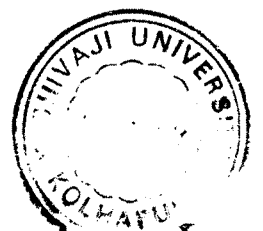


**CHAPTER II**  
**REVIEW OF RELATED**  
**LITERATURE**

## **II. REVIEW OF RELATED LITERATURE**

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## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

Present chapter deals with the study in brief of related literature. Every research project should be based on all relevant thinking and research that have preceded it. When completed it becomes part of the accumulated knowledge in the field and so contributes to the thinking and research that follow.

#### **2.2 Review Of Related Literature: Importance & Need**

When the researcher fixes the research problem it is necessary to take the review of the earlier studies related to the subject. By this, researcher gets valuable guidance to determine the scope of the research problem, to fix the objectives of the research, to choose the sample, to fix up the research tools to decide the process and to avoid the repetition.

1. The review of related literature should be made for the following reasons a review of related literature is the basis of most of the research projects in all faculties.
2. It gives the researcher an understanding of previous work done.

3. It actually provides the data used in the research.
4. It enables to know the means of getting to the frontier in the field of research problem.
5. It would develop the insight of the investigator into the methods, measures and approaches.
6. It helps the researcher in determining his research problem and defining it better.
7. It can help the researcher in making him alert to research possibilities that have been overlooked so far.

According to Walter R. Borg, "The review of literature in any field forms the foundation upon which all further work will be built." Thus if one fails to have the review of the literature, his work is likely to be shallow and will often duplicate with work that has already been done better by someone else. In view of the facts Carter V. Good observes "In order to be truly creative and original, one must read extensively, critically as a stimulus to think".

### **2.3 Some References Studies Related To The Topic Of Research**

A huge research work is done in competencies in English but separate studies of competencies are very few. As competency in

speech or speaking is most important phenomena in teaching profession to achieve.

The related studies are classified into following categories.

1. Studies related to the roles of English in higher and professional education.
2. Studies related to the effect of media in learning English.
3. Studies related to the investigation into the standards of reading ability in English.
4. Studies related to difficulties in teaching and learning English.
5. Studies related to writing competencies.
6. Studies related to the poor attainment in English comprehension of students.

### **2.3.1 Studies related to the poor attainment in English comprehension**

**Nanda Kamala (1982) for her Ph. D. studied an investigation into the causes of poor attainment in English comprehension of the students of class VIII in Cuttak City and their remedial measures.**

**Objectives –**

1. To detect causes of poor attainment in English in the HSC examination.
2. To detect weakness areas of comprehension skills.
3. To investigate the causes of poor attainment in English particularly in the areas relating to simple comprehension, vocabulary items, structures items and critical thinking.
4. To suggest remedial measures for developing power of comprehension.
5. To suggest remedial measures for better teaching and learning process.

**Methodology**

The study was undertaken in 26 secondary schools Cuttack City. Using purposive sampling method 500 pupils were selected for the study. Detection of the weak areas of comprehension skills was made through a preliminary test on comprehension and a diagnostic test on comprehension. Opinions of teachers of English, interview of teachers of English and interview of pupils served as the relevant data.

## **Major Findings**

1. Difficulties which hinder effective teaching of comprehension included lack of teaching aids, library reading facilities and initiative on the part of teachers, unsuitable textbook, poor salary structures, overburdened timetable and lack of preparation of lessons due to shortage of time.
2. Significant causes identified by pupils included lack of semantic knowledge, expression, knowledge of word usage, phrases and grammar and careless and hurried reading.
3. On posttest comprehension, the performance of the 123 underachievers after the remedial teaching programme improved satisfactorily.

### **2.3.2 Studies to the role of English in higher and professional education.**

**Jain Brij (1987) studied for his Ph. D. the English language teaching in secondary school of Gujrat State**

**Objectives were –**

1. To examine the objectives of the teaching English in a historical perspective.

2. To analyse the curriculum in view of the objectives of teaching English.
3. To study the human and material resources available for teaching English and their utilisation in the classroom.

### **Methodology**

1. The sample composed 60 Gujarati medium and 16 English medium schools from Baroda District. Data were collected from 62 principals, 188 teachers and 3,557 students.

### **Major Findings**

1. Objectives of teaching English have been an evolutionary process. In the beginning the main objective was creation of “a class of persons who were Indian in blood and colour but English in taste in words and intellect.” But now the emphasis is on the acquisition of four language skills.
2. With reference to the curriculum it was noted that the courses of studies are prepared, keeping in view the objectives of teaching English.
3. With reference to the human resources it was found in English medium schools all English teachers were graduates. With English as their major subject and at post



graduate level 66% teachers had studied English as a principal subject.

4. With regard to classroom teaching it was found that over 70% teachers still used lecture and translation method. However group work, discussion etc. were used in few causes.

### **2.3.3 Studies related to the effect of the presentation of easy and difficult listening materials**

**Pandya V. Y. (1988) studied for his Ph. D. the effect of the presentation of easy and difficult listening material at five different rates on listening comprehension.**

**Objectives were –**

1. To determine the effect of the rate of presentation of easy and difficult listening material on listening comprehension of VIII grades.
2. To compare the mean scores of VIII grades achieved by listening to easy and difficult listening material presented at five different rates.

3. To compare the mean scores of boys and girls of grade VIII got from listening to easy and difficult material presented at five different rates.

### **Methodology**

A total number of 430 subjects composed of 215 boys and girls were selected from all the different high-schools of Bhavnagar City randomly out of these ten groups were constructed, having 43 subjects in each for one speed.

### **Major Findings**

1. Speed or rate of presentation was an effective variable for listening comprehension.
2. Difficulty level of listening material was an effective variable for listening comprehension. That is easy listening material was better comprehended than difficult listening material.
3. There was no interactive effect of level and sex on listening comprehension.
4. There was no interactive effect of speed level and sex on listening comprehension.

5. The listening comprehension of girls for easy listening material was the highest at speed one and it was the lowest at five speeds.
6. At the speed one boys comprehended easy listening material better than difficult material while girls comprehended both easy and difficult listening material equally well at speed one.

#### **2.3.4 Studies related to reading proficiency**

**PRAKASH P. 1988 studies for his Ph. D. the development of reading proficiency and its relationship with metalinguistic awareness and cognitive processing skills.**

**Objectives were –**

To study reading acquisition process as related to the development and simultaneous. Successive processing skills in the Indian Orthographic Context.

#### **Methodology**

A good Oriya medium school was selected first later from within the grades, subjects were selected randomly. Tools used included Raven's coloured progressive matrices Oriya graded oral reading. Test and reading comprehension, test of monthly, test of

metalinguistic awareness. The collected data were treated using descriptive statistics correlation, principal component analysis and stepwise multiple regression analysis.

### **Major Findings**

1. As the children moved from grade I to grade V, the relative importance of linguistic awareness at lexical and syntactical levels increased.
2. Successive processing skill was found to be more salient at the later grades.
3. Phonemic awareness played an important role in Oriya of reading.
4. Reading comprehension was found to a complex process involving several component skills at phonological, lexical syntactical and pragmatic levels.

### **2.3.5 Studies related to teaching and learning English**

**Jayshree S. 1989 studied for her M. Phil. the difficulties in teaching and learning English as a second language among the high-schools students.**

**Objectives were –**

1. To find out the difficulties of teachers in teaching English as a second language to the high-school students.
2. To find out whether male and female teachers experience the same difficulty in teaching English to the high-school students.
3. To find out the relationship teaching experience and teaching difficulties in English by teachers of English.
4. To find out the difficulties in learning English as a language by the high-school students.

**Methodology**

A seminar was conducted to find out the teaching difficulties more than thirty teachers participated in this seminar and they listed out the difficulties of teaching English to Std. IX.

**Major Findings**

1. The difficulties faced by English teachers included children's improper listening nature and their inattentiveness in the class.
2. Teachers experienced great difficulty in making students understand English.

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3. Students did not show any interest in learning English.
4. Teachers felt that eliciting responses from students took too much time.
5. Students vocabulary was poor.

Mathur A. 1989 – Studied independently the teachability and utility of the teaching items in the English syllabus of upper primary classes in Rajasthan.

**The objectives were –**

To examine the English of classes VI and VIII from the point of view of

- 1) The teachability and utility of all the structures.
- 2) The teachability and utility of all the lexical items.
- 3) The learning load in each class.

**Methodology**

The sample comprised of 150 teachers teaching English to classes VI to VIII in rural and urban areas who were selected randomly fifty students teachers of training schools and 10 experts trained by special institutes were also taken. A questionnaire was used as a tool. The collected data were treated qualitatively.

## **Major Findings**

1. Out of 35 structures prescribed for class VI, IX were considered teachable and useful by all respondents.
2. Nine out of fifty items prescribed for class VII and five out of 38 items prescribed for class VIII were considered to be teachable and useful.
3. So far as lexical items were concerned 48 out of 400 prescribed for class VI, 31 out of 436 prescribed for class VII and 37 out of 260 prescribed for class VIII were found suitable.
4. Teachers in urban schools found the least number of items unsuitable due to the exposure of their students to mass media.

### **2.3.6 Studies related to methods and means of teaching English**

**Mohire V. N. (1989) studies for his Ph. D. an analysis of methods and means of teaching English applied at the undergraduate level.**

#### **Objectives of the studies were –**

1. To review the content of present textbooks in the light of criteria for good textbooks at the undergraduate level.

2. To find out the problems related to present textbooks for compulsory English.
3. To find out the difficulties experienced by the teachers of English with reference to methods and means of teaching professional training, workload and strength of the class.
4. To find out the problems of students in learning English as a second language at the undergraduate level.

### **Methodology**

A sample of 100 teachers of English from a total of 216 teachers teaching in 68 arts, sciences, commerce colleges affiliated to Shivaji University, Kolhapur was selected out of these 22 teachers were selected for direct observation of teaching. One hundred and eighty students from the two colleges affiliated to Shivaji University, Kolhapur were selected for the written test and interview schedule and written test in English were used to collect the relevant data.

### **Major Findings**

1. English textbooks in general were dominated by literacy aspect and they did not cater to the needs such as communicative competence, commercial English,



inculcation of scientific attitude etc. of the students of different facilities.

2. English teachers advocated that the criteria for the selection of the content of English textbooks should be its potential to develop social responsibility, national outlook and communicative competence.
3. No teaching aids were used for teaching English.
4. The difficulties faced by students in learning English as a second language were : as uninteresting textbooks by dislike for English monotonous verbal teaching.
5. The errors committed by the students were due to
  - a) Lack of comprehension and expression.
  - b) Wrong punctuation marks.
  - c) Wrong word order.
  - d) Wrong English syntax.
  - e) Wrong usage of grammatical items.

**Ram S. K. (1989) studied independently, the methods and techniques of teaching English in class VI.**

**The Objectives were –**

1. To conduct in depth the study of teaching and learning English at class VI level.
2. To pin point the reasons for unsatisfactory results.
3. To make recommendations for improving the situation.

**Methodology**

The teachers sample comprised in Delhi, Rajasthan, Orissa, West Bengal and the Andaman and Nicobar Islands. The relevant information was pooled with the help of administration of questionnaire and analysis of textbooks and question paper. The collected data were qualitatively analysed.

**Major Findings**

1. Teachers used the traditional technique of teaching though they had been trained to use new technique and methods.
2. The mother tongue was used too often.
3. Grammar was taught despite claims to the contrary.
4. Too much emphasis was placed on the textbooks.
5. Teachers seemed to concentrate on teaching list of vocabulary items, on treating the textbooks as content based

material and on getting students to memorize set passages in the some of compositions.

6. Teachers were unaware of the structural / situational approach.
7. The textbook in use was uninteresting and contained grammatical mistakes and had difficult structures.

### **2.3.7 Studies related to the standards of reading ability in English**

**Grover Santosh (1991) studied for his Ph. D. the standards of reading ability in English government and central schools of Delhi.**

**The Objectives were –**

1. To compare students of government and central schools regarding their reading ability and
2. To compare boys and girls on their reading ability.

**Methodology –**

The sample consisted of 800 students. 400 boys and 400 girls drawn from government and central schools of the four different localities of Delhi. The tools used were a test of vocabulary a test of measuring reading comprehension. Reading inference test and reading

for general significance test. The collected data were treated using inferential statistics.

### **Major Findings –**

1. Reading ability was not found to be unitary trait.
2. There was no significant gender difference in reading in the case of government school boys and government school girls.
3. There were significant differences in the mean achievement of central school pupils and government school pupils in all the six varieties of the reading ability test.

**Rajagopalan S. (1991) studied for M. Phil. the teaching behaviour of language teachers in higher secondary schools.**

### **Objectives were –**

1. To compare the teaching behaviour of Tamil teachers and English teachers in higher secondary schools.
2. To compare the teaching behaviour of both Tamil and English language teachers in terms of their sex, experience and the location of the school.

**Methodology –**

Eighty language teachers (40 Tamil and 40 English teachers) working at the higher secondary school in and around Madurai City constituted the sample of the study. Teaching behaviour observation schedule (TBOS) on enlarged version of FIACS was constructed and used for observation of the language teachers in the class. Behavior ratios were calculated using the frequencies of the teaching behaviors.

**Major Findings –**

1. Tamil teachers are higher than English teachers in several teaching behaviors such as creating situations dramatising using blackboards and charts, explaining illustrating giving directions, repeating, summing up, asking recall and reflective questions and using students response. On the other hand, English teachers were higher than Tamil teachers in drawing alone.
2. The teaching behaviors of language teachers differed in relation to their sex, experience and the location of the school.

**Shasi Mohan (1991) studied for his Ph. D. the role of aptitude, attitude and motivation in English acquisition.**

**The Objectives were –**

1. To study the relationship between attitudes towards English learning and achievement in English.
2. To study the relationship between linguistic aptitude and achievement in English.
3. To study difference in linguistic aptitude and attitudes of public school and government school students.
4. To study differences in achievement in English of these school children.

**Methodology –**

The sample composed 233 students from three public schools and 313 students from six government schools. The tools used included. English Learning Attitude Motivation Questionnaire (ELAMQ). English Achievement Test and Language Aptitude Test. The researcher has used the ex-post-factor design. The collected data were treated using mean, S. D. Correlation, regression and factor analysis.

**Major Findings –**

1. A few aspects of attitude and motivation showed a significant correlation to some aspects of English learning. It was generally

noted that attitudinal variables failed to have a significant explanatory variance in achievement in English.

2. "Parental Encouragement" was found positively related to government school students score in reading comprehension.
3. Both the aptitudinal variables showed more significant explanatory variance in achievement in English as a foreign language than attitudinal variables.
4. "Language Analysis" proved to be the most significant factor positively related to achievement in English as a foreign language and also to public schools.
5. "Paired Associate" showed a positive relationship to government schools and all school students in spelling language mechanics language expression and total achievement. It did not have any significant relationship with any of the achievement components and EAT total for the public school sample.

### **2.3.8 Studies related to activity centred teaching of English**

**Rajendran M. 1992 studied for M. Phil. the activity centred teaching of English.**

**The objectives were –**

To study the differentiation in achievement in reading and writing skills of the students taught under the conventional method and activity centred approach to teaching of English.

**Methodology –**

The sample comprised 98 students (62 Boys and 36 Girls) through an achievement test. The tools used were psychological tests and tests of attainment or achievement. The collected data were treated using descriptive statistics and test of significance.

**Major Findings –**

1. The activity centred approach to teaching of English produced an improvement in reading and writing skills.
2. The conventional method of teaching English improved reading and writing skills.
3. There was no significant difference in the achievement of the reading and writing skills between the students taught under activity centred approach and the conventional method.



### **2.3.9 Studies related to achievement in English**

**Shankarappan R. 1992 studied for his M. Phil some variables related to achievement in English of standard IX pupils.**

**The objectives were –**

1. To examine the attitude and interests towards the study of the English language among Std. IX pupils against their sex residence and their parents literacy level.
2. To investigate the relationship between the pupils perception of the effectiveness of their teachers of English and their sex, residence and educational level of their parents.
3. To analyse the pupils level of achievement in English against the respondents sex residence and their parents literal level.

**Methodology –**

Through stratified systematic random sampling method 490 pupils of standard IX were selected from 10 different schools in Periyakulam Educational District of Madurai District, Tamilnadu. The tools used were, Attitude Scales towards the study of English by Sundararajan and Balkrishnan and students perceptions of their English. Teacher by Sundararajan and Balkrishnan apart from school marks register. The statistical techniques used in the treatment of the

data included description statistics persons product moment correlation and test of significance.

### **Major Findings –**

1. There was no significant difference between boys and girls in respect of their attitude towards the study of English.
2. There was a significant difference between rural and urban pupils in respect of their attitude towards the study of English.
3. There was no significant difference between the pupils whose parents were illiterate and of pupils whose parents were literate. But not graduate in respect of their attitude towards the study of English.
4. Boys and girls differed significantly in respect of their interest in English.
5. Boys and girls did not differ significantly in their perception of the level of effectiveness of their English teachers.
6. The urban pupils had a higher level of achievement than the rural pupils in English.
7. The pupils of literate parents had a higher level achievement than the pupils of illiterate parents.

8. The relationship between the pupils attitude towards the study of English and their perception of the effectiveness of their teacher of English was positive but not significant.

**MARAJE B. P. (1998) studied for his M. Phil the effect of media on IX class students learning English.**

**Objectives of the study were –**

1. To analyse the syllabus of Std. IX in the light of objectives of teaching English set in the new pattern.
2. To study the textbook of Std. IX to locate the areas, those need support material.
3. To study the various kinds of media applicable to teach extracts from text for Std. X.
4. To prepare the media packages for each submit.
5. To develop lesson plans inclusive of media packages.
6. To know the efficacy of media in relation to students achievements.

**Methodology –**

The researcher selected the G.R.P. Kanya Prashala, Sangli , he selected this school because it was convenient to the researcher to

conduct the experiment. There are four divisions of Std. IX. He selected IX B class for the experiment by lottery method. There were sixty students in the same division. The researcher introduced the purpose of the study, their difficulties and problems were considered. Their consent was taken and finally forty. Students were fixed for the research study. It meant that there were 360 students in IX class, out of them forty were selected. The percentage of sample size was nine. In order to make equivalent groups. The researcher constructed the test of twenty five marks based on their previous knowledge. The test was conducted under the supervisor of the researcher. The means and SD & of both the groups were calculated. They were almost equal groups.

### **Major Findings**

1. Demonstration of the format of letter using transparencies favorably affects students ability of writing letter.
2. Explaining incidents about Chipko movement using transparencies affect students ability to comprehend the passage clearly.

3. Displaying the pie chart regarding the different uses of wood through transparencies affected the learners ability to interpret and understand the passage.
4. Displaying some facts about T. B. using transparencies favorably affected learners ability to understand the T. B. as infectious disease and precautions about it.
5. Flashcards and flannel board proved very helpful to develop the learners ability to recall the words of the meanings.
6. It was found that flash cards and flannel boards were quite useful to develop the vocabulary. That is to develop the ability analysing suggesting guessing and matching.
7. The context was made clear and idea vivid due to maps.
8. Explanation with charts and flannel board proved very useful to the learners to develop the ability to synthesise and apply the same in the new situation.

#### **2.4 Concluding Remarks On The Studies Related To Speech Abilities**

Thus the studies related to this study are as follows.

Studies to the role of English in higher and professional educational.

Studies related to the effect of the presentation of easy & difficult & listening materials.

Studies related to the development of reading proficiency & its relationship with meta-linguistic awareness & cognitive processing skills.

**The major findings of the studies are –**

Explanation with charts & flannel boards proved very useful to the learners to develop the ability to synthesis & apply the same in new situation.

There was a significant difference between rural & urban pupils in respect of their attitude towards the study of English.

Teachers used the traditional technique of teaching though they had been trained to use new techniques & methods.

No teaching aids were used for teaching English.

Phonemic awareness played an important role in reading.

To investigate the causes of poor attainment in English particularly in the areas relating to simple comprehension, vocabulary items, structural items & critical thinking.

With reference to the human resources it was found in English medium schools all English teachers were graduates with English as

their major subject & at post graduate level 66% teachers had studied English as their principle subject.

Difficulty level of listening material was an effective variable for listening comprehension. That is easy listening material was better comprehended than difficult listening material.

The researcher studied 14 previously done studies related to the topic. She found that very few studies are related to student teachers. Most of the studies are related to the students of higher secondary and teachers role. Teaching competencies are not properly taken care of.

So the researcher decided to study effect of measures to improve student teachers speech abilities.