CHAPTER II

2.00 REVIEW OF RELATED STUDIES

2.10 OVERVIEW
2.20 THE ‘WHY’ OF THE REVIEW
2.30 INDIAN STUDIES
2.40 FOREIGN STUDIES
2.50 A SUMMARY OF THE STUDIES
2.60 DOCUMENTATION
2.00 REVIEW OF RELATED STUDIES

2.10 OVERVIEW

This chapter presents a comparative and comprehensive analysis of review of studies related to the theme of the investigator chosen for her study. It consists of six sections. The first section is an overview of the entire chapter. The second section briefly outlines the rationale of the review. The third one highlights a number of Indian studies related to the research theme of the investigator. The fourth section brings out a comprehensive picture of foreign studies related to the theme of the investigator. The fifth one is a critical review of the studies cited. The sixth section furnishes the documentary notes for the references made in the chapter.

2.20 THE 'WHY' OF THE REVIEW

“Research begins with ideas and concepts that are related to one another through hypotheses, that is expected or anticipated relationships. These expectations are then tested by transforming or operationalising the ideas and concepts in the procedures for the collection of data. Results or findings based on these data are then interpreted and extended by converting them into new concepts. But where do the original ideas and concepts come from and how can they be linked to form hypotheses? To some extent they come out from the researcher’s head but to a large extent they come from the collective body of prior work referred to as literature”. ¹ Hence a survey of related studies is a crucial aspect of any study and the time spent in such an endeavour results in careful planning and meticulous execution of the research. “It can also give the student a great deal of insight into the methods, measures, subjects, and approaches used by the other research workers and can thus lead to significant improvement of her design”.² The related studies serve as a guidepost with regard to the quantum of work done in the field. It enables the investigator to perceive the gap, to avoid duplication to scrutinise the methodology used, to co-ordinate the study with others and to direct the work along useful times. It also enables the investigator to see that the study has been largely supported by a number of other studies in the same field and is settled on firm ground. An investigator has to take
the distilled essence of the past studies as a foothold for his/her study. Hence she attempts to survey and review related studies and furnish them in the following sections.

2.30 INDIAN STUDIES

In India, during the last few decades efforts have been made to study the effectiveness of the use of remedial interventions / measures to improve the learning outcomes of the pupils.

Balu (1997) has done, “Remediation in English at the Tertiary level: An alternative approach.” Objectives: The major aims of this study are: (i) to explore an effective approach to remediation in English at the tertiary level in Tamil Nadu (ii) to examine the pros and cons of various approaches to remediation, (iii) to arrive at a check list of features that could form the basis of a course in remediation (iv) to design materials for remediation and (v) to pilot sample material on remediation. Methodology: A sample of 100 students was chosen for this study. A diagnostic test was given to find out the areas of weaknesses and strengths of the learners. The responses of the sample revealed that though the learners communicate in English, they lack grammatical accuracy. A remedial programme on an alternative approach was given to the learners on punctuation, word order, preposition and articles. The pre-test and post-test scores were compared. A theoretical and pedagogical analysis was preferred to statistical analysis and illuminative evaluation was considered better than statistical measurement based on nominal, ordinal, interval and ratio scale. Hence the analysis of the post-test was similar to that of pre-test. Findings: (i) At the end of the course the learners were not what they had initially been, (ii) they had gained confidence if not perfection. (iii) Although accuracy had not fully developed, fluency had certainly improved. (iv) The statistical analysis indicates that the improvement in the performance of the learners is significant. In other words, the alternate approach to remediation seems to have helped them to reduce the number of errors, and thus improve their level of performance.

Padmaja (1997) has taken, “English language teaching at pre-university/intermediate levels: A comparative study with reference to materials, methods and modes of evaluation”. Problem: This study addresses the English language teaching-learning programme and principles of pre-
university course of Karnataka and intermediate of Andhra Pradesh, with reference to materials, methods and modes of evaluation. Objectives: (i) To compare the English language teaching-learning situation in Karnataka and Andhra Pradesh at pre-university/intermediate level, (ii) to investigate the role played by the instructional material in language learning and their success, (iii) to compare the effectiveness of different teaching methods, and (iv) to investigate the degree to which the tests to course content and programme objectives. Methodology: The sample of the study comprised 36 teachers and 160 students. The teachers on an average had 11 years of experience. Out of the student’s sample 79 students were studying in English medium and 81 in Telugu medium. They belonged to different electives and rural urban locales. The researcher collected data using questionnaires, interview methods, question papers (for evaluation) and textbooks (for analysis). The collected data were suitably treated with qualitative method. Major Findings: (1) There was a need to provide reorientation programme to the teachers so that they got acquainted with the new teaching techniques and approaches. (2) Due weightage was given to English while considering for admission to undergraduate professional courses. (3) Abolition of public examination at the end of 1 year pre-university course was harmful as it created lack of interest in the subject. (4) Adequate financial resources were to be provided to improve the class room facilities so as to make it easy to manage the large classes with mixed abilities. (5) To promote a pragmatic and purposeful pedagogy facilitating, rewarding and reassuring teaching-learning process, there was a need to replace content oriented ELT by expression oriented ELT in the essentially bilingual context of Andhra and Karnataka. (6) Phonetic aspect was almost ignored both in pre-university and intermediate levels. (7) Lecturing method was followed by most of the teachers at the pre-university/ intermediate level and there was a need to replace this method by eclectic method wherein various techniques from the available methods were drawn in order to realise the specific objective of learning English.

Patwardhan5 (1997) has done “A critical study of the difficulties and mistakes in Marathi writing by the students of standard VI of Bombay Municipal Corporation School and effectiveness of remedial teaching and learning programme. Problem.” It aims to make a critical study of the
difficulties and mistakes in Marathi writing by the students of standard XI of Bombay Municipal Corporation school and effectiveness of remedial teaching and learning programme. The main objectives of the study were (i) to develop the programme through games for solving the difficulties and correcting the mistakes and (ii) to assess the effectiveness of the programme. Methodology: Random sampling method for selecting the schools and cluster sampling for selecting a class was used. Tools used for collecting data included, 18 games finally selected in the programme, Verbal Intelligence Test by Oak and Pre-test and Post-test prepared by the researcher. Mean, S.D., and ‘t’ test were used to treat the data. Major Findings: (i) The programmes, which were developed and used, were effective. (2) The achievement depended upon the location of the school, family background, surroundings of the school and teachers.

Ranjini Devi (1997) has done “An experimental study of the effectiveness of Competency Based Approach in learning over the Content Based Approach in learning in cognitive areas, the language, Mathematics and Environmental Studies among primary school children.” The main objectives of the study are (i) to study and evaluate the appropriateness of the competencies spelt out in terms of their achievability, communicability and adequacy, (ii) to develop suitable and valid teaching learning strategies for those competencies spelt out, (iii) to find out whether Competency Based Approach in learning is more effective in improving the academic achievement in cognitive areas and to (iv) find out whether Competency Based Approach can enhance pupils' status significantly in each of the developmental objectives of education Methodology: The main study includes three stages (i) selection of experimental and control group, (ii) preliminary orientation to the teachers of the experimental schools in methods, materials prepared and the principles and procedures to be followed in the Competency Based Approach (iii) and to conduct of the investigation in experimental schools. The academic achievements of the students in standard I – V in quarterly, half yearly and annual examination was recorded for both the schools and compared. The ratings on the developmental objectives for children in the experimental schools before and after the programme were also compared. Major Findings: From the analyses of the data from the experimental and control group, the followings
conclusion are drawn. (i) The mastery learning of competency has increased the achievement of students of standards I - V in Tamil, Mathematics and Environmental studies for which the Competency Based Approach is adopted. (ii) Regarding the achievement in subject in Tamil students in the Experimental School have scored consistently above 75% in quarterly, half yearly and annual examination in each of the standards I to V. (iii) With respect to Mathematics the achievement of students in the Experimental School is consistently about 80% and above in all standards in quarterly, half yearly and annual examination and same is for environmental studies. (iv) The difference in the achievement between two groups is significant at 0.01 level. (v) Regarding the sex differences in the achievement of the students in the Experimental group, the difference in achievement of the boys and girls is not found to be significant in the three subjects i.e. Tamil, Mathematics and Environmental studies for all the standards.

Shrivastava\textsuperscript{7} (1997) studied the “Efficacy of concept attainment model in the teaching of English grammar.” Problem: It attempts to examine the effectiveness of concept attainment model to teach English grammar. The main objectives of the study were: (i) to find out the efficacy of the concept attainment model to teach English grammar to VII grade students and (ii) to investigate the sex influence on learning and effectiveness of the concept attainment model to teach English Grammar. The experiment was performed on the VII grade students and it was based on three units of the syllabus meant for VII Grade, i.e. Noun, Pronoun and Adjectives. The design used by the researcher was parallel group design equated by achievement test. The students were divided into control group and experimental group. Former was taught by traditional method and the later was taught by Concept Attainment Method. Post test was administered at the end of the teaching. Statistical techniques such as Mean, SD, and ANOVA were used to treat the data. Major Findings: (i) Concept Attainment Model (Experimental Group) had gained more on the post achievement test than the matched Control Group (ii) Achievement score of boys and girls did not differ significantly. So the achievement of boys and girls were independent of sex factor.
Ashok (1998) studied, “Peer-group learning in remedial programme: A pilot study.” Problem: The present study is designed to explore the efficacy of peer-group learning in facilitating a better reading and understanding of lessons. The main objectives of this study are: (i) to determine if peer group learning would lead to greater development of communicative skills, particularly reading among the weak students in English and (ii) to find out if such learning would lead to better performance, also in school examination. Methodology: The sample of the study comprised 30 students in English, 10 in each of standards VI, VII and VIII. The tools used to collect data included the prescribed text books, peer group learning modules for different lesson units, marks got by the students in tests conducted during the period of the experiment and feedback schedule. Major Findings: (i) All the students except four showed an improvement in the range of 20 or more marks by the end of the class test, although they had not all passed. (ii) Students performed better in paper II which had oral test as well as general English composition, etc., rather than paper I which had questions in formal grammar. (iii) In the last class tests where the unit was smaller all the students had passed (above 40 percent) except one. (iv) All students liked working in groups and they felt they had become closer to their teachers. Peer group learning improved the communication skills of students.

Baskaran (1998) experimented on “Developing a remedial instructional package to reduce the errors in sentence structure committed by the students in written English at the higher secondary level”. Problem: This study identifies the errors committed by the students of the higher secondary classes in the five basic sentence patterns in English, classifies those errors and develops a remedial instructional package to eliminate them. Objectives: (i) To identify five basic sentence patterns in written English which are frequently used by the students of the higher secondary classes, (ii) to identify and categorise the errors committed by the students of the higher secondary classes in the five basic sentence patterns in English, (iii) to develop a suitable remedial instructional package for the students of the higher secondary classes to minimise those errors committed by them, (iv) to administer the developed remedial instructional package to the students of the higher secondary classes in order to
minimize the errors committed by them, (v) to find out the impact of the remedial instructional package administered to the students of the higher secondary classes in minimizing the errors and (vi) to study the attitude of the experimental group towards English during the pre-remedial and post-remedial treatment periods. Methodology: The sample comprised 165 students drawn from 95 urban schools and 70 rural schools. They were selected through simple random sampling technique. From the urban samples, 45 formed the experimental group and 50 the control group. Forty and 30 were the samples selected from the rural schools to form experimental and control groups respectively. The tools used to collect data included one Diagnostic test, two Achievement tests and one Attitude Scale. The collected data were treated with percentages, Mean, SD, 't test, Wilcoxon's Whimey U Test, Pearson's Product Moment Correlation and analysis of co-variance. Major Findings (1) The higher secondary learners used the SVC basic pattern most frequently in their written English. (2) The next basic sentence pattern most frequently used was SVO. (3) SVOO and SVOC were the pattern totally neglected by the higher secondary learners. (4) The students committed maximum errors in the SVC basic pattern. (5) More errors were committed in the SVO pattern. (6) Maximum errors were committed in the sentence unit, namely 'verb'. (7) The total number of correct sentences formed were only 21.1 per cent. (8) The analysis of covariance showed that the errors were not uniformly reduced. The error reduction in the SV and SVO patterns was better than the error-reduction in other patterns. The reduction of errors in SVC and SVOO was not so good as the reduction of errors in SV and SVO patterns. (9) Students who had undergone the remedial treatment committed significantly less number of error percentages in all the five basic sentence patterns than the control group students. (10) The experimental group subjects’ percentages of errors in the post-test were significantly less than their percentages of errors in the pre-test. (11) The experimental group’s mean score in the post-test was higher than its mean score in the pre-test. (12) The control group remained constant throughout the experiment in its error percentages as well as its mean scores as it did not undergo any remedial treatment. There was no significance of difference between its pre and post-test percentages and mean scores. (13) The urban students did not differ
from the rural students in their error percentages in the post-test performance. But they did differ in their mean scores.(14) The boys and the girls, on the whole, differed in their error percentages in all the five basic sentence patterns in English. The boys committed more percentage of errors than the girls.(15) The students belonging to the socially deprived classes committed significantly less percentages of errors in the post-test than in the pre-test. They scored more percentages of marks in the post-test.(16) The mean attitude score of the experimental group towards English in the post-treatment period was significantly higher than its mean attitude score in the pre-treatment period. The rural students displayed more favourable attitude towards English than their urban counterparts. (17) The remedial instructional package was very effective in decreasing the percentage errors and increasing the mean scores of the experimental group.

**Sharma** (1998) studied the, “Impact of interventional strategies on attainment of MLL competencies in multi-grade schools”. Problem: This study attempts to explore impact of using selected teaching and learning strategies suggested in the handbook for primary school teachers on multi-grade teaching. Objectives: (i) To develop a handbook for multi-grade primary school teachers on how to use selected teaching and learning strategies to develop MLL competencies in first language, Mathematics and Environmental Studies (EVS) – I and II among the students studying in these schools, (ii) to know the results of pre – and post – testing in the above context areas and (iii) to find out sex and grade differences in the five selected multi-grade schools of Kolar and Mandya districts of Karnataka.

Methodology: The sample of the study comprised 130 students (72 boys and 58 girls) of Classes II, III and IV of five multi-grade schools of Kolar and Mandya districts. The tools used to collect data were tests based on selected MLL competencies and interviews. Major Findings: (1) Prepared teaching and learning materials helped multi-grade students to learn MLL competencies in Kannada, mathematics, EVS-I and II better. (2) Orientation of multi-grade teachers in using peer tutoring, monitorial assistance, self-learning material and direct teaching also had positive impact on organisation of teaching and learning material in multi-grade schools. (3) Teacher's academic background and interest were influencing factors in
helping them attain MLL competencies. (4) Weekly timetable planning and selective sitting arrangement of the students also contributed towards better learning.

Umadevi\textsuperscript{11} (1998) studied, “Effectiveness of a remedial programme on improving reading comprehension skills among dyslexic children”. Problem: It attempts to identify dyslexic children among Class IV students of Davangere City, and to assess their reading skills. It also attempts to provide a remedial programme and study its effectiveness. Objectives: (i) To identify dyslexic children studying in Class IV English medium schools, (ii) to assess reading skills, i.e. word recognition and reading comprehension skills among dyslexic children, (iii) to develop a remedial programme to improve word recognition and reading comprehension skills among dyslexic children, and (iv) to study the effectiveness of the remedial programme on improving word recognition and reading comprehension skills. Methodology: The sample of the study comprised 25 dyslexic children identified from among 612 students studying in Class IV English medium schools selected randomly in Davangere City. The tools used to collect data included Rutter’s Performa, Auditory Reception Test, Aural Comprehension Test, Academic Achievement Motivation Inventory, reading tests and Raven’s Colored Progressive Matrices. The collected data were treated with Mean, SD and 't' test apart from qualitative analysis. Major Findings: (1) There was a significant difference between pre-test and post-test scores on word recognition tests of Classes I to IV obtained by dyslexic children who had been subjected to remedial programme. (2) There was a significant difference between pre-test and post-test scores on reading comprehension tests of Classes I to IV obtained by dyslexic children who had been subjected to remedial programme.

Goel\textsuperscript{12} (1999) investigated on, “Identification of learning problems in Arithmetic and remedial teaching for children in Standard I.” Problem: The present study identifies learning problems in arithmetic and remedial teaching for Class I children. The main objective of the study is: to identify learning problems of standard I children in Arithmetic and suggest remedial measures for improvement. Methodology: The sample of the study consisted of 40 children who had poor academic achievement in UKG and Standard I
with an IQ range of 95 to 120. The tool used to collect the data included a questionnaire. The data were analysed statistically using Mean, SD and 't' test. Major Findings: (i) The performance of students at Representation level (R) was far better than their performance at Abstract level (A). (ii) The performance of students at the Concrete level (C) was found better than their performance for the corresponding items at representation level and abstract level. (iii) It was suggested that actual manipulation of concrete objects is essential for alteration of mental structures and development of concepts.

Jain¹³ (1999) developed, “Child-centred interactive activities: A new look at instruction and continuous evaluation for mastery learning.” Problem: The present study tries to find out the effectiveness of organizing the continuous evaluation of the performance of students even while they continue with the instruction and also at the end of instruction for monitoring the progress in learning by the learners. The main objectives of this study are: (i) to develop a strategy for organizing the continuous evaluation of the performance of students even while they continue with the instruction and also at the end of instruction, (ii) to collect the available necessary instructional material and develop a set of child-centred activities for each step of a given concept, (iii) to organise a set of child-centred activities for each step i.e. exemplar activity, guided activities and independent practice activities, (iv) to use these activities for instruction and continuous assessment of the performance of students during instruction of a concept, at the end of instruction and after certain interval of time, (v) to diagnose the deficiencies in learning at various stages of instruction and timely organisation of remedial measures to monitor progress in learning by the learners, and (vi) to find out the effectiveness of continuous evaluation and remedial measures for achieving mastery level learning by the learners. Methodology: A set of child-centred activities (exemplar, guided and independent practice activities) on each of the six steps of a selected concept from primary school mathematics was conducted on 30 students of Grade IV, selected randomly from a rural government school near Ajmer city. Major Findings: (i) After conducting the instruction using an exemplar activity, about 45% to 70% students were not able to perform the similar tasks successfully. (ii) Even after conducting guided activity and
providing remedial teaching about 25% to 40% students could not perform similar tasks successfully. But after organising guided activity and independent practice activities, about 80% to 95% of these students performed the similar tasks successfully. (iii) Between the two groups of successful and unsuccessful guided activity solver, there was not any significant difference on the score of each activity of post-test. (iv) In spite of failure in solving the guided and independent practice tasks at the initial stage, the remedial measures taken by the teachers helped most of the learners in performing the similar tasks successfully.

Mohapatra (1999) studied, “Identification of intervention areas for improving teaching - A step towards teacher empowerment.” Problem: It attempts to identify intervention areas to empower teachers in making them better teachers through their need assessment. The main objectives of this study are: (i) to develop a diagnostic tool for identifying the intervention areas for improving teaching efficiency of EVS-II, and (ii) to administer the tool on the primary teachers and specify the intervention areas in the global common core format and subject-specific format. Methodology: The sample comprised 131 teachers drawn from 51 schools located in urban, rural and under-privileged sectors of the society. A diagnostic tool was developed to collect the data. Major Findings: (i) Around 70% of the teachers were non-matriculate and around the same number had not undergone a C.T. course even. (ii) About 97% of the teachers did not have science background. About 64% of the teachers did not attend any orientation/training programme in the past five years. (iii) 60% of the teachers did not know anything about MLL. (iv) Around 51% of the teachers had not undergone SOPT training with special reference to child-centred, activity-based, joyful teaching-learning structure. (v) About 70% of the teachers did not know how to set a diagnostic test item and had not seen the science kit.

Padhi (1999) studied, “Effect of Competency-Based, Activity-Centred Approach to teaching on attainment of mastery level learning in environmental studies.” Problem: The present study was undertaken to examine the effects of competency-based activity-centred approach to teaching on attainment of mastery level learning in environmental studies. The main objective of the study is: to examine the effect of competency-
based activity-centred approach (CBACA) on attainment of MLLs in EVS and compare it with traditional approach (TA). Methodology: The experimental study was conducted on a sample of 658 Grade I children of two equally divided intact sessions of Bhubaneswar DM school. The data were collected with the help of two competency-based criterion referenced test (diagnostic type) with parallel forms. The collected data were treated with Mean, SD and 't' test. Major Finding: The study revealed that Competency-Based Activity-Centred Approach for environmental studies was more effective than the Traditional Approach for Grade I children.

**Panda** (1999) studied, “Effect of activity-based teaching-cum-evaluation strategy on child achievement and retention.” Problem: The study attempts to examine the effect of systematic activity-based teaching-cum-evaluation strategy in the present educational set up to measure the learning outcomes and retention of class 1 students. Objectives: (i) To study the effect of systematic activity-based teaching-cum-evaluation strategy on attainment of learning materials in mathematical concept, (ii) to compare the effect of systematic activity-based teaching vs. traditional method on achievement of mathematical concept, and (iii) to find out the effect of systematic activity-based teaching-cum-evaluation strategy on retention of learning materials in mathematical concept. Methodology: The sample of the study comprised all Grade I students in 1993-94 and 1994-95 sessions from the BPDM school in Bhubaneswar city of Orissa. A five criterion referenced Unit test was used to collect the data. The data were analysed using Mean, SD and 't' test. Major Findings: (i) It was found that the experimental group performed better than the control group in every unit as well as overall performance. (ii) Systematic activity-based teaching-cum-evaluation strategy was found a better method as compared to the traditional method in developing mathematical concepts. (iii) Retention of learning materials was better in the experimental group than in the control group.

**Shamala** (1999) studied, “Enhancing teaching competency through integration of art education for effective language teaching at the primary stage – A Conceptual Model”. Problem: The study proposes a conceptual model that integrates art education activities with that of Language learning activities so that the teacher can ensure child – centered joyful learning of
language. The main objectives of this study are: (i) to identify the language competencies to be mastered by class V students, (ii) to select and utilise appropriate art education activities while teaching the competencies and (iii) to prepare a Conceptual Model that can be used in classes I and V to teach language effectively. Methodology: The investigator assessed the need to make the language classrooms activity-oriented, joyful and child-centred in order to make the language learning meaningful. The alternate methods, approaches and techniques to empower the teacher were identified. The area of art education with its visual and performing activities was selected and enlisted. Each competency was taught using a suitable and practical art education. The listening and speaking competencies were taught using performing art activities using music, dance and drama. Major Findings: (i) It was found that the teacher was able to develop different instructional materials and techniques. (ii) Children developed confidence and mastered language competence through group work and interaction (iii) even the slow learner developed confidence as a result of group work.

Sumathi Narayanan\textsuperscript{18} (1999) studied, “Efficacy of memory intervention on subjective confidence level and academic performance among ninth standard students. The main objectives of this study were (i) to enhance memory skills of adolescent students through memory intervention, (ii) to enable the students to apply appropriate memory systems to improve academic performance (iii) to compare the pre-test and post-test scores of the students in academic performance and confidence level after intervention, (iv) to ascertain the relative efficacy of different systems of memory and (v) to explore the effect of application of memory training with time, by comparing pre, immediate post and long term post scores of academic performance of the students. Methodology: The investigator developed a tool – ‘situation completion test’. It was standardised and statistically reliable and valid. Memory training intervention comprised twelve sessions. The experimental group A was taught ‘peg word method’ and experimental group B was taught ‘sum maps’. The control group was not subjected to any intervention. The statistical analysis in the present study has been done in three phases, (i) comparison within groups using ‘t’ test, (ii) analysis of variance (iii) and correlation. Major Findings (i) The memory training intervention has resulted in significant improvement of the
memory performance of the adolescent boys and girls (ii) Adolescent boys and girls in both the experimental groups manifested a significantly higher level of confidence in their academic in most of the subjects (iii) In academic performance the memory intervention had a positive influence. (iv) When the variables are compared with that of control group who were not trained, the results show a positive trend in favour of the experimental groups.

Paliwal19 (2001) conducted an experiment in, “Developing communicative competence in written English among secondary school learners (an experimental study).” Problem: It is an attempt to develop communicative competence in written English among secondary school learners of Rajasthan. The main objectives of this studies are: (i) to develop students’ communicative competence in written English (ii) to find out students’ communicative needs in social context which motivate them to communicate through written English and (iv) to study the comparative efficacy of the two teaching approaches (The traditional and communicative approaches) for developing communicative competence in written English. Methodology: The sample consists of 120 students covering both boys and girls and 30 English teachers at secondary school level. The tools used into were questionnaires, structured integrated schedule and diagnostic tools. The selected data were treated using ANOVA and ANCOVA, ‘t’ test and correlation. Major Findings: (i) With regard to communicative needs of learners, there was no consensus while their communicative needs included writing leave application, social letters, letters to editors, written announcements, writing invitations and telegram etc. (ii) With regards to teaching approaches a majority of teachers used translation method but no teacher used Communicative Language Teaching (CLT). (iii) Students who were taught by Communicative Language Teaching (CLT) performed significantly better than students taught by Traditional language Teaching (TLT).

Taj, Haseen20 (2001) has compared, “Achievement-motivation in relation to few cognitive and affective variables.” Problem: It attempts to study cognitive and affective variables associated with achievement-motivation. The objective of this study is: to examine the effect of attitude towards education, parent-child interaction, intelligence, sex, type of school
management and medium of instruction of secondary school students on their achievement-motivation. Methodology: A sample of 450 students consisting of 225 boys and 225 girls representing English and Kannada medium of instruction equally and representing all the three types of school managements (Government, Private aided and private unaided) was drawn from 15 different schools of Bangalore. Data were collected with the help of an attitude scale by Kalavathi, Parent-Child Interaction Scale by Haseen Taj, Intelligence Test by RSSB and Achievement-Motivation Inventory by Prayag Mehta. The collected data were subjected to Mean, SD, 't'-test, and correlation. Major Findings: (i) Sex did not have any significant effect on the achievement-motivation of boys and girls. (ii) Medium of instruction had a significant impact on the achievement-related motivation of students. The English medium students were found to be better than the Kannada medium students in their achievement-related motivation. (iii) Students with higher intelligence, high attitude towards education and high parent-child interaction had comparatively higher achievement related motivation than their counterparts.

Dogra, Anitha (2002) has done, “A study of the Impact of an integrated intervention on scholastic performance of school children”. Objective: The study was undertaken to evaluate the impact of the specially devised innovative integrated teaching methodology on the performance of school children. Method: The sample consisted of 34 teachers who underwent training workshop on integrated teaching workshop on integrated teaching intervention programme for the period of 10 – 12 days and the 163 students of Class VI, who obtained low pass marks or failed but promoted to next class were drawn from two aided schools and one state government school. Tools like teacher effective scale, attitude towards teaching, achievement test for students and feedback form to ascertain the opinion of teachers towards training were used to collect data. The statistical analyses used were correlation, ‘t’ test, percentage and descriptive analysis. Findings: (i) It was found that the performance of all the students improved when taught through new methodology of teaching but the identified scholastically backward students showed significantly improvement as compared to other students. (ii) It was also found that scholastically backward students had shown significant improvement in their performance on all the four aspects,
i.e. general knowledge, numerical ability, expressiveness and comprehension after being taught by the integrated teaching methodology

(iii) The training also found effective in terms of teaching effectiveness and attitude towards teaching changed positive after training Eleven references are cited.

Meera22 (2002) has compared, “Language Aptitude, Select Attitudinal and Motivational Variables as Correlates of Achievement in English of Secondary School Students.” The objectives of this study are: (i) to find out the main effect and interaction effect of select independent variables on Achievement in English - vocabulary, grammar and comprehension; (ii) to estimate the extent of relationship between Achievement in English and each of the independent variables selected for the study for total samples based on gender, locale and type of management of schools; and (iii) to find out the best predictors of Achievement in English from the select independent variables and to determine the relative weight with each predictor variable contributes to Achievement in English of Secondary School Students.

Method: A sample consisted of 750 students selected on the basis of gender with 1:1 ratio, locale of the school, (Rural/Urban) with 2:1 ratio, type of management (Private/Government) with 2:3 ratio and Instructional efficiency as A:B:C-1:3:1 ratio (A - pass percentage above 75, B-pass percentage above 40-60 and C-below 20) through stratified sampling. Research tools like Language Aptitude Test (1996), Attitude towards English (1993), Scale of Attitude towards Education (1983) developed by Pillai, and Ayshabi and Achievement Motivation (1993) developed by Pillai, and Salim Kumar were used for data collection. The collected data was subjected to Mode, Skewness, Kurtosis, 't' test, ANOVA, Pearson’s Product Moment Coefficient of correlation, and Multiple Coefficients of correlation. Findings:

(i) Language Aptitude and Attitude towards Education were the best correlates of Achievement in English. (ii) Attitude towards English Teachers and Teaching had significant relationship with Achievement in English and Achievement motivation did not show any significant relation with Achievement in English (iii) High Mean Achievement in English score were found to be associated with high language Aptitude group and favourable - Attitude towards Education Group 145 reference are cited.
Revathy (2002) has taken, “Puppetry - Based Teaching as a Remedial Measure in Enhancement of Achievement in science of primary students in selected schools of Chennai.” Objectives: The present study was planned as an experimental research. The main objective of the study were (i) to develop a tool to find out the enhancement of learning achievement in science by the puppetry based teaching as a remedial measure (ii) to find out the influence of variables such as gender, school type, school location, medium of instruction and socio-economic status and to compare the effectiveness of remedial measures both puppetry and programmed instruction. 

Methodology: The investigator used (i) Diagnostic Cum Achievement Test IMAT (ii) Linear Programmed Instruction, Frames (P1) (iii) Puppet Show Scripts (P2) (iv) Personal data form of students for conducting the research and survey. After developing the tools, the effectiveness of the tools on 21 students was tested. After this Pre - test was given to students. On the basis of Pre - test scores, the students were equally grouped into two. The first group was taught through Linear Programmed Instructions. The second group was taught through Puppetry. After the treatment the students were tested for their achievement. The test scores were analysed with a view of finding out the relationship between science achievement through puppetry and the influence of school and family. Mean, SD ‘t’ test, multi-variate, Anova, Correlation, Regression Analyses and Discriminate Analysis were calculated. Major Findings: The entire study designed thus, statistically shows the effectiveness of the Puppetry Based Teaching as remedial measure and its implications for enhancing achievement in six select concepts of Science of class IV. The remedial treatment has increased the percentage of scoring above 75% from 7.9 to 27.8. (ii) When applied methods (PI & PY) are compared the method of puppetry works out well among boys and girls. (iii) It enhances performance in both CBSC and SBSE schools leading to the inference that school is not a barrier.

2.40 FOREIGN STUDIES

Adams, Sylvia Berry (1989) studied, “The impact of promotion, retention, and intervention on the achievement of academically marginal second grade students in the Minneapolis Public Schools.” In 1985, the Minneapolis Public Schools adopted a five-year plan to improve the educational program
of the schools. One component of the plan was a comprehensive testing program including Benchmark Tests which would: (a) set standards of achievement, (b) measure how well students were meeting district objectives in reading, mathematics, and writing, and (c) identify students who were not achieving up to expectations for their grade level; and provide additional instruction for them. Beginning in the spring of 1985, the promotional gate for grade two went into effect. Retention is recommended if both the judgment and the Benchmark Tests show that the student does not have the skills needed to be promoted. This study examined the effect of promotion, retention, and the intervention programs on second grade students with marginal performance on the second grade Benchmark Tests, administered in the spring of 1985. The study also determined how well these students mastered district objectives in reading and mathematics, through the intervention program or promotion, as determined by the third grade Benchmark Test Scores. The third grade Benchmark Test scores of promoted and retained students were compared using analysis of variance with age as a covariate to determine if the treatment, promotion or retention (with the intervention program) made a significant difference in the mean test scores of students.

Wood, Patricia Coretta\textsuperscript{25} (1989) examined the, “Effect of an activity / child centred teaching approach upon the achievement of first and second grader in a rural school setting.” The objectives of this study were to (i) ascertain how an activity / child centred approach in conjunction with student use of manipulative, affected the mathematics achievement of first and second graders in a rural school setting; and (ii) to investigate teacher perception of the success of the specific methodology implemented in the study. Method: The population for this study included the teachers and students in rural Arizona was longitudinal in nature and covered a 2 years period. The groups used during the first year of study were first and the second graders. The groups used for the second years of the study were second and third graders. The K-6 teachers in the district were given an attitude questionnaire constructed to indicate the teacher attitude towards worth of the programme and various aspects of its implementation. Teacher mathematics lesson description and disadvantages of the programme were also included in the attitude questionnaire. The teacher attitude
questionnaire was analyzed in 5 parts and findings were represented on charts. Some of the results were determined by a simple tally method and others were converted into percentages. Lesser observations were conducted in each of the six classrooms studied and results were reported on charts. Achievements for treatment and non-treatment groups was measured by pre/post testing with wide Range Achievement Test. ‘t’ tests were used to compare students results on the pre and post tests, each year. In addition a ‘t-test’ comparison was made between the first year and second year with Test of Basic skills test results. Finally a one-way analysis of variance was done on the group receiving treatment for only one year, two years, and the non-treatment group. The combined results of the teacher attitude questions, lesson observation and achievement tests were used to make recommendations for program improvements.

Lio, Hsien-Chin (1990) studied, “The impact of formal instruction on second language grammatical accuracy.” It is commonly observed that many individuals continue to make grammatical errors in speaking a second / foreign language in spite of long years of study of the language and/or many years of residence in a country where the language is spoken. Although it was once commonly accepted that formal instruction (i.e. instruction emphasizing the grammatical forms of the language) would improve grammatical accuracy, there is now considerable debate about this issue. The purpose of the study was to investigate the extent to which and how such formal instruction could improve second language grammatical accuracy. Two Chinese-speaking adult students who were adult learners of English participated in this study. They took three pre-instruction tests that included several oral tasks and a written grammaticality judgment test. Then 16 hours of formal instruction were given. During the instruction, subjects were interviewed weekly to show how they progressed. After the instruction, two post-instruction tests were administered with a lapse of six weeks in between. All language data were analyzed with respect to the use of six linguistic structures: articles, subject-verb agreement, present / past tense verb markers, two-word verbs, Wh-questions, and topic – prominent features. Both subjects improved in their grammaticality judgment tests. However, only three features – generic articles, third person singular –s, and general subject – verb agreement, showed notable improvement in the oral
tasks. The subjects appeared to monitor their English more as a result of grammatical consciousness – raising activities in the instruction. Evidence of restructuring of their second language knowledge was also found as indicated by reduced use and less accurate use of certain linguistic structures. Based on findings in the study, it is argued that neither the interface nor the non-interface position is generally true concerning the impact of formal instruction on grammatical accuracy in spontaneous speech for all types of linguistic structures and learners. While the non-interface position is best supported by the results of this study, ‘learning’ can become ‘acquisition’ given the right type of instruction and enough practice for certain linguistic structures. More research is clearly needed both to replicate these findings of the limits of formal instruction and to attempt to determine which factors play a role to burning ‘learning’ into ‘acquisition’. The impact of formal instruction on the written tests together with its limited impact on spontaneous speech as found in this study suggests that both formal instruction and communicative language teaching should be included in educational programs designed to teach both oral and written second / foreign language skills.

Rosenbluth, Gwendolyn Socol (1990) studied, “The effects of writing process-based instruction and word processing on remedial and accelerated 11th graders.” This 16-week study addressed the effects of writing process-based instruction and word processing on remedial (N = 38) and accelerated (N = 29) 11th graders’ writing quality and fluency, computer anxiety, and writing apprehension. It also focused on the teaching of writing as a mode of teaching literature. One class at each ability level (remedial and accelerated) served as a control group and did not receive any CAI, and one served as an experimental group. The study was conducted in a classroom and a networked laboratory with 24 IBM PS/2 microcomputers using Microsoft Works. Data collection took place at three points for all groups: the beginning, approximately the midpoint, and the end of the study. Assessments were made for writing apprehension, computer anxiety, and writing fluency (using T-units) and quality (using holistic criteria and trained readers). Separate analyses were done for each ability level. Four 2 (CAI versus non-CAI) X3 (Narrative 1, Narrative 2, and Narrative 3) ANOVAS with a repeated measure on one factor (writing task) were used. For the
remedial groups, it was found that while the computers did not have significant main effect on writing quality, both the experimental and control groups showed a significant improvement across the three writing tasks. Computers significantly increased fluency. There was no significant main effect on writing attitude among the groups, but the experimental group demonstrated an improved attitude across writing tasks. Computer anxiety was not significantly reduced for the experimental group until the mid-joint essay. With accelerated students computers significantly increased fluency and reduced computer anxiety but did not have a significant main effect on writing quality. There was no significant effect on writing attitudes among the group. These results suggest that computers are motivators that encourage remedial and accelerated students at this grade level to write more but still leave in question their impact on quality. While the case for writing process instruction is clearly a positive one, it appears that other strategies that utilize writing process but are specifically adapted for the computer need to be developed and further investigated.

**Bates, Dorothy Schweickardt** (1992) studied, “Effect of systematic inquiry intervention of the critical thinking skills of a sample of master’s degree students.” This study examined the effect of a systematic inquiry intervention, Systematic Inquiry: The Care and Feeding of a Research Idea (SI), on the critical thinking skills, as assessed through the Watson-Glaser Critical Thinking Appraisal (CAT), of a sample of master’s degree students. An experimental study was conducted using pre-test / post-test design. The four hypotheses tested in this study stated that the mean post-test CAT score of the experimental group would be significantly higher than that of the control group. They also stated that there would be significant improvement in the mean post-test score of the experimental group over the mean pre-test score of the experimental group and that there would be no significant improvement in the mean post-test score of the control group when they were compared to that group’s mean pre-test score. The sample was a non random volunteer sample of 44 American University master’s degree students which was divided into randomly selected experimental and control groups. Data were collected on gender, age, and educational background of sample members. All sample members were pre-tested using the CAT, Form A. The experimental group was exposed to SI. Both the
experimental and control groups were post-tested using the CAT, Form B. Pre-test and post-test data were then compared within and between groups. The results supported two of the null hypotheses. These hypotheses were that there would be no significant difference between the experimental group pre-test and post-test means and that there would be no significant difference between the experimental group posttest mean and the control group post-test mean. The result supported two of the research hypotheses. These were that the mean pre-test CAT score of the experimental group would not differ significantly from the mean pretest CAT score of the control group and that the mean pre-test CAT score for the control group would not differ significantly from their mean post-test CAT score. The level set for statistical significance was .05. The conclusion was drawn that SI showed no significant effect on the development of critical thinking skills in the master’s degree students studied.

Frantz, Sonja O’Lita Shirley (2000) studied, “Effectiveness of the infusion of Reading Component Model based remedial reading instruction on the reading achievement of students.” Abstract: The present study tested the effectiveness of the infusion of remedial reading instruction, derived from the Reading Component Model, on the reading achievement of children and Title I classrooms. The Reading Component Model is based on the premise that the reading process is composed of two major components, word recognition and comprehension, and poor functioning of either component can affect reading performance. Remedial instruction based on the component model focuses and tailors instruction on the weak component. In contrast, the discrepancy model, a model that is predominant in U.S. schools, classifies students into two categories: those with learning disabilities and those without learning disabilities, but does not, however, prescribe any particular instructional remediation. Twelve teachers from grades 2 through 6 provided the names of 151 children in their classrooms who were experiencing difficulty in reading. Complete evaluation data were collected from 130 students using differential diagnostic procedures designed to locate and identify the weak component that may cause the suspected deficit. Results indicated that 43% of the poor readers from both treatment and control groups had weakness in decoding skills only, 33% had weakness in both decoding and comprehension, 0%
had weakness in comprehension skills only, and 24% showed no significant deficiency in either decoding or comprehension. Students with weakness in decoding skills received only 20 hours of word recognition treatment that emphasized phoneme awareness training, and students with weakness in both decoding and comprehension skills received 10 hours of phoneme awareness training and 10 hours of comprehension strategy instruction. Results indicated that treatment groups irrespective of category did not make significant statistically positive gains when compared with the control groups. However, anecdotal information from teachers indicated positive outcomes for the treatment groups. Recommendation are made for multifaceted evaluation measures and a longer intervention.

Spencer, Cynthia Ann (2003) studied, “Improving the skills of remedial-writing students with strategies for revising.” Abstract: In two studies, revision strategies were studied. In the first study, expert writers and remedial writing students revised a letter to the editor while talking aloud. The protocols were analyzed via both a general overview and a detailed analysis based on the Spencer Model. The qualitative overview of the protocols revealed that, compared to students, experts had more methodical strategies for revision, including finding the problems of the text, correcting obvious mistakes, determining what they believed about the topic, thinking about their audience, determining a main point, building a case, using strong language, anticipating arguments, putting their letter into an organization, cycling through reviews of their writing multiple times, and showing emotion while writing. In addition, the experts’ protocols were analyzed at a micro level. Students used the categories that divided the Spencer Writing Model far fewer times than experts. Both students and experts traversed through the model in roughly the same ways. Finally, the writing model was modified to more accurately reflect the order of writers’ result were then used to design as they wrote. These results were then used to design a lesson for remedial writing students in Study 2. The students were put into three groups; one the used experts’ strategies and saw models of expert writing (the Modeled Strategy or MS group), one that saw the strategies only (SO group), and a control group that learned the most common strategy for revision in the writing literature, Compare – Diagnose – Operate (CDO). There were no effects of training attributable to the
conditions. Students who reported on a motivational questionnaire that they were higher risk-takers, however, were found to be more likely to have improved their writing from the pre-test to the post-test. Increased elaboration and goal setting were the best predictors of improved quality ratings.

Cull-Hewitt, Robin\textsuperscript{a1} (2004) studied, “The effects of a three-pronged remedial approach on reading comprehension and writing skills of adolescents with LD.” Abstract: The aim of the present study was to examine the effects of a three-prong remedial approach on learning disabled students’: (a) perceptions of self-efficacy in reading and writing, (b) metacognitive awareness about tasks and strategies regarding reading and writing, (c) motivation for reading and writing and (d) performance on reading and writing tasks. The remedial program was a three-pronged approach based on: Butler’s (1999) personal profile, the principles of mentoring (Anderson & Shannon, 1988), and Harris and Graham’s (1999) principles in strategy instruction and self-regulation. Three grade nine males with learning disabilities participated in the study. Students with disabilities participated in the study. Students were provided with individualized instruction two to three times per week for approximately one hour per session. At each session, students were encouraged to try new strategies when approaching the reading and writing tasks. Recognizing the benefits of strategies and attempting new strategies was emphasized. By mid-intervention and particularly at the end of the intervention, increases were seen in students’ self-efficacy for reading and writing tasks and in their use and understanding of strategies when completing those tasks. Improvements were also observed in students’ attitudes toward learning in general. This study provides insight into how adolescents with learning disabilities can be instructed in remedial settings and highlights the usefulness of the three-prong remedial approach.

Rockwell, Barbara\textsuperscript{32} (2004) studied, “How well does an Algebra intervention help students learn the Algebra content and pass the required course?” (California) Abstract: This study investigates a remedial high school Algebra I intervention program. The program is funded in accordance with California Education Code 37252. Algebra I students are provided an opportunity to
restudy and retest a chapter on which they performed poorly. The chapter intervention sessions take place for two weeks, one hour each day before or after school. At the end of two weeks, the participants take a new chapter test and may raise their chapter test score to a 75%. This study looks at improvement in student understanding of the mathematics as measured by chapter test scores and semester grades. The study also looks at achievement level, to ascertain whether one ability group benefits more from the intervention program than another. A change in the participants’ attitude toward mathematics is examined. Study results show an average improvement of 20% in chapter test scores. The semester grades are only marginally affected.

**Knight, Cynthia** (2005) studied, “Remedial education practices and the reading attainment of students with learning disabilities.” Abstract: A multiple case study was conducted to measure the effects of remedial intervention strategies on reading attainment of seven high school students with learning disabilities. Burns and Roe’s Informal Reading Inventory (2002) was used for pre and post grade levels as were 9th to 12th grade, Grade Point Average (GPA) to measure effects of treatment on reading attainment. All but one student grew in reading skills, four showed an increase in reading grade levels: one as much as four years growth. However, statistically these were not significant (p.117). All but one grew in GPA from 9th to 12th grade. With the outlier excluded from the data, there was significance of .003 Compared to their peers who average, one-year growth in reading and a decline in GPA, these students achieved in closing the achievement gap.

**2.50 A SUMMARY OF THE STUDIES**

Teaching strategies should result in developing the desired learning outcomes in learners and an optimum development in cognitive, affective and psychomotor domains. Concrete evidence of such growth and development should form the basis of judging the effectiveness of a teacher and a teaching strategy. Studies available in India and foreign countries focus on the effectiveness of teaching strategies on academic achievement and other factors such as, intelligence, aptitude and attitude related to the teaching and academic achievement.
Indian and foreign studies highlight the effectiveness of remedial intervention to improve the academic achievements of the students. Most of the studies cited in India and abroad highlight the efficacy of remedial interventions to improve teaching, scholastic performance of school children and to bring about a conceptual change in various subjects such as English Language and Literature, Mathematics, Art, Teacher Education, Other Indian Languages etc. They also emphasize on how task/activity based approach or any other child–centered approach brings about positive transformation in the academic field of the students of various grades from primary to higher secondary levels. Various types of remedial measures have been discussed in both Indian and Foreign studies. Some of the studies are comparative ones with reference to other models such as ‘teacher–centered approach’ and ‘child–centered approach’, programmed learning and traditional methods, competency based activity–centered approach and content based activity centered approach etc.,

An analysis of these studies reveals that any remedial intervention, if carefully planned and implemented, will be effective in improving the academic achievement. This is applicable to all academic disciplines including languages. Remedial interventions are equally promising in improving the proficiency in English (whether at Language 1 level (L1) or Language 2 level (L2).
THE FOLLOWING TABLE SUMMARIZES THE STUDIES

Table – 2.1

INDIAN STUDIES

<table>
<thead>
<tr>
<th>S. No</th>
<th>Investigator</th>
<th>Year</th>
<th>Discipline</th>
<th>Level</th>
<th>Theme of the Investigation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Balu</td>
<td>1997</td>
<td>English</td>
<td>I – V</td>
<td>Remedial Programme and Alternative approach</td>
</tr>
<tr>
<td>2</td>
<td>Padmaja</td>
<td>1997</td>
<td>English</td>
<td>Pre– University</td>
<td>Comparative Study with reference to material, methods and modes of evaluation</td>
</tr>
<tr>
<td>3</td>
<td>Patwardharan</td>
<td>1997</td>
<td>Marathi</td>
<td>XI</td>
<td>Remedial Programme</td>
</tr>
<tr>
<td>4</td>
<td>Ranjini Devi</td>
<td>1997</td>
<td>Mathematics, language &amp; Environmental Science</td>
<td>I – V</td>
<td>Content Based Approach</td>
</tr>
<tr>
<td>5</td>
<td>Shrivastava</td>
<td>1997</td>
<td>English</td>
<td>VII</td>
<td>Traditional Method &amp; Concept Attainment Method</td>
</tr>
<tr>
<td>6</td>
<td>Ashok, Pramila and Rajagopalan</td>
<td>1998</td>
<td>English</td>
<td>VI VII &amp; VIII</td>
<td>Remedial Programme &amp; Communicative approach</td>
</tr>
<tr>
<td>7</td>
<td>Baskaran</td>
<td>1998</td>
<td>English</td>
<td>XI – XII</td>
<td>Remedial Instructional Package</td>
</tr>
<tr>
<td>8</td>
<td>Sharma</td>
<td>1998</td>
<td>Mathematics, language &amp; Environmental Science</td>
<td>I – V</td>
<td>Interventional Strategies</td>
</tr>
<tr>
<td>9</td>
<td>Umadevi</td>
<td>1998</td>
<td>Reading Comprehension</td>
<td>IV</td>
<td>Remedial Programme</td>
</tr>
<tr>
<td>10</td>
<td>Goel, Sushil Kumar</td>
<td>1999</td>
<td>Arithmetic</td>
<td>I</td>
<td>Remedial Programme</td>
</tr>
<tr>
<td>11</td>
<td>Jain</td>
<td>1999</td>
<td>Primary Education</td>
<td>I – IV</td>
<td>Child Centered Interactive Activities, Examplar Activities, Guided Activities &amp; Independent Practice activities</td>
</tr>
<tr>
<td></td>
<td>Authors</td>
<td>Year</td>
<td>Subjects</td>
<td>Grade</td>
<td>Interventions</td>
</tr>
<tr>
<td>---</td>
<td>-----------------------</td>
<td>------</td>
<td>-----------------------------------</td>
<td>--------</td>
<td>-------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>12</td>
<td>Mohapatra</td>
<td>1999</td>
<td>Teacher Empowerment</td>
<td>Primary Teachers</td>
<td>Remedial Intervention</td>
</tr>
<tr>
<td>13</td>
<td>Padhi</td>
<td>1999</td>
<td>Environmental studies</td>
<td>Grade I</td>
<td>Competency Based Approach and Activity Centered Approach</td>
</tr>
<tr>
<td>14</td>
<td>Panda</td>
<td>1999</td>
<td>Mathematics</td>
<td>I</td>
<td>Activity Based Teaching cum Evaluation</td>
</tr>
<tr>
<td>15</td>
<td>Shamala</td>
<td>1999</td>
<td>Art Education</td>
<td>I - V</td>
<td>Child – Centered learning</td>
</tr>
<tr>
<td>16</td>
<td>Sumathi Narayanan</td>
<td>1999</td>
<td>All Subjects</td>
<td>IX</td>
<td>Memory Intervention Programme on subjective confidence level and academic performance</td>
</tr>
<tr>
<td>17</td>
<td>Palliwal</td>
<td>2001</td>
<td>English</td>
<td>XII</td>
<td>Traditional and Communicative Approach</td>
</tr>
<tr>
<td>18</td>
<td>Taj, Haseen</td>
<td>2001</td>
<td>Higher Secondary</td>
<td></td>
<td>Achievement Motivation in relation to few Cognitive and Affective variables</td>
</tr>
<tr>
<td>19</td>
<td>Dogra, Anitha</td>
<td>2002</td>
<td>Language, Mathematics &amp; Environmental Science</td>
<td>VI  Integrated Intervention on Scholastic Performance</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Meera</td>
<td>2002</td>
<td>English</td>
<td>IX &amp; X</td>
<td>Language Aptitude , Select Attitudinal and Motivational variables as correlates of Achievement</td>
</tr>
<tr>
<td>21</td>
<td>Revathy</td>
<td>2002</td>
<td>Science</td>
<td>I – V</td>
<td>Remedial Programme in Enhancement of Achievement of Science</td>
</tr>
</tbody>
</table>
Table – 2.2

FOREIGN STUDIES

<table>
<thead>
<tr>
<th>S. No</th>
<th>Investigator</th>
<th>Year</th>
<th>Discipline</th>
<th>Level</th>
<th>Theme of the Investigation</th>
</tr>
</thead>
<tbody>
<tr>
<td>22</td>
<td>Adams, Sylvia Berry</td>
<td>1989</td>
<td>Education</td>
<td>Grade II</td>
<td>Impact of Promotion, Retention and Intervention on Academic Achievement</td>
</tr>
<tr>
<td>23</td>
<td>Wood, Patricia Coretta</td>
<td>1989</td>
<td>Mathematics</td>
<td>Grade I &amp; II</td>
<td>Effectiveness of an Activity/Child Centered Teaching Approach</td>
</tr>
<tr>
<td>24</td>
<td>Lio, Hsien-Chin</td>
<td>1990</td>
<td>Non – English/ Chinese Speaking Students</td>
<td>University Students</td>
<td>Effectiveness of Formal Instruction on second language grammatical accuracy</td>
</tr>
<tr>
<td>25</td>
<td>Rosenbluth, Gwendolyn Socol</td>
<td>1990</td>
<td>English</td>
<td>XII</td>
<td>Remedial Programme &amp; Effectiveness of writing process based instruction and word processing</td>
</tr>
<tr>
<td>26</td>
<td>Bates, Dorothy Schweickardt</td>
<td>1992</td>
<td>Education</td>
<td>Master’s Degree Students</td>
<td>Effectiveness of Systematic Enquiry Intervention of the critical thinking skills</td>
</tr>
<tr>
<td>27</td>
<td>Frantz, Sonja O’Lita Shirley</td>
<td>2000</td>
<td>English</td>
<td>Grade II</td>
<td>Remedial Programme to see the Effectiveness of infusion of Reading Component Model Based Approach</td>
</tr>
<tr>
<td>28</td>
<td>Spencer, Cynthia Ann</td>
<td>2003</td>
<td>English</td>
<td>Primary Students</td>
<td>Remedial programs to improve writing skills of students with different methods</td>
</tr>
<tr>
<td>29</td>
<td>Cull-Hewitt, Robin</td>
<td>2004</td>
<td>Students with Learning Disabilities in English</td>
<td>Grade III</td>
<td>Remedial Approach to improve the writing skills of adolescents with LD.</td>
</tr>
<tr>
<td>30</td>
<td>Rockwell, Barbara</td>
<td>2004</td>
<td>Algebra</td>
<td>High School Students</td>
<td>Remedial Algebra Intervention Programme to help students learn the Algebra content and pass the required course.</td>
</tr>
<tr>
<td>31</td>
<td>Knight, Cynthia J.</td>
<td>2005</td>
<td>English Reading Comprehension</td>
<td>High School Students</td>
<td>Impact of Remedial Program to improve the reading comprehension of students</td>
</tr>
</tbody>
</table>
2.60. DOCUMENTATION


17. Shamala, S. K. “Enhancing teaching competency through integration of art education for effective language teaching at primary stage”. Indian Educational Abstracts, Issue 6, January 1999, P.1


