CHAPTER I
INTRODUCTION

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Human beings dream to attain many things in life, such as coveted positions, valuables, healthy environment, friendship of great people, wealth, popularity and many more. We all know that each child is unique. Each child learns a little differently from the other, and has different interests. Parents and teachers have the responsibility to look for the hidden potential of our children and encourage and equip them to achieve it. Education is the only desirable means to attain all these ends. Schools play pivotal role in nurturing dreams of young children. So every school needs to conduct many scholastic and pedagogic activities. Schools have now grown up into institutions that provide an environment for the child to grow and dream for life and work for it. Teaching or educating is a mission to mould young minds into responsible citizens of our country. We have to attempt with rejuvenated aspirations, and ambitions soaring high in achievements and attainments in educational field.

A dutiful teacher has a social responsibility in nurturing each child’s life. Today’s effort of a teacher brings result not just in the form of immediate scores tomorrow, but later in life when his students use the learning in their careers and beyond. Henceforth a dedicated teacher must present effective subject specific teaching technique, successfully integrated technology in teaching, demonstrate the use of various assessment tools for evaluate the achievement. Moreover to be introduced the latest pedagogical techniques; to be focused on professional development as well as work-life balance; to be developed integrate ideas from child psychology and development for effective teaching; must have always been at the forefront of innovation; must have provided most meaningful tools in pedagogy and technology to support our children and teachers.

Communication skill is a vital force in personality development. Those who could communicate fluently and accurately have found as high achievers in life. Especially communication skill in English. As a result of the advancement of
in science and technology, we live in a global village. Since English is the
language of science and technology, international as well as intercontinental
communication is made possible through English. Most of even our graduates and
postgraduates in English are not able to communicate fluently and accurately.
Previous researches have proved that these limitations are mainly due to the
existing methods of teaching English.

1.1 Innovations in Instructional Practices

Good teaching is difficult to define because the term 'good' is so value-laden.
What appears to be good teaching to one person may be considered poor teaching by
another, because each one values different outcomes or methods. One teacher may
run the classroom in a highly organised structured manner, emphasizing the
intellectual content of the academic disciplines. Another may run the class in a less
structured environment, allowing students much more freedom to choose subject
matter and activities that interest them personally. One observer, because of personal
values may identify the first as a 'good' teacher while another observer may come to
the opposite conclusion with respect to which teacher is better, again because of a
different set of values. Thus classification of teaching as 'good' or ‘bad’ conveys
little meaning. This may lead one in search of a set of criteria to decide the quality of
teaching. According to Cooper (1990), a well-trained teacher should be prepared in
four areas of teacher competence to be effective in bringing about intended learning
outcomes.

1. Command over theoretical knowledge about learning and human
   behaviour.

2. Display of attitudes that foster learning and genuine human relationships.

3. Command of knowledge in the subject matter to be taught.

4. Control of technical skills of teaching that facilitate student learning.

All these suggest the possession of a repertoire of teaching skills to become
an effective teacher. Such a repertoire is necessary if teachers are to be effective
with students who have varied backgrounds and learning aptitudes. The method used in any situation should be dynamic and not a stable one and should be such as to give training in the scientific method and developing scientific skills, attitudes and appreciation among pupils. It seems that the new technology, like the individualised method of learning introduced in 1950s and 1960s will not replace teachers. There are many styles of teaching and each teachers’ style should be suited to one’s own personality and circumstances. “Possibilities of distinction are inherent in whatever accomplishments the teacher possesses in marked degree-board erudition. Specialised mastery of this field, competence in research ability to organise information, skill in position effective individual approach to student’s talented group leadership and even personal qualities of poise and affability” (Justman and Watter 1956: 172).

Emphasis the quality of human interaction and the degree of interpersonal intimacy and interaction are found in the classroom. Ultimately the amount and quality of learning in the classroom depends upon the classroom climate and the existence of learning situations conducive to the development of such a climate. On an examination of the different teaching models available for emulation, it is seen that each of these has some significance and teaching is not exclusively one or the other. It is equally clear that whatever Information Processing Model, a teacher has in view, he or she can and should integrate it with the teaching technology. Information Processing Models in which there is demand to the learner’s active participation is given particular emphasis. Teachers are to train children to lead a full life. Therefore, the future of education depends directly upon the quality of the intermediary inventive minds of teachers and their ability to invent and innovate. It is in this area that the role of certain Information Processing Models assumes vital importance and a discussion on the major research studies concerning which follows:-

Recent teaching models inspired by the views of Carl Rosers stress, empathy, an unconditional positive regard of pupils and genuine sympathetic approach to pupils in promoting a favourable classroom climate which will
facilitate interpersonal learning. Such type of certain Information Processing Models are developed by *Bruce Joyce and Marsha Weil*.

The strategies in which diverse information can be processed integrated reduced to categories, symbolically transformed, stored and subsequently retrieved has long been the focus of artificial intelligence. Such an analysis has helped explicate the processes and knowledge that underlie cognitive endeavour, so improvement may be made. They have also added an important dimension to the understanding and potential improvement of teaching and instruction.

The first generation of instructional research was dominated by behavioural research models and Skinner’s Operant learning paradigm. Studies by representatives of this generation investigated the influence of instructional variations, such as feedback and reinforcement, systematic practice and pacing of students response. Skinner, 1957. Knowledge was gained from such studies about how learning may be maximised under a variety of instructional conditions. But the effectiveness of different instructional manipulations was found to vary across studies particularly as experimental conditions became more representative of real world situations. Student’s responses are seen to depend on a variety of factors that interact with the nature of instruction. The advent of cognitive psychology has given instructional researchers a way to refine the meaning of terms like student aptitude, teacher characteristics and structural features of subject matter.

Bruce Joyce and Marsha Weil have transformed prevailing theories and theoretical knowledge into different ‘Models of Teaching’. Teaching is a complex activity which is a cluster of differing roles and responsibilities. A teacher has to master multiple roles in order to become more professional. The professional competence can be expanded in two ways, first by increasing the range of teaching strategies that are needed to employ. Second by learning increasingly skillfull in the use of these strategies. (Joyce and M Weil, 1972 :2).
1.2 Status of English in Indian Curriculum

In India eighteen million people speak English. Three percent of the total population use it. English has almost become an Indian language today, in terms of number of those who use English. India can be classed with Canada as the country with greater number of speakers of English after USA and UK.

The value of English in international communication, its utility as the chief vehicle of scientific and technological knowledge, and, above all, the unifying role that it plays within India, have all been responsible for its popularity and its continued patronage in this country. The different Education Commissions appointed by the Government to go into various aspects of educational reconstruction in this country have strongly illustrated the vital role that the language plays in this country.

The university education commission (1949) has observed as follows;

Our students who are undergoing training at schools, which will admit them either to a university or to a vocation must acquire sufficient mastery of English to give the access to treasures of knowledge and in the universities no students should be allowed to take a degree who does not acquire the ability to read with facility and understanding, works of English authors.

“English is the only means of preventing our isolation from the world and we will act unwisely if we allow ourselves to be enveloped in the fold of a dark curtain of ignorance”. This warning note of the University Education Commission (1948-49) hints that the developing nation like India cannot afford to neglect the effective teaching of English language.

The need for teaching English in the Indian Curriculum has been stressed upon time and again. The National Policy of Education (1986) stressed the importance of the study of English. Special emphasis needs to be laid on the study of English as an international language. The world is growing at a tremendous pace especially in the field of science and technology. India must not only keep up with
this growth but also make her own significant contribution to it. For this purpose the study of English deserves to be specially strengthened.

While agreeing with Coleridge (1994) that “Mother tongue is the language of heart.” We should also try to develop it as a language of the mind. But while it takes its own time to develop sufficiently enough to replace English which is already available to us, we must continue to make good use of it. So that we do not slip backwards in our fast moving modern world.

As English will, for a long time to come, continue to be needed as a library language in the field of higher education, a strong foundation in the language we have to be laid at the secondary stage.

English will continue to be the language of all important trade and industry in the country for many years to come. It will take many years before it ceases to be the language of administration. A substitute is yet to be found as the language of competitive examination. Knowledge of English is imperative to access modern scientific and technological knowledge. Even universities that have recognised the medium of instruction will think twice before extending this step to causes in Law, Medicine, Engineering and Agriculture. So long as creative thought in every department of knowledge is not as active in this country as in the west, it would be rash to cut curve less off from the language which keeps us in continuous contact with the latest thought and culture in Europe and America.

Without any doubt, English is, the most important language in the world and it is not hard to find impressive statistics to prove it. Two third of all scientific papers are published in English. Nearly, two third of all business deals in the world are conducted in English. More than seventy percent of the world's mail is written and addressed in English. It is being learnt and used not out of any imposition but through the realisation that it has certain inherent advantages “What is certain is that English is the most studied and emulated language in the world, its influence is so enormous that it has even affected the syntax of other languages” Bryson (1990).
1.3 Need and Significance of the Study

Whereas possessing a foreign Origin, nowadays, we know the fact that the English language enjoys the supreme position in India, being the language of the Government of public administration of the judiciary and the legislature. English is the only link language that serves as a means of interprovincial-communication. The best of the Indian press, most of the trade and commerce within the country and with foreign countries are carried on in English.

In the present situation, due to privatisation and Globalisation multinationals are stepping into the Indian market, hence, more opportunities are envisaged for the working class and a knowledge of English will become a necessary equipment under the changed circumstances. The English language enshrines one of the glorious literatures of the world. For a long time to come English will be cherished in India both for its utilisation and cultural values. Our life has so long and so ultimately been bound up with this language, that giving it up abruptly would paralyse our activities considerably in many practical and intellectual spheres. It is therefore an inescapable necessity that we continue to study it and teach it simultaneously with mother tongue.

The modern trend in pedagogy is to aim at mastery learning and mastery of any competence or skill demands hundred percent achievement. But what we achieved in reality is very much below the target. For instance the investigator heard the following complaints from the different walks of life because the investigator has been working as an English teacher both in Secondary and Higher Secondary schools in Kerala for more than Twenty five years. He felt that most of the students are very weak in learning English and they are always passive, ie, His students study Shakespeare, Wordsworth, Coleridge, Hardy, Shelly etc, they can answer questions on them. But they have no confidence to speak English. Moreover the students can answer any questions on formal grammar but no sense of appropriacy. When one reads and explain one understands but cannot read and comprehend on his / her own.
The investigator heard the grievances of parents ‘My children have passed the High School or Higher Secondary Examination but cannot even read the English newspapers’. The public opined, ‘They cannot draft an application’ syllabus makers continued, ‘we have provided an ideal syllabus students have completed it without learning’. Elder brother bothered often; ‘my younger brother wants me to translate the English Cricket news’.

Of course one can point out several reasons for lack of competencies in areas of speaking, reading and writing English. This is mainly due to lack of adopting appropriate strategies of teaching English. Teaching of English as a second language in the schools of Kerala is not satisfactory as complained by many in the field. The investigator too, as a teacher, observed the ways of teaching English in the schools of Kerala. The methods adopted by teachers are not felt satisfactory.

The number of research studies in the area of English teaching is fairly large when compared to work done in the teaching of other languages. However research work directly concerned with the methods of teaching English is scanty. This is surprising in view of the importance that is given to teaching of English. The paucity of research in this area is to be noted. The emphasis of research some how has been on work intended to spot out errors to diagnose which causes for the backwardness in English especially at Secondary level.

The investigator does not hope to embody a full treatment of the large subject of the methods of teaching English at Secondary classes but he has a limited purpose of making a study on; Effectiveness of Certain Information processing Models on Achievement in English of students at Secondary Level.

Over the years a large number of learning theories have been developed by educationists and psychologists. Such theories of learning alone do not suffice the purpose. Hence based on these theories, researchers have developed a number of teaching strategies to realise specific instructional goals. These teaching strategies show that there is no single best way to teach everything, but different strategies are
required to realise different instructional goals. These prescriptive teaching strategies which help to realise specific instructional goals are known as Models of Teaching.

A model of teaching consists of guidelines for designing educational activities and environments. Models of teaching are meant for creating suitable learning environments. They provide specifications for constructing learning situations. Each model represents a view on what is important to learn and how it should be learnt. Bruce Joyce and Marsha Weil describe a Model of Teaching as 'a description of a learning environment. The description have many uses ranging from planning curriculum, courses, units and lessons to designing instructional materials - books, work books, multimedia programmes and computer assisted learning programmes (Joyce and Weil, 1997: 11).

Eggen and others defines Models of Teaching as prescriptive teaching strategies (Eggen, Donald, Robert, 1979) models of teaching differ from general approaches of teaching in that they are designed to realise specific instructional objectives. General approaches of teaching are considered to be applicable to all teaching situations. They are rather prescriptive teaching strategies to realise specific instructional goals. For example, to help the children attain concepts, there is the Concept Attainment Model, to teach scientific enquiry, there is the Enquiry Model. One model is not used to realise all the above objectives. Thus different models of teaching strategies are used or required to realise different instructional goals.

After familiarising with the present condition existing in the educational institutions and the dynamic and innovative programmes suggested by the educational thinkers it was felt that the serious problems could be subjected to an empirical investigation which might throw light to those who are doubtful about their practicability and hence are reluctant to make ardent.

The foregoing discussion reveals that the need of the hour is either the application of modern techniques of teaching or the development of new methods
of teaching that result in better learning outcomes in English. The former was found practical as the development of new techniques will take a long time. Of the very few modern techniques of teaching the Information Processing Models are assumed to be useful in teaching English in the Secondary School Classes. Hence the investigator thought of studying the use of this technique in teaching the subject.

As far as the present investigator’s knowledge is concerned, models of teaching have got about Twenty five years use in Western countries. Its use gains momentum in India only in recent years. Most of the teachers in Indian schools are still ignorant about this strategy and they are practicing certain techniques such as lecture, lecture cum-demonstration, heuristic methods, direct methods, structural approach etc (These methods in combination are labelled in the present study as conventional Activity Oriented Method). It was found necessary to test the comparative Effectiveness of this methods with Information Processing Models (individual and combined) in the teaching of English in the Secondary school classes of Kerala State.

1.4 Statement of the Problem

The discussion regarding the various strategies of teaching and the prevailing condition of Indian classroom climate revealed the need of a novel approach to teaching. Hence it is the necessity of Indian class-room to test the effectiveness of Models of Teaching by practicing it in the prevailing class-room climate. Joyce and Weil have grouped the models of teaching into four families: the social family, the information processing family, the personal family and the behavioural modification family. Since language acquisition is a manifold activity of information processing, here in this study, models from information processing family-Advance Organiser Model (AOM), Synectics Model (SM), Inductive Thinking Model (ITM), and Combined application of these three models (IPM-c) are taken. Hence, the Present study is entitled “EFFECTIVENESS OF CERTAIN INFORMATION PROCESSING MODELS ON ACHIEVEMENT IN ENGLISH OF STUDENTS AT SECONDARY LEVEL”.
1.5 Meaning and Definition of Key Terms

1.5.1 Effectiveness:- “Educational effectiveness is concerned with whether or not a specific set of resources has a positive effect on achievement and, if so, how huge this effect is” (The international Encyclopedia of Education”) Vol. 3 p 1779-1780.

In this study the effectiveness is measured on the basis of post achievement test score total and objective-wise, total score of creativity and interest in English language.

The term effectiveness, it was meant that something can be described as more effective and faithful than the other or others.

1.5.2 Information Processing Models

Information Processing Models are oriented towards the information processing capability of the students. Information processing refers to the way people handle stimuli from the environment, organise data, sense problems, generate concepts and solutions to problems, and employ verbal and non-verbal symbols. Some Information Processing Models are to be concern with the ability of the learner to solve problems and thus emphasise productive thinking, others are concerned with general intellectual ability. Some emphasise the teaching of strategies derived from the academic disciplines. Again however it must be stressed that nearly all models from the family are also concerned with social relationships and the development of an integrated functioning self (Joyce and Weil, 1972: 3).

Information Processing Models are teaching strategies based on information processing theory that are designed to help students learn content at the same time as they practice thinking skills under the guidance and direction of an active teacher (Eggen and Kauchak, 1988). In the present study, the investigator has, selected only three Information Processing Models namely, Advance Organiser Model (AOM), Synectics Model (SM), Inductive Thinking Model (ITM) and the combined application of these three models (IPM-c).
1.5.3 Achievement in English

Achievement in English refers to the total score obtained by an individual as measured in the test constructed in English covering the instructional objectives, such as knowledge, comprehension, application, analysis, synthesis and evaluation.

1.5.4 Secondary Level:- Secondary level is taken to mean the course of study extending classes VIII, IX and X of Kerala state. In this study standard IX is taken.

1.6 Hypotheses of the Study

1. There will be significant difference between students’ achievement in English at Secondary level taught through the selected Information Processing Models (individual and combined) with Activity Oriented Method for the total sample and the relevant sub-samples.

2. There will be significant difference between students’ achievement in English at Secondary level taught through each of the select Information Processing Models when compared with the other for the total sample and relevant sub-samples.

3. There will be significant difference between students’ achievement in English at Secondary level taught through the combination of the select Information Processing Models and taught through each of the Information Processing Models as far as the total sample and relevant sub samples are concerned.

4. There will be significant difference between students’ achievement in English at Secondary level taught through selected Information Processing Models (individual and combined) with Activity Oriented Method under the categories of objectives such as Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation for the total sample.

5. There will be significant difference between students’ achievement in English at Secondary level taught through each of the Information Processing Models selected with the other under the categories of objectives such as Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation for the total sample.
6. There will be significant difference between student’s achievement in English at Secondary level taught through the Information Processing Models (combined) and through each of the Information Processing Models selected under the categories of objectives such as Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation for the total sample.

7. There will be significant difference between Creativity in the English Language of students at Secondary level taught through selected Information Processing Models (individual and combined) with Activity Oriented Method for the total sample.

8. There will be significant difference in Creativity in the English Language of students at Secondary level when taught through the Information Processing Models separately as for the total sample.

9. There will be significant difference in Creativity in the English Language of students at Secondary level taught through the Information Processing Models (combined) and the same separately so far as the total sample is concerned.

10. There will be significant difference in students’ Interest in English at Secondary level when taught through the select Information Processing Models (individual and combined) and when taught through Activity Oriented Method as for the total sample.

11. There will be significant difference in students’ Interest in English at Secondary level when taught through the Information Processing Models individual, as for the total sample.

12. There will be significant difference in students’ Interest in English at Secondary level when taught through the Information Processing Models combined and when taught through the same individually as for the total sample.
1.7 Objectives of the Study

1. To find the effectiveness of selected Information Processing Models (individual and combined) when compared with Activity Oriented Method on students’ achievement in English at Secondary level for the total sample and relevant sub samples.

2. To find the comparative effectiveness of each of the Information Processing Models on students’ achievement in English at Secondary level for the total sample and relevant sub samples.

3. To find the comparative effectiveness of Information Processing Models (combined) with each of the Information Processing Models separately on students’ Achievement in English at Secondary level for the total sample and relevant sub-samples.

4. To find the comparative effectiveness of selected Information Processing Models (individual and combined) over Activity Oriented Method on achievement in English of students at Secondary level with respect to the categories of objectives such as Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation for the total sample.

5. To find the comparative effectiveness of each of the Information Processing Models over the other on students’ achievement in English at Secondary level with respect to the categories of objectives such as Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation for the total sample.

6. To find the comparative effectiveness of Information Processing Models (combined) and that of the same separately on students’ achievement in English at Secondary level with respect to the categories of objectives such as Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation for the total sample.

7. To find the comparative effectiveness of select Information Processing Models (individual and combined) over the Activity Oriented Method on language
Creativity in the English of students at Secondary level as for the total sample.

8. To find the comparative effectiveness of each of the Information Processing Models selected on Language Creativity in the English of students at Secondary level for the total sample.

9. To find the comparative effectiveness of Information Processing Models (combined) with that of the same individual on Creativity in the English language of students at Secondary level for the total sample.

10. To find the comparative effectiveness of selected Information Processing Models (individual and combined) over the Activity Oriented Method on Interest in English language of students at Secondary level for the total sample.

11. To find the comparative effectiveness of each of the Information Processing Models with the other on interest in English language of students at Secondary level for the total sample.

12. To find the comparative effectiveness of Information Processing Models (combined) with each of the Information Processing Model separately on Interest in English language of students at secondary level for the total sample.

1.8 Methodology in Brief

The present study aims to find out the effectiveness of selected Information Processing Models on achievement in English of students at Secondary level. The investigator adopted Experimental Method to conduct the present study. The design selected was pre-test- post-test non-equivalent group design from the group of Quasi Experimental Designs (Best & Kahn; 2007). The sample selected for experimentation was 400 Secondary School students. For experiment, the investigator selected five divisions of Ninth Standard students from Govt. Model HSS Karunagappally and SVHSS Clappana in Kollam District. Five divisions consisting of forty or more students from both the schools were selected. Out of these five divisions first four are considered as experimental groups and the fifth one as control group. The first three experimental groups were taught through the Selected Information Processing Models such as Advance Organizer Model
(AOM) Synectics Model(SM) and Inductive Thinking Model (ITM) and the fourth experimental group was taught using all the three Models combined (IPM-c). The control group was taught through Activity Oriented Method (AM).

Tools Used

The tools used are Lesson Transcripts based on Advance Organizer Model (AOM), Synectics Model(SM), Inductive Thinking Model(ITM) and Activity Oriented Method(AM), (prepared by the investigator with the help of supervising teacher), Achievement Test in English for standard IX, Language Interest Inventory (both are constructed and standardized by the investigator with the help of supervising teacher), Language Creativity Test (Dr. Malhotra and Suchetha Kumari, 1990), Observation Schedule (Joyce and Weil, 2005). Achievement Test in English, Language Interest Inventory and Language Creativity Test were used as both Pre-test and Post-test.

The investigator himself conducted the classes, for all the experimental and control groups. Before starting the classes a pre-tests were administered. The classes taken by the researcher were evaluated by the class teachers using the observation schedule supplied in advance, the purpose being to assess how far the requisites of the specific models were strictly followed by the teacher. When the classes were over the post-tests were conducted. The data obtained were clearly edited, classified, tabulated and analyzed using relevant statistical techniques.

Statistical Techniques Used

The scores obtained by the student in the Pre-test and Post-test were classified and subjected to statistical analysis. This included comparison of mean scores and Standard Deviation with a view to arriving at a rough estimate of the comparative effectiveness followed by more precise comparison made using the technique of Two way ANOVA and analysis’s of Covariance (ANCOVA).
1.9 Scope and Limitations of the Study

The major aim of the investigation was to study the Effectiveness of Certain Information Processing Models (IPM) (individual and combined) in the teaching of English at the Secondary level. The use of the techniques of the selected strategy, namely Information Processing Models were explained through the preparation of the lesson transcripts and the effectiveness of the strategy was tested by conducting the experiment IPM is intended to teach specific type of thinking and also to conceptualise all types of activities. The Information processing family constitute different models like Advance Organiser Model (AOM), Synectics Model (SM), Inductive Thinking Model (ITM) and combined application of these three models (IPM-c). Understanding of the Models will help teachers to identify the conceptual framework of the unit they are teaching. ie, The SM helps to go beyond the known and synthesize fresh ideas and solutions. Advance Organiser Model helps the students to develop ideas as their own and Inductive Thinking Model facilitate growth of cognitive domain. It is expected that the findings of the investigator will help curriculum planners and those who are connected with the educational field, to understand the effectiveness and necessity of the application of these new techniques in the teaching of English.

There are some limitations of the study, first of all the conducted study was too short. Only one unit from standard IX was taken for experimentation. The study was confined to only five divisions of standard IX from only two schools in Kollam District. Only three variables such as achievement, language creativity and interest in English were considered for experimentation. Due to lack of time, the investigator could not study the nurturant effect of the models under study.

Whereas the limitations noted, the investigator hopes that the findings of the study will be of use to teachers and other educational workers in understanding the application of the new teaching techniques discussed and potentials of these techniques in realising the objectives of teaching English.
1.10 **Organisation of the Report**

The report consists of six chapters. This introductory chapter I presents an overview of the topic concerned. It includes a brief account of the innovation in instructional practices, states of English in Indian curriculum, the need and significance of the study, statement of the problem, definitions of key terms, the major hypotheses, objectives of the study, methodology in brief, tools used, statistical techniques used, scope and limitations of the study. Chapter II describes the theoretical background of the Information Processing Models in details. Chapter III includes a description of the studies conducted in the area of Models of teaching and also in new instructional strategies applied. Chapter IV gives the method of study in detail, Chapter V analyses the various components of Information Processing Models (IPM) as applied to the teaching of English at Secondary level; The comparison of Information Processing Models (individual and combined) over Activity Oriented Method, using variables like achievement, creativity and interest in English of students, are included.

Chapter VI is the concluding chapter, which contains three portions. The first is a summary of the objectives of the study, a review of the procedures utilised and summary of the major findings. The second portion is concerned with the conclusions drawn from the findings. The final portion of the chapter presents suggestions for implementations and suggestions for areas of further investigations.
CHAPTER II
THEORETICAL OVERVIEW

2.1. Emergence of Models of Teaching
2.2. Concept of Describing A Model
2.3. Effects of the Model
2.4. The Information Processing Approach
2.5. Information Processing Models
2.6. Advance Organizer Model
2.7. Synectics Model
2.8. Inductive Thinking Model