

analysed. Most of the literatures on the theoretical analysis study teachers' factors affecting effective instruction; the literatures on the empirical research mainly study the influential factors of effective instruction in college.

As for current Chinese research on influential factors of effective instruction, although the research has transferred from a single perspective of teachers to a comprehensive multi-angle, there are some limitations and shortcomings:

The distribution of the study contents is not very balanced, most of the studies focus on teachers factors, few studies are related to students and so on; most of empirical studies just use questionnaire method to analyse the survey data, and then fail to provide us with information about the actual effectiveness of instruction ; empirical studies, has considered influential factors of effective instruction from more comprehensive multi-angle, but what factors on the impact of effective instruction, how they come into force and how much they can affect it are less discussed.

There are many factors affecting effective instruction, but what is important, what are the key factors, and how these factors affect instruction are the problems to be further studied.

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