soothing development of writing skills.

The entire research paper was throwing a light on the basic usage of traditional, orthodox technology but in advanced manners.

Priyadarshini, Archana G. “Current Trends in English Language Teaching Thematic Focus: Computer-Assisted Language Learning (CALL).” Role of ICT in English Language Teaching and Learning: Observations and Ruminations (2013): 35-46. Print.

The present research paper strives to draw attention towards current usages of computer and its applications for English Language Teaching. The researcher has thrown light over the fact that computers with its special ability of being interactive have helped the teaching-learning environment. Moreover, showcasing the history of computers from being expensive to becoming cheaper and more user friendly the researcher has tried to establish a motivational factor to language practitioners to take the use of technology seriously.

It is the researcher who has brought to the notice to advanced readers and research scholars that ‘computing began by 500 BC, with the introduction of Abacus, which basically was a simple calculating instrument. Thereafter, it has evolved achieving great highest in assisting human activities that today it has become inevitable part of human life.

Moreover, the paper puts focus on how CALL benefits learners and teachers. Some of the strike worthy records of the paper is as follow:

- It helps in Enriching English language skills.
- It serves as a ‘surrogate teacher.’
- Makes learning practical.
- Provides appropriate choice to find better and suitable strategy to learn language.

To conclude the researcher has said that CALL is capable of becoming a good medium to sooth inspiration among the learners. Hence, its use should be encouraged.

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CHAPTER-3

RESEARCH METHODOLOGY

3.1 Introduction

This chapter is aptly titled as ‘Research Methodology’ as it illustrates the entire happening of research from its being into the thought process of the researcher to exact physical happening. It provides insight over the concerned components of research starting from its background, to selection of population, sampling, preparation of material to be implemented during the tryout period, preparations of the pre-test and post-test, the questionnaire, the interview questions. Moreover, the research was focusing on online study hence, preparations of multimedia suiting to the needs of research, is also being talked into the present chapter. As per the need of the present study it observed experimental research design. In order to get thorough authenticity the material prepared was validated by the experts.

The present research study aimed at seeking development in writing skill. Writing skill being the last amongst all the four language skills has to remain dependent over the mastery of all other three language skills viz. Listening, Speaking, and Reading. Moreover, in formal education system it gets the list attention as one practices it during exams or assignment writings. Apart from it writing skill is too big to be scaled. Hence, selected components of writing skills have been chosen to be experimented and developed through the study.

As the nature of the study was online learning the number of selected samples was limited. A group of 60 students of Mechanical Engineering discipline from two different colleges affiliated with Gujarat Technological University had been considered as the targeted group. Every experimental research needs to be executed sharply with utmost seriousness and

appropriateness. The research setting is an important factor. The below furnished section explicit research setting, material production, the material, the multimedia components used, the population, the sampling, questionnaire, interviews in detail.

3.2 Steps of Research Design

The research study followed the below given steps throughout the execution of the present research.

- Selection of the Population for Piloting purpose
- Selection of the Samples for Piloting purpose
- The material production. Its validity through experts.
- Preparation of Pre-test, Post-test, While-Tasks, Questionnaire, Interview questions.
- Preparation of the blog for original research.
- Preparation of the Google group for original research.
- Population Selection for original research.
- Selection of sampling for original research.
- Enrolment of samples over Google group and Blog.
- Implementation of Pre-test.
- The experiment period: Implementation of While tasks.
- Implementation of Post-test.
- Implementation of Questionnaire.
- The interview schedule.
- Data Analysis.
- Testing of Hypothesis.
- Findings.
- Suggestion and Recommendations for upcoming research in the same area.

3.3 Research Setting

The research setting is very vital in every experimental research. Appropriate setting assists in smooth functioning of the research. The selection of samples is a very trivial part. Samples may vary from each-other in many ways. Hence, it is advisable and significant to understand the setting for the current research.

The present research focused over selected components of writing skills viz. Idioms, Cohesive Devices, Prepositions, Vocabulary and Punctuations. Moreover, the research was done online via the internet with the help of two collaborative multimedia tools viz. a Google Group and a Weblog. Apart from it, the research was carried out over samples from two engineering colleges affiliated with Gujarat Technological University, Ahmedabad. Students were selected from the below given two colleges. The first year students of Mechanical & Computer Engineering discipline were taken into consideration.

- Government Engineering College, Dahod and
- Neotech Institute of Technology, Vadodara.

3.4 Population

The term population in research refers to the entire group of targeted audience. It is a big umbrella term covering all concerned group of students. The present research targeted to improve writing skills of the first year students of engineering. Hence, all the enrolled students into the first year of engineering to Gujarat Technological University are considered as population for the present study.

3.5 Sampling

Samples i.e. the willing participants to any research are as important as any other component of research. Careful selection of sampling holding all the rules of selection of samples helps in bringing out authentic and reliable results having academic implications. Hence, the researcher has to take utmost care while finalizing samples for the research. Unwilling or compelled participants may bring faulty results which may lead the results towards misleading outcomes having no academic implications.

The present research study aiming at seeking development in terms of writing skills keeping the students indulge into collaborative learning through online discussion forums viz. Google group and Weblog it was necessary to understand the readiness of the participants. Therefore, the researcher had made a presentation making the targeted group understand the gains that one is likely to get after their joining into the present research. The group which is willing to take participation without any pressure is called convenience group which is easy to be handled. Therefore, only the willing samples were selected from

both the colleges. Though the participation was kept open for all the willing aspirants a few criterions were considered for final joining into the research.

- The participants have to have schooling from Non-English medium. Thus, all the participants practiced English as L2. The mother tongue may vary but English was taught to them as L2 at schooling.
- The participants must have got at least 50% marks at H.S.C. level.

It was expected that the targeted samples were to be unknown with each-other as the samples were the first year students enrolling to college for the first time. Hence, the researcher had given enough time to samples for getting acquainted with each-other before the beginning of the study. The researcher aimed at balancing the rural area students and urban area student numbers and therefore, the selection of the two colleges were taken from rural and urban area. Government Engineering College, Dahod is considered as a rural background college whereas Neotech Institute of Technology is considered as an urban area institute. Mechanical & Computer engineering branches were chosen for the experiment with a view to having considerably clever and advanced students. Mechanical Engineering discipline and Computer Engineering are considered as evergreen branches of engineering and therefore the advanced and clever students take admissions at primary base and therefore all the seats of both the branches get booked by every year. A group of total 60 students cumulatively from both the colleges were considered as samples for the present study.

3.6 Pretest, Posttest & While Tasks

The present experimental research considered the pre-test and post-test model to come at the findings and thereby to conclusion too. Both the tests were prepared under the guidance of Research Supervisor and were validated by language experts. The prepared tests were piloted to students to understand its implacability. From the piloting the researcher got to know the level of difficulty and thereby the necessary changes were made and the tests were made ready for actual implementation with original samples of the study. The tests were taken into the presence of the researcher and the two teachers at two colleges. However, due to lack of physical availability of sufficient numbers of computers along with the internet and uncertainty of the Electricity forced to give option to the samples to take the tests either online or offline as per the willingness of students and

availability of physical infrastructure. However, it was made assured that all the students appeared at the same time online or offline.

While tasks also carry equal significance to that of pre-test and post-test. It is the while tasks by which the samples get knowledgeable about using writing skill components appropriately. Hence, the tasks need to be par the level of samples. More difficult or easy tasks may lose its objectives. Moreover, the tasks prepared should be according to the interest of the samples so that the samples find it interesting to interact. Apart from it, the prepared tasks need to be evaluated and authenticated by the experts of the same area. Time management is also very much important while offering tasks to the samples. The nature of the study was online demanding time. Hence, the samples were given appropriate time to respond to the tasks. The list of the while tasks given to the samples of the study is as follows.

TABLE 3.1

List of While Tasks	
Sr. No	Title of the While Tasks.
1	English: The king of languages
2	Television
3	Why English remains poor?
4	Do we live in a real world or the reel world of Social Media?
5	Amitabh: The super star
6	“Let’s cherish life away from the worldly crisis.”
7	Media and Politics
8	India: A Festive Country
9	Who is responsible?
10	The first crime of human being.
11	Cricket
12	Education
13	Learning
14	Interviews
15	Mobile Phones

3.7 Questionnaire

A questionnaire is a formal research tool. It is a cluster of questions intended to get answered by the research respondents. (Brace 5) “It is a medium of remote conversation between researcher and respondent.” It is considered as one of the best research tools to support the findings. The importance of a questionnaire lies in the fact that it guides the respondents to answer what is relevant and required to the research. A good and qualitative questionnaire must not give space to irrelevant information. Its directions and instructions should be clear assisting the respondents to know what one is expected to answer. Instructions should be completely given so that no misunderstanding takes place.

Moreover, the questions should be arranged understandably in a well-organized sequence. Questions should be arranged in such a manner that the respondents get forced to organize thinking. It allows logical answers from the respondents. Misleading and unnecessary information used to frame questions is a hindrance and should not be entertained while framing a questionnaire. The questions should be short, simple and to the point. Every question should be targeting only one answer. By no means questions should give hint to the respondents of what answers are expected else it loses its impact. (Gillham 2) “However, it is obvious that if all the questions and all the possible answers are determined in advance, the element of discovery is much reduced.” Questionnaires may include close ended questions or open ended questions. It depends on the need of the information required for research. Controlled-response questions can also be used if need arise. Yes-No type of questions are easy to be evaluated. Open ended questions are differently analyzed and Closed ended questions are statistically analyzed. Apart from it, if the need arises the researcher may adopt Face-to-Face Questionnaire or Telephonic Interviews.

The present research incorporated the below given questions in questionnaire.

TABLE 3.2

<u>Questionnaire</u>																			
<p>This questionnaire is strictly to be used for academic purpose. It is to be utilized for a PhD analyses work. Hence, answer it genuinely by taking time. Personal identity is not necessary. If one wishes one may state it. Answer all the questions as all are mandatory.</p> <p>Thanking you in anticipation.</p> <div style="text-align: right; margin-top: 20px;"> <p>Akash A. Thakkar PhD – Research Scholar Gujarat Technological University Chandkheda</p> </div>																			
Name:	Date:																		
<ol style="list-style-type: none"> <li style="margin-bottom: 15px;"> <p>1. I believe that the material has improved my writing skill.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">a Agree</td> <td style="width: 50%;">b Strongly agree</td> </tr> <tr> <td>c Disagree</td> <td>d Strongly disagree</td> </tr> <tr> <td>e Can't say</td> <td></td> </tr> </table> <li style="margin-bottom: 15px;"> <p>2. I believe that the quality of material was standard enough.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">a Agree</td> <td style="width: 50%;">b Strongly agree</td> </tr> <tr> <td>c Disagree</td> <td>d Strongly disagree</td> </tr> <tr> <td>e Can't say</td> <td></td> </tr> </table> <p>3. I believe that the material was well organized and graded.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">a Agree</td> <td style="width: 50%;">b Strongly agree</td> </tr> <tr> <td>c Disagree</td> <td>d Strongly disagree</td> </tr> <tr> <td>e Can't say</td> <td></td> </tr> </table> 		a Agree	b Strongly agree	c Disagree	d Strongly disagree	e Can't say		a Agree	b Strongly agree	c Disagree	d Strongly disagree	e Can't say		a Agree	b Strongly agree	c Disagree	d Strongly disagree	e Can't say	
a Agree	b Strongly agree																		
c Disagree	d Strongly disagree																		
e Can't say																			
a Agree	b Strongly agree																		
c Disagree	d Strongly disagree																		
e Can't say																			
a Agree	b Strongly agree																		
c Disagree	d Strongly disagree																		
e Can't say																			

4. I think the materials covered all the selected writing skill components.
- | | |
|-------------|---------------------|
| a Agree | b Strongly agree |
| c Disagree | d Strongly disagree |
| e Can't say | |
5. I think that the tasks of all the articles were very well organized.
- | | |
|-------------|---------------------|
| a Agree | b Strongly agree |
| c Disagree | d Strongly disagree |
| e Can't say | |
6. I think I have developed a capacity to use cohesive devices at appropriate place.
- | | |
|-------------|---------------------|
| a Agree | b Strongly agree |
| c Disagree | d Strongly disagree |
| e Can't say | |
7. I think I have developed ability of using Idioms while writing in English.
- | | |
|-------------|---------------------|
| a Agree | b Strongly agree |
| c Disagree | d Strongly disagree |
| e Can't say | |
8. I think I have developed sufficient knowledge to understand punctuation errors during drafting of any passage.
- | | |
|-------------|---------------------|
| a Agree | b Strongly agree |
| c Disagree | d Strongly disagree |
| e Can't say | |
9. I think I have developed sufficient knowledge to use prepositions accurately.
- | | |
|------------|---------------------|
| a Agree | b Strongly agree |
| c Disagree | d Strongly disagree |

e Can't say

10. Learning through Blog has improved my writing skill.

a Agree

b Strongly agree

c Disagree

d Strongly disagree

e Can't say

11. Learning through Google Group has improved my writing skill.

a Agree

b Strongly agree

c Disagree

d Strongly disagree

e Can't say

12. Two things I liked the most about learning through a Blog.

13. Two things I liked the most about learning through a Google Group.

14. Two things I think needs modification about the material.

3.8. Principles of Material Production Kept in Mind for While Tasks

Experimental researches in English Language Teaching mostly need to prepare material for while tasks during research activities. Considering its importance to research various principles are to be kept in mind. Irrelevant and roughly prepared material may lead the research towards faulty outcomes. The material should be prepared keeping in mind the research aim. It should be equal for all without keeping any gender bias. However, it should be graded properly. Too easy or too complex material may result misleading responses. The present research implemented materials prepared by keeping the needs of the research and the 21st century respondents. It was as per the need of the research and

also as per the interest of the respondents. The below given criteria were kept in mind while preparing the material for the present research.

- Research Oriented
- Samples' Oriented
- Impersonalized
- Graded
- Adaptable
- Diverse

3.9. Procedure of Data Analysis

The present research collected the data through a method of Pre-test and Post-test. Along with it a questionnaire and interviews were also scheduled to strengthen the findings of quantitative analysis which ultimately provided thorough authenticity. The findings achieved were calculated and evaluated on both the terms: qualitatively through questionnaires and interviews and also quantitatively by pre-test and post-test scores.

3.9.1 Quantitative Analysis

Experimental researches are tent to provided figures through pre-test and post-test methods. Hence, the outcomes are to be calculated. There is a possibility of creating human error if appropriate techniques are not employed. Most researches make use of SPSS for evaluation of data. However, it is used when big data are to be calculated. The present research study has made use of the services provided by Microsoft for the calculations of Mean, Medium and Mode. T-test and Chi Square Test will also be used to get correct and acceptable interpretations of the gathered data.

3.9.2 Qualitative Analysis

The quantitative findings of the present research have been supported by qualitative analysis too. Researcher's observation of all the while tasks answers over both the online tools and a questionnaire containing 11 closed ended and 03 open ended questions aiming to get data of the learners' understanding of writing skills were used to analyze data qualitatively. Apart from it interviews of the samples were also given a sincere thought to come to conclusion qualitatively. The closed ended questions provided figures by which

the researcher could come to the conclusion that the data received through qualitative analysis are apt. Moreover, the open ended questions gave space to the learners to evaluate their own learning and also provided enough data from the learners to the research to understand whether any learning has taken place or not.

3.10 Researcher's Role

Role of researcher is an important factor throughout the research. It is the researcher who has to shape the entire research as per the requirements. The planning of research takes place in the mind of researcher which gets executed later to bring the findings in reality bringing new learning implications. It is the researcher who first identifies need for any research and thereby generates the research problem. It is the researcher who is responsible for the selection of population and samples which is one of the tuff tasks affecting the process of research. Monitoring of research and providing instructions as and when the need arises are very important in any research. Inappropriate instructions from the researcher may lead to a faulty outcome. Hence, the researcher has to remain away from ambiguous terminologies and instructions. Short, simple but clear instructions are the need of experimental research.

Moreover, there lies a real danger of samples' losing interest from the research. Hence, it is one of the biggest duties of the researcher to look that not a single sample of the study leaves the process in between. Timely encouragement and personal attention to every need samples are the biggest things the researcher is expected to do.

It is the researcher who is to execute the plan throughout the research. The preparations of materials, the tests, the questionnaire, the interview questions, and last but not the least evaluation of gathered data and thereby generating new knowledge are some of the prime duties of every researcher.

3.11 Samples' Role

The role of samples is very straight forward. The first and foremost duty of the samples is to agree or disagree of becoming part of any research. Firm determination of one's participation is at core requirement. One should not join any research as a sample with dual mind as it may become hindrance in between the research at any given point of time. Second role of the samples is to take active participation throughout the research.

Moreover, timely responses from the samples encourage the researcher to finish the process with accuracy. It is the timely responses from the research samples which encourage the researcher to become more active. The samples are expected to develop the selected skill through collaborative learning from the co-samples. It is the responsibility of every research sample to bring to the notice of the researcher if any assistance is required. It is the responsibility of the samples to not to let the research affected for untimely responses. The present research expected a heavy and healthy participation from its samples and the participants have provided the same.

3.12 Problems encountered

The experimental research is expected to encounter problems. It is the responsibility of both: the researcher and the research samples to come out of those problems by finding a mid-way. The present research also came across various problems. However, the willingness of researcher and the samples made the way clear.

The nature of the present study was an online study. The biggest difficulty encountered by the researcher was to make the students realize that online study has the potentiality to bring desired results. Along with that availing the students the physical infrastructure was also one of the biggest issues which were dealt with. First of all selection of samples who can meet with the criterions of the selection of samples was a difficult job. More than that to agree the selected samples for an extra effort out of their busy academic schedule was also one of the chief problems. Availability of multiple computers for the conduction of tests was the third big issue the researcher came across. Making the arrangements done with the permission of the principals of both the selected colleges and actual availability was also an issue which was encountered by the researcher.

Constant monitoring of the research online was a difficult task. It required physical and financial stability. The samples who had no availability of computers along with the internet were managed to get timely assistance either by their colleague or the college.

Moreover, due to its being online study timely responses were difficult to be managed. The samples were to motivate by every second article during the treatment period. Many a times the samples came across the internal viva-voce examinations, mid semester examinations or the final semester examinations. Due to which some of the samples took a long time to read the posted articles online over Google group or blogs.

Data interpretation process was not as difficult as the data gathering process was. However, a thorough determination to bring to the light new knowledge motivated the researcher and the research samples to deal with all the troubles and finish with the research.

3.13 Conclusion

The research came across various difficulties throughout the research procedures. However, all the difficulties were dealt with and the research could take place in the selected time period.

The present chapter provided detailed information of the research procedure carried out throughout the research. The upcoming chapter provides detailed analysis of the collected data.

3.14 References

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CHAPTER-4

DATA ANALYSIS

4.1 Introduction

The title to present chapter 'Data Analysis' is apt as it provides details of the analysis of the gathered data. As the present research incorporated experimental method, the data was collected in the form of Pre-test, Post-test, Questionnaire and Interviews of the samples. In order to achieve a thorough authenticity the gathered data were evaluated both: qualitatively and quantitatively.

4.2 Quantitative Analysis

Quantitative analysis is the soul to any experimental research. It deals with figures, mathematics, statistics, charts and tables. The data gathered through Pre-test, and Post-test have been evaluated quantitatively to reach to findings. The present research study has used statistics to evaluate data. However, there are various statistical formulas used for various purposes but the best suitable to any research study are the Mean, the Median and the Mode. The present research study has incorporated all these. Apart from it Chi square Test has also been used to achieve a thorough authenticity.

4.3 Mean

Mean is the most basic tool of Standard Deviation. It is a sum of total values in any set which gets divided by the total number of values. The mean of the whole population is usually denoted by μ and the symbol of sample mean is denoted by \bar{X} . All the tools to count central tendency viz: Mean, Median and Mode, it is the Mean which is most common in use for academia. It has its own significance in research. Most researchers make use of it to get the average of the findings of individual research studies. Mean is accepted as any starting point of analysis of any research. The formula to count mean is:

$$\Sigma X$$

$$\text{Mean} = \frac{\Sigma X}{N}$$

$$N$$

1.3.1 Calculation of Means of the overall Pre-test and Post-test scores for the present study is as under.

Table 4.1

(Pre-test)	(Post-test)
1246	1533
Mean = $\frac{1246}{50} = 24.92$	Mean = $\frac{1533}{50} = 30.66$
50	50

Table 4.2

Mean Values		
Pre-test	Post-test	Difference
24.92	30.66	5.74

The above shown Mean scores of Pre-test and Post-test make it clear that the learners have achieved more scores in Post-test compared to Pre-test. Therefore, the Mean score of Post-test clearly states that the learners have shown development in all the chosen components taken into consideration for the present study. The difference between Pre-test and Post-test scores for the present study is 5.74 which is remarkable.

The achieved scores state that the use of online tools for developing academic writing is useful and should be encouraged. Graphical representation of the Mean scores of Pre-test and Post-test are as under.

- Graphical presentation showing comparison of Mean scores of Pre and Post- tests.

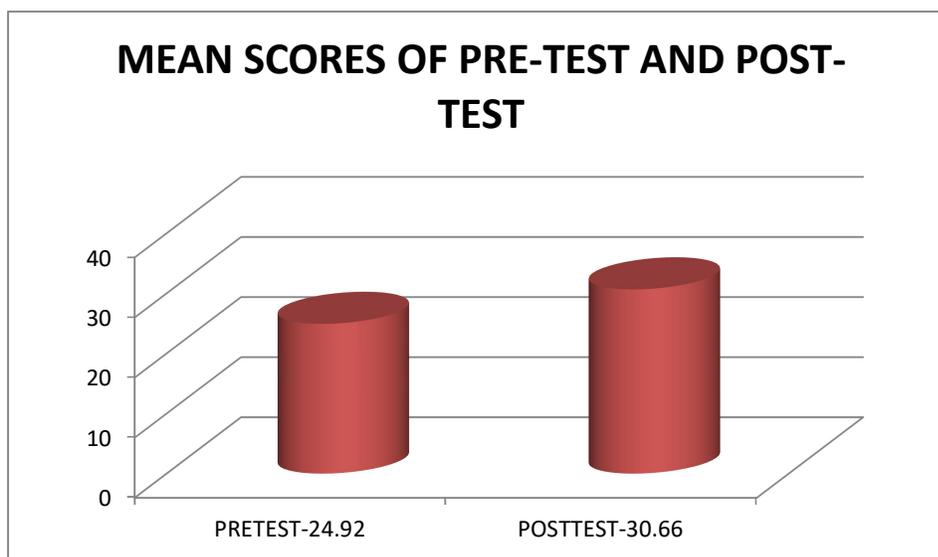


Figure 4.1

4.3.2 Calculations of Mean scores of the selected five components of writing Skills for the present study viz. Idioms, Cohesive Devices, Punctuations, Prepositions, Vocabulary.

4.3.2.1 Mean Calculations of Idioms:

Idioms are a prerequisite for academic writing. However, it hardly is used in academia. It adds value to one's writing and therefore the present study focused on understanding various usages of idioms in academia. The Pre-test and Post-test scores show that students have developed a habit of inculcating idiomatic expression in writing. The calculations for Mean of usages of Idioms in Pre-test and Post-test are as follows.

Table 4.3

	(Pre-test)	(Post-test)
	228	302
Mean =	-----	-----
	50	50
	= 4.56	= 6.4

Table 4.4

Mean Values		
Pre-test	Post-test	Difference
4.56	6.4	1.84

- Graphical presentation showing comparison of Mean scores of Pre and Post tests.

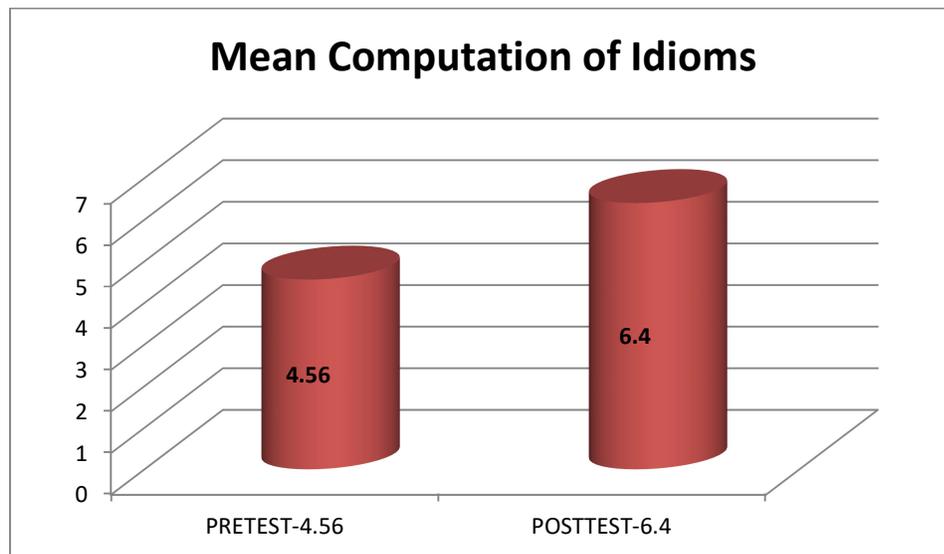


Figure 4.2

4.3.2.2 Mean Calculations of Cohesive Devices:

Cohesive Devices play an ample role in providing the text with cohesion without which comprehension becomes complicated. Most times cohesive devices get used to initiate a new sentence. Considering its importance the present research study attempted to study the effect of online tools in enabling the learners start using cohesive devices accurately with appropriateness. The Mean calculation of cohesive devices in Pre and Post- tests is as mentioned below.

Table 4.5

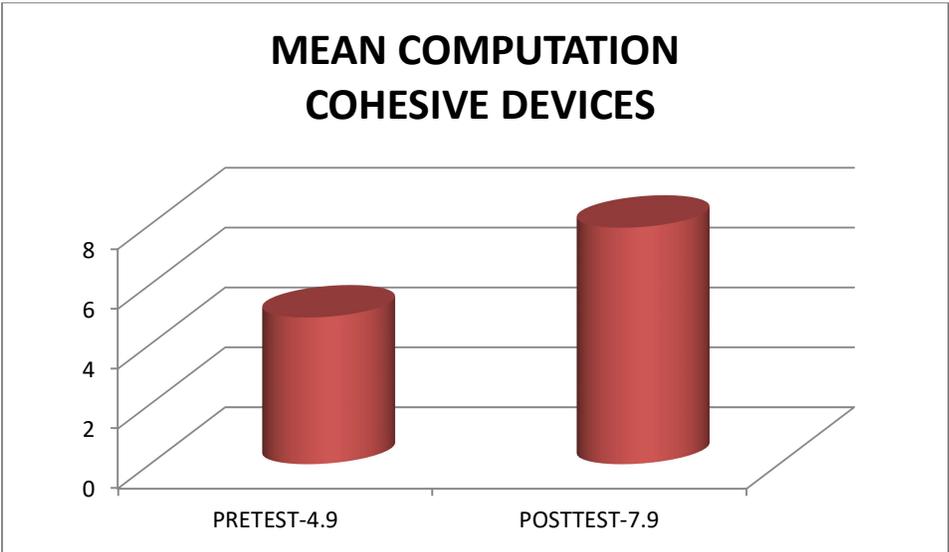
(Pre-test)	(Post-test)
245	395
Mean = $\frac{245}{50} = 4.9$	Mean = $\frac{395}{50} = 7.9$
50	50

Table 4.6

Mean Values		
Pre-test	Post-test	Difference
4.9	7.9	3

- Graphical presentation showing comparison of Mean scores of Pre and Post-tests.

Figure 4.3



4.3.2.3 Mean Calculations of Punctuations:

Appropriate use of punctuations has always remained a big question with students related with technical education. Therefore, as per the need of the present research punctuations were focused too. Throughout the study it has been found that students during the pretest and in a few initial write-ups over online tools were making use of basic punctuations only. A period and comma were the most used punctuation marks. Hardly there was any use of colon or semicolon etc. However, it was noticed during the later exercises that gradually students started learning the appropriate use of them and a few of the answers from learners were showcasing excellent use of many components of punctuations. Mean achievement scores of Pre-test and Post-test of Punctuations are as follow.

Table 4.7

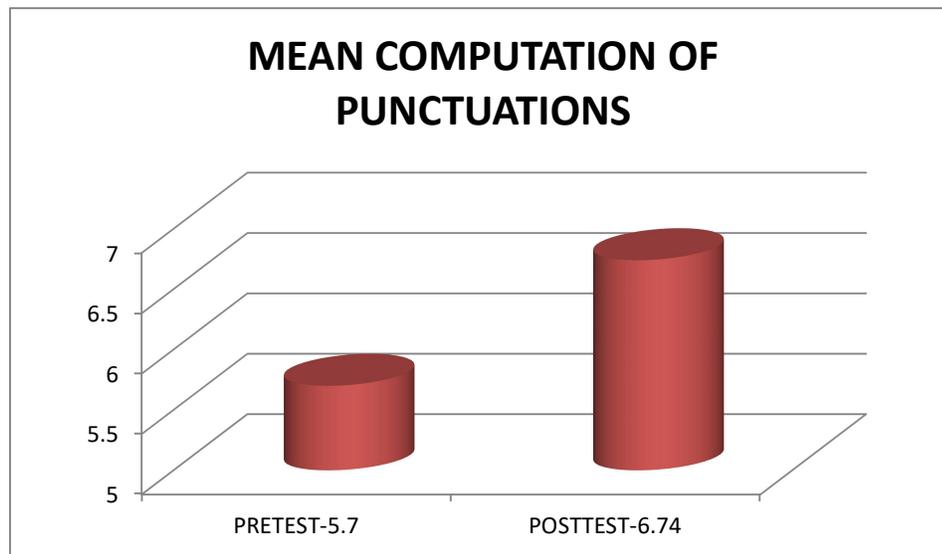
(Pre-test)		(Post-test)	
	285		337
Mean	=----- = 5.7	Mean	=----- = 6.74
	50		50

Table 4.8

Mean Values		
Pre-test	Post-test	Difference
5.7	6.74	1.04

- Graphical presentation showing comparison of Mean scores of Pre and Post-tests.

Figure 4.4



4.3.2.4 Mean Calculations of Vocabulary:

Vocabulary plays an important role in expressing ideas in appropriate manner. Lack of it results into limiting one in achieving the targeted outcome. Considering the same the researcher tried to study the effect of online tools over learner’s use of vocabulary. Computation of Mean scores of Pre-test and Post-test of Vocabulary is as under.

Table 4.9

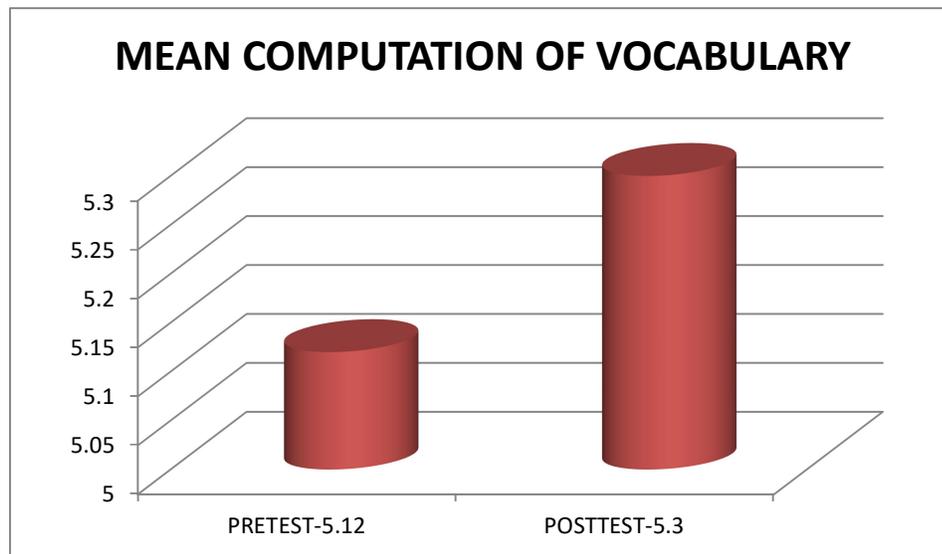
	(Pre-test)	(Post-test)
Mean	$\frac{256}{50} = 5.12$	$\frac{265}{50} = 5.3$

Table 4.10

Mean Values		
Pre-test	Post-test	Difference
5.12	5.3	0.18

- Graphical presentation showing comparison of Mean scores of Pre and Post-tests.

Figure 4.5



4.3.2.5 Mean Calculations of Preposition:

Importance of preposition to the use of English language is indisputably supreme. Inappropriate use of it may result into misleading outcome. Hence, the present research study strived to study the development of prepositional use appropriately through online discussion tools. Calculation of the same is as under.

Table 4.11

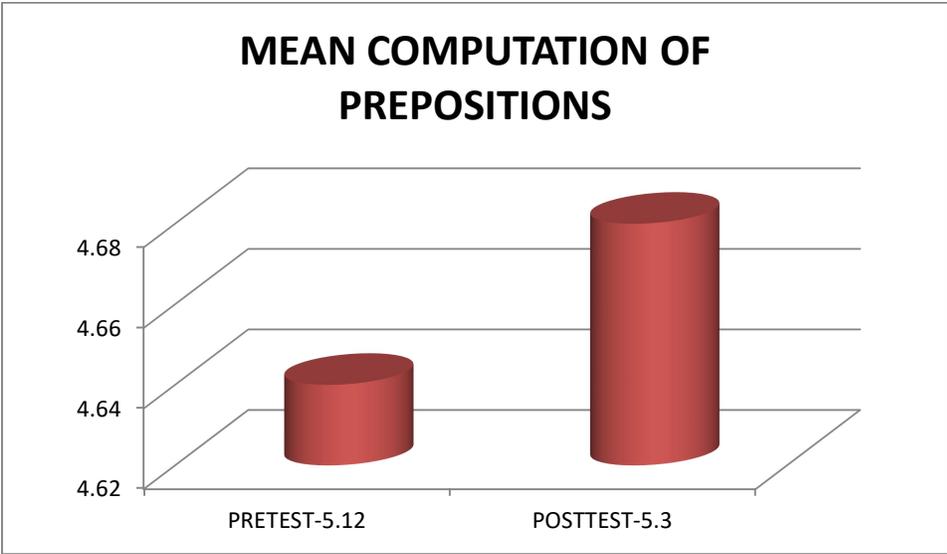
(Pre-test)		(Post-test)	
Mean =	$\frac{232}{50} = 4.64$	Mean =	$\frac{234}{50} = 4.68$

Table 4.12

Mean Values		
Pre-test	Post-test	Difference
4.64	4.68	0.04

- Graphical presentation showing comparison of Mean scores of Pre and Post-tests.

FIGURE 4.6



4.4 Median

Researchers use Median in research studies as it shows the middle value of distribution when they are arranged in ascending order. The formula to count Median is $\{(n + 1) \div 2\}$ th. Median helps the researcher to understand the centre of a numerical data set.

1.4.1 Calculation of Median of the overall Pre-test score for the present study is as under.

TABLE 4.13

(Pre-test)	(Post-test)
52	58
Median = $\frac{52 + 52}{2} = 26$	Median = $\frac{58 + 58}{2} = 29$
2	2

TABLE 4.14

Median Values		
Pre-test	Post-test	Difference
26	29	3

The above calculations of Median show the middle of the set values. In pre-test Median score was 26 whereas in the post-test it has become 29. Therefore, it can be ascertained that students have learnt positively through the online tools and due to which they have scored high in the post-test which even becomes visible through the counting of median. Graphical representation of the Median scores of Pre-test and Post-test are as under.

- Graphical presentation showing comparison of Median scores of Pre and Post-tests.

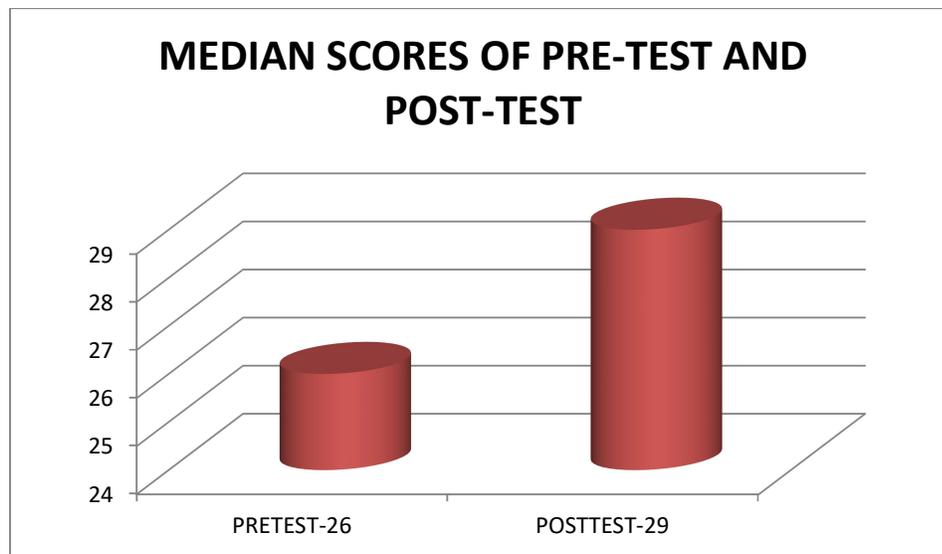


FIGURE 4.7

1.4.2 Calculations of Median scores of the selected five components of writing Skills for the present study viz. Idioms, Cohesive Devices, Punctuations, Prepositions, Vocabulary.

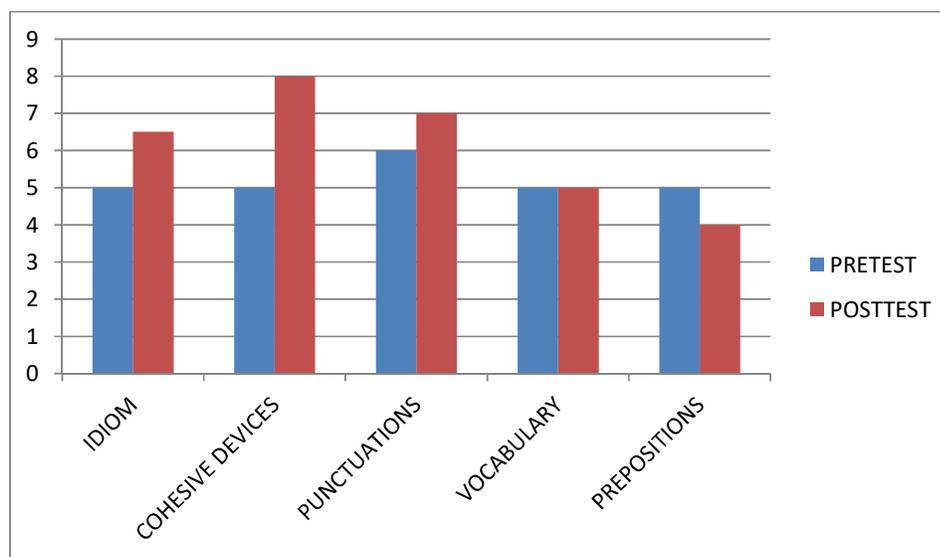


FIGURE 4.8

TABLE 4.15

Pretest	5	5	6	5	5
Posttest	6.5	8	7	5	4
Components	Idioms	Cohesive Devices	Punctuations	Vocabulary	Prepositions

4.5 Mode

Mode shows the number which is frequently occurring in the entire set of values. It is a way of capturing important information about a random variable. In the pretest the calculations for Mode make it clear that the number which is has occurred the maximum time in pretest scores is 26. It is repeated 5 times. It states that 7 samples of the study have received 26 marks equally in the pre-test. On the other hand the post-test scores make it explicit that 7 students have received 26 marks equally. This result again proves that more number of students have become able to achieve more marks in the post-test after learning through online tools. Graphical representation of the Mode of Pre-test and Post-test are as under.

- Graphical presentation showing comparison of Mode scores of Pre and Post-tests.

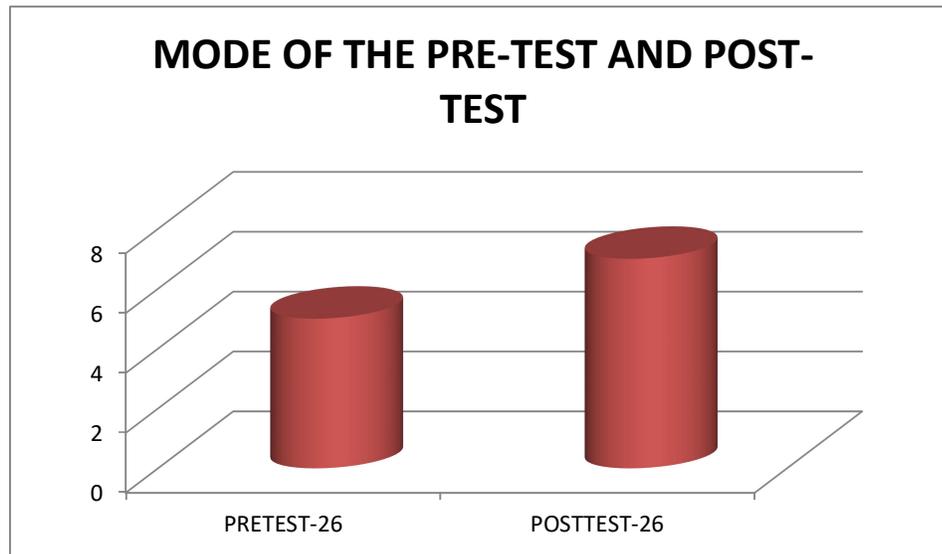


FIGURE 4.9

4.6 T-test analysis

Any experimental study's outcomes must be evaluated on the grounds of t-test. It is one of the statistical techniques where the mean scores of final outcomes of every parameter and the overall outcome scores of pre and post-test get compared and the significance level of difference achieved through intervention treatment can be availed. T-test should be applied where:

- The overall population is normally distributed.
- Sample observations are independent.
- Size of the sample is limited and generally small.

Analysis of the T-test and thereby testing of Null hypothesis is as below.

H₀₁: there is no significant difference between the mean scores of pretest and post test in the use of idiomatic expression:

H₁₁: The mean score for the use of idiomatic expression in the post-test is significantly greater than that of the pre-test.

Conclusion: The p-value for t-test is 0.00143 which is less than 0.05% which is significant. Therefore, the researcher rejects the null hypothesis at 5% level of significance i.e. the mean scores for the use of idiomatic expression in the post-test is significantly greater than that of the pre-test. Moreover, it can be said that the intervention has developed learners' use of idiomatic expressions in writing.

H₀₂: There is no significant difference between the mean scores of pretest and post test in the use of Cohesive Devices.

H₁₂: The mean score for the use of Cohesive Devices in the post-test is significantly greater than that of the pre-test.

Conclusion: The p-value for t-test achieved is 7.31356E-10 that is less than 0.05 which is significant. Therefore, the researcher rejects the null hypothesis at 5% level of significance. Hence, the mean score for the use of cohesive devices in the post-test is significantly greater than that of the pre-test. Moreover, it can be said that the intervention has developed learners' use of cohesive devices in writing.

H₀₃: There is no significant difference between the mean scores of pretest and post test in the use of Punctuations.

H₁₃: The mean score for the use of Punctuations in the post-test is significantly greater than that of the pre-test.

Conclusion: The p-value for t-test achieved is 5.05178E-05 that is less than 0.01 which is highly significant. Therefore, the researcher rejects the null hypothesis at 5% level of significance. Hence, the mean score for the use of punctuations in the post-test is significantly greater than that of the pre-test. Moreover, it can be said that the intervention has developed learners' use of Punctuations in writing.

H₀₄: There is no significant difference between the mean scores of pretest and post test in the use of Vocabulary.

H₁₄: The mean score for the use of Vocabulary in the post-test is significantly greater than that of the pre-test.

Conclusion: The p-value for t-test achieved is 0.333824 that is more than 0.05 which is not significant. Therefore, the researcher accepts the null hypothesis at 5% level of significance. Hence, the mean score for the use of Vocabulary in the post-test is not significantly different from that of the pre-test. The availed results are sufficient enough in stating that the intervention offered by the researcher through online tools have affected the development of Vocabulary less in comparison with the other selected components of writing skills viz. idioms, cohesive devices and punctuations.

H₀₅: There is no significant difference between the mean scores of pretest and post test in the use of Prepositions.

H₁₅: The mean score for the use of Vocabulary in the post-test is significantly greater than that of the prepositions.

Conclusion: The p-value for t-test achieved is 0.46189228 that is more than 0.05 which is not significant. Therefore, the researcher accepts the null hypothesis at 5% level of significance. Hence, the mean score for the use of Prepositions in the post-test is not significantly different from that of the pre-test. The availed results are sufficient enough in stating that the intervention offered by the researcher through online tools have affected the development of Prepositions less in comparison with the other selected components of writing skills viz. idioms, cohesive devices and punctuations.

H₀₆: there is no significant difference between the mean scores of pretest and post test in the overall development of all the selected five components of writing skills.

H₁₆: The mean score of all the selected five components of writing skills in the post-test is significantly greater than that of the pre-test.

Conclusion: The p-value for t-test is 1.47145E-06 which is less than 0.05% which is highly significant. Therefore, the researcher rejects the null hypothesis at 5% level of significance i.e. the mean score of all the selected five components of writing skills in the post-test is significantly greater than that of the pre-test. Therefore, it is apt to state that the intervention has developed learners' writing skills.

4.6.1 Explanation over H₀₄, H₁₄H₀₅, H₁₅

Among the chosen five selected components for the present study viz. Idioms, Cohesive Devices, Punctuations, Prepositions and Vocabulary it is the last two components viz. Prepositions and Vocabulary upon which the treatment or intervention by the researcher have shown less impact. However, the other three components have shown positive impact. Therefore, it is very apt to state that learners are not benefitted by the intervention in terms of development of Prepositions and Vocabulary. There are multiple probable reasons of these different impacts which are as under.

- Among all the five components prepositions and vocabulary were the two components which were very common components of English. Users of English are must to use prepositions and vocabulary in any contexts. Therefore, it is to be assumed that there was enough knowledge of these two components among the learners. Hence, the gap of development was very narrow. The other three components i.e. Idioms, Cohesive Devices, and Punctuation are not very common. Expert users of English are said to be made use of these but they are difficult for the first year students. Therefore, there was enough vacuum for students to seek development. The results achieved of the study have shown the same.
- It is said that inclination towards learning novel things always results positive. Learners of different background were internally motivated in learning novel usages of idiomatic expressions and so was the case for Cohesive Devices and Punctuations. However, Prepositions and Vocabulary were already in practise by the learners. Hence, it was the inclination of learning novel things and not the known things to be practised have played a vital role in not showing sufficient development in terms of prepositions and punctuations.
- Interest also plays a very vital role in learning something new. Hence, one of the probable reasons playing active role might be interest of the learners.
- The received results also bring to reality that the upcoming researches attempting to sooth development over prepositions and vocabulary should come out with novel ideas of implementing intervention accurately.
- Irrespective of statistics, it is apt to state that it is difficult to achieve a dramatic change in the learners. Therefore, it is to accept that long term exposure in the appropriate manner may result positive.

- Students might not have received sufficient opportunities to drill these two areas during the intervention period. Along with this learners are expected to have sufficient level of connotative skills concerning decision making and problem solving nature to achieve correct comprehension.
- One of the chief reasons is participation in the study. It is likely to understand that the more one practises the better one becomes. Due to one or the other reasons lack of active and passive participation has played a very major role in showing less development in Vocabulary and Prepositions.
- It is therefore to be accepted that these two less developed writing skill components cannot be developed indirectly through only an online touch. The online learning must be accompanied with a personal touch with the teacher offline too.

4.7 Chi-Square test Analysis

This is one of the tests under the big umbrella of Statistics explaining the independence of two groups. Such groups may be consisting of Male/Female group or Urban/Rural background group etc. The present study had two experimental groups belonging to urban and rural localities each. The findings of the Chi-Square test for the present study are as under.

TABLE 4.16

Before Intervention/Treatment								
Table of Observed Frequencies				Table of Expected Frequencies				
	<M	M>	Total		<M	M>	Total	
Urban	20	18	38	Urban	19.76	18.24	38	
Rural	6	6	12	Rural	6.24	5.76	12	
Total	26	24	50	Total	26	24	50	

The p-value for Chi-Square test before the treatment is **0.873613** which is more than 0.05 at 5% level of significance. Therefore, it is to conclude that it is not significant which simply implies that the performances of both the groups are independent of Urban and Rural localities.

TABLE 4.17

After Intervention/Treatment								
Table of Observed Frequencies				Table of Expected Frequencies				
	<M	M>	Total		<M	M>	Total	
Urban	19	19	38		Urban	19.76	18.24	38
Rural	7	5	12		Rural	6.24	5.76	12
Total	26	24	50		Total	26	24	50

The p-value for Chi-Square test before the treatment is **0.614454331** which is more than 0.05 at 5% level of significance. Therefore, it is to conclude that it is not significant which simply implies that the performances of both the groups are independent of Urban and Rural localities.

4.8 Analysis of Questionnaire

It is very true that while responding to the questions the samples sometimes answer without being bothered of the correctness of the given answer. Many-a-times it so happens that students answer questions without understanding or even without reading questions. Therefore, questionnaire is a useful tool to validate the given answers. It is an easy mode of answering from sample's point of view. The present research study inculcated a questionnaire having 11 close ended questions and 03 open ended questions. The responses of the close ended questions were arranged on a Linkert Scale. The gathered data and its scrutiny along with analysis are as follows.

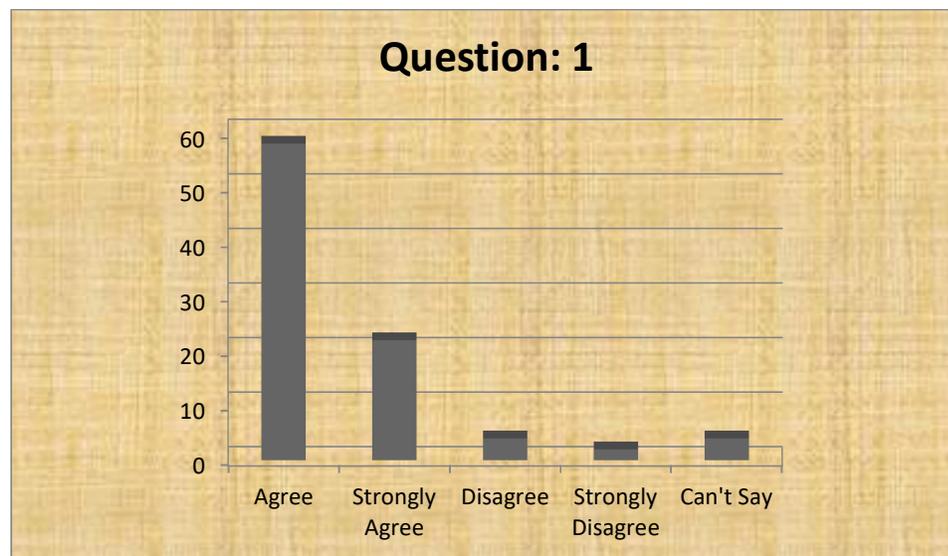
Question No: 01

I believe that the material has improved my writing skill.

TABLE 4.18

Responses	Frequencies	Percentage
Agree	29	58
Strongly agree	11	22
Disagree	04	8
Strongly disagree	02	4
Can't say	04	8
Total	50	100

The question aimed at understanding the utility and standardization of the material used. The received responses make it explicit that 58% of students have agreed to this question and 22% of students have strongly agreed to this question. The cumulative percentage of the first two options is 80% which is higher than the rest three options. It suggests that majority of the learners have developed their writing skill. Explanation of the same is represented below in the given chart.

**FIGURE 4.10**

Question No: 2

I believe that quality of material was standard enough.

TABLE 4.19

Responses	Frequencies	Percentage
Agree	11	22
Strongly agree	19	38
Disagree	12	24
Strongly disagree	06	12
Can't say	02	04
Total	50	100

This question aimed to understand the quality of the material. As the present research intended to develop writing skill the quality of written material had to be at par of student expectation. 70% learners have said that the quality of material was good and fit to the need of the study whereas 30% learners said that material could have been a bit better.

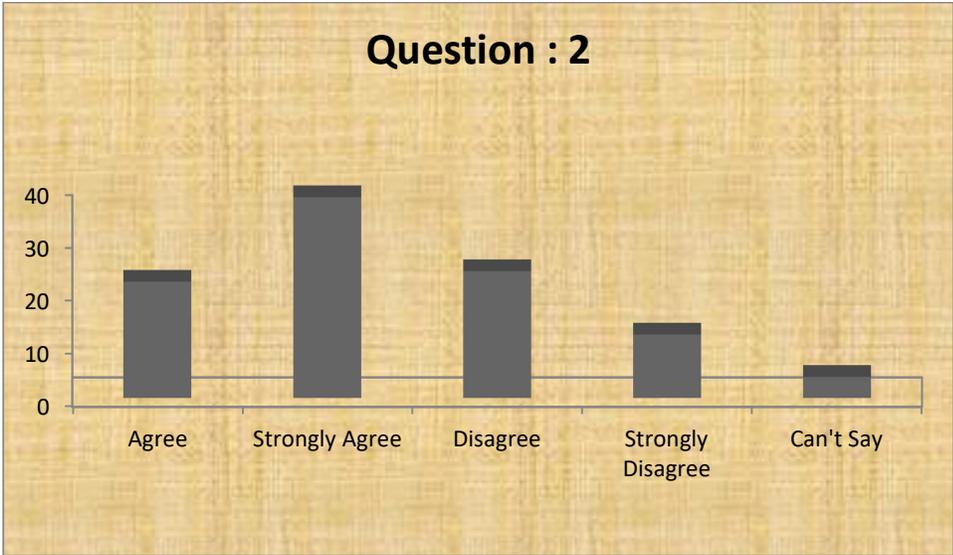


FIGURE 4.11

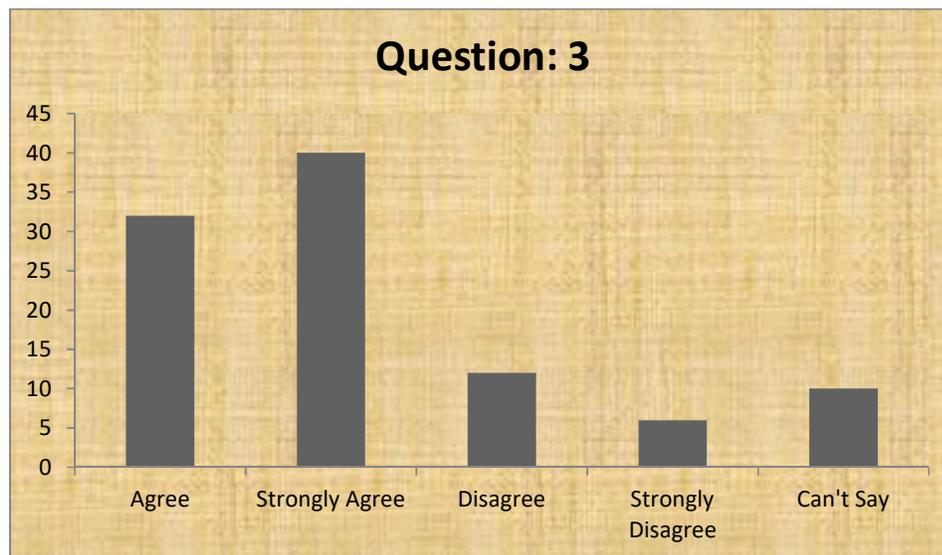
Question No: 3

I believe that the material was well organized and graded.

TABLE 4.20

Responses	Frequencies	Percentage
Agree	16	32
Strongly agree	20	40
Disagree	06	12
Strongly disagree	03	06
Can't say	05	10
Total	50	100

The third question of questionnaire focused on understanding the difficulty level of the material. Material which is to be implemented for the research purpose should be according to the level of the learners. Too easy or too difficult material may not achieve its purpose. 72% of the overall learners have agreed and strongly agreed that the material was well organized and graded nicely.

**FIGURE 4.12**

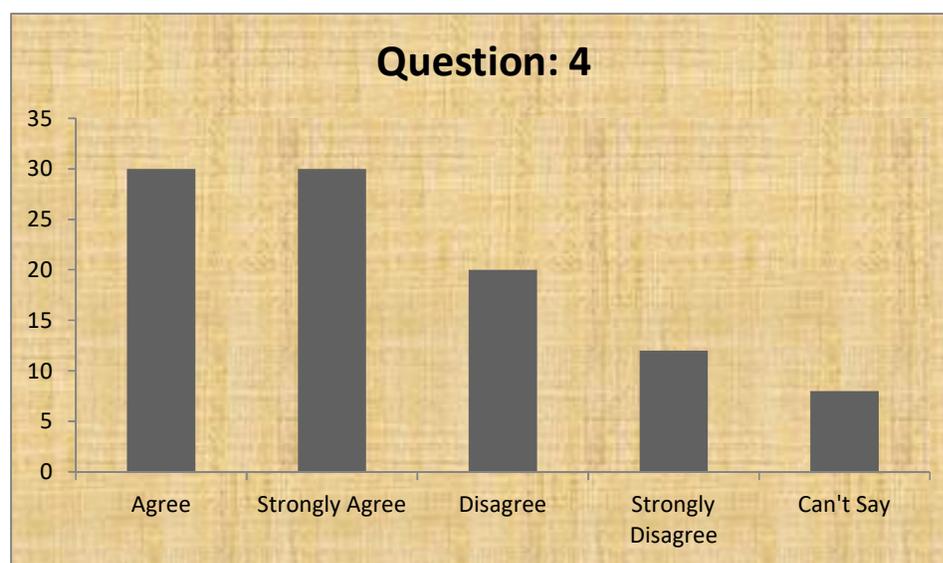
Question No: 4

I think the materials covered all the selected writing skill components.

TABLE 4.21

Responses	Frequencies	Percentage
Agree	15	30
Strongly agree	15	30
Disagree	10	20
Strongly disagree	06	12
Can't say	04	08
Total	50	100

Research material should do justice with all the components irrespective of the components identity and level of difficulty of use. Therefore, the researcher asked this question to understand the opinion of the learners whether all the selected components have been given equal opportunity to be drilled or not. 60% of the overall sampling has said that all the components have been given equal chance to be drilled whereas 32% of students found that there was a chance of balancing the use of all the five components. The remaining 8% percentage students said that they got confused and therefore remained neutral by opting for 'can't say' option.

**FIGURE 4.13**

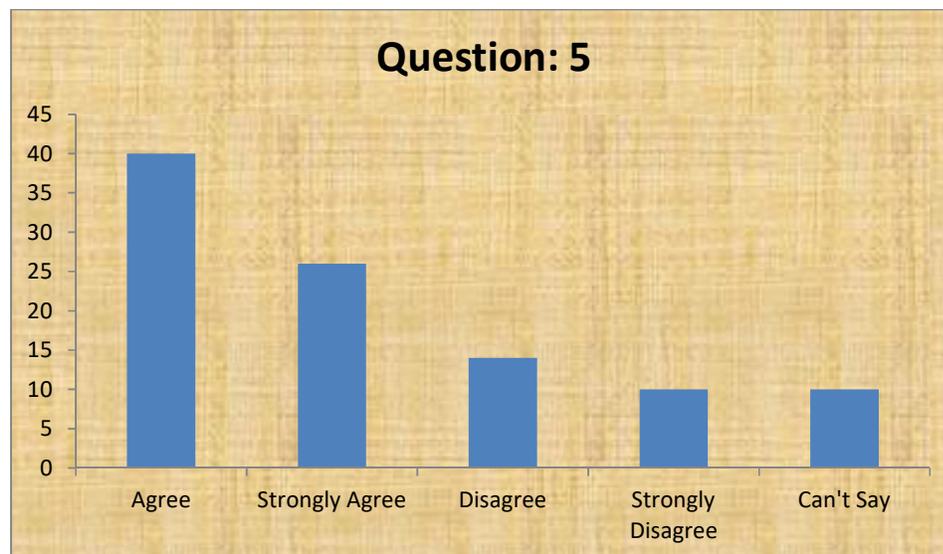
Question No: 5

I think that the tasks of all the articles were very well organized.

TABLE 4.22

Responses	Frequencies	Percentage
Agree	20	40
Strongly agree	13	26
Disagree	07	14
Strongly disagree	05	10
Can't say	05	10
Total	50	100

The fifth question of the questionnaire aimed to understand whether the tasks of the articles were well organized or not. The learners have found that the tasks were organized enough to offer challenging opportunities to drill their writing skill. Therefore, 66% students have agreed or strongly agreed and have said that the material was organized. 24% of students were of the view that tasks were not organized and the remaining 10% students said that they could not decide.

**FIGURE 4.14**

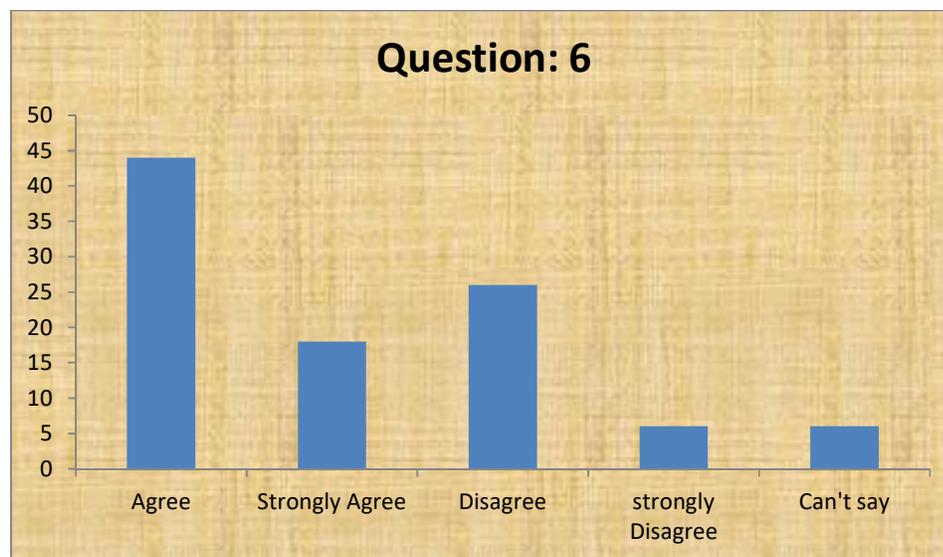
Question No: 6

I think I have developed a capacity to use cohesive devices at appropriate place.

TABLE 4.23

Responses	Frequencies	Percentage
Agree	22	44
Strongly agree	09	18
Disagree	13	26
Strongly disagree	03	06
Can't say	03	06
Total	50	100

This question was asked to know whether the intended skill is developed or not. Out of the overall sampling of the study 62% have said that their skill of using cohesive devices at appropriate place with accuracy have been affected and they feel confident in its use. The implication brings to knowledge that the learners have understood the role of cohesive devices into any write-up.

**FIGURE 4.15**

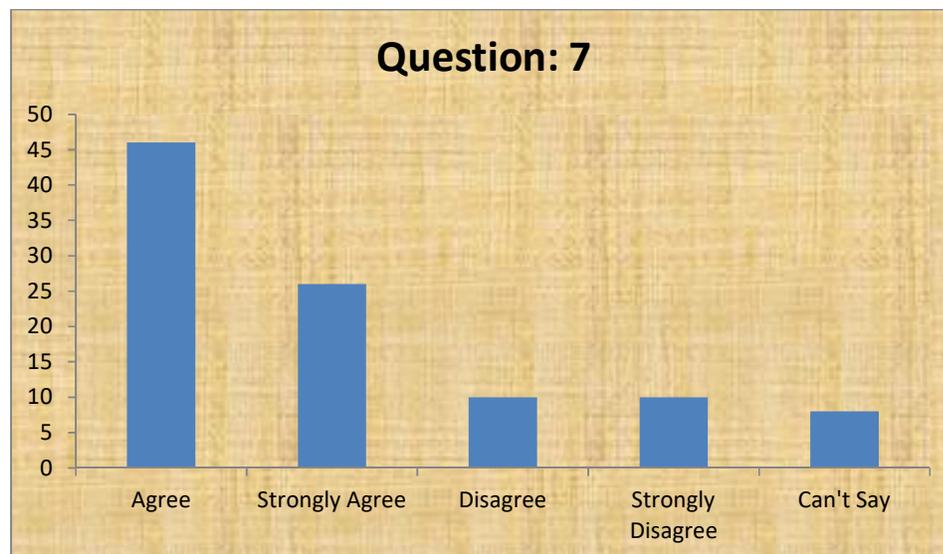
Question No: 7

I think I have developed ability of using Idioms while writing in English.

TABLE 4.24

Responses	Frequencies	Percentage
Agree	23	46
Strongly agree	13	26
Disagree	05	10
Strongly disagree	05	10
Can't say	04	08
Total	50	100

Idioms are an inevitable part of academic writing. It enriches the language. Therefore, the present research gave importance to it and was chosen to be studied. The present question from the questionnaire focused on understanding the views of learners whether they have learnt the effective usages of idioms or not. 72% of students have said that their writing ability has been enriched with idiomatic expressions and therefore, they have agreed and strongly agreed to the fact that they have learnt the art of using idioms in their writing.

**FIGURE 4.16**

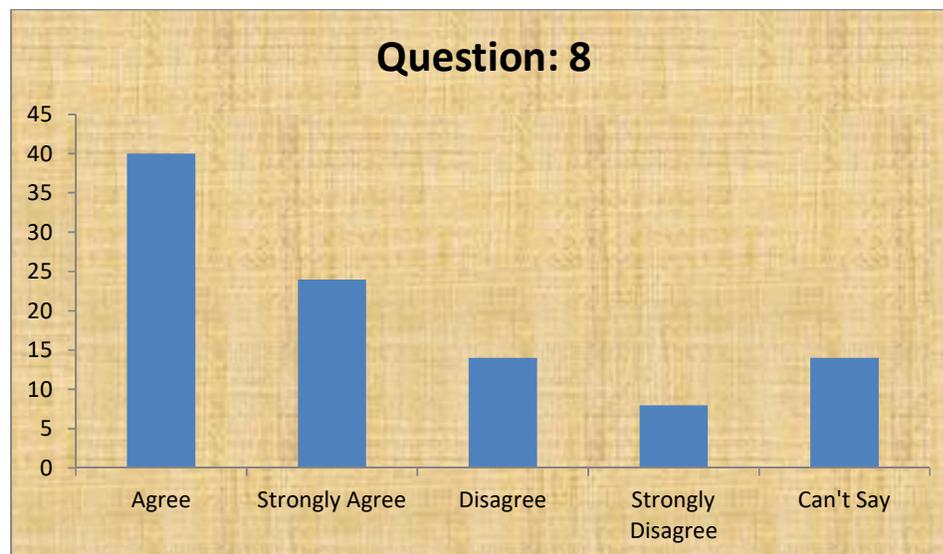
Question No: 8

I think I have developed sufficient knowledge to understand punctuation errors during the drafting of any passage.

TABLE 4.25

Responses	Frequencies	Percentage
Agree	20	40
Strongly agree	12	24
Disagree	07	14
Strongly disagree	04	08
Can't say	07	14
Total	50	100

Punctuations are very vital while one writes. They give meaning to words. Question number 8 of the questionnaire was designed to understand learners' views about their progress in terms of usage of punctuations. 64% of overall samplings have said that their ability is influenced by this research and now they feel confident in making appropriate use of punctuations.

**FIGURE 4.17**

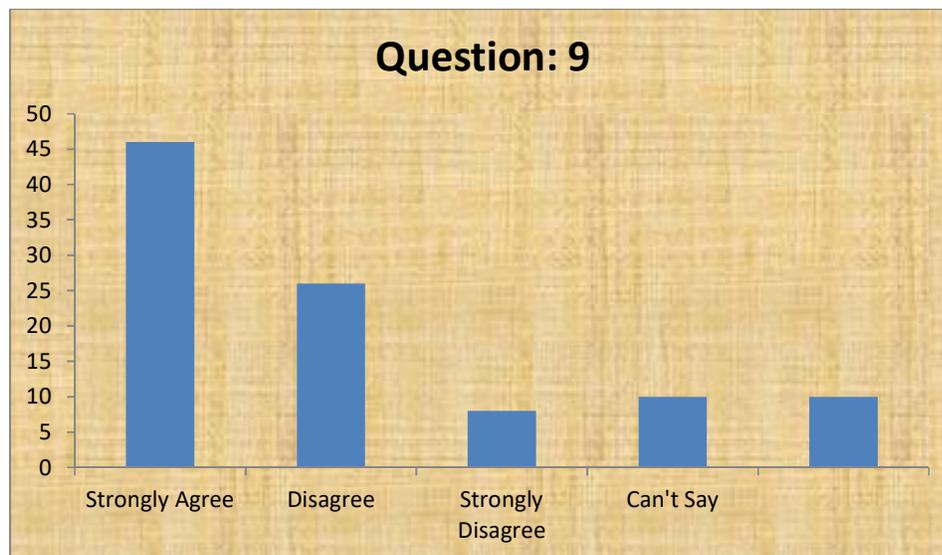
Question No: 9

I think I have developed sufficient knowledge to use prepositions accurately.

TABLE 4.26

Responses	Frequencies	Percentage
Agree	23	46
Strongly agree	13	26
Disagree	04	08
Strongly disagree	05	10
Can't say	05	10
Total	50	100

Question no 9 aimed to understand learners' views about the use of prepositions. Surprisingly 72% of the learners have said that their ability of using prepositions have been affected with this study and now they feel more confident in making excellent use of prepositions. 18% percentage of students have said that their ability of using prepositions have not been affected and has remained the same. 10 % of learners could not take a stand. However, majority of the learners have agreed to the fact that this online study has affected their writing ability with special reference to prepositions.

**FIGURE 4.18**

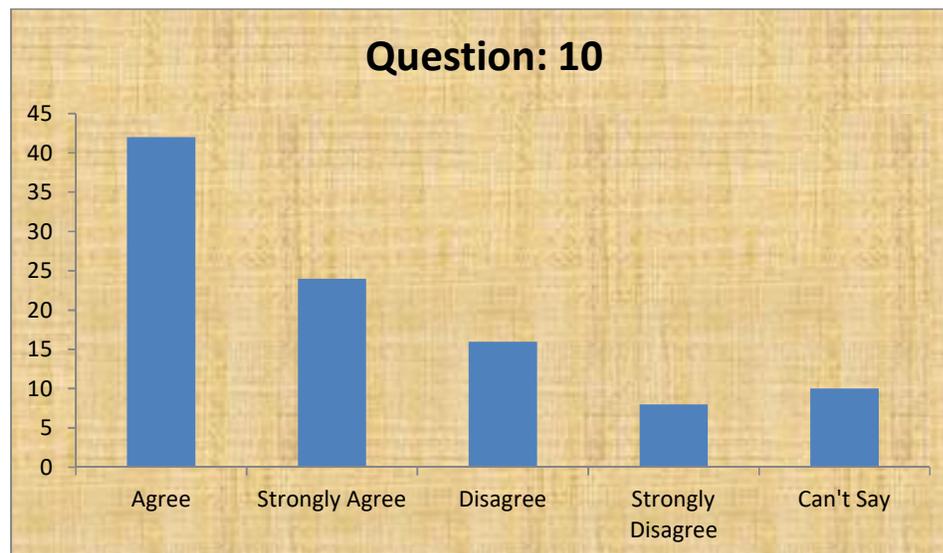
Question No: 10

Learning through Blog has improved my writing skill.

TABLE 4.27

Responses	Frequencies	Percentage
Agree	21	42
Strongly agree	12	24
Disagree	08	16
Strongly disagree	04	08
Can't say	05	10
Total	50	100

Question 10 of the questionnaire was asked to understand whether the online tool Blog has played any role in developing their writing ability or not. 66% of the learners have said that blog has played an important role in making them feel confident about their writing abilities. It seems that endless attractions of Blogs must have fascinated the learners and subsequently their writing ability has been drilled.

**FIGURE 4.19**

Question No: 11

Learning through Google Group has improved my Writing skill.

TABLE 4.28

Responses	Frequencies	Percentage
Agree	22	44
Strongly agree	13	26
Disagree	09	18
Strongly disagree	03	06
Can't say	03	06
Total	50	100

The last open ended question of the questionnaire aimed to understand what effect the Google Group has shown over the writing capacity of the learners. 70% of the overall samplings have said that their writing capacity has been affected due to their being in touch with excellent writing over the Google Group. Collaborative approach of learning through this tool has played its role and therefore, has drilled the writing capacity of every individual.

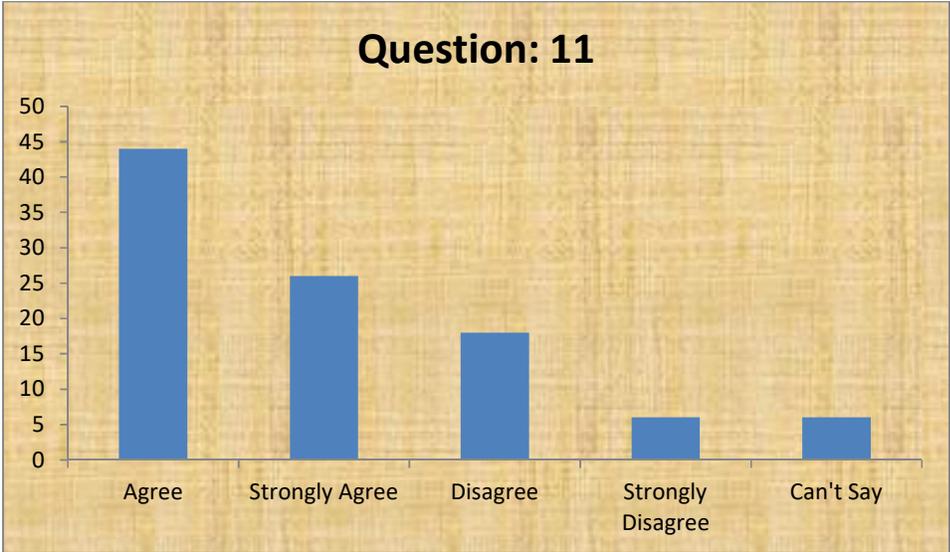


FIGURE 4.20

Question No: 12, 13 & 14 were open ended questions giving freedom to learners express their individual thought process.

12. Two things I liked the most about learning through Blog.
13. Two things I liked the most about learning through Google Group.
14. Two things I think need modification about the material used.

The first 11 questions being close ended did not give liberty to learners express freely. However, the last three questions brought to notice quality answers. Most learners have answered question number 12 and 13 whereas question no 14 has received less comments. The analysis of the open ended questions bring to knowledge that Blog and Google group both being online tools have played the role of stimulus. With their endless attractions and ability to produce opportunities, both the tools have provided a good and sufficient platform to language aspirants to make their writing effective. Majority of the learners were of the view that learning from the answers of others gave them insight of how to express ideas with different components of writing skill. Expectedly majority of the learners have said that the language could have been made a bit easier in the material. It was also reviewed that students have stated that topics should be chosen from their own syllabus so that learners do not feel that they run short of time in preparations for exams.

4.9 Qualitative Analysis

Qualitative analysis is as important as quantitative analysis. Hence, the present research study is analyzed qualitatively too through analyses of questionnaire and interpretations of interviews. The researcher has gone through all the answers and has tried to find out various errors committed by samples. Moreover, it is also observed that whether the committed errors have been rectified in the other answers or not. The researcher has also tried to identify the error pattern committed by the samples. It is also attempted to get to know whether the online learning tools have left its impact over the writing patterns or not. Whether the collaborative learning pattern has worked effectively and has brought any difference in language competency or not?

4.9.1 Analysis of students' comments over articles

In order to do qualitative analysis it was must for the researcher to go through the answers of learners written over the selected online tools viz. Google Group and Blog. The researcher has found a sort of similar pattern of doing errors in multiple answers of different learners. Some of the examples have been written below for better understanding. All the below examples bring to light that at some stage learner were ignorant of the fact that cohesive devices are mostly followed by a comma. Most of them get used to initiate any sentence. They can never be used as a conjunction. However, it was noticed that majority of students had the habit of using them as connectors.

TABLE 4.29

Comment by: Patel Rutvik over article number 11 dated Aug. 3, 2018
“Yes, cricket is the second religion of India. Because all young persons and small children are like to play cricket. They give first opportunity to cricket for outdoor games. According to me, I like T20. Because in this type of match there is so short time to big score.”
Comment by: Sher Singh over article number 10 dated May, 3, 2018
The main reason of men's leaving paradise is the responsibility and promise which is given by the god that forbidden apple can be eaten by both. After sometime that evil Satan come up from unconsciousness which is beaten by the lord for demanding equal rights and powers as they have and wanted revenge from the lord . But he perfectly knew...

However, gradually learners due to collaborative learning efforts learnt the idea that connectors should not be used to commence a sentence. Refined use of such language have also been noticed which are drafted below.

Respondent No: 1**TABLE 4.30**

Comment by: Patel Rutvik over article number 12 dated Sep. 3, 2018
“As per my think education is not remove but changes on today’s education system. Reservation is one of the most problem of weak education and system. Nowadays open category students don’t getting best knowledge and lower cast students getting easily higher education because of they ...”
Analysis by the Researcher: It is worthy to be noticed that in the earlier responses the learner was making use of connectors to start a new sentence. Gradually the learner had come to know that connectors are used to join two words, phrases and sentences. It is cohesive devices which are to be used to start a new sentence. Therefore, he has made an excellent use of ‘nowadays’ to start a new sentence.

Respondent No: 2**TABLE 4.31**

Comment by: Sher Singh over article number 11 dated Aug. 3, 2018
“According to me in India cricket is treated as a second religion in which there is no discrimination among their selves. In early 19th century when British ruled in India, at that time cricket for Indians is like a platform from which they can fight, to show patriotism and respect for it. Therefore , whenever the match comes in between India against England it becomes more prestigious and excitement for them. However , if the match between Indian against Pakistan, then it turned into like a war and nobody wants to miss that match especially and also don’t want to see our team to losing against Pakistan, and when India have to face loss against Pakistan then it cause the frustration, anger in Indians. Therefore sometime they broke it own TVs, radios, etc. In India parents gift cricket bats, balls to their children at very early age and it is first toy from they played, in this the interest for cricket developing from childhood only.”

Analysis by the Researcher: It is worthy to note that the respondent has started using cohesive devices accurately with appropriateness. Moreover, it is also understood that cohesive devices are used to start any sentence and the words are to be followed by a comma. Out of the three instances the learner has followed the used cohesive device with a comma.

4.9.2 Interview Analysis

In order to strengthen the outcomes qualitatively interviews of 10 percentages of the samples were taken into consideration. The samples were of the opinion that it was altogether a different experience to them. They had never been exposed to digital learning before. Hence, all the interviewees agreed upon the thought of mingling of technology into pedagogy. They were of the opinion that it brings interest into learning. One of the interviewers brought to the notice that his language expertise would not have achieved so quick improvements if he had not taken part into this online learning programme. Moreover, interviewees have also given certain suggestions which are listed below.

- While tasks should have taken into consideration topics of their own syllabus.
- Some well-known tools should have been used such as Facebook or Whatsapp.
- Many times students felt that language was beyond their par.
- Moreover, they were also of the opinion that this type of bridge course should be developed and should be made compulsory with grades so that all the students can be benefited.
- They were of the view that apart from syllabus it becomes difficult for them to join any other academic activity.

Apart from the last suggestion the rest bring to knowledge that almost all the students have enjoyed taking part into this programme and more or less all have been benefited. Therefore, the researcher keeping the results of the questionnaire and interviews state that there is a strong need of bringing web-revolution for better and smooth functioning of academics.

4.10 Conclusion

The findings achieved through the scrutiny of the gathered data bring to knowledge that Blogs and Google Groups are good platforms for language drilling. Effective and long term inculcation may bring the desirable results. At the end of the study it is apt to state that both the tools have given good language practice to learners subsequently learners have benefited and feel confident in using the selected components in their upcoming writing endeavors.

CHAPTER – 5

FINDINGS, RECOMMENDATIONS AND SUGGESTIONS

5.1 Introduction

It is this chapter which deeply discusses the findings of the overall study and thereby offers suggestions and recommendations to the upcoming researches concerning same areas. It is the availed results which has been the source for the discussion of findings. Aspirant researchers will be benefited with the findings and suggestions.

5.2 Findings:

- Writing being the productive skill demand accurate and constant feedback. However, conventional mode of offering feedback may not be that effective which advanced manner may result. Advanced manner of feedback refers to feedback through technology which is in vogue.
- Writing being the most complex skill needs individual attention. Direct touch of the language expert either face-to-face or over technology is the need of hour.
- Remedial measures targeting specific component of writing skill certainly brings desirable results.
- Collaborative learning approach is required. Proper monitoring of learners' progress is intended for better language progress.
- Students indulge into technological study have different mind-set, needs and demands. Proper and appropriate exposure to their individual needs need to be catered.

Findings, Recommendations & Suggestions

- It is the responsibility of the language trainer or teachers to find out error pattern of individuals and thereby drilling should be targeted.
- It is found that majority of the learners wanted to know their errors and the ways of rectification. It is the role of the researcher, teacher, or language trainer to fulfil their demand.
- It was found that during the initial stage of the research student were answering according to their wisdom and language accuracy. However, gradually being in touch with the fellow learners and by watching their responses over Google Group and Blog gradually the writing style, pattern, way were affected and gradual language development got sooth.
- It was also noticed that at the initial stage learners came across hips of physical infrastructural, and time concerning difficulties. Therefore, it is the role of the researcher to see whether all the participants are taking active participation or not. If not then proper solution to their problem should be done.
- It was also found that at the initial stage students were encouraged enough of participating into something new. However, gradually the attention shifted towards their individual study needs too. This process affected the smooth functioning of online research. It was this period where the researcher's role doubles. The intervention or the treatment period should not be affected due to any reason. The researcher had to approach many learners individually.
- The passive learners need to be talked personally. Active participation is the sole need and hence by hook or crook participation is to be encouraged.
- It was found that learners enjoyed learning collaboratively in virtual discussions over blog and Google group learning. It was noticed that if someone tried to copy answers the group and source person discussed openly that individual answered is copied. This behaviour gradually brought autonomy amongst students.
- The targeted group being the 1st year students found doing grammar errors more. Slowly and steadily the end part of the research gave evidences that grammatical errors were somehow narrowed down.
- At the initial stage confidence in terms of self explanation was a major issue with students which gradually got evaporated. The study became evident of students' flourishing throughout the study.

Findings, Recommendations & Suggestions

- It is worthy to note that from the middle part of the treatment period the learners had started asking questions to each other by reading various responses. Consequently learners practised language which ultimately reacted positively to this study and also to learners individually.
- Learners learnt errors from their own write-ups and also from the answers from the other and tried to rectify the same in the upcoming answers.
- The study has proved that internal motivation can be triggered out in free atmosphere. Collaborative learning has resulted favourable to learners.
- It is worthy to understand that target and objective oriented learning always results positively.
- Collaborative learning over the online tools has confided the learners to become self learners. Learners became independent in terms of understanding of written material, demands of the tasks and their individual answers.
- Good material and effective implementation through online tools assisted to learners to understand what was expected from them. The learners played a very pivotal role throughout the study by playing their natural role.

5.3 Recommendation:

Research into English Language Teaching has always remained a hot potato. Researchers have been digging out the field and novel ideas are found to achieve linguistic and communicative competence. The present research study brings to knowledge the below given recommendations.

- Online study carries different context and environment. It is exactly opposite of face to face study with samples.
- Experimental study is heavily dependent on the participation of samples. Hence, selection should be done accordingly.
- There lies a danger of communication breakdown between researcher and the samples of the study.
- The process of bringing the passive learners on active path is difficult as students are not in real touch. Therefore, it is advisable that if any such study is undertaken in future it is advised that there should be a direct and constant touch of the researcher with the samples.

Findings, Recommendations & Suggestions

- Before commencing study with online platform it is required that researcher remains aware with the latest updates concerning the tools to be used for the study. It so happens that 21st century learners know better than the researcher. In such cases the status of the researcher comes under doubt.
- Experimental study should be framed by keeping the time period in mind. Students have lots of academic promises to be fulfilled.
- If the course work is implemented by making it a part of the syllabus or viva-voce examination students may take it positive.
- It is advised that timely evaluation of progress and participation is done by the researcher of the learners.
- Motivation and stimulation should be provided.
- Effective communication should be carried out so that students do not lose interest and should be encouraged by making the participants know the benefits that one is likely to avail through this study.
- The material should be eye-catching. Interest of the learners should be kept in mind. Moreover, it should be graded. Too low or too high standard material may lose its impact. It is the role of the researcher to see that jargons and ambiguous vocabulary are avoided.
- Researches if are evaluated both viz. qualitatively and quantitatively bring better and accurate outcomes. Hence, aspirant researchers are advised to carry out both.
- Evaluation should be carried out by standard usage of supportive tools.
- It is advised that before the initiation of the actual study piloting should be done.
- Every experimental study should be assisted both: qualitatively and quantitatively. Hence, it is suggested that such studies should be evaluated by both the methods.
- Pre-test and Post-test, should be carried out in the presence of the researcher. Special preparations of physical infrastructure should be carried out by the researcher.
- Experimental studies into English Language Teaching mostly are carried out by offering treatment to samples during course work. Hence, the material of course work needs to be prepared accurately under the inspection and supervision of the experts. Moreover, it should be authenticated by a panel of experts of the same field.

Findings, Recommendations & Suggestions

- Apart from this the subject matter should be taken from wide area concerning different field viz. social, political, technological, economical, literature, and sports etc.
- The course work material should provide equal and ample opportunity for language practise. The subsequent tasks should be thought provoking. Tasks should initiate a discussion amongst the learners.
- The role of feedback is most important. Students get directly affected by feedback of the researcher. It is the feedback part which is going to bring expected changes in the behaviour of learners in terms of the selected language sub skill. Hence, it should be provided on time with utmost accuracy. Students should get something new each time which he/she can practise thereafter.
- The feedback should target the particular error and error pattern. Individual attention certainly brings better outcomes.
- Feedback from the researcher should create an atmosphere for the learners to do self-correction and should lead them towards autonomy.
- Interaction amongst the fellow learners if triggered chances of better outcomes doubles.
- Level of the learners should be kept in mind before introducing any part of material to them.
- Subsequent tasks should be challenging to the level of learners.
- Researcher's use of language should strictly be academic as it is expected to be drilled of the students.

5.4 Suggestions for the learners:

- Participating learners should be clear about their role throughout the study.
- It is to understand by the learners that the study is going to assist them. It is the learners who are to be benefited.
- Conscious attention towards each part of study should be given appropriate and adequate time by the researcher.
- Learners' should work hard with proper attention.
- Learners should try to identify the writing pattern from the write-ups introduced by the researcher.
- Moreover, the learners should also start learning from the answers of fellow learners. Collaborative learning brings better outcomes.

Findings, Recommendations & Suggestions

- The drilled area of writing skill should be kept in practise in every next writing endeavour.
- Learners should understand that reinforcement brings better results.
- Learners should not repeat the same errors again and again.
- Self-analysis of one's own writing is required.
- Learners should be courageous enough of bringing to light any difficulty to the attention of the researcher.
- Doubts in terms of learning should be clarified before moving to next point.
- Learner should understand that they need to give active attention in the activities of the group. In no circumstances students should leave the group and thereby the group activities in between.
- Enthusiasm and interest are the two parameters playing vital roles. Hence, learners should keep both.
- Learners should understand that one learns better when one attempts to know the mistakes by self. Getting to know the errors and rectification of the same by individuals may result into better learning outcomes.
- It is worthy to understand by the learners that problems of any type are inevitable. Hence, one should start find the ways.

5.5 Conclusion

It is worthy to understand that the process of education runs on two wheels viz. teachers and learners. Hence, both are vital. Both should give equal, adequate and important time. Learning is not a one day process. It is a lifelong activity. It requires time.

The outcome of the study suggests that with proper cure, attention and by inculcation of new ideas and different platforms learning become attractive and fruitful. It is the need of the hour. Language practitioners should bring novel ideas to learners and learners should grab the opportunity of learning by both the hands.

Therefore, through the availed data, its scrutiny and implications it is to conclude that students' language learning can be moderated and taken to next level by effective learning strategies and technology can play a big and supportive role. Hence, it is advised that the syllabus makers, policy makers, experts, educationalists start thinking of the use of effective technology into pedagogy.

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Appendix A – Pretest

Time:

50

Total Marks:

Q.1 Use the below given idioms and frame a sentence.

Marks: 5

1. Beating around the bush
2. A hot potato
3. A piece of cake
4. The ball is in your court
5. Act of God

Q.2 Fill in the blanks with appropriate cohesive devices given in bracket.

Marks: 10

[besides, moreover, furthermore, in a nutshell, however, firstly, despite, undoubtedly, briefly, regardless]

_____, taking about India always excites me. Mark Twain on his world tour remarked that India is a land of hundred nations together. _____, being as big as the entire Europe together, it teaches the maxim of brotherhood. There are innumerable people who frequently comment that India is not a country worth living. _____, it is also said about India that it is the land of snake charmers. _____, it is not true. _____, if I am to introduce India, I rather would go on to say it is the land of great human values and principles to understand life and life beyond death. _____, that it is also a land of great saints who have given the world lessons of eternal peace. _____, how to hold hands of others for the betterment of humanity is the lesson that one gets when one visits India. _____, the land is so pure and pious that it keeps all the people of almost all the religion together like children of same mother. _____, to say that even people from abroad visit India to understand its dense culture and motherhood. _____, it is apt to state that if one wants to see the true colour of life one should visit India at least once.

Q.3 Below given is 10 pairs of sentences. Among each pair of sentences, one is correctly punctuated and the other is wrongly punctuated sentence. Select the correctly punctuated sentences and tick in the given box. Marks 10

1. The playground is highly regarded: pitch standards are high, the entry area is pleasant and the players are decent.
1. The playground is highly regarded; pitch standards are high, the entry area is pleasant and the players are decent.
2. Virat Kohli, Indian Captain, scored a century in his first match.
2. Virat Kohli, Indian Captain scored a century in his first match.
3. Pal could marry her – finally.
3. Pal could marry her – Finally.
4. Please! Don't read it.
4. Please don't read it.
5. Mr. S. Tendulkar is the best cricketer.
5. Mr. S Tendulkar is the best cricketer.
6. Rameela has hundred -rupee note.
6. Rameela has hundred rupee note.
7. Poona's mother-in-law is a singer.
7. Poona's mother in law is a singer.
8. It is a universal truth that "The Sun rises in the east."
8. It is a universal truth that "The Sun rises in the east".
9. They surely had a good time in London-the travellers enjoyed it.
9. They surely had a good time in London; the travellers enjoyed it.
10. The students exams are on Monday.
10. The student's exams are on Monday.

Q.4 Complete the below given passages using all the words given in bracket. Each word must be used. Marks 10

[performers, cultural, cuisine, free, structures, king, languages, carnival, hub, bureaucratic]

Vadodara is the _____ city of Gujarat. It is a remarkable city with many famous _____, gardens and historical places to visit. Lots of holiday-makers go to Laxmivillas Palace where the _____ lived during 20th century. Sayajirao Gaekwad III, the king made many public and _____ improvements in the region. The city has many visit able universities offering almost _____ education to the needy. The city is _____ of important industrial, cultural, and education. Many well known _____ display talent in the cultural city. Innumerable various _____ are practised. It is also the place for the taste birds to gratify their appetite with a large range of _____ to eat and enjoy. Numerous international _____ like Vadfest also get celebrated which really lives the title given to the city i.e. the cultural city of Gujarat.

Q. 5 Complete the story using below given prepositions. Each preposition should be used. Marks 10

(on, through, over, in, around, behind, across, under, about, at)

I sometimes wonder _____ my teacher. Sometimes she stands in front of the table; sometimes she stands _____ the table. As she gets tired, she seats _____ the table when she is excited she walks _____ the table. At times she stares _____ the students. I wonder does she look _____ the mind of students. May be she is pondering _____ our imagination. She when gets scared she puts her duster _____ the drawer but when she gets angry she throws _____ the class and because of that we hide _____ the table. Whatever she does, I am sure she thinks in her mind that it is none of our business.

Q.6 “A” refers to idioms and “B” refers to various situations. Find out the suitable idioms from “A” which best suits the situation given in “B” Marks 5

A

1. Out of the blue
2. Old Hand
3. Herculean task
4. Eye catching
5. As easy as ABC

B

1. Something which is easily identifiable.
2. Something which is very difficult.
3. Suddenly Katrina said no to Salman.
4. It is common anybody can do this task.
5. Dhoni’s presence morally killed the opposites.

Appendix – B - Post Test

Post-Test

Date: 00/00/0000

Time: 00.00 Noon

Total Marks: 50

Q.1 Use the below given idioms and frame a sentence.

Marks: 5

1. Cup of tea.
2. To judge a book by its cover.
3. Blessings in disguise.
4. By hook or by crook.
5. At the drop of a hat.

Q.2 Fill in the blanks with appropriate cohesive devices given in bracket.

Marks: 10

[firstly, naturally, moreover, in a nutshell, however, although, as far as, it is true, for instance, ironically]

The history of Indian cinema is age old. _____, it entertained the audience with silent movies in black and white mode which afterwards became coloured movies with voice. It is a hub of many stars. Beginning with Ashokkumar to Dilipkumar, and Anil Kapoor to Ranbir Kapoor all have showered the Indian film industry with lots of colours with their rare individual talents. _____, they all are masters in their stipulated genres their contribution to the other genres cannot be underestimated. _____, if one wants to shower in the rain of love one should watch Shahrukh and Kajol acting together in any role in any movie, DDLJ and Kuch Kuch Hota Hai are the sound examples of it whereas when one wants to enjoy ultimate dance one has to watch Hritik Roshan. The style, the steps, the elegance are some of the unavoidable and eye catching features of his dance. _____, if one wants to cherish serious acting one should watch Irfan Khan, today no other actor can come even near to him. Among these all my

favourite superstars are none other than the dashing on screen love birds Shahrukh and Kajol. _____ bollwood is concerned, we see many new talented actors on screen these days such as Varun Dhawan, Alia Bhatt and so on. _____ that not all of them can prove the audience's expectations, _____, some actors like Kumar Gaurav, Uday Chopra Amisha Patel have failed miserably. _____, some of them are star kids too. _____, if one says that the film industry is the source of all entertainment then one is not exaggerating. _____, Bollywood continues to be the heart-throb for Indian entertainment since ages.

Q.3 Below given is 10 pairs of sentences. Among each pair of sentences, one is correctly punctuated and the other is wrongly punctuated sentence. Select the correctly punctuated sentences and tick in the given box. Marks 10

1. Raman wants: car, bungalow and bank balance.
1. Raman wants car, bungalow, and bank balance.
2. Many people write with left hand; others write with right hand.
2. Many people write with left hand, others write with right hand.
3. Oh. She's here.
3. Oh! She's here.
4. Jagu said "I have got a new pen."
4. Jagu said,"I have got a new pen."
5. Jony said to Mary "Give me that pen."
5. Jony said to Mary: Give me that pen.
6. Delhi is a beautiful city; the roads are smooth and spotlessly clean.
6. Delhi is a beautiful city, the roads are smooth and spotlessly clean.
7. One can find my son's toys at: living room, dining room and main room.
7. One can find my son's toys at; living room, dining room and main room.
8. Bhavin likes mangoes, apples, bananas, and grapes.
8. Bhavin likes mangoes, apples, bananas and grapes.
9. Sridevi decided to visit Kulu, Manali, Shimla and Himalaya's mountains.
9. Sridevi decided: to visit Kulu, Manali, Shimla and Himalayas mountains.
10. The old man, Akash's grandfather, is this year's champion.
10. The old man Akash's grandfather is this year's champion.

Q.4 Complete the below given passages using all the words given in bracket. Each word must be used. Marks 10

[State of Heart, King, pedagogy, monuments, however, dome, Furthermore, Moreover, abroad, myriad]

The M. S. University of Baroda, Vadodara is the _____ University which makes Gujarat proud. It is remarkable for its sincere _____. Students across India secure their education there. The university is the outcome of visionary _____ Sayajiaro Gaekwad. _____, the Jamnabai Hospital, Shree Padmawati Shopping centre, Sayaji Highschool for boys and girls are some of the appreciable _____ built by him. The M. S. University of Baroda provides endless courses in various disciplines of Arts, Science and Commerce. _____, it is worthy to note that it was only the Faculty of Arts which was built by the visionary king and the other buildings were built later on. The - _____ of Arts faculty is worth a visit. It is said that in India there are only two domes which are so ancient and worthy to visit. _____, it is also to get to know that it is the only university of India where the Chancellor is from Kingly family otherwise for all other universities of India it is the Governor of the concerned states act as the Chancellor. The university in its true sense is a _____ of opportunities for the learners across India and _____.

Q. 5 Complete the story using prepositions.

Marks 10

(of, for, by, in, since, from, after, below, behind, with)

India is famous _____ its love _____ Cricket and the one who has made India proud like anything is none other than Mr. Sachin Ramesh Tendulkar. He made India proud by scoring 100 centuries at International ground during his supreme cricketing career of 24 years. He cemented his name _____ history _____ becoming the first batsman for India scoring 200 runs in an ODI. He has many times unfolded his views where clearly he has stated that the seeds of interest for cricket were rooted deeply _____ the childhood. His coach who was closely associated with him _____ the beginning of his career was the first one to spot potentials in him. Despite contributing like anything in all the formats of cricket he even _____ the retirement feels that he could have held the head high of India by winning many more matches. His total international runs have left all others _____ by miles. He was having all the proper cricketing shots _____ his belt. He when was interviewed after the retirement stated that he enjoyed playing _____ Ganguly the most as an opening pair. He scored 74 runs into his last test against West Indies for which the entire India felt sigh not for his getting out but for the thought of not getting a chance to watch him bat again.

Q.6 “A” refers to idioms and “B” refers to various situations. Find out the suitable idioms from “A” which best suits the situation given in “B”

Marks 5

A

1. Once in a blue moon.
2. As busy as bee.
3. Burn the mid night oil.
4. Devil’s advocate
5. Chinese Whisper

B

1. To indulge in work totally.
2. To work late till the work gets done.
3. Very rarely something to happen.
4. To say something to pass a message.
5. To keep one engaged in an argument.

Appendix – C - While Tasks/Course Work

1. English: The king of languages

During the initial days of mankind communication was highly difficult. If very broadly one is to put, then one may say that the primitive people had no other option but to converse through sign language which was like beating around the bush/taste of own medicine. And/However, gradually various languages came into existence. People were mostly attracted towards the classical languages like Sanskrit, Latin & Greek. Aristocrats opted towards Latin and Greek whereas the knowledgeable bent towards Sanskrit.

But/Nevertheless, the world was in demand of a unifying language. Optimistically people looked towards languages in vogue: Greek, Latin & Sanskrit. But/Nevertheless, these so called classical languages denied accepting any change. They favoured no change. They said we are classical and we cannot accept change. During this period, in a small tertiary English was practiced to communicate.

The world looked towards it with the optimism. It also responded the same. English showed the readiness of accepting words from all the languages. It furthermore, added if a huge mass is speaking one word frequently then I am ready to accept it as an English word. Thus, gradually innumerable words started getting absorbed into it. Consequently heaps of people started using it which turned it into the language of common people i.e. the lingua-franka. Thus, English became everybody's a rare event/cup of tea. Today undoubtedly English became the cock and bull story/best of both the worlds. It is enjoying the pleasure of king of all other languages.

It has not only occupied the kingly space in day to day lives of millions but it has also started to enjoy the same as official language to many nations. The abolition of English will adversely affect the office work. As a matter of fact one is to accept that many office goers know their mother tongue and English only and they do not know any other language. Thus, for them many times it becomes mandatory to communicate in English. Thus, beating around the bush/by hooks or by crook one thing is very sure that English as a language has its kingdom in all the directions.

2. Television

Television as a matter of fact has cemented its space in everybody's life. It has become so common that to stay away from it is not everybody's an arm and a leg/cup of tea. Men and women both are fond of it. And/However, there is no exaggeration in stating that it has become a constant companion to women. Moreover/But, nothing comes easy. It does have its pros and cons. Pros are many and cons are endless. Again/However, it is not a good idea to judge a book by its cover/sail in the same boat. It is up to the individuals what to take out of it. It does show innumerable programmes where the women get their mind spoiled and simultaneously it also shows ample programmes by which younger ones can learn like anything. It is true that there is violence on television; each individual has his or her own idea about how much is too much. Furthermore/And, we are all free to choose which TV programmes we want to watch. Laws are not necessary to help us decide. It isn't difficult to find out which programs are on TV at any given time. Most newspapers publish a schedule of TV programs every day. Moreover/Also, anyone who watches TV regularly knows which programs he/she likes and which he/she doesn't like. She/he knows what kind of programmes each different channel tends to have. Hence/Because of this, it's easy for everyone to avoid violent programmes if they want to. But/However, one may find these ideas as cock and bull story/devil's advocate.

Granted that most of the parents are working nowadays they have no one to take care of their children of what to watch and what not. For them television sounds difficult to deal with. And/However, modern technology has given us a tool for controlling the TV programs we see. Most TVs can be programmed to block certain channels. Thus, parents have a way to protect their children from seeing shows that are too violent or adult. Adults can also use this technology to avoid seeing programmes that they don't want to see.

Lastly, this is to accept that with all the advantages or limitations television has brought a sort of revolution. It is a sort of blessings in disguise/slap on the wrist. With television people keel two birds with one stone/add fuel to the fire. The best thing about TV is that there is a variety of programmes. The house makers have started learning cooking from the experts to gratify the taste of the hungry family members. There are news programmes for senior people. There are films and cartoons for people who want to be entertained. Thus, it has ended the unanswerable query what to do next? The simplest answer is to watch T.V.

3.

Why English remains poor?

As far as the movie Karan-Arjun is concerned I am very sure that everybody must have seen it. It was a sound movie full of romance along with intense tragedy into it. One of the scenes shown in the movie is of a desert where the elder Shahrukh Khan and Salman Khan are running to save their lives from the villains approaching to them riding horses with sharp open swords. In the very next two minutes at the drop of a hat/all bark and no bite they killed the duo. And/Furthermore, the movie shows reincarnation of the heroes. A hospital scene is shown where the doctor takes the baby out of the womb of the mother, gives a tap and as a result the baby starts crying.

Considering the above scene if one is to answer a very simple question that what does an infant do first while entering to this world? Then one may simply answer that it is crying which is a form of speaking. Nevertheless, it is not the correct answer. The reality is different. Inside the womb of mother the baby feels comfortable but the minute it is taken out, the surrounding noise touches ear drums and subsequently the baby feels uncomfortable and starts to cry. Because/However, in certain cases a sudden noise disturbs the baby and it results into confusion and the baby does not respond at all. Thus, doctors give a little tap to it so that the baby starts crying.

During the initial days of birth infant gets love from everybody. It comes in touch with innumerable people commencing from mother, father, grandparents, neighbors and relatives. Everybody tries to play with the baby. In doing so they even communicate with the baby and subsequently the baby comes in touch with innumerable words that everybody speaks. At the initial stage the baby receives them all and produces it at a little later stage. This gradual practice makes him master the mother tongue. However/But, after 5 years when the infant enters 1st standard of schooling it has to learn a new language i.e. English and he gets caught between two stools/the best of both worlds. It leans the new language till 12 standards and then into college as well. Still most of the learners feel uncomfortable in dealing with English as competently as their mother tongue.

The chief reason responsible behind such miserable condition is the lack of practice. Students use their mother tongue in their every action. They never practice English in their day to day life. The existence of mother tongue becomes constrains. As all the works can easily be done through the mother tongue than why to use English i.e. the foreign

language? this is the mindset that they follow. The fear that if I speak English and make errors, people may laugh or consider me arrogant doesn't allow the free flow of the concerned language which is a prerequisite of any language learning. Now the ball is in your court/smell a rat and it is this attitude which is to be changed and the one who will adept to it will surely win the command over language.

4. Do we live in a real world or the reel world of Social Media?

People physically live in the real world but mostly aspire to enjoy the reel world. Reel world is nothing but imaginative or distinct space created by the use of Social Medias. Centuries back the evenings used to remark people's presence under the trees to enjoy companionship. And/However, today's scenario is changed. The time limit is gone. The availability of media such as Facebook, Twitter, Moodle, Yahoo Chat Whatsapp has given space to a new web of world which mostly resembles the title i.e. the reel world.

Major numbers of people always remain busy doing chat online. Facebook and Whatsapp have changed the mindset of people and thus today they have become a hot potato/fuddy-duddy. Earlier to publish anything was not everybody's cup of tea/dime a dozen but now it has become extreme easy the minute one wish to publish anything one goes to Facebook and publishes it freely.

For the use of social media people's choice vary at the drop of a hat/off the record and they rise and shine/get caught between two stools. A few years back people were fond of Orkut. But/However, people are bent more towards Facebook now. Have you ever wondered why people like using Facebook? After all, there are already lots of other ways to communicate online, such as email, instant messaging, and so on. What makes Facebook unique is the ability to connect and share with the people you care about at the same time that too without adding fuel to the fire/an arm and a leg. For many, having a Facebook account is now an expected part of being online, much like having your own email address. It has also been one of the components which get checked before any company recruit you. They check the entire account of yours, what sort of posts you put on, what sort of activities you are indulged in, what sort of posts you like or comment more. Are you indulged in any activity which can destroy the company's reputation? and most important is how much do you burn the midnight oil/pull the leg? Everything gets checked.

And/Since Facebook is so popular other websites have worked to integrate Facebook. This means one can use a single Facebook account to sign into different services across the Web. Facebook allows one to send messages and post status updates to keep in touch with one's friends and family. One can also share different types of content such as photos, links, and more. However/But, sharing something on Facebook is a bit different from other types of online communication. Unlike email or instant messaging, which is relatively private, the things one share on Facebook are more public which means they'll usually be seen by lots of other people. As/While Facebook offers privacy tools to help you limit that who can see the things you share, it's important to understand that Facebook is designed to be more open and social than traditional communication tools.

5. Amitabh: The super star

Amitabh Bachchan, popularity known as Big B, was born in Allahabad, Uttar Pradesh, on 11 October 1942. Amitabh is an iconic actor whose career in Indian Cinema has spanned four decades. His father, Harivansh Rai Bachchan, was a well-known Hindi poet. Bachchan was the pen-name adopted by the poet but it has now become the family surname. Amitabh attended Boys' High School in Allahabad followed by Sherwood College in Nainital and earned a degree in science from Delhi University.

His first film was 'Saat Hindustani' (1969). He became well known as a movie star in 1973 after the success of Abhimaan and Zanjeer which were followed by box office successes such as Sholay, Amar Akbar Anthony, Trishul, Don and Deewar. He often played the role of an angry young man fighting a corrupt establishment - a theme that had immense appeal in India at that time.

Many times the film producers played backseat drivers/fuddy-duddy and started considering certain physical norms for the hero, Amitabh was written off, due to his unconventional looks and tall, lanky frame. His deep baritone voice which is regarded as his biggest asset, once failed to get him a job as a news presenter at All India Radio. Adding fuel to the fire/Out of the blue the success of Zaneer and Sholay changed the scenario. Audiences adored his on screen presence and flair for comedy. He always believed in the maxim that a penny saved is a penny earned/a drop in the bucket.

Many of the films in the 1970s followed a set formula: a poor childhood, parents murdered or separated after birth, survival through street-smart ways, entry of a villain (usually a social oppressor or a smuggler or his parents' killer or a long-lost father), some comedy scenes and sad scenes, songs, dances, an action finale and a dying, speech. Critics would regard most of these 1970s films as Run-of-the-mill 'Masala' movies with creaking plots and poor production values. However/But, Amitabh's screen presence lifted them to incredible heights of popularity.

As if making films is a piece of a cake/beating around the bush Amitabh continued making films all through the 1980s and 1990s. But/However, his movies were not very successful during this period. However, he did not hold his horses/break a leg and stuck with his goals. Industry gossip said that the actor's career had come to an end. But/Yet, Amitabh proved his critics wrong. In 1999, in a BBC online poll, he was named 'superstar' of the millennium'. In 2000, he was chosen to be the host for 'Kaun Banega Crorepati', a television game-show which became an enormous success. As/While the show was on, street traffic dropped dramatically, and restaurants and movie theatres complained of diminishing clientele. Critics were forced to admit that Amitabh could still pull big crowds. The show has recently started airing again to similar levels of interest.

6. "Let's cherish life away from the worldly crisis."

In the remote peaks of Dehradun, there was an abandoned cottage. Having been a newly wedded couple, they decided to discontinue their touch with the mortal and selfish world. Their quest of finding a remote land ended when they found a remote place at Dehradun. They decided to commence their new lives there by staying there forever. It is not a hyperbolic statement when to state that for them to find a human entity was a chance to be availed once in a blue moon/third times a charm. The nearest village was miles away.

As and when they ran out of bread and butter/smell a rat Mukesh, the husband, used to make an occasional trip to get the needed articles. During the husband's visit, Tara, the wife, used to spend her time under the yellowish light of fire. To anybody this life was a challenge but to them romantic. From nowhere, once Tara woke up out of extreme pain. Probably the bones were aching. Having seen the wife in deep anguish Mukesh made it sure that she keeps sufficient needed rest.

But/However, the pain was at the peak and now Mukesh was feeling the heat. There was no sign of relief and recovery. At evening she started running heavy fever and mightier pain. Frequently, she started getting unconscious. Medical attention was certainly the need of an hour. Mukesh was now in a dilemma. Because/Moreover, what could Mukesh do? Tara's condition got worst from bad. Medical attention from any doctor was possible but at a distant place around three miles away, downhill. Furthermore/And there is no way that the doctor could make it up to Mukesh's place. Still/However, something was to be done quickly. The mind was looking for alternatives but in vain. In Tara's condition to visit doctor by a walk was not possible. Mukesh had to carry her. He started making plans to do the same. Suddenly, he remembered that once he made a sledge to ride together over the mountains. They could never get a chance to enjoy so. He opted to use it. 'Tara might die if I stay doing nothing and to live without her is of no use.' Mukesh gently put Tara into the sledge, got in the front, prayed to the almighty and pushed off.

After a few days Mukesh was found thanking God to make them reach the doctor by the need.

At last, the town came into view. Slowly and gradually, sledge could reach the doctor's place. Mukesh picked Tara and made his way into the doctor's house. The medical attention recovered Tara from illness but Mukesh never got out of his phobia. They at last found that it is not their cup of tea/blue moon to stay away from civilization and decided to be absorbed into the crisis of the world which they never wanted to be in touch. Thereafter/And they lived there ever since happily.

7. Media and Politics

The full form of NEWS is North-East-West and South. And/Moreover, the role of media is to bring the same from every corner. Also/However, when media provides us news many a times it becomes a slap on the wrist/chinese whispers. The word media simply refers to medium. It is a medium to bring news from all the direction to centre. It is so powerful that it can turn the right into wrong and wrong into right. Nowadays, sincerely it has become so vital that one can remain out of touch of media at his own cost. But/Moreover, a few people make manipulated use of it in their favour. The powerful people have started playing politics through media as well. They spread the news like wildfire so that it turns

in their favour. Media too, keep many to be posted always. If one says that today media does one thing and i.e. politics then one is not wrong at all.

The original function of media is to make the news avail to all the people has been forgotten throughout and a new function i.e. to make money is started. Before the invention of multi media the print media was in vogue. And/However, during those days as well, the political parties were making ample use of it for their personal gain.

The powerful people become successful in poisoning the minds of many through an evil use of media. Let's put someone in the picture e.g. Mr. Thakre, very actively opposes the operated use of media. Apart from it, it is not that the entire media fraternity is poisoned. There are a few print and multimedia which do fairly a nice job. But/However, again it is difficult to classify which are to be called cynical and which are fare. It is up to the individuals to decide but certainly using a few parameters.

8. India: A Festive Country

One day I attended Lord's meeting in Heaven in dream and it was eye catching/beating around the bush. One of them with old hand/bread and butter was telling to the others that "The one who takes birth on the land of India is great than us." It is the land of pious love. Saints, Aghoris, elders, baggers, riches, everyone stay together lovingly. It is a place where extraordinary things seem common. All bark and no bite/At the drop of a hat Mark Twain noted that there is only one India: 'a country of a hundred nations.' The lands of dreams and romance, the one land all desire to cherish. On a world tour Twain travelled throughout India. He saw a land of remarkable treasures of human creativity built across millennia. India is a land of colourful customs and fascinating events that are among the largest and most spectacular in the world. A festival of enlightening the earth and celebrations that paints the sky. The most valuable treasures of the world cannot be availed through war but through the Indian spirituality i.e. through the mystic meditations, contemplation, and enlightenment.

As if it is as busy as bee/a piece of a cake the quest continued in India for thousands of years to understand the secrets of life beyond the material world by means to elevate the human spirit. India does not know how to conquer the world but knows how to live in peace. How to understand life and life beyond death? Age old philosophies have given rise

to a gentle way of life to all other forms of life. India is a land of timeless traditions to be worshiped and daily living is interwoven. It is also a land of remarkable devotion by Yogis. Moreover/And reach a deeper understanding of existence, they willingly leave comforts of home and family and enjoy the hardships of nature. They develop a power of bodies and minds through yoga and self discipline. They offer to share insights with others and lead to great stories of courage, sacrifice, and the wisdom. One such story has inspired the millions.

It is the story of a boy who took an extra ordinary journey through the wonders of mystic India. His name was Nilkanth. His actions spoke louder than his words. A boy who was only eleven years' old but had long studied the Hindu Vedas, one of the world's oldest scriptures. Having been so young he was remarkably enlightened in faith. One night he resolved to do something extraordinary. All along his family had accepted the fact that one day he would leave his home to be a Yogi. On June 29, 1792 he sat out all alone to walk thousands of miles carrying nothing. No one could have imagined that a journey of thousands of mile of a boy in 18th century will lead India for the love and respect throughout the world. He was to leave behind what was familiar to him in Ayodhya and walked to an unknown land. So that he couldn't be followed left the village in a way no one would expect, a dangerous way. He entered the river Saryu at full fledge not knowing where he would emerge or would he emerge at all? Surviving the river the determination got sound of Nilkanth. Being a Yogi he visited different people and witnessed various customs. And/However, wherever he had gone, he talked and taught the Hindu sacred spirituality and mysteries. Due to his all the love affection towards mankind he became immortal to all and today we know him as Lord Shri. Swaminarayan.

9. Who is responsible?

This is a story of a girl of eighteen and a boy of twenty one. They were in deep love with each other. To breathe without each other was not their third times a charm/cup of tea. They decided to get married. But/However, before two days of marriage something went wrong in the mind of boy and he reached the girl. He said that if she wanted to marry him, she would have to abide herself with one condition. The girl agreed to the condition without being concerned to it like a piece of a cake/cock and a bull story. However, the boy forced her to listen it once. He had gone on to say "you will never cross the threshold of house" after the marriage. She happily agreed.

The marriage took place and so does their new life of course with the decided condition too. Initially they both were enjoying. However/But, soon they started running short of an arm and a leg/bread and butter. Thus, the husband started going out to earn. She being the obedient wife remained confined to the four walls as she was not to go out after the marriage. However, the enjoyable life started becoming gloomy for the wife. She started feeling irritated. Moreover, being illiterate she could not read any books from the house too. She was completely detached from human touch. She had started responding restlessly and one day she lost her mental control and started throwing everything here and there. In doing so she came across one visiting card. She dialled the number with the hope of being in touch with somebody. Fate played its role and the person who received the call was none other than the colleague of her husband at the same office. She narrated the whole story to him and requested her to visit her place at the earliest. He did the same. The visit turned into intimacy and at last into love. They started meeting each other at the same place in the absence of her husband. And/However, she always ensured that she keeps her promise. After a while this new fellow got a notice from the office that you have been constantly irregular employee. Remain regular else find a new job. Thus, he said to his beloved that now if you want to meet me please come to my house by the afternoon. Her husband used to come back house by late evening. She was now in so much deep love to this new person that she had gone on to break the promise given to the husband and for the very first time came out of the threshold of house and had gone to the river, took the boat for the next bank and visited the house of her new lover. This remained continued for longer time. The days passed by and monsoon arrived. One such fine afternoon she was on a visit to her new friend's house. She in her happiness had forgotten the fact that it is about to twilight and infect the husband might arrive by any minute. She ran back towards the bank of the river and requested the boatman to make her reach back to the next bank of river. The boat man said, purchase your ticket and be seated. But/However, in hurry she had forgotten her purse at the friend's house. She was not having money to pay. She requested the boat man to get paid by the next day. And/However, he disagreed. He was the man of value. She was not having time to go back to get her purse. She found somebody who could lend her the required rupees. Also/However, the fate was playing its role she did not get anybody but a bootlegger. She requested him to help her by lending a few rupees. He offered her money but with a demand of getting molested. The need of the hour forced her to accept to get molested and seduced. She got the money gave it to the boatman and the boat started going towards her house. In between the river a certain

whirlwind started in her mind. Her mind got full of thoughts: I have been in love with a new person. I have broken the promise of my husband. I have been molested by a bootlegger. I am not a good person. I do not want to live. She got up and jumped into the river and committed suicide.

Now my dear readers it is you who are to answer this question: Who is responsible for the death of this innocent beauty. For your help I shall also be giving you a few options to consider. 1. The husband who kept the condition. 2. She, herself who agreed to abide by the condition. 3. The boatman who denied accepting the fare by next day. 4. The bootlegger who molested her. 5. The circumstances. Think and answer to your own self.

10. The first crime of human being.

One day Lord, the Almighty was seated on his highest throne at his courtyard. Next to him was Satan. They both were having equal powers. The evil in Satan one day woke up and said to the God that we both are equally powerful thus; we both should share the kingship. God smiled and requested him to be seated on his throne. Satan had gone on to keep demanding and began fighting to God. For God it was as busy as bee/as easy as ABC to use his hidden weapon and Satan became unconscious and was thrown away from Heaven to Hell. His innocent but selfish demand costed him an arm and a leg/the best of both the worlds and he remained unconscious for centuries. During this period God created a human and named him Adam.

Adam was told by God that this Heaven is your house and you can live happily here without any hesitation. You can enjoy every bit of this it is like an Aladdin's cave/an arm and a leg. But/However, there is an apple tree. You should never eat apple of it. Adam obeyed the same and never even thought of looking at that apple tree. After a few days God created one more human being and named her as Eve. She was also called and ordered the same. She also obeyed the God's order.

In between Satan came out of unconsciousness and started thinking of taking revenge. However, he did know that he cannot start a direct battle again otherwise God would do the same once more. Thus, he thought of converting the good deeds of God into evil. And/Therefore, he took the guise of a snake and went up to heaven. He saw that two humans have been created. Satan directly thought of converting their minds evil. He

wanted Eve and Adam to eat that forbidden apple. He decided to go to Eve and spoil her mind so that at later stage she could convince Adam to taste it. Eve gradually started spoiling the mind of Adam. But/However, he hesitated to taste it and excused to Eve that all that glitters is not gold/a full and his money are easily parted. But/However, in the end Adam had to agree and they both tasted it. The minute they tasted those forbidden apples they got knowledge. Having been knowledgeable they understood they both are naked and thus, they ran towards different trees and hid their selves. Lord came to know this on the spot and called both of them and punished both by sending them to earth to live ever after. From that day of first disobedience of mankind to Lord, the humans lost paradise i.e. heaven and started dwelling on earth. Thus, we lost our heaven which indirectly was an act of God/blessings in disguise.

11. Cricket.

The stupendous entertainment that cricket provides to me is unbelievable. It fills a sense of excitement to me. However/But, sometimes I wonder that why do I like cricket this much? Who rooted the seeds of cricket so deep into me? This question is probably common question among all the Indian boys. It is as easy as a piece of a cake/dark horse to state that the very first toy that a new born boy in India gets is either a cricket ball or a cricket bat. Thus, the interest starts from here. Gradually as I am growing up the love towards cricket is getting increased more. All forms of cricket have been attracting me to cherish it. The class of Test cricket is incredible. Its standard is above all. To play test cricket is not everybody's start from scratch/cup of tea and thus, each team is not given the status of Test cricket playing country. Most cricketers when get interviewed and asked their priority mostly they dream to play test matches. Players like Murli Vijay are also available who has given up playing all other formats of cricket just to cherish the test cricket. And/Moreover, it is all about priority. Cricket fraternity has also been witnessed of innumerable cricketers who have given up the longest form of cricket and have accepted the shortest forms like ODIs and T20s which provide more entertainment and money. The thrill that these two forms of cricket provide, people like most. Thousands of people together shout to favour their teams and players. They come out in different colour and from the far end it gives a stupendous look of painting the cricket ground with ultra effects of different colours. However, if I am to favour any one of these form of cricket then I would deny accepting

any one and would state that I love cricket in every form. I am certain that my love and interest towards this wonderful game will remain the same even in my old age.

12. Education

During the primitive time, education was not so much formal, it was a herculean task/against the clock. The primitive people learnt through informal manner by observation or by doing things their own. Then came a phase where formal education came into existence. However/But, there lies a little difference between today's formal education and earlier formal education. During the earlier period the learners were to go to teachers' house and had to stay there for longer period of time. And/Nevertheless, what amount of time they were to stay has been varying gradually with time. Ramayana and Mahabharata have shown us that even the kingly children also had to go to Guru's place for around 15 to 20 years. Then during the period of Chankya, it is believed that graduation was of 8 years. But/However, with the span of time, today the number of years has been declined and has gone really very below. Today for a graduation degree in Bachelor of Engineering only 4 years are to be spent. More than that something which is really surprising is that earlier the education was not everybody's cup of tea/blue moon. The learners had to really strive very hard to get the degrees and that is why during those days the degrees were valuable. Today the scenario has changed. The self-finance institutes have brought a sort of revolution in the educational fraternity where education has become easy to be acquired. Something that one needs today to avail education is money along with a little desire, interest and care. Again/Nonetheless, it is not an exaggeration when one states that today education has been spoiled by many evils. The reservation system has been beneficiary to a few underprivileged but is costing too much to the open category. Isn't it a question to think and respond that how can one be given special advantages only because he is born into some special categories? Should this system be not counted a faulty where the reformation is required? Surprisingly it is not that no political parties have ever been bothered in helping this system to be transparent which is equal to all but no political parties want their fertile future to be put into unknown certainty. If the ruling party thinks of doing any action into this matter, it has to be ready to lose the next election because innumerable underprivileged will vote against them. Hence, no political parties ever want to step into this danger. Moreover/However, one thing has become very stubborn that by hook or crook/cock and bull story if this evils are not taken care then there is a great surety that in

the time to come the world will always consider Indi as the country of snake charmers and illiterates which has failed to save its education.

13. Learning

One thing which keeps taking place throughout the life is nothing but the act of learning. Consciously or unconsciously, willingly or unwillingly everybody has to be indulged into this act of learning. However/Moreover, there are people available who frequently say that they have learnt enough and there is nothing else to be learnt or they have no desire learning anything new. Now remember some of those people who said that they have learnt enough, what approx their age could be? Some of them must be in their 20s or 30s or 50s or 80s. Thus, it is to conclude that we find people of every age stating that they have learnt enough as if learning is their apples and oranges/an arm and a leg. It means the age has nothing to do with the limit of learning. Therefore/Moreover, if you are clever you understand the fact that this is a diplomatic issue. It is diplomatic because it has innumerable answers varying according to the views of different people. It is very apt to state that in this mortal world there are only two things which are immortal: the first is “change” and the second is “learning.” Thus, dear readers it is very vital to understand the blunt fact that we cannot avoid learning. It is equal to that of breathe. All those who say that learning is not vital can certainly say such but only at the cost of their own loss. Learning is so powerful emotion that by beating around the bush/hook or crook one carries it out. One cannot avoid learning. How can one avoid learning? By every age the individuals are to learn something which is new or has to add or remove from whatever is learnt. Thus, it is a never ending process. And/Moreover, there is also a new concept called relearn. This concept of relearning has not come over the top/out of the blue. It is available since ages. If it is difficult to deal with learning it then relearning is more complex task than learning. It is difficult because it demands the learners to forget whatever is already learnt and has to learn it once more which actually is not pulling your leg/ a piece of a cake.

14. Interviews.

Everyone has to make up the mind/toss up for the process of passing through interviews. It is one of those unavoidable issues which many a times comes out of the blue/over the top and brings butterflies in stomach/a piece of a cake. Many people when are to appear for the interviews feel so comfortable as if it is a simple piece of a cake to them and they have been doing it since ages and on the other hand/against the clock there are also people available who find it very difficult to deal with. Being in the shoes of/all Greek to me the later ones, if we try to judge why do they find it difficult? Then certainly the simplest answer that one may get is their phobia. It is mostly their mental state which plays a major role otherwise the process of interview is not that difficult. What it requires is a bit of confidence and care of what to do and what not to do during those magical minutes when one is to seat on the throne of interview. Moreover/Again, the individuals are also to be prepared with the expected questions which are to come with surety. Most of the interviews begin with a simple question “Introduce you or Say something about yourself.” Now being in the shoes of/Back seat driver interviewee think of the probable answers to this question “Say something about you.” Will you answer the stereotypical words which are famous amongst all: my name is Xyz. I am from Vadodara. I have done M.Tech in E.C with distinction. However/But, think once again that do your probable employees not know about this information which somehow you have already provided in your resume. Hence, these words should not be reproduced as the answer of this question. Rather one should say what is not written in the resume. Probably the best answer that one can give is: “I am a young, innocent and internally motivated being who has a few positives and negatives. Consistency and perseverance are the positives and impulsiveness is the negative. I strongly believe in two maxims: First is “Work hard so silently that your success shouts.” And second is “Work hard to achieve your goals otherwise somebody else will make you work hard to achieve his goals.” The long term objective of career is to be recognized in my fraternity and the long term objective of life is to enjoy every bit of it.” Certainly if one answers in this manner the first job i.e. to start with a bang is done which of course will have a positive impact.

15. Mobile Phones:

A very prominent and loveable public speaker Mr. Jay Vasavda of Gondal, Gujarat in one of his motivational speeches stated that today's generation children are more advanced. They know almost every new function of mobile phones as if they have done mastery over it by its scrutiny which basically is blessings in disguise/slap on the wrist. In no time they can guide the adults how to operate some functions of their own mobile phones? The reason behind children's being so clever is that the minute any baby comes out of the womb of mother; the father remains ready with his mobile phone to steal a picture of newly born baby or to make a video for the memory. Thus, the very first thing that any new born baby comes across is a mobile phone. The seeds of knowledge in terms of gadgets get deeply rooted by birth itself. Gradually with the physical and mental growth the children find the parents keeping their selves busy in mobiles which unconsciously generate interest into the world of mobile phones. But/However, in this throat cut competitive world if one is not updated with these stuff then one may remain backward. A little early may be during the early years of last decade of 20th century mobiles were not easily available. It was considered as one of the assets which could earn one a tag of being rich. Again/However, pulling one's legs/out of the blue Shree Dhirubhai Amabani came out with mobile phones worth Rs. 500/- which pedal to the metal and revolutionized the world. Each person started keeping a mobile phone. This situation forced the other companies as well to come out with some economic mobile phones. As a result today multifunctional handsets, along with features like 16 MP back and 8 MP front cameras, 3 GB RAMs started to be available in very cheap rates. These features were earlier unheard in this price. And/Moreover, there also remains a point to think that if these many facilities are available then should they be not used for the advantages to humanity. And/However, as if adding fuel to the fire/butterflies in stomach that instead of using it positively we have started misusing it which certainly will turn into a limitation one day to human entity.

11. Learning through Google Group has improved my writing skill.

a Agree

b Strongly agree

c Disagree

d Strongly disagree

e Can't say

12. Two things I liked the most about learning through a Blog.

13. Two things I liked the most about learning through a Google Group.

14. Two things I think needs modification about the material.

Appendix – E – Screenshots of Blog and Google Group

The screenshot shows a Google Groups forum page for the group 'improvingwritingskills'. The browser address bar shows the URL: <https://groups.google.com/forum/#forum/improvingwritingskills>. The page features a search bar, navigation tabs (My groups, Home, Starred, Favorites), and a list of forum posts. A yellow callout box highlights a post from May 2019: 'In May of 2019, we'll be merging and deprecating some of our settings to make group management easier. [Learn more](#)'. The main content area displays a list of posts with their authors, titles, and view counts. The right sidebar contains a search bar and a list of recently viewed items.

Search for messages

NEW TOPIC | **Mark all as read** | **Actions** | **Filters**

improvingwritingskills - Shared privately
50 of 50 topics (43 unread) ★

In May of 2019, we'll be merging and deprecating some of our settings to make group management easier. [Learn more](#)

improvingwritingskills - 5 posts - 2 views
By shiam.gecd - 12/5/17

Respected sir, (1) - 4 views
By shiam.gecd - 12/5/17

Article. Completed - 37 views
By me - 12/5/17

Answers of article 5 (1) - 2 views
By ruchit.gecd - 11/25/17

Article 3.docx - Invitation to edit (1) - 1 view
By chris.gecd - 11/25/17

Hello to Reply - 5 views
By me - 11/19/17

Answer to article - 1 view
By sahil.gecd - 11/19/17

Answers (1) - 0 views
By ruchit.gecd - 11/18/17

My groups
Home
Starred
▼ **Favorites**

Click on a group's star icon to add it to your favorites

▼ **Recently viewed**
akashthakkar
improvingwritingsk...
improvingwritingskills
KSV M.Phil. Alumni
▼ **Recent searches**
playstore (in sand...
▼ **Recently posted to**
improvingwritingsk...
improvingwritingskills
akashthakkar
KSV/MPhil

Tags - Manage group - Manage members - Members - About

8:14 PM 5/7/2019

<https://groups.google.com/forum/#forum/improvingwritingskills>

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Click on a group's star icon to add it to your favorites

Recently viewed

- akasithakkar
- improvingwritingsk...
- improvingwritingskills
- KSV M.Phil Alumni

Recent searches

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- Recently posted to
- improvingwritingsk...
- improvingwritingskills
- akasithakkar
- KSVMPPhil

<input type="checkbox"/>		respected sir please accept my files (1) By shiangpatel.gecd - 1 post - 0 views	12/11/17
<input type="checkbox"/>		Article 5 (21) Completed By me - 22 posts - 18 views	12/11/17
<input type="checkbox"/>		Respected sir, please accepted my file thank you so much (1) By saurabh.gecd - 1 post - 0 views	12/11/17
<input type="checkbox"/>		respected sir please accept my files (1) By rahul.gecd - 1 post - 2 views	12/11/17
<input type="checkbox"/>		dear sir please accept my file (1) By rahul.gecd - 1 post - 0 views	12/11/17
<input type="checkbox"/>		Article : 2 - (13) Completed By me - 30 posts - 34 views	12/11/17
<input type="checkbox"/>		Article 4. Do we live in a real world or the reel world of Social Media? (5) Completed By me - 6 posts - 8 views	12/11/17
<input type="checkbox"/>		Article 3. Why does English Remain Poor. (12) Completed By me - 13 posts - 17 views	12/11/17

Accounts of Article 4 (1) Completed

Type here to search

8:16 PM 5/7/2019

Search results - akash01mp... x Our products (Google) x (4) improvingwritingskills... x +

https://groups.google.com/forum/#!forum/improvingwritingskills

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Filters

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Tags - Manage group - Manage members - Members - About

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▼ Recently posted to

improvingwritingsk...

improvingwritingskills

akashthakkar

KSVMPHil

respected sir please accept my files (1)

By rohit.gecd - 1 post - 0 views

12/12/17

respected sir please accept my files (1)

By darshan.gecd - 1 post - 0 views

12/12/17

Respected sir, Kindely I requested To you please accepted my file (1)

By saurabh.gecd - 1 post - 0 views

12/12/17

respected sir please accept my files (1)

By chintan.gecd - 1 post - 0 views

12/12/17

respected sir,please accept my file (1)

By yogesh.gecd - 1 post - 0 views

12/12/17

Respected sir, kindly I request to you please accepted my file (1)

By saurabh.gecd - 1 post - 0 views

12/12/17

Article NO. 8 (14) Completed

By me - 15 posts - 12 views

12/12/17

respected sir,please accept my file (1)

By mebul.gecd - 1 post - 0 views

12/12/17

respected sir please accept my files (1)

12/12/17

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List of Publications

Thakkar, Akashkumar. & Prof. (Dr.) Ami Umakant Upadhyay. " Understanding the Error Patterns and Offering Remedies to the Writing of 12th Standard School Students of Dahod District – A Study.." *IJELLH (International Journal of English Language, Literature in Humanities)* [Online], 7.1 (2019): 8. Web. 8 May. 2019

Thakkar, Akashkumar. & Prof. (Dr.) Ami Umakant Upadhyay. "Equipping Second Language Learning with ICT: A General Perspective" *IJELLH (International Journal of English Language, Literature in Humanities)* [Online], 6.6 (2018): 8. Web. June. 2018