Teaching Productive Skills in the ESL Classroom Through Programmed Instruction: A Perspective

Abdul Majeed C.T, M. Ilankumaran

Abstract: Speaking and Writing are usually known as productive skills as they both require some form of language output. In the exercise of establishing a healthy footing for English language teaching to other language speakers. There are several constituents that deal with the provision of a model text; functioning on the conversation skills required to execute the assignment; Language function setting; educating active skills to the students of all age group; theories and methodologies; planning; production and feedback. The aim of the study is to assist the learners to learn by doing and provide situation to the learners. So that they can learn at their own pace. Lessons are prepared in a logical sequence and make ready the student for the related activity and assist them to make real and suitable communication. Even though the teaching strategies for speaking and writing are different, they are employed for the primary motive of conveyance. The method of programmed instruction, presenting new subject matters to learners in a graded sequence of controlled steps, through which they can study the material by themselves at their own speed. When people are communicating with each other, they want to convey something through the process. Though active skills have instantaneous satisfaction, they are very time-consuming. Precision and fluency are important when teaching speaking and writing skills. These skills can be acquired through programmed instruction technique. Productive Language skills are the substantial as they are the perceptible authentication of tongue possession or accession. Since they are the fundamental subsistence skills, in actual being, human beings normally used them for their day today communication. Therefore, programmed instruction method can be used to stimulate the learners to speak and writing properly.

Keywords: Productive Skills, Programmed Instruction, Setting Language Function, Learning By Doing, Systematically Designed Lessons.

I. INTRODUCTION

In the changed situation of the modern world, English is widely used as the medium of communication in every domain of conversation, both in national and international level. Consequently, the demand for English started increasing everywhere.

Though English is used as a second language in India, Pakistan, and other countries, but Arab countries like the U.A.E, the K.S.A etc. are used English as a foreign language. Now, the language is employed for the educational progress, professional advancement, travelling abroad and administrative purposes. To confront with the national and global behest for English language, great numbers of attempts have been made in Indian educational system. Furthermore, the process of learning English needs to be strengthened in slow and progressive manner. In the learning of teaching process, certain skills should be developed. As reported by general framework, these capabilities are separated into two such as productive and receptive skills. They help the learners to understand content, text works or documents. Productive skills are comprised of speaking and writing and they are significant owing to the fact that they allow learners to present in conversational features, in particular, like verbal dispensing, drafted study and describing matters among others. Consequently, these competencies are necessary to be developed and study properly.

The educators as well as the foreign language learners are concerned, productive skills are to be found the most difficult one in the learning teaching process. Even though there are number of dissimilar procedures and systems are available, for making the teaching and learning method of productive skills easy, efforts have to be taken to cater the needs and necessity of the growing students population. Accordingly, the motive of this learning is to recognize the method of teaching, especially productive skills in the ESL classroom effectively. This research paper is mainly focused on teaching productive skills which means transference of knowledge either in spoken or in written form. Speaking and writing cannot be existed beyond the assistance of receptive or passive skills (listening and reading). Passive knowledge like listening and reading represents an active implementation of syntactical structure. From the above mentioned things, it is clear that each and every sort of skills is indivisible or inalienable. One cannot exist without the other. While learning a second language, reading and listening skills generally come first and followed by speaking and writing skills. In the learning procedure, if any one of them is not available, the final outcome will not be completed. In various cases of second language learning, receptive skills are the first skills to be understood and comprehended. Very often, second language learners become masters in a contemporary language by way of reading and thereby gathering language occurrence. Meanwhile, receptive language skills do not compel learners to make anything earnestly.

Teaching Productive Skills in the ESL Classroom Through Programmed Instruction: A Perspective

The aims of this paper are to convince the learned people, and educators about the significance of programmed instruction through which language skills can be taught successfully through the systematic method of programmed instruction. Most of the active users of second language are known, for their correlative speaking and writing. Doubtlessly, syntactical structures, terms and their real application are necessary to a limited extent of precision to be admired. Hence, for teaching productive skills, receptive skills through programmed instruction also have to be considered.

Such as receptive skills, productive skills too are significant mainly because they are the perceptible proof of language accession and basic life skills. In practical life, generally people may need to inform, share or persuade ideas. Speaking and writing can be expounded as the creation of good or practical things in language abundance. For writing, firstly the ideas have to be clear in mind, and then they have to be written down in a clear and lively way. Handwriting should legible and care on spelling mistakes should be taken to avoid misunderstanding as well as the right use of punctuation. The learners are demanded to exhibit fluency in English language while speaking.

As though productive and receptive skills are correlative one another but everyone differs in thought processing which is necessary for writing. Listening and reading are important for speaking with wide range of vocabulary. Hence, productive skills seem to be predominant but they are based on receptive skills. Hence, learners are required to expand their language skills particularly productive skills through receptive skills.

In order to develop learner's condition in the classroom, teachers should be given necessary information and practice about the technique used in English language teaching. Different types of teaching methods have to be adopted to make students write on their own. Learners can be better engaged in the process of learning and speaking activities will assist them to upgrade the goal of spoken language. Consequently, English has become a universal medium of conversation. Either it can be understood completely or is it admissible in almost all country. At present, it has become a common language of conversation in the 21st century.

However, to develop productive skills of learners in the ESL classroom, educators have to equipp with the information and experience of English teaching techniques and approach suitably. The teachers should adopt different teaching techniques and strategies to allow learners write free and frank manner. Educators ought to attempt device techniques to have novel writing exercises in the ESL class. Hence, the learners can engage more in the learning teaching activities, especially in the speaking exercise. This study is focused on programmed instruction method, reasons to learn productive skills, teaching productive skills through programmed instruction, rules for improving speaking skills and writing skills, discussion and conclusion

II. PROGRAMMED INSTRUCTION METHOD

Programmed Instruction is a systematic technique of presenting subject matters arranged in a logical manner of small steps.It function based on the principles of operant condition. The reactions of the learners are limited by the programmer. The primary purpose of this system is to bring beneficial change in the cognitive domain of the learner's character. As per the structure of the system, the content or subject matter is examined and fragmented into smaller steps. Each step is independent and perfect itself. Frames are developed by the programmer depend on each step. Learners are got feedback in the programme on various handout. The accurate reaction of the learner is the new information. The instant response dispense reinforcement to the learner and he proceed to the succeeding frame. Feedback is demanded for incorrect reactions. Teacher's presence is not necessary as per this technique. Students are left for learning at their own pace.

In other words , programmed education or a research based method of teaching which assists the learners to work vigorously. This system is directed by applied psychologists and faculties. A kind of textbook or computer oriented programme is used as a study material, through which subject matters are presented in a graded sequence of small-steps. Learners can work themselves according to their own pace. Immediately after each step their comprehension will be tested by asking examination question or by giving a task related to them. The learner has to answer the questions properly in order to move to the next step or subsequence steps.

Topic Selection: The programmer should select the most familiar topic; unless otherwise, he or she may be compelled to take the help of a subject expert. Prepare an outline for the topic. Set the objectives of teaching, entry skill, and presentation of the material, learner participation, final behavior and revision. As a result of that there are three types of programming. They are Linear Programming, Branching Programming and Mathetic Programming. Programmed instructions are functioned based on the subsequence principles. Principles of small step, vigorous responding, quick varification, self-pacing, assessing students, which are its features. It has some characteristics too The main aspects of this method is that it focuses on individualized instruction with logically sequenced small steps called frames that are used for teaching subject-matters, appropriate attention is given to the primary behavior of the learner. Immediately after each step, feedbacks of they are collected from the learners. Learners' interaction with learning material is given importance and the learners can learn the subject matter in self-pacing manner. In fact, Programmed instruction gives main emphasis on personal differences and learner's involvement. Here learners can learn the subject matter at their own pace. Learners are disclosed only for appropriate reactions. Hence, probability to do mistakes is reduced. It is based on Skinner's operant conditioning that is a behaviourist theory saying that learning is changed according to behavior due to the stimuli. .Behavior of the individual can be controlled by satisfying the accurate motivating reaction design. Accordingly, any language skills, especially productive skills can be learnt through this systematic method of programmed instruction.

78

III. REASONS TO LEARN PRODUCTIVE SKILLS

Speaking and Writing are generally considered to be Productive Skills because learners these need to produce language, words, phrases, sentences and paragraphs. The best way to practice grammar, develop new vocabulary and study English pronunciation rules also is through writing exercises. It also stimulates learner's self-reliance, when write regularly. Assignment or project writing can be carried out at home itself. By teaching means possessing of knowledge or ideas from one person to another or group, exceptionally, about science, religion, and society. The efficiency to apply the language is called linguistic skills or language proficiency. While learning a language, one has to practice four skills, in order to communicate effectively in that language. Usually, listening comes first, then speaking, reading and finally writing that is the sequence of language skills. Speaking and writing can be explained as the production of good or useful things in language.

Another reason is that learners have to write for incorporating the things. It is an effective way for strengthening, what the learners have already studied, seen from an up to date and unknown tongue in recorded form. Also,it is a best course of action, syntax, vocabulary, and pronunciation. Learners should give sufficient opportunity to practice each language skill inside and outside the classroom to use English language in a variety of situation, purpose, exceptionally overall development or progress of their conversational competency. As Pengoy and Boyle expresses in the book "Reading, writing, and listening in the in the ESL" (2011:p236). Four master skills (L.S. R.W) occur together naturally in learning events both school and college level. What the learners have been studying that can be reinforced through the way of writing and they really get the benefit from seeing new language in written form.Writing which inspires' learner's freedom when they are asked to keep journals or become regular in writing assignment,they carry out at home. Four master skills of a language are supplemented each other in every way from a thought. Learners are to be used the English language in different situations. Not to focus on one specific skill and anticipated to use that particular competency in a variety of situations. Also these skills are necessary for completing the communication process. Productive skills are very necessary to learn without which sentences or expressions cannot be made or communicate the things. Students should develop the language competency and particularly academic English too. To improve a learner's conditions of creative ability in the classroom, concerned tutor is giving the information and practice of the philosophy of English teaching methods and procedure allowing the learners to write freely. Educators should try to prepare some new and unfamiliar writing exercise for the class. Hence, the learners can be more engaged in the learning, teaching process and speaking activities that will support them to enrich their speaking competency.

IV. PRODUCTIVE SKILLS

In Language, speaking and writing are known as productive skills. They are very significant since students necessary to utter those words and compose to construct language. By listening to conversations learners are received language, music, videos, audio-books, and also by personal understanding. It can be developed through newspaper reading, poems, and books etc. Productive skills are crucial, since they permit learners to practice actual life exercise in the classrooms and can assist transmission, particularly in a foreign land or overseas, at least one should have the fundamental information of sentence building, particularly in second language to have an easier time for conversation. In a classroom, productive skills can be used as a weatherglass to exam how far the students have studied. In a lecture room, productive skills can be used as a barometer to assess how far the learners have learned

English speaking skill is play vital role if not someone studying English entirely for academic reasons and does not aspire to communicate in English, that is entirely infrequent. Good command over in English speaking develop a sense of headway amid learners and strengthened their credence in every bit of the classroom. Educating writing skill is coreespondingly significant as written communication is a fundamental expertise that can also come in handy for learners or human beings in general with a speaking dysfunction or talking disablement. Learners may demand to take notes , fill in forms, write letters, report stories etc, Numerous require to fillup in comprehensive questionnaires associated to health, education and employment.

V. TEACHING PRODUCTIVE SKILLS THROUGH PROGRAMMED INSTRUCTION

A Programmed Instruction is a technique of self-directed learning uses a device or that specifically arranged books to instruct information for educating high-yielding competency . It is used to manage human learning under controlled conditions by providing the material in small pieces. For educating high yielding competency the following pace can be employed .

a) Provide a Model Text: Usually it is used as a common tool by teachers to assist the learners to deal with new, unfamiliar genres. It gives a practical instance for learners to recognize what is to be anticipated as a consequence and to exercise academic designs, agreement and institutional attribute inside the text by using programmed instruction.

b) Practical Exercise on language: Work on the tongue require to carry out the duty. Learners are getting practical exercise in the method of teaching, logically graded sequence of small steps. Practical exercises are given importance in these techniques of teaching.

c) Task setting*:* It is an arrangement of intellectual operation which is diligently continued for ensuing piece of work.

d) Planning: Different forms of the lesson plan regarding receptive skills, productive skills focus on assisting learners to produce suitable and logical communication additionally in spoken or written structure. In order to make sense or being able to process the ability to convey information, convincing ideas and feelings should be included in the productive lesson plan.

79

The following are the subsequent points are taken into consideration:

- The lesson has to aim to help the learners to communicate.
- It will not be beneficial to the learners by simply giving a topic and asking them to write or speak.
- Sufficient preparation should be taken before setting the task.
- The topic should be familiar to the learners.
- The learners have to be equipped first before asking them to produce language.
- Learners are to be used particular transmission strategies when they are facing problem.
- Learners must be prepared for the spoken task through the process of drafting revising and editing.
- Self-peer regulated feedback using a checklist.

Teaching writing and speaking capabilities are significant because productive skills are basic life skill. In actual life, Individuals by and large may require to notify, persuade or share scheme. They are often used for taking notes, filling forms, and writing e-mails, letters, reports or stories.

VI. RULES FOR IMPROVING WRITING SKILLS

Speaking practice is one of the most fun and rewarding parts of English language learning. Once learners earn the ability to speak even a little English, there are number of ways for improving their productive skills quickly with tons of fun. Being confident and speaking to many people as often as possible is a preferable way. As much as the language is practised, the better and more confident the learners will become in their pronunciation and vocabulary. Speaking skill is like learning a musical instrument or new sport. The only way to acquire the language skill is to put into practice the same.

Though there are number of favourite tasks for improving speaking skills. Some of them are given below.

6.1 Practising speaking: It is the only way to make better speaking; there is no any other magical formula for it.

6.2 Echoing conversation: Techniques of reflecting are in two types. They are mirroring and paraphrasing . One of the simple form of reflecting is known as mirroring and it requires restatement absolutely near what the speaker is saying

6.3 Seeing cinema and watching television: Listening to T.V news programmes and watching cinemas will enable learners to listen to the pronunciation of words. They can also learn new words and expressions this way

6.4 Recording voice: The necessity for good command over in English is increasing day by day . But meanwhile , One of the disappointing thing is learners spend years for studying english   and   still they can't speak it properly.Therefore in this case, it is necessary to know about the things that influence learners to speak English in the language classroom. The present study has investigated the perception of student teacher on factors influencing to speak English. The factors are motivation, self-belief, and object discussion

6.5 Learn and Study Phrases: Usually, learners are learning vocabulary and try to put many words together to create proper sentences. It is amazing, learners cannot learn too many words and they cannot create proper sentences.

The reason is that they did not study phrases properly. Children, in the process of language learning, learn both words and phrases together. Likewise, learners need to study and learn phrases.

6.6 Inundate one: Being able to speak a language is not related to how smart one is. This is a proven fact by everyone in the world. Everyone can speak English, if they have an environment where they can be around English speaking people constantly. As per this system, learners do not have to go anywhere to become fluent in the language. Programmed instruction rules that will assist learners achieve fluency of the target language.

VII. RULES FOR IMPROVING WRITING SKILL

Variety of strategies can be used for improving writing skills. There are number of steps which help learners make dramatic improvement to the quality of their writing in short order. Becoming a better writer needs rigorous practice. Writing skills are an important part of communication. Good writing skills help learners to communicate their message with clarity and easy to a larger audience than any other modes.

The following are the elements needed for effective writing.

7.1 Preparing an outline: In the writing process, even in a very simple piece of writing, writers should keep some kind of an organization to convey the information they want in a clear sequence way.

7.2 Using Active Voice: The writer should prefer the active voice in making a sentence to the passive voice. Active voice produces stronger and livelier writing. It emphasizes the action and it usually saves words.

7.3 Adapting Language: By adaption means fitting the communication according to the level of readers. The writer must keep in mind that all the readers do not have the same level of understanding. Their level of understanding vocabulary, knowledge, mentality is different.

7.4 Using familiar Words: It means using the words that most of the people use in everyday conversation. These words can convey sharp and clear meaning in the mind. Complex and difficult words and the words that do not communicate precisely or quickly should be avoided.

7.5 Practicing Reading: Listening is closely related to speaking, reading is associated to writing. Hence, the first tip for improving English writing is to read as much as possible. This will help enrich the learner's lexical resources, syntactical skill, sentence structure, so that they can find out many different ways to communicate ideas.

7.6 Revising Grammar: Even if there is no need to learn grammar too much, writing will improve a lot if work on grammar exercise is done properly. Syntax is more important for writing than speaking because it is usually more formal and more structured.

7.7 Making writing a routine activity: Writing should be a routine activity. There is no need that the sentences to be lengthy and elaborate; instead they can be as simple as possible.

7.8 Organizing a Paragraph: As part of improving writing skills, a paragraph needs to commence with a topic sentence that is, a sentence that explains what the paragraph is written about. Supporting sentences have to be there that provide more information about the topic. Paragraph should be completed with a concluding sentence. It generally gives a summary of the ideas developed in the body of the paragraph. There has to be a knack as to how to make transition between paragraphs to signal relationships between ideas, so as to create a fluent body of text.

7.9 Writing Prompts: Through prompt writing task, the learners can be directed to write about specific topics in different way. They are arranged to incorporated learner's imagination and inventiveness into guided writing practice. Since the educational awareness has improved, prompts writing have come into existence, as a way to corral student's natural curiosity for the world around them. Concrete expressions are those that shape sharp and understandable meaning in the mind.

7.10 Checking Spelling: Immediately after writing something, spelling must be checked. Defective spelling can blemish even an interesting piece of information.

7.11 Keeping Sentence Unification: Unity of sentences is essential for making paragraph. By unity means all aspects of sentences should concern one thought. Particularly, all the objects put in a sentence should have fair reason for being co-operatively. Consequently, the composer should ensure that all the particulars in a sentence belong together. Unity of sentences can be kept by obliterating extravagant features incorporating just correlated ideas and keeping away from irrational creations.

VIII. DISCUSSION AND RESULT

Obviously, through the programmed instruction method, subject matters are presented to the learners in a carefully and systematically designed steps through logically arranged instructional frame. Learners can work through the prepared material by themselves at their own speed and after testing their comprehension by answering question. Contrasting the receptive skills lesson plan, productive skills aims at helping learners produce appropriate and coherent messages either in spoken and written forms. It is clear that making sense of, and being able to process, the input is important. That is to say, productive skills are the capabilities to convey messages, convince or share ideas and experience. Programmed instruction helps the learners to speak and write effectively, through graded sequence of instructional frame.

IX. CONCLUSION

Overall**,** it is clear that extensive victory of resources in any teaching learning system is facilitated to improve the two fundamental skills namely speaking and writing. Mainly, it is because the productive skills can easily modify in a variety of occasion and circumstances of teaching English as a second language exercise. Hence, the classroom will not go monotonous. Since, programmed instruction is a research based system, which helps learners work successfully. The programmed instruction method presents the material in a logical and tested sequence, the text is either in small steps or larger chunks. Immediately, after each step, learners are given a question to test their comprehension. This means the learner at all stages makes responses and is given immediate knowledge of result. Productive skill can also provide learners at various stages of language and literary advancement, and extensive range of written and speaking products. Programmed Instruction allows students to progress at their own rate and only after they have mastered the previous concepts. It helps learners to escalate active meet up and contrasted speech with writing.

REFERENCES

1. Delbio, Dr. M. Ilankumaran, "Methods of Second Language Teaching And Learning"The International Journal of Analytical and Experimental Modal Analysis (IJAEMA) UGC CARE listed Journal, vol. XII, no. VII, July, 2020, pp. 236-243, ISSN-0886-9367 (Online)
2. Delbio, Dr. M. Ilankumaran, Dr. R. Abilasha, "Empowering the Learners with Second Language Skills through Psychological Aspects" International Journal of Recent Technology and Engineering(IJRTE) (Scopus Indexed) with IF 5.92, vol.8 no 1C2, May 2019, pp. 1025-11031, ISSN: 2277-3878
3. Delbio, Dr. M. Ilankumaran. "Process and Techniques to Improve Memory Power in Second Language Acquisition", Literatures in English for Cross Cultural Communication, Annammal Publications, Nov. 2018.
4. L Kohili, 'Techniques of teaching English', Dhanaat Rai publishing co.(p) L.T.D, New Delhi, 2000.
5. Abilasha.R, Dr. M. Ilankumaran, 'Developing Communication Competence of the Students Engineering Courses', New Trends in English Literature and Language, April 67-71, ISBN: 978-81-929117-2-4A.
6. Aslam Mohammed, 'Teaching of English A Practical Course for B.Ed Students' Foundation Books, 2003.
7. Delbio, Dr. M. Ilankumaran, "Paradigms of Second Language Acquisition:A Neurolinguistic Perspective" International Journal of Recent Technology and Engineering (IJRTE) (Scopus Indexed) with IF 5.92, vol.8 no 1C2, May 2019, pp. 1019-11024, ISSN: 2277-3878.
8. Dr. K Sivarajan, T.V Ramakrishanan and etal.' English Language Education, Calicut University Central Co-operative Stores, 2010.
9. Dr. R. Abilasha, Dr. M. Ilankumaran, 'Developing Communication Skills of Students – An analysis on Pragmatic Performance', International Journal on Studies in English Language and Literature (IJSELL) with IF 3.537, Volume 6, Issue 7, July, 2018, PP 26- 31, ISSN: 2347-3126 (Print) & ISSN: 2347-3134 (Online)
10. Harmer Jeremy, 'The Practice of English Language Teaching' Pearson Longman, 4th Edition, 2016.
11. K. Jeya Gowri, Dr. M. Ilankumaran, 'Enabling Interaction among the English Language Learners at the Tertiary Level of Education' International Journal of English Language, Literaturein Humanities (IJELLH) vol.7 no.3, March 2019, pp.111-121, ISSN-2321- 7065 (Online).
12. K. Jeya Gowri, Dr. M. Ilankumaran, Dr. R. Abilasha, "Teaching Activities Enhance Speaking Skills: A Study based on Transitional Students in Tamil Nadu" International Journal of Recent Technology and Engineering (IJRTE) (Scopus Indexed) with IF 5.92, vol.8 no 1C2, May 2019, pp. 1032-1038, ISSN: 2277-3878
13. K. JeyaGowri, Dr. M. Ilankumaran, Dr. R. Abilasha, "Teaching Activities Enhance Speaking Skills: A Study based on Transitional Students in Tamil Nadu" International Journal of Recent Technology and Engineering(IJRTE) (Scopus Indexed) with IF 5.92, vol.8 no 1C2, May 2019, pp. 1032-1038, ISSN: 2277-3878
14. R. Abilasha, Dr. M. Ilankumaran, 'New Trends in English Language Teaching – A Novel Perspective', International Journal on Studies in English Language and Literature (IJSELL) with IF 3.537, Volume 2, Issue 11, November, 2014, PP 46–52.
15. S. Sreena, Dr. M. Ilankumaran, "The Basic Principles of Speaking Techniques: A Study based on the Types of Performance in a Classroom" International Journal of Recent Technology and Engineering (IJRTE) (Scopus Indexed) with IF 5.92, vol.8 no 1C2, May 2019, pp. 1059-1065, ISSN: 2277-3878

16. Shaniga, R. Catherine., and Ilankumaran, M. "English Language Teaching in India: Challenges and Strategies". Journal of Xi'an University of Architecture & Technology (JAT) with IF 3.7, vol. XII no. VIII, August 2020, pp. 962-976, ISSN: 1006-7930.
17. Sreena S, M. Ilankumaran, "Learning Strategies for Cognitive Development to Enhance the Speaking Skills in Second Language" International Journal of Recent Technology and Engineering (IJRTE) (Scopus Indexed) with IF 5.92, vol.8 no 1C2, May 2019, pp. 1045-1050, ISSN: 2277-3878.
18. Sreena, Dr. M. Ilankumaran. "Developing Communication Skills using Developmental Speaking as a Technique", Literatures in English for Cross Cultural Communication, Annammal Publications, Nov. 2018.
19. Suma Maduri Devi. L, Dr. M. Ilankumaran, 'Problems and Approaches in Communication Skills Acquisition', New Trends in English Literature and Language,April 2014, 231-234, ISBN: 978-81-929117-2-4.
20. Venkateswaran. S, 'Principles of Teaching English' Vikas Publishing House Pvt. LTD, 2003.
21. Brown,Nation." Teaching Speaking: Suggestion for the classroom". 4th January, 2008.http://jaltpublications.org/titl/files/97/ja/speaking.htm.
22. Chastain, K(1998). Developing Second language skills(2nd Ed.) Chicago:Harcourt Brace Publishers.
23. Brown, H.D.(1994)' Teaching by Principles: An interactive approach to language.
24. Crewell, J.W(2002) Educational research: planning conducting and evaluating qualitative and qualitative research.
25. Hammr, Jeremy(2007) The Practice of English Language Teaching.4th ed London, Logman.
26. Hanna, Michaels;Gibson.James W.(1983) Pogrammed Instruction in Communication education,32,1.1-7.
27. Kay, Harry et.al(1968) Teaching Machine and Programmed Instruction, Penguin Book. Inc.
28. SolrunB. Kristinsdottir(2001) Programmed Instruction.Retrieved December9,2006.
29. McDonald, J.T (2005) Learning from Programmed Instruction: Examining Implications for Modern Instructional Technology.Educational Technology Research and Development53(2)84-98.
30. Ellson, D.G;Barber, L; Engle, T.L and Kampwerth.L(1965,Autumn) Programmed tutoring:A teaching aid and a research tool. Reading Research Quarterly, 1:1, 77-127.

AUTHOR PROFILE

Abdul Majeed C. T., M.A, M.Phil, (English) PGCTE, TEFL, C.O.B and IELTS Research Scholar at NICHE (Noorul Islam Centre for Higher Education)Kumar Coil , Tamil Nadu, accomplished educator with demonstrated ability to teach, motivate and direct students while maintaining high interest and achievement. Articulate communicator able to effectively interact with diverse population of students at a variety of academic level. Consistently maintain excellent relations with students, parents, faculty and administrator. Self-motivated with strong planning, organizational and leadership skills, soft skill withdynamic personality. Mydegree help me to have a clear logical mind with a practical approach to problem solving and a drive to see things through to completion. I enjoy working on my own initiative or in a team.In short, I am reliable, trustworthy, hardworking and eager to learn. My main strength are adaptability, dependability and determination to get a job done. As a research scholar, I have been fortunate to have published two book chapters and more than twelve national and international academic articles through reputed English journal. In addition to, I have presented and attended a number of national and international conferences. My strength are my attitude that I like to take challenges .Also, I take both success and failure in a balanced manner.

Dr. M. Ilankumaran, having English Language Teaching (ELT) as specialization in his M. Phil and Ph. D with an experience of more than three decades of teaching at various levels, is at present working as Principal of Geetha Jeevan Arts & science College, Thoothukudi. Previously he was working as a Professor and Research Programme Coordinator in English at Noorul Islam Centre for Higher Education (NICHE), Kumaracoil, Tamilnadu. With all earnestness, he conducts workshops for the English fraternity on Effective Communication Skills and organizes conferences regularly on English Language and Literature. He is a visiting faculty teaching 'Applied Linguistics' and 'English for Communication'. Enjoying 13 years of research experience, he guides scholars at M.Phil and Ph.D level and produced many. He evaluates doctoral theses and conducts public viva voce examinations in different universities. He is the President of English Language Teachers' Association of India (ELTAI), Kanyakumari Chapter and the South Region Coordinator ELTAI. He is also a member of International Association of Teachers of English as a Foreign Language (IATEFL), UK. He is the main author of five books on English for Engineering Students I and Technical English for Engineering Students II, the prescribed textbooks with ISBN for first year BE/B.Tech students of NICHE. He is a member of Editorial Board of a Refereed International Journal. Besides being an able administrator, he, to his credit, has published more than 175 articles and chapters in books on ELT in Indexed, Refereed journals at National and International levels of which 45 in Scopus Indexed Journals.