# CHAPTER - VI
## SUMMARY AND CONCLUSION

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CHAPTER - VI
SUMMARY AND CONCLUSION

6.1.0 INTRODUCTION

The most important component of any research is its findings that lead the investigator to draw conclusions and to offer appropriate suggestions and recommendations. This chapter deals with the summary of the present study, discussion of the findings and conclusion. The educational implications, recommendations and suggestions for further research are also presented.

6.2.0 TITLE OF THE STUDY

The title of the present study is framed as “Choice of School, Parental Care, Teaching Strategies and Learning Styles of Secondary School Students and their Academic Performance in English”.

6.3.0 OBJECTIVES OF THE STUDY

The objectives of the present investigation are as follows.

- To identify the major reasons that lead the parents to choose the school for their children.
- To find out the level of parental care among the secondary school students.
- To find out the language teaching strategies adopted by English language teachers at secondary level.
- To find out the learning style preference of secondary school students in learning English.
- To assess the level of academic performance in English among secondary school students.
- To find out the difference in the reasons that lead the parents to choose the school for their children with respect to the
demographic variables such as gender of their children, locality of residence, nature and locality of the school in which their children are studying, parents’ educational status, occupation and economic status of the family.

- To find out the difference in the level of parental care among the secondary school students with respect to the demographic variables such as gender, locality of residence, nature and locality of the school, parents’ educational status, occupation and economic status of the family.

- To find out the difference in the teaching strategies adopted by English language teachers with respect to their gender, locality of residence, nature and locality of the school in which they are working, educational status, age and their teaching experience.

- To find out the difference in the learning style preference of secondary school students with respect to the selected demographic variables.

- To find out the difference in the level of academic performance in English among the secondary school students with respect to the selected demographic variables.

- To find out the relationship of the selected variables, namely parental care, teaching strategies adopted by English language teachers and learning styles of students with the academic performance in English among secondary school students.

- To find out the level of influence of selected variables, namely parental care, teaching strategies adopted by English language teachers and learning styles of students on the academic performance in English among secondary school students.
6.4.0 RESEARCH QUESTIONS

The following research questions are framed based on the objectives of the study.

1. What are the major reasons that lead the parents to choose the school for their children?

2. Is the level of parental care high among the secondary school students?

3. What are the major strategies adopted by English language teachers in teaching English at secondary level?

4. What are the most preferred learning styles of secondary school students in learning English?

5. Is the level of academic performance in English high among secondary school students?

6.5.0 HYPOTHESES OF THE STUDY

The hypotheses of the present study are framed based on the objectives.

1. There is no difference in the reasons that lead the parents to choose the school for their children with respect to the selected demographic variables.

2. There is no significant difference in the level of parental care among the secondary school students with respect to the selected demographic variables.

3. There is no significant difference in the teaching strategies adopted by English language teachers with respect to the selected demographic variables.

4. There is no significant difference in the learning style preference of secondary school students with respect to the selected demographic variables.
5. There is no significant difference in the level of academic performance in English among secondary school students with respect to the selected demographic variables.

6. There is a significant relationship exist in the selected variables, namely parental care, teaching strategies and learning styles of students with the academic performance in English among secondary school students.

7. The independent variables, namely parental care, teaching strategies and learning styles of students influence the academic performance in English among secondary school students.

6.6.0 METHOD OF THE STUDY

In the present investigation the researcher has adopted descriptive survey method which comes under the category of descriptive research. The primary purpose of descriptive research is to provide an accurate description of the status or characteristics of a phenomenon. The major purpose of descriptive research is description of the state of affairs as it exists at present and the researcher as no control over the variable. The selection of descriptive survey method assists the researcher to find facts through collection and analysis of quantitative data and also it gives the clear picture of the phenomenon under study. The descriptive research facilitates the researcher to explore the details pertaining to the research variables with reference to the demographic variables selected in the study.

6.7.0 VARIABLES OF THE STUDY

The main variables of the present investigation are as follows.

- Choice of School
- Parental Care
- Teaching Strategies
- Learning Styles
- Academic Performance
Among the main variables Choice of School, Parental Care, Teaching Strategies and Learning Styles are the independent variables whereas Academic Performance is the dependent variable.

6.8.0 POPULATION AND SAMPLE OF THE STUDY

Population is the total individuals to whom the results of the research are intended to apply. A sample is a small proportion of a population selected for observation and analysis. It is a collection consisting of a part or subset of the objects or individuals of population which is selected for the express purpose of representing the population.

The population of the present study included all the students studying in class X in the academic year 2013 – 2014, their parents and language teachers who teach English subject at secondary level in government, government aided and private matriculation schools in Salem district of Tamilnadu state. In order to carry out the study, the researcher has randomly selected 25 schools in Salem district. The samples of the study included 1436 students and their parents and 85 English teachers from the selected schools.

6.9.0 RESEARCH TOOLS USED

The researcher has constructed and standardized the following research tools and employed to collect pertinent data from the sample selected.

- Choice of School Questionnaire
- Parental Care Scale
- English Language Teaching Strategies Scale
- Learning Style Preference Questionnaire

The percentage of annual examination marks obtained by the selected students in class IX in English subject is used to measure the academic performance of students.
6.10.0 STATISTICAL TECHNIQUES USED

The obtained data have been analysed by using the following statistical techniques.

- Percentage Analysis
- Descriptive Statistics - Mean and Standard Deviation (SD)
- Differential Statistics - ‘t’ test and ‘F’ Test (ANOVA)
- Correlation and Regression Analysis

The collected data have been computed by MS-Excel and Statistical Package for the Social Sciences (SPSS – version 18).

6.11.0 FINDINGS OF THE STUDY

The findings of the present study are presented under the heads of selected variables.

6.11.1 FINDINGS BASED ON CHOICE OF SCHOOL

- The major reasons that lead the parents to choose the school for their children are nearness of the school from students’ residence, economic status of their family and academic excellence of the schools.

- There is no difference existed in the reasons that lead the parents of male children and female children to choose the school for their children’s education. The major reasons that lead them in selection of school for their children are nearness of the school from students’ residence, followed by the economic status of the family and academic excellence of the schools.

- Similarly, there is no difference existed in the reasons that lead both the rural and urban locale parents in the selection of school for their children’s education. The most important reasons that directed the parents in selection of school for their children are nearness of the school from students’ residence, followed by the economic status of the family and academic excellence of the schools.
• Analysis based on the nature of the school revealed that there is a difference existed in the reasons that directed the parents to choose the school for their children. The predominant reasons for selection of government schools are nearness of school, free education provided by the schools, and their poor economic condition. Similarly, government aided schools are chosen by the parents because of the nearness of school, their economic condition and better teaching learning process of the schools. Conversely the enhancement of students’ communicative skills in English, reputation of the school in the society and nearness of school are the main reasons to select private matriculation schools.

• It is found from the analysis based on the locality of the school that there is no difference existed in the reasons that lead the parents to choose the school for their children. The major reasons that directed both the parents of students studying in rural and urban locale schools in selection of school for their children are the proximity of school, followed by parents’ economic status and academic excellence of the schools.

• It is found that there is a difference existed in the reasons considered by parents to choose the school for their children with respect to their educational status. Similarly, there is a difference existed in the selection of school among the parents with respect to their occupation and economic status, which showed that parents’ education, occupation and their economic status made differences in selection of schools.

6.11.2 FINDINGS BASED ON PARENTAL CARE

• It is found from the analysis based on parental care that the level of parental care is high among the secondary school students and hence it is stated that students gained greater care from their parents.
• It is revealed from the gender wise analysis that statistically significant difference existed in the level of parental care between boys and girls. The female students gained much care from their parents than their male counterparts.

• Similarly, there is a significant difference existed in the level of parental care between rural and urban locale students. Between the two groups, urban locale students gained greater care from their parents than their rural counterparts.

• It is found that statistically significant difference existed in the level of parental care of secondary school students with respect to the nature of school in which they studied. Among the three groups, students studied in private matriculation schools gained greater care from their parents followed by government aided and government schools students.

• It is also found that statistically there is a significant difference existed in the level of parental care between rural and urban schools students, and the students studied in urban schools gained more care from their parents than rural schools students.

• There is a significant difference existed in the parental care of secondary school students with respect to the educational status of parents. The students with educated parents gained greater care from their parents than students with illiterate parents.

• There is a significant difference existed in the parental care of secondary school students with respect to the occupation of their parents. The students with their parents working in government sector gained a great deal of care from their parents followed by parents having own business and parents working in private sector. On the other hand, students with their parents working as coolie/daily wages gained less care of their parents compared with other groups.
• There is a significant difference existed in the parental care of secondary school students with respect to the economic status of the family. It is found that students with their parents earning above 10000 rupees per month gained better care of their parents followed by students with their parents earning rupees 5000 to 10000 and below rupees 5000.

6.11.3 FINDINGS BASED ON TEACHING STRATEGIES

• It is found that the most preferred teaching strategies of English language teachers are lecture cum discussion, teaching through bilingual, memorizing, group discussion and questioning.

• It is found from the gender wise analysis that there is a significant difference existed in the teaching strategies adopted by English language teachers with respect to their gender. The result showed that female teachers have adopted different teaching strategies in teaching English than male teachers.

• There is no significant difference existed in the teaching strategies taken up by English language teachers with respect to their locality of residence. It is revealed that both rural and urban locale teachers do not differ significantly in taking up of language teaching strategies.

• There is a significant difference existed in the teaching strategies adopted by English language teachers with respect to the nature of school in which they are working. Results showed that teachers working in private matriculation schools adopted a variety of teaching strategies in teaching English followed by government aided and government school teachers.

• There is a significant difference existed in the teaching strategies employed by English language teachers with respect to the locality of the school in which they are working, and it is found that teachers working in urban schools employed various
teaching strategies in teaching English than rural school teachers.

• There is no significant difference existed in the teaching strategies of English language teachers with respect to their educational status.

• There is a significant difference existed in the teaching strategies employed by English language teachers with respect to their age. It is found that teachers with 30-40 years of age group adopted a variety of teaching strategies in teaching English followed by teachers with below 30 years of age and above 40 years.

• Similarly, there is a significant difference existed in the teaching strategies taken up by English language teachers in teaching English with respect to their teaching experience, and it is found that teachers with 5-10 years of teaching experience adopted various teaching strategies in teaching English followed by teachers with below 5 years of experience and above 10 years of teaching experience.

6.11.4 FINDINGS BASED ON LEARNING STYLES

• It is disclosed from the results that the most preferred learning styles of secondary school students in learning English are visual learning style and auditory learning style followed by individual learning style, kinesthetic learning style and group learning style.

• There is no significant difference existed between boys and girls in their visual, auditory, kinesthetic and individual learning style preference, whereas significant difference existed in group learning style preference.

• There is a significant difference existed between rural and urban locale students in their visual learning style preference, but there is no significant difference existed between rural and urban locale students in their auditory, kinesthetic, individual and group learning style preference.
• There is a significant difference existed in visual, kinesthetic and group learning style preference among the students with respect to the nature of the school. On the other hand, there is no significant difference existed in auditory and individual learning style preference.

• There is no significant difference existed in visual, auditory and individual learning style preference among the students with respect to their parents’ education. Conversely, significant difference existed in kinesthetic and group learning style preference.

• It is found that statistically significant difference existed in visual learning style and group learning style preference among the students with respect to their parents’ occupation; whereas there is no significant difference existed in auditory, kinesthetic and individual learning style preference.

• Similarly, significant difference existed in visual learning style and group learning style preference among the students with respect to the monthly income of the family. On the other hand, there is no significant difference existed in auditory, kinesthetic and individual learning style preference.

6.11.5 FINDINGS BASED ON THE ACADEMIC PERFORMANCE IN ENGLISH

• It is found that the academic performance of secondary school students in English is just above average.

• There is a significant difference existed between boys and girls in their academic performance in English. It is found that the academic performance of girls is greater than boys in English.

• Similarly, there is a significant difference existed between rural and urban locale students in their academic performance in English, and the academic performance of urban locale students is higher than rural locale students in English.
• There is a significant difference existed among the students in their academic performance in English with respect to the nature of school in which they studied. The academic performance of students studied in private matriculation students is greater than government and government aided school students in English.

• There is a significant difference existed between students studied in rural schools and urban schools in their academic performance in English. The academic performance of students studied in urban schools is greater than students studied in rural schools in English.

• There is a significant difference existed in the academic performance of the students in English with respect to their parents’ educational status. It is found that students with their parents studied up to college education scored better marks in English followed by students with their parents studied up to professional and school education. Students with illiterate parents scored lower marks in English compared to other groups.

• Similarly, there is a significant difference existed in the academic performance of students in English with respect to their parents’ occupation. The students with their parents working in government sector obtained better marks in English followed by parents having own business and parents working in the private sector, whereas the academic performance of students with their parents working as coolie is low when compared with other groups.

• There is a significant difference existed in the academic performance of students in English with respect to their economic status of their family. It is found that students with their parents earning above 10000 rupees per month obtained better marks in English followed by parents earning 5000 – 10000 and below 5000 rupees per month.
6.11.6 FINDINGS BASED ON CORRELATION AND REGRESSION ANALYSIS

- It is found that there is a significant positive relationship existed in the selected variables, namely parental care, teaching strategies and learning style with the academic performance of the secondary level students in English. Among the independent variables (parental care, teaching strategies and learning styles) parental care had a better relationship with academic performance of students in English than the other variables.

- It is found that the independent variables such as parental care, teaching strategies adopted by English language teachers and learning styles of students influenced the academic achievement in English. Among the three independent variables the influence of parental care on students’ academic performance is higher than other variables.

6.12.0 DISCUSSION AND CONCLUSIONS

The findings of the present investigation assisted the researcher to draw conclusions with respect to the selected variables.

Findings based on choice of school revealed that differences existed in the reasons that directed the parents to select schools for their children and the major reason considered by the parents in selection of school for their children is the nearness or the proximity of the school from their residence. The majority of the parents sent their children to the schools which are located nearer to their residence. Related studies conducted by Rebecca Allen et al. (2014); Justine Hastings et al. (2005) and Harold Alderman et al. (2001) supported the result that the proximity of the school determined the parents’ school choice. It was also disclosed from the results that the socioeconomic status of parents influenced the differences in school choice. Parents with better socioeconomic status preferred private matriculation schools, whereas, parents with poor socioeconomic background
preferred government and government aided schools where free education is provided. The results of the previous studies conducted by Rana Ejaz et al. (2012); Naeem Rehman et al. (2010); Simon Burgess et al. (2009); Chakrabarti Rajashri and Joydeep Roy (2007); Margaret Spellings (2007); Adrian Beavis (2004) and Lynn Bosetti (2004) supported the result that parents socioeconomic status affected the selection of school for their children.

It is noted from the result that parents who have selected private matriculation schools stated that in private schools much emphasis has been given on students’ communicative skills in English and they had better academic standard and reputation in the society. Naeem Rehman et al. (2010) English, Rebecca (2009) Mikiko Nishimura and Takashi Yamano (2008) and Wilson et al. (1992) stated that parents preferred private schools because, those schools had better academic standard compared to government or public schools. Hence, it is concluded that socioeconomic and other demographic characteristics influenced the parents’ selection of school for their children.

The findings based on parental care disclosed that statistically significant differences existed in the level of parental care among the students with respect to their demographic background and socioeconomic status. Students who have socially and economically better privilege gained greater care and support from their parents compared to socioeconomically disadvantaged students. Related studies conducted by Fishman (2011); Yuh-Ling (2011) and Abigail Mansfield (2009) supported the result of the present study that students with better socioeconomic status gained much care and support from their parents and the students with better socioeconomic condition tend to have higher levels of academic achievement.

The findings based on the teaching strategies disclosed that though various innovative strategies are existed, teachers chiefly adopted conventional strategies in teaching English language and also
teachers differed in utilizing various strategies in teaching English as a second language to the learners. The utilization of teaching strategies differed based on their gender, locality and nature of the school in which they are working, their age and teaching experience. It is notable that teachers in private matriculation schools used a variety of strategies than teachers in government schools that help the students in private schools to enhance their language skills and academic performance.

It is revealed from the results based on the learning styles of students that the predominant learning style preference of secondary school students in learning English is visual learning style, followed by auditory, individual, kinesthetic and group learning style. Related studies conducted by Narayani., Jihad Turki (2014); Karthigeyan and Nirmala (2013); Amran., Aliakbari (2011); Amirtharaj and Jesudoss (2010) supported the result of the present study that visual learning style is the most preferred learning style among the students. It is also found that differences occurred in learning style preference among the students based on the demographic characteristics. Though students differed in their learning styles, they must be taught about their learning style strengths. So that they can be empowered to study in the ways that will help them to concentrate on the learning process and retain new and difficult information. It is the responsibility of teachers to manage their classes, materials and teaching methods to facilitate students with different learning styles in order to develop their English language skills and help them achieve their academic goals.

The findings based on the academic performance of students disclosed that the level of academic performance in English is just above average and the demographic characteristics such as gender, nature and locality of the school, socioeconomic status of the students determined their academic performance. Related studies conducted by Karthigeyan and Nirmala (2013); Shanthy Jose (2013); Sumanlata Saxena (2013); Sandhya Singh and Arora (2012) supported the result
that gender, type of school, medium of instruction and other socioeconomic status of students affected their achievement. Since the female students and students with better socioeconomic status academically performed better than their counterparts in English, teachers and parents should take necessary remedial measures to improve the academic performance of boys and students with poor socioeconomic status. It is noted from the result that students studied in private matriculation schools had better academic performance in English compared to students in government and aided school students. It may be due to the English as a medium of instruction in private schools and students studied English as a first language. In order to bridge the gap in the academic performance in English between government and private schools, students in government schools should be given additional coaching and training to develop their second language skills and improve their academic performance.

Results from the correlation and regression analysis in the present investigation, the researcher is able to find that the selected variables, namely parental care, teaching strategies adopted by teachers and learning styles of students contributed to the academic performance of students in English. Among the variables, parental care plays an essential role in the development of children’s academic performance in second language and other factors also contributed some extent for the academic performance. Though these factors influence the academic performance, the level of influence is low. It may be due to the influence of other factors that involved in the development of students’ academic performance. Hence, the emphasis has needed to be given on other factors contributing to the academic performance of students in English.

6.13.0 EDUCATIONAL IMPLICATIONS OF THE STUDY

It is evident from the study that parents differed in the selection of school for their children. Though all the government, government aided and private matriculation schools in Tamilnadu state follow the
same curriculum pattern, the expected educational outcomes are differed due to various school related factors that determine the differences in school choice. However, various factors determine the school choice; it is the prime responsibility of parents to select the suitable schools and better learning environment that could enhance the academic performance of their children. Hence, this study will help the parents to get an insight about the factors to be considered in school choice for their children.

Since the parental care plays a significant influence on students’ academic performance, parents need to have greater care of their children’s education in addition to their physical and emotional health. Even if parents are unable to assist their children with a specific subject area or skill, they can still play a vital role by actively involved in their children’s education, encouraging students’ feelings of competence and positive attitudes towards academic success. It is necessary for parents to have interaction and good rapport with the school teachers often for the betterment of their children’s education. Though differences existed in the level of parental care, parents should care their children equally irrespective of the demographic differences, and arrange suitable learning environment at home and motivate their children to develop their own study habits for the betterment of their children. In order to make the parents to realise their crucial role on children’s education, Parent - Teacher Association (PTA) may be formed in respected schools that will assist to discuss about the issues related to the students’ academic development, as well as to create awareness of the significance of parental care.

It is evident from the result that English language teachers adopted teacher centered strategies and traditional methods in teaching English that may lead to the unfavourable effect on students’ academic performance. In order to improve the students’ language skills they should adopt various innovative and student- centered strategies in teaching English. Utilisation of innovative strategies will assist to
strengthen the teaching-learning process more effective as well as improve the language skills, social and communication skills among the learners of English.

This study also assists the teachers to understand the learning styles of students, and teachers can help students to elevate the awareness of their own learning style preferences that could assist them to cope with instructional strategies. Since learning styles seems to be the significant factor in the success of the students’ learning process, matching learning styles and instructional strategies will complement the students’ academic performance. Knowing the learning style can also be very supportive in the individualized instruction.

Since the academic performance of students differed with respect to their gender, teachers may need to be more sensitive with the different needs of the male and female students. Hence, caution has to be placed when teaching both genders. Similarly, though disparities in academic performance existed in relation to the factors like locality, the nature of the school and socioeconomic status of the students, they can be eradicated by the teachers, administrators and parents by taking counteractive measures.

6.14.0 RECOMMENDATIONS OF THE STUDY

In the light of the findings of the study, the researcher would like to suggest the following recommendations.

- In order to select a suitable school for their children, parents need to be given orientation programmes to get an idea about selection of healthier school environment for their children and to avoid errors in school choice.

- The school authorities may conduct awareness or orientation programmes for parents on how to nurture the children from their early childhood to adulthood and also an awareness programme on the significance of education can be given to the disadvantaged parents.
• It is recommended that the English language teachers should employ interactive learner-centered approaches and strategies like role-play, drama, debate, simulation, conversation activities and technology assisted teaching strategies frequently in language teaching that will enable the learners to participate actively in the learning process and develop their language skills. Strict supervision must be carried out by the school authorities and higher officials in the field of education to improve the academic standard of schools and individuals.

• It is recommended that teachers should identify the learning styles of students and to make their students to know about their own learning styles. Similarly, students are recommended to identify the best way(s) through which they can learn more fruitfully. Knowledge of one’s learning styles may be beneficial in that the learner will be aware of his or her strengths and weaknesses in terms of learning experiences.

• Many teachers may not be familiar with the different learning styles of individuals and hence it is recommended that teachers and prospective teachers in respected teacher education institutions can be given training to identify the learning styles of individuals.

• It is recommended that parents, teachers and school authorities should take remedial measures to improve the academic performance of students in English subject. They can be given additional training and coaching in second language learning.

• Language laboratories may be established in all the schools to provide adequate training and drills to improve the language skills and enhance communication skills among the students in English.
6.15.0 SUGGESTIONS FOR FURTHER RESEARCH

The researcher would like to suggest the following studies may carry out in future.

- Determinants of school choice among the parents and students at secondary and higher secondary level may be studied.

- Factors contribute to the parental care may be examined.

- Constraints in second language learning among the students at different levels of education and counteractive measures to improve the language skills of English as second language learners may be examined.

- Studies may be undertaken to find out the effectiveness of various innovative student- centered methods and strategies in teaching English as a second language.

- Learning styles and learning strategies of English as a Foreign or Second Language learners may be examined.

- A comparative study of learning styles between English as a first language and second language learners may be studied.

- Study on matching the teaching styles of teachers and students' learning styles may be examined.

- Studies may be taken up to identify the influence of personal, family and school related factors that contribute to the students’ academic performance in English.