

CHAPTER - II

REVIEW

OF

RESEARCH

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2. REVIEW OF RESEARCH.

2.1.0 IMPORTANCE:

The purpose of the review of related literature is to build up in the context and background of the research as well as to provide a basis for formulation of the hypothesis. It provides an excellent opportunity to the researchers to exhibit his insight besides putting the entire study in a better theoretical perspective. Since a good research is based up on everything that is known in the area of research the review of research provides it as such. Research can never be undertaken in isolation of the work that has already done on the problems, which are directly or indirectly related to a study proposed by a researcher. The review of research helps the researcher to delimit and define his problem and also the researcher can avoid sterile problem areas. One of the important steps in the planning of any research study is careful review of research journals, books, dissertations and other sources of information. Therefore, a review of the related literature is an integral part of the study, which must precede any well-planned research study.

2.2.0 RESEARCH ON MODELS OF TEACHING.

The model situations are such in which the teacher interacts with students in the classroom using instructional materials, so that the student can achieve selected learning outcomes consisting of knowledge, attitudes and skills. To be concerned with teaching strategies is to focus on the acts performed by the teacher and the expected activities of the learners in the classroom situations.

A model of teaching is merely a tool for thinking about the teaching situations. It is a set of concepts carefully arranged to explain what teachers and students do in a classroom, how they interact, how they use instructional material and how these activities affect what student learn. The activities are considered in a sequence of the phases, ultimately leading to certain direct and indirect Meta cognitive abilities and attitudes among learners. Teaching has been defined as “a plan or pattern that we can use to design face to face teaching in classroom or tutorial settings and to shape instructional materials including books, films, tape recorder, computer

mediated programs and curriculum. Each model gives us as we design instruction to help student to achieve various objectives (Joyce Bruce and Weil Marsha 1990) ”

2.3.0 RESEARCH STUDIES ON ADVANCE ORGANIZER MODEL IN INDIA.

Budhisagar (1986) studied the effect of treatment, intelligence, attitude towards coaching profession and their interactions on overall achievement of students; the effect of treatment, intelligence, creativity and their interaction on overall achievement of students; the effect of treatment, attitude towards teaching profession, personality and their interactions on overall achievement of students etc. The sample consisted of 139 student teachers in the department of education D.A.V. Indore. She found that the instructional material based on operant conditioning model as well as AOM was significantly superior to the traditional model and the instructional material based on OCM and that based AOM were equally effective when students mean achievement scores were adjusted with respect to

intelligence. Intelligence was found to be effective significantly on the overall achievements of students.

Senapati (1986) compared program learning material, Advance organizer material and traditional method in terms of achievement of students studying through them. In this research, the personality factors and their interaction with the treatment on achievement of student have been studied. The sample was consisted of 139 student teachers in the Department of Education in D. A. V. Indore. The AOM was found more effective than both the PLM and TM in terms of achievement of students on criteria test. The personality factors did not influence the achievement of students on criterion test.

Panda (1986) had studied the effect of advance organizer model on learning from text material of 9th grade pupils. The effect of AOM and traditional method of teaching on the achievement of 9th grade pupils and the influence interaction between methods of instruction, sex and criterion test. The sample was consisted of 60 student of St. Mary High School Indore. He found that the difference between the mean achievement of pupils

studying through AOM, set induction and TM were significant.

Rajora (1987) studied the effectiveness of Advance Organizer Model and the traditional method. The sample consisted of 114 student of class VIII in Government middle school No 24, Indore. She found that AOM was significantly superior to TM in terms of achievements in science to VIIIth class students when groups were matched separately in respect of intelligence and previous year achievement in science.

Satapathy (1987) compared the relative effectiveness of Wholist (SMT), partist (MMT) and partist-first demonstration approaches in terms of theoretical understanding of the model, competency in model, reaction towards the model and willingness for implementations of the model by taking abstract reasoning as covariate etc.

The sample consisted of 36 B.Ed. student teachers studying in the Dept. of Education, D. A. V. Indore. He found that the partist and partist-first demonstration approaches were significantly more effective than wholist approach in terms of theoretical understanding of the

model when abstract reasoning was taken as covariate. Where as partist approach and partist first demonstaration approach were equally effective in terms of theoretical understanding of the model when abstract reasoning was considered as covariate.

The research study made by S. Gupta (1991) found that AOM was effective in developing teaching competence among student teachers under simulated as well as classroom conditions.

Kaushik N.K. (1988) studied the long term effect of advance organizers in relation to reading ability, intelligence and scientific attitude of learners and found that the general introduction or an overview, which generally precedes learning material is less effective as compared to the advance organizers, secondly the benefit derived from advance organizers is positively co-related with higher intelligence reading comprehension and scientific attitude.

The researchers also focused their attention on comparison of AOM and CAM. Mahajan J. S. (1992) findings indicated that during the peer group sessions as well as classroom teaching sessions. The group taught by

CAM was found to be superior to the groups taught by AOM as well as the routine method as far as the teaching ability of student teachers was concerned. There were two studies (Kaur R. P. 1991; Jaimini N. 1991) which aimed at comparing the effectiveness of AOM and CAM in relation to the creativity of students. Kaur R. P. (1991) found that for teaching of concepts in economics both the models are effective and AOM is more effective than CAM. The interaction between teaching strategies, intelligence and creativity were not found to be significant.

The study (Jamini 1991) which aimed to investigate the relative effectiveness of AOM and CAM on conceptual learning efficiency and relation of chemistry concepts in relation to divergent thinking indicated that although both AOM and CAM were equally effective in fostering concept learning. The AOM was comparatively more beneficial in concept learning to pupils with high divergent thinking while CAM was more beneficial to pupils with low divergent thinking. The AOM was found to be more effective than CAM in the retention of concept irrespective of the level of divergent thinking of the pupils.

Another study (Sood K. 1990) on comparative effectiveness of AOM and CAM for acquisition of language concept in relation to cognitive style, intelligence and creativity, reported that CAM was more effective than AOM in teaching of concept in Hindi. Intelligence, creative levels and cognitive style were redundant factors so far as the learning of concept were concerned.

2.3.1 AN OVERVIEW OF RESEARCH STUDIES ON ADVANCE ORGANIZER MODEL.

The researchers overviewed the research studies on Advance Organizer Model at different level in the following heads.

2.3.1.1 UNDERSTANDING LEVEL AND REACTION TOWARDS THE MODEL.

The research study of Satapathy (1987) showed the significant favorable change among student teachers towards the understanding of and reaction towards the theoretical aspect of AOM.

2.3.1.2 THE LEVELS OF CLASSES AND SUBJECTS STUDIED.

The research studies had been conducted in India on Advance Organizer Model in the Classes VIII-IX and B. Ed. Level with the subjects of science and B. Ed. Subjects.

2.3.1.3 EFFECTIVENESS OF ADVANCE ORGANIZER MODEL IN TERMS OF ACHIEVEMENT.

The research studies of Buddhisagar (1986) Panda (1986) and Senapati (1986) showed the significant effect of AOM in terms of achievement.

2.3.1.4 PERSONALITY FACTORS AND ADVANCE ORGANIZER MODEL.

It was found in the research study of Senapati (1986) that the personality factors did not influence the achievement of students.

In India at the school level, college level and training college level very small number of studies had been done. In the fourth survey of Educational Research only one study was conducted by Chitriv (1983) and in the fifth survey of Research only three studies were

conducted. In Dec. 2000 Khare (2000) has studied the effectiveness of Inductive Thinking Model and Advance Organizer Model for teaching Educational Technology for B. Ed. Students. Another study is made by Mahale Sanjeevani (2002). She has studied the effect of Advance Organizer model and Inductive thinking model on self-learning material. There is another study by Mukti Mishra (2001) who has studied Advanced Organizer Model and concept Attainment Model.

The number of research studies on Advanced Organizer Model and other Models are very small in number as compared to other fields of research studies. It means more research studies should be done in this area. There is scope for new research scholars to do their studies in models of teaching, which is vast and new area in Educational research.

2.4.0 RESEARCH STUDIES ON ADVANCE

ORGANIZER MODEL OUTSIDE INDIA.

The research studies done on AOM, outside India had been classified into 10 categories by the different researchers. They had classified as below.

1. Psychological concept and strategies of learning process.
2. Transfer of learning.
3. Problem solving and reasoning.
4. Appraising scholastic achievements.
5. Measuring Intelligence and Aptitudes Ability
6. Appraising social relationships.
7. Language and Thought.
8. Facilitating motor skills.
9. Children with special needs.
10. Teaching for Discrimination, Generalization and use of symbols.

The Abroad researchers had studied AOM and other Models and compared the effectiveness of them. They had found AOM significant, non-significant, equivalent or more superior than other strategies. Here the researcher

is reviewing those studies in which AOM is proved significant and particularly dealing with category no 7. i.e. Language and Thought.

Ausubel (1960) found the significant difference between means of experimental and control groups at 0.01 levels in favour of the group using the expository advance organizer.

Ausubel and Fitzgerald (1961) found that on the post test the comparative organizer was found to be significantly higher (PL. 05) when compared with the expository organizer and the historical introduction. On the delayed post test both expository and the comparative organizers were significantly higher (PL.05, PL.02) when compared with the historical introduction.

Ausubel and Fitzgerald (1962) found significant results for the lower one-third group in favour of the expository organizer (PL. 01)

Ausubel and Youssef (1963) found significant in favour of the Advance organizer (PL.01) when verbal ability was held constant by means of analysis of covariance. When knowledge of Christianity was held

constant, the performance of Advance organizer group was significantly higher at the 0.05 levels.

Scandura (1967) and Wells (1967) found that the advance organizer was superior to the historical Introduction.

Shulz (1966) found that Advance organizer do facilitate learning when pupils lack the processing skill necessary to recognize information independently into suitably clear, inclusive and stable cognitive structure even though his statistical differences were not significant.

Weisberge (1969) found a significant difference between map as graph organizer and verbal advance organizer.

Steinbrink (1970) found a significant difference in favour of the organizer treatment at any grade level.

Johnes (1974) found that Advance organizer provided significant facilitation only in terms of short-term retention.

Kennedy (1975) found that the comparative advance organizer and historical introduction had significant

effect on total gain scores but such effects were not found for the subjects.

Saretsky (1975) found that there was no significant difference for use or non-use of Advance organizer. The main effect for reading ability level and for different prose passages were found significant.

Marchison (1975) found that I.Q. and motivation were each significant and treatment differences were significant. Interaction was found among I.Q. sex and treatment.

Smith (1976) found that the course independent of the use of advance organizer did not increase the performance of the students.

Salman (1977) found the oral advance organizer for learning passages in conjunction with either written or oral learning passages provide no differentiation in learning or retention with verbally sophisticated subjects.

Derr (1978) found that students who had either behavioral objects or sample tests as advance organizer did better on post test than students who had no organizers comparison of cell means indicated that

sample tests were more effective organizer than objectives.

Oppong (1978) found that the use of Advance organizer before each text chapter showed significantly superiority in achievement when compared with the non-organizers group using text material only.

Varona (1978) found that learning was enhanced for those students receiving the Advance organizer treatment even though the mean scores were not significant.

Meena, Victor George (1979) found that both written and graphic Advance organizer treatments were significantly superior to non-organizer treatment.

Satterly and Telfer (1979) found significant differences between cognitive styles in recall and transfer and between learning and retention.

Schwartz (1979) found that the significant main effects provided support for Ausubel's theory regarding the ideational scaffolding provided by the Advance organizer and the facilitation of learning new material when relevant prior knowledge subsumers were available.

Darrow (1980) found that advance organizer and the conventional overview treatments were equally effective for both measures.

Dena (1980) found that although the graphic advance organizer did not facilitate comprehension of single theme text, it did not facilitate comprehension of multithematic text, the graphic organizer strengthened retention of context and below level, at level, and above level readers benefited similarly from the use of graphic organizer.

Lali (1980) found that advance organizer significantly increased performance on teacher made test.

Martin (1980) found that the usage of comparative organizer improved retention of the theoretical concept of the study.

Pathania (1980) found that the significant difference between the mean achievements of students studying the text material with Advance organizers and without organizers.

Wilson (1980) found that the comparative Advance organizer had a significant effect on learning a new motor skill.

Singleton (1980) found that advance organizer did not significantly effect student's ability to comprehension and retain textual material.

Borer (1981) found that at a high level of selective attention, students provided with strategies such as AOM and behavioral objectives performed better than students not provided with Advance organizers.

Aman (1981) found that an AOM in combination with the learning activity packet was more effective in decreasing magnitude of error on posttest scores than was the learning activity packet alone.

Doyle (1981) found that an AOM can anchor a formal level, mathematical concept, logical reasoning level was a significant correlation of ability to understand the Advance organizer and an Advance organizer can help in teaching for transfer.

Giles (1981) found that one teacher utilizing different mediators of learning could bring about significantly different learning outcomes.

Rodgers (1981) found that in particular the Advance organizer suppressed the positive relationship between esteem and achievement, expectancy for success and

achievement and levels of prior knowledge and achievement, which were generally found in learning situations.

Borine (1982) found that the 20 word Advance organizer at level readers were superior to 200 word and no Advance organizer on delayed retention, for the above level readers on delayed retention, there were no facilitative effect among the 200 word, 20 word and no organizer readers.

Brune (1982) found that Advance organizer facilitated listening comprehension for both learning disabled and non-learning disabled. Groups in both narrative and expository models. The non-learning disabled group when Advance organizer used.

Change (1982) found Filmic Advance organizers provided facilitative effect for the regular subject in acquisition and retention of facts and concept presented in a consumer education film and ability levels did not differentially affect the learning outcomes.

Peleg and Moore (1982) found that oral presentation of Advance organizer had a detrimental effect in learning than traditional method of learning.

Livingston (1984) found that high ability subjects in the advance organizer group achieved significantly higher scores than low ability students.

Mika (1984) found that experimental group scoring significantly higher on the genetics problem-solving test than the control group within one school.

Stankiewicz (1984) found that advance organizer consistently promoted better scores with regard to both recall and application type questions.

Cahall (1985) found Advance Organizers scored significantly higher on the post test (PL0.05)

Corbeit (1985) found that continued use of behavioral objectives as effective aids to readers of study units. Because addition of an expository organizer as another pre-instructional strategy promoted some additional cognitive learning, particularly at lower cognitive levels.

Morgan (1985) found facilitating effects of AOM on both student achievement and student attitudes.

Clibern (1985) found that experimental group scores on delayed posttest were significantly higher than those of the control group.

2.4.1 LANGUAGE AND THOUGHT.

Maher (1975) analyzed the effect of instructional objectives as advance organizer prior to a reading assigned and interpretive questions aimed at these objectives following the assignments; on the interpretive comprehension of fourth and sixth grade students, and analyzed whether on Advanced organizer was more effectively presented with two learning modalities than with one modality whether vocabulary or readability variables were predictors of interpretive comprehension and whether there were interaction between the I. Q. or pretest variables and treatment groups in performance on the criterion variables. The sample consisted of 84 students. Stanley & Campbell's experimental design fair, multiple regression analysis and California reading test were utilized the findings showed that AOM in the form of interpretive objectives following the reading assignment, provided for significant improvement on the interpretive section of the California reading test. The vocabulary and readability scores were significant predictors of

interpretive comprehension; there was a significant interaction between pretest scores and treatment groups.

Saretsky (1975) maximized learning by reading and investigated the effect of the use of an Advance organizer on learning with learners at different reading ability levels for topically different prose passages. The sample consisted of 228, 8th grade students. A 3 X 3 X 2 mixed effect design, ANOVA and comprehension test were utilized. The findings showed that there was no significant difference for use or non-use of AOM. Main effect for reading ability level and for different prose passages were found significant. No interaction effects were significant.

Keen (1979) compared the effect of two types of advance organizers, guide material and the structured overview, on a comprehension of a reading task. The sample consisted of 96 7th graders. A three way completely crossed ANOVA, Stanford Diagnostic reading test and Brown level form A, were utilized. The findings showed that the structured overview resulted in significantly greater comprehension of the reading task than did guide material as evidenced by comprehension

test performance, the structured overview was more effective in facilitating comprehension of the reading task than guide material for all reading ability groups and there was no interaction among sex, treatment and reading ability.

Burne (1982) examined the effect of Advance organizer on listening comprehension among learning disabled and non learning-disabled adolescents in grades seven and eight. The sample consisted 30 learning disabled and 30 non learning-disabled adolescents. Free and probed recall criterion was utilized. The findings showed that Advance organizer facilitated listening comprehension for both learning disabled and non-learning disabled both narrative and expository modes.

Meurer (1985) drawing from linguistics, cognitive psychology and educational psychology, assessed L1, and L2 reading comprehension performance of Brazilian University students in relation to expository texts and hierarchical levels of information distribution within the context, structure of texts and the effect of Advance organizer in the form of brief introductions. The sample consisted of 40 students. A three ways ANOVA and A 2 X

2 factorial design were utilized. The findings supported the use of Advance organizers as seen within Ausubel's (1965) "Assimilation theory and the retrieval plan " hypothesis as proposed in "schema" theory (Anderson and Pearson (1984)) support was also lent to a theory of "macro structures " Van Dijk (1980). However, no significant difference was found in the subject's performance with regard to language in terms of overall percentage of recall and summaries not in the pattern of recall per hierarchical level of idea units.

2.4.2 AN OVERVIEW OF RESEARCH STUDIES ON ADVANCE ORGANIZER MODEL

The research studies done on Advance Organizer Model had found AOM had proved significant effect on active learning, achievement and retention situation positively to traditional method and these effects were found in the research studies of (Ausubel(1960)) Ausubel and Fitzgerald (1961) , Ausubel and Fitzgerald (1962) , Ausubel and Youssef (1963), Shulz (1963), Scandura (1967), Groteluescher and Sjogren (1968), Allen (1969), Livingston (1970), Steinbrink (1970), Jones(1974) Kennedy

(1975), Maher(1975), Murchison (1975), Callichan (1976), Derr (1978) , Oppong (1978) Varona (1978), Josephson (1978), Keen (1979), Meena (1979), Satterly and Telfer (1979), Schwartz (1979), Lali (1980), Martin (1980), Pathania (1980) Willson (1980), Aman (1981) , Borer (1981), Doyle (1981) , Giles (1981), Haghighi (1981), Johnson (1981), Rodgers (1981) , Borine (1982), Change (1982) , Mahajan (1982), Livingston (1984), Mika(1984), Miller (1984), Stankiewicz (1984), Cahall (1985), Clibern (1985), Corbeit (1985), Morgon (1985), Avalos (1986), Lasky (1986), Little (1986), Jarald (1967), Neisworth (1968), etc. and Saidi and Tennyson (1985) found significant effect of AOM on active learning , achievement and retention situation.

On the other hand, some of the research studies indicated equal effect of Advance organizer and Traditional method. Following are the research studies:

Woodward (1966), Neisworth (1968), Allen (1969), Livingston (1970), Barrons (1971), Bamers (1972), Garber (1972), Caponectechi (1973), Feller (1973), Moore (1973), Sowder (1973), Shmurak (1974), Darrow (1980),

Founda (1980), Johnson (1980), Rodman (1982), Mika (1984), Carnes (1985) and Tennyson (1985) etc.

The researchers used various forms of Advance organizers live filmic Advance organizer, Diagram Advance organizers, Graphic Advance organizers, Visual spoken Advance organizers, Verbal Advance organizers, Game Advance organizers, Abstract Advance organizers, Concrete Advance organizers, Post Advance organizers, Written Advance organizers, Comparative Advance organizers, Expository Advance organizers etc.

2.5.0 RESEARCH IN LANGUAGE EDUCATION.

The study of language in social context such as school, colleges, workstations, or other institutional context provides the basis for understanding the nature and scope of social interaction and communication in human life. It shows how the participants enact their roles and manipulate language to express, control, authority or other forms of role relationships. It shows how language is used for different communicative purposes. English is one of the Indian languages, which continues to be a favorite subject of research among

language teachers. English as medium and as a subject at different levels of Education, the research areas researched are curriculum, textbooks, teaching methods contrastive studies, teacher competencies and measurements of student achievement at different levels.

There are infinite number of research studies in English language which are done at school level and college level curriculum and methodology of teaching shifting from traditional to modern. The researcher had reviewed a few studies done by Chatterji B (1987), Jacob P. G.(1985) , Khare M. A.(1986), Sharma A. K.(1985), Sing V. D.(1984), Soumini P. A.(1984), etc. The procedures employed and findings are described shortly as below:

Chatterji (1987) has studied the independence of cognitive Development and language development in the middle school children. The objectives of the study were:

- i) To ascertain the level of cognitive development of the teachers teaching English in middle school.
- ii) To ascertain the level of cognitive development and language development of students of middle schools.

- iii) To study the effect of the cognitive development treatment on language development as well as enhancement of level of logical thinking of students.
- iv) Cognitive development and language improvement.
- v) To assess the effect of the total learning environment on the level of cognitive development and language development of students.
- vi) To assess the effect of richness of educated home environment on the levels of cognitive development and language development of students.
- vii) To assess the effect of frequency of the use of English language outside school situation on the level of cognitive development and language development of students.

The study followed pretest, post test experimental control group design. A Sample of 22 teachers teaching English as a second Language in class VII in 22 middle schools was selected. All the students being taught by these teachers in their respective school formed the sample of students. 600 students formed the final sample of the study. Eleven teachers from the sample were

categorized as belonging to the high cognitive development group and 11 as low cognitive development group on the basis of score on the cognitive maturity test. Similarly students belonging to 22 schools were categorized on the basis of the teachers teaching them. In each of these two categories eight groups formed experimental groups and three formed control groups. Two groups from each of the categories were assigned to each of the different treatments cognitive development followed by language development and language development followed by cognitive development. On the basis of treatment given to the groups, the names were assigned to the groups. The control groups were not given any treatment. They went through the usual teaching. All the 22 groups of students were pre-tested and post-tested on the cognitive maturity test and language achievement test. Apart from this, the students of 22 groups were administered the learning environment rating scale. The data so collected were analyzed by analysis of covariance.

The major findings of the study were:

- 1) Language treatment enhanced cognitive maturity scores of students being taught by teachers with high cognitive development and low cognitive development.
- 2) Cognitive treatment enhanced language achievement test scores of students being taught by teachers with high cognitive development and low cognitive development.
- 3) The high cognitive development group obtained significantly higher scores on various components of the language achievement test (vocabulary, form words, and function words) than the low cognitive development treatment group.
- 4) The high language development treatment group obtained significant higher scores than low language development group on vocabulary, form words and function words.
- 5) The effect of the total learning environment on the language achievement test scores was found to be significant when comparing the students subjected to language treatment and those being taught by teachers with low cognitive maturity.

The study entitled “Planning an Integrative English curriculum for Undergraduates Science Students. A community Based approach ” by Jacob P. G. (1985) sought to describe and relate learner needs to worthwhile curricular aims and to recommend concrete steps for curriculum development and implementation. The central questions of the study were:

- 1) What is the scope of existing instructional activity in relation to communicative experience of the student?
- 2) What perceptions do students have of worthwhile learning opportunities and applications of English Education?
- 3) How could the self-perceptions of students and the limitations of their curricular experiences be related to a fresh ideology and setup curricular aims for the teaching learning of English.
- 4) What would be a constructive plan of action towards realizing the curricular aims in the context of existing teacher competence.

Data were collected through classroom observations of six science lectures and one English class, informal semi-structured interviews with

teachers and students. A questionnaire administered to 50 undergraduate science students and a team teaching exercise involving seven teachers. The main implications of the study were

- 1) The profile provided a theoretical orientation for an integrative curriculum. From a psychological point of view, the learner's communicative experience was observed to be largely cognitive at the level of acquiring and reproducing given knowledge in the form of factual information. An integrative English curriculum would therefore seek to enrich the learners existing experience by producing for an active subjective involvement within an effective domain of knowledge and experience in relation to the human being and his/her environment.
- 2) The study concluded that an integrative English curriculum was justified considering the limitations of the learners existing communicative experience and need for an extensive language experience. It could be developed through systematic planning and collaborative undertaking in specific academic communities.

Khare (1986) has studied the comparative effect of traditional method and structural Approach with reference to learning outcomes. The specific objectives of the study were:

- i) To test the general levels of performance of junior high-school students in various aspects of English, namely spelling, comprehension, applied grammar and vocabulary.
- ii) To make a comprehensive study of the average performance of students taught through structural approach and traditional approach and,
- iii) To study the effect of cultural and economic background and intelligence on the performance of students in the above aspect of English.

The Hypotheses were:

- 1) There is no significant difference between achievement of Students taught through Structural approach and traditional method.
- 2) Cultural and economic background of the students has no significant effect on their achievement measured by the tests on various aspects of English.

- 3) Intelligence does not influence performance of the students in the tests on various aspects of English.

Seven-achievement test (for seven different dimensions of English) and a cultural and Economic background questionnaire were constructed by the investigator R. K. Tandon, Samoohik Mansik Yogyata Parikshan (1970) was used to measure intelligence. The stratified random sampling method was used for the selection of students. In all 253 boys and 300 girls were included from four districts in U. P. The obtained data were analyzed through the calculation of mean, standard deviation critical ratio and F. ratio.

The following conclusions were drawn:

- 1) Student's achievement under the structural approach was better than those under the traditional approach in the areas of spelling comprehension, composition, and pronunciation.
- 2) Intelligence was found to be an important factor in achievement in all the seven areas of English.
- 3) The joint effect of intelligence and approach to teaching was significant in the area of pronunciation. The joint effect of cultural and economic background

and approach to teaching was found to be significant in the area of applied grammar and vocabulary.

R. K. Sharma (1985) has studied aspects of English language teaching in India. The main objectives of study were to unravel the multidimensional problems, sociolinguistic implications technical requirements and situational needs of English language teaching (ELT) in India. The study was kept within the confines of theoretical and practical aspects of the process ELT. Various aspects viz. language learning and language teaching, the case of English in India, the objectives of teaching English as a foreign language and second third language teaching skills methods and techniques, curriculum planning and course design, ideas and resources for English language teaching, linguistics and English language teaching in India, teaching English phonology, morphology and structures, evaluation and remedial teaching in English were critically studied and discussed.

Some of the major conclusions were:

- 1) The prospective principles and methodology of second language teaching have undergone a drastic change over the last few decades.
- 2) The existing system of teaching English in India right from the grassroots level to the university stage was defective.
- 3) Traditional methods and conservative cases of the English language teaching in India were incommensurate to the language needs of learners.
- 4) Instead of becoming realistic, need based and, oriented the system of English language teaching in India had always tended towards idealism, elitism and status quo and had become more of a hindrance than a help in bringing about an equalitarian transformation in the country.
- 5) With regard to each separate teaching situation rural, semi-urban, urban and cosmopolitan, the need to provide for a syllabus and materials suited exclusively to each situation had been ignored.
- 6) There were a number of anomalies. It was necessary that teachers of English in India rose to the occasion

and had a share in evolving a systematic, empirical and pragmatic approach to English language teaching, which was possible if they familiarized themselves with cognitive process in learner's linguistic requirements of the nation and the international mainstream of teaching English as a second language.

- 7) Teachers of English in India had to develop an elective theory. In teaching English as a second language in emphasis needed to on the linguistic aspect rather than on the cultural one.

Soumini P. A. (1984) has studied a course designed based on communicative approach for English language teaching in regional medium high school. The objectives of his study were:

- 1) To design a course based on communicative approach for the teaching of English for regional medium class IX and Xth students using science as the content.
- 2) To prepare a few sample materials as per the course design.
- 3) To tryout the prepared sample materials to find out their work ability in classroom situations and,

- 4) To evaluate the materials in terms of the performance of students in theoretical acts in biology.

The parallel group experimental design was employed. The sample consisted of Students of high school. The experimental and control groups were formed on the basis of one to one matching. The course design was drawn for classes IX and Xth. The content taken being the biological and physical science. The major findings were: 1) in case of science the pretest-posttest gain scores of the experimental group demonstrated a significant improvement due to communicative approach. The similar improvements from pretest-posttest for the control group were not observed.

Singh V. D. (1984) has studied linguistic and communicative abilities of high school teachers of English in relation to their classroom functions. In, this study the sample was consisted of 60 trained graduate teachers (TGTs) and postgraduate (PGTs) teaching in high school in classes, in 15 control schools located in the states of Rajasthan and Utter-

pradesh and the Union of Territory of Delhi. The findings were:

- 1) The speaking ability of three-fourth of subjects was adequate though it was deficient accuracy.
- 2) The writing ability of most of the subjects was not adequate. The subjects possessed grammatical competence to correct pupil error but not stylistic competence to the same extent.
- 3) The subjects generally possessed adequate syntactic control and fluency.
- 4) There was a significant difference between the subjects speaking ability and their writing ability.
- 5) Their speaking ability was better than their writing ability.
- 6) The performance of M. A. English teachers (N-39) was superior to the performance of the non-M. A.' s in English (N-21).
- 7) The responses to the questionnaire revealed among other things that most of the subjects favored a normal teaching of grammar and they insisted that their pupils always spoke and write grammatically correct English. Most of them felt that the practice and

experience of teaching had improved their own English.

2.6 RESEARCH STUDIES ON LECTURE METHOD.

Lecture method is an oldest teaching method. It is also called as traditional autocratic method. When a teacher takes the helps of lengthy short explanations in order to clarify his ideas or some facts. It is the easiest method followed in majority of schools and colleges. Joshi (1979) conducted a survey on 190 teachers of 18 colleges and 3 Universities of Andhra pradesh, Gujarat, Kerala, Madhya pradesh, Rajasthan and Utter pradesh. He found that most of the respondents used lecture method. Rai (1982) conducted a study of methods of teaching for teaching social sciences at Undergraduate level and found that 93.97 percent of the respondents used lecture method. Popular use of lecture method was also reported by Bligh (1976), Brown (1985), Brown (1987), Conrad (1982), Eble (1976) and McLeigh (1976). Various research studies on lecture method have stated the following reasons for popularity of lecture Method Among Teachers And Students:

- 1) It does not require anything except paying attention.
- 2) If a student is compelled to listen to a lecture because of a compulsory attendance rule, he or she while pretending to listen may sleep, day-dream, do cross-words and puzzles, write letters, discuss with peers matters not related to the topic taught by the teacher in a whisper tone and throw papers or stones at peers as a part of mischief etc.
- 3) It is interesting to listen to a lecture having dramatic talent.
- 4) It can provide major information to students in situations where textbooks are not available.
- 5) It provides enjoyment to many teachers.
- 6) It has gained stature since old times. It is method used by the teachers of teachers.
- 7) It symbolizes scholarship on the part of teacher.
- 8) It is very helpful for:
 - I. Conveying information (Kulik & McKeachie 1975 and Brown 1985).
 - II. Providing framework for a detailed study to be undertaken by students.
 - III. Managing large classes.

IV. Quick coverage of course.

V. Stimulating interest of the students.

VI. Generating understanding of students.

- 9) It can be used along with other techniques.
- 10) It is an economical method (Kozma, Belle and Williams 1978)
- 11) It can help an unprepared, school, college or University teachers of the institutions, which do not provide facilities for use of other methods, found to be more effective but requiring utilization of materials.

The lecture method has however many limitations. In true sense lecturing is not Teaching. Postman and Weingartner (1969) pointed out that lecture method does not bother about the amount of reception of the lecture by students. Normally the teacher blames to the lecture saying that "Oh I taught them that, but they didn't learn it." Such a statement according to Postman and Weingartner amounts to a salesman remarking that "I sold it to him, but he didn't buy it" but a good salesman has to ensure that his products are bought by the customers, similarly, a good teacher has to see that his

lectures are properly received by the students. Rogers (1977) remarked that lecturing is like a drug; some get addicted to lecturing. They also lecture in situations where lecturing is not necessary. The limitations of the lecture method may be listed as follows:

- 1) It is generally one-way communication.
- 2) It does not cater to individual differences among students.
- 3) It is a poor method of stimulating taught process.
- 4) It does not ensure effective participation of the students.
- 5) During the lecture, a student may day dream, sleep, play with peers, do crosswords, write letters etc. while keeping on the lecture.
- 6) It encourages students to become passive and dependent (Brown 1973)
- 7) It is less important in ways of student learning (Cross 1976)
- 8) Due to repetition in lecture, enthusiasm is reduced (Cross 1976)

9) Discussion methods, symposium, supervised study and other modern strategies are more effective than the lecture method.

(Gupta 1982) Bakhtar (1982) reported five clusters of lecturing styles.

- i) Oral lectures.
- ii) Exemplaries.
- iii) Information providers.
- iv) Amorphous.
- v) Self-doubters.

Oral lectures do not use audio-visual aids, Exemplary lectures are related to objectives, logically presented and supplemented with a. v. aids. These repeat important points, use structuring tactics and summaries. The information provider type of lectures can be dictated from notes and are generally presented poorly. Lectures in pure sciences, applied sciences and engineering are usually information providers. These types are more concerned with step-by-step transmission of knowledge. Amorphous type of lectures are not well structured and poorly presented. They do not have well defined objectives. The self-doubter types of lectures dislike the

practice and doubt the effectiveness of the presentation. Bakhtar (1982) found that lecturing styles were not significantly different according to the years of experience. The styles differed according to subject areas.

Bakhtar reported that 88 percent of the respondent liked lecturing. Brown (1985) reported the findings of Entwistle (1981) regarding the key features of the lecturing process which were:

- i) Intention.
- ii) Transmission.
- iii) Receipt of information.

Brown (1987) pointed out that explaining was the center of lecturing. Other skills were demonstrating, narration, use of A. V. aids, comparing and contracting and generation of student interest.

High (1988) developed a 39-item questionnaire and distributed it to 466 college students. The respondents were asked to rate each of 39 characteristics on a seven-point scale in terms of their importance in evaluating a good teacher. The analysis revealed four main factors, which were:

- i) Responsiveness to students.
- ii) Subject matter preparation.
- iii) Personality and,
- iv) Discipline.

The university commission (1949), Desai (1975), Lenhart (1981), Joshi (1986) etc. has suggested certain measures for effective lecturing. These may be listed as follows:

1. Proper selection and organization of content.
2. Specification of the instructional objectives and making student to understand them.
3. Proper budgeting of time.
4. Creation of proper physical setting.
5. Appropriate language skills to have a balanced lecturing and to avoid hesitant lecturing punctuated by hundreds of 'er's and 'um's and to avoid speaking too quickly.
6. Sparing time for introduction of the lesson before presentation of the topic.
7. Keeping an eye on the student audience to find out the extent to which they are responding to lecture and to scan the whole group of the students instead of focusing attention to a part.

8. Appropriate use of a. v. aids along with the lecture.
9. Asking questions to students for getting feedback.
10. Providing appropriate non-verbal gestures guess by face, hands etc.
11. Providing humor during lecture.
12. Providing suitable pauses and intervals to let student think.
13. Using proper stress and intonation with audibility.
14. Undertaking discussions at intervals.
15. Avoiding standing at one place or making too much movement.
16. Undertaking realistic assessments of student's knowledge.
17. Appropriate explaining skill.
18. Better narrating, comprising and contrasting skills.
19. Generating student interest.
20. Building self-confidence.
21. Establishing rapport with students.
22. Providing synopses instead of mere dictating.
23. Appropriate demonstration skill.
24. Summarizing the lecture before leaving the class.
25. Illustrating the lecture with appropriate examples.

2.7 IMPLICATION OF PREVIOUS RESEARCH FOR THE PRESENT STUDY.

From the review of research studies the researcher has realized that models approach in teaching different subjects including languages should be made more consistent and useful to produce better results. The significance of advance organizer model over traditional method and other strategies gave an insight to the researcher to apply AOM in English language teaching. Previous research studies by Budhisagar (1986) who has applied AOM to develop intelligence, creativity and overall achievement. Other researchers like Panda (1986), Rajora (1987), Kaushik (1988), Khare (1991), Jaimini (1991) etc. It is further realized from the research studies made on language and thought by Maher (1975), Saretsky (1975), Keen (1979), Brune (1982), Meaurer (1985) who had studied Advance organizer model in access to reading different prose passages, vocabulary, reading comprehension tasks and listening comprehension etc. The researchers had attempted the problems with great efforts, provided better deal to the present study.

In India English language is used for different communicative purposes. To meet the objectives of curricula, textbooks and teaching, it is necessary to use new methods, approaches and strategies. The number of research studies had been done and coming up in ELT at different levels relating to methodology of teaching shifting from traditional to modern. The researchers, Jacob (1985), Khare (1986), Sharma (1985), Singh (1984), Soumini (1984) had experimented the scenario with due efforts. Here the researchers has reviewed a few studies and felt the need of research on models of teaching, particularly on AOM. Therefore the researcher has sincerely attempted to find the significance of AOM and TM on achievement of student teachers.