

Language Teaching Strategies

L. DEVAKI

A NOTE ON SURVEY AS METHODOLOGY

The methodology generally followed in most surveys is to collect data on a particular issue in the local context and compare the findings with the global context. One starts with a checklist of research topics subsumed under the issue in the Western world and examines whether these have been studied in the Indian situation. If the number of item-matches are more, research in the Indian context is said to be proceeding in a satisfactory way. On the other hand, more number of mismatches lead to the conclusion that there is a gap between the Indian and Western research studies. While this procedure has its advantages in terms of locating Indian research in the Western world, it has certain disadvantages also. These are (a) the danger of overlooking unique research developments in the local context because these do not exist in the global context, and (b) the danger of emphasising those research topics which may be irrelevant or inapplicable to the Indian context. Added to these problems, in such surveys there is an inherent act of privileging research in the western context. This is not to say that a survey has to ignore western research altogether. On the contrary, a healthy growth of any discipline requires a balance and integration of the local with the global. To this end, this survey looks at the Indian scenario, draws generalisations, makes inferences and only wherever applicable, compares the research developments with the Western studies. Such a method, it is felt, will do more justice to studies on Strategies of Language Teaching in India.

STRATEGIES OF LANGUAGE TEACHING: AN INTRODUCTION

The term strategy has become a catchword in the field of education since the 1960's. It was the outcome of developments in cognitive educational psychology. It marked a shift from teacher and teaching to learner and learning; from instructivism to constructivism; from teacher-centred to learner-centred approach in learning. While this shift has been gaining in popularity, more so with the advent of multimedia in education, other developments have prompted a need for taking a more balanced view of learning. Particularly works on neural networks have upheld the need for a modified form of instructivism with focus on reinforcement, feedback, review and practice. Other researchers have also echoed the plea for a flexible and holistic pedagogy incorporating both approaches to learning (Finn and Ravitch, 1996). The implication of rapprochement for the notion of strategy is to look at both teacher initiated and teaching oriented strategies as being learner centred teaching strategies. Extending this line of thinking, in this survey the term language teaching strategy is used as a cover term and includes language learning strategy also.

STRATEGIES : DEFINED

In general terms, strategy is defined as a planned approach to any task. Strategies are consciously initiated mental activities, like, inferring, grouping, deduction, elaboration etc., that trigger off the processes of learning. These are generally used by successful learners. When applied to

language, they are known as language learning strategies. The characteristics of language learning strategies are:

- they are either teacher or learner generated aimed at learning,
- they enhance language learning as manifested in increased understanding, speaking, reading and writing skills,
- they are embedded in learner-centred teaching methodologies and materials,
- they are either the learning processes or refer to the characteristic features of successful language learners,
- they may be overt in form of certain behaviours or covert in form of mental processes,
- they entail linguistic processing of information.

Historically, second language learning research has paralleled the effects of cognitive educational psychology to what constitutes knowledge of second language. According to the pre-communicative competence phase, knowledge of language was defined in terms of grammatical knowledge. Both teaching-learning and testing and evaluation focused on grammatical rules. Then there came a shift and knowledge of second language was defined not just in terms of grammatical competence but was expanded to include other competencies. Canale and Swain (1980) for the first time defined the components of second language proficiency as consisting of grammatical competence, discourse competence, socio-linguistic competence and "strategic competence". Strategic competence is described as mastery over verbal and non-verbal communication strategies that (a) compensate for breakdowns in communication due to limiting conditions in actual communication or due to insufficient competence in one or more of the other areas of communicative competence; and (b) to enhance the effectiveness of communication. With this shift, the term strategy acquired importance in second language learning.

CRITERIA FOR DISTINGUISHING SECOND LANGUAGE LEARNING STRATEGIES

A perusal of second language learning strategy literature shows that strategies are distinguished on the basis of several criteria. Some of these are discussed below. Language learning strategies have been delineated on the basis of whether they

are content-based strategy or process-oriented strategy. A content-based strategy looks at how content can be taught effectively. The whole language approach and the phonics approach for teaching reading is a content-based strategy. The use of discussion, brainstorming, language monitoring are process-oriented strategies.

Strategies are also distinguished on the conscious and unconscious dimensions. For Oxford (1995) consciousness is an important aspect of language learning strategies. This is essential for learners to plan and implement the plan into action. On the contrary, accordingly to other scholars (Nold and Schnaitmann, 1997; Wendt, 1997; Wolff, 1997) initially strategies are conscious. Later they become sub-conscious as they get automatic and routinised.

Strategies are distinguished along the dimension of learning, namely implicit and explicit learning (Ellis, 1994). Implicit learning is associated with natural learning and explicit learning with hypothesis testing and conscious learning. In language learning, implicit learning is associated with first language acquisition and explicit learning with second language learning. (Krashen, 1994)

TYOLOGY OF LANGUAGE LEARNING STRATEGIES

In general, the study of language learning strategy has taken two approaches, namely (a) product-oriented approach, and (b) process-oriented approach. In the product-oriented approach the definition is based on the object of language learning. Tarone (1983), for instance, defines strategies as steps taken to develop linguistic and socio-linguistic competence in the target language. In the process-oriented definition, stress is on information processing. This view is echoed in the definition of language learning strategy, proposed by O'Malley and Chamot (1990) as "the special thoughts or behaviours that individuals use to help them comprehend, learn, or retain new information" (p.1). Researchers have proposed and discussed about sixty-four strategies of language learning. Typologising these have proved problematic. Rubin (1975) and Rubin and Thompson (1994), Wenden (1991) use characteristics of successful language learners; others (Drozdziel-Szelest, 1997; O'Malley and Chamot, 1990) have used

psychological function; Tarone (1983) has used linguistic criteria, Bialystock (1981) has used criteria of language processing like guessing, language monitoring, McDonough (1995) uses communication strategies and Cohen (1990) has used language skills as the basis of typologising language learning strategies.

Oxford (1990, p.71) has identified two main categories of strategies, namely the direct and indirect. Direct strategies are cognitive strategies and are directly involved in learning the subject matter. Some of these are memory strategies that help in encoding and retrieving information into long term memory, cognitive strategies involved in constructing and revising internal mental structures for use in receiving and sending messages and compensatory strategies like guessing are used for covering gaps in the knowledge of second language. Indirect strategies are those that are not involved in the subject matter but are important for they help direct language learning strategies. Some of these are the communicative strategies (like the linguistic devices for foregrounding message in the target language, ways of handling errors in spoken and written communication), metacognitive strategies (strategies that help learners in planning, focusing, and evaluating their learning), social strategies (that facilitate interactions in discourse) and affective strategies (that help learners to control feelings, motivations and attitudes related to target language). The criteria for distinguishing between these two are based on the extent to which they contribute to language learning.

Strategies are also distinguished on the basis of the context of use. Embi (1997) proposes a three-fold typology consisting of classroom language learning strategies, out-of-class language learning strategies and exam language learning strategies for learning English in the Malaysian context. This is called the SMART strategy. It consists of

- S - Social Learning Strategies: Strategies for learning English with others
- M - Metacognitive Learning Strategies: Strategies for managing the learning of English
- A - Affective Learning Strategies : Strategies for Lowering anxiety when learning English

R - Remembering Learning Strategies : Strategies for memorising english language materials

T - Test Preparation Strategies : Strategies for preparing for English examination

Whatever be the criterion for differentiating strategies, the discussion makes it clear that the notion of language learning strategy is tied up with second language learning. What is of significance to the present discussion is that there are hardly any works on strategies in first language learning (In this survey we have used the terms first language learning and mother tongue learning synonymously). Strategies in first language learning have looked at acquisition. Studies have discussed the use of repair strategies in discourse (Devaki and Ramasamy, 1998). Other works have taken mother tongue itself as a strategy for learning. The use of mother tongue for learning mathematics (Azzolino, 1998), using the spoken dialect of first language as a strategy for teaching its written variety with reference to Tamil (Mohan Lal, 2001), using proficiency in mother tongue as a stepping stone for second language learning in the bilingual transfer model (Annamalai, 1977; Gnana-sundaram, forthcoming), using the mother-tongue and second language code-switching as a strategy for language teaching. In essence, the reference point is generally the second language learning even when first language learning strategy is discussed.

THE INDIAN SCENE

India is a multilingual country with two types of multilingualism. These are the grass-root bilingualism and the schooled bilingualism. This means, that in the Indian context both first and second language learning are prevalent. The wide prevalence necessitates the distinction between strategies of first and second language learning. What are posited as second language strategies in the dominantly monolingual countries are actually first language learning strategies in the multilingual context. In learning the first language, the process of successful learning presupposes the learning of strategies relevant to metalinguistic knowledge and metacognitive knowledge, training in study skills, linguistic knowledge of first language. It also presupposes

certain abilities like ability to write, express and understand; infer contextual and thematic meanings, ability to engage fruitfully in different genres of discourse, use inferential and interpretative learning strategies, and ability to plan, execute and monitor strategies. In second language learning these strategies are deployed in accordance to needs of the situation and problem. The learner transfers phonological, syntactic and semantic knowledge without much problem. The notion of knowledge of world view, which is researched as a crucial part in second language communicative strategy, is already acquired in first language learning. Problems arise in case of differences in phonology and word order, mismatch in cultural, semantic domains, world views and conceptual structures. This implies that the strategies formulated in terms of recall, paraphrasing, language monitoring etc., are primary to first language learning. In second language learning, the strategies learnt in the first language are deployed, and in addition some language specific strategies are learnt. The real issue, particularly in a classroom setting, is to find specific strategies that deal with problematic areas in second language learning.

Another point that has to be mentioned in the Indian context is to do with the term strategy. It is held that all school learning is conscious and deliberate. Further, at an informal level, both teachers and students use various strategies without labelling them as strategies. Hence even when the term strategy is not used in research works on language teaching in India, the studies may be read as implicitly referring to the strategies that are used for enhancing language learning. This point, though obvious, has to be specifically mentioned because doing a word-level citation analysis or indexing analysis would show that the term strategy has hardly received a mention. The focus of this survey is on the spirit of the term "Strategy" rather than the term strategy per se.

LANGUAGE TEACHING STRATEGIES IN INDIA : THE SURVEY

Purpose

The purpose of this survey is to identify the trends in first and second language teaching strategies in the Indian context. It aims at identifying and discussing the following:

The types of first language learning strategies used.

The types of second language learning strategies used.

The linguistic aspect focused in the strategies.

The relevance of these strategies to different levels of education.

Database

The database of the survey consisted of materials collected from both primary and secondary sources. The primary sources are:

- Books and articles on language teaching by Indian scholars or on Indian languages
- Journals and periodicals
- Materials available on Web
- Unpublished Doctoral Dissertations, Project Reports and Conference Proceedings

SECONDARY SOURCE : ABSTRACTS

Both empirical and descriptive studies have been included in the survey. The survey is limited to research works published between 1993 to 2000. It is confined to Indian Language and studies in the Indian context. It includes studies on distance education as well as regular schooling. While most of the studies are in English a few are in Hindi. The survey includes works on normal and disabled population. Total number of studies surveyed is around 150.

Analysis

This survey reports the findings from 1993 to 2000. All the articles collected during this period were subjected to analysis. The findings are discussed for strategies of first and second language learning.

Some studies fall in multiple categories. These have been categorised on the basis of the main focus of the study. The study by Puri and Kaur (1996) is on IPCL primers and actually falls under materials. But it has been classified under skill because the work basically looks at the use of IPCL primers for development of skills in reading and written language. Similarly, Banerjee's study (1993) actually deals with development of writing skill. But it has

been categorised under learning-process oriented strategy. In all the studies classification is based on the content of the article rather than its title.

The studies surveyed point to significant trends.

Findings and Discussion

Strategies of Language Teaching-Learning

The strategies obtained have been broadly divided into two groups namely - direct and indirect. Departing from the prevalent definition of these terms as proposed by Oxford (1990), these two groups of strategies have been distinguished from the point of view of training. Direct strategies are those that have been used for learning / teaching. Indirect strategies are those that provide clues to the area of strategy training and management in the context of language learning. A survey of studies puts forward the following direct and indirect strategies:

Direct Strategies

Learner-Oriented Strategy

- Successful Learner/Teacher Characteristics
- Socio-affective strategy

Teacher-Oriented Strategy

- Method-Oriented Strategy
- Materials-Oriented Strategy
- Technology-Oriented Strategy

Process-Oriented Strategy

- Language Learning Process

Product-Oriented Strategy

- Language Skills

Indirect strategies

- (a) Successful Learner Characteristics
- (b) Teaching Materials
- (c) Language Skills

The findings are discussed in the forthcoming section.

DIRECT STRATEGIES

Learner-Oriented Strategy

Learning Strategies with learner orientation are of two types. They pertain to (a) characteristics of successful learners/teachers and (b) socio-affective strategies.

Successful Learner/Teacher Characteristics

What are the characteristics that are shown by successful language learners? On the obverse side is the question of what characterises poor language learners? This question is answered by looking at the personality variables and cognitive factors. The studies dealing with this issue look at Hindi, Oriya and English. While two studies relate to strategies at the primary level two others deal with the secondary levels of education.

On the cognitive side, Sharma and Agarwal (1998) find readiness to be a cognitive and perceptual advantage for both reading and writing development in Hindi for primary school children. Similarly, Pathy and Khadanga (1997) report that tribal children have low language competency when MLL is used as reference points for assessing language mastery. In a comprehensive study by Das Nanda and Dash (1996) the cognitive profiles of poor and good readers in Oriya and English studying grades three and five are compared. The profile shows that a poor reader in Oriya as first language is also a poor reader in second language because of problems with planning and attention. Verma (1996a and 1996b) reports that factors like appropriate study habits and low test anxiety contribute to better achievement in language in subjects like Hindi and English and other subjects like maths, science and social studies (Verma 1996b) at the secondary levels. Sinha (1998) attributes difficulties in learning English by Vth Standard students to low awareness of syllables, short attention span and comprehension problems.

A few studies have examined the characteristics of a successful language teacher. Vanker (1996) reports a direct linear relation between years of experience and language proficiency in teaching Gujarati. Gupta (1996)

compares trained and untrained English language teachers and reports that untrained teachers have difficulties in comprehension and have a poor knowledge of synonyms. These findings highlight the need for viewing teacher competence as one of the main strategies in language teaching.

Socio-Affective Strategy

There are very few studies on socio-affective strategies for language learning and most of these are geared to English as a second language. These studies deal with motivation for learning English (Barat, 1994), attitude towards learning English (Barot, 1995; Ganguly, 1994; Khan, 1996). The study by Singh and Bhargava (1995) is a lone exception for it looks at attitude towards learning Hindi. The findings show that a positive attitude to language has a positive influence in teaching that language. For strategy training these studies have significance. They imply that the need for favourable attitude to language itself needs to be interwoven in the training process. The need for socio-linguistic component in strategy training and management are highlighted in these studies.

In the Western context, studies on attitude and motivation have concentrated on types of attitude and motivation that influence language learning. Studies in the Indian context, in contrast have dealt with both these concepts on the positive versus negative dimension. This lack of multiple perspectives limits the value of studies in the Indian context.

Teacher-Oriented Strategy

This strategy divides itself into three categories, namely, teaching methods, materials and technology. Each of these is discussed separately.

Method-Oriented Strategy

Most of the studies discussed under method-oriented strategy are of general nature focusing on the models of teaching. Further, most of the studies are relevant to teaching of English as second language to adults. The method-based strategies are essentially linguistic. Deivasundaram (1995) discusses the advantages of using the principles of transformational

generative grammar for teaching Tamil. Shanmugam (1995) talks of the advantages of communicative method of teaching language while Sowbhagyalakshmi (1996) examines its beneficial effect for teaching writing skills in Telugu as a second language and Paliwal (1994) discusses these advantages with reference to English. Subramaniam (1999) compares the different methods from a historical perspective while Dave (1996) compares these methods using an opinion questionnaire for learning English. According to the findings, students favour communicative approach. Other studies have also examined different methods for teaching English. Khalique (1995) compares the use of direct, structural and translation methods of teaching and reports that most of them use translation method for language teaching. Sudhakar (1993) discusses the shifting role of grammar in various methods of English language teaching. Padmaja (1996) emphasises on the advantages of expression-oriented strategy to context-oriented approach for English language teaching. From the findings of the studies it appears that there is a gap between teacher's use of strategy for English language teaching and students' preference for the communicative approach as the strategy for language learning. There is a need for strategy-oriented studies to address this gap. Some pertinent questions that may be raised are whether the gap is a difference perception, or the gap reflects the non-understanding of the objectives of second language teaching. More importantly, the question raised is whether teachers in their training course learn to teach second language only through the translation and grammar methods. An answer to these questions will help to develop strategies that are "learner-centred" in the real sense.

Other studies have discussed the advantages of using cognitive models for language teaching and here too most of them are with reference to English, particularly for written composition. Some of the models implemented are the concept attainment model (Malhotra, 1993), Concept Organisation (Mukherjee, 1993), Interactional-Feedback approach (Singh, 1993; Singh and Sarkar, 1993) and Corrective feedback (Al-Mekhlafi, 1997). Studies have used the concept attainment model for teaching English grammar (Shrivastava, 1993; Shrivastava, 1995) and Implicit instruction for English language teaching

(Husain, 1995b). The study by Patil (1995) is different. In that he applies and finds the beneficial effects of using concept attainment and inductive thinking models for teaching Marathi grammar, specifically the *Samas* and *Prayog*. All these method-oriented strategies are of local significance and need to be applied to other areas of language teaching and other levels of education as well for further validation and generalisation.

Some models and programmes have been developed as strategies for making language learning more effective. A few of these are the DPEP programme effect (Bindu, 1999; Ved and Panda, 1996) report better performance of second standard children in the States of Assam, Orissa, Maharashtra, Tamil Nadu, Haryana and Madhya Pradesh in literacy and numerical skills. Bindu (1999) compares students of DPEP and non-DPEP schools on achievement in Malayalam and reports that the DPEP children's knowledge of Malayalam was enhanced when compared to the control group children from non-DPEP school. Nagaraju (1995) discusses the advantages of using Carroll Model in Kannada medium primary schools as a strategy for both language and subject teaching. The strategy of using integrated system of education for teaching visually impaired children is reported to improve achievement in Malayalam according to Lali (1995).

Material-Oriented Strategy

What is the nature of learner-centred material that promotes effective learning?

Here too most of the works are in relation to English and the focus is on secondary or higher levels of education. Bharucha (1993) advocates a holistic approach for material preparation in English with concern for learner, teacher learning process and learning outcomes. Linguistically, it has to focus on function and communication, and on writing as a process. Bose (1993) also emphasises on need for a functional approach rather than a structural one for English language teaching. The use of pre-unit activities is also advocated to familiarise learners about the concepts to be learnt at the higher primary levels of education. Ganorkar (1993) argues for the use of characters and situations that are relevant and familiar to the learners along with familiar vocabulary. Comparing comprehension of

students on British traditional rhymes and Indian rhymes for nursery children, he reports that students find the British rhymes more difficult. A few works have also used need-based course materials for effective learning of English. Damayanti (1994) discusses the use of need based courses for teachers to increase their language competency and promote efficient English language learning. Deshmukh (1997) finds the existing materials irrelevant and unrelated to the needs of English language learners studying in polytechnics. The benefits of a new course material for fostering language skills in two stages are discussed. In the first stage the material focuses on teaching language skills related to academics and in the second stage the skills are intended to help content learning. Khan (1996) discusses the use of Newspapers as materials for teaching English. It is concluded that the use of newspapers is an effective strategy for it exposes students to current usage of language. Socio affectively also it is said to be an effective strategy because it sustains interest of students in learning. Herbert (1995) identifies errors committed by secondary school students in four English sentence patterns, SVC, SVO, SVOC, and SVOO occurring in written English. As regards preparing and administering a remedial package for reducing errors, findings show error reduction by the experimental group in comparison to the control group. The effectiveness of a remedial programme, is highlighted in another study (Umadevi, 1997). This study using a pre and post test design shows that the programme is effective in improving word recognition skills and reading comprehension among dyslexic learners.

Others have discussed the use of bilingual dictionary and (Vishwanatham, 1999), pedagogical dictionary (Rajaram, 1993) as supplementary material strategies for effective language teaching. Mahalingam (2000) discusses the linguistic inputs that have to go into the materials for effective language learning. These studies, however, do not specify the grades and are language neutral.

There have been a few empirical works on effect of materials prepared for enhancing language achievement. These studies are for Indian languages. Carderio (1995) evolves new materials and strategies for teaching poetry in Gujarati. Using a control-experimental group

design, he reports better performance of the experimental group. Lele and Khaledkar (1994) discuss the strategy of using illustrative examples, illustrations, slides, explanatory preface and dramatisation as strategies to be employed in textbook for effective comprehension of language by hearing-impaired children studying Marathi in Class IV. Swarajyalakshmi (1997) examines the differences between Telengana and standard dialect and advocates the use of Telengana dialect in textbooks as a strategy for retaining students thereby motivating them towards enhancing their learning. Sharma (1997) reports the advantages of using multi-grade materials in Kannada for primary school students in attaining minimum levels of competencies.

Again these findings call for a communicative approach in material preparation. Other strategies of material production, have not been addressed. These include issues on how new vocabulary is introduced, different styles of communication, different styles of speaking (as opposed to oral language), integration of various skills etc.

A few studies have discussed material preparation for neoliterates. Agarwal (1993) discusses the linguistic features in material preparation. Some of these features are the use of spoken language to the extent of 80%, limiting words to 5 letters, sentence length of 8 to 10 words, using a maximum of two conjunct letters in a sentence, small paragraphs, etc. Other studies also view the use of appropriate literacy materials as an important teaching strategy. These materials have to be locally relevant both in terms of content and language used (Bhat, 1995; Shirur, 1995; and Varsha, 1994).

Technology-Oriented Strategy

This strategy is widely used for English language teaching and at secondary and higher levels of education. In most of these studies there is an implicit assumption that the use of technology itself enhances language learning. In this sense, technology itself becomes a strategy for fostering language learning. These studies usually have a pre and post test followed by a comparative research design testing the effects of use of conventional method of teaching with technology based teaching. The use of multimedia has proved beneficial for slow learners (Reddy and Ramar,

1997) as a remedial strategy for overcoming learning disabilities (Bose, 1996), for the use of computers in teaching singular and plural (Mahajan, 1994), in Distant Education (Patnaik, 1999), in teaching English language (Parhar, 1994), for on line teaching (Kumar, 1999), for using audio-video for teaching English (Kumar, 1997) and audio cassette for teaching pronunciation (Shabnam, 1995).

The studies by Balasubramanian and Yoganandam (1994) for teaching English pronunciation, and for reading skills (Balasubramanian 2000) and by Ilangovan (1998) for teaching listening comprehension in English, the use of TV for teaching Oriya (Mallick, 1995) are different from the earlier cited technology studies. In these studies, the effects of different technologies are compared. Ilangovan (1998), for instance, reports that audio-visual presentations are effective strategies for retention and enhance global listening comprehension, whereas, media-based non-interactive strategy enhances learner's ability to guess meaning of words and to understand and identify key words and local listening comprehension.

There are a few studies that have technology as a strategy for Indian languages also. Das, Joseph, Biswal and Goel (1995) report the effectiveness of text-cum-graphic-cum-music method in comparison to text-cum-graphic method or text-cum-graphic-cum-music-cum-recital method for teaching rhymes in Hindi. Mallick (1995) finds the beneficial effects of talk back mode in comparison to direct mode for learning Oriya. Kulkarni and Kamat (1997) use technology for teaching Marathi and conclude that it is advantageous for all sections of student population.

These findings on the beneficial effects of technology have to be taken with caution. The issue is whether the use of technology per se facilitates language learning or is it the teaching strategies used in technology. Jonassen and Reeves (1996) and Reeves (1998) for instance differentiate between learning from multimedia and learning with multimedia. They report that the use of strategies involving the "with" multimedia where the learner constructs knowledge is more beneficial than the use of multimedia for learning from because this merely involves the transmission of knowledge. Methodologically, this question can be overcome

by using different strategies of language teaching within the media itself.

Process-Oriented Strategy

Language Learning Process

What are the strategies that are aimed at the process of learning for development of language? These are student-centred teaching process strategies or learner-centred learning process strategies.

In the case of first language Phadke (1997) uses an experimental method to teach Marathi idioms and phrases to students studying in fifth and eighth classes and finds it beneficial. He concludes that students find it easy to understand idioms and phrases but have difficulties in distinguishing between them. The study by Ministry of Education (1996) discusses the advantages of teaching Punjabi to the fifth and eighth grades students of British Columbia through the use of cognitive techniques like identify, discuss, recall, retell, compare and logical reasoning. Joshi (1997) highlights the advantages of using individualised instruction to teach Hindi to first standard students with delayed language development. Rana and Sinha (1996) discuss the importance of organisational and memorisation strategies for effective language learning. Swain (1996) discusses the role of short and long term memory for reading Oriya orthography in primary school children.

Sharma (1997) reports on the facilitative effects of programmed learning in comparison to the conventional method for teaching Sanskrit grammar to higher secondary students. Other studies on second language learning have looked at English. They have either empirically investigated the effects of strategies or have just used these strategies for learning-teaching purposes. Some of the strategies used in English language teaching are the questioning strategies and different communicative patterns of teachers and their effect on students learning in the higher secondary level of education (Balasubramanian, 1995), translation as a teaching strategy (Majumdar, 1994), and a learning technique (Husain, 1995). In teaching reading Chitrapu (1996) advocates the whole language strategy with emphasis on questions, group discussions, initiation, providing clarification, evaluation, and

summarising, observing and the use of a few brain-storming techniques. Peer tutoring is another strategy dealing with the learning process. The positive effects of peer tutoring for learning spellings by students in Class IX (Gyanani, 1996) and on communicative skills and comprehension among students studying in Classes VI-VIII (Ashok and Rajagopalan, 1995) have been reported. Agarwala (1999) discusses the beneficial effects of sentence repeat method in comparison to word-supply method for reducing reading errors in fourth grade students. Other studies report no difference in learning spellings when either immediate or delayed feedback strategies are used (Thakore, 1995) as strategies for students in Class IX. A few studies have examined the use of strategies for teachers learning to teach English. Banerjee (1993), focusing on writing skills, takes a cognitive view of writing and discusses the use of a holistic-strategy approach for development of writing skills among teacher trainees learning to teach English as second language. This approach emphasises an integrated skill development rather than focusing on a single skill. For development of writing skills, a five step strategy is advocated. The steps consist of (a) reading and discussion (b) listening to tape recordings and note taking, (c) reading with awareness about the cognitive organisation of the passage, readers expectations etc., (d) discussion on process of review writing and (e) reading and reviewing a variety of written articles. Naji (1999) finds self-correction to be an effective strategy for reducing errors committed by teacher trainees learning to teach English. Warsi's (1998) study does not mention the grade and is language neutral. He claims that poetry can be best taught through paraphrasing and understanding the contextual aspects of language in his work on pedagogical stylistic (Warsi, 1998).

The finding in Ganguly and Ganguly's (1996) study is different from these. They also report to the use of strategies like explaining rules of languages, questioning, paraphrasing lessons in textbooks, dictating model answers and pattern drills for teaching English. However, according to their findings, in spite of these strategies, learners are not in a position to use language fluently at all. This finding is significant in the Indian context because it brings to the fore the need for using different strategies for first and

second language. In the first language, the oral skills are naturally developed. In school, learners are given opportunity to extend and expand these abilities. In case of second language, the oral language is generally neglected in the curriculum and the focus is on teaching the orthography, reading and writing using strategies that are similar to first language learning. With the result, although the strategies are used they themselves do not result in effective language learning. For strategy training, this finding shows that strategies per se should not be of prime consideration; rather the focus should be on type of strategies in relation to the objectives of teaching a language either as a first or second language.

The studies by Sheorey & Bryant (1998) and Rahim & Sheorey (2000), on learning process is again different. Both these studies explicitly deal with the use of strategies. Both these studies discuss English language learning strategies among college students in India with reference to its development and use. They provide a macro-view of strategy. Two studies have used time allotment itself as a temporal strategy for language learning. Khati (1997) and Kulkarni and Chincholkar (1997) examine the periods allotted to learning Marathi. Their findings show that even in mother tongue medium schools the importance given to Marathi is inadequate in term of temporal strategy. This inadequacy is said to hamper the learning process.

Product-Oriented Strategy

Language Skill

These are strategies aimed at fostering language skills of the learners. This category consists of eight studies on first language learning, all of them focus on first language and on either primary or pre-primary school levels. Gujarati, Marathi, Hindi, Kannada and Oriya are the languages studied.

First Language: According to Godbole (1994) the use of narrative enhances oral language skills in Marathi, while comprehension skills are increased through the use of discussion strategies for primary school children. Puri and Kaur (1996) examine the use of IPCL primers as strategies for skill enhancement in Hindi among primary school children. According to their findings, these

primers help in improving reading skills but not writing skill. Desai (1997), examining the use of language games as strategies for skill development in Gujarati among primary school children report that they are effective in developing oral and pronunciation skills among rural, semi-urban and urban children. Similarly, Singh and Sharma (2000) experimentally examine the effect of game strategy on fostering skills in Gujarati for first standard students. Using a pre and post test design, they find that oral games are effective for enhancing speaking and pronunciation while reading and writing games are beneficial for reading and writing skills. Khuntia (1996) also reports that the use of colourful materials, action songs, rhymes, stories, games and dialogues act as motivational inputs for fostering oral and comprehension skills in Oriya, while writing skills can be developed through the use of drills for pre-school children. Lalitha (1998) investigates the effect of certain activities initiated by teacher on comprehension in Kannada for children studying in class IV. According to the findings, attained in the post-test, students showed a marked improvement in comprehension. Krishnand and Pandey (1998) discuss the effective use of soil as a strategy of teaching for Science, Mathematics, Social Studies, English and Hindi to Class IV students. Pandya and Lahkar (1999) and Joshi, Mehta and Zaveri (1998) also report enhanced language skills among primary school children consequent to the use of language games. On the basis of these findings it may be concluded that the use of language games are effective strategies for promoting language skills. However, the games that have been used in these studies are elementary like crossword puzzles, card matching etc., and these help in lower level language skills. More advanced games that promote higher level skills have seldom been used. The findings from the study by Mehta (2000) for Municipal School Children show that teachers did not engage in activities like debates for development of speaking and listening skills, or for activities enhancing development of expression skills through writing. According to the findings of this survey about 73.61% of teachers were not aware of the objectives of teaching Gujarati at the upper primary level.

These findings on first language, in general, highlight the effectiveness of activities for

development of language skills for primary and pre-primary children. These activities have to have a direct bearing on the language skill that is being developed. So for developing writing skills, activities related to writing are more useful than activities related to reading.

Second Language: In second language skill development, research has looked at upper primary and high school levels and on teaching English. Sasikala (1999) reports that the use of role play and imagery increases oral skills for upper primary and high school children. Likewise, Shamala (1997) reports that listening and speaking competencies can be increased through the use of performing arts. Rao (1993) notes that the use of specific language activities like advertisements, instructions, notices, magazines and pamphlets for motivating learners and enhancing learning of English through distance education. Buch (1997) empirically shows the benefits of using remedial package for teaching oral skills for secondary students learning English. These materials are reportedly helpful even for slow learners in enhancing oral language skills. From these findings it appears that for successful skill development, particularly, at the upper primary and secondary stage, the learner has to be totally involved in the learning activity to the point of being un-self conscious. The use of strategies like role-play and performing arts help learners to be creatively involved in the learning process.

INDIRECT STRATEGIES

As pointed out earlier, the findings and educational practices that have implication for strategy training are of three types, namely:

- (a) Successful learner characteristics
- (b) Teaching Materials
- (c) Language Skills

The findings under each of these heads and their relevance for strategy training are discussed in this section.

Successful Learner Characteristics

What are the clues for developing strategies that make up the successful language learner? Clues are drawn from achievement, cognitive factors, psychological factors and socio-familial variables.

First Language: In the case of first language learning, findings show that second standard students commit Spelling errors in Oriya because of poor working memory (Mohanty and Dash, 1997), and score low on cognitive tests (Pani, 1993) even in fourth grade. Among the language disordered children in secondary school, sensitivity to sentence verification and meaning identification are good indicators of good and poor readers in Gujarati (Joshi, 1996) and can be used to differentiate levels of reading abilities. The learners studying in grade three, also have poor decoding skills in English and Hindi (Patra and Dash, 1999). Cognitively, a non-successful language learner will experience problems in terms of readiness at the entry level to school (Upadhyay, Seth, Kapoor and Soni, 1996). In achievement, a successful language learner studying at the upper primary level has a high mathematical ability (Rangappa, 1993) and achieves a high score in other subjects as well (Srivastav, 1996). Linguistically, the pre-schoolers speaking Hindi have low quality language inputs and are not exposed to varieties of language activities (Duhan and Punia, 1997) with the result their performance at the school entry level, on syntactic and semantic aspects of Kannada is low (Usha, 1993). They tend to have poor knowledge of rules in their mother tongue Marathi even at the secondary stage (Kulkarni, 1995) and commit errors while writing in their first language, Marathi (Patwardhan, 1995) at upper primary level and Bangla at higher levels of education (Kundu and Chaudhuri, 1999). Socio-Environmental factors also affect achievement. First language Malayalam (Ramachandran, 1993), Telugu (Koteswara and Reddy, 1998) and greater percentage of tribal secondary school students prefer Hindi in comparison to non-tribal students (Manjula, 1998). But personality variables in terms of adjustment seem to have no bearing on achievement in mother tongue (Kaile and Kaur, 1995; Kumudhavalli, 1999) Kumudhavalli, however also finds that in terms of achievement, Gujarati medium students scored more in environmental science while English medium students performed better in Mathematics. The study by Lata (1992) looks at the semantic abilities that underlie achievement in various subjects. As per the findings, verbal relation is a significant predictor for achievement in language.

For strategy training these findings indicate the need for early interventions. The findings in their totality show that cognitive and linguistic problems either in terms of readiness, lack of exposure to language, poor reading ability etc. tend to be cumulative over the grade levels and also spread to second language learning. So they have to be taken care of early in the educational development. Sensitising the learners to varieties of inputs is expected to refine their decoding skills and increase their metalinguistic awareness by learning to extract meaning from context, and by wide application of grammatical rules. Certain tests like Bhatt's (1993) test on figures of speech in Gujarati are valuable tools for testing knowledge of rules and findings obtained from such tests will go a long in planning strategy training for development of higher level linguistic skills.

Second language: In the context of second language learning, the studies deal with the secondary and higher secondary stages of education. These studies show that the learners, have problems of interference from mother tongue Urdu (Srivastava, 1995) and Malayalam (Nazareth, 1993), and make transfer and overgeneralisation errors in writing English (Kaur, 1993). Among the psychological variables that make a successful English language learner are intelligence, creativity, personality and motivation in learning English (Balasubramanian, 1993; Rani, 1997; Vijayalakshmi, 1998) and also in Sanskrit (Jain, 1995).

For long, error analysis studies have been profuse in the Indian educational context. These findings from research, however, have not been formalised for pedagogical purposes. For strategy training, these findings highlight the need for errors of interference, transfer and overgeneralisation to be addressed specifically. Several strategies can be used like that of discussion to increase awareness and also by using a variety of activities. One strategy that can be applied for removing interference errors is to use error-posters-strategy a chart with three columns – errors, corrections and alternatives. This chart will consist of common errors learners make depending on their mother tongue. The chart can be regularly updated to include new mistakes made by learners.

Teaching Materials

The study by Dixit (1995) highlights the necessity of title in lessons for teaching English to adults. The role of prior knowledge in encoding materials helps comprehension. Anjiliveli (1996) discusses the gap between learner needs and learning materials in English as responsible for poor language proficiency. Textbook preparation is a difficult task. To promote effective learning, the textbooks should have as inputs knowledge about language acquisition, vocabulary etc., A few studies contribute to this area through their findings. Misra and Misra (1993) present an acquisitional hierarchy of Wh words in Hindi that is potentially useful for the use of grading strategies in textbooks. Suresh, Maya and Koruth (1995) discuss a coding system for teaching English alphabet more easily. Valsamma (1994) examines the development of reading ability in children with reference to English. According to her findings, between 14 to 15 years reading ability is a unitary trait. Around 16 to 17 years of age it gets branched into two traits consisting of vocabulary and verbal comprehension. These findings are suggestive of the grades at which materials can specifically focus on vocabulary in learning English as a second language.

Hukku (1994) compares the language used in Hindi and English textbooks and finds that English textbooks have more sex bias and project stereotype image of women. This study though not directly relevant, again acts as a caution to show how language is used to construct gender bias and the far reaching effect of language in shaping mind.

The suitability of textbooks for various regions and grade levels and the extent to which local elements are taken care of have been examined in various studies and with reference to various languages. Most of these studies deal with primary education. Kaul (1995) undertakes such an examination for Assamese, Marathi, Malayalam, Tamil, Hindi and Kannada textbooks, Awari and Bhandarkar (1997), for Urdu by Patel (1997), Jadhav and Mali (1997), Joshi and Parasnis (1997), Wakde (1997), Prakash (1996), Bhalwankar and Vaidya (1997) and Gurav (1997) for Marathi textbooks.

The indirect evidences indicate that to enhance learning, the materials have to be relevant and suitable to the learners. To increase the relevance of textbooks the findings point to the need for decentralising textbook preparation. A textbook prepared in Maharashtra, for Marathi speakers, evaluated in several districts within the State have resulted in findings that are not in total consonance with one another. While the textbooks are perceived as being satisfactory in Kolhapur district, in Amaravati district the perception is slightly different and the areas of difficulties are correspondingly different.

Language Skills

The study classified under the indirect skill-oriented strategy draws attention to the need for taking care of the cognitive demands of the task for fostering comprehension and production skills. Singh and Tripathi (1994), note that children in the primary school perform better on receptive tasks than expressive tasks in Hindi because the cognitive demand is more in production tasks. This finding acts as a caution in making generalisations about the relationship between tasks and skill development. In planning a strategy training programme for skill development in language, the nature of task used has to be accorded prime consideration along with the level of education. The study by Thejovathi (1995) on skill development among secondary school students learning English as second language notes the negative influence of rural region and the positive influence of urban region. This finding points to the need for using the strategy of exposure to second language for fostering language skills. The students coming from rural region can learn second language better if mass media and technology and such strategies are employed to increase their exposure and familiarity to English. In the survey there are hardly any activities for teaching first language at higher levels. This is a significant lacuna because learning is essentially context-based. For knowledge to be decontextualised, learners have to practise subtle uses of skills in different contexts, develop effective communication skills through rhetorical devices. These are some areas that require activities.

CONCLUSIONS

The survey highlights the following trends:

- Most of the studies (78%) are relevant to secondary level of education, 13% to primary education and above. The remaining studies are on under-graduate and post-graduate levels, on distance education and a few are grade neutral.
- Among the languages, the study on strategies of learning English are maximum. Nearly 48% of the studies deal with English, 22% with Marathi, 10% with Gujarati and 10% with Hindi. The remaining represent studies on Oriya (5), Kannada (4), Malayalam (3), Assemese (3), Telugu (2), Sanskrit (2), and only one study each is on strategies for teaching Tamil, Urdu, Bangla and Punjabi. A few studies are language general.
- Over 78% of studies are on second language learning, 15% on first language and the remaining studies are ambiguous in that some fit both the categories and some do not fall in either of the categories.
- About 36% studies have dealt with language as a variable without going into any particular structure. These studies have tried to correlate language with socio-economic strata, personality variables, familial variables, or rural-urban differences. Works on materials have come next, followed by teaching reading, writing and methods of language teaching. The remaining studies over skills of language (5 studies), teaching of pronunciation (2) poetry, rhymes and stylistics (6) composition/writing (15), reading (13), grammar (9), recognition, comprehension and production (6), spelling (4) and translation (2).
- A variety of strategies have been used with second language English in comparison to first language or Indian language as second language.
- In comparison to Western studies, Indian studies show the use of strategy at a macro level rather than micro level for language learning.

REFERENCES

- Agarwal, K.S. (1993). **Preparation of materials for neo-literates.** *Indian Journal of Adult Education*, Vol. 54(4), Oct-Dec, 46-53.
- Agarwal, S. (1999). **Relative efficacy of word-supply and sentence repeat method in the modification of oral reading errors.** *Psycho-lingua*, Vol. 29(2), 97-100.
- Al-Mekhlafi, A. (1997). **Corrective feedback in EFL written work.** *The Journal of English Language Teaching*, Vol. 32(3), 53-65.
- Anjilivelil, M.M. (1996). **Learner needs and English syllabus at Part II undergraduate level of Madurai Kamaraj University.** Unpublished Doctoral Dissertation, Alagappa University
- Annamalai, E. (1977). **Bilingual education for minorities.** *Language Forum*, Vol. 3(3), Oct-Dec, 1-9.
- Ashok, P. and Rajagopalan, S. (1995). **Peer group learning in remedial programmes: A pilot study.** *The Journal of English Language Teaching*, Vol. 31(2), 93-98.
- Awari, M. and Bhandarkar, S. (1997). **A critical study of the Bal Bharati Marathi textbooks for Standards I to V from the point of view of the ten core areas of the national school curriculum.** *Textbook and Curriculum Research: Annual Research Report 1993-94.* Pune: Maharashtra State Bureau of Textbook Production and Curriculum Research. 27-29.
- Azzolino, A. (1998). **The languages of the Math classroom.** <http://www.mathnstuff.com/papers/langu/page5.htm>
- Balasubramanian, N. (1993). **A study of pupil's academic achievement in English in relation to their intelligence.** *The Journal of English Language Teaching*, Vol. 28(5), 128-137.
- Balasubramanian, N. (1995). **Analysing teaching behaviour in relation to pupils' academic achievement in English.** *The Journal of English Language Teaching*, Vol. 30(3), 61-71.
- Balasubramanian, N. (2000). **Computer-based instruction in developing reading skills among primary school children.** In Joshi, S.M.; Pradhan, N. and Biswal, A. (eds.), *Management of Primary Education: A Challenge.* Gujarat: Gujarat Council for Educational Administration and Management and Vadodara: Good Companions. 146-159.
- Balasubramanian, N. and Yoganandam, M. (1994). **Effectiveness of prerecorded audio cassette as a supplementary device in teaching English pronunciation to school children.** *Experiments in Education*, Vol. 22(10), 216-220.
- Banerjee, Arpita (1993). **Developing writing abilities on a teacher-training programme.** *Indian Journal of Applied Linguistics*, Vol. 19(2), July-Dec, 1993. 113-121.
- Barot, U. (1994). **Attitude towards English of Hindi-medium under-graduates.** *Psycho-lingua*, Vol. 24(1), 55-60.
- Barot, U. (1995). **A study of attitudes of undergraduate college-going students towards English-language teachers and teaching.** *Bharatiya Shiksha Shodh Patrika*, 14 (1), 53-61.
- Bhalwankar, V.G. and Vaidya, A.K. (1997). **A critical evaluation of the Marathi (mother tongue) textbooks for Standards I to V from the point of view of the ten core areas of the national curriculum.** *Textbook and Curriculum Research: Annual Research Report 1993-94.* Pune: Maharashtra State Bureau of Textbook Production and Curriculum Research. 32-35.
- Bharucha, N.E. (1993). **Material Production: A holistic approach.** *Indian Journal of Applied Linguistics*, Vol. 19 (2), July-Dec, 63-83.
- Bhat, R.N. (1995). **Linguistic considerations in material preparation for literates and neo-literates.** *Indian Journal of Adult Education*, Vol. 56(1), Jan-March, 21-25.

- Bhatt, P.V. (1993). **Development and validation of a criterion-referenced test on the figures of speech in Gujarati language.** Unpublished Doctoral Dissertation, Bhavnagar University.
- Bialystok, E. (1981). **The role of conscious strategies in second language proficiency.** *Modern Language Journal*, Vol. 65, 24-35.
- Bindu, T.V. (1999). **A comparative study of achievement of pupils in DPEP and non-DPEP schools.** *Experiments in Education*, Vol. 27(7), 125-130.
- Bose, K. (1993). **The latent curriculum: A perspective on materials design.** *Indian Journal of Applied Linguistics*, Vol. 19 (2), July-Dec, 57-61.
- Bose, K. (1996). **Studying the effectiveness of computer programmes as remedial strategies for overcoming specific learning disabilities.** Unpublished Doctoral Dissertation, Jamia Millia Islamia.
- Buch, M.B. (1997). **Effectiveness of remedial packages in learning spoken English by the low achievers at secondary level.** *Perspectives in Education*, Vol. 13(1), January, 43-52.
- Canale, M. and Swain, M. (1980). **Theoretical bases of communicative approaches to second language teaching and testing.** *Applied Linguistics*, Vol. 1(1), 1-47.
- Carderio, C.W. (1995). **Evolving a set of strategies, techniques and materials to teach English poetry effectively at the higher secondary level in Gujarat on the basis of tryouts and experimentation.** Unpublished Doctoral Dissertation, Sardar Patel University.
- Chitrapu, D. (1996). **Whole language adapting the approach for large classes.** *Forum*, 4(2), April-June. In <http://exchanges.state.gov/forum/vols/vol34/no2/p28.htm>.
- Cohen, A. D. (1990). **Language learning: Insights for learners, teachers, and researchers.** Boston: Heinle and Heinle.
- Damayanti, J.U. (1994). **Preparation and tryout of a course in English for the trainees of primary training college in Gujarat.** Unpublished Doctoral Dissertation, Sardar Patel University.
- Das, A.; Joseph, S.; Biswal, A. and Goel, D.R. (1995). **Effectiveness of Hindi rhyme in different modes.** *Psycho-lingua*, Vol. 25 (1&2), 121-126.
- Das, J.P.; Nanda, S. and Dash, U.N. (1996). **Cognitive profiles of poor readers in Oriya language: Are they similar to English readers?** *Psychology and Developing Societies*, Vol. 8(2), 245-264.
- Das, V. (1994). **Production of literacy material in minor languages.** *Indian Journal of Adult Education*, Vol. 55(3), July-Sept, 67-71.
- Dave, J.D. (1996). **An inquiry into the effectiveness of the communicative, the structural and the conventional approaches to English language teaching at secondary level.** Unpublished Doctoral Dissertation, Saurashtra University.
- Deivasundaram, N. (1995). **GB Theory and language teaching.** Pondicherry Institute of Language and Culture, Vol. 5(2), July, 133-141.
- Desai, B.D. (1997). **Gujarati language teaching through play: An exploration.** Unpublished Doctoral Dissertation, South Gujarat University.
- Deshmukh, V.B. (1997). **Development of a need-based course in English language for some polytechnic departments of SNDT women's university.** Unpublished Doctoral Dissertation, Sreemati Nathibai Damodar Thackersey Women's University.
- Devaki, L. and Ramaswamy, K. (1998). **Infant bilingual awareness: A study of a Tamil-Kannada bilingual child.** In R.S. Gupta and K. Agarwal (eds.), *Studies in Indian Socio-linguistics*. New Delhi: Creative Books. 149-165.
- Dixit, S. (1995). **Sentence recognition: Context effect and thematic validity of distractors.** *Psycho-lingua*, Vol. 25(1&2), 11-17.

- Drozdial-Szelest, Krystyna (1997). **Language learning strategies in the process of acquiring a foreign language.** Poznan, Poland: Motivex.
- Duhan, K. and Punia, S. (1997). **Language performance among pre-schoolers.** *Psycho-lingua*, Vol. 27(2), 99-102.
- Ellis, N. C. (1994). **Implicit and explicit language learning - An overview.** In, N.C. Ellis (ed.), *Implicit and Explicit Learning of Languages*. San Diego/CA: Academic Press. 1-31.
- Embi, Mohamed Amin (1997). **SMART English Learning: What Malaysian teachers should know.** *Siber Didek*, Vol. 1, 7-9.
- Finn, C.E. and Ravitch, D. (1996). **Education Reform 1995-1996. A report from the Educational Excellence Network to its Education Policy Committee and the American People.** August. <http://www.edexcellence.net/library/epctoc.html>
- Ganguly, S. and Ganguly, B. (1996). **Teaching-testing proficiency in English as a second language.** *Journal of Indian Education*, Vol. 21(4), Feb, 47-56.
- Ganguly, S.R. (1994). **Attitudes in second language learning: A socio-psychological perspectives.** *Psycho-lingua*, Vol. 24(1), 15-24.
- Ganorkar, M.S.(1993). **A study to compare and analyse British traditional and new original Indian nursery rhymes and to determine adaptability of new rhymes for the pre-school curriculum.** Unpublished Doctoral Dissertation, Nagpur University.
- Gnanasundaram, V. (Forthcoming). **Bilingual education.** *International Journal of Dravidian Linguistics*.
- Godbole, A. (1994). **Story-telling for personality development of primary school children.** *Project Report*, Jnana Prabodhini's Institute of Psychology, Pune.
- Gupta, K.M. (1996). **Teachers' performance in mathematics and reading test.** *Indian Educational Review*, Vol. 3(1), 92-104.
- Gurav, M.G. and Mali, M.G. (1997). **A critical evaluation of the Bal Bharati Marathi textbook for Standard IV (1991).** *Textbook and Curriculum Research: Annual Research Report 1993-94.* Pune: Maharashtra State Bureau of Textbook Production and Curriculum Research. 14-17.
- Gyanani, T.C. (1996). **Promotion of spellings and peer-tutoring.** *Psycho-lingua*, Vol. 26 (2), 99-104.
- Herbert, B. S. (1995). **Developing a remedial instructional package to reduce the errors in sentence structure committed by the students in written English at the higher secondary level.** Unpublished Doctoral Dissertation, Alagappa University.
- Hukku, S. (1994). **An analytical study of sex bias in language and social science textbooks of upper primary stage.** Unpublished Doctoral Dissertation, Barkatullah Vishwavidyalaya.
- Husain, K. (1995a). **The role of translation as a learning strategy in English as a second language.** Unpublished Doctoral Dissertation, Aligarh Muslim University.
- Husain, K. (1995b). **Assessing implicit instructions of language learning strategies by ESL teachers.** *Indian Journal of Applied Linguistics*, Vol. 21(2), July-Dec, 27-40.
- Ilangovan, K.N. (1998). **Effectiveness of audio-video intervention in developing listening comprehension in English at higher secondary stage.** Unpublished Doctoral Dissertation, Bharathiar University.
- Jadhav, M. and Mali, M.G. (1997). **A critical evaluation of Bal Bharati Marathi textbook (1991) for Standard IV.** *Textbook and Curriculum Research: Annual Research Report 1993-94.* Pune: Maharashtra State Bureau of Textbook Production and Curriculum Research. 17-21.
- Jain, S.P.(1995). **An investigation into the relationship of achievement in Sanskrit with intelligence, study habits,**

- vocabulary comprehension and grammar of Sanskrit.** Unpublished Doctoral Dissertation, Jamia Millia Islamia.
- Jonassen, D. H. and Reeves, T. C. (1996). **Learning with technology: Using computers as cognitive tools.** In, D. H. Jonassen (Ed.), *Handbook of Research for Educational Communications and Technology.* New York: Macmillan. 693-719.
- Jonassen, D.H.; Myers, J. and McKillop, A.M. (1996). **From constructivism to constructionism: Learning with hypermedia/multimedia rather than from it.** In, B. Wilson (ed.), *Constructivist Learning Environments: Case Studies in Instructional Design.* New Jersey: Educational Technology Publications. 93-106.
- Joshi, B.H. (1996). **Sentence verification and meaning identification of prose comprehension.** Unpublished Doctoral Dissertation, Bhavnagar University.
- Joshi, R. (1997). **A study of effectiveness of individualised language programme for expressive language disorders in case of children who are developmentally delayed in language.** Unpublished Doctoral Dissertation, Jamia Millia Islamia.
- Joshi, S. and Parasnis, H. (1997). **A critical evaluation of Bal Bharati Marathi textbooks for Standards I to V from the point of view of common core areas of the national school curriculum.** *Textbook and Curriculum Research: Annual Research Report 1993-94.* Pune: Maharashtra State Bureau of Textbook Production and Curriculum Research. 24-26.
- Joshi, U; Mehta, N. and Zaveri, H. (1998). **Games as reinforcers of literacy skills.** *Indian Journal of Adult Education,* Vol. 59(2), April-June, 37-46.
- Kaile, H.S. and Kaur, R. (1995). **Adjustment of over and under achievers in mother tongue.** *Experiments in Education,* Vol. 23 (2), 33-38.
- Kaul, V.; Gupta, D.; Bala, N. and Barbhuva, A.R. (1995). **Readability assessment of primary level textbooks.** *School Effectiveness and Learning Achievement at Primary Stage: International Perspective.* New Delhi, National Council of Educational Research and Training.
- Kaur, S. (1993). **Language transfer and overgeneralisation hypotheses: An evidence from Punjabi.** *Indian Journal of Applied Linguistics,* Vol. 29(1), Jan-June, 49-60.
- Khalique, M.A. (1995). **A critical investigation into the methods of teaching English in the secondary schools of Aurangabad district.** Unpublished Doctoral Dissertation, Marathwada University.
- Khan, I.A. (1996). **Factors affecting the learning of English as a second language: The Indian socio-linguistic context.** *The Progress of Education,* Vol. 70 (7), 152-155.
- Khan, R.A. (1996). **Newspapers as ELT Materials.** Unpublished Doctoral Dissertation, Vikram University.
- Khati, G. and Bhandarkar, S. (1997). **A critical study of the importance and time allotment given to different subjects in the primary school syllabus for Standards I to V.** *Textbook and Curriculum Research: Annual Research Report 1993-94,* Pune: Maharashtra State Bureau of Textbook Production and Curriculum Research, 121-124.
- Khuntia, B. (1996). **Competency-based teaching-learning in mother tongue.** *The Primary Teacher,* Vol. 21(3), 51-58.
- Koteswara, M.N. and Reddy, B.R. (1998). **A study of reading achievement in relation to demographic variables.** *Experiments in Education,* Vol. 26(11), 198-200.
- Krashen, S. (1994). **The input hypothesis and its rivals.** In, N. C. Ellis, N. C. (ed.) (1994). *Implicit and Explicit Learning of Languages.* San Diego/CA: Academic Press. 45-77.

- Krishnand, R. and Pandey, L. (1998). **Strategies for effective teaching.** *The Primary Teacher*, Vol. 23 (1). 42-48.
- Kulkarni, M. and Chincholkar, R.S. (1997). **A study of the difficulties faced by teachers in implementing the primary school syllabus in accordance with the time allotment given in it to different school subjects.** *Textbook and Curriculum Research: Annual Research Report 1993-94*, Pune: Maharashtra State Bureau of Textbook Production and Curriculum Research. 131-134.
- Kulkarni, S. and Kamat, V. (1997). **Experimental use of suitable educational technology in the teaching of Marathi as first language.** *Textbook and Curriculum Research: Annual Research Report 1993-94*. Pune: Maharashtra State Bureau of Textbook Production and Curriculum Research. 35-40.
- Kulkarni, S.V. (1995). **Parbhani jilliyateel iyatta navaviteel vidyathyanchya ppratham bhasha Marathiteel lekhanat adalnasya trutincha pralekhi varanvaritewarun kilel vishleshnatmak abhyas.** (An evaluation study of errors committed by students of Parbhani District in Marathi language writing). Unpublished Doctoral Dissertation, Marathwada University.
- Kumar, K.L. (1997). **Innovations in teaching methodology for higher order learning.** *The Indian Journal of Technical Education*, Vol. 20(4), 38-43.
- Kumar, V. (1999). **Open learning strategies for enhancing on-campus teaching: An experiment.** <http://www.col.org/forum/PCFpapers/kumarv.pdf>
- Kumudhavalli, S. (1999). **Relationship between medium of instruction and academic achievement and adjustment of primary school children.** Unpublished Doctoral Dissertation, SNDT Women's University.
- Kundu, P. and Chaudhuri, B.B. (1999). **Error pattern in Bangla text.** *International Journal of Dravidian Linguistics*, Vol. 28(2), June, 49-88.
- Lali, S. (1995). **A comparative study of the scholastic performance of the visually handicapped pupils studying under the integrated system with that of the normal pupils in secondary schools of Kerala.** Unpublished Doctoral Dissertation, University of Calicut.
- Lalitha, T.V. (1998). **Ideas to spark comprehension.** *The Primary Teacher*, Vol. 23 (1). 31-41.
- Lata, T. (1992). **Factors underlying semantic abilities as predictors of achievement in Science, Mathematics, Social Studies and languages at class X Level.** Unpublished Doctoral Dissertation, Rohilkand University.
- Lele, V. and Khaledkar, A. (1994). **A study to identify the learning problems of hearing impaired children in language textbook (Marathi) of primary level and development of supplementary explanatory (instructional) material to improve their uses of language.** *Project Report*, Shrimathi Mai Lele Sharavan Vikas Vidyalaya, Nasik.
- Mahajan, S.L. (1994). **Effectiveness of computer-assisted instructions for teaching singular and plural at II grade.** *Bharatiya Shiksha Shodh Patrika*, Vol. 13 (1), 29-32.
- Mahalingam, K. (2000). **What can go into the preparation of language instruction materials.** *International Journal of Dravidian Linguistics*, Vol. 29(1), Jan, 121-124.
- Malhotra, S.K. (1993). **Writing composition in English as a second language. Designing a model and a strategy for teaching adult learners.** *Journal of Indian Education*, Vol. 18 (5), 34-39
- Mallick, P.K. (1995). **Evaluation of educational television programmes for Oriya medium primary school children in terms of presentation, achievement with and without talkback, school achievement and attitude towards educational television.** Unpublished Doctoral Dissertation, Devi Ahilya Vishwavidyalaya.

- Manjulata, M. (1998). **Academic achievements of tribals and non-tribal pupils in Ranchi City (Bihar): A study in preference and performance in high school subjects.** *Researches and Studies*, Vol. 43, 38-41.
- McDonough, S. H. (1995). **Strategy and Skill in Learning a Foreign Language.** London: Edward Arnold.
- Mehta, A. (2000). **Management of Gujarati language instruction process at Municipal Schools.** In, Joshi, S.M.; Pradhan, N. and Biswal, A. (eds.), *Management of primary education: A challenge.* Gujarat: Gujarat Council for Educational Administration and Management and Vadodara: Good Companions. 254-258.
- Ministry of Education (1996). **Integrated Resource Package for teaching Punjabi in British Columbia.** <http://www.bced.gov.bc.ca/irp/pun512/puntoc.htm>
- Misra, R.K. and Misra, B. (1993). **Acquisitional hierarchy of WH-words in Hindi.** *Psycholinguia*, Vol. 23(2), 83-94.
- Mohanlal, S. (2002). **The influence of the dominant language.** *Language in India: Strength for Today and Bright Hope for Tomorrow*, 1, 10, <http://www.languageinindia.com/feb2002/urali3.html>
- Mohanty, B. and Dash, A. (1997). **Effects of socio-economic status and age on working memory and spelling competence of children.** *Psycholinguia*, Vol. 27(1), 1-9.
- Mujumdar, A.R. (1994). **Teaching translation: An effective classroom strategy.** *Journal of Indian Education*, Vol. 20(2), July, 7-11.
- Mukherjee, R. (1993). **Teaching of English composition through concept organisation.** Unpublished Doctoral Dissertation, Vishwabharati University.
- Nagaraju, C.S. (1995). **The Carroll Model and rural primary education in Karnataka, India.** *Perspectives in Education*, Vol. 11(2), 119-123.
- Naji, I.M. (1999). **Reducing grammatical errors through self-correction: A global strategy.** *The Journal of English Language Teaching*, Vol. 34(1), 55-64.
- Nazareth, M. (1993). **Teaching English as a second language to Malayalees - problems and principles.** Unpublished Doctoral Dissertation, M.L. Sukhadia University.
- Nold, G./Schnaitmann, G. (1997). **Lernstrategien in verschiedenen Tätigkeitsbereichen des Fremdsprachenunterrichts. Lassen sich passende Strategien finden? (Ein Zwischenbericht).** In, Rampillon, U./Zimmermann, G. Rampillon, U. Zimmermann, G. (eds.) *Strategien und Techniken beim Erwerb fremder Sprachen.* Ismaning: Hueber. 135-149.
- O'Malley, J. M. and Chamot, A. U. (1990). **Learning strategies in second language acquisition.** New York: Cambridge University Press.
- Oxford, R.L. (1990). **Language learning strategies: What every teacher should know.** New York: Newbury House Publishers.
- Oxford, R.L. (1994). **Language learning strategies: An update.** *ERIC Digest*, <http://www.cal.org/ericcl/digest/oxford01.html>
- Padmaja, T.V.S. (1996). **English language teaching at pre-university/inter-mediate levels. A comparative study with reference to materials, methods and modes of evaluation.** Unpublished Doctoral Dissertation, Bangalore University.
- Paliwal, A.K. (1994). **Developing communicative competence in written English among secondary school learners. An experimental study.** Unpublished Doctoral Dissertation, M.L. Sukhadia University.
- Pandya, R. and Lahkar, I. (1999). **Games in teaching and learning.** *Indian Journal of Adult Education*, Vol. 60(1), Jan-March, 57-66.

- Pani, M.K. (1993). **A differential study of academic performance in reading achievement and cognitive tasks among tribal children.** *Psycho-Lingua*, Vol. 23(1), 19-24.
- Parhar, M. (1994). **A study of effect of media on student learning.** Unpublished Doctoral Dissertation, Jamia Millia Islamia.
- Patel, J.K.(1997). **A critical evaluation of Bal Bharati Urdu textbook (1991) and the teacher's handbook.** *Textbook and Curriculum Research: Annual Research Report 1993-94.* Pune: Maharashtra State Bureau of Textbook Production and Curriculum Research, 43-45.
- Pathy, M.K. and Khadanga, U.P. (1997). **A study of mastery learning in language among tribal children.** *Teacher Education*, Vol. 31 (3 & 4). 42-45.
- Patil, S.A. (1995). **A Comparative study of effectiveness of inductive thinking model and concept attainment model for teaching Marathi grammar to students of standard VII.** Unpublished Doctoral Dissertation, Shreemati Nathibai Damodar Thackersey Women's University.
- Patnaik, M.S. (1999). **Interactive distance learning over internet.** New Delhi: Rajat Publishers.
- Patra, S. and Dash, U.N. (1999). **Reading achievements of children with bilingual media of instruction.** *Psycho-lingua*, Vol. 29(1), 19-24.
- Patwardhan, S.S. (1995). **A critical study of the difficulties and mistakes in Marathi writing by the students of Standard VI of Bombay Municipal Corporation School and effectiveness of remedial teaching and learning programme.** Unpublished Doctoral Dissertation, Shreemati Nathibai Damodar Thackersey Women's University.
- Phadke, V. (1997). **An experiment in the teaching of idioms and phrases (concept, form and use) at the primary school stage.** *Textbook and Curriculum Research: Annual Research Report 1993-94.* Pune: Maharashtra State Bureau of Textbook Production and Curriculum Research.
- Prakash, S.; Potdar, M.V.; Singh, V.P.; Oberoi, K.; Tiwari, R.S. and Gupta, J. (1996). **Identification of local specific teaching learning materials for Grades I, II and III in language, mathematics and environmental studies to nurture perceptual abilities including observation, measurement and drawing inferences.** *Project Report.* Bhopal: Regional Institute of Education.
- Puri, K. and Kaur, N. (1996). **Perception of learners and volunteers about IPCL primers.** *Indian Journal of Adult Education*, Vol. 57(3), 19-25.
- Rahim, A.F. and Sheorey, R. (2000). **Strategy use among Indian female college students.** Paper presented at the Conference on Second Language Acquisition conducted at Oklahoma State University. http://www.tesol.org/conv/t2001/pp/program/iss/efl_4.html
- Rajaram, S. (1993). **On writing pedagogical dictionaries.** *Pondicherry Institute of Language and Culture, Journal of Dravidic Studies*, Vol. 3(2), July, 177-182.
- Ramachandran, K.M. (1993). **Social and familial variables which cause underachievement in Malayalam in secondary schools.** Unpublished Doctoral Dissertation, University of Calicut.
- Rana, Neeti and Sinha, S.P. (1996). **Impact of recall conditions and mode of instructions on memory performance of learning disabled children.** *Journal of Psychological Researches*, Vol. 40(1&2), 35-43.
- Rangappa, K.T.(1993). **Effect of reading ability on mathematical performance.** *Psycho-lingua*, Vol. 23(1), 25-30.
- Rani, P.U. (1997). **The creativity of high school pupils in learning the English language.** Unpublished Doctoral Dissertation, University of Calicut.
- Rao, P.S. (1993). **Distance teaching of English to adults. Designing a need-based course for the under-graduate students of an open university.** Unpublished Doctoral Dissertation, Osmania University.

- Reddy, G.L. and Ramar, R. (1997). **Effectiveness of multimedia-based modular approach in teaching English to slow learners.** *Disabilities and Impairments*, Vol. 11(1), 33-44.
- Reeves, Thomas C. (1998). **The Impact of Media and Technology in Schools.** *A Research Report prepared for the Bertelsmann Foundation.* The University of Georgia.
- Rubin, J. and Thompson, I. (1994). **How to be a more Successful Language Learner (2nd ed.).** Boston: Heinle & Heinle. Also in Orwig, C.J. **Language Learning Strategies.** <http://www.sil.org/lingualinks/LANGUAGELEARNING/Language-LearningStrategies/Contents.htm>
- Rubin, J. (1975). **What the "good language learner" can teach us.** *TESOL Quarterly*, Vol. 9, 41-51.
- Sasikala, R.(1999). **Oral English acquisition: Effect of communicative tasks and cognitive strategies.** Unpublished Doctoral Dissertation, Alagappa University.
- Shabnam, S. (1995). **Need for audio-media support for English language teaching at the primary stage.** *Journal of Indian Education*, Vol. 21(2), August, 37-42.
- Shamala, S.K. (1997). **Enhancing teaching competency through integration of art education for effective language teaching at the primary stage - a conceptual model.** *Teacher Empowerment and School Effectiveness at Primary Stage: International Perspective.* New Delhi: National Council of Educational Research and Training.
- Shanmugam, S.V. (1995). **Role of grammar in communicative language teaching.** Pondicherry Institute of Language and Culture, Vol. 5(1), Jan, 51-56.
- Sharma, A.K. (1997). **The effect of programmed learning in teaching Sanskrit Karakas: An experimental study.** Unpublished Doctoral Dissertation, Rastriya Sanskrit Vidyapeetha.
- Sharma, L. and Agarwal, S. (1998). **A comparative study of reading-writing readiness among children attending ICDS and Non-ICDS centers.** *Indian Journal of Psychometry and Education*, Vol. 29(2), 95-100.
- Sharma, P. (1997). **Impact of interventional strategies on attainment of MLL competencies in multigrade schools.** *Project Report.* Mysore: Regional Institute of Education.
- Sharma, V. (1995). **On children's mass media communication.** *Psycho-lingua*, Vol. 25 (1&2), 85-96.
- Sheorey, R. and Bryant, N.C. (1998). **Examining the learning strategies of Indian college students.** *Indian Journal of Applied Linguistics*, Vol. 24(1), Jan-June, 39-57.
- Shirur, R.R. (1995). **Content analysis of continuing educational materials.** *Indian Journal of Adult Education*, Vol. 56(4), Oct-Dec, 38-41.
- Shrivastava, Y.V. (1993). **A study of the efficacy of concept attainment model to teach English grammar.** *Indian Journal of Psychometry and Education*, Vol. 24(1), 59-63.
- Shrivastava, Y.V. (1995). **Efficacy of concept attainment model in the teaching of English grammar.** *Psycho-lingua*, Vol. 25 (172), 69-72.
- Singh, R. and Bhargave, V. (1995). **Attitude towards learning and teaching of Hindi.** *Psycho-lingua*, Vol. 25(1&2), 39-42.
- Singh, R.K. (1993). **Teaching writing for academic communication at territory level: An interactional feedback approach.** *Indian Journal of Applied Linguistics*, Vol. 19(1), Jan-June, 34-47.
- Singh, R.K. and Sarkar, M.D. (1993). **Writing subject-specific Composition: A report on peer interactional feedback.** *Indian Journal of Applied Linguistics*, Vol. 19 (2), July-Dec. 39-56.
- Singh, T. and Tripathi, K.N. (1994). **Effect of task demands on language behaviour in children.** *Psycho-lingua*, Vol. 24(2), 105-112.
- Singh, U. and Sharma, S.(2000). **Language games in developing language skills in**

- English at primary level.** In Joshi, S.M. Pradhan, N. and Biswal, A. (eds.), *Management of primary education: A challenge*. Gujarat: Gujarat Council for Educational Administration and Management and Vadodara: Good Companions. 141-145.
- Sinha, A. (1998). **Use of language for effective interaction.** *The Primary Teacher*, Vol. 23(1), 23-30.
- Sowbhagyalakshmi, C. (1996). **Developing of writing skills among students of class VIII; Learning Telugu as a second language through communicative approach.** Unpublished Doctoral Dissertation, Osmania University.
- Srivastava, N.C. (1996). **Academic achievement in literary subjects at junior high school stage as predictor of success for high school examination.** *The Progress of Education*, Vol. 70 (6), 140-143.
- Srivastava, R.P. (1995). **An investigation into the problems of Urdu medium students in learning English.** *Project Report*, Jamia Millia Islamia.
- Subramaniam, V.I. (1999). **On the teaching of Dravidian languages.** *International Journal of Dravidian Linguistics*, Vol. 28(1), Jan, 99-104.
- Sudhakar, G. (1993). **Traditional English Grammar and ELT.** *Indian Journal of Applied Linguistics*, Vol. 19 (2), July-Dec., 105-111.
- Suresh, P.; Maya, S. and Koruth, P. (1995). **A new coding system for English alphabets with potential applications in the language rehabilitation of mentally retarded, linguistically handicapped and in computer science.** *International Journal of Dravidian Linguistics*, Vol. 24(1), Jan., 93-101.
- Swain, J.B. (1996). **Role of memory and intelligence factors in early reading in Oriya orthography: A developmental observation.** Unpublished Doctoral Dissertation, Utkal University.
- Swarajyalakshmi, V. (1997). **Dialect variation-Telugu language teaching.** *Indian Journal of Applied Linguistics*, Vol. 23(1), Jan-June, 41-52.
- Thakore, M. (1995). **Effect of immediate and delayed feedback on the improvement of spellings in English.** *The Progress of Education*, Vol. 69(11), 242-243.
- Tarone, E. (1983). **Some Thoughts on the Notion of 'Communication Strategy'.** In C. Faerch and G. Kasper (eds), *Strategies in Interlanguage Communication*. London: Longman. 61-74.
- Thejovathi, K. (1995). **A study of the environmental factors affecting the acquisition of English language skills at the high school stage in Guntur district.** *Experiments in Education*, Vol. 23(5), 88-92.
- Umadevi, M.R.(1997). **Effectiveness of remedial programme on improving reading comprehension skills among dyslexic children.** Unpublished Doctoral Dissertation, Kuvempu University.
- Upadhyay, G.C.; Seth, K.; Kapoor, R. and Soni, R.(1996). **Numeracy and reading readiness levels of entrants to Class I.** *Studies on Classroom Processes and School Effectiveness at Primary Stage*. New Delhi: National Council of Educational Research and Training.
- Usha, H.B. (1993). **Language development in primary school entrants.** Unpublished Doctoral Dissertation, University of Mysore.
- Valsamma, K. (1994). **An investigation into the structure of reading ability of Indian students in English.** Unpublished Doctoral Dissertation, Jamia Millia Islamia.
- Vanker, I.N. (1996). **An investigation into the proficiency in the subject Gujarati of the secondary school teachers.** Unpublished Doctoral Dissertation, Sardar Patel University.
- Ved, P. and Panda, P. (1996). **Literacy and numeracy attainments of class II students in DPEP states: A meta analysis.** *Studies on Classroom Processes and School Effectiveness at Primary Stage*. New Delhi: National Council of Educational Research and Training.

- Verma, B.P. (1996). **Study habits, locus of control and academic performance.** *Indian Journal of Psychometry and Education*, Vol. 27(1), 1-6.
- Verma, B.P. (1996). **Test anxiety, and study habits: A study of their main and interaction effects on academic achievement.** *Indian Journal of Applied Psychology*, Vol. 33(2), 55-61.
- Vijayalakshmi, S.(1998). **A study of the predictors of reading ability of students studying in VII standard of Bangalore City.** Unpublished Doctoral Dissertation, Bangalore University.
- Vishwanatham, K. (1999). **Learner's bilingual dictionary: a format for Indian languages.** *International Journal of Dravidian Linguistics*, Vol. 28(1), Jan., 57-64.
- Vora, P.R. (1995). **Development and standardisation of Barrett's taxonomic silent reading comprehension test in English for eleventh graders.** Unpublished Doctoral Dissertation, Bhavnagar University.
- Wakde, S.A. (1997). **A critical study of the Bal Bharati Marathi textbooks for Standards I to V from the point of view of the ten common core areas of the national school curriculum.** *Textbook and Curriculum Research: Annual Research Report 1993-94.* Pune: Maharashtra State Bureau of Textbook Production and Curriculum Research. 29-32.
- Warsi, M.J. (1998). **Pedagogical stylistic.** *Indian Linguistics*, Vol. 59(1-4), 125-130.
- Wenden, A. (1991). **Learner strategies for learner autonomy: Planning and implementing learner training for language learners.** Cambridge: Prentice Hall International, Ltd.
- Wendt, M. (1997). **Strategien und Strategieebenen am Beispiel von Lernaktivitäten im Spanischunterricht.** In: Rampillon, U.Zimmermann, G. *Strategien und Techniken beim Erwerb fremder Sprachen.* Ismaning: Hueber. 77-94.
- Wolff, D. (1997). **Strategien des Textverstehens: Was wissen Fremdsprachenlerner über den eigenen Verstehensprozeß?** In: Rampillon, U.Zimmermann, G. *Strategien und Techniken beim Erwerb fremder Sprachen.* Ismaning: Hueber. 270-289.