

CHAPTER-III

REVIEW OF RELATED LITERATURE

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CHAPTER-III**REVIEW OF RELATED LITERATURE****III.1 INTRODUCTION :**

The purpose of the present chapter is clear from its title. It is to take a review of related literature. It summarizes the findings and suggestions from the earlier researches in the field of the present study. The review is helpful to the researcher in the following ways :

- 1) It is helpful in avoiding duplication and in providing helpful suggestion for further research work.
- 2) It is useful in selection of the methods and tools to be employed at in the interpretation of results.
- 3) It also provides evidence that the researcher is quite familiar with the research work done on the topic.

With a view to reviewing the related research literature the research worker has gone through the following volumes of research work.

- i) The 111rd Indian Year Book of Education - Educational Research, N.C.E.R.T., New Delhi.
- ii) A Survey of Research in Education edited by Dr M.B.Buch, Centre of Advanced Study in Education, M.S. University, Baroda.
- iii) Educational Investigations in Indian Universities (1939-1961), N.C.E.R.T., New Delhi.
- iv) Educational Investigations in Universities in Maharashtra (1939-1970), State Institute of Education, Pune-30.
- v) Second Survey of Research in Education (1972-78) Dr.M.B. Buch (Ed.) Society for Educational Research and Development, Baroda.

vi) Third Survey of Research in Education (1978-1982) Dr. M.B. Buch, National Council of Educational Research and Training, New Delhi, 1987.

vii) Educational Research in University of Bombay, Dr. (Mrs.) Pratibha Deo (Ed.), Department of Education, University of Bombay, 1981.

viii) Educational Research in Universities in Maharashtra, Dr. N.K. Patole (Ed.), Platinum Jubilee Year Commemoration, Volume -1982, S.T. College, Bombay.

III.2 REVIEW OF RELATED RESEARCH LITERATURE :

Mishra, J.N., A Study of the Problems and Difficulties of Hindi, English and Sanskrit Language Teaching at Secondary Stage, Ph.D Edu., Sag. U., 1969.¹

The study aimed at (i) illustrating the importance of language in all round development of child's personality; (ii) finding out the reasons of deterioration of the standard of Hindi, English and Sanskrit languages among the students at higher secondary stage; (iii) knowing the practical problems and difficulties of Hindi, English and Sanskrit language teachers in their daily language teaching; and (iv) giving the various practical and constructive suggestions for improving the standard of Hindi, English and Sanskrit languages among the students.

A questionnaire containing twenty-nine different common parts of Hindi, English and Sanskrit language teaching was developed. It was sent to 1,000 Hindi, English and Sanskrit language teachers of higher secondary schools of Madhya Pradesh. Data were also collected through interviews, observation and a survey of literature of Hindi, English and Sanskrit language teaching.

The main findings were as follows : (i) Ninety percent teachers experienced the difficulty of explanation in prose teaching; more than seventy five percent teachers used translation method. (ii) Only thirtytwo percent teachers inspired the students for general reading. (iii) Nearly ten percent of the teachers were found to motivate the students to note certain important language material in the class. (iv) Forty percent of the teachers did not give practice of loud reading and less than fifty percent of the teachers asked the students to memorise certain good pieces of prose and poetry. (v) Very few teachers gave practice of correct pronunciation. (vi) Seventyfive percent of the teachers recommended oral and writing practice to improve upon correct spelling. (vii) Majority.

Sharan, P.B., A Contrastive Study of Bhojpuri and English with Special Reference to the Teaching of English and to the Influence of Hindi on Bhojpuri Speakers, Ph.D., Linguistics, Poona U., 1971.²

The aims of the study were : (i) to locate the areas of difficulty faced by the learners of English in Bihar (especially those who speak Bhojpuri as the first language and Hindi as the regional language); and (ii) to study the Bhojpuri speakers' use of English.

The study is based on the preparation of descriptive sketches of phonology, morphology, syntax and vocabulary of Bhojpuri, Hindi and English and the contrastive studies following therefrom. In order to study Bhojpuri, Hindi, Bhojpuri English and Hindi English forms, the towns of Bihar were visited. The library was also one of the important sources of data. Descriptive and contrastive analysis of Bhojpuri, Hindi and English were made.

The study revealed that: (i) there were number of similarities and dissimilarities among Bhojpuri, Hindi and English; (ii) these created areas of difficulty and brought about problems of language learning for the speakers of Bhojpuri and Hindi; (iii) the affricate in English as compared to that in Bhojpuri and Hindi was an area of difficulty for the learners of English, although not a very significant one as the English affricates were different from the Hindi palatals in respect of structural features and articulation; (iv) the subjunctives posed a great problem for the Hindi or Bhojpuri learners of English because these were absolutely absent in Hindi and Bhojpuri; (v) the habit of 'drawing back' on the mother tongue accounted for another difficulty in this connection; (vi) the system of aspect caused a major problem for the English learners of Hindi or Bhojpuri origin - they usually confused between the present perfect and past tense in English had no parallel in Bhojpuri and Hindi; and (vii) the use of auxiliaries created another significant problem for the English language learners of Bhojpuri and Hindi origin.

Shastri, S.V., *The Teaching of English as a Second Language in Bombay with special reference to Structural Approach at Work*, Ph.D.Edu., U., 1972.³

The purposes of the study were : (i) to ascertain the existing position of teaching English as a foreign language in the secondary schools in Bombay; (ii) to detect and locate the areas of students' weaknesses with regard to their knowledge of certain structures and vocabulary at the secondary school level; and (iii) to provide a basis for teaching English to the first year college students.

The study was divided into two phases, namely, the pilot study and the final investigation. For the pilot study, a proforma for collecting data was prepared and sent to 261 secondary schools in Bombay. A supplementary survey was conducted after a period of three years with the same proforma and the same schools. The data were analysed quantitatively. The second phase started with the construction of an exploratory test in English meant to serve as a tool for collecting data. The test was first administered to fortytwo Gujarati speaking students and forty Marathi speaking students, who had completed their S.S.C. course and were about to appear for the public examination. It was also administered to a batch of ninety-six students attending the practice teaching classes attached to the Summer Institute in English Language Teaching. In the light of the students obtained the test was modified and finally administered to a sample of first year arts and science college students. The sample was planned to be representative of all the three classes of first, second and pass classes on a proportional basis. The size of the sample was planned to be ten percent of the total college population. The four parts of the test constructed on the basis of the Helen Bernard's Vocabulary Test, covered 1,200 vocabulary items and 108 verb form items. The test was designed to be a test of recognition consisting of four sections. In order to analyse the data, simple frequencies, percentages, and product-moment correlations were used.

The major findings of the study were : (i) the performance of the students on the vocabulary test had a significant correlation with their performance at the S.S.C. examination; (ii) the average vocabulary of a student was 1,800 assuming the first 1,300 untested words; the range of

the vocabulary was from 1,000 to 2,000; (iii) nearly a quarter of the tested vocabulary was known by sixty percent of the students; (iv) over half of the tested vocabulary was known by forty percent of the students; (v) over three quarters of the tested vocabulary was known by twenty percent of the students; (vi) out of every 100 items answered, only sixty were correct; (vii) the frequency distribution curves for all the sections - separately and put together - were skewed to the left; (viii) a closer analysis of several random scripts revealed a variety of errors which the students had committed.

Dewal, O.S., A. Study of Difficulties in Teaching English and Effectiveness of Programmed Teaching, Ph.D. Edu., MSU, 1974.⁴

The major objectives of the study were : (i) to study teachers' perception of difficulties which hampered effective teaching and learning of English; and (ii) to study the effectiveness of programmed teaching.

For the first part of the study ninetythree English teachers of Udaipur constituted the sample. A total of 160 students of Class VIII of four government schools of Udaipur city were employed as the sample for the second part of the study. As for tools, a questionnaire was administered to the teachers for the purpose of data collection. A pretest, programme and the post test were administered to the students.

The study revealed that (i) the difficulties hampering effective teaching and learning of English were due to the shortage of trained teachers lack of subject competence in teachers, dearth of good teaching - learning material, lack of individual attention, and poor socio-economic background; (ii) programmed teaching overcame some of the felt difficulties of the teachers and helped students to perform significantly better than those who

were taught by conventional method; and (iii) the strategy proved useful in a situation where teachers were underqualified and untrained in teaching English.

Rangachar and Kulkarni examined the prevailing facilities for teaching of English in 1967.⁵ They found that teaching of English as knowledge subject, ignorance of objectives and proper methods of teaching the subject, lack of school libraries and teaching aids were some of the major drawbacks in this respect.

Dewal V.S. made A Critical Study of Difficulties in Teaching English and Effectiveness of Programmed Teaching in 1974.⁶

The objectives of the study were to study teachers' perception of difficulties which hampered effective teaching and learning of English and to study the effectiveness of programmed teaching.

The study revealed the following findings. The difficulties hampering effective teaching and learning of English were due to shortage of trained teachers, lack of subject competence in teachers, dearth of good teaching-learning material lack of individual attention and poor socio-economic background. Programmed teaching overcame some of the difficulties of the teachers and helped students to perform significantly better than those who were taught by conventional method. This strategy proved useful in a situation where teachers were under qualified and untrained in teaching English.

Murthy R.V.S. made a Comparative Study of the Direct Method and the Bilingual Method of Teaching English, Central Institute of English,, Hyderabad, 1968.⁷

The main purpose of the investigation was to compare, under experimental conditions, the effectiveness of the Bilingual Method and the Direct Method in teaching English to Telgu speaking pupils. It was the purpose of the study to verify the validity of Dodson's claims regarding the effectiveness of the Bilingual Method in the realistic setting of a class-room.

The important findings were -

- 1) The Bilingual Method is more effective than the Direct Method in developing the pupils' ability in oral reading, oral comprehension and expression.
- 2) A considerably greater frequency of contacts with English, per pupil, per lesson can be obtained under the Bilingual Method. It was 14 as against 7 under the Direct Method.
- 3) The burden on the teachers in terms of the amount of time spent in preparing lesson plans is less in the case of the Bilingual Method. It is 33 minutes as against 52.4 minutes under the Direct Method.

Nair N.S. made A Study of the Common Language Difficulties in English of Secondary School Pupils in Kerala Government, Training College, Trivandrum, 1966.⁸

The objectiveness of the investigation were to find out the common language difficulties in English of secondary school children of Classes VIII, IX and X in Kerala. The other objectives were to find out the causes of these difficulties and to suggest methods to prevent these difficulties.

The difficulties located were with structures and patterns, in the area of verba, verb-forms, with words, phrases, idioms and difficulties with spellings and punctuation. The findings were -

- 1) More than 65 percent of the total errors were committed in the area of grammatical structure. Pupils tried to do literal translation of their mothertongue into English.
- 2) About 20% of the total errors are of the use of articles.
- 3) About 15% of the total errors are in the area of preposition.
- 4) Nearly 26% of the total mistakes were from the script of spelling, construction of sentence, syntax of the language.
- 5) Pupils' understanding of the verb and verb-form is quite shaky and the learning of the same is unsystematic.
- 6) The difficulty regarding the proper use of articles is because of the fact that articles do not exist in native language.
- 7) The pupils are unable to fix the prepositions in the groups of the words. They are unable to understand the function of the preposition in a group of words.
- 8) The lack of sufficient vocabulary and ignorance of the proper use of words in sentences, causes, mistakes in writing
- 9) The inadequacy of reading material, defective methods of instruction in spelling, poor reading habits, and lack of awareness of the importance of spelling contribute to the difficulties of pupils in spelling.
- 10) The mistakes in punctuation reveal that no thing systematic is done in this area. Most of the pupils know the use and significance of the full stop. The comma and other marks of punctuations are not used properly.

11) The pupils are ignorant of the proper use of 'object' after the transitive verb. These errors are committed because of the mis-apprehension among the pupils regarding the use of 'objects' in sentences.

The wrong practices of correcting the mistakes as well as the desirable methods of correcting them are suggested.

Shukla S.K. made a study of Problems of Translation and the Implications of its use as a Teaching Device with Special Reference to the Teaching of English to Hindi Speakers, Central Institute of English and Foreign Language, Hyderabad, 1968.⁹

The major aims of the study were to examine the problem involved in the process of translation and the implication of its use as a teaching device. The study was made with reference to English, Hindi translation. It was taken for granted that the study may indicate the way in which the translation device of teaching a second language should be used.

The major findings were -

- 1) The translation device can be used as an aid to create meaningful context.
- 2) This device is not complete method of teaching a second language. It helps for the presentation and practice of language items.
- 3) This device cannot be adequate in teaching items which do not have their equivalents in the pupils' first language. The teacher using this device must be aware of the limitations of translation.

Galkwad, M.A. made A Comparative Study of Efficacy of the Direct Method and the Bilingual Method of Teaching English to Lower Classes of Secondary Schools in Rural Areas of Maharashtra State, an Experiment, Ph.D. Edn., Shivaji University in 1982.¹⁰

The objectives of the study were -

1) To examine the comparative efficacy of the Direct Method and the Bilingual Method under experimental condition for teaching English as a second language to lower classes of secondary schools in rural area.

2) To compare the achievement of pupils in language learning gained the Direct Method and the Bilingual Method in respect of four basic skills of learning namely listening, reading, writing and speaking and in the case of structure and vocabulary comprehension.

3) To observe the efficiency of the methods in respect of suitability of the methods to the teacher in realistic rural conditions and in terms of time, energy required for preparation and presentation of teaching material by the teacher.

4) To observe the efficiency of the methods in respect of suitability of the methods to the learners in terms of their difficulties in comprehension

The major findings of the study were -

1) The Bilingual Method was superior to the Direct Method in developing linguistic skills of understanding, speaking and writing.

2) The Bilingual Method was also superior to the Direct Method so far as developing the language elements of structure and vocabulary in the pupils was concerned.

3) Both the methods were equally effective so far as reading skills were concerned.

4) From the view point of suitability of the method to the teacher as well as learner, the Bilingual Method was more suitable than the Direct Method.

5) The Bilingual Method enabled the teacher and the pupils to speed up inter-communication among themselves.

Mishra J.N. made a study of the problems of difficulties of Hindi, English and Sanskrit language teaching at secondary stage in 1969. 99.00%¹¹ teachers experienced difficulty of explanation in prose teaching. More than 75.00% teachers used translation method. Nearly 10% of the teachers were found to motivate the students to note certain important language material in the class. 40% of the teachers did not give practice of loud reading. Less than 50% of the teachers asked the students to memorise certain good pieces of prose and poetry. Very few teachers gave practice of correct pronunciation. 75% of the teachers recommended oral and writing practice to improve upon correct spelling. Most of the teachers considered Inductive Method of grammar teaching more suitable in language teaching. 80% teacher found Deductive Method more useful for teaching of grammar. Majority of the teachers did not find time for correction of translation work due to heavy work-load. Majority of teachers adopted dictation method in essay writing. Almost all teachers were of the opinion that home work was essential but only 25% were able to check and correct home work of the students. All the teachers felt that the courses of all the languages were too vast to finish in time before the commencement of the examination 90% teachers pointed out that the lesson in the text-books were above the mental level of the students. 95% of the teachers accepted the language examination to be essential.

Tiwari (1971) studied the effect of making English optional at the high school and intermediate stages and also attempted to determine the place of English in the existing curriculum. Looking to the needs of the time, he found the position of English in the curriculum should be kept as it was.¹²

Rangachar and Kulkarni (1967) examined the provision of teaching facilities for English in Mysore and found that most of the schools had neither school libraries nor aids in language teaching. A few other studies centred round specific aspects of teaching and learning of English.¹³

Ghanchi (1972) compared the grammatical structures of English and Gujarati at different levels and made suggestions for developing a curricular programme of English for schools.¹⁴

Nagalakshmi (1962) constructed simple oral comprehension tests for use at the school leaving level.¹⁵

Singh and Srivastava (1960) studied the common errors committed by pupils of Class VIII in written English. They found that pupils were constantly influenced by the familiar patterns of their native languages, which caused mistakes in the use of the foreign language.¹⁶

III.3 CONCLUDING REMARKS :

After going through the foregone paragraphs, it is clear that though there are a number of studies related to the present study. But there is not a single research work studying critically of teaching English at the upper primary stage (Marathi Medium) in a comprehensive way as the present research work does. Hence, the research problem can be said as original and there is definite need of conducting research work regarding the present problem.

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