

Learning Strategies for Cognitive Development to Enhance the Speaking Skills in Second Language

S. Sreena, M. Ilankumaran

Abstract--- *The efficiency of speaking skills in English is a main concern for many second language learners. In the second language classroom, teachers should train learners to use and practice the strategies that can help the students to face difficult situation in speaking. The learners in a second language may have numberless occasions to practice the language. The application of cognitive strategies can increase the competence and self-assurance. While instructing, cognitive strategies require a high quantity of dedication from the teachers and the learners. The outcomes are well appeal to the effort done by the teacher and the learner. The expertness of speaking skills in English is a main concern for many second language learners. Teachers are the role models of the learners in every aspect of learning. Teacher's role is like that of a learner, facilitator, resource person, assessor, manager, evaluator and an instructor. Teachers make the second language classroom more vibrant using certain techniques and activities. With the help of the teachers and the methods, the learners reach their goal at the end of the opportunity to work towards their potential. Teachers need to know that capricious factors are proscribed through the speaking atmosphere, by understanding their students' cognitive styles, their learning preferences, how they instruct and what they educate. There are many diverse types of learner strategies which the teachers need to be aware of in order to understand the strategies children bring with them and how they speak the language in the best way. This paper deals with various learning strategies for cognitive development and strategies for speaking second language in a classroom.*

Keywords--- *Language, Communication Skills, Learning Strategies, Cognitive Development, Speaking Skill.*

I. INTRODUCTION

Language is a structure of communication that activates humans to switch over oral or representative utterances. Humans use the language to express their ideas to others and expose themselves, and to influence objects in their surroundings. Human languages are the formal languages that consist of system of signs for encoding and decoding information. Based on the linguistic study, any language has two primary meanings. They are an abstract concept and a specific use of meanings and convey a concrete idea of emotions. Language has started in the innate phrase of emotions and that it is closer to the logical expression of intellectual thought. Language shows a considerable role in the formation and distribution of concepts. So the language is in relation to the meaning, reference, cognition and consciousness of human beings. Language, chiefly as the intellectual ability, allows the human brain to carry out linguistic behavior and it helps to become skilled at

languages and to generate and to recognize the conversations. This point stresses the uniqueness of language to all human beings, and it focuses on the physical or organic factors for human aptitude for language as only improvement of the human brain. Normal children will acquire the language without formal instruction if it is raised in an atmosphere where language is reachable for them. Languages may even extend instinctively in environment where the learners live in groups without a common language.

II. COMMUNICATION SKILLS

Communication is the skill of giving and receiving information in order to convey one's ideas and opinions with the people around. Communication is basically a two way activity of mutual understanding. Human life is meaningless without the skills of communication. When two people communicate with each other, mutual understanding is an important role. The general forms of communication are oral or verbal communication and written communication. Verbal communication refers to the exchange of a message through the use of written and spoken form. It is usually carried out through a language. Oral communication is the spoken interaction between two or more persons. The teachers offer their students with situations that allow them to develop and progress of language learning. Through daily activities, teachers provide learners with opportunities to develop each skill. The students listen to the teacher using the second language to each other in a pair activity. They use speaking skills for pronunciation practice, dialogue creation, speed reading, role play, etc. The development of good communication skills can help in all aspects of life, the life in between professional and social gathering. The development of communication skills is possible at each and every step of life and it can improve the quality of life.

III. SPEAKING SKILLS IN SECOND LANGUAGE

Speaking in a second language needs formal language instruction in a scholarly situation.

Speaking is the most important consistent and effortless means of communication. A learner needs not only to learn vocabulary and grammar but also the context in which words are being used in speaking.

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S. Sreena, Research Scholar, Noorul Islam Centre for Higher Education, Kumaracoil. (e-mail: sreenasair4@gmail.com)

M. Ilankumaran, Professor of English, Noorul Islam Centre for Higher Education, Kumaracoil, Thuckalay, Tamil Nadu, India. (e-mail: mikumaran@yahoo.com)

It is a vocalization of human communication. Communication played a very significant role to have reasonable and acceptable decisions taken by various levels of society, authority and information that contribute to development in all stages of life. The most essential task in the communicative process is being able to convey and carry out an idea, a concept or an outlook through speech or speaking. The learners are able to create relativity on what they are thinking in an effective and direct way which allows them to communicate successfully with others in a variety of situations. Speaking helps a learner for self-development and growth in career.

Individual differences have an effect on second language speaking. These differences may be developmental, cognitive, affective or social. There are factors that are fixed which are not able to be in charge of such as maturity and language learning capability. There are some factors such as motivation restricted by communal setting and the course taken for developing the second language. Language learners may need to be trained with strategies for concerning novel acquaintance to previous information, for arranging matters more effectively and for seeking opportunities for communicating with the target language speakers.

IV. STRATEGIES FOR COGNITIVE DEVELOPMENT

Cognitive strategies are very useful tools in supporting the learners with learning problems. The strategies for cognitive development are used to resolve a difficulty or complete a mission by means of cognition or mind. The strategies supply a configuration for learning when a task cannot be concluded through a sequence of steps. Attention to the steps results in booming achievement of the problem. Speaking in a second language is a complex task and it is a good example of a task that does not follow a series of steps.

A cognitive strategy serves to support the learners to develop the domestic procedures that facilitate to execute tasks that are complicated. Speaking in a second language is a part where cognitive strategies are important. A self-questioning strategy can lend a hand to the students realize what they speak. The act of making interrogation does not guide openly to speaking skills. Instead, students investigate various sources and merge information as generated ways to achieve the level of the native speakers in speaking. The cognitive strategies are used in the classroom where the teacher performs a key role and unite the gap between students and the skill to be learned.

Content enrichment and content evaluation are the two important cognitive strategy tasks performed by the teachers in the classroom. The teacher may determine the necessary approaches to learning for the success of the students and also assess the substance. Teachers instruct with habitual manner and instructional aides that give a hand to students as they apply appropriate techniques and strategies. In this way, the teacher emphasizes what the students should learn, or the outcome of learning. In addition, the teacher shows a model that how the learning process happens in the classroom. When a teacher is skilled with the content which is trained in the classroom, the teacher knows which parts are the important, the interesting

and the easiest to learn. The teacher evaluates the content with various aspects which are necessary for the learners' enhancement of the skills.

The teacher's consideration moves to the knowledge of the students. The uniqueness, logical ability, curiosity in the subject, and inspiration to learning process of the students are to be taken into account. The teacher selects learning approaches that complement the learner's ability while ensuring execution with the content. Teachers who interlink learner and task while teaching cognitive strategies well in the classroom. The teacher may master in the strategies applied to the learners and explicit instructions to impart the components of the strategy. These activities have been repeated and rehearsed when it is implemented in the classroom. There are diverse tasks to use of cognitive strategies by teachers. The teachers expect an important impact on the learning process of the learners that are highly relevant to the cognitive development. The most common learning strategies used for cognitive development are:

- Concept Mapping
- Dump and Clump
- Visualization
- Making Associations
- Chunking
- Questioning
- Rehearsal
- Accessing Cues
- Using Mnemonics
- Sounding out words
- Elaboration
- Self-checking and Monitoring

Concept Mapping

Concept mapping is a visual organizer to improve the cognitive development of a learner. It is a tool to build up a link between the previous knowledge and new information about the concept. By means of concept mapping, students assemble a model for arranging and integrating the information being learned, understanding the new concept and think it in diverse methods. It can be useful to learners organize new ideas and make meaningful relation between the main thought and other ideas. It can be in the form of maps, diagrams or tables. It is a brainstorming activity to visualize the words and ideas. It improves the memory power of the learner minimize the directional confusion. This strategy has been used to enrich the vocabulary and speaking skills of the learners.

Dump and Clump

Dump and clump is a brainstorming strategy for learners to identify the words from pictures shown to them. It is a step by step activity to enable the cognitive development. Once the learners identify the words, then the learners organize the ideas into a concept and finally summarize it into a paragraph. It can be reproducing to the other learners in the classroom.

It is a group activity that allows the learners to discuss the topic and find out the conclusion based on various thinking and reasoning power of the learners. It leads the learners into a good discussion session. It initiates a process for complementing the former knowledge and assembling projections.

Visualization

Visualization is a cognitive strategy used for mental rehearsal. The key to this strategy is to always visualize the things that are desired by the learner. It is a mind processing activity. The learner imagines the ideas that are already in the mind. The subconscious mind does not differentiate the real and imaginary ideas. The learners persist the vision confidently and it is successful method. Learners need constant practice to achieve this goal. It gives motivation to the learners and visualization leads to the real world and positive thoughts. It enhances the right brain activity and the organization improves the memory of the person. Simple pictures used in this method cannot convey the complexity process, at the same time complex diagrams are too modern for many learners. This is the demerit of this method.

Making Associations

The learner remembers things by making associations. Any information in the memory is connected to other related ideas in a same way or other. Associating the new ideas and information, with the knowledge the learner can possess, is a good strategy to learn new things. If memory works by association, the learner will actively work to create an association between the information. The associations may be simple or complex. The learners need continuous practice to reach the ultimate aim.

Chunking

Chunking is an activity to boost up the memory of a learner by categorizing information. The word chunk means small units or small groups. The way of recalling the concept by dividing it into small units or chunks is the chunking process. Recalling information and memorization is a challenging task or the learners in the classroom. Chunking strategy helps the learners to group the ideas and make easy to remember the concept. It helps the learners to have short term memory. Teachers consider this as a useful method of improving cognitive development. Chunking breaks a complex task into simple tasks to handle many difficult tasks in the easiest way to enhance learning.

Questioning

Questioning is a powerful strategy used by the teacher in a classroom to evaluate the learning capability of learners. It is a strategy to involve the students actively in the learning content. It increases motivation and creates interest among the learners. It helps to check the student's preparation and completion of work. Questioning strategy helps to develop critical thinking skills and stimulate independent learning. It makes the classroom live and energetic. When the teachers ask questions, the students get a chance to recall or recollect the ideas in the memory and reproduce it. It is a booming technique to cognitive development. Self-questioning is also a strategy to introspection to the learners. Questioning is the starting stage for understanding the thinking pattern of the

human brain. The involvement of the learners is crucial in the questioning strategy. Teachers allow the students to ask questions and give enough time to understand the questions and explicit answers. Teachers must be aware of learners' cognitive responses, emotional responses and development of questioning power.

Rehearsal

Rehearsal is a cognitive strategy used to repeat practice of any idea to learn it. It can be used to learn minimum number of information. It gives a familiarity to the subject matter leading to memorization. Information may be rehearsed for a minimum of three times before it can move from the working memory to long term memory. It is the processing of information which allows the learners to hold the idea in consciousness. Rehearsal helps the learners' to have a long term memory. There are two types of memory. They are rote rehearsal and elaborative rehearsal. It needs concentration and regular practice to develop the cognitive memory. Rehearsal is a conscious repetition of thoughts to be remembered.

Accessing Cue

It may be visual or verbal prompts used to remind what has already been learned. It provides an opportunity to learn something new to the learners. For visual cues, the use of pictures and symbols need to be involved in structured or natural environment. It enhances the learner's organizational skill and communication. Visual cues help the learner to become independent and decrease the negative behavior. The learners can get an idea about the environment. These cues are accessed by the learners for the cognitive development.

Using Mnemonic

Mnemonic strategies are used as an effective way to enhance the memory power of the learners. Teachers use various mnemonic for the cognitive development. Keyword mnemonic is a strategy used to recall the ideas in second language. With that keyword the learners' thought of the interlinking word to be demonstrated from the learners' perspective. Organizing the information into easily memorable ways like groups, words or phrases are called chunking mnemonics. Music mnemonic strategy encodes the information directly to the brain of the learners. Acronyms and formulae are used in the letter and word mnemonic strategy to stimulate the mental activities of the learner. Making connections and rhymes are considered mnemonic strategies to recall and strengthen memory power.

Sounding out words

New words can be easily remembered by speaking them loudly. It improves the pronunciation of words. Teachers use this strategy to correct the vocabulary of the learners and stimulate the brain to remember things easily. Speaking, reading and listening skills are improved by this strategy.

Reading is the best way to enrich vocabulary in second language. It gives words, phrases and words in combination with other words. There is a large requirement of vocabulary suitable for situation. Reading aloud gives a chance to focus on pronunciation and pacing without disturbing about coming up with words. By reading the scripts, the learners can check the pronunciation. It is the easiest strategy used by the teachers in the classroom. It creates cognitive development of the learners.

Elaboration

Elaboration strategy connects information to be learned with the knowledge that the learners already know. This connection leads to working memory because; connections create efficiency of learning and memory. The learners expand the ideas in connection with the ideas in their brain. The learners gather a lot of information to expand the thoughts given by the teachers. Teachers provide an opportunity to develop confidence among the learners.

Self-Checking and Monitoring

Self-checking is a skill used to keep track of one's own actions and performance. It is a basic skill to recognize the strengths and weaknesses of a learner. It is a conscious and deliberate action by the learners. Learners can be aware of the present situation of their learning. It focuses on the task and creates positive attitudes towards the learners. Cognitive development strategies improve the mental ability of the learners. Learners know more about themselves and monitor the actions done by them. Teachers help them to assess the character of their own. Self-monitoring of the learners lead to

- Trusting the minds of the learners.
- Knowing that there's more than one right way to do things.
- Acknowledging themistakes and try to rectify the mistakes.
- Evaluating the products and behavior.
- Enhancing the memories.
- Increasing learning.
- Increasing self-esteem.
- Having sense of power.
- Becoming more responsible.
- Improving work completion and accuracy.
- Developing and using a personal study process.
- Increasing On-task time and are more engaged.

V. LEARNING STRATEGIES FOR SPEAKING SKILLS

Speaking in English language fluently both inside and outside the classroom is the main aim of the English language learners. Teacher's role is essential for the language proficiency and the speaking style. Learners from different cultural background are too shy to speak in the classroom or answer the questions. Learners normally have a complaint that they understand English but they do not have the confidence to involve in a conversation process. Learning strategies used by the teachers help the students improve the language development and acquire the use of oral language. Some of the speaking strategies are:

- Translation from the native language into English
- Avoiding blocks occur due to nervousness, lack of confidence, etc
- Looking for a specific word, rather than using simple language to describe what is meant
- Providing speaking opportunities in or outside of class
- Exam preparation focuses on grammar, vocabulary etc. and leaves little time for active use

VI. TRANSLATION FROM THE NATIVE LANGUAGE INTO ENGLISH

The importance of translation for the present day cannot be overstated. As an instrument of cross-cultured and inter lingual contacts and of inter- communication for different people, it is perhaps the most practicable means available to all. Translation is a process of finding a target language equivalent for a source language. It should aim at seeking the conceptual equivalents in between two languages. In a classroom speaking process, the learner finds English speaking conversation partner to improve the speaking ability. Students who are living around with many English speakers may be able to find informal way to chat with neighbours and common people around them. While having an interaction with English speaking people, the learner gets a firsthand experience to watch them and identify the modulation of their speech. Listening and translation create an experience for the brain. Translation to target language creates an emotional connection with the language only when the language content is interesting and the voice of the person is pleasing. The teacher in the classroom can help the students develop the listening skill by having a class discussion or by translating the content.

VII. AVOIDING BLOCKS OCCUR DUE TO NERVOUSNESS, LACK OF CONFIDENCE, ETC

Speaking or verbal communication is an art of making vocal sounds.

It is perhaps the most frequently used way to get a message all over the world. It is a direct method. It costs nothing and it is instant. It is the most effective communication skill because it allows the listener to pick up on the direct facial expression, tone pitch and body language of the speaker.

Learners must accept that being nervous is not a bad thing. Fear of speaking leads to imperfection. So, the learners do not try to be more perfect in the classroom. The learner must well verse in the subject matter. The listeners are more important factor in speaking. The speaker always engages the listeners.

Practice and hard work makes the learners to be a successful speaker. Through these various activities, the learner avoids blocking in speaking happened due to nervousness and lack of confidence.



VIII. LOOKING FOR A SPECIFIC WORD, RATHER THAN USING SIMPLE LANGUAGE TO DESCRIBE WHAT IS MEANT

Speaking English language in a stylish way is the ultimate goal of the second language learner.

The learner makes it possible by improving vocabulary. It is not a tedious task. Reading newspapers daily, read novels and magazines, write down new words and use it in developmental speaking processes. Writing is a great way to start producing the language vocabulary. When a learner starts to write, there has a time to look up words, grammar rules or word endings. The learner has more time to think a thing through this process prepares the speaker for speaking. The learner has to enjoy the beauty of words and leads to enrich the vocabulary.

Learners may know the words frequency used in English language. If they know almost three thousand words, then they know the ninety eight percent of communicative English. There is no need to know the total words in the dictionary. The learner may focus on learning the most frequent words to improve the chances of communicating perfectly. By knowing the changes of word structure help the learners to enrich the vocabulary. The students apply the new vocabulary to suitable situation to show the excellence. The students want to strengthen the vocabulary by means of commitment to regular learning. Extensive reading helps a lot to broaden the vocabulary. Learners use appropriate words to express the ideas.

IX. PROVIDING SPEAKING OPPORTUNITIES IN OR OUTSIDE OF CLASS

Public speaking helps the learners to deal with the fears and turn the weaknesses into strength. It is an excellent method to develop critical thinking skill. It leads the speaker to convey a message to the listeners and start thinking critically about the speaking style. Public speaking focuses on communicating ideas openly. It makes new social connections and gives personal satisfaction to the learners. Public speaking helps the learners to expand the professional network. It is a powerful way to unite people under a common cause and motivate the listeners to take action through the speech. It builds leadership skills also. It helps to learn the acting skills to enhance the speech by developing the vocabulary and fluency. It helps the learners to learn how to argue and to drive a change in the career. So, the teachers provide suitable situation for speaking in and outside classroom.

X. EXAM PREPARATION FOCUSES ON GRAMMAR, VOCABULARY ETC. AND LEAVES LITTLE TIME FOR ACTIVE USE

Learning the natural flow of English language can make the learners more confident speakers, because the speaking style of the person is usual, fluent and with less hesitation. The fluency of a language is natural when learners start to think in that particular language. The translation from mother tongue to target language makes the speaking ability become an unnatural one. While translating, the language order and the pronunciation are also changed. Developing the natural flow of English language is giving training to the

brain by means of activities. It is a slow, long and painful journey to achieve the goal of fluency in English language. In a classroom, the teacher gives more importance in exam oriented speaking mainly on grammar and vocabulary. The active use of language and speaking, on the contrary, is the ultimate target of the learners.

XI. CONCLUSION

English Language has been a tool for communication and the way to interact among people to share their emotions. English language is transforming its different communicative structure in recent times and in the process. It has increased its purpose to develop the communication skills. Language development is one of the key milestones during early childhood development. A significant part of a child's social and intellectual development mingles on reaching this milestone. Language stimulation helps to develop the language ability at any level of learning stage. Language development is not a natural or an automatic process. Developmental speaking has, thus, become a powerful way of promoting communication skills of a person. Learning strategies will help the learners to achieve the cognitive development and acquiring speaking skills in second language.

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