
THE CHARACTERISTICS OF EFFECTIVE WRITING SKILLS IN ENGLISH LANGUAGE TEACHING

PARUPALLI SRINIVAS RAO

Lecturer in English,
English Language Centre, King Faisal University,
Al-Hasa, Kingdom of Saudi Arabia



Abstract

In the globalization era, communication plays a dominant role in all fields. Language is the primary key for communication and communication is almost impossible without the presence of a language. Even if it is possible to communicate through signs and gestures, it does not fulfill the desires of the human beings completely. Therefore, language is a weapon in communicating human's ideas, thoughts and feelings to the other fellow human beings. Hence, humans learn language skills in order to keep their relationship with the others. To learn a language, humans need to learn the skills of that particular language. To learn a foreign or second language such as English also, the learners have to learn all the skills of it to prove themselves as good communicators. Among the four language skills, the English language learners (ELLs) find it difficult to acquire writing skills than the other three skills, i.e. listening, speaking and reading. As writing involves a lot of practice due to the complexity of its phonological, morphological, semantic and syntactic structures, EFL/ESL teachers have to think of implementing alternate methods in their classrooms in order to develop their learners' writing skills. Therefore, the teachers have to introduce various strategies and novel techniques and approaches to enhance the writing skills of the ELLs.

This paper focuses mainly on the characteristics of effective writing skills in English language teaching. Therefore, this paper lays emphasis on the importance of language skills, especially, the skills required to learn the English language. Then, more stress is laid on writing skills as they are quite difficult for ELLs where English is their foreign or second language. This paper also discusses the characteristics of effective writing skills in English language teaching. Finally, this paper also gives some useful suggestions to teachers to adopt different strategies and techniques to develop the writing skills of their learners. It also advises the learners of English to follow the teachers' instructions and work well with their peers to improve their writing skills.

Key words: activities; effective; ELLs; English classrooms; language skills; novel techniques and approaches; strategies; teachers; writing skills.

Introduction

Due to the globalization in the twenty-first century, drastic changes have taken place in the field of communication. As language is the main tool for communication, humans learn it in order to communicate with other people. Therefore, people learn a language, especially; all the skills involved in it to communicate well and maintain good relationship with their fellow beings in the society. In order to attain their aims, objectives and goals, human beings try to learn a language and the skills involved in it. As they realize that communication is the key to get success in every field, they try to learn the desired language systematically. In this regard, they try to acquire the skills of the language to prove themselves as successful human beings in the society. With a strong determination and a little hard work, they can get success in learning a language. Hence, the learners should work hard in acquiring the skills of the language in order to become a good communicator.

It is a well-known fact that learners encounter many problems in the beginning when they try to learn any language because everything seems to be new to them such as the new vocabulary, grammatical structure, pronunciation and the usage. Learning a new language is a mixed experience for different people. Therefore, learning a new language requires a lot of hard work and more practice to learn it in a perfect way. In this regard, the learners of a language need to learn the required skills of it in order to communicate well with the other people all around the world.

Language is a tool to express humans' opinions, ideas, thoughts and feelings. Without a language, it becomes difficult for human beings to communicate with others. The people of the modern world need to communicate with a common language that is widely spoken in the world in order to achieve their goals. Moreover, language skills are necessary for the people of the modern world to communicate effectively with the other people. Moreover, people's effective communication is possible just by acquiring the skills of the language. Thus, the ESL/EFL learners should focus on the language skills, especially on writing skills, where they are the most essential skills that are essential to communicate with others in the modern society.

The importance of Language Skills

In the twenty-first century, people communicate with others who live in various continents, countries, states and regions. In order to communicate well with the people who live around the world, they need a link language that is understood by all people. So English serves this purpose and people try to acquire it to attain their goals. That is the reason why people learn all the skills of the English language as they play a vital role in their everyday

communication.

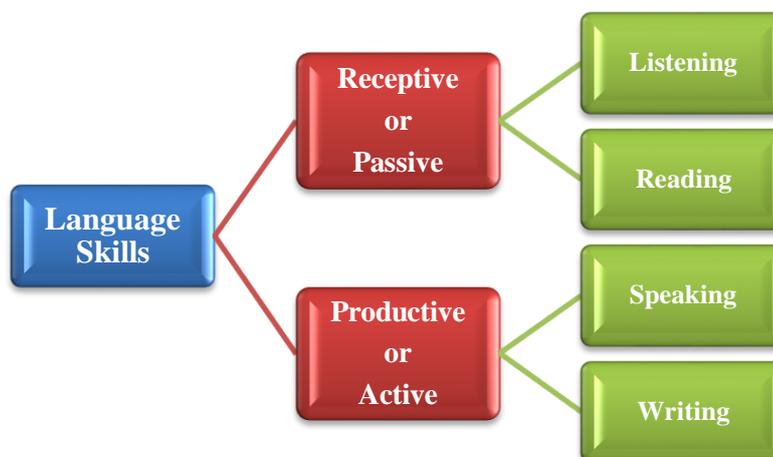


Fig: English Language Skills

To learn the English language, the ELLs need to learn all the four skills of it, i.e., LSRW (listening, speaking, reading and writing) skills. Among these four skills, each and every skill is very important for foreign or second language learners and they should not ignore any of these skills. The above figure discloses that these four skills are divided into two categories, viz., receptive or passive skills and productive or active skills. Listening and reading are receptive skills where the learners just receive and understand these skills and there is no need for the learners to produce language to do these. On contrast, speaking and writing are productive skills where learners have to produce language using these skills. Moreover, speaking and writing are more visible to the others and are also controlled guided activities. The main focus of these skills is on accuracy. It is a fact that the speakers feel more comfortable when they speak in their first language, whereas, their communication becomes apparent when they speak the second or foreign language. The same scenario reflects in learning English also. When the learners learn English, they find many problems in acquiring the necessary skills of the language. Hence, the teachers have to put more efforts to attract the learners towards learning English in the English language learning (ELL) environment. Moreover, the learners have the possibility of improving, polishing and getting mastery over their English language skills using the internet.

To get mastery over the English language, the learners have to learn all the four language skills. The learners of English should not neglect any of these skills as each skill has its own importance. Among these four skills, listening is the first skill that the ELLs acquire initially. According to Hornby (2005) the act of listening means, "To pay attention to somebody/something that you can hear". While acquiring the listening skills, most of the ELLs feel under unnecessary pressure to understand each and every word of the sentence and they find it difficult to understand what is spoken. So they should be more attentive and try to grasp only the important content of it and ignore the unnecessary one. In listening, the ELLs have to foster the skill of anticipation. In most of the everyday situations, the ELLs can get the help of the speaker, the visual clues and the situation to decode the oral messages. In listening, the learners have to concentrate mainly on understanding the message thoroughly.

To develop the listening skills of the students, the teachers have to encourage the learners to listen to the sounds of English so that the learners can learn the correct pronunciation of the words of English. Then the teachers have to adopt various strategies to make the learners to learn the listening skills. Listening is the skill that is used more often by the learners and they enjoy listening to dialogues, conversations and speeches. ELLs spend more time on listening than on the other skills because they just listen to them and there is no need to demonstrate them. Once the learners are good at listening, they will develop the remaining skills gradually. Therefore, the English teachers should adopt various strategies and techniques to develop the learners' listening skills in the ELL environment.

Speaking is considered to be one of the difficult skills of English where the learners have to speak in real time. Since the learners have to spontaneously respond to the speaker(s), they should have good knowledge of vocabulary and grammatical structure of the language. Without oral communication, language may simply remain as a script. Language is a tool for communication and people use language to communicate their thoughts and ideas and at the same time to know the others' ideas also. The ELLs have to practice speaking in and outside the classrooms. Moreover, they have to work in groups in the classrooms to enhance their speaking skills. As regular practice improves the speaking skills of the ELLs, the teachers have to engage them in group or pair activities. Moreover, the teachers should provide more opportunities for the learners to speak in the classrooms. As Rivers (1978) asserts, "Speaking is used twice as much as reading and writing in our communication". It is true that people spend a lot of time on speaking than reading and writing. Therefore, the English teachers have to select different strategies to concentrate more on developing the speaking skills of ELLs.

Reading is considered to be a receptive skill and most of the ELLs read their subjects in English. Reading helps the learners improve their spelling, vocabulary, grammar and even writing. When learners read a lot, the sentence structure fixes in their minds and their brains immediately imitate the same structure. As a result, the learners produce similar sentence structures to convey their messages. While reading, the learners use the technique of skimming and scanning which foster them to read the desired text effectively and quickly. Learners grasp the gist of the text and draw conclusions about it. The learners also familiarize with different types of texts and jargons and also learn new vocabulary. Learners who read very fast can also perform well in speaking and writing. As most of the learners get information from newspapers, magazines and journals, the teachers should encourage them to read them in the classrooms to enhance their reading skills. Moreover, the learners should read their textbooks in order to perform well in their exams. Teachers should encourage the ELLs to read moral stories, short stories and other interesting topics to improve the learners' reading skills. As reading continues throughout the life of any individual, the English teachers have to apply different strategies to improve their ELLs' reading skills.

Writing is a productive skill and it is the most complex skill of the four language skills. The ELLs have to put their thoughts and ideas in the form of writing as they should not miss the information. Writing in English is considered the most difficult skill because of its

complexity of structure and vocabulary. Moreover, the spelling system of words in the English language is entirely different from its pronunciation. As there is no one to one correspondence between the spelling and its pronunciation, most of the ELLs find it difficult to write in English. Furthermore, the coherence and organization are also important in writing paragraphs. The teachers should take up group and pair activities in the classroom to develop the ELLs' writing skills. So the learners participate very actively in these activities and perform the given assignments well. As writing involves many essential things, the teachers have to train their learners to write small paragraphs in English. While the ELLs do their assignments, the English teachers should assist them wherever they find any difficulty. It is the duty of the English teachers to train the ELLs to prepare them to write better in English.

Review of Literature

Among the four skills of the English language, writing is the most difficult as well as important skill for the ELLs to acquire because of the complexity involved in it. For most of the ELLs, reading and listening seem to easier than speaking and writing as these two are the productive skills and they need more practice to get mastery over them. Therefore, the ELLs should put more efforts to acquire them and try to follow the guidance of their teachers. Moreover, the teachers should also concentrate on various strategies that are useful in their teaching in order to motivate the learners towards learning these writing skills. Furthermore, the teachers should also understand the levels and interests of the learners while choosing the topics for writing tasks and also think of different novel techniques and approaches of writing so that the learners participate actively and show better performance in the given tasks. In the recent years, we can observe that writing has undergone many changes and developments. At this juncture, Harmer (2007: 1) rightly says, "Human activity of writing is a fairly recent development in the evolution of men and women ... some of the earliest writing found so far dates from about 5,500 years ago". To signify different things that are connected to their everyday lives, the ancient people used to draw different painting and methods and they used to convey their messages through images, pictures and figures. So, Yule (2010) aptly says, "Human beings started to write some 20,000 to 25,000 years ago". Likewise, Crystal asserts that the people of the ancient times used pictograms to signify different symbols. They used ☀ symbol to represent the sun. In the course of time, pictograms have become ideograms that played a significant part in writing system.

The process of writing has undergone many changes as time progressed, so pictograms (picture-writing) changed into ideograms (idea-writing) and then ideograms changed into logograms (work-writing). Then, the Sumerians chastely followed the word-based writing system. Between the period of 1700 and 1500 B.C., the alphabet in the Sinaitic word replaced the pictograms. Then, the Chinese philosopher, Tien-Lcheu, invented the ink in 2697 and later on the paper was also invented in China in 12 B.C. which made writing to be common for all the human beings.

The Definition of Writing

Among the four language skills of English, writing is considered the most complex skills for the ELLs to acquire because of its complexity in grammatical structure, vocabulary, spelling

and pronunciation. Furthermore, there is no one to one relationship between the spelling and pronunciation system. Therefore, the ELLs find it difficult to acquire the writing skills. In this context, Widdowson (2001: 62) rightly says, "Writing is the use of visual medium to manifest the graphological and grammatical system of the language". Crystal (2006: 257) says, "Writing is a way of communicating which uses a system of visual marks made on some kind of surface. It is one kind of graphic expression". According to Bloomfield (Cited in Crystal, 1994: 178), "Writing is not language, but merely a way of recording language by means of visible marks". In the same way, Olshtain (1991: 235) states, "Writing as a communicative activity needs to be encouraged and nurtured during the language learner's course of study". Furthermore, Richards and Schmidt (2002) assert, "Writing is viewed as a result of complex processes of planning, drafting, reviewing and revising".

Writing: The most complex skill

The learners of any language find writing is the most complex skill and the same is applied to the learners who learn the English language. Writing in English is considered the most difficult skill because of its complexity in syntactic, semantic, morphological and phonological aspects. Various researchers find the difficulty of writing in English for ELLs and they express their opinion about it. Negari (2012) says, "Learning to write in a first (L1), second (L2) or foreign language (FL) seems to be the most difficult skill for language learners to acquire in academic contexts". Likewise, Kroll (2003) asserts, "Writing is a complex process that involves the mastery of multiple skills that contribute to the overall difficulty of writing for any language user". In the same vein, Richards (2008) states, "Learning to write in either first or second language is one of the most difficult tasks students encounter and one that few people can be said to fully master". It is understood from the above observations that writing is a complex skill and it needs a lot of practice to acquire it in a perfect way. Therefore, the teachers should allot more time to writing skills in their classrooms so that the EFL/ESL learners can do well in their tasks.

Characteristics of Effective Writing Skills in English

Writing is a complex process where it involves various components that are to be followed by the ELLs in order to prove themselves as good writers. The first and foremost thing is that the learners should concentrate mainly on their vocabulary and grammar. Once they know the fundamental grammatical structures and adequate vocabulary, the ELLs will certainly get some moral encouragement to start writing something in English. In this regard, the teachers should demonstrate the learners with some sample writings and train them how to write good sentences in English and how to organize these sentences to make good paragraphs. Then, the teachers have to encourage the learners to begin their writing with some simple topics of their interest. In the process of developing the ELLs' writing skills, first of all, the teachers have to demonstrate the characteristics of effective writing. Unless the ELLs are taught these characteristics of effective writing at their initial stages, later it will be highly impossible for the teachers to incorporate these characteristics in their writing. Hence, the responsibility is on the shoulders of the English teachers to inculcate the characteristics to their ELLs while they start writing at initial stages. The characteristics of effective writing are clearly

illustrated below.



Characteristics of Effective Writing skills in English

The above diagram unveils that there are certain characteristics of effective writing skills in English for ELLs. First of all, the teachers should pay more attention on the topic that they are going to assign it to the learners. The teachers have to take the learners' need and interests into consideration while choosing the topics. Moreover, the teachers should suggest the current topics that the learners are more familiar with. For this purpose, the teachers have to read the newspapers and magazines where they get more information about the current topics. At the same time, the teachers have to frequently inform them about the recent developments in the contemporary society so that the learners can understand well about them and try to read them during their leisure time. So, it is very important for the teachers have to chat with the learners before choosing the topics. Once the learners agree with certain topics, then the teachers should give them to the learners to start writing on the given topic.

Then the teachers should also teach how to write in English using certain vocabulary. The teachers have to demonstrate the learners what type of vocabulary they have to choose when they start writing. As there are different terms used for different purposes, the learners are taught how to use the appropriate vocabulary that suits the situation. Once the learners know which vocabulary is suitable for a certain context, they will use them accurately in their writing. The vocabulary should be very catchy to thereaders and it should be as simple as possible. The writers should concentrate more on the suitable synonyms instead of using the same word many a times. Therefore, the vocabulary used by the ELLs should be very rich, catchy and it should be appropriate to the context.

The next important point that makes the learners' writing more effective is the choice of grammatical structures. As there are a variety of structures that are used by the writers of English, the ELLs' main concentration should be on the use of different grammatical

structures instead of using the monotonous structures in their writing. For this purpose, the teachers should teach various grammatical structures involved in writing English and train their ELLs in getting mastery over them. Once the learners are taught these structures, they have to put them into practice to use them relevantly according to the context. The teachers have to prepare their learners in practising the grammatical structures taught in their classrooms so that the learners will understand the structures well and use them according to the context.

Another important factor that influences the ELLs' writing skills is the right use of punctuation marks. It is a well-known fact that punctuation plays an important role in writing English for ELLs as the wrong usage of punctuation not only leads the readers to misunderstanding the meaning of the sentence but also confuses them to grasp the right meaning of it according to the writers' view. As there is a lot of change in the meaning when punctuation marks change their place, the teachers should teach the learners how to use the punctuation marks well when they start writing in English. Since punctuation marks are very important in writing English, the ELLs have to be thorough with the usage of them in their writing assignments. Moreover, the teachers are also supposed to demonstrate the change of meaning when the punctuation marks are misplaced.

While writing on the given topic, another important aspect is the ideas of the learners should be presented like a continuous flow and there should not be any diversion from the topic in between. Therefore, the learners should know the technique of writing down the important points related to the topic and they have to discuss these in the same paragraph. Furthermore, there should not be any gap in expressing these thoughts and they should be like the incessant drift that makes the readers to understand the concept well. Therefore, the teachers should train the learners to continue their writing with a good flow of thoughts in order to make their writing a well readable one.

The most important factor that makes the learners good writers is to link their ideas coherently in their writing. As writing needs a lot of reading as well as more practice, the ELLs have to read as many texts as possible. In addition to their reading, they should also try to devote more time on practising writing in English. In this context, the teachers have to teach them how to organize their ideas properly and how to use the linking words to connect sentences and paragraphs in a systematic way. If the sentences are not well organized, the purpose of writing will not be fulfilled. Therefore, the teachers of English should pay more attention on linking their ideas logically according to the points discussed in the ELLs' writing. Moreover, the teachers should teach the ELLs how the linking devices are used in writing English texts so that they will perform well when they write on anything in English.

These characteristics are very important for the ELLs in order to prove themselves as good writers of English. Therefore, the teachers have to concentrate more on these characteristics and motivate the ELLs to grasp them to develop their writing skills enormously.

Conclusion

In this paper, an attempt has been made to highlight the characteristics of effective writing skills in English language teaching. Thus, this paper has focused on the importance of

language skills, especially, the skills required to learn the English language. After that, more emphasis has been laid on writing skills as they are quite difficult for ELLs where English is their foreign or second language. This paper has also discussed the characteristics of effective writing skills in English language teaching. Finally, some useful suggestions have been given to the teachers of English to adopt different strategies and techniques to develop the writing skills of their learners. Moreover, the learners of English have been suggested to follow the teachers' instructions and work well with their peers to improve their writing skills.

There is no doubt that learning the writing skills for foreign or second language learners is not an easy task. It needs a lot of patience and they have to devote more time to it and also practice it regularly without any long gaps. As writing is considered the most difficult of all the four language skills, the English teachers have to devote more time on it. Furthermore, the teachers have to make the ELLs understand the techniques of writing English and demonstrate them by giving some important and interesting topics as examples. While teaching the writing skills in ELL environment, the teachers have to choose the topics that are more easier and interesting ones so that the learners feel happier and try to concentrate more on their learning. Furthermore, the teachers should apply various strategies and approaches in their teaching to make the difficult tasks into simple ones. When the learners feel that the given tasks are lengthier ones, immediately the teachers have to make the tasks into some parts and then ask the learners to solve them.

References

- Azzoui, A. Teaching Writing through the Process Approach (Master degree). Mentouri University of Constantine, 2009. Print.
- Blanchard, K. and Root, C. Ready to write more: from paragraph to essay. (2nd ed.). Pearson Education, Inc, 2004. Print.
- Celce-Murcia, M. and Olshtain, E. Discourse and context in language teaching: A guide for language teachers. Cambridge: Cambridge University Press, 2000. Print.
- Charge, N., and Taylor, L. Recent developments in IELTS. *ELT Journal*, 51(1997). pp.374-380.
- Crystal, D. The Cambridge Encyclopedia of Language. Cambridge: Cambridge University Press, 1999. Print.
- Cumming, A. ESL/EFL instructors' practices for writing assessment: specific purposes or general purposes? *Language Testing*, Vol.18:2, (2001). pp.207-224.
- Edwin, L. and Grundy, P. Writing about writing: Teaching the process and achieving a product. *Asian Journal of English Language Teaching*, 6, (1996). pp. 45-60.
- Eisterhold, J. Reading-writing connections: Toward a description for second language learners. In B. Kroll (Ed), Cambridge: Cambridge University Press, 1991. Print.
- Ferris, D., & Hedgcock, J. Teaching ESL Composition: Purpose, Process, and Practice. Mahwah, NJ: Lawrence Erlbaum Associates, 2004. Print.

- Gathumbi, A. W. and Masembe, S.C. Principles and techniques in language teaching: A text for teacher educators, teachers, and pre-service teachers. Nairobi: The Jomo Kenyatta Foundation, 2005. Print.
- Grabe, W. and Kaplan, B. Theory and practice of writing. London & New York: Longman, 1996. Print.
- Harris, J. Introducing writing. London: Penguin Group, 1993. Print.
- Hedge, T. Teaching and learning in the language classroom. Oxford: Oxford University Press, 2000. Print.
- Hedge, T. Writing. Oxford: Oxford University Press, 2005. Print.
- Hyland, K. Second Language Writing. Cambridge: Cambridge University Press, 2003. Print.
- Hyland, K. and Hyland, F. Feedback in Second Language Writing: Contexts and Issues. Cambridge: Cambridge University Press, 2006. Print.
- Isaacson, S. Evaluating written expression: Issue of reliability, validity, and instructional utility. Diagnostique, Vol.9, (1996). pp.96-116.
- Kim, Y. and Kim, J. Teaching Korean University writing class: Balancing the process and the genre approach. Asian EFL Journal Quarterly, Vol. 7-2, (2005). pp.69-90.
- Kroll, B. (Ed.). Second language writing: Research insights for the classroom. (6th Ed.). Cambridge: Cambridge University Press, 1997. Print.
- Nation, I. S. P. and Newton, J. Teaching ESL/ EFL listening and speaking. P. 38. New York: Routledge, 2009. Print.
- Nunan, D. Designing tasks for the communicative classroom. Cambridge: Cambridge University Press, 1989. Print.
- Okwara, M.O. "A study of factors related to achievement in written composition among secondary school students in Busia district". Unpublished masters thesis. Kenyatta University, 2012. Print.
- Ong'ondo C. KCSE writing skills. Nairobi: World Link Press Publishers, 2001. Print.
- Orodho, A. Techniques of writing research and social sciences. Nairobi: Masola Publishers, 2004. Print.
- Oxford, Rebecca. Integrated Skills in the ESL/EFL Classroom. ESL Magazine, Vol. 6, No. 1. January/February, 2001.
- Raimes, A. Techniques in Teaching Writing. New York, NY: Oxford University Press, 1983. Print.
- Raimes, A. Techniques in teaching writing. (3rd Ed.). Oxford: Oxford University Press, 1994. Print.
- Raimes, A. Teaching writing. Annual Review of Applied Linguistics, 18, (1998). pp.142-167.
- Rao. Z. Training in brainstorming and developing writing skills. ETL Journal, Vol. 61:2, (2007). pp.44-51.
- Richards, J. C. From meaning into words: Writing in a second or foreign language The

language teaching Matrix. Cambridge: Cambridge University Press, 1990. Print.

- Richards, J.C. and Renandya, W.A. (Eds.). Methodology in language teaching. Cambridge: CUP, 2010. Print.
- Richards, J. C. and Schmidt, R. Language Teaching and Applied Linguistics. Edinburgh: Pearson Education Limited, 2002. Print.
- Rivers, W. M. Teaching foreign language skills. London: University of Chicago Press, 1978. Print.
- Rollinson, P. Using peer feedback in the ESL writing class. United States: Oxford University Press, 2005. Print.
- Sadek, M. F. Towards a new approach for teaching English language. DarAl-Fikr, 2007. Print.
- Stauffer, R. G. Teaching Reading as a Thinking Process. New York: Harper & Row Publishers, Inc, 1969. Print.
- Stotsky, S. Research on reading/writing relationships: Language Arts. New York: Teachers College Press, 1983. Print.
- Underwood, M. Teaching listening comprehension. P. 1. London: Longman, 1989. Print.
- Ur, Penny. A Course in Language Teaching, Practice and theory. Cambridge: Cambridge University Press, 1996. Print.
- White, R. and Arndt, V. Process writing. Essex: Addison Wesley Longman Ltd, 1991. Print.
- Widdowson, H. G. Teaching a language as communication. (12th ed.). Oxford: Oxford University Press, 2001. Print.
- Yule, G. The Study of Language. (4th ed.). Cambridge: Cambridge University Press, 2010. Print.
- Zeng, D. The process-oriented approach to ESL/EFL writing instruction and research. Teaching English in China, Vol. 28:5, (2005), pp.67.
- _____

ABOUT THE AUTHOR

The author, Parupalli Srinivas Rao, has a vast experience of teaching English at various levels. He has been specialized in ELT and has authored 10 books and published several research papers related to ELT in various international journals. He has attended several national and international ELT conferences and also presented some papers in them.

He has been on the Editorial board for thirteen well-reputed international journals including American Research Journal of English and Literature, Literary Endeavour, Research Journal of English (RJOE), ELT Vibes, International Journal for Technological Research in Engineering (IJTRE), South Asian Academic Research Journals (SAARJ): ACADEMICIA, Alford Council of International English and Literature Journal (ACIELJ), Trans Asian

Research Journal (TARJ), Research Guru, International Journal of English and Studies (IJOES), Shanlax International Journal of English, Journal of English Language and Literature (JOELL) and International Research Journal of Innovations in Engineering and Technology (IRJIET). He has also done several prestigious projects including a project done for the National Council for Teacher Education (NCTE), Government of India and another one for King Faisal University, Saudi Arabia. He has attended several in-service training programs in ELT. He has taught English in India, the Republic of Maldives and Kingdom of Saudi Arabia for 27 years. At present, he is working as Lecturer in English at English Language Centre, King Faisal University, Kingdom of Saudi Arabia. He is very much interested in research activities and preparing study material for Undergraduate and Master's Degree courses. He is also a member of ELTAI, the prestigious organization for English language teachers.

The author did his M. A. (English) from Osmania University in 1991. He also completed his PG Diploma in Teaching English (EFL University) and later he did B. Ed., M. Ed. and M. Phil. from Osmania University. In 1999, he did PG Diploma in Functional English from Andhra University. He did Cambridge CELTA in London in the year 2008. He also completed two onsite ELT courses, namely, Pronunciation for Language Teachers and Teaching Grammar in Context from University of Edinburgh, UK in 2008. At present, he is pursuing his Ph. D. in ELT.