Chapter II
Review Of
Related Literature
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The purpose of the literature review is to expand upon the context and background of the study, to help further define the problem, and to provide an empirical basis for the subsequent development of hypothesis. Good, Barr and Scate have also emphasized the need of related studies in the field to avoid duplicate and unnecessary group in the dark. This has also been visualized at another angle, as such studies will provide ideas, theories, explanations or hypothesis, valuable in the form of problem, so, review of the related literature is an essential aspect of the research project.

Keeping the above facts in mind the investigator strives to assimilate the knowledge of all the related literature. At the very outset, it may be noted that very little information about the effectiveness of teaching through CAI followed by Discussion method and traditional classroom teaching.

This is quite in contrast to the systematic research that has been conducted in foreign countries. Therefore the investigator surveyed the available literature with a view to build a correct perspective and examine the tenability of hypothesis and methodology employed in the study. In order to study the researches conducted in this field the total work available from various sources i.e., books, journals etc can be divided into two main categories:
2.1. Studies conducted abroad:


This paper reports on a study that investigated how the blend of face-to-face and online instruction supports the development of Third Space in a content-area reading education course requiring field experiences with marginalized students. For this study, blended learning was defined as the combination of traditional and nontraditional face-to-face and authentic online learning activities to encourage student engagement and potentially transform student learning experiences and outcomes. Third Space is defined as a zone of transformation that is generated when teachers and students socialize together in and through language, integrating everyday and academic knowledge. A primary goal of the study was to provide Third Space content-area literacy learning opportunities for pre-service teachers through blended instruction that increased critically reflective interactions. In turn, pre-service teachers were to provide Third Space literacy learning opportunities with marginalized students in the field.

This critical ethnographic study addressed the following central research question: How does a blend of face-to-face and online instruction support the development of Third Space in a content-area reading education course requiring field
experiences with marginalized students? Subsidiary questions included: How did critically reflective interactions inform Third Space literacy learning opportunities provided for marginalized students in the field? What evidence of transformation in student learning experiences and outcomes was provided in final critical reflections? Data collected through ethnographic methods included observations, informal interviews, documents, and artifacts. Qualitative data were triangulated and thematically analyzed to answer the questions of the study. Findings indicate that blended teaching and learning that increased critically reflective interactions supported the development of Third Space teacher dispositions, praxis, and critical views of literacy.


The study was confined to study the ways in which aspects of the student experience associated with first-year retention at university are likely to be influenced by the use of virtual learning environments (VLEs) are explored here through structured interviews with academic staff and students at one institution (Kingston University). This research finds that some assumptions made about the value of VLEs in aiding communication between students and providing flexibility in modes of learning are not supported, but that retention is likely
to be aided by the ways in which they can enhance confidence and provide a sense of control and ownership. The findings also indicate that students tend to be more positive than staff about the role of the VLE in enhancing their overall performance and experience and as such provide an impetus for further developments with the expectation of improved student retention, performance and satisfaction.


The purpose of this study was to assess certified athletic trainers' knowledge acquisition, knowledge retention, and satisfaction, following a continuing professional education (CPE) program offered in either a traditional, lecture-oriented format or an interactive format addressing adult learning strategy preferences Design. We used a pre-test, post-test experimental design with comparison groups utilizing stratified randomization. Setting. The CPE program was held in the University wellness center classrooms. Subjects. Forty-six certified athletic trainers participated. Measurements. After determination of learning strategy preferences, a 30 item multiple-choice exam was administered prior to, immediately after, and one-month following the CPE program to determine level of knowledge acquisition and retention. Participant self-
reported level of satisfaction was assessed with a questionnaire immediately following the CPE program. A significant main effect for treatment (F-sub(2,70) = 6.02, p < 0.004) was observed indicating that subjects in the lecture format CPE program acquired and retained more knowledge than subjects in the interactive format regardless of learning strategy preference. There was no significant loss in knowledge observed one-month following the CPE program regardless of learning strategy preference or treatment (lecture or interactive CPE format). No significant differences in level of satisfaction by treatment (lecture or interactive CPE format) or by learning strategy preference (navigators, problem-solvers, or navigators) were noted; however, 13 (28.3%) reported an excellent level of satisfaction (mean satisfaction score of 4.0) and 31 (67.4%) reported an above average level of satisfaction (mean satisfaction scores of 3.0 to 3.88). Conclusions. Our data indicate that lecture format CPE programs may be optimal for knowledge acquisition and retention, independent of learning strategy preference. Knowledge retention did not decrease regardless of learning strategy preference or CPE format and actually demonstrated a further increase using the lecture format. Although our data suggest that participant satisfaction is independent of learning strategy preference and CPE format, the homogeneity of responses made it difficult to detect any relationship with regard to learning style preference and satisfaction. (Psyc INFO Database Record (c) 2009 APA
Rippé Cindy, Using. (2009); “Rubrics to Improve Teaching, Learning, and Retention in Distance Education.” Distance Education Report; 5/1/2009, Vol. 13 Issue 9, p6-6.

The article focuses on the importance of rubrics in distance education. It presents the concern of an online instructor with regards to the students’ perception of the lessons flashed on the screen and the possible miscommunications. It states that rubrics provide criteria for evaluation and makes grading fairer. Furthermore, rubrics also clarify student assignments and increases the student’s efficiency in creating projects. The variety of rubrics include Holistic and Analytical.


The aim of the research was to determine the retention effect of Computer Assisted Instruction (CAI) on students’ academic achievement for teaching the Physics topics. The research includes the Force and Pressure units of 7th grade Science Lesson. In this research, 132 students were structured as both control and experiment groups. Traditional instruction (TI) method is used for control group while traditional instruction with teacher supervised CAI method is used for experiment group. Scientific subject test was applied as pre-test and post-test to both groups. 5 months latter, the Science Subject test was applied to both groups again.
Significant differences between the Science Subject test scores of experiment and control group were found in favor of experiment group.


There is no silver bullet when it comes to successful teaching. Some scholars believe that traditional lectures are the panacea, while others are firm believers in active and cooperative learning. In this paper I report on my experience with the two approaches and explore the idea of combining them. In particular, I will argue that diversifying the avenues in which students are exposed to knowledge in a technical discipline, such as computer science, can spark their enthusiasm and make the learning experience more enjoyable and productive.

**Pryor, Caroline R Bitter, Gary G.**, (2008); “Using Multimedia to Teach Inservice Teachers: Impacts on Learning, Application, and Retention.” Arizona State University, Mary Lou Fulton College of Education, Educational Technology, Box 870611, Tempe, AZ 85287-0611, USA.

The study investigated teachers' ability to learn, apply in lesson plans, and retain knowledge of classroom discourse from a single module of a multimedia professional development program, used with 39 K-12 teachers enrolled in two graduate
courses. Data collection and analysis included: (a) teacher development of—and panel review of—lesson plans integrating discourse, and (b) follow-up teacher interviews one year later. The study found: (a) the video modeling in the module was effective in helping teachers learn, and (b) discourse strategies were learned, applied, and retained. Implications for professional development with multimedia to teach classroom discourse include: (a) recursive use, (b) reflection, (c) multiple examples, (d) counter examples, and (e) prompts for observation. [Copyright 2008 Elsevier\textsuperscript{1}Department of Curriculum and Instruction, Southern Illinois University Edwardsville, School of Education, Edwardsville, Illinois 62026, USA]


This investigation examined the effects of distributed and massed practice on the learning and retention of a discrete computerized skill (Exp. 1) and a continuous computerized skill (Exp. 2). 40 men were randomly assigned to one of four groups, of which two groups took part in Exp. 1 and two groups in Exp. 2. Performance was assessed at various points during acquisition and then on 8 retention tests conducted at varying
times after acquisition. Learning curves for practice were highly
similar for the two conditions. Participants in the distributed-practice group performed significantly better than those in the
massed-practice group at the end of practice on both the
discrete and continuous skills. However, participants in the
distributed-practice group performed significantly more poorly
on retention during 24 hr. and after acquisition. Participants in
the massed-practice condition performed significantly better
on retention tests than did those who learned in the distributed-practice condition.

and Retention.” California State University San Bernardino,
Palm Desert, CA us Telemedicine and e-Health, Vol 14(Suppl1),
pp. 33

Introduction:
This research protocol was designed to answer three
questions about continuing medical education: 1. is one
educational format more efficacious than others in healthcare
provider learning? 2. Is one educational format more efficacious
than others in healthcare provider retention of learned material?
3. Does participant interaction increase either learning or
retention? Methods: To address these, educational content was
developed for a variety of topics within the field of
biopreparedness. That content was presented in various
formats: live meetings, print, personal digital assistant, and
online. Within the live and online formats, participants were assigned to a traditional passive or an interactive educational activity presenting the same information. The print and PDA formats did not offer alternatives to passive learning. Learning was assessed with pre- and post-tests; retention was measured by follow-up tests at 3 and 6 months. Demographic data were collected for the statistical analysis. Results: Currently, only the data from the live meetings have been analyzed. Other data will continue to arrive and be analyzed into 2008. In didactic and interactive meetings, knowledge increased significantly from pretest to posttest. In both cases, there was an expected erosion of knowledge from posttest to 3 month follow-up, with little change to 6 month follow-up. The two groups were sufficiently incompatible to not allow cross comparisons. Data on other formats is currently being collected. Further analysis on those data will be completed and presented at the meeting. Conclusions: In preliminary results, we see that live activities do increase healthcare provider knowledge in topics related to biopreparedness. However, that knowledge is not retained over time. There are currently tendencies that will become clearer as data arrive and are analyzed. (PsycINFO Database Record (c) 2009 APA

Ozden, Muhammet Gultekin, Mehmet, (2008); “The Effects of Brain-Based Learning on Academic Achievement and Retention of Knowledge in Science Course.” Electronic Journal of Science Education; Vol. 12 Issue 1, p3-19.
The article discusses a study which investigates the impact of brain-based learning in a fifth grade Science course on academic achievement among students at Kütahya Abdurrahman Paşa Primary School in Kütahya Ili, Turkey. The study was participated by 22 fifth graders in each group and lasted at exactly 18 class hours. The study revealed that the brain-based learning approach appears to be more effective than the traditional teaching procedures in science courses. The finding suggests that teachers of science courses in primary schools can take advantage of implementing the brain-based learning.


Online Learning (OL) has become an accepted form of education for some students, but as many as 50% continue to leave this form of instruction. Neither instructor nor student experience predicts learning success although many complex factors are involved in creating successful learning conditions. This study discusses the strategies found in recent text books and attempts to align them with instructional strategies suggested by past distance learning experts, recent research papers written by well known research authors, as well as
current authors of best practices. Attention is given to student motivation and satisfaction in a search for criteria that represents conditions for students continuing their online courses toward completion particularly among their first few courses. Other more experienced students are concerned with having up-to-date quality and self-accomplishment standards continue throughout their studies. 14% of the students who attended OL courses during 2005 at a local community college responded to a 67 item survey that profiles their varying reactions and preferences. Students who take only online courses one at a time are included with those who attend a mixture of online and traditional courses with full or part time employment. As factors that impede or facilitate learning are examined, students answer questions that describe whether or not they wish to continue with the current a specific OL course and if they are likely to continue enrolling in OL courses that lead to graduation. The outcome encompasses the significance of peer-to-peer interactivity online, grades, motivational factors, academic preferences such as presentation style, and traditional background characteristics. One outcome suggests that many are ready for online student interactivity though many do not prefer interactivity and may feel that it is not as useful as it could be. Another outcome predicts which students are likely to continue in OL courses regardless of whether they have high or low grades or have little experience.

The study was to investigate Improving retention and identifying ‘at risk’ learners are high profile issues in higher education, and a proposed solution is to provide good learner support. Blending of online learning with classroom sessions offers the potential to use a virtual learning environment to deliver learning activities, and to support learners using a distance learning model. Online tracking can also help to target ‘at risk’ learners quickly. In an action research project to improve retention, a blended module with proactive tutor support was compared with a previous cohort of the module and with similar classroom-only modules where there was no focus on learner support. Learners were also interviewed and the tutor kept records of the learner contact time. The resulting improved coursework submission rate was attributed to learner motivation as a result of peer and tutor support. The total teaching time was no greater in this model, although the workload distribution changed, and the tutor needed to be highly skilled in e-learning. (Psy. INFO Database Record (c) 2008 APA,

Maori, Matauranga, T.T. (2007); “Lifelong learning: Beyond the Rhetoric of Retention.” Higher Education Research
Student retention in open and distance learning (ODL) is comparatively poor to traditional education and, in some contexts, embarrassingly low. Literature on the subject of student retention in ODL indicates that even when interventions are designed and undertaken to improve student retention, they tend to fall short. Moreover, this area has not been well researched. The main aim of our research, therefore, is to better understand and measure students’ attitudes and perceptions towards the effectiveness of mobile learning. Our hope is to determine how this technology can be optimally used to improve student retention at Bachelor of Science programmes at Indira Gandhi National Open University (IGNOU) in India. For our research, we used a survey. Results of this survey clearly indicate that offering mobile learning could be one method improving retention of BSc students, by enhancing their teaching/learning and improving the efficacy of IGNOU’s existing student support system. The biggest advantage of this technology is that it can be used anywhere, anytime. Moreover, as mobile phone usage in India explodes, it offers IGNOU easy access to a larger number of learners. This study is intended to help inform those who are seeking to adopt mobile learning systems with the aim of improving communication and enriching students’ learning experiences in their ODL institutions.
Kreie, Headrick, J., Steine, R. W., Robert. (2007); “Using Team Learning to Improve Student Retention.” College Teaching; Spring, Vol. 55 Issue 2, p51-56, 6p, 8

Chartin an effort to improve the retention rate in their entry-level information systems course, the authors of this article integrated a team-learning approach into its instructional format. This article describes the steps taken, including how team learning compares with the traditional approach based on lecture with occasional group exercises, and presents data demonstrating the effectiveness of the team-learning approach in terms of student retention and performance. The authors found that the use of team learning significantly increased student retention but did not significantly change performance level.

Moore, Joy Centered, (2005); “Improving Retention in Calculus through Student Learning.” Journal of Student Centered Learning; Vol. 2 Issue 2.

This paper relates findings on a collaborative learning calculus program that has proven successful in improving student achievement and retention in the first-year calculus experience. The Cooperative Learning Calculus Program in the Department of Mathematical Sciences implements a student-centered, constructivist pedagogy to supplement student learning in the primary calculus series.
Gary Packham, Paul Jones, Christopher, Miller, Brychan Thomas, “E-learning and retention: key factors influencing student withdrawal.”

This study examines the causes for student withdrawals experienced in the E-College Wales BA Enterprise programme. These key causes, identified by interview with former students are contrasted against the existing literature. The study found that successful e-learners were typically female, non-HE qualified, self-employed and aged between 31 and 50. Eight prime causes of withdrawal were identified including technical problems, pressure of work and lack of time, which were categorized as extrinsic or intrinsic. Intrinsic factors were identified as internal course related barriers, which could be influenced by the course team. Extrinsic factors are barriers to e-learning, which are external to the University such as employment issues and personal problems. This study contributes to knowledge in providing a conceptual framework for managing withdrawals and retentions illustrating key bodies and their interactions and identifying key strategies to overcome their negative influence. This paper will assist e-learning providers in identifying and differentiating between causes of student withdrawal and creating strategies and systems to monitor and improve student retention.

García-Nevarez, Ana G, Stafford, Mary E, Arias, Beatriz. (2005); “Arizona Elementary Teachers’ Attitudes
Toward English Language Learners and the Use of Spanish in Classroom Instruction”. Bilingual Research Journal,

This study focused on the attitudes that elementary teachers have toward their English language learner (ELL) students’ native languages (e.g., Spanish) and their use in instruction. A 27-item Likert-scale survey was administered to 152 first- through fourth-grade teachers from five school districts in Maricopa County, Arizona. These school districts have a large number of schools with students learning English as a second language. The researchers found that teachers’ attitudes toward their ELL students differ significantly with the type of certification or endorsement they hold. The bilingual-certified teachers were more supportive of their ELL students using their native language in the classroom than were traditional and English as a Second Language-certified teachers. In contrast to previous studies, the researchers found that the more years a teacher taught, the more his or her attitude became negative toward his or her students’ native language. Implications for training of bilingual teachers are discussed.


This comprehensive edited volume includes up-to-date examples of blended learning from US higher education, corporations, military and international examples. The book
contains definitions and explanations and provides a thorough review of principles and practices in blended learning.

Dziuban, C.D., Moskal, P.D., Hartman, J. (2005); “Higher education, blended learning, and the generations: Knowledge is power: No more”. In J. Bourne & J.C. Moore (Eds.), Elements of Quality Online Education: Engaging Communities. Needham: MA: Sloan Center for Online Education.

This paper discusses blended learning environments from various perspectives. The effect of generational markers on learner’s satisfaction with blended learning is explored. Generations include Matures, Baby Boomers, Generation X, and Millennials. Analysis identified learning engagement and interaction value as the two dimensions of satisfaction. Results indicated that Millennials respond least positively to their blended learning experience. This paper also includes research on the reason blended learning is successful, different course formats, and increasing interaction.


Over the past decade, the number of colleges engaged in Web-based instruction is steadily increasing. This paper explores different types of blended learning courses and their
effect on student learning. Research is presented on some of the demographics and outcomes for blended learning. Learning effectiveness and


Global perspectives, local designs. San Francisco, CA: Pfeiffer Publishing. In this chapter of the book, the author shares many different definitions of blended learning. The definitions are useful to those who would like to understand the larger field. The author discusses several ways which even the current definitions may be expanded through better technologies.


The case study research shares the results of the first year of pilot to introduce blended learning to the Rochester Institute of Technology. The results are positive. Students seem to like blended learning and believe faculty are offering more instructional strategies and resources using blended learning. Students also view positively the increased and improved student to student communication. Additional information is shared on the faculty training and course completion rates.

This study aimed to identify learner self-regulation skills predictive of academic success in a blended education context. Analysis of results revealed that verbal ability and self-efficacy related significantly to performance and final course grades.


The objective of this study was to identify course design elements most valued by adult learners in blended learning environments. These rankings were then compared to other subgroups based on gender, pre-course technology, self-direction skills and experiences and preferred learning strategies. Findings indicate that adults value course designs containing options, personalization, self-direction, variety, and a learning community. Results also identify differences in learning emphasis by gender, preferred learning strategies, and previous experience with technology and self-directed learning.

Herriot, Bishop, A. M., Truby, J. A. (2004); “The Development and Evaluation of Student Training, Education

This study aimed to evaluate student response to the programme and its effectiveness as a teaching tool, based on the evaluation framework of D.I. Kirkpatrick (Evaluating a Course, 2nd edn. London, Kogan Page). Quantitative and qualitative methodologies were employed, with 41 dietetic students, separated by year group, completing questionnaires and taking part in six focus groups, at the University of Surrey. Student attitudes towards the instruction method and the STEP-DIET programme itself were investigated, in conjunction with their perceived learning achievements. Students rated the programme highly in terms of design and content, however, there was a reluctance to accept computer-assisted instruction (CAI) as a sole teaching method. A number of learning achievements relevant to dietetic practice were reported including a perceived increase in ability to conduct a dietetic interview and an increased understanding of the management of Type 2 diabetes. In general students reacted positively to the STEP-DIET programme and it was perceived by students to be effective in preparing them for the practical component of their dietetic training.

Telugu is the second most spoken language in India, after Hindi and over 80 million has Telugu as their mother tongue. It is considered one of the fifteen most spoken languages in the world. Telugu speakers are recent immigrants community to New Zealand and their current numbers are estimated to be over 10000, with their numbers growing rapidly. The study seeks to investigate language attitudes of mothers and children in the Telugu community and how they relate to loss of language in an English speaking country. The study reveals that although most of the Telugu people speak their own community language at home, the children are rapidly loosing their language. The study points out that if the Telugu community regards the language maintenance as desirable, then explicit steps need to be taken.


This article evaluates the educational effectiveness of online chats, considering the roles of course design, group dynamics and facilitation style. Results found that these three
factors strongly influenced the successful use of this medium and student participation.


This study examines the effect of traditional classroom, blended, and fully online course formats on sense of community. The research hypothesis was that sense of community would be strongest in the blended course due to the greater range of opportunities for student interaction with peers and professors. Results indicated that blended courses did, in fact, produce a greater sense of community than either traditional or fully online course. This finding is attributed to the fact that blended learning courses allow professors to think less about delivering instruction and instead focus on producing learning and reaching out to students.


This research describes the benefits of combined face-to-face instruction and online learning, including the potential to increase learning outcomes, lowering attrition rates, and high satisfaction among the majority of faculty and students.

The research paper offers a framework which explores how integrating online learning into traditional college classrooms could be transformative for universities. Blended learning represents an opportunity to support deep learning. The authors build on earlier work using community of inquiry model to support why institutions should invest in transforming learning. The paper outlines what colleges and universities need to do to move forward blended learning.


Due to the many different forms and functions of the English language today, it has become obsolete to consider it propriety of its native speakers. English is used internationally for communication between speakers of a great number of first languages. For many contexts it should not be native speaker norms that learners of English have to follow, but rather a form of language that takes account of their respective first language identities. The concept of English as and International Language (EIL) that has been discussed for two decades or so seeks to move away from the traditional focus on native speaker varieties to a way of speaking English that serves the needs of the international English speaking community.

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The study revealed several points. First, there is little awareness of the great diversity of English and the various functions different Englishes serve. Second, teaching and speaking a non-native or international variety does not have many supporters among my respondents. Exceptions were made only in a business context, taking account of the reality of communicative situations in such a context. Third, language varieties enjoying the highest prestige continue to be Received Pronunciation and General American. Non-native accents are generally rated unfavourably.


The objective of this study was to investigate cognitive style differences (as measured by the Cognitive Styles Index) and gender differences in sense of classroom community in a blended learning environment. Results indicated that students with intuitive cognitive styles report a lower sense of community than students with an intermediate or analytic style. Few differences were found with respect to gender and sense of community in a blended learning environment.

The aim of this project was to improve student success rates in learning to program. The project team introduced a number of changes in module organization, tutorial support and online resources. The blend represents a mixture of traditional and novel elements, with the novel elements more marked in the online developments. Results demonstrated marked improvements in pass rates. Evaluation of the students’ use of the new environment indicated a generally


The author shares the process she chose to design a blended learning course in introductory instructional design. The process included evaluating purposes of course, audiences and learning objectives. Two different pilots of the course were undertaken and statistics regarding the outcomes and comparison to the same face-to-face course are included. Personal reflection, faculty choices and recommendations for future research are included.


This authors of this research were interested in the possibility of using blended approaches to reduce faculty time, re-focus student time and using blended learning as a way to
admit more students to a given academic program. Students reported preferring the blended learning approach and classroom time was reduced.


This study investigates generic tutoring strategies and describes factors influencing the use of media in blended learning environments. Results established that many of the principles underlying effective strategies apply in both distance and campus-based universities.

Osguthorpe R., & Graham, R., (2003); “Blended Learning Environments Definitions and Directions”. The Quarterly Review of Distance Education. 4(3), 227-233.

This article discusses the background and definition of the term “blended learning,” as well as the goals of this approach that educators should espouse when designing blended environments. It introduces various blended learning designs used in cases studies that also appear in the same volume of this journal.

The purpose of this study was to learn whether the provision of course materials on the Internet had a positive effect on student achievement of course outcomes. The authors found that those students who attended lecture and read web materials performed better on the quiz than did those students who only attended lecture or only used the web.


The purpose of this study was to better understand the overall themes in qualitative feedback from students enrolled in blended distance learning and traditional courses. Students in the traditional courses expressed satisfaction in all themes: classroom climate, learning needs, learner efficacy, interactions, and appropriate format for the content. Students in the distance format felt a lack of class community and belonging, and were often confused or uncertain about course material, but persevered because they felt it the only feasible way to attain their educational goals.

This study examined how groups of learners work together in blended learning and e-learning environments. Three pure e-learning courses were compared to one blended learning course were participants formed learning teams who met at three points in time. All participants received joint learning material, in order to build shared knowledge, and individualized information to build unshared knowledge. Variables analyzed include students' extent of online activity, the groups' task performance, and coherence of the groups' discourse. Results indicated that achievement in a particular group does not depend solely on the mode of communication used in the course.

*Story A.E. & DiElsi J., (2003); “Community building easier in blended format?”* Distance Education Report, 7(11), p2, 7.

This article reports on Mercy College's experience with blended courses in the Internet business systems Master's degree program. They have found the blended courses to be more work for instructors, so now financially compensate the instructors as if they were teaching a 4-credit-hour class when they teach a 3-credit-hour blended class. They have also found the blended courses to improve interactivity, foster peer collaboration across different learning modalities, and establish a sense of community.

*Strambli A. & Bouvet, E., (2003); “Flexibility and interaction at a distance: A mixed-mode environment for

This article describes the process of developing a mixed-mode format of instruction for two foreign language courses. Technology was utilized in this case because it allowed greater flexibility and task authentication. Student feedback indicated that the course CD-ROM was authentic, relevant, and useful. Negative feedback was related to technical problems. The authors point out the risk of developing materials that are technology-driven but not


This paper has explored the effects of teacher-centred vs. student-centred multimedia computer-assisted instruction (CAI) on the science achievements of tenth-grade students. A total of 244 tenth-grade senior high-school students (attending six science classes) participated in this pre-test/post-test comparison-group experiment. During a one-week period, one group of students (n = 123) were taught by a teacher-centred multimedia CAI scheme (TMCAI) whereas the other group of students (n = 121) was subjected to a student-centred multimedia CAI (SMCAI) effect. An analysis of covariance on the Earth Science Achievement Test post-test scores with
students' pre-test scores as the covariate revealed that the teacher-centred teaching approach was more effective in promoting students' science achievements than was the student-centred method - especially on the knowledge and application levels of the cognitive domain. Some implications for the implementation of multimedia CAI within secondary-science classrooms are discussed.

Chiba R., Matsuura H., Yamamoto A., (1994); “Japanese Attitudes Toward English Accents” Faculty of Liberal Arts, Asia University, Department of Rehabilitation Engineering, The Polytechnic University, Japan. Copyright 1995 Pergamon Press plc

In Japan, students seem to resort to American English when it comes to deciding the model for their English. This study focuses on the attitudes of Japanese university students toward varieties of spoken English. The study is based on the results of our previous research (Matsuura et al. 1994), which showed the preference for American English among Japanese students. The aim of this study is to examine the relation between the acceptance of varieties of English spoken by native and non-native speakers and the attitudes toward people, culture, and English learning. The results obtained have demonstrated the following points: first, subjects with more instrumental motivation are more positive towards non-native English accents than those with less instrumental motivation;
second, the level of subjects’ respect for indigenous languages affects their attitudes toward non-native English accents; and third, the subjects’ familiarity with accents has an influence on their acceptance of varieties of English. 10.1111/j.1467-971X.1995.tb00341.x

Thomas, Desmond; "A Survey of Learner Attitudes Towards Native Speaker Teachers and Non-Native Speaker Teachers of English in Slovakia." Cooperative development in ELT (Part 2) UPJS Presov and British Council, Slovakia.

The aims of the survey were as follows: (a) To measure student attitudes about native speaker (NS) and non-native speaker (NNS) teachers of English against certain criteria (eg ability to adopt suitable teaching methods) (b) To examine the implications of student attitudes for future cooperation between NS and NNS teachers of English. (c) To compare student attitudes expressed in this survey with those of teachers described in the Medgyes surveys.

98 students replied to the questionnaire (about three-quarters were university students, and about one quarter was final year students from a High School).

findings of the study: (a) Understanding of students’ problems only a few respondents gave their teachers a positive rating for this statement. (b) Teachers’ listening to students NS teachers are given a positive rating by all groups, and NNS less often. Conclusion: this is an area where there seems to be
an imbalance - my NNS colleagues are now thinking of how to obtain a clear explanation for this. (c) Who is a native speaker teacher? The respondents had a rather narrow view of who a native speaker might be. Whereas 97/98 respondents believe that teachers born in the UK or USA can always or usually be categorized as “NS”, only 9/98 similarly categorized teachers born in India where English is a second language. (d) How proficient in English should a teacher be? Students demand fluency (79/98) or even NS-like proficiency (24/98) of their NNS teachers, but do not consider proficiency in Slovak to be particularly important for NS teachers. (e) General regard of students for their teachers’ ability. Both NS and NNSs seem to be highly regarded by students in this area. NS are seen to have a slight advantage in terms of their pronunciation. Over 50% of respondents gave a positive rating. Curiously, among High School students, only NNSs measure up to the required standard for teaching culture. (f) Teaching methods and teaching styles NS consistently achieve high ratings for interesting and lively classes with new ideas, whereas NNS teachers do not. The Medgyes surveys also note this tendency, which is explained by discrepancies in language ability. As far as this survey is concerned, if this discrepancy exists, it is felt by teachers rather than by their students. NNSs are seen to have a clear advantage in error correction, a fact noted also in the Medgyes surveys. (g) Ability to communicate with and involve learners. This category was the one which provided the greatest
surprises. While (according to Medgyes and others) teachers worry about their language ability and knowledge, students' worries seem to centre on the inability of their teachers, whether NS or NNSs, to address their individual needs. In areas such as attention given to individual students, remedial teaching, interest in students' lives etc. poor ratings were consistently given by all respondents.

On the positive side it was encouraging to note that students who had been team-taught, NNSs were perceived as understanding students' problems and as being prepared to listen. (h) Classroom behaviour This was the category which gave the least significant information. NS teachers are perceived as behaving more informally in class, but it is unclear whether this is seen as a positive or a negative attribute. The probable implication is that NNSs are perceived as being stricter. (i) Standards of English expected The answers obtained on this raised many more questions than it actually answered. These questions need to be addressed in a future survey.

Durmuller Urs., (1989); “Attitudes Towards English as a Possible Lingua Franca in Switzerland”.

A 1985 survey of Swiss military recruits, aged about 20, and a 1987 survey of comparable Swiss women concerning their attitudes toward English as a possible lingua franca for their multilingual country are reported. Samples consisted of responses from German-speaking Switzerland (1,930 males, 324
females), French-speaking Switzerland (1,133 males, 327 females), and Italian-speaking Switzerland (1,256 males, 326 females). Survey questions addressed the following: (1) the quantity of time spent in school studying English and the other foreign languages concerned; (2) preferences for a first/second language; (3) adequacy of the English learned at school; (4) expected second language use in professional career; (5) languages used for communication with another Swiss with a different native language; and (6) feelings about adoption of English as a lingua franca. Results show English is accepted as an additional language and a language for specific purposes. However, it is not yet accepted as a language for international communication despite the fact that its use in job-related and leisure-time domains makes it increasingly difficult to avoid in a multilingual setting. (MSE)

Andriat, W.R., (1970); “Difference in Retention Between Populations of Seventh Grade Science Students Taught by Two Methods of Instruction: Small Group Laboratory and Teacher Demonstration”, DAI, 31A (16), p.2753 –A. Andriat showed that comprehensive learning were significantly greater for the teacher demonstration student laboratory method.

2.2. STUDIES CONDUCTED IN INDIA:

A review of the literature revealed that three existed scarcity of research studies related to the methods of teaching
in India. According to a recent survey of doctoral level and other researches over the last forty years indicates that there are about 30 studies on the methods of teaching. These studies do not present any clear picture of the relative effectiveness of different methods. In this regard the ideas of Duch (1979) are as follows: The studies on teaching methods hardly made any significant impact. Most of them compared some sort of practical based approach to instruction with the most traditional ‘Chalk and Talk’ method and branded the former as progressive or effective without caring To go a bit deep into the fact as to why, in what why or how it was so real psychology or pedagogy of methods remained untouched as its core”. Therefore, it won’t be for wrong to say that the whole area of effectiveness of different method is opened for investigation. Out of the studies reviewed by the investigator none is related to the teaching through over head projector and lecture cum demonstration method. The studies that are related to the other different teaching method are as follows: Studies of this group are related to methods of teaching in general as well as teaching methods as applied to a particular subject. Many of these studies have only tried to identify inadequacies in the traditional method of teaching; only few of them have ventured to experiment with a method.

Kumar Rajender., (2007); “Comparative Study of the Effectiveness of Three Instructional Systems for Teaching Information Technology to Secondary School Students”.

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Information Technology is the fastest growing field in India. Proper teaching of this subject at secondary level is very important. This study attempts to find out the best instructional method out of three i.e. Conventional Instructional System (CIS), Audio-Video Instructional System (AVIS) and Multimedia Instructional System (MIS) for teaching Information Technology at the secondary level. For this purpose total 120 students were randomly selected from three CBSE affiliated schools. They were assigned to three groups on the basis of their scores in Intelligence test. These three groups were taught by three different methods. Four tools were used in this study out of which, except for Intelligence test all other tools were developed by the researcher. After attaining the raw scores and applying different statistical techniques like ANOVA, t-test and factorial design, it was found that MIS is the best method, AVIS is the second best and CIS is the third best method for taking Information Technology at secondary level.


The study was aimed to survey the levels of achievement in English of class IX students and also their attitude towards
English. The sample selected for the study was 500 students of standards IX, from 10 high schools of Guwahati city using stratified random sampling technique. The tools used were an achievement test in English for class IX students prepared by the investigator, and an attitude scale. The collected data were treated using descriptive statistics, 't' test and Pearson Product Moment correlation.

Findings (1) there were significant differences between the achievement scores as well as attitude scores of students attending govt and private schools. (2) There were no significant differences between boys and girls in respect of their attainment and attitude scores. (3) the coefficient of correlation between achievement in English for the entire sample was positive (PPG 0178).


Study investigates the effect of two major teaching strategies and their interaction with creativity on learning outcomes in terms of learning efficiency and retention. Methodology By using the purposive sampling method three sections of class IX of GG Senior Secondary Schools, Delhi, was selected. The Quasi Experimental, non equalent control group design was used. The research employed pre test-post test design with two experimental groups for two strategies.
Standard Progressive Metrics by Raven Mandis, Test of creative thinking, and criterion tests developed by the researcher. ANCOVA was used to treat the data.

Major findings were: (1) the concept retention of the pupils was not significantly influenced by their divergent thinking ability; rather it was significantly influenced by the teaching strategies. (2) Interaction of teaching strategies and divergent thinking was significant in the concept learning.

**Shashi Mohan., (1991); “A Study of the Role of Aptitude, Attitude and Motivation in English Acquisition”. Ph.D. Edu. Univ. of Delhi.**

The study was aimed to find out the relationship of sociopsychological factors (attitude, motivation) and linguistic aptitude to English language learning of senior secondary classes with reference to types of schooling. The sample comprised 233 students from three public schools and 313 from six govt. schools. The tools used, included, English Learning Attitude, Motivation Questionnaire (ELAMQ), English Achievement Test, and Language Aptitude Test. The research has used the ex-post facto design. The collected data were treated using mean, SD, correlation, regression and factor analyses. Findings were (1) few aspects attitude and motivation should a significant correlation to some aspects of English learning. (2) Parental encouragement found positively related. (3) Attitudinal Variables should more significant explanatory
variance in achievement in English. (4) Paired associates memory showed a positive relationship to govt schools and all schools students in spelling, language machines, language expression and total achievement.


The study attempts to test the effectiveness of mastery learning in a group oriented classroom to meet the conflicting demands of a classroom situation. Methodology; The study employed a before and after design. In the first phase, the actual teaching learning process in the grade V mathematics classes were observed and discussed with teachers. In the second phase, an experimental group comprised 55 subjects matched IQ with a control group of 55 was subjected to a corrective learning process which was evaluated. In the third phase, a final tryout was carried out with 51 experimental and 43 control subjects. Scholastic achievement test and a questionnaire and percentiles, mean SD and 't' test were used for data analyses of results. Findings were (1) the use of mastery learning strategies, the role of IQ in the learning of pupils was considerably reduced, (2) Remedial measures have operative effect on the overall achievement scores of students.

The study focused on to investigate the effect of strategies of instructions on the criterion of immediate attainment of mastery. Methodology: - the sample comprised 300 learners of standard VIII. Of five urban boys high schools, distributed over three districts. Three treatment groups were formed. Transmission of heat was the subject for mastery learning. Learner programme text, work book, and audio-visual aids were developed. Test of Formative evaluation which was developed. Findings were as (1) there was no significant difference among different strategies of instructions on the criterion of immediate attainment of mastery. (2) As regards the retention of mastery 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 (PDR 0630)

Mshadik, kumar Arun., (1988); Frustration, Value system and Type of Words as Determinants of Retention. Ph.D. Psy. Ravi Sankar Univ.

The study attempts to find out the frustration, value system and types of words as determinants of retention of the children studying in class IX and X. Methodology: Ojha’s value test was administered to 700 students of class IX and X in the age group 15 to 18 years, and a group of 50 high scoring subjects on value scores were selected for each of the six values, namely, theoretical, economic, aesthetic, social, political and religious, one fifth of the high value oriented subjects were
low on one of the other five values. Half of the subjects scoring high on a value served as the control group while the other half were studied under the experimental frustration conditions. To these 300 subjects. A frustration scale was administered; the instruments used included Ojha’s values test, and frustration scale of Chauhan and Tiwari. The statistical technique used were mean, SD, ANOVA, and correlations. Findings; (1) different values oriented subjects did differ with regard to their retention of differently valued words. (2) Experimentally induced frustration considerably hampered retention, but the existing level of frustration did not significantly affect retention.


The study comprises arts and science students on the effect of economic conditions and retention interval on trace structure. Methodology: Sixty four students from science and arts faculty of St John College Agra were selected using the random sampling procedure. The material for the present investigation was prepared from a pool of common words. First pool of 350 common words was prepared by the investigator. Other investigation lists were also prepared by the investigator. Major findings: (1) Retrieval cuing was one of the more promising methods for studying properties of memory
traces. (2) Far the traces of individual events would be studied and described. They were usefully conceptualized and collective of mere elementary components differed from one another, in some sense qualitatively. They were at least to some extent independently manipulability and variable, and the extent to which feature was represented in a memory traces could be quantitatively assessed (SSO807)

**Dixit S., (1988); “Information Processing: Analyses of the Acquisition of learning”. Ph.D., Psy. Maharaj Siya Ji Rav Univ. of Baroda.**

The study attempted to study the different structures and components of the strategies of acquiring and processing information, and the variance in strategies due to certain demographic factors. The sample comprises 448 students of grades X, XI and XII drawn from four English medium schools of Baroda, using a cluster random sampling procedure. Information Schedule for demographic information, and Revans standard progressive metrics. Data were analyzed using factor analyses, correlation, multiple regression analyses, Analyses of variance and ‘t’ test. Findings: (1) Eleven factors extracted from 35 strategies were found to represent the principal strategies of learning. (2) Performance in mathematics as found to be significantly related to deep processing. (3) Sex, birth order, and number of siblings were not associated with the selection of any particular learning strategies (4) selection of
strategy was independent of students IQ and achievement in mathematics language or science subjects. (MSY 0908)

**Man B.S., (1981);** “En Experimental Study of the Effect of Unit Tests on Retention Following Programmed Instruction Material in a Segment of Physics”. Ph.D. Edu., HPU,

The objectives of research was to study the differences in retention, measured in the form of performance on the criterion test at different intervals of the group of students following programmed instruction material with unit tests, The experimental method was used for the study. A sample of 762 male students was drawn from school of Meerut city. The subjects were matched on the score on the criterion tests (pre-test,) The socio economic status scale and achievement motivation tests so as to attain two group each of seventy subjects (one group designated experimental group and the other as control group) . The experiment was carried out in four phases. In the first phase, pre test and general mental ability test were administered to the two groups. The subjects who scored less than 100 percent marks on the pre test were provided remedial help through classroom instruction till they attained the level of pre request behaviouir necessary for taking the programme. In the second phase of the experiment the programme was administered to the two groups. In the second phase of the experiment the programme was administered to two groups. The experimental group was given a unit test after
the completion of each unit of the programme. The control
group were not given any such test. Immediately after
completion of the programme the criterion test was administered
to the two groups to get the measure of immediate retention. In
the third and fourth phase, the criterion test was again
administered to the two groups, one week and six week after
the completion of the programme to obtain the measures of
one week and six week retention. The ‘t’ test and analyses of
covariance were applied to analyze the data obtained at different
phases of the experiment. The scores on the general mental
ability test of the two groups were used as a measure of
pertinent control variable (covariate) in the analyses of co
variance. Major Findings: (1

The immediate retention of the group using programme
instruction material with unit tests was significantly superior to
its one week retention. (2) The immediate retention of the groups
using programme instruction material without unit tests, was
significantly superior to its one week retention. (3) The one
week retention of the group using programmed instruction
material with unit tests was not significantly different from its
six week retention. On the other hand, the one week retention
of the group using programme instruction material without unit
tests was significantly superior to its six week retention,
implies that there was no further significant loss in retention
of the group using programme programmed material with unit
tests whereas there was a significant loss with retention of the
group using programmed material without such tests during the said interval. (4) The immediate retention of the group using the programme with unit tests was found to be superior to that of the group using the programme without such tests. (5) The one week retention of the group using the programme with unit tests was found to be superior to that of the group using the programme without using the such tests. (6) The six week retention of the group using the programme with unit tests was found to be superior to that of the group using the programme without such tests.

M.S., (1976); "To Find out the Effectiveness of Teaching Patterns & Pupil's Attainment P1, P2, P3, & P4 on the Retention of the Applicational Ability in Science (Physics) of Standard VIII Pupil of Baroda City." , Ph.D. Ed., M.Sc.

The study aimed at fulfilling the following objectives: To find out the effectiveness of Pattern P1 (lecturing – problem solving approach pattern), Pattern P2 (Questioning – answering – problem solving approach pattern), Pattern P3 (questioning – answering – feedback – problem solving approach pattern), Pattern P4 (lecturing – no problem solving approach pattern) on the development of implicational ability in Science (Physics) of standard 8th pupil of Baroda city. The study comprised two experiments. The first experiment followed a Graeco-Latin Square Design (4x4) involving the 4 teaching patterns, 4 units of Physics, 4 sections of standard VII and 4 weeks, with 10
replicates in each cell. The second experiment followed a completely Randomized Design. Intelligence as measured through the Shah’s non verbal group. Test of intelligence and per-achievement in Science as measured through a test developed for the purpose were used as the two covariates. Three types of criterion scores were obtained, these were: (a) Implicational ability scores under planned testing conditions in the First and IInd experiments. (b) Implicational ability scores under surprise testing condition in the IInd experiment only. (c) Implicational ability scores for retention in both the experiments. The first experiment involved 40 pupil from 4 classes of standard VII from the second experiment involved 72 pupil from 4 classes of standard VII form the city in Baroda. The investigator herself acted as the teacher in both the experiments. The teaching of the selected unit’s a/c to the teaching patterns chosen for the experiment formed for treatment. Uniformly structured lesson plans were developed for each lesson to facilitate the teacher to follow strictly the teaching patterns. Data were analyzed using analysis of variance on the first experiment and the analysis of covariance in the second experiment. Conclusions were: (1) The 4 teaching patterns (P1, P2, P3, and P4) were having equal effects on the development of implicational ability when measured under surprise testing condition. (2) The 4 teaching patterns (P1, P2, P3, and P4) were having equal effects on the development of implicational ability when measured under planned testing
condition. In the First experiment which involved the Graeco-Latin Square Design, it was found that the four teaching patterns had differential effects on the retention of applicational ability. On further analysis it was found that mean for P3 was significantly smaller than mean of P1, P2 & P4. There was no evidence of significance variability C in the patterns P1, P2 & P4.


The main aim of the study was to explore the implications of the hypotheses that affective intensity, irrespective of the quality of feeling tone, was the determinant of selective receptivity of emotional experience. Three experiments were carried out. Subjects were chosen from Bengali lingual groups. Ten pleasant and ten unpleasant adjective were matched for their intensity for effect and frequency were presented to for groups. The results, generally demonstrated that under varying degrees of emotional involvement, the perceived intensity of affect got changed in accordance with the principles of the theory of cognitive dissonance, and that the affective intensities of P and U materials, as experienced by the subjects, determined their selective pattern of retention. (2) Selective patterns of retention were found to be consistent with such patterns of affective intensity or perceived by the subjects under two different levels of emotional involvement.

This study assesses the attitudes towards English existing among year 12 and final-year university students in Papua New Guinea (PNG) at the present time. Using almost identical survey instruments for both groups, the author surveyed approximately half of current year 12 and first-year university students in PNG. Both groups were contrasted in terms of their tolerance towards the use of English in a variety of contexts. The results indicate (1) a generally positive attitude by both groups towards English and (2) some significant attitudinal differences in relation to specific English language contexts. The differences in response patterns were representative of changes in attitudes among both groups of students that reflect the changing social, educational, and linguistic conditions which characterise the transition from year 12 to university education.

2.3 CRITICAL APPRAASALOFSTUDIES REVIEWED:

In the preceding pages, related studies have been surveyed and reviewed to explore gaps of knowledge. To select and specify the research problem various studies conducted in abroad and in India were reviewed in the related field, various studies, literature, journals were consulted to study the related area.
The interest of earlier studies has been focused on the issue of gender difficulties in English related attitudes. Another finding from the previous research is the low up to moderate correlation between attitude and achievement. However, some recent researches shows that among adult non traditional learners indicates that synchronous, interactive and collaborative activities are more satisfying and better meet individuals expectations and need for a learning experience.

The majority of the existing studies concerned attitudes towards learning in general. Only few have studied attitude towards a particular discipline like English, Hindi, Maths and Physics etc. (Manis, 1983, 1989). Taking into consideration all the above

So on the bases of rigorous review of the related studies the researcher decided to conduct a study on the effectiveness of Blended strategies of teaching (CAI with CD-ROM, Discussion and Traditional strategy) of English, in terms of learning retention and attitude of secondary school students in compression of traditional strategies of teaching English at secondary level. The present study deals with the strategy, which can be used by classrooms teachers to minimize percentage of forgetting and to make the process of acquisition of knowledge more efficient and lasting for the students.