

This study was designed to find out the effectiveness of Layered Instructional Strategy (LIS) based on the Elaboration Theory given by Charles M. Reigeluth on the learning achievement of secondary school students in the subject of English. He is of the view that layering approach of instruction helps students to learn better and improves retention. This layering has a zoom lens sequencing approach that proceeds from general to specific.

Main objectives were as follows: (i) To develop an understanding about instructional design. (ii) To ascertain the difference between layered instructional strategy and traditional method on learning achievement of secondary school students in the subject of English. (iii) To explore the difference of experimental treatment between high achievers of experimental and control groups. (iv) To calculate the difference of independent variable between low achievers of experimental and control groups. (v) To measure the degree of retention of treatment effects between experimental and control groups. (vi) To examine the retentiveness of the treatment between high achievers of experimental and control groups. (vii) To discover the retentivity of independent variable between low achievers of experimental and control groups. (viii) To compare the learning competencies/abilities of the students taught through layered instructional strategy and the students who received traditional instruction.

To achieve these objectives, the following null hypotheses were tested. (i) There is no significant difference between the mean scores on post test of experimental and control groups. (ii) There is no significant difference between the mean scores of high achievers of experimental and control groups. (iii) There is no significant difference between the mean scores of low achievers of experimental and control groups. (iv) There is no significant difference between the mean scores on retention test of experimental and control groups. (v) There is no significant difference between the mean score on retention test of high achievers of experimental and control groups. (vi) There is no significant difference between the mean scores of low achievers of experimental and control groups. Students studying at secondary level constituted the population of the study. The students of Federal Government Secondary School, 1-9/4, Islamabad were taken conveniently as sample of the study.

The sample was divided into two groups after equating them on the basis of scores on pre test. Each group comprised of 31 students. One group was randomly taken as experimental group and the other one as control. The treatment was given to the experimental group by the same teacher who taught the control group by traditional method. The experiment continued for 12 weeks. Post test was administered immediately after the treatment was over to the whole sample to obtain final data. Independent sample t test was applied through SPSS to analyze the data. The experimental group exhibited better results. The difference was statistically significant. To measure the retentivity of both groups a retention test was given after 15 days of post test. Data were analyzed through SPSS version 13.0 by applying independent sample t test. The analysis of data revealed that the experimental group performed significantly better than the control group. LIS was found

statistically significant. The rate of retention in the experimental group was also significantly higher than the control group. The difference was found statistically significant.