## CHAPTER - II

CONCEPTUAL FRAMEWORK

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CHAPTER - II

CONCEPTUAL FRAMEWORK

2.1.0 INTRODUCTION

Education is a social aspiration; it is seen and perceived as the gateway to 'good quality of human life'. It is the key instrument to prosperity of an individual and the society. The quality of students' education is being assessed by their academic performance, which has been influenced by various factors. It is commonly accepted by the educators and researchers that students’ personal factors, parental factors and teacher related factors influenced the academic performance of students. In reality, parents and teachers are rather independent and separate agents; each having an important relationship with the child's educational development. Thus, educational experts and the general public agree that 'the triangular relationship among parents, teachers and students is an integral component in the overall growth and development of students'.

With this view this study is intended to analyse the relationship of parental choice of school for their children, parental care, teaching strategies of English language teachers and learning styles of students with the academic performance of secondary level students in English. Hence, to have a thorough knowledge of the selected variables, the investigator made an in-depth theoretical scanning based on which the study has been undertaken and presented in this chapter.

2.2.0 THE STRUCTURE OF SCHOOL EDUCATION IN TAMILNADU

The structure of school education in Tamilnadu state follows the national level pattern with 12 years of schooling (10+2+3), consisting of eight years of compulsory elementary education (Class I - VIII), that is, five years of primary and three years of upper primary education in the age groups of 6 -14 years, followed by secondary or high school (Class IX-X) and higher secondary or senior secondary (Class XI- XII)
education of two years each. Secondary education is act as a bridge between primary and higher secondary education. The Secondary School Leaving Certificate (SSLC) enables students to pursue higher secondary education or vocational education. The higher secondary school certificate enables pupils to pursue studies either in universities or in colleges for higher education in general academic streams and in technical and professional courses.

The Department of School Education, one of the departments of Government of Tamil Nadu state is the governing body of the secondary education. The Tamil Nadu Board of Secondary Education, established under the purview of the Department of Education, Government of Tamil Nadu, India evaluates students' progress by conducting two board examinations—one at the end of the secondary level (class 10) and the other at the end of higher secondary level (class 12). The scores from the class 12 board examinations are used by universities and colleges to determine eligibility for admission into their programmes.

2.3.0 Importance of Secondary Education

The importance of education to the country has been remarkably stated in the report of the Kothari commission (1962-66) that “the destiny of India is being shaped in her classrooms. In a world of Science and Technology, it is education that determines the level of prosperity, welfare and security of the people”. Secondary education is an important and terminal stage of the Indian school system and it is considered as the ‘lintel of the entire educational edifice of a country’ (Baroowa, 2002). It is regarded as a gateway for higher education and also a vital link to the world of work. While the developed world has reached a stage where secondary education has become universal, it is undergoing a transformation in the developing countries like India. Secondary education serves as a bridge between elementary and higher education. Since the structure of school education is not uniform in India, the Kothari commission (1962 - 66) recommended a 10+2 pattern with +2 stages aimed at diversification into various streams.
While most of the states have accepted the 10+2 pattern, its implementation has not been uniform across Indian states. A notable feature of secondary education is the mushrooming of private unaided schools in recent years, which indicates that parents are willing to pay for education that is perceived to be of good quality. The factors underlying this perception include better English teaching, better monitoring and supervision of students’ performance, better attention, attendance and accountability of teachers. The massive expansion required in secondary education calls for an expansion in both public schools as well as private aided and unaided schools.

2.4.0 TYPES OF SCHOOLS

Schools in Tamilnadu state are classified into three main types: Government Schools, Government Aided or Aided Schools, and Private Matriculation or Private Unaided Schools. Schools run by the central, state or local governments are referred to as ‘government schools’. Schools that receive funds from the state government are mainly affiliated to the Tamil Nadu Board of Secondary Education.

Schools run by private managements, but funded largely by government grant-in-aid are known as ‘private aided’ or ‘aided schools’ and refer simply as government aided schools. In the first two decades after independence, these schools charge the same fee levels as government schools. However, now they are providing free education to the students. Teachers working in aided schools are recruited by a government appointed Education Service Commission rather than by the school and they are paid at government-teacher salary directly from the state government treasury. Thus, the government and aided schools are now very similar and they are both publicly funded.

Schools run by private managements without state aid are known as ‘private unaided’ or ‘private matriculation schools’. (Geeta Gandhi, 2005). To be eligible for government recognition, a private school is by law required to fulfil a number of conditions. One of the provisions of
the draft ‘Right to Education’ Bill is to oblige private schools to give 25% of school places to randomly selected students from ‘the weaker sections of society’ (which means mainly persons from low and backward castes) and the government promises to reimburse the schools for these places. Matriculation schools refer to the private unaided schools managed by private sector and provide education up to tenth standard or tenth grade (high school). The qualification consequently received by passing the national board exams or the state board exams, commonly called ‘matriculation exams’. A minimum number of private schools in Tamil Nadu are affiliated to the Central Board of Secondary Education (CBSE) or the Indian Certificate of Secondary Education (ICSE) board.

Presently the Uniform System of School Education or Equitable Education System called ‘Samacheer Kalvi’ is implemented by the Tamilnadu state government from primary level to high school level (class 1–10) which paves the way for quality education to all children without any cultural and socio economic discrimination.

The medium of instruction in government and aided schools is Tamil (regional language), whereas medium of instruction in private schools is English. Schools run by the central government, namely Kendriya Vidyalaya have a dual medium of instruction - English and Hindi.

2.5.0 CHOICE OF SCHOOL: MEANING AND CONCEPT

Parents have the right to choose the school for their children. Almost all parents want to educate their children in the best possible educational environment. School choice is one of the hotly debated issues in the education reform movement. The term is used to describe a variety of programs that permit students and parents to select the educational setting best suited to the student’s needs. Selection of school is one of the most important decisions that parents make regarding their child’s education. A good education is considered as the cornerstone of an individual’s future life and success. It is the
responsibility of parents to choose a suitable school for their children, expending considerable resources in terms of time and money in the process. Selection of suitable and best school has become a prominent strategy for enhancing academic performance of their children.

In Indian context, specifically in school education, parents usually select the school for their children, whereas in selection of higher education the choice may be of both parents and children. One of the most important bewilderment of parents facing in school selection is whether to send their child to a public school (government school) or to a private school. Because, education in India is offered by both public and private sector educational institutions. The major distinctive feature from an economic point of view is that public schools offer free education while private schools charge tuition fee and hence the parents have to bear the financial burden. For the last three decades private sector is emerging as an important source of imparting education at all levels. Parents’ decision to invest in children’s education depends on a number of factors and also parents are likely to choose private schools only if they believe that the benefits of private schooling are better than public schools. These benefits might be related to the academic standard of children, foreign language proficiency, development of various co-curricular skills and other non-cognitive factors like discipline, and safety, etc.

Choice of school refers to the various ways parents can choose a school for their children. The term choice of school refers in a different concept in developed countries. In developed countries school choice programmes give parents the freedom and opportunity to choose the school for their children while encouraging healthy competition among schools to serve better to the students and their families’ needs. School choice does not offer a preference to one form of schooling or another. It assists parents to choose the schools for their children's education, whether public or private, near or far, religious or secular; that works best for them. Parents and students choose both public and private
school for their children. The best school choice tools are vouchers or tuition tax credits in which education funds offered to the students in the school of their parents’ choice, whether public or private. Other school choice tools include charter schools, magnet schools, virtual schools and home schooling. These programs allow parents to use all or part of the government funding set aside for their children’s education to send their children either to the public or private school of their choice or religious or non-religious private schools. The school choice programme is required to increase parental involvement in education and to improve the standard of schools as well as quality of students’ education.

2.5.1 DEFINITIONS OF CHOICE OF SCHOOL

Friedman (2014) has stated that “choice of school can be best defined as empowering parents to select the educational environment they feel is best for their child”.

Edwin (2008) stated that “choice of school refers that the legal right that parents have to prefer the school they would like their child or children to attend”.

Dictionary of Education (2006) defines, “choice of school is an educational policy based on vouchers or scholarships, allowing students their choice of private or public school”.

2.5.2 FACTORS INFLUENCING CHOICE OF SCHOOL

The selection of school for children’s education is always been a serious decision for parents. There are public sector schools and private sector schools offer education to the students in Tamilnadu which differ in school climate, environment, teaching learning process and academic standard, etc. Most of the parents have different socioeconomic backgrounds and demographic level that leads them to decide which school to be preferred for their children. Parents considered various factors while selecting a school that have a significant role in decision-
making. It is a common perception of parents and accepted statement that factors like school quality, learning environment, medium of instruction, teacher-student ratio, tuition fee, reputation of the school, academic performance, proximity of school and other infrastructure facilities, and so on played a significant effect on school choice. Selection of the best school for children becomes easy only when the above-mentioned factors are taken into consideration.

The demand for schooling depends on several factors. These factors can be classified into three broad categories, namely, school related factors, family related factors and student related factors.

- **School Related Factors**
  
  School quality is represented by a combination of school-related characteristics such as: academic excellence, class sizes, ratio between teacher and students, test scores, school location, proximity and school atmosphere, teachers, teaching-learning process, instructional aids, medium of instruction, curricular and co-curricular activities, nature of the school (single sex school of co-education school) and other infrastructure facilities, etc.

- **Family Related Factors**
  
  The family related factors include the socio economic condition- parents’ education, occupation, income, structure of the family (joint/ single family), number of children in the family, home environment and parents’ high expectations determine the differences in the selection of a school.

- **Student Related Factors**
  
  Student related factors comprise of gender, interest in education, intelligence, attitude, self concept, and students' level of effort, etc., that determine the process of school selection.

  A review of previous studies so far conducted revealed a variety of possible choice factors considered by parents in selecting a school. The
socioeconomic status of the family is the predominant factor that influenced the parents to select schools for their children (Ejaz, 2012; Ellen, 2006; Naeem Rehman 2010; Rebecca Allen, 2014; Simon Burgess, 2010). Parents with high and poor socioeconomic background differed in the selection of school (Chakrabarti and Joydeep, 2007). Parents’ choice of school was affected by the indispensable qualities of the schools, teacher – pupil ratio and class size (Allen, 2014; David Deming, 2011; De Guzman, 2008; Ellen, 2006; Jaana, 2012; Jewel, 1989; Orion, 1997). They stated that academic excellence and school quality determine the difference in the selection of a school. The high academic achievement of students in examination stimulated parents to select the particular schools (Bast and Walberg, 2004; Julian Betts, 2006; Joseph and Herbert, 2004; Justine Hastings, 2007; Lynn Bosetti 2004). Teachers’ education standard, teacher’s subject mastery and teaching effectiveness influenced the parents to choose private schools (Bosetti, 2004 and Hoxby, 2002).

Researchers found that proximity of school determines the differences in school choice (Allen, 2014; Harold Alderman, 2001; Justine Hastings, 2005). Betts, (2006) and Lankford (2000) have stated that most of the parents considered neighbourhood schools for school choice. Related studies disclosed that race, ethnicity and religion had a significant role in the selection of school (Haynes, 2010; Robert, 2011; Sammons, 1995; Saporito and Annette, 1999; Wilson, 1992). Margaret Spellings, (2007); Julian Peter and Elizabeth (2001) identified teaching of foreign language in schools is one of major factors parents considered in school choice. Lodhi Raees et al. (2014) identified reputation of school, social status and distance of the school from the student’s residence were the most important factors considered by the parents in the selection of a school.

Thus the research studies showed that the above mentioned factors are the common factors considered by the parents in the selection of a school.

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2.6.0 PARENTAL CARE: MEANING AND CONCEPT

Parents have the responsibility to care their child/children. It is the prime duty of parents to show greater care on children’s physical, educational and psychological development of children. Parents play a significant role in shaping children’s progress towards their self fulfillment and citizenship. It is anticipated that parents should help children in all aspects to develop the overall personality of children. The provision of nutritious food and materials for the physical development of children alone is not a proper parental care. Along with that assisting the children to become a good personal in the society is also the most important function of the parents.

Parents are recognized as the first and most important teachers in children’s life. Parents’ care on children’s learning starts from the moment children establish a lifetime’s effort of learning. Parents can assist their children’s learning by providing suitable opportunities and favourable environment for them to explore, express themselves and to learn. At the initial stage development, parents are a vital source of support for children in encouraging their learning language, behaviours, attitudes and values. Having a good rapport with children and talking to them even for a short period of time is an important part of their learning. Parents are the best role models at home and in society. They care about their children in several ways.

The term parental care involves different activities including good parenting at home, having concern over children’s physical health, helping with homework, assisting in learning, providing moral support, involvement in children’s education, taking part in school governance, school functions and establishing rapport with teachers and having discussions with teachers regarding children’s progress, etc. It is relatively uncomplicated to describe what parents do in the name of parental care and involvement.
Parental care is one of the major factors that contribute to the educational progress of children in all stages which help to enhance the academic performance of the students. The widespread view among educators that parental care contributes to successful student outcomes has led many educators to encourage parents to be involved in learning activities at home.

2.6.1 DEFINITIONS OF PARENTAL CARE

The American Heritage Dictionary of the English Language (2009) defines, “parental care is the rearing of a child or children, especially the care, love, and guidance given by a parent”.

The Dictionary of Education (2006) defines, “parental care is the activities carried out by a parent like supplying physical sustenance, providing a nurturing and constructive environment, and emotional support that promotes growth and development in a child or children”.

Jack Zipes (2006) defines, “parenting or child rearing is the process of promoting and supporting the physical, emotional, social, and intellectual development of a child from infancy to adulthood”.

2.6.2 ROLE OF PARENTS IN CHILD’S EDUCATIONAL DEVELOPMENT

India has the second largest child population in the world. Child welfare and how to deal with the child should really be considered as a matter of paramount importance. Parents must understand the basic needs of the children and help them to fulfill their needs without any demographic discrimination. Though child rearing is accepted as parents’ central duty for centuries the important contribution they make towards child development is only recently recognized. It is an accepted fact that now-a-days there are some conditions which can be supplied only in the child’s own home and these conditions of home life are absolutely essential for the normal growth and development of the child.
The best possible environment for children’s development is the family where parents played a crucial role in children's overall personality development. Parents played a role as a teacher and facilitator of their children. It is commonly accepted by the teachers that in their view, parents are the ‘other teachers’ of students. So teachers have a concern, also legitimate, about what parents do with students when they return home from school. Parents’ role as teachers is considered that during the first five years of life, when a child is a formidable learning machine with a brain that is well adapted to learning and experimenting, the importance of the quality of parental teaching becomes clear. Parents are not merely the first teachers, but, by far, the most important ones, and the parent-as-teacher role often lasts until the child becomes an adult and sometimes beyond. Many parents are extremely effective teachers when their children are infants.

It is essential for parents to realise that there comes a moment when their role as a teacher is not as important as the role of teachers at school, and that they can be more instrumental in fostering and facilitating their children’s learning if they promote the important roles of the teacher in the minds of the children. Parents need to become teacher facilitators who work in meaningful ways behind the scenes to equip their children with the attitudes and understandings that will make them better students at school and good children at home. It is only when parents realise that this is a significant aspect of their parental responsibility that they are able to make an effective contribution to the growth and development of their children, academically and socially. Parents are the most significant socializing agents and caregivers for children. They play an important role like modeling the child’s mind and idea about the importance of education and school, developing the child’s study habit and being supportive in all the educational activities. They should help the children in all aspects to develop them into an ‘all round developer’. Parents should
have a good relationship with the teachers and peer group of their children.

The role that parents play in the education of their children has the potential to strengthen the support provided by schools in improving the educational outcomes of students. If the relationship between the parents and school is optimistic, trusting and collaborative more benefits can be achieved by the children.

2.6.3 PATHS TO OFFER PARENTAL CARE FOR CHILD’S EDUCATION

Every parent wants their child to perform well in school and to learn as much as they possibly can. To be good students, children need to develop good study habits, interest and positive attitude towards education in both at home and school. Parents can help children by providing suitable environment that encourages learning. Parents also help the adolescent children to study by providing proper guidance, and they should not be disturbed to do any household duty, while they are in their course of study. If any special attention is needed, then the parents should immediately do the needs for the academic betterment of the students.

Parents offer their care on a child’s development in many ways. They are as follows.

• Formation of a Homework Schedule

It is the prime duty of parents to set up a regular time for homework to be done each day and should make the adolescent stick to it. They may expect homework and plan it into the daily routine, just like meals, sleep and recreation. They can plan the time that best suits the children. Some students may work best in the evening, when they return home from school, while others may need to unwind first. Based on students' interest, and ability parents need to form a homework schedule for their children.
• Providing an Appropriate Learning Environment

Selection of a place that is quiet and free from distractions such as television, audio-visual aids and other family activities is highly important. Parents should arrange appropriate learning environment and provide needed facilities for children. Parents should take care in keeping all the needed items ready at any time to their adolescent children that will make the children easier and faster to do an assignment. Because, positive home environment and suitable learning environment instill a value to children’s education.

• Assisting Child in Home Assignment

The important role that parents have in educating their children is assisting and monitoring their children in doing home assignments and projects.

• Providing Moral Support

Parents usually offer moral support, encouragement and motivation in children’s learning and helps them to identify and respect their own learning strengths, interests, talents and needs. When parents help their children discover their dreams, passions and goals, they give them the wings of motivation and purpose for becoming an eager, self-directed learner.

• Parents’ Engagement in School Activities

A child does not develop optimally, also not at school if parents are not co-operating. Parents must take their responsibility and be involved in the school. Parents have the right to involve in children’s education, and that is one of the important roles of parents to engage with children learning process by taking part in school governance, school functions and establishing rapport with teachers and having discussions with teachers regarding children’s progress, etc.

Simultaneously parents assist their children to learn about own strengths and weakness, and to set own goals for the future as well as
practice more complex skills that help them meet their own goals and take daily active responsibility for their choices so that they can mature into competent people who are on their way to being productive, responsible adults.

2.6.4 INFLUENCE OF PARENTAL CARE ON CHILD’S EDUCATION

Research on enhancing educational outcomes for students disclosed various factors supports and influenced the academic performance of students. Parental care, their engagement in children’s learning and involvement had the greatest influence on students’ education. There is unequivocal evidence that parental care made a significant difference in educational achievement.

Mridula Bharti (2014) stated that providing an appropriate learning environment at home had significant influence on academic standard of the children and good home environment had an influence in the personality development of the child. Moses Oketch, (2012); Cheung and Pomerantz (2011) reported parental involvement in their children’s education made differences in learning outcomes of the students. Dehyadegary; Fishman, Callen and Evin Wimberly (2011) documented that academic engagement and involvement of parents in educational activities of their children improved the educational achievement. Sokcheng Nguon (2012) has found parental involvement in a variety of contexts like parental contributions; school-based involvement and home-based involvement affected the students’ achievement. Altschul Inna (2011) parental involvement in the home, financial resources provided for education found to have a higher impact on achievement. Ling-yuh (2011) has mentioned that parental support and control affected school outcomes of adolescence. Wilson (2011) and Mansfield (2009) reported that parental care, involvement, parental education level, economic status had contributed to the educational achievement of students. Parents who have higher levels of education and economic status showed greater care for children’s education and they have influenced students to gain higher levels of
achievement in second language learning. Centre for Educational Research (2005) reported that most of the parents were found to have supported their children for checking homework and its monitoring, managing textbooks, instructional materials, regularity in school, and reinforced. The majority of the students also reported that their parents have provided them with necessary facilities, motivation, encouragement, reinforcement and monitoring of school activities.

2.7.0 TEACHING OF ENGLISH LANGUAGE

Language is a form and means of communication that is intimately related to human being since it is the universal and exclusive characteristics of human alone. It is the product of the human mind and the vocal apparatus which the human being possesses. It is the most important tool ever devised by human and enables to transmit information and organise thinking, etc.

Any language can be learnt without any formal instruction. But it is only by learning a language through a scientifically designed system of teaching in formal education set up that an individual can hope to become proficient in the effective use of that language. The primary objective of the formal education system assists to impart all the skills required to attain a high level of proficiency in a language. Individuals acquire a first language (L1), that is, the mother tongue skills specifically listening and speaking without any formal instruction, whereas formal instruction is needed for developing reading and writing skills. Conversely, it is not possible in learning a second language without any formal instruction.

The teaching of English or any other language as a foreign language or second language can be described as a process of creating bilinguals. The term ‘bilingual’ refers to an individual who has an equal command over two languages. In the case of most bilinguals, mother tongue plays a dominant role. Hence, the teaching of English as a second language (L2) to the non native speakers of English is the
complex process of creating bilinguals and the principles and problems involved are different from those of teaching a native language.

Though, the teaching of English begins from the primary level of schooling or even kindergarten level, the actual study of the second language begins only at the secondary level. English is taught in a more systematic way using carefully selected and graded English textbooks. These textbooks have an anthology of prose, poetry and grammatical exercises that promote integrated language skills of second language learners. Along with the readers meant for intensive reading, Supplementary Readers or books also prescribed for extensive reading in school curriculum in Tamilnadu state. The purpose of English language teaching is to enable students skilled in four major language skills, namely, Listening, Speaking, Reading and Writing (LSRW) and to enable students to communicate in that language. Language teachers use various teaching methods and strategies to enable students to mastery over the language skills as well as subject. It is the prime duty of teachers to adopt suitable and effective teaching strategies that best suits for students in language teaching.

2.7.1 METHODS AND APPROACHES OF TEACHING ENGLISH

Due to the changing form and status of English, many methods and approaches have been adopted to teach English language. The shortcomings of one method or one approach gave birth to another. In order to achieve the objectives of English teaching, the teacher must adopt the appropriate method. The teacher has to plan and design the instructional process so as to bring about desirable changes in the behaviour of the learners.

A ‘method’ comprises a set of procedures used in a systematic way, which will result in effective teaching. It is an application as to how a language is to be taught and learned. A language teaching method consists of making use of a set of techniques or classroom procedures that usually result in successful achievement of the objectives envisaged
in the respected curriculum. In teaching and learning of English as a second language a variety of methods have been employed by the teachers. In teaching learning process methods deal with 'how to teach'. It is an application as to how a language is to be taught and learned. On the other hand an ‘approach’ describes the nature of the subject – matter to be taught. It is concerned not only with how to but also ‘what to teach’. In the words of Anthony, “the concept of approach is of a set of principles or ideas about the nature of language learning which would be consistent over time; "an approach is axiomatic". (Vallabi, 2011, p.152).

The Grammar-Translation Method

Grammar-Translation Method is an oldest method of teaching English. In this method every word, phrase, and sentence are translated into the learners’ mother tongue. It was the predominant method in teaching classical languages and European language in the nineteenth century and in a slight modified form it is being used in some parts of the world even today. Though it is considered as a traditional method remains the most commonly practiced method of English teaching. In this method practice is provided through translation exercises from the mother tongue to the target language and vice versa. Grammar is taught prescriptively through the presentation and study of rules. Vocabulary is taught through bilingual word lists, references and memorization of words and their meanings. The flaw in this method is, it focuses primarily on the skills of reading and writing with little emphasis on listening and speaking. It is a teacher-centered method best suitable in overcrowded classroom where students remain passive learners.

The Direct Method

The Direct Method got formulated in the later part of the nineteenth century. The Direct Method of teaching came as a response to the shortfalls of the Grammar-Translation Method. It is also called as a Natural Method since the aim is to teach students in a similar way that they acquire their first language and also it aims at establishing a
direct bond between thought and expression. The learner should experience the new language in the same way in which he experienced the mother tongue. Grammar is taught inductively, and the use of mother tongue and translation are banished in the classroom teaching. There is a focus on speaking and listening, whereas little emphasis given to reading and writing. The weakness of the Direct Method is its assumption that a second language can be learnt in exactly the same way as a first language, when in fact the conditions under which a second language is learnt are very different.

The Bilingual Method

The Bilingual Method proposed by Dodson, C.J. tried to incorporate different aspects of the Direct Method and the Grammar - Translation Method to evolve an effective second language teaching method. The target language could be achieved through the mother tongue without frequent translation. The major strengths of this method are in its use of the step- by –step procedure in all the teaching learning activities and all the language skills are considered equally important.

The Audio – Lingual Method

The Audio–Lingual Method, introduced by William Moulton tried to demonstrate the fact that a language teaching method can be based on rigorous scientific disciplines. It focuses on the learners’ ability to gain the communication skills required in everyday discourse, particularly the skill of listening and speaking in the target language, but avoids the use of mother tongue. Dialogues are the main feature of the audio-lingual syllabus and they are the chief means of presenting language items.

A The Structural Approach

The Structural Approach is a scientific study of the fundamental structures of the English language, their analysis and logical arrangements. It is based on the assumption that language can be best learnt through a scientific selection and gradations of structures or
patterns of sentences or vocabulary. The stress is on the teaching and learning of the essential structures of sentence patterns, phrases and idioms as compared to the acquisition of vocabulary that result in effective learning of English. It places more emphasis on learners’ activity than the teachers’ activity and use of linguistic drills and exercises enable them to learn the structures of English unconsciously and automatically with ease, speed and accuracy.

A The Situational Approach

The Situational Approach places emphasis on teaching and learning a language in association with particular context or situation. It is very important in language teaching to create appropriate situations which will make the best use of words or structures that are taught seem natural and logical. The first requirement for the teaching of a foreign language is the building up of a proper context; only then the constructions will become meaningful. Thus, the situational approach emphasised on language practices in real situations where language is learnt successfully.

A The Oral Approach

The oral approach advocates that all language work should be oral initially. It is also called as the Aural-Oral Approach because listening and speaking are inseparable. In this approach the learner has to come in contact with the oral practices before the written form. It is the most natural use of language and the natural process of learning the mother tongue begins with speech. It is therefore considered psychologically sound to begin a second language orally. In this approach language learning becomes habitual.

A The Communicative Approach

The Communicative Approach refers to the development of language learning or teaching from form – based to a meaning- based approach and the shift from teacher-centered to learner-centered classes. This approach has resulted in the inclusion of vocabulary and
activities for expressing one’s feelings and language learning, for sharing one’s values and viewpoints with others and for developing a better understanding of their feelings and needs. This approach emphasises on the functions of a language rather than the rules, as well as fluency based rather than accuracy based. Since it is interactive in nature, the learners interact with teachers and peers in the language situation that gradually increases their language proficiency.

2.7.2 RECENT TRENDS IN THE TEACHING OF ENGLISH

Teaching and learning of English is gaining greater momentum in the present scenario of globalisation. Various innovative methods and approaches emerge in the recent era that a teacher can follow a particular trend which makes language learning more interesting and fruitful. Interactive Approach, Communicative Language Teaching (CLT), Suggestopaedia, Task Based Learning (TBL) Approach, Total Physical Response (TPR) Approach, Cooperative Learning Approach and Natural Approach are some of the recent trends in the teaching of English.

Interactive Approach

This approach aims at an effective application of English in lifelike situation where the students learn in active groups and draw out the meanings of words and sentence patterns from various exercises they are faced with. The chief objective of this approach is accomplishment of language skills in an interactive situation. This approach gives students command over the English language without an undue importance to learning of grammar and concerns with all the language skills, encourages individualization of instruction and offers opportunities for uninhibited or free practice with a provision for experimenting with new forms in the language.

Communicative Language Teaching (CLT)

The focus of Communicative Language Teaching is not only on communicative competence, but rather on grammatical competence which is supposed to develop in the course of meaning-focused activity
in the English class. This approach suggests that the language is best learnt when the learner’s attention is on meaning and not form.

Suggestopædia
Suggestopædia is the pedagogic application of suggestions; it helps learners to overcome the feeling that they cannot be successful and so removes their mental barriers to learning. The methodology is based on ‘suggestology’ a psychological theory which says that individuals respond to subtle clues of which they are not consciously aware. It is based on the principle of ‘joy and easiness’ which suggests learners will use their hidden potentialities in learning a new language through active participation in a happy and relaxed condition.

Total Physical Response (TPR) Approach
In Total Physical Response (TPR), the instructor gives the students commands in the target language and the students act those commands out using whole-body responses. This can be categorized as part of the comprehension approach to language teaching.

Task Based Learning (TBL) Approach
In the Task Based Learning Approach learners are assigned tasks in all the four skills, one at a time. When the tasks are completed, they transact on their own work on the language, review, and correct it with the help of teacher, who is only a facilitator.

The Silent Way
The Silent Way is a discovery learning approach, in which the teacher is usually silent, leaving room for the students to explore the language. They are responsible for their own learning and are encouraged to interact. The role of the teacher is to give clues, not to model the language.

Cooperative Learning (CL)
The Cooperative Learning approach makes use of tasks and modes of interaction taking place in cooperation among members of a
group or class. A significant feature of CL approach is positive interdependence. The individual members in a group are assigned specific responsibilities on the way to completing the task.

The Natural Approach

The natural approach is based on how a second language can be learned in the same kind of learning environment in which individuals acquire first language. It seeks to create the same contexts and conditions for learning a second language.

2.7.3 TEACHING STRATEGIES

‘Strategy’ may be described as an implementation of sub-process of a method. It is a particular stratagem or contrivance used to accomplish the objective. It specifies the teaching- learning activities as well as the roles of teachers and learners in the language tasks. Teaching strategies include all approaches that a teacher may take to actively engage students in learning. These strategies drive a teacher's instruction as they work to meet specific learning objectives. Effective teaching strategies meet all the development needs of the learners. Assessment of the learning capabilities of students provides a key pillar in the development of a successful teaching strategy.

Teaching strategy is a generalized plan for a lesson which includes structure, desired learner behaviour in terms of goals, instruction and an outline of planned tactics necessary to implement the strategy. Teaching strategies are more comprehensive than the teaching methods; the teaching methods include only the presentation of contents. Contrary to this, teaching strategy includes all the aspects like contents, task analysis, teaching objectives, the expected changes in the behaviour of the pupils, their interest, attitudes, capacities, abilities, needs, mental level and entering behaviour, etc. The teaching strategy seeks to establish the relationship between teaching and learning. Teaching is the act of imparting knowledge and skills through proving activities, materials, direction and guidance by way of lecture,
demonstration, drama, role play, simulation, language games, brainstorming, tutorial and any appropriate strategy that facilitate the learning of students in an educational institution.

2.7.4 DEFINITIONS OF TEACHING STRATEGIES

The Dictionary of the Education (2006) defines, “teaching strategies refer all approaches that a teacher may take to actively engage students in learning.” These strategies drive a teacher's instruction as they work to meet specific learning objectives.

“Teaching strategy is defined as the deliberate planning and organization of teaching-situations in the light of psychological and pedagogical principles with a view to achieving specific goals”. (Bishop, 1985, p.102).

According to Smith (1982) “teaching strategy refers to a purposefully conceived and determined plan of action and pattern of teaching acts that serves to attain certain outcomes”.

Stone and Morris (1972) have defined “teaching strategy is a generalised plan for a lesson which includes structures, instructional objectives and an outline of planned tactics, necessary to implement the strategies”.

2.7.5 ENGLISH LANGUAGE TEACHING STRATEGIES

As no single strategy is best suited to language teaching, language teachers use a variety of strategies. Whatever the strategies a teacher advocates in teaching a second language, they should not be rigid. A teacher has to be facilitator following flexible strategies in language teaching. The teaching strategies can be grouped into teacher-centered and learner-centered teaching strategies.

The teacher-centered strategies or content centered strategies are traditional teaching strategies. They are sometimes called autocratic strategies. While using these strategies the teachers’ role is primary and
the learners' place is secondary. The teachers determine the content by themselves considering that they are ideal and by suppressing students' interests, attitudes, capacities, abilities and needs. Autocratic teaching strategies included lecture, demonstration, lecture cum translation and programmed instruction, etc. Conversely, learner- centered or child-centered teaching strategies are also called as democratic teaching strategies. In the use of these strategies, the students' place is primary and that of the teachers' role is secondary. The main peculiarity of these strategies is that the maximum social development and skill development is possible through these strategies. The learner- centered teaching strategies included in the democratic category strategies such as drama, discussion, discovery learning, project, assignment, tutorial, brainstorming, role playing, and cooperative learning etc. Some of the most prominent strategies are outlined below.

A Lecture

The lecture is one of the traditional, oldest and autocratic strategies intend to present information or teach a subject. It is a familiar strategy employed by the teachers to present a segment or unit of the desired content material of a subject, convey critical information, history, background and theories to the large number of students in a classroom. Though it is a familiar strategy for most teachers in higher education, it is being used by language teachers in schools aiming to attain specific teaching learning objectives.

A Lecture cum Discussion

As the title indicates, lecture cum discussion is a combination of two approaches i.e., lecture and discussion. Lecture cum discussion advocates interaction between both the teacher and learners where question and answers are asked and given by both the teacher and the students making the teaching learning activity interactive, stimulating and effective.
A Teaching through Bilingual Technique

This strategy advocates teaching of language in both English and regional language. It is most frequently used strategy in explaining meanings, phrases and concepts from one language to another.

A Discussion

Discussion is an important teaching and learning strategy which help students’ process information rather than simply receive it. It is a strategy for achieving instructional objectives that involves a group of learners, who communicate with each other on specific concept using speaking, non-verbal and listening processes. It gives pupils an opportunity to express their views or opinions orally on certain issues. It involves the presentation of new information and concepts through discussing or sharing of ideas and learning experiences, solving problems and promoting tolerance with understanding. Discussion is suitable in many situations in language teaching and learning that develop learner’s skill of listening and speaking.

A Drama

Drama is an active approach to learning a second language where students identify with roles and situations to be able to engage with, explore and understand the concepts. One of the main aims of using drama in a language course is to provide an active, stimulating, fun and creative environment in which to develop the student’s language learning potential. In teaching of English it advocates students explore English through their imagination and creativity and to express through language, and other forms of communication, that include: gesture, body posture, movement, action, role-play and other prosodic features.

A Role play

Role play is an act of imitating the character and behaviour of someone which allows students to play a character in a real or imaginary situation. Role-playing, or learning through acting is a technique that requires students to perform a task in a realistic
situation. This type of exercise is an effective means to take in and absorb the content and substance of new ideas. It facilitates an active understanding of the information and gives students the opportunity to apply new skills and abilities.

A Brainstorming

Brainstorming is a group or individual creativity technique in teaching learning process by which efforts are made to find a solution for a specific problem by generating a list of ideas spontaneously contributed by the student(s). It encourages people to come up with thoughts and ideas in a relaxed and informal environment to solve problems.

A Group Discussion

Group Discussion is a systematic and purposeful oral exchange of information, views and opinions about a specific topic, issue, problem or situation for developing information and understanding essential for decision making or problem solving. In language teaching it is used as a communicative activity in which all the students get an opportunity to express their views and comments on the views expressed by other members of the group. It involves active interpersonal as well as group interactions.

A Language Games

Language games refer to a play way activities of language learning. The aim of all language games is for students to use the language; however, during game play learners also use the target language to persuade and negotiate their way to desired results. This process involves the productive and receptive skills simultaneously that advocate a great way to improve students’ language skills of any language. Teachers use many types of games (listening games, speaking games, kinesthetic games) aiming to train different kinds of skills desired for students to be acquired. Language games will always help
students of all levels to feel comfortable and therefore more confident in the process of acquiring a new language.

A Peer Tutoring

Peer tutoring is an instructional strategy that consists of student partnerships, linking high achieving students with lower achieving students or those with comparable achievement, for structured reading and in other learning sessions. Peer tutoring offers one-on-one assistance for students having difficulties in a specific course which links high and low achieving students for structured learning. It promotes academic gains as well as social enhancement.

A Memorization

Memorization is the process of committing something to memory. The act of memorization has been often a deliberate mental process undertaken in order to store the learning experiences in memory for later recall. Some principles and techniques that have been used to assist in memorization include rote learning, a mnemonic and mnemonic link system.

A Narration

The narration refers any account of connected events, presented in a sequence of written or spoken words, and/or in a sequence of pictures. It is the process of giving an account of a sequence of events, real or imagined either in writing or speech.

A Questioning

Asking the right question is at the heart of effective communications and information exchange. By using the right questions in a particular situation, individuals can improve a whole range of communication skills. Teachers use questioning as a technique to link instruction to prior knowledge and remain mindful of how well students comprehend the messages and information transmitted.
A Jigsaw Strategy

The Jigsaw strategy is an efficient way to learn the course material in a cooperative learning style in which students are divided into small groups and each member of the group is assigned a portion of an assignment to be prepared to discuss it with their classmates. The success of each group depends on the participation of each individual in completing their task. This jigsaw technique reduces racial conflict among school children, promotes better learning, improves student motivation, and increases enjoyment of the learning experience.

English language teachers also make use of the interactive student centered strategies like conversation activities, simulation, singing, individual and group assignments, project, seminar, dictation, concept maps and other written and spoken drills in teaching English. These learner centered strategies and exercises will make the teaching learning process more effective and it assists to develop students’ language skills and enhances their academic performance.

2.7.6 STRATEGIES TO DEVELOP LANGUAGE SKILLS

The four major skills of any language are listening, speaking, reading and writing. Among these skills, listening and reading fall under the category of receptive skills, whereas speaking and writing fall under the category of productive skills. Also within the main skills, there are a number of secondary skills which often overlap and reinforce one another. In a communication activity listening and speaking are the two skills which go together and these skills play a vital role if the communication is orally done. Listening provides the aural input that serves as the basis for language acquisition and enables learners to interact in spoken communication.

The first of the objectives of teaching English is listening to English and understanding it. To achieve this objective, teachers should speak in English with students and also they can follow some strategies that contribute directly to the comprehension and recall of listening
input. The classroom activities and strategies that are useful to enhance students’ listening skill are narrating short stories, informal talks, questioning, role play, imitation, dictation, communication games, speculative activities, dialogues for speech models, rhymes, listening drills and exercises. Teachers can also provide students with listening practice by making them listening radio programmes, listen to native English speakers’ speech over recorded cassette player and videos that help students to understand the native English speakers’ pronunciation, correct stress, and modulation.

Language is primarily speech that helps to express our ideas, thoughts, desires, and feelings, and to establish social relationships. The primary function of language is for communication and the primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse. Successful oral communication is based on the sub skills like ability to articulate phonological features, mastery of stress, intonation, fluency and negotiation. The skill of speaking and communication in a second language can be developed through a variety of classroom activities. Use of dialogues and conversation on simple contextualised situations assist to teach the rules of communication and classroom activities like group discussion, role play, dramatisation, simulation, storytelling, seminar, debate and other oral drills helps to develop the speaking skill of the second language learners.

Reading is a complex and decoding process that involves many physical, intellectual and emotional reactions. It is a cognitive process that occurs in a context than in isolation. The reading includes the recognition of the graphic marks, correlation of these with structures and vocabulary, and correlation of these with meaning. Reading becomes meaningful only if learners get the meaning behind the graphic symbols and semantic content. Reading exercises like skimming, scanning, silent and loud reading of English textbooks, newspaper
articles and periodicals help to enhance the reading skill as well as their pronunciation and voice modulation of students. Reading drills are essential in classroom teaching in order to develop the learners’ skills of understanding, inference, anticipation and deduction.

Learning to write a second language is purposeful selection and organisation of ideas, facts and experiences. Writing is considered as an important mode of linguistic expression and communication which aims at compactness and precision in expression as well as grammatical, idiomatic and lexical accuracy. It is an extremely complex cognitive activity in which the writer is required to demonstrate control of content, format, structure, vocabulary, punctuation, and spelling, and integrate information into cohesive and coherent texts and paragraphs. Different types of writing exercises and activities like copying, dictation, sentence linking, sentence completion, sustained writing, story writing and essay writing assist learners to master the mechanics of writing skill.

Since learning of the English language is a skill subject, it requires special emphasis and training to make strong foundation from the school level and it is the responsibility of English language teachers to adopt various strategies that best suits to develop all the language skills of second language learners. The mastery of the language skills is a sure aid to improve the academic performance of students in English.

2.8.0 LEARNING STYLE

A learning style is the way in which an individual learner tries to learn. The learning style is the manner in which a learner perceives, interacts with, and responds to the learning environment. The concept learning style refers to how individuals prefer to learn and different ways in which individuals’ process information in the course of learning. Rochford (2003) stated that learning style is the way students concentrate on, process, internalise and recall difficult information. It is an individual’s natural, habitual and preferred ways of learning and
retaining new information. Though learning styles are considered as
inborn characteristics they are affected by learners’ personal traits,
experience and the learning environment. Stevenson (1997) stated that
learning styles are a combination of nature and nurture. Even though
the learning style has been referred as a consistent pattern of
behaviour, it does change with age and experience. Cognitive styles tend
to move in the direction of greater knowledge and skill acquisition.

2.8.1 DEFINITIONS OF LEARNING STYLE

Learning style may possibly define in multiple ways, depending
upon one’s perspective. Here are a few definitions of learning style.

Atkinson (2006) has defined “learning styles are the individuals’
different ways of perceiving and processing information in learning
situations”.

Pithers and Mason (1992) have defined “learning style as a
relatively consistent pattern of perception, interaction with and
response to stimuli in a particular learning environment”.

According to Keefe (1979) "learning style as the composite of
characteristic cognitive, affective, and physiological factors that serve as
relatively stable indicators of how a learner perceives, interacts with,
and responds to the learning environment”.

Hunt (1970) has defined “learning style describes how a student
learns, not what he/she has learnt”.

2.8.2 THEORETICAL FRAMEWORK OF LEARNING STYLE

Learning styles are various approaches or ways of learning. They
involve educating methods, particular to an individual that are
presumed to allow that individual to learn best. Individuals perceive and
process information in very different ways. Most people prefer an
identifiable method of interacting with, taking in, and processing stimuli
or information. Based on this concept, the idea of individualized

Bandler (1979) has coined the term Neuro-linguistic programming in early 1970’s to refer to the use of primary senses or sensory channels (i.e., seeing, hearing, touching, smelling, etc.) to process information. Use of sense organ in learning has been well acknowledged by experts and researchers who have attempted to understand learning through the primary senses (i.e., visual, auditory and kinesthetic or tactile). This traditional description of learning styles has developed over the years to include many other facets of learning. Two such pieces of work include the ‘theory of experiential learning’ as outlined in Kolb’s theory of learning and Gardner’s ‘theory of multiple intelligence’. Researchers have analysed the process of learning and manner of perceiving information in relation to the psychological aspects. David Kolb’s (1976) learning style model dealt with how people process information in relation to psychological traits. Gardner’s theory of Multiple Intelligence emphasized different learning styles of an individual based on their intelligence. The theory of Multiple Intelligences (MI) suggested that there are a number of distinct forms of intelligence that each individual possesses in varying degrees: linguistic, logical-mathematical, musical, bodily-kinesthetic, visual-spatial, interpersonal, intrapersonal, naturalistic and existential intelligence. Dunn and Dunn’s (1975) research included perceptual and physiological aspects of learning styles. Joy Reid (1995) studied perceptual and social aspects of learning styles. These learning styles theories implied that how much individuals learn has more to do with whether the educational experience is geared toward their particular style of learning.

Stephen Denig (2004) identified the differences between Multiple Intelligence in learning and learning style model. He has stated that the Multiple Intelligence suggested the need to change instruction to students’ abilities and addressed what is taught (the product) whereas
learning style theories suggested changing instruction to students’ learning style and addressed how it is taught (the process).

2.8.2.1 Kolb’s Theory of Learning Styles

David A. Kolb (1984) has developed a model of the experiential learning process called ‘Experiential Learning Theory’. This unique theory of experiential learning identifies how learners perceive and process information in one of the four areas of learning. This model outlines two related approaches toward perceiving experience: Concrete Experience (CE) and Abstract Conceptualization (AC), as well as two related approaches toward transforming experience: Reflective Observation (RO) and Active Experimentation (AE). In order for learning to be effective, all four of these approaches must be incorporated. As individuals attempt to use these approaches, however, they tend to develop strengths in any one of the specific experience in both perceiving and processing approach. The resulting learning styles are characterised into one of four learning styles: Converger, Diverger, Assimilator and Accommodator (Smith, 2001). Individuals with these learning styles have the following characteristics.

- Convergers have a strong ability in practical applications of their ideas and issues. They are good at deductive reasoning, decision making and problem solving. They are usually characterized by abstract conceptualization and active experimentation.
- Divergers have a strong imagination, and have a good ability to generate ideas and thoughts in concrete situations from a variety of perspectives. They are characterised by concrete experience and reflective observation.
- Assimilators have a strong capacity to create theoretical ideas, models and generate reasons inductively. They are characterized by abstract conceptualization and reflective observation.
- Accommodators have a capacity to actively engage themselves in new experiences; carry out and perform well in their plans. They use concrete experience and active experimentation.
According to Kolb’s model individuals may exhibit a preference for one of the four learning styles depending on their approach to learning. Conversely Kolb (1984) has described three stages of growth and development: acquisition stage, which extending from a child’s birth to adolescence, specialisation stage extending throughout the formal education and career and integration stage resulting from social security and achievement. As individuals come across these stages, they become less reliant on any one of the learning styles and eventually drawn on all the four learning styles.

2.8.2.2 Honey and Mumford’s Learning Style Model

Honey and Mumford’s Learning Style Model has been adopted from Kolb’s learning style model and proposed as an alternative to Kolb’s model. Two adaptations were made to Kolb's experiential model. First, the stages in the cycle were renamed in accordance with managerial experiences of decision making or problem solving. The four stages are: having an experience, reviewing the experience, concluding from the experience and planning the next steps. Secondly, the four types of styles were named Activist, Reflector, Theorist and Pragmatist. But this model was originally designed for individuals in the field of business. The characteristics of these learning styles are as follows.

- **Activists**: Enjoy new experiences, make intuitive decisions, and dislike structure.
- **Theorists**: Focus on ideas, logic and systematic planning, mistrust intuition.
- **Pragmatists**: Favour practical approaches, group work, debate, risk-taking.
- **Reflectors**: Observe and describe, try to predict outcomes, try to understand the meaning.

2.8.2.3 Dunn and Dunn’s Learning Style Model

Rita Dunn and Kenneth Dunn have developed a learning style model that included 5 strands of 21 elements that affect each
individual’s learning. Dunns’ learning style model encompassed many biological and experiential characteristics that work on their own or together as a unit to contribute to learning. According to this model learners are affected by their immediate environment, own emotionality, physiological characteristics, sociological preferences, and processing inclinations, these factors must be considered when creating instruction that is effective for individual learners. Jonassen and Grabowski (1993) stated that since the learning style factors identified by Dunn and Dunn are conditions external to the learner, they have a greater effect on external instructional conditions rather than the learner’s internal learning strategies. Based on this model following learning style preferences need to be considered when instruction is created and implemented.

- Environmental: Noise level, lighting, temperature and furniture/seating design.
- Emotionality: Motivation, responsibility, persistence, and need for structure.
- Sociological Preferences: Learning by self, pairs, peers, varied working patterns and adult motivation.
- Physiological Characteristics: Perceptual strengths – auditory/visual / kinesthetic memory, time-of-day, energy levels, intake and mobility versus passivity.
- Processing inclinations: Global/analytic, hemispheric - right/left, and impulsive/reflective.

The Dunns’ model of learning style instrument has two parts contain more than 200 items. The first part of the instrument is most suitable for the school-aged children and the second part of adult version has applications outside of the school setting.

2.8.2.4 VAK Learning Style Model

Dunn and Dunn’s VAK learning style model encompassed the three main sensory receivers: Visual, Auditory, and Kinesthetic to
determine the dominant learning style of an individual. This model included sensory preferences that refer to the physical or perceptual learning channels with which individuals learn with the most comfortable nature. The model is also known as VAKT (Visual, Auditory, Kinesthetic, and Tactile) Learning Style Model. According to the theory, individuals learn best through their sensory organs and either one or two of these receiving styles is normally dominant. This dominant style may not always be the same for some tasks. It may change substantially as individuals matured from one stage to another developmental stage. The learner may prefer one style of learning for one task, and a combination of others for a different task.

2.8.2.5 Joy Reid’s Perceptual Learning Style Model

Joy Reid (1987) has developed a learning style model based on learners’ perception and social aspects called ‘Perceptual Learning Style Model’. This model, particularly framed for learners of foreign languages. According to this model individuals learn best by their perceptions: Visual, Auditory, Kinesthetic and Tactile preference, and two social aspects of learning: Group and Individual preferences.

- **Visual**: Visual learners process information more effectively when the information is seen. They learn best through visual means like books, charts, pictures, graphs, and all the symbolic means. They are most comfortable with visual means while learning and retaining information. They usually rely more on the sense of sight.

- **Auditory**: Auditory learners process information more effectively when spoken or heard. They learn best through by listening, speaking and they tend to prefer hearing the information, listening lectures and involve in discussions.

- **Kinesthetic**: Kinesthetic learners prefer active participation in the learning experience and learn best by being involved in physical activities. They benefit much from doing projects, assignments and involving in learning activities.
• Tactile: Tactile learners prefer hands on activities and works. They learn new information and materials by doing experiments.
• Group: Group learners prefer studying with others and they learn and acquire knowledge best through interactions with peer groups and classmates.
• Individual: Individual learners tend to prefer study alone and learn best independently. They avoid involving in group work or group activities in the learning process.

2.8.2.6 Felder-Silverman’s Learning Style Model

Felder and Silverman (1988) have described the learning style of an individual in more detail, distinguishing between preferences on four dimensions, namely Active-Reflective, Sensing-Intuitive, Visual-Verbal and Sequential-Global learning style. According to Carver et al. (1999), “the Felder Model is the most appropriate for hypermedia courseware” and it is also used very often in research related to learning styles in advanced learning technologies. This learning style model focused on four bi-polar preferences for learning.

• Active-Reflective: Active learners learn best by working actively with the learning material by applying the material and trying things out. Furthermore, they tend to be more interested in communication with others and prefer to learn by working in groups. Conversely, reflective learners prefer to think about and reflect on the material, and prefer to work alone in an independent manner.
• Sensing-Intuitive: Individuals with sensing learning style like to learn facts and concrete learning material. Furthermore, they are realistic, sensible and solve problems with standard approaches. In contrast intuitive learners prefer to learn abstract learning material, such as theories and their fundamental meanings. They are more conceptual and innovative than sensing learners.
• Visual-Verbal : Visual learners prefer visual representations of material such as pictures, diagrams and charts while verbal learners prefer written or spoken explanations.
• Sequential-Global : Sequential learners tend to follow logical and small incremental steps and therefore have a linear learning progress in solving problems while Global learners are holistic thinkers who learn in large leaps and they are able to solve complex problems.

2.8.2.7 Grasha - Riechmann’s Learning Style Model

The Grasha - Riechmann’s Learning Style model (1996) measures the preferences of students’ learning styles. It consists of six categories: Avoidant, Participant, Competitive, Collaborative, Dependent and Independent. Individual with avoidant style takes little responsibility for learning; participative style accepts responsibility for self-learning and relates well to peers; competitive style have suspicious of peers and collaborative style enjoys working harmoniously with peers. Learners with dependent style frustrated when facing new challenges and independent style prefers to work alone and requires little direction.

2.8.3 NEED FOR IDENTIFICATION OF STUDENTS’ LEARNING STYLES

Learning style refers to students’ preferences for some kinds of learning activities over others. They are simply different approaches or ways of learning. Different learning style models described that components of learning style are the cognitive, affective and physiological elements, all of which may be strongly influenced by an individual’s cultural background and learning environment especially learning a foreign language. The cognitive aspect includes the ways the learners decode, encode, store and retrieve information. The affective aspect of learning styles includes emotional and personality characteristics. The physiological aspect of learning includes individuals’ sensory perceptions that affect the way they learn and process information.
Individuals learn a foreign language best through sensory channels such as vision, hearing, movement, touching, or any combination of these. Identification of an individual’s learning style is a complex task and necessary for teachers and parents to improve the learning outcomes of students. Students who understand their own style are likely to be better learners, adopt suitable learning strategies that match their learning styles, feel greater self confidence, achieve higher grades, have more positive attitudes about their studies, and exhibit more skill in applying their knowledge in courses. Understanding students’ learning styles is an indispensable element of effective teaching, because students learn best when taught in accordance with their learning styles. To be successful in educating the diverse population of learners, teachers need to know about students’ learning styles and adopt suitable instructional strategies and methods that best fit for effective learning. When these important aspects are understood and matching the learning styles with teachers’ teaching styles, learning foreign language becomes more enjoyable and effective for students who struggle in traditional classrooms. Parents may need to aware of their children’s learning styles. By understanding children’s learning style parents can arrange suitable learning environment at home and provide necessary learning materials for their better learning.

2.9.0 ACADEMIC PERFORMANCE

Academic performance or academic achievement refers to the outcome of education - the extent to which a student, teacher or institution has achieved their educational goals. Academic performance is considered as a prime criterion to evaluate individuals’ desired educational outcomes and their abilities. It also denotes the knowledge attained and skill developed in the school subject, usually designated by test scores. Academic achievement is a key mechanism through which students learn about their talents, capabilities and competencies which are an important part of developing career aspirations (Lent., Brown and Hackett, 2000). It is more important for learning and personality
development of a pupil. Hence, academic performance occupies a very significant place in education as well as in the learning process.

Assessing student’s progress means identifying what he has achieved in specific subjects. In school and educational institutions, academic performance is commonly measured by examinations or continuous assessment, but there is no general agreement on how it is best tested or which aspects are most important: procedural knowledge such as skills or declarative knowledge such as facts. Hence, the success of the education system depends on the attainment of the desired outputs and outcomes.

2.9.1 DEFINITIONS OF ACADEMIC PERFORMANCE

Atkinson and Woodworth (1988) have defined “academic performance as a specified level of proficiency in scholastic or academic work”.

According to Good, C.V. (1976) “academic achievement refers to the knowledge attained or skills developed in school subjects that are usually developed by teachers”. The term ‘achievement’ is defined as “accomplishment or proficiency of performance in a given skill or body of knowledge”.

Crow and Crow (1969) defined “academic performance as the extent to which a learner is profiting from instructions in a given area of learning i.e., achievement is reflected by the extent to which skill or knowledge has been imparted to him”.

2.9.2 IMPORTANCE OF ACADEMIC PERFORMANCE IN ENGLISH

Every educational system has certain objectives which aim at bringing about desirable changes in learners. In order to bring about those changes, the institutions arrange learning experience. The success of learning can be evaluated mainly in terms of the changes brought about by this experience and assessed through academic performance. Since individuals’ differ in their learning experience,
intelligence and personality, they perform differently in any given assessment. Academic performance is one of the most important objectives of the educational process as well as key instrument through which students’ learn about their abilities and competencies which are the significant part of developing educational aspiration.

English language is taught as a subject from the primary level of schooling and before the students can proceed to higher secondary and higher education, they must have passed the English subject along with other subjects in formal examination. Hence academic success is important because it is strongly linked to the positive educational outcomes of the individuals. Students who are academically successful can get better higher education in reputed educational institutions and with high levels of language competence, students can get more employment opportunities than those with low level of competence and academic standard. Students who are proficient in English language and perform well in school are better able to make the transition into adulthood and to achieve educational and occupational success. High level of academic performance paves the way for educational and career success. Academically successful students have higher self esteem, self confidence and have lower levels of depression and anxiety. Hence, academic performance in school is important for the successful development of individuals in society. Assessing students’ progress and developing their academic achievement is the unique responsibility of the teachers and schools.

2.9.3 CORRELATES OF ACADEMIC PERFORMANCE

The academic performance of students in learning English as a second language is influenced by or associated with numerous factors. Those factors can be categorised into personal factors, family related factors and school related and social related factors. In the present investigation choice of school, parental care, teaching strategies adopted by English language teachers and learning styles of students are considered as factors that contribute to the academic performance of
students in learning English. The correlates of those factors with academic performance are discussed under each category in the review of related literature.

2.10.0 CONCLUSION

The conceptual framework of the study, thus, revealed the theoretical background of the selected variables and pertinent information related to the present investigation. Though various factors such as cognitive, affective and psychomotor factors of individuals, as well as their family related and school related factors contribute to the their academic performance in English, the degrees of contribution may vary. But they all extensively play their role in the academic performance of the students.