4.1 An overview

This chapter deals with Review of studies and literature related to the problem of the study. Generally, the reviews of the studies are necessary to provide a background for conceptual and functional studies.

The review, therefore, includes studies on instructional strategies as well as expository and discovery methods of teaching in abroad and India. A few studies involving co-operative teaching strategies have also been reviewed. The review of studies and literature has been made with a view to identify the gaps in knowledge in the area of study.

4.2 Review of Studies

*Studies conducted in abroad*

**Stallings, J.¹ (1975)** studied *Relationships between Classroom Instructional Practices and Child Development*. Relationships between first and third grade classroom instructional practices and child outcomes (i.e. test scores, days absent, and observed child behavior) were assessed in seven Project Follow Through educational programs. The programs chosen represented a wide spectrum of innovative educational theories. The range included two models based on positive reinforcement theory, a model based primarily on cognitive developmental theory, an open classroom model, and three other models drawn from Piaget, Dewey, and the English Infant Schools. Non-Follow through classrooms was observed for comparison. Results showed that time spent in reading and math activities and a high rate of drill, practice, and praise contributed to higher reading and math scores. Children taught by these methods tended to accept responsibility for their failures but not for their successes. Lower absence rates and higher scores on a nonverbal program solving test of reasoning were attributed in part to more flexible instructional approaches in which children were provided
with a wide variety of activities and Materials and where children engaged independently in activities, selecting their own group part of the time.

**Gunderson, B. & Johnson, D. W.**\(^2\) (1980) conducted a study entitled *Building positive attitudes by using cooperative learning groups*. In this study the researchers described the teacher’s role in using cooperative learning groups to teach junior high school introductory French classes. It also describes the results of an evaluation of how cooperative learning experiences affect: 1) The students’ attitudes towards the language, 2) Their relationships with peers and the teacher, 3) The perceived impact of the cooperative learning experiences on their motivation to learn the language, the personal benefits they received from the group experiences, and their attitudes towards learning in groups. Cooperative learning experiences promoted positive attitudes among students towards all of these aspects of language learning.

**Sharan**\(^3\) (1980 & 1999) The researcher studied that the simultaneous interaction in a group contrasts with teacher-fronted instruction in which one person often the teacher-speaks at a time i.e. sequential interaction. When group activities are used, one person per group may be. Speaking e.g. if a class of 40 students are working in groups of four, ten people may be talking simultaneously.

**Canale, M., & Swain, M.**\(^4\) (1980) conducted a study entitled *Theoretical bases of communicative approaches to second language teaching and testing*. In this study the researchers represented an initial stage in our broader research effort to determine the feasibility and practicality of measuring the ‘communicative competence’ of students enrolled in ‘core’ (similar to general) French as a second language programs in elementary and secondary schools in Ontario. They have chosen to examine currently accepted principles of ‘communicative approaches’ to second language pedagogy by determining the extent to which they are grounded in theories of language, psycholinguistics, sociolinguistics, and other language-related disciplines. The examination of the theoretical bases has led them to question some of the existing principles, and in turn to develop a somewhat modified set of principles which is consistent with a more comprehensive theoretical framework for the consideration of communicative competence.

**Fitz-Gibbon, C. T. & Reay, D. G.**\(^5\) (1982) conducted a study entitled *Peer Tutoring: Brightening Up FL Teaching in an Urban Comprehensive School*. The researchers suggested
in this study that peer tutoring in foreign language may have a great deal to offer especially in
difficult situations facing teachers in depressed urban areas. The research based on the result
of pilot cross-age tutoring project using observations, achievement tests and attitude
measures. Through peer tutoring students may preserve with language studies and reach
higher standards, since the methods adopted involve experiences that they enjoy.

**Brumfit, C. J.** *(1984)* conducted a study entitled *Communicative methodology in
language teaching: The roles of fluency and accuracy*. This study explains communicative
language teaching methodology, arguing for a greater emphasis on fluency. Fluency is “to be
regarded as natural language use, whether or not it results in native-speaker-like language
comprehension or production”. The use of groups is seen as a key means of promoting natural
language because people most often communicate in small groups, including pairs, not in
classroom-size groups. Further, “any use of group work will massively increase the likelihood,
in large classes, of students both producing and receiving language”. Thus, learning via group
activities “increases the intellectual and emotional participation or involvement of the individual
pupil”.

**Ney, J. W.** *(1990)* conducted a study entitled *Collaborative learning in a TESL training class*. The researcher examined that the effectiveness of a collaboration learning
model for the teaching of a modern English Grammar class at the at the college level.
According to the author the collaborative learning resulted in more adequate mastery of the
subject matter and in better classroom attendance.

**Leki** *(1990)* conducted a study entitled *Coaching from the margins: issues in written
response*. The researcher concluded that many native speaker composition classes and
increasing numbers of ESL composition classes use small group work and peer responding to
improve writing. Teachers who have used peer responding are generally convinced of its
usefulness.

**Chang, K.Y. R., & Smith, W. F.** *(1991)* conducted a study entitled *Cooperative
Learning and CALL/IVD in beginning Spanish: An experiment*. The researcher studied in
their recent research in learning and in foreign language teaching has shown that both
cooperative learning defined as those instructional settings that encourage collaborative,
interactive, peer teaching and learning and mediated activities (Computer- assisted
instruction/ Computer- assisted language learning- CAI/CALL) can have independent and
significant positive effects on student achievement and attitude. Researchers attribute these learning outcomes primarily to the amount of student-student interaction and to the learners’ active, purposeful, task oriented participation in associated learning events.

Freeman, R.\textsuperscript{10} (1993) conducted a study entitled \textit{The importance of participant role in cooperative learning}. The researcher in his case study demonstrated a way in which second language teachers can use analysis of student discourse to understand how small group interaction defines students’ roles relative to each other. It is concluded that the interaction between students can either limit or enhance students’ opportunities to participate and negotiate meaning and the teacher is in a position to change the limiting organization of the pair or group. In addition, it is proposed that when the teacher can identify strategies that students are using to successfully negotiate meaning, she or he can help all students develop such strategies by making them explicit.

Christensen, T.\textsuperscript{11} (1994) conducted a study entitled \textit{Large Classes and Their Influence on Language Teaching}. The researcher discussed the nature and implications of problems which are faced by the English language teachers in excessively large classes. Christensen has discussed three categories of problems: pedagogical, management and affective. Pedagogical problems include: difficulties with speaking, reading and writing tasks; difficulties with monitoring and providing feedback; problems in individualizing work; avoidance of tasks that are demanding to implement; difficulty in getting around the classroom and poor attention of students. Management problems include; Correction of large number of essays in writing classes; high noise levels: difficulties in attending to all students, discipline problems and difficulties in returning home work and examination in time. Affective concerns include: difficulty in learning student names; difficulty in establishing good rapport with students, difficulty in attending to weaker students: difficulties in assessing interests and moods. The teacher can tackle these difficulties by introducing group work activities and by providing teacher provided listening practice upon which other activities can be built.

Donato\textsuperscript{12} (1994) studied that L2 learners can provide guided support to their peers during collaborative L2 interactions and that collective scaffolding occurs, when students work together on language learning tasks. According to the author, collective scaffolding may lead to linguistic development within the learners, because during peer scaffolding, learners
can extend their own L2 knowledge as well as promote the linguistic development of their peers.

Bueno, K. (1995) conducted a study entitled *IDEA: Putting conversation back in classroom practice*. The researcher described how he used collaborative small group tasks to replace total reliance on teacher-fronted means of grammar practice. The author finds that such tasks enable students to recycle vocabulary, review difficult areas of grammar, express their own opinions and take part in more natural language interactions.

Lockhart, C., & Ng, P. (1995) conducted a study entitled *Analyzing talk in ESL peer response groups: Stances, functions, and content*. In this study the researchers analyzes the interaction during peer response as it occurs in an authentic writing class. Transcripts of 27 response groups are analyzed using the constant comparative method (Glaser & Strauss, 1967) to identify reader stances and determine the characteristics of these stances. They identified four categories of reader stances - authoritative, interpretive, probing, and collaborative and then analyzed the language functions and topics discussed during the response sessions. This analysis reveals interesting differences across the four stances in five function categories (Summarize Essay, Express Intention, Give Suggestion, Give Opinion, and Give Information) and in three content categories (Writing Process, Ideas, and Audience and Purpose). They conclude that interactive peer response offers benefits to the students.

Courtney, M. (1996) conducted in his research titled *Talking to learn: Selecting and using peer group oral task* discussed in research findings in relation to oral communication tasks and concludes that although direct linkage between task type, language output and language acquisition has not been established, and probably could not be, informed pedagogic choices can still be made, particularly using the concepts of control of information and communication goal.

Davidheiser, J. C. (1996): conducted a study entitled *Grammar groups in the student-centered classroom*. The researcher in this research paper explored a successful student-centered method of grammar instruction in second language classes. He briefly reviewed the way grammar has been taught in the last 30 years and explores a successful student-centered method of grammar instruction in second-language classes that can aid retention. By applying research about pair and group work, teachers can increase the quality of grammar instruction. Instructors briefly teach grammar in context. Pairs of students are
then asked to compose several examples of the target grammatical structure, making any changes recommended by group partners. A final slate of examples is then presented to the entire class for review. By being responsible for practicing and integrating the grammar, students internalize, even at the elementary level, challenging grammatical points.

**Akcan, S.** (1997) conducted a study entitled *Factors facilitating language interaction in cooperative learning groups in an ESL class.* In this qualitative study investigated those factors that increased language interaction for students in cooperative learning groups in a ninth grade content-based ESL class. Subjects for this study were 19 ESL students from eleven different countries. Out of eleven tasks assigned to the students during the term, four language-based and four genre-based tasks were analyzed. Language-based tasks were tasks that emphasized knowledge of language itself, while genre-based tasks were the tasks that focused on student's academic knowledge of literature (i.e., genre of poems, stories) in a given context. At the end of this study, five common factors were discovered in both language-based and genre-based tasks that facilitated language interaction in cooperative learning groups. These factors were: (1) the role of the teacher, (2) task type, (3) social skills, (4) the role of the facilitator, and (5) positive interdependence. This study also demonstrates that these factors are not separate from each other, but are closely linked together so that the combination of the factors makes group members individually accountable for group work. Through accountability comes increased participation, thereby resulting in increased language interaction among group members.

**Dornyei, Z.** (1997) conducted a study entitled *Psychological processes in cooperative language learning: Group dynamics and motivation.* The researcher discusses cooperative learning has been found to be a highly effective instructional approach in education in general and this has been confirmed with regard to second language (L2) learning. The researcher investigates reasons for the success of cooperative learning from a psychological perspective, focusing on two interrelated processes: the unique group dynamics of cooperative learning classes and the motivational system generated by peer cooperation. The project was undertaken by Dwyer and Heller (1996) to investigate possible causes of and solutions to the reticence of many of the Japanese students attending General English courses at the Institute for Applied Language Studies of the University of Edinburgh. Results suggest that certain socio-cultural factors are significant cause of reticence and as result of these
factors; activities involving an element of duty to others may encourage Japanese learners to speak.

**Villamil, O. S., & De Guerrero, M. C. M.** (1998) conducted a study entitled *Assessing the impact of peer revision on L2 writing*. This study sought to investigate the impact of peer revision on writers’ final drafts in two rhetorical modes, narration and persuasion, among 14 Spanish-speaking ESL college students. The objectives of the study were to find revisions made in peer sessions incorporated by writers in their final versions and to find the troublesources revised according to different language aspects (content, organization, vocabulary, grammar, and mechanics). An analysis of audio taped interactions, first drafts, and final drafts revealed that 74 per cent of revisions made in the peer sessions were incorporated. Results show that students focused equally on grammar and content when revising in the narrative mode and predominantly on grammar in the persuasive mode. The study suggests that peer assistance can help L2 intermediate learners realize their potential for effective revision, to the extent their linguistic abilities permit and the peer revision should be seen as an important complementary source of feedback in the ESL classroom.

**Soonthornmanee, R.** (2002) conducted a study entitled *The effect of the reciprocal teaching approach on the reading comprehension of EFL [English as a Foreign Language] students*. The purpose of the study was to investigate whether metacognitive awareness and comprehension monitoring, as employed by reciprocal teaching involving summarization, question-generation, clarification, and prediction, helps EFL readers to comprehend texts and whether this method could be applied to both skilled and less-skilled learners. A group of 42 students [at a university in Thailand] was taught using the reciprocal teaching approach (RT) while the other of 42 students was given skill-oriented instruction (ST). Findings indicate that reciprocal teaching had a significant positive effect on these EFL learners’ reading. In addition, while both skilled and less-skilled learners in the RT group benefited from the reciprocal teaching method, the skill-based teaching method helped the less-skilled learners, not the skilled learners, improve their reading comprehension. The RT students also reported their preference for the reciprocal teaching method.

**Ghaith, G. M.** (2004) conducted a study entitled *Correlates of the implementation of the STAD cooperative learning method in the EFL classroom*. This study investigates the connection between teachers' experience, beliefs concerning the acquisition of knowledge, behavioural intentions to implement instructional innovations and their use of the Student
Teams Achievement Divisions (STAD) cooperative learning (CL) method in teaching English as a foreign language (EFL). Fifty-five EFL teachers from diverse school backgrounds in Lebanon participated in the study. The participants completed a demographic questionnaire and another Likert-type questionnaire that measured the variables under consideration. The results indicated that teachers' interpretive beliefs, attitudes towards STAD, subjective norms, and perceived degree of behavioural control play a significant role in the use of STAD in EFL teaching. Conversely, the results revealed that teachers' transmissive beliefs and experience did not influence their use of STAD in their instruction.

Ryan, A. M.\textsuperscript{22} (2007) conducted a study entitled Two Tests of the Effectiveness of Bilingual Education in Preschool. In this study the researcher used multiple years of data from the Manchester (New Hampshire) Even Start program and relevant comparison groups to conduct two separate tests of the effectiveness of bilingual education in preschool. The results support the effectiveness of bilingual education in preschool, but only at marginally significant levels of statistical inference. A fixed effects model of literacy outcomes comparing a cohort of students who had received bilingual education in preschool but English-only education in kindergarten with a cohort of students who received English-only education in both preschool and kindergarten showed evidence of an achievement gap (favoring the students receiving bilingual education) that emerged at the end of preschool but had closed by the end of kindergarten (10 values ranged from 0.028 to 0.068). However, when estimated with a control group consisting of only English language learners, this negative effect was no longer significant.

Halim, S. M. A.\textsuperscript{23} (2008) conducted a study entitled The Effect of Using Some Professional Development Strategies on Improving the Teaching Performance of English Language Student Teacher at the Faculty of Education, Helwan University in the Light of Pre-Service Teacher Standards. The main aim of this thesis was to determine the effect of using a training program based on three professional development strategies; namely: action learning, peer coaching and study groups, on improving teaching performance of Faculty of Education, Helwan University EFL student teachers in the light of standards for teachers of English at pre-service. The results of the study was there were significant differences between the mean scores of the EFL student teachers on the achievement test and the scoring rubric in favor of the post test mean scores due to the effect of the professional development strategies based program. Also the program proved to have large effect size (0.987 and 0.996) on the
improvement of the treatment group's teaching performance domains (classroom management, assessment and professionalism); both theoretically and practically. In conclusion, the program proved to be effective with a gain ratio (1.7) in improving the student teachers performance. Thus, the study aim was achieved and it was recommended that professional development strategies should be used in EFL teachers' pre/in-service training programs.

Lyttle, L. A.\textsuperscript{24} (2008) conducted a study entitled \textit{Do Peer Tutors Help Teach ESL Students to Learn English as a Second Language More Successfully?} This research study tries to understand the information processing model and social learning theory in regards to teaching English as a Second Language (ESL) to Spanish speakers by using peer teaching methods. This study will examine each theory's concepts and frameworks to better comprehend what teaching methods support English language learning. By studying how humans learn and remember teachers can get a better grasp on how to improve teaching techniques and displaying information to students. By studying the social learning theory the researcher shows that people learn from each other, including such notions as observational learning, imitation, and modeling. Used in conjunction with each other, these theories help explain how people learn and give insight to the best method to teach ESL to Spanish speakers.

Gomez, A. Y.\textsuperscript{25} (2009) conducted a study entitled \textit{Effective Teaching Strategies According to Fifth Grade Students: A Qualitative Study}. This study identified learners' perspectives on the most effective teaching strategies. Professionals in the field of education have worked to increase educational achievement and success by exploring ways to match instructional strategies with individual learning styles. The voices of the learners have seldom been considered in this effort. The experiential and constructive learning theories were used as the conceptual framework for this qualitative research study as both provide a basis for examining individual intellectual and educational development that can enhance the learning process. A grounded theory of effective teaching was constructed based on the responses of 22 participants who are currently completing 5th grade. The findings of this study indicated that instruction must be multifaceted and promote student participation to maintain interest and engagement in the learning experience. Professionals involved in the education of children are encouraged to incorporate these strategies into their lesson plans and promote active learning.
Hornberger, Nancy; Vaish, Viniti et al. (2009) conducted a comparative study entitled *Multilingual Language Policy and School Linguistic Practice: Globalization and English-Language Teaching in India, Singapore and South Africa*. This paper explores tensions in translating multilingual language policy to classroom linguistic practice, and especially the paradoxical role of and demand for English as a tool of decolonization for multilingual populations seeking equitable access to a globalizing economy. Despite India's egalitarian Three Language Formula (TLF) of 1968, many Indian children are being educated in a language which is not their mother tongue. Singapore's bilingual education policy with English medium of instruction and mother tongues taught as second languages nevertheless leaves the linguistic capital of multilingual children who speak a pidginized variety of English called "Singlish" out of the equation, since the school medium is standard English. South Africa's Constitution of 1993 embraces multilingualism as a national resource, raising nine major African languages to national official status alongside English and Afrikaans, yet with the freedom of movement accompanying the dismantling of apartheid, large numbers of African language-speaking parents seek to place their children in English-medium instructional contexts.

Moughamian, A. C.; Rivera, M. O. & Francis, D. J. (2009) conducted a study on the *Instructional Models and Strategies for Teaching English Language Learners*. This study seeks to offer educators and policy-makers guidance on strategies that have been effective in instructing English language learners (ELLs). The researcher begin by outlining key contextual factors that decision-makers should take into account when making instructional choices for English language learners, then follow with a brief overview of bilingual and English-only instructional models. Finally, they consider the influence of the language of instruction on academic outcomes for English language learners. Regardless of the model that school districts select, teachers must use the most effective strategies to accelerate student learning and maximize instructional time; this publication suggests research-based instructional strategies appropriate for a range of ELL instructional models. Appendices include: (1) Instructional Methods and Strategies; and (2) Bilingual Cooperative Integrated Reading and Composition (BCIRC) Activities.

Ruffin, T. M. (2009) conducted a study entitled *Reading Strategies: Adaptations to Meet the Needs of Secondary English Language Learners with Learning Disabilities*. Special education teachers working with secondary level English language learners (ELLs) with
learning disabilities (LD) are often faced with the question of how to provide reading comprehension instruction that meets the needs of this unique group. If a learner has the dual diagnosis of ELL and LD, how does one provide effective instruction? This article looks at reading strategies for improving the reading comprehension skills of secondary level English language learners with learning disabilities. Adaptations are recommended so that the strategies are more appropriate for this unique and underserved population.

Gocer, A. (2010) conducted *A Qualitative Research on the Teaching Strategies and Class Applications of the High School Teachers Who Teach English in Turkey as a Foreign Language.* In this study, it is aimed to determine the language teaching strategies and class applications of the teachers who teach English as a foreign language in Turkey. Interview and observation methods have been used in the scope of qualitative approach, and it has been tried to obtain certain results. The findings of the study was that in language teaching, conditions such as the facilities of the environment, learner's features, the social dimension of the learning environment, benefiting from the technological materials in language teaching, teacher qualities, etc. hold great importance. Careful determination of the strategy and the method which will be followed during the learning and teaching process, and making the environment interesting for the students can be shaped with the knowledge and experience of the teachers. For that purpose, the pedagogical background of the teachers holds a great importance in language teaching.

Hussain, I; Hamdani, S. N. H., Quraishi, U. & Zeeshan, M. (2010) conducted a study entitled *Effect of Direct Teaching Method on the Academic Achievement of High and Low Achievers in the Subject of English at the Secondary Level.* The major objective of the study was to determine the role of the direct teaching method in the academic achievement of students in English at the secondary level. To achieve the said objective, the Solomon Four-Design pre-test/post-test equivalent group design was considered to be the most useful design for this study. The experimental group was taught by the direct method, while the control group was taught by the traditional method for a period of six weeks. The findings of the study were that the direct teaching method was more effective as a teaching-learning technique for English compared to the traditional teaching method. Students in the direct teaching method outscored the students working in the traditional learning situation. Low achievers in the direct teaching showed significant superiority over low achievers learning English by the traditional method. Thus, direct teaching was found to be a more effective
method for quality teaching of English to the low achievers as compared to the traditional method of teaching.

Norton, B. 31 (2010) conducted a study entitled Identity, Literacy, and English-Language Teaching. In this study the researcher analysed identity, literacy, and English-language teaching informed by theories of investment and imagined communities. Data from English-language classrooms in Canada, Pakistan, and Uganda suggest that if learners have a sense of ownership over meaning-making, they will have enhanced identities as learners and participate more actively in literacy practices. The research challenges English teachers to consider which pedagogical practices are both appropriate and desirable in the teaching of literacy and which will help students develop the capacity for imagining a wider range of identities across time and space. The research suggests such practices will necessitate changes in both teachers' and students' identity.

Shih-Chuan, C. 32 (2010) conducted A Contrastive Study of Grammar Translation Method and Communicative Approach in Teaching English Grammar to compare the controllability and feasibility of the two approaches i.e., Grammar Translation Method and the Communicative Approach and to find out more suitable method for grammar teaching in Taiwan. Two classes were selected and taught by the GTM and the CA respectively. The result showed that grammar teaching in the framework of the GTM is better than the CA. Nevertheless, the Communicative Approach emphasizes fluency and the GTM is concerned with accuracy. Fluency and accuracy is the target for English learning. So the best way to improve the situation is to combine both methods in teaching English Grammar.

Hervas, D. 33 (2010) conducted a study entitled Effects of Learning Strategies and Motivation on Implicit vs. Explicit Instructional Approaches for Spanish L2 Vocabulary. Under the premise that vocabulary learning in a Spanish as a second language in-class environment may be affected by the instructional approach adopted by the instructors or the materials followed, this study explores the influence of rather distant teaching styles, such as implicit and explicit approaches, on the learning outcome of Spanish lexicon. Despite the adopted instructional approach, vocabulary is finally assimilated by the learners to an extended degree. The study presents the vocabulary learning results of a long term implicit and explicit approach treatment applied to two different sections of an intermediate Spanish course. Lexicon learning results will be correlated with the individual factors of motivation.
and learning strategies to measure aspects that may be determinant in the acquisition of Spanish vocabulary in an in-class university-level setting.

Díaz, I. \(^{34}\) (2010) conducted a study entitled *The Effect of Morphological Instruction in Improving the Spelling, Vocabulary, and Reading Comprehension of High School English Language Learners (ELLs)*. The purpose of this study was to determine if Morphological Instruction (knowledge of the Germanic, Latin, and Greek words, roots, and affixes of English) was an effective instructional approach towards accelerating the acquisition of spelling, vocabulary, and reading comprehension and closing at least a 6,000 word gap between English language learners and their English dominant peers. Studies show that there exists a gap between English dominant high school students who bring 10-12,000 words to reading instruction as opposed to the 5,000-7000 words of English Language Learners (ELLs). The findings of the study was that Morphological Instruction have a significant effect on ELL students in reading, vocabulary, and spelling to the exclusion of the null and to the acceptance of the alternative hypothesis and research questions indicating, without equivocation, that it can serve as an instructional tool in accelerating the closing of the word gap between ELLs and English dominant high school students.

Jasmer, S. \(^{35}\) (2010) conducted a study entitled *The Impact of Formal English Language Development on the Reading Achievement of English Language Learners in an Urban School Setting*. This study examines one schools attempt at increasing the reading achievement of ELL students in grades three and four. This study explores the impact a treatment had on English reading achievement. It specifically asked if 30 to 45 minutes of formal English language development instruction had an impact on students' English reading fluency achievement and reading comprehension achievement. According to the data collected in the study, the impact formal English language development had on English reading fluency yielded insignificant results. The study found significant results in the area of reading comprehension. The study found reading comprehension gains at the significance level 0.042 for third grade students in the experimental group. These results were not replicated at the significance level for fourth grade students. There were not any significant findings in the gains made with these students in the area of reading fluency. Formal English language development instruction delivered over one school year was shown in this study to positively impact reading comprehension achievement and to have insignificant impact on reading fluency.
Sadeghi, S & Ketabi, S. (2010) conducted a study entitled *Translation: Towards a Critical-Functional Approach*. In this study the researchers taking into account the undeniable role of English as a global lingua franca and the issue of linguistic imperialism, they propose a Critical-Functional Approach to translation which harnesses students' general literacy: learners and teacher become aware of inherent language complexity as well as hidden aspects of text. This model draws on postmodernist, poststructuralist, feminist, and critical approaches to literacy and advocates replacing traditional translation, based on mere copy and imitation of an original text, with a more provocative model that engages learners not only in examining the structure, style, and vocabulary, but in interrogating text language, discourse, and subjectivity. By questioning the separation between author, reader, and translator, Critical-Functional Translation places an emphasis on recognising and resisting ideological contradiction, cultural difference, and social conflict. This approach has obvious applications to other second/foreign language teaching and learning contexts.

Allison, B. N. & Rehm, M. L. (2011) conducted a study entitled *English Language Learners: Effective Teaching Strategies, Practices for FCS Teachers*. The purpose of this study was to highlight the evidence-based teaching strategies so that family and consumer sciences teachers will be better prepared to meet the needs and enhance the learning of English language learners in their classrooms. English language learners represent the fastest growing segment of the U.S. school-age population, raising the question of how best to teach this new and challenging group of students. The research and scholarly literature has identified a number of instructional strategies and classroom practices that have been shown to be effective in teaching students with limited proficiency in English.

Liu, D. (2011) conducted a study entitled *Making Grammar Instruction More Empowering: An Exploratory Case Study of Corpus Use in the Learning/Teaching of Grammar*. To search for more effective and empowering grammar teaching, this study explores the use of corpora for problem-based learning/teaching of lexicogrammar in a college English grammar course. This pedagogy was motivated by research findings that (1) corpora are a very useful source and tool for language research and for active discovery learning of second/foreign languages, and (2) problem-based learning (PBL) is an effective and motivating instructional approach. The data collected and analyzed include students' individual and group corpus research projects, reflection papers on corpus use, and responses to a post-study survey consisting of both open-ended and Likert questions. The analysis of
the data found the following four themes in students' use of, and reflections about, corpus study: (1) critical understanding about lexicogrammatical and broader language use issues, (2) awareness of the dynamic nature of language, (3) appreciation for the context/register-appropriate use of lexicogrammar, and (4) grasping of the nuances of lexicogrammatical usages. The paper also discusses the challenges involved in incorporating corpus use into English classes and offers suggestions for further research.

Calderon, Margarita; Slavin, Robert; Sanchez, Marta\(^{39}\) (2011) conducted a study entitled Effective Instruction for English Learners. In this study the researchers identified the elements of effective instruction and reviewed a variety of successful program models. During 2007-08, more than 5.3 million English learners made up 10.6 percent of the nation's K-12 public school enrollment. Wide and persistent achievement disparities between these English learners and English-proficient students show clearly that schools must address the language, literacy, and academic needs of English learners more effectively. They highlighted comprehensive reform models, as well as individual components of these models: school structures and leadership; language and literacy instruction; integration of language, literacy, and content instruction in secondary schools; cooperative learning; professional development; parent and family support teams; tutoring; and monitoring implementation and outcomes.

Johnson, S. L. Jr.\(^{40}\) (2011) conducted a study entitled Powerful Pedagogies: Evaluating Effective Culturally Relevant English Instruction for High Achieving African American Males in Advanced Placement English. This study examines effective secondary English teachers and their high achieving African American male students. Using critical race and sociocultural theories as a conceptual framework, this qualitative study documents the instructional practices of teachers who use culturally relevant curricula in their Advanced Placement English classes to ensure that their African American males develop languages and literacies of power. I employ an ethnographic and case study approach where I: (1) interviewed teachers around their beliefs concerning African American males and literacy Instruction; (2) observed and documented classroom practice; (3) analyzed the efficacy of culturally relevant instructional strategies; and finally (4) interviewed high achieving African American males about their overall engagement in secondary English classrooms. The findings highlight powerful secondary English practices that are beneficial in helping to close the achievement and literacy gap for African American male students.
Review of the related studies and literature

Djajalaksana, Y. M.\textsuperscript{41} (2011) conducted a study entitled \textit{A National Survey of Instructional Strategies Used to Teach Information Systems Courses: An Exploratory Investigation}. This study examined the instructional strategies used most frequently in the information systems discipline and was inspired by Shulman's (2005) concept of signature pedagogies--the unique but pervasive ways of teaching within a discipline or profession. The study employed a web-based survey of all information systems faculty members in the United States listed in the Association of Information Systems membership directory (695 valid responses were obtained from 2,835 eligible participants, 24.4\% response rate). The research used an original questionnaire identifying 52 different instructional strategies to create a profile of commonly employed teaching practices and to identify whether there are identifiable signature pedagogies in the discipline of Information Systems (IS). The exploratory factor analysis revealed patterns of instructional strategies usage in the IS discipline. Six factors were identified: in-class active learning strategies, highly-structured active learning strategies, online learning strategies, project-based strategies, writing-based strategies, and portfolio strategies. This study further found that six of eight demographic and course characteristics (i.e., gender, rank, age, course level, delivery format, and class size) were associated significantly with instructional strategies usage depending on both the group of instructional strategies and the type of instructional strategies.

Williams, A.\textsuperscript{42} (2011) conducted a study entitled \textit{Teachers' Implementation of Instructional Strategies: Frequencies, Views on Importance, Inhibiting Factors, and Relationship to Student Achievement}. This quantitative non-experimental study investigated both a high-achieving and a low-achieving district in New York State. The objective of the study was to find out the effectiveness of research-based instructional strategies on student academic improvement and comparing the implementation of research-based instructional strategies in high-achieving and low-achieving school districts. The findings of the study was no significant differences were found for teachers' views on the strategies' importance and perceptions of inhibiting factors. It was concluded no significant differences exist between teachers in high-achieving and low-achieving districts with regard to frequencies and importance of implementation and perceptions of inhibiting factors.

Lee, J. H.\textsuperscript{43} (2012) conducted a research entitled \textit{Experimental Methodology in English Teaching and Learning: Method Features, Validity Issues, and Embedded Experimental Design} to study the experimental methods which played a significant role in
the growth of English teaching and learning studies. In this study the researcher suggests that how to develop a more embedded and sophisticated experimental design in light of the current literature of mixed methodology (Creswell & Plano Clark, 2011), in order to have more explanatory power and compensate for the weaknesses associated with the experimental method. Throughout the paper, the author illustrates the points with examples relevant to English teaching and learning research.

Davydova, J. (2012) conducted a study entitled *Englishes in the Outer and Expanding Circles: A Comparative Study*. The major objective of the study is to develop a framework allowing for the systematic investigation of the institutionalised varieties and performance varieties of English (also known as learner Englishes). This involves a detailed description of the forms of English spoken in India and in Russia as well as discussion of sociolinguistic histories and cultural background. Relying on evidence obtained for Indian English and English spoken in Russia, this paper argues that learner Englishes are self-contained forms of English that reflect order and structure within the grammar and need to be documented and studied systematically in analogy to indigenised forms of English. Moreover, the description of both varietal types should take into account various factors relating to the extra-linguistic setting and sociolinguistic history of the variety in question. Finally, the study shows how systematic accounts of a learner variety can provide a sound basis for—and a useful source of—differentiated cross-varietal comparisons with other forms of English.

Wen-Chuan, L. (2012) conducted a study entitled *Choosing between methodologies: An inquiry into English learning processes in a Taiwanese indigenous school*. In this paper, the researcher reviewed the theoretical debate over methodology by examining ontological, epistemological and methodological controversies around cognitive-oriented theories and also presented a socio-cultural research study on English language learning in a Taiwanese indigenous school as an example for discussion. Findings suggest that non-experimental modes of inquiry that employ multiple methods for multi-layered analysis are productive and appropriate. Socio-cultural theoretical lenses and methodological instruments may liberate research in English language studies and broaden our understanding of English learning and teaching. The researcher conveyed that the traditional, cognitive-oriented theories of English language acquisition tend to employ experimental modes of inquiry and neglect social, cultural and historical contexts.
Hismanoglu, M. (2012) conducted a study entitled *An Investigation of Pronunciation Learning Strategies of Advanced EFL Learners*. This paper aims at investigating the kinds of strategies deployed by advanced EFL learners at English Language Teaching Department to learn or improve English pronunciation and revealing whether there are any significant differences between the strategies of successful pronunciation learners and those of unsuccessful pronunciation learners. After reviewing the studies done on pronunciation learning strategies, it defines the concept of a pronunciation learning strategy, presents how several researchers identify pronunciation learning strategies, and displays the results of a research study.

Layne, L. (2012) conducted a study entitled *Defining Effective Teaching*. The research seeks to determine if there is a difference in how "effective teaching" is defined by those taking student surveys and those interpreting the results. To investigate this difference, a sample group of professors and students were asked to define "effective teaching," and their responses were compiled into a research-only survey that gave 30 options for defining the term. A broad pool of respondents was then asked to select the top four of those definition options. Results were compiled and analyzed through rating, ranking, and scoring of choices. The study reveals that although there is some similarity in student and faculty definitions, there are greater differences between the two. An understanding of these differences is crucial to faculty and administrators when interpreting student survey results.

Sidek, H. M. (2012) conducted a study entitled *EFL Reading Instruction: Communicative Task-Based Approach*. The purpose of this study was to examine the overarching framework of EFL (English as a Foreign Language) reading instructional approach reflected in an EFL secondary school curriculum in Malaysia. Based on such analysis, a comparison was made if Communicative Task-Based Language (CTBLT) is the overarching instructional approach for the Malaysian EFL secondary reading curriculum. The findings of the study suggest that the majority of reading tasks in the selected EFL secondary reading curriculum is highly lacking CTBLT characteristics. The results of the study were discussed in relation to the current Malaysian EFL secondary curriculum framework and their implications on the EFL reading at the tertiary level.

Hu, R. (2013) conducted a study entitled *Task-Based Language Teaching: Responses from Chinese Teachers of English*. In this study the researcher examined how Chinese teachers of English at different school levels in Beijing respond to The Task-based
Language Teaching (TBLT) method through participant interviews and class observations which has been the proposed teaching method under the current national English curriculum since 2001. Thirty public school English teachers were recruited in Beijing across school levels. Results suggest that teachers' responses to the proposed teaching method ranged from negative denial, passive acceptance, to active application of the TBLT in their classrooms and they served as the examiners, technicians, and explorers accordingly. Furthermore, teachers who actively applied the TBLT method into their instruction demonstrated different instructional foci in terms of task selection and task implementation. The study addresses pedagogical implications of TBLT for curriculum development and English instruction in Beijing, China.

**Chou, Mu-hsuan.** (2013) conducted a study entitled *Strategy Use for Reading English for General and Specific Academic Purposes in Testing and Nontesting Contexts.* The present study looked at what strategies EFL learners adopted to read two types of articles (general and subject-specific) in both testing and nontesting contexts. Ninety-two Chinese-major university students taking a Journalistic English course participated in the study. Questionnaires with follow-up interviews, and retrospective self-reports were employed. The results showed that the participants used similar strategies but to different degrees while reading general and subject-specific articles and taking reading comprehension tests. The findings of the study suggest that effective teaching for intermediate university-level EFL students like the sample group should encompass a combination of subject-specific language and content reinforcement followed by strategic reading instruction using subject-specific articles.

**Studies conducted in India**

**Ganapathy, T.** (1968) conducted a study entitled *Sentence Patterns in Kannada and English: A Contrastive study on speaking adult level.* The researcher has done a contrastive study on speech pattern in Kannada and English and in 1980 he has elaborately discussed the problems connected with the pronunciation of English by the Tamils.

**Agrawal, B. R. D.** (1970) conducted a study entitled *English Tense Equivalents of Rhyme of the Hindi Tenses.* The researcher has studied the English tense equivalents of Rhyme of the Hindi tenses.
Ahmed, S. S.\textsuperscript{53} (1970) conducted a study entitled \textit{Urdu – English Reported Speech: A study in Contrastive Analysis}. The researcher has done contrastive analysis on Urdu –English reported speech.

Bhor, S. D.\textsuperscript{54} (1970) conducted a study entitled ‘\textit{Present}’ Tenses in Marathi and English. The researcher has studied present tenses in Marathi and English.

Govindan, A.\textsuperscript{55} (1977) conducted a study entitled \textit{Tamilian English: An Exploratory Sociolinguistic survey}. The researcher has dealt with the sociolinguistic aspect of Tamil and English. This study brings out the phonological and morphological aspects of English learned by Tamil speakers.

Sofat, S. L.\textsuperscript{56} (1977) conducted a study entitled \textit{Construction and Standardisation of Self-Evaluation Scale of Teaching Effectiveness of Secondary Teachers}. The main objective of this study was to construct and standardize a self-evaluation scale to be used by secondary school teachers in Punjab for measuring their own teaching effectiveness; to find the relationship of self evaluation by the teacher with his external evaluation by principals or headmasters; and to find out the difference in the teaching effectiveness of teachers in relation to sex, experience, subject taught category and school category. The major finding of this study was that the correlation coefficient between the scores of teachers’ self evaluation and external evaluation by students and headmasters was positive and significant.

Sharma, K. K. & Bhattacharjee, R.\textsuperscript{57} (1980) conducted a study entitled \textit{A Comparative Study of the Effect of the Summative Model of Integrating the Skills upon Teaching Competence of Student Teachers}. The main objective of the study was to compare the effectiveness of integrating the five teaching skills through the ’summative model’ upon scores on the Indore Teaching Competence Scale (ITCS) and the General Teaching Competence Scale (GTCS). The major finding of this study was that the experimental group did significantly better than the control group, since t-values in all the cases were significant. The significant educational implication of the study is that the ’summative model’ of integrating teaching skills might be used as a training technique in the teacher training colleges.

Bhattacharjee, R.\textsuperscript{58} (1981) conducted a study entitled \textit{Effectiveness of Microteaching in Developing Teaching Competence}. The main objective of the study was to observe the effect of integrating a few selected teaching skills upon the teaching competence of B.Ed.
Review of the related studies and literature

trainees. The major finding of this study was that the training for the integration of the four selected skills under the 'summative model' of integration had contributed to the teaching competence of the experimental group significantly in comparison with the control group.

**Lolitha, M. S.** (1981) conducted a study entitled *Effectiveness of a Strategy of Training for Integrating Teaching Skills on Teaching Competence of Student Teachers.* The main objective of the study was to compare the effectiveness of the experimental strategy (experimental treatment) with no specific strategy (control treatment) for training in integration of teaching skills in terms of teaching competence of student teachers. The major finding of this study was that there was no significant difference between the two treatment-groups after training for integration of teaching skills in simulated conditions in terms of teaching competence measured on both GTCS and ITCS adjusted for initial differences in teacher attitudes and pre-performance on GTCS and ITCS and after training for integration of teaching skills in simulated conditions followed by real school conditions, the experimental group was better than the control group in terms of teaching competence measured on GTCS adjusted for initial differences in teacher attitudes and pre-performance on GTCS. There was no such difference between the groups in terms of teaching competence measured on ITCS adjusted for initial differences in teacher attitudes and pre-performance on ITCS.

**George, P.G.** (1982) conducted a study entitled *Role Expectations, Role Performance and Training Needs of Teachers of English in the Secondary Schools of Kerala.* The main objective of the study was to describe the role expectations of teachers of English at the secondary school level held by different rating groups-teachers of English, language experts, language teachers (teaching languages other than English), subject teachers, parents and teacher trainees. The major finding of this study was that the expectations from teachers of English as perceived by the rating groups were very high, for professional, personal and academic roles and moderate to high for social role and the different rating groups showed differential patterns in their ratings of role expectations and role performance.

**Pratap, D.** (1982) studied the *Effectiveness of Microteaching for Development of Skill Specific to the Teaching of Modern Mathematics.* The main objective of the study was to find out whether there were teaching skills specific to teaching of modern mathematics at the secondary stage and to find out whether microteaching had an advantage over the conventional student teaching in developing skills specific to modern mathematics. The major finding of this study was eight skills (skills of developing problem-solving ability,
formulating mathematical models, using a black-board, handling mathematical instruments, appreciation, analysis, application and performance of mathematical operations) specific to the teaching of modern mathematics were identified by analysing teaching tasks into various sub-tasks and inferring the various teaching behaviours required to perform the task.

Sharma, K. K. & Bhattacharjee, R. (1982) conducted a study entitled A Comparative Study of the Effect of the Additive Model of Integrating the Skills upon Teaching Competence of Student Teachers. The main objective of the study was to compare the effectiveness of integrating five teaching skills through the 'additive model' and that of the control group upon scores on the Indore Teaching Competence Scale (ITCS) and the General Teaching Competence Scale (GTCS). The major finding of the study was that when mean gain scores were compared the experimental group gained significantly more than the control group at all the stages.

Gupta, C. (1983) conducted an Experimental Study of the Correlates of Teacher Performance in Simulated Teaching at Secondary Level. The main objective of the study was to analyse teacher performance in the simulated group and control group and to analyse the relationship between correlates and teacher performance. The major finding of this study was that the training in simulation technique resulted in significant gain in taxonomical performance and classroom performance rating of secondary science and mathematics student-teachers.

Jain, R. (1983) conducted a study entitled Nonverbal Classroom Interaction Patterns of Language, Social Studies and Science Teachers. The main objective of the study to compare nonverbal interaction patterns of language, social studies and science teachers to compare nonverbal interaction patterns of male and female teachers. The major finding of this study was that the male language teachers had a greater tendency towards responsive lecturing, unresponsive lecturing, attentive pupil initiation, impersonal asking questions, inattentive-student talk response, inattentive-student talk initiating, and distressful silence.

Singh, O. (1983) studied the Effects of Mastery Learning Strategies on Certain Non-Cognitive Variables of High School Students. The main objective of the study was to compare the effects of programmed instruction, Bloom's mastery learning strategy and the conventional method of teaching on self-concept, achievement motivation and test anxiety of students after taking instruction in social studies. The major finding of this study was that
Programmed instruction, Bloom's mastery learning strategy and the conventional method of teaching did not significantly affect the test anxiety of high school students after taking instruction in the subject of social studies.

Subbiah, P. (1983) conducted a study on the contrastive analysis of interjections in Tamil and English in a detailed way. His study attempts to describe the interjections in both Tamil and English to find out the similarities and dissimilarities found between them. He also discusses about the syntax of interjections in Tamil and English, and their use in the field of pedagogy.

Singh, S. (1984) studied the Effect of training in teaching skills using micro-class peers and real pupils on the general teaching competence of student teachers at elementary level. The main objective of the study was to compare the general teaching competency of the student-teachers undergoing student teaching programme using microteaching and the traditional approach. The major finding of this study was that the effectiveness of the microteaching training technique was more significant in respect of those trained under real classroom conditions than those trained under simulated classroom conditions in developing the teaching competence of student-teachers and made a significant impact in developing a positive attitude in the student-teachers towards microteaching.

Chathley, Y.P. (1984) conducted an Experimental Study of the Teaching Competency at Macro-level as a Function of Training in Micro-skills among the Prospective Secondary School Teachers in relation to the Integration of Skills and Subject Area. The main objective of the study was to measure the gain in general teaching competence before and after training in micro-skills, before and after training in integration, before training in micro-skills and after training in integrated skills. The major finding of this study was there was a significant improvement in the general teaching competence of trainees as a result of training in micro-skills and integrated skills. Among the trainees in physical sciences, the tetracclustered and hexacclustered strategies were more effective, while among the trainees in languages the three strategies were equally effective in improving their general teaching competence.

Learners' Scientific Attitude and Problem Solving Skills. The main objective of the study was to develop objective assessment tools measuring higher level intelligence skills and activities and also steps in the scientific method and to develop other material necessary for instruction and assessment. The major finding of this study was that the instructional material was effective in self-instruction.

Prabhune, P. P., Marathe, A. H., & Sohani, C. R. (1984) conducted an Experimental Study to Measure the Effect of Microteaching Skills and Different Strategies of Feedback on the Student-Teachers' Performance with respect to Teaching. The main objective of the study was to study the effect of practice of certain microteaching skills on the student-teachers' performance with respect to teaching. The major finding of this study was that the practice of microteaching skills was effective in the improvement of the student-teacher's performance with respect to teaching.

Sheth, D. H. (1984) conducted a study entitled Evolving a Strategy of Developing Teaching Skills in Secondary School Teachers. The main objective of the study was to evolve a strategy in the form of a self-instructional multimedia package synchronized with microteaching technique for developing the teaching skills of silence and nonverbal cues, stimulus variation, illustrating with examples, reinforcement, and explaining in secondary school teachers. The major finding of this study was that the teachers highly appreciated the different aspects of teaching strategy like self-evaluatory observation schedules, Behaviour Coding System through self-instructional strategy, multimedia package course and microteaching technique for practising various teaching skills.

Yadav, P. S. (1984) conducted a study entitled effect of Mastery learning strategy on pupils' achievement in Mathematics, their self-concept and attitude towards Mathematics. The main objective of this study was to compare the mean achievement scores of two groups of pupils taught mathematics with and without the use of mastery learning strategy and to compare the mean self-concept scores of two groups of pupils taught mathematics with and without the use of mastery learning strategy. The major finding of this study was that before the experimental treatment, the experimental group (mastery group) of pupils and the control group (conventional group) of pupils evinced no significant differences in respect of their achievement in mathematics, self-concept and attitude towards mathematics and after the experimental treatment, the experimental group of pupils exhibited a significantly higher
achievement in mathematics than the control group of pupils and higher gain scores of achievement in mathematics.

**Bhalwankar, A. G.** 73 (1985) conducted a study entitled *A Study of Effects of Expository and Guided Discovery Methods of Teaching Mathematics on the Achievements of Students of Different Levels of Intelligence*. The main objective was to study the differential effect of guided discovery and expository methods of teaching mathematics on the achievements of students. The major finding of this study was that one cannot be rigid in the use of teaching methods. All teaching methods are effective in certain situations and not so effective in other situations. Content and objectives determine the methods to be used.

**Choudhari, K.** 74 (1985) conducted a study entitled *A Factorial Study of the Teaching Competencies of Teachers Teaching English at the Secondary School Level*. The main objective of the study was to identify the competencies required of a teacher teaching English at the secondary school level and to explore how the competencies identified varied with demographic variables of teachers, viz., sex, age and educational qualifications. The major findings of this study were that the pedagogical domain of teaching competency in English consisted of 12 competencies which were independent of each other and the competency 'Structuring Questions' accounted for 32 per cent variance and correlated significantly with both the product variables and all the competencies correlated positively with the product variables. The demographic variables of teacher, sex and educational qualifications had been found to have an impact on almost half the number of the competencies.

**Misra, R.** 75 (1985) conducted a study entitled *Study of the effect of Self-Rating and Class-Rating as Feedback on Teacher's Classroom Behaviour*. The main objective of the study was to find out the effect of self-rating and class-rating as feedback on teachers' classroom behaviour and was aimed at formulation of a classroom teaching feedback system for teachers. The major finding of this study was the teaching behaviour of teachers could be changed in a positive direction if they were apprised with the sum total of their teaching in the form of feedback information by way of self-rating and class-rating and the difference between feedback effect by self-rating and class-rating was highest for language teachers.

**Passi, B. K., Singh, L. C., & Sansawal, D. N.** 76 (1985) conducted a study entitled *Models of Teaching-Developing Training Strategy* with the following objectives. The main objective of the study was to study the effectiveness of training in the Concept Attainment
Model (CAM) in terms of, (a) understanding of, and (b) reaction towards the model, (ii) to study the effectiveness of training in the Inquiry Training Model (ITM) in terms of, (a) understanding of, and (b) reaction towards the model, (iii) to study the resultant willingness of teacher educators to implement the models in teacher education programmes, and (iv) to develop a strategy of training in Models of Teaching. The major finding of this study was that the training in CAM did bring significant favourable change in teacher educators' reactions towards CAM and the level of understanding of CAM did not influence teacher educators' reactions towards CAM. Training in CAM/ITM in the form of lecture, demonstration, discussion and peer practice plus feedback did enhance the understanding of teacher educators' theoretical aspects of CAM/ITM.

Wali, M. N.\textsuperscript{77} (1985) conducted a factorial study of the teaching correlates of teaching effectiveness. The main objective of this study was to find out the relationships between various demographic and social correlates (such as age, caste, rural-urban background) academic background of teachers (experience, qualifications), motives, values, needs, job satisfaction and teaching effectiveness, and to extract factors from these correlates. The major finding of this study was that the correlation coefficients for educational qualification, salary, experience, family education and sources of income, attitude to educational process, identity with the job, democratic value family prestige value, and a few needs were significant.

Hans, R.\textsuperscript{78} (1986) studied the Relationship among Teaching Style, Learning Gains and Teaching Effectiveness. The main objective of the study was to compare teachers in respect of their personality attributes having direct and indirect teaching influence styles and to compare the effects of two teaching styles on learning gains in classroom situations. The major finding of this study was that the indirect teaching style teachers in general were characterized by higher scholastic mental capacity, higher ego strength, less dominance, weaker super ego, alaxia, autia, shrewdness, radicalism, group adherence and a high self-concept and the indirect teaching style teachers were characterized by lower mental scholastic ability, lower ego strength, dominance, strong super ego, protension, alertness, conservatism, self-sufficiency and low integration.

Koul, L.\textsuperscript{79} (1986) conducted a Study of the Effects of Mastery Learning Strategies on Achievement Motivation and Test Anxiety of Socially Disadvantaged Group in. The main objective of the study was to study and compare the effects of mastery learning strategies on
achievement motivation of socially disadvantaged students imparted instruction through Bloom's mastery learning strategy (LFM), Keller's Personalized System of Instruction (PSI), and conventional methods of teaching. The major finding of this study was that the use of mastery learning strategies can be effective in enhancing achievement motivation, in reducing test anxiety and, consequently, may lead to better academic achievement by the students, especially those belonging to disadvantaged groups of tribal communities.

Pandey, S. N. (1986) conducted a study entitled Effectiveness of Advance Organizer and Inquiry Training Models for Teaching Social Studies to Class VIII Students. The main objective of the study was that to compare the effect of the Advance Organizer Model, Inquiry Training Model and Conventional Teaching in terms of pupils' achievement in social studies. The major finding of this study was that the treatments had different effects on the pupils' achievement and there was no significant difference between the Advance Organizer Model and the Inquiry Training Model with Conventional Teaching, in terms of pupils' attitude towards social studies.

Singh, H. (1986) conducted a study entitled Effective teaching strategies used for preparing examinations as perceived by the students. The main objective of the study was to identify teaching strategies used for botany and zoology for the CPMT; physics and chemistry for the CPMT and IIT and teaching mathematics for the UT competitive examination. The major finding of this study was that the lecture-cum diagrammatic presentation was mostly used in zoology and botany and rarely in physics and chemistry teaching in CPMT and mostly lecture-cum-chalk-board strategy was used in physics and chemistry and rarely in zoology and botany teaching in CPMT. Question-answer followed by testing strategy was used in all the four subjects, viz., zoology, botany, chemistry and physics teaching in CPMT. For IIT, lecture-cum-chalk-board, question answer followed by testing, review-cum-discussion, and assignment-cum-clarification strategies were used in teaching chemistry, physics and mathematics subjects.

Purophit, Z. N. (1987) conducted an experimental study of the effect of Microteaching and Interaction Analysis Feedback on classroom performance and general teaching competence of pre-service language teachers. The main objective of the study was to ascertain the effect of microteaching feedback on attitude towards teaching, general teaching competence, classroom performance of teachers and class-room verbal behaviour of teachers and to compare the effectiveness of microteaching and interaction analysis feedback.
The major finding of this study was that both microteaching feedback and interaction analysis feedback produced highly significant gains in pupil achievement. But there was no significant difference in microteaching feedback and interaction analysis feedback in bringing about attitudinal change.

**Pramanik, T. K.** (1988): The researcher has done a study of some affective variables related to learning English as a second language at the post-secondary stage in Orissa.

**Bhaveja, B.** (1989) conducted a study entitled *Information-processing models of teaching in the Indian classroom.* The study was conducted with the objectives: (i) To study the efficacy of CAM and ITM with regard to the degree of conceptualization in Biology, (ii) to analyse the thinking strategies used by learners, (iii) to evaluate the thinking strategies used in terms of achievement (iv) to identify effective thinking strategies, and (v) to suggest learning environment which will promote the selection of effective thinking strategies, and (vi) to study the effect of teaching models (CAM and ITM) on retention. The major findings were: (1) The model-specific outcomes were realized. (2) The students who underwent lessons through the models showed better conceptualization. (3) The focusing strategy gave the best results in terms of success. (4) Teaching through models helped in retention.

**Odud, Md. A.** (1989): *Effects of strategies of instruction on mastery learning.* The study was conducted with the objective: To study comparative effectiveness of different strategies of instruction on the criterion of immediate attainment of mastery. The major findings were: (1) There was no significant difference among the different strategies of instruction on the criterion of immediate attainment of mastery; (2) As regards the retention of mastery of all the three groups differed significantly in favour of the third strategy followed by the second and the first. Hence, formative evaluation is the best suited for mastery learning.

**Salvi, R. C.** (1991): *A study of the effectiveness of concept attainment model for teaching concepts of the English language.* The study was conducted with the objectives: (i) To study the effectiveness of CAM in terms of : (a) attainment of concept of English, (b) achievement in English, (c) inductive reasoning, and (d) reaction towards CAM, (ii) to compare CAM and traditional methods (TM) in terms of the above mentioned (a), (b) and (c) separately, By taking intelligence, socio-economic status (SES) and previous achievement in
English as co-variates, (iii) to study the influence of treatment, self-concept and their various interactions on above mentioned three dimensions separately. The major findings were: (1) CAM was found to be effective in terms of attainment of concepts of English, achievement in English, inductive reasoning and reaction towards CAM. (2) CAM was found to be significantly superior to in terms of concepts of English, achievement in English, inductive reasoning of the pupils when the groups were matched statistically with respect to intelligence, SES and previous achievement in English.

Pradeep, D.\textsuperscript{87} (1997) conducted a study entitled Interrogation of Tamilian English: An Intonation Study. The researcher has compared mainly the intonation pattern of Tamilian English with Received Pronunciation of English, mainly in interrogation.

Ravi, P. V.\textsuperscript{88} (1998) conducted a study entitled The Motivational problems with reference to teaching-learning English as a second language. The researcher has done research work in the study of the motivational problems with reference to teaching –learning English as a second language.

Das, A.\textsuperscript{89} (1998) conducted a study entitled Exploring effectiveness of computer assisted learning material on Rhymes in different modes. The main objective of the study was to develop computer software on rhymes in text, graphics-text, text-music, graphics text music, and graphics-text-music- recital modes and to study the effectiveness of CALM prepared in different modes for learning the Rhymes in terms of Word meaning (lexicon), Analytical understanding, Comprehensive understanding, Writing ability, Recitation ability and LSRW ability. The major finding of this study was that the composite modes of presentation may not ensure higher cognitive language learning and intelligibility of a message is a function of sender, message, medium, mode, receiver, and the environment.

Ali, M.\textsuperscript{90} (1999) has pointed out the areas of interference of English on Tamil students (from standard VI to IX) in the English medium schools. He specifies the inter-lingual aspects in the field of interference at all linguistic levels; namely, phonological, morphological and syntactical.

Zyoud, M. M.\textsuperscript{91} (1999) conducted a study entitled Development of Computer Assisted English Language Teaching for VIII Standard Students. The main objective of the study was to develop a computer assisted English Language Teaching Programme for Standard VIII Gujarati medium students and to study the effectiveness of the Computer Assisted English
Language Teaching Programme on student achievement in terms of vocabulary, grammar and comprehension by taking pre-test scores and IQ as covariates. The major finding of this study was that when the computer is used to its full potential, it can help the students achieve more in learning vocabulary, grammar and comprehension to the learners with different IQ, motivation and attitude.

Nganbam, H.\(^{92}\) (2000) conducted a research entitled *A Study of the English Language Learning and its use by Professionals and Non-Professionals of Baroda City.* The main objective of the study was to study the processes adopted by professionals and non-professionals for learning English Language and to study the extent of utilization of English Language by the professionals and non-professionals in their day to day activities. The major finding of the study was that the almost all the Professionals (P) and Non-Professionals (NP) learned English language under a tutored or formal situation and most of the P and NP had their schooling in regional languages. However, most of them had their Higher Education through English language.

Dalal, S.\(^{93}\) (2002) studied the *Effect of Inductive Thinking Strategy on English Language Development and Concept Formation.* The main objective of the study was to study the effect of Inductive Thinking on concept formation with respect to three teaching strategies: a) Concept Formation b) Interpretation of data c) Application of principles. The major finding of the study was that the experimental group was found superior to control group in terms of concept formation, language development and language concept, thinking strategies and retention on all the three teaching strategies.

Sharma, M. S.\(^{94}\) (2002) conducted a study entitled *A Study of the effectiveness of Vocabulary Teaching Strategies on retention and use in relation to certain variables.* The main objective of the study was to define some methods of vocabulary teaching in the subject of English at lower level; to prepare vocabulary explanations, exercises, vocabulary games and communicative task to teach vocabulary from five units from class IX text book of English (Lower level) and to measure the effect of strategies on the retention and use of vocabulary. The major finding of this study was that the performance of the experimental group was found better on all the tests and the new strategies of teaching of vocabulary had affected boys and girls similarly in case of retention; whereas, boys performed better in using vocabulary.
Lalitha Raja, R.\(^{95}\) (2003) has done a research work in the syntactic development of Tamil mother-tongue children in learning English.

Yadav, K.\(^{96}\) (2004) conducted a study entitled *Development of an IT enabled Instructional Package for Teaching English medium students of Vadodara city*. The main objective of the study was to develop an IT-enabled instructional package for teaching English Grammar, to implement it and to determine its effectiveness in terms of achievement of the students and opinions of students and English Teachers. The major finding of this study was that there was a significant gain in terms of students’ achievement through IT-enabled instructional package. It helped the students to learn kinds of sentences, namely, interrogative, assertive: affirmative, negative, imperative: orders or commands, and exclamatory and the students and teachers were found to have favourable opinion towards the developed instructional package.

Joseph, Fr. P. P.\(^{97}\) (2005) conducted a *Comparative Study of Difficulties in English Learning faced by different categories of school students in Bhopal*. The main objective of the study was that to ascertain the difficulties in English language learning being experienced by students of Class V and VI, studying in English and Hindi medium schools of Bhopal and to identify the levels of difficulties between different groups of students studying in English and Hindi medium schools and to assess variation of difficulty level among the groups. The major finding of the study was that the induced method of teaching in English designed, developed and implemented by the investigator has been found effective in bringing desired changes among the students as evident through the “t” values.

Rathod, J.\(^{98}\) (2005) conducted a study entitled *Development and implementation of an Information Technology Based Instructional Package for English Grammar to Gujarati medium students of Standard VIII of Jamnagar City*. The main objectives of the study was to develop an IT based instructional package for teaching English Grammar to Gujarati medium students of standard VIII, to study the effectiveness of the developed IT based instructional package in terms of the achievement of the students, and to know their reactions on the developed instructional package. The major finding of this study was that the developed IT based instructional package was found to be effective for teaching English Grammar because there was found a significant difference in the gain mean scores of the experimental group and control group and the students were found having positive reactions towards the developed IT based instructional package.
Farooque, U. S. L. P.\textsuperscript{99} (2005) studied \textit{English Language Competence of Teachers and Students’ Achievement in English Medium Primary Schools of Kannur District}. The main objective of the study was to measure the English Language Competence of Teachers in different School Subjects and to measure the achievement levels of students of Standard IV in English, Mathematics and EVS. The major finding of the study was that sex wise comparison indicates that female students were found to have better learning ability than those of male students. This was found true in case of EVS, English and Mathematics and children whose Mother’s occupation is in administration/management sector were found to have higher achievement in EVS and Mathematics, whereas, children whose Mothers’ Occupation is business/agriculture were found to have higher achievement in English Language.

Panchal, A. G.\textsuperscript{100} (2006) conducted a study entitled \textit{Development and Tryout of Self-Learning Materials in English subject on the unit of ‘Active and Passive Voice’ for the Students of Standard-XII}. The main objectives of the study was to compare the mean achievement scores of the students on simple tense; continuous tense; on perfect tense; simple modal auxiliaries; perfect modal auxiliaries; infinitive; participle; causal construction; imperative sentence on pre-test and post-test and active and passive voice on pre-test and post-test. The major finding of this study was that the students were found to have well understood Simple Tense, Continuous Tense, Perfect Tense, Simple Modal Auxiliaries, Perfect Modal Auxiliaries, Infinitive, Participle, Causal Construction and Imperative Sentence through self learning material as evident through the pre-test and post-test status through mean achievement on respective sub-criterion tests.

Sandeep, K. T.\textsuperscript{101} (2007) conducted a study entitled \textit{Teaching English as a second language to meet the needs of the learners in Rural Areas: A Challenge}. He has done research on teaching English as a second language to meet the needs of the learners from rural areas.

Narayanan, R., Rajasekharn, N., Nair & Iyyappan, S.\textsuperscript{102} (2009) conducted a study entitled \textit{English Language Teaching In India: A Theoretical Study}. They attempted in the of field English language teaching, which is growing day by day in India because of good and dedicated researchers have contributed something to English language teaching and moreover number of linguists have made footprint in the field of applied linguistics.
Karbhari-Adhyaru, M.\textsuperscript{103} (2010) conducted a study titled *Analysis of Spoken Narratives in a Marathi-Hindi-English Multilingual Aphasic Patient*. In that study she discussed that in a multilingual country such as India, the probability that clinicians may not have command over different languages used by aphasic patients is very high. Since formal tests in different languages are limited, assessment of people from diverse linguistic backgrounds presents speech-language pathologists with many challenges. With a view to explore the possibility of eventually designing a suitable assessment procedure for multilingual aphasics, an attempt is made in this paper to discuss some of the language specific narrative devices used in generating spoken narratives by a Marathi-Hindi-English aphasic patient from Mumbai in each language. Different methodologies have been used in collecting and analyzing these narratives is described in this paper.

Gupta, P.\textsuperscript{104} (2010) conducted a study named *English Self-learning Instruction at the Secondary Level* with the objectives 1) to critically appraise the secondary level ESL instruction with reference to: (i) The instructional objectives, (ii) The textbooks (iii) The evaluation procedures and 2) To study the perceptions of the secondary school teachers of ESL towards the various forces operating on ESL instruction. The major findings were ESL instruction laid down with varying degrees of specificity in different states. In West Bengal instructional objectives are laid down very specifically, mentioning all the competencies expected to be developed at the secondary stage. In Himachal Pradesh, though general and specific objectives were mentioned separately, the specific objectives were more like general objectives lacking specificity in terms of level of complexity in which the four language skills are to be developed. In Rajasthan, there is no mention of instructional objectives in ESL either in the syllabus or in the textbooks. The Instructional objectives, wherever stated, have consistency among themselves and are feasible for the secondary level learners and the textbooks and the evaluation procedures are compatible with each other but these two components only cater only two language-skills — reading and writing. Perception of teachers towards the need and relevance of ESL instruction is quite negative in states where structural approach is followed whereas it is positive in states where functional communicative approach is followed.

Malini, S. D.\textsuperscript{105} (2011) conducted a study entitled *English Language Teaching in India- A Critical Evaluations of ELT in India*. The paper deals with the contemporary status of English Language Teaching in India. This analysis evaluates the past and the present
pattern of English teaching. Unlike the vernacular language teaching, ELT requires more of practical approach as it is being a foreign language. Most of the Indian languages have been learnt and taught only where the particular language is spoken. But, English is in demand beyond the boundaries of states. With having a 74% of Literates in India, there is still only 13% of theme could read and write the English well. When the country is growing in business revolution, pace up with that in the stream of English has become inevitable. Hence, a critical review of ELT in India is not only going to review the pattern but also the suitability of the sorts.

**Kaushik, S.** (2011) conducted a study entitled *Teaching English in Indian Contexts: Toward a Pedagogic Model.* This study addresses an important problem in English pedagogy in one Outer Circle context, that of India, in that it investigates the match between the stated goals of English teaching in the policy documents and their implementation in actual curriculum, teaching and testing practices. In order to achieve a better match, the study suggests more use of local sample texts in teaching materials. In turn, in order to test the acceptability of local norms, the study describes the results of testing the acceptability of a number of unique Indian English items by several groups of "educated" Indian English users by means of a questionnaire.

**Sharma, M.** (2011) conducted a study entitled *Language and the Negotiation of Identity and Sense of Belonging: A Study of Literary Representations of Indians in England.* The writings of Indians in English provide a rich ground to explore the ways in which travellers and migrants from India to England relate to the realities of the place and to their place in it. Language and the literary education that characterised English education in India during colonial times play an important role in the construction of identity of such Indians. The love and idealisation of an "imagined" England constructed from literary texts, and the encounter with reality upon travel to England are depicted in many fictional and autobiographical accounts. Focusing on a sample of such texts from the 1950s to the 1970s, this paper looks at representations of the first-hand experience of England for those who identify themselves with Englishness on the strength of their intellectual and emotional connection with it through love for the language and literature. The study yields interesting insights that may have implications for current movements of people across the globalised world, with shared language and education as their "intellectual" passport and a confident
sense of identity and belonging with the West and its culture, based on "familiarity" acquired through a shared language and images derived from ubiquitous media sources.

Neelam, L. & Lal, S. M. (2012) conducted a study Effectiveness of Instructional Programme in Spoken English for Class IXth Students. The objectives of the study were 1) To develop Instructional Programme on spoken English for IX class students; 2) To study the effectiveness of Instructional Programme on spoken English for IX class. The findings of the research were 1) There exists no significant difference between the pre test scores of the students of Experimental group and Control group in Spoken English. After the analysis of data it was found that mean of pre test score of Experimental group and Control group were nearly equal 37.65. It means that before giving experimental treatment to one group both the groups were equivalent; 2) There exists a significant difference between the pre test scores and post test score of Experimental group. After the analysis of data it was found that mean of pre test scores of Experimental group was less than the post test scores of experimental group. It means that there exists significant difference between the pre test and post test scores of the students in Spoken English under experimental group, which was taught by Instructional Programme; 3) There exists no significant difference between pre test scores and post test scores of control group. After the analysis of data it was found that mean of pre test scores of control group and post test scores of control group were nearly equal. Hence there exists no significant difference between pre test score and post test score of control group; 4) There exists a significant difference between post test scores of experimental group and control group. After the analysis of data it was found that the mean of post test scores of students under experimental group is higher than the post test scores of students under control group. It shows that the mean of post test scores of both groups differ significantly after giving the experimental treatment to experimental group.

Bhattacharya, U. (2013) has conducted a study entitled Mediating Inequalities: Exploring English-Medium Instruction in a Suburban Indian Village School. In this case study she discussed an exploding demand for English-medium schooling across socio-economic divides further complicates the language-in-education context and a sub-part of a broader project drawing on four years of ethnographic work, focuses on five young multilingual children living at an "anathashram" (orphanage) in suburban New Delhi and studying in an English-medium village school. She explored the different literacy practices influencing the negotiation of the instructional medium, their impact on language learning,
and their wider language policy and planning implications. The study analyses the teaching context, pedagogical and textbook approaches, and learning practices reveal how "English-medium" instruction in a typical small, private Indian school catering to poor children leads to restricted acquisition of English, in ways that also constrain students' ability to access educational content across subject areas. She also discussed in this study, those poor children who enroll in these schools in increasing numbers precisely "because of" the schools' self-identification as English-medium institutions end up doubly disadvantaged, because they are cut off from both language and content.

4.3 Findings of the Reviewed Studies

Attempts to develop a model of school learning, which may employ a small number of simplifying concepts and concepts and from which the testable hypotheses can be drawn, have been made by Carroll (1963), Harnischefger and Wiley and Bennett (1978). A basic assumption of these models seems to be that if differences between teachers can be eliminated from the assessment of pupils’ achievement, then it is relatively simple to individual difference between pupils. Yet the range of individual difference in classrooms is one of the most striking phenomena opened to the observers as Bruner (1966) and Cronbach (1977) have referred. The expectation that definable differences among pupils interact with characteristics of instructional strategies are significant. The present study attempts to examine the relevance of aspects of a cognitive learning theory of school learning which has implications for teaching a particular type of students (having appropriate readiness for learning; Asubel (1967) and of an individual difference construct (cognitive style) which is considered to have some theoretical relevance for cognitive functioning.

Studies involving characteristics of effective instructional strategies

Extensive research has been conducted on for English language learners (ELLs) from various perspectives. Researchers have been divided about whether instruction for native English speakers would also work for ELLs. Some researchers maintain that what we know about good instruction and curriculum for native speakers also holds true for ELLs (Goldenberg, 2008). However, other researchers claim that it is not safe to presume that what works for English-speaking students will also work for ELLs (La Celle-Peterson & Rivera, 1994; Meltzer & Hamann, 2004; NCTE, 2008). The purpose of this literature review is to identify the most effective strategy for English teaching as documented by prominent
Review of the related studies and literature

Researchers in the field and existing research reviews. Because the research base on teaching and learning for ELLs is vast, the researcher intentionally chose this narrow search focus to ensure that the principles identified have broad and deep scientific evidence to support them. There might be some other areas that are relevant to effective instruction.

Research by Hsiao and Oxford (2002) clearly supports the notion that L2 strategies can be classified in a ‘systematic manner”. Language learning strategies can be classified into seven major categories: cognitive strategies, metacognitive strategies, mnemonic or memory-related strategies, compensatory strategies, affective strategies, social strategies and self-motivating strategies. There is some overlap between affective strategies and self-motivating strategies. Oxford (1990,2001) refers to the first six of this categories, while other researchers Chamot and O’Malley,(1984), Cchamot et el., (1999), Cohen (1996), Weaver & Cohen (1997) use a fewer number. Work by Dornyei (2001) focuses on self-motivating strategies. For example, research shows that formative assessment is the key to effective instruction (Black & William, 1998; Carr, Lagunoff, & Sexton, 2007). The first five principles are about academic content instruction. Teachers should have high expectations for ELLs (August & Shanahan, 2006; Coady, Hamann, Harrington, Pho, & Yedlin, 2008; Meltzer & Hamann, 2004; Thompson, 2004) and challenge students with tasks requiring high-level thinking and language processing (Galguera & Hakuta, 1997; Hakuta, 1998). They should design comprehensible materials (Alliance for Excellent Education, 2005) and use the metacognitive strategies in their instructions (Chamot, 2009; Cohen, 2010; Cohen, 2011; Zimmerman, 2008). Gomez (2009) identified learners’ perspectives on the most effective teaching strategies. Professionals in the field of education have worked to increase educational achievement and success by exploring ways to match instructional strategies with individual learning styles. Williams; (2011) studied teachers’ Implementation of Instructional Strategies: Frequencies, Views on Importance, Inhibiting Factors, and Relationship to Student Achievement to find out the effectiveness of research-based instructional strategies on student academic improvement and comparing the implementation of research-based instructional strategies in high-achieving and low-achieving school districts.

Bhattacharjee (1981) has conducted a study, entitled, Effectiveness of Microteaching in Developing Teaching Competence to observe the effect of integrating a few selected teaching skills upon the teaching competence of B.Ed. trainees. Lolitha (1981) has conducted a study, entitled, Effectiveness of a Strategy of Training for Integrating Teaching Skills on
Teaching Competence of Student Teachers to compare the effectiveness of the experimental strategy (experimental treatment) with no specific strategy (control treatment) for training in integration of teaching skills in terms of teaching competence of student teachers. Dalal (2002) studied the Effect of Inductive Thinking Strategy on English Language Development and Concept Formation to study the effect of Inductive Thinking on concept formation with respect to three teaching strategies. Neelam & Lal (2012) conducted a study to study the effectiveness of Instructional Programme on spoken English for IX class. Gupta (2010) conducted a study named English Self-learning Instruction at the Secondary Level to critically appraise the secondary level ESL instruction with reference to the instructional objectives, the textbooks, the evaluation procedures and to study the perceptions of the secondary school teachers of ESL towards the various forces operating on ESL instruction.

Studies involving characteristics of effective methods of teaching English

Ellis (2006), Hedge (2000) defined that the grammar teaching involves any instructional technique that draws learners’ attention to some specific grammatical form in such a way that it helps them either to understand it metalinguistically and/or process it in comprehension and/or production so that they can internalize it.

W. F. Mackey (1967) stated “A method determines what and how much is taught (selection), the order in which it is taught (gradation), how the meaning and form are conveyed (presentation) and what is done to make the use of the language unconscious (repetition).” H. K. Gaurav (2003:36) declared distinguish between method and approach. Method deals with “how to teach” whereas, approach deals with “what to teach”. Approach means coming nearer to perfection of language learning. H. G. Widdowson (1978) explains that the aim of English language teaching methods and approaches is mastery of the four language skills (listening, speaking, reading and writing). A. P. R. Howatt, (1984) stated that communicative approach is one of the most important and popular approach and the remedial measure to the shortcomings of Structural approach. J. C. Richards, T. Rodgers, J. A. Van Ek and D. A. Wilkins explained that the Communicative approach to language teaching was developed by British applied linguists after the audio-lingual Method and situational language Teaching was rejected. Richard and Rodgers explain that the communicative language teaching is based on the communicative competence, which is made up of four major standards: grammatical competence, socio-linguistic competence, discourse competence and strategic competence. (Canale and Swain, 1980; Canale, 1983; Maley, 1988;
and Saraswathi, 2003). D. Hymes (1979), Canale and Swain (1980) commented that communicative competence involves four types not three as: grammatical competence, sociolinguistic competence, discourse competence and strategic competence. W. Littlewood (1981) said that there are four main skills which help any learner needs to get communicative competence: (i) learners must achieve a high level of linguistic competence, (ii) learners have to differentiate between elements of language and their communicative functions, (iii) learners need to acquire skills to be effective users of language in real life situations, (iv) learners need to be aware of the social functions of language and different forms to use them in social life.

D. Nunan (1991:279) said that Communicative Language Teaching or Communicative Approach differs from other traditional methods in language teaching. Davies and Omberg (1987) find that writing is a valuable communicative skill which fosters the clear expression of thought and feeling. Moughamian; Rivera; & Francis (2009) has conducted a study Instructional Models and Strategies for Teaching English Language Learners to offer educators and policy-makers guidance on strategies that have been effective in instructing English language learners (ELLs). Gomez (2009) in his study Effective Teaching Strategies According to Fifth Grade Students: A Qualitative Study identified learners' perspectives on the most effective teaching strategies.

Shih-Chuan (2010) conducted a study A Contrastive Study of Grammar Translation Method and Communicative Approach in Teaching English Grammar to compare the controllability and feasibility of the two approaches i.e., Grammar Translation Method and the Communicative Approach and to find out more suitable method for grammar teaching in Taiwan. Lee (2012) has conducted a research entitled Experimental Methodology in English Teaching and Learning: Method Features, Validity Issues, and Embedded Experimental Design to study the experimental methods which played a significant role in the growth of English teaching and learning studies. In this study the researcher suggests that how to develop a more embedded and sophisticated experimental design in light of the current literature of mixed methodology (Creswell & Plano Clark, 2011), in order to have more explanatory power and compensate for the weaknesses associated with the experimental method. Hussain; Hamdani; Quraishi; and Zeeshan; (2010) studied the effect of Direct Teaching Method on the Academic Achievement of High and Low Achievers in the Subject
of English at the Secondary Level to determine the role of the direct teaching method in the academic achievement of students in English at the secondary level.

In India, various researches also conducted on the effective methods of teaching English. Sharma (2002) conducted a study of the effectiveness of Vocabulary Teaching Strategies on retention and use in relation to certain variables to define some methods of vocabulary teaching in the subject of English at lower level; to prepare vocabulary explanations, exercises, vocabulary games and communicative task to teach vocabulary from five units from class IX text book of English and to measure the effect of strategies on the retention and use of vocabulary. Neelam; and Lal (2012) studied effectiveness of Instructional Programme in Spoken English for Class IXth Students. Ali (1999) has pointed out the areas of interference of English on Tamil students (from standard VI to IX) in the English medium schools. He specifies the inter-lingual aspects in the field of interference at all linguistic levels; namely, phonological, morphological and syntactical. Pandey (1986) studied the effectiveness of Advance Organizer and Inquiry Training Models for Teaching Social Studies to Class VIII Students to compare the effect of the Advance Organizer Model, Inquiry Training Model and Conventional Teaching in terms of pupils' achievement in social studies. Other important contemporary studies of Pramanik (1988), Das (1999), Pradeep (1997), Rathod (2005) in this area, also indicate different variables related to learning English as a second language.

4.4 Discussion of reviewed studies

Research on ‘Models of Teaching’ (Bruce and Weil, 1972) is an innovative approach in teaching-learning, through the principles, laws or theories, on the basis of which the models have been developed, may not be recently originated. A number of studies on English language teaching by Bilingual Approach, Direct Approach, Grammar Translation Method, Functional Communicative approach have also been conducted, mostly to make a comparative study to find out the effective model or method of teaching in a particular environmental situation.

Several studies on models of teaching have been conducted in India and abroad sometimes with only one model and sometimes with more than one model to estimate the comparative effectiveness of models. Studies were conducted on different disciplines of science, literature and social science. Studies were also conducted with variables namely
achievement of students, sex differences, institutional pattern, teaching-learning approaches etc. but yet to conduct a study in English with DM, GTM and FCM to estimate the effectiveness of models. To the bridge the gap of knowledge in this area the investigator has decided to conduct the study with three models in teaching English. The present study aimed at filling a gap on the effective strategy in teaching English, by investigating the effect of factors- Instructional model and intelligence of the learners on the criteria of immediate learning and retention of the learnt subject matter.

The problem thus viewed raised the following Questions:

- Do DM and FCM facilitate the effective instruction in teaching English on the criteria of immediate learning and retention of the ESL learners?

- Are there any difference among DM, GTM and FCM of teaching English on the criteria of immediate learning and retention of the ESL learners?

- Which teaching model is more effective and more appropriate for teaching English for the ESL learners at the Secondary level?

- Are there any significant interaction effects among the models of teaching and the intelligence of the learners on the criteria of immediate learning and retention?

Thus it has been decided to conduct a study to find out relative effectiveness among DM, GTM and FCM of teaching English with the variables namely instructional model or strategy and intelligence of the learners on the criteria of immediate learning and retention.
References


