CHAPTER – II

RELATED LITERATURE AND RESEARCH

CHAPTER - II

RELATED LITERATURE AND RESEARCH

INTRODUCTION

REVIEW OF RELATED RESEARCH LITERATURE

CONCLUDING REMARKS

CHAPTER - II
RELATED LITERATURE AND RESEARCH

INTRODUCTION

This chapter presents review of related research done in this field. This will help to provide a perspective of the problem.

As John Best says (1982)

"Practically all human knowledge can be found in books, libraries. Unlike other animals that must start a new with each generation, human beings build upon the accumulated and recorded knowledge of the past. Their constant adding to the vast store of knowledge marks possible progress in all areas of human endeavour. The search for reference material is a time consuming but fruitful phase of the programme. A familiarity with the literature in any problem area helps the student to discover what is already known, what others have attempted to find out, what methods of attack have been promising or disappointing and what problems remain to be solved." (P. 309). This shows the importance and necessity of scanning the related research literature of the problem in hand.

History hints the researcher to proceed in his study and avoids unnecessary efforts and using useless tools techniques, devices and methods.

This chapter considers the previous studies done by the researcher which are related to the present problem. The knowledge and information show the clear past picture of the problem upto where the line of research has come and what the previous investigations have asked the coming researchers to do, it will also give the proper direction and guidance to him so that he can handle his problem with full confidence of accuracy.

"Parading a long list of annoted studies relating to the problem is ineffective and inappropriate. Only those studies that are plainly relevant, competently executed and clearly reported should be included." (John Best, 1982, P. 41).

With a view to review the related research literature, the researcher has gone through the volumes of research works, the research articles and dissertations.

2. REVIEW OF RELATED RESEARCH LITERATURE

Vora J. A. made a critical study of the present position of teaching English in secondary schools at Gujarat state in 1973.

The major findings of the study were as follows. Only 60% of the teachers had their training in English. The rest of the teachers had their training in subject other than English. The syllabus revised in 1962 was found to be unscientific. It was done by the Committee appointed by the Board, while framing the textbooks. The sociological background of the

students and the psychological factor of the particular age group did not seem to be taken into consideration. Teachers in Gujarat were provided with a handbook for the text-book to be used in the classroom. Teachers had no choice of the instructional material as the only material available in the market were some work books and copy books. Fourty per cent of the teachers had favoured structural approach to teach, composition work was the weakest link in the teaching programme which was not associated with the text books.

Dewal, O. S. made a critical study of difficulties in teaching English and effectiveness of programmed teaching in 1974.

The objectives of the study were to study teacher's 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 felt difficulties of the teachers and helped students to perform significantly better than those who were taught by conventional method. The strategy proved useful in a situation where teachers were under qualified and untrained in teaching English.

Dr. Shastri S. V. made a study of English as a second language in Bombay with special reference to structural approach at work in Bombay University in 1972. The major finding of the study as follows :

The performance of the students on the vocabulary test had a significant co-relation with their performance at the S.S.C. examination. The average vocabulary of a student was 1800 taking it for granted the first 1300 untested words. The range of vocabulary was from 1000 to 2000 out of every 100 items answered only 60 were correct.

C. D. Indapurkar made a linguistic study of errors in English of Middle school pupils of Chandrapur (Chanda) District of North-East Maharashtra in 1968. Conclusions of his study are as under :

The lexical errors were not frequent in any standard as revealed in oral test. The error of verbal inflexion type was very frequent. There were errors of pronouns, articles etc. There were errors regarding nominal phrase structure, verbal phrase structure and prepositional phrase structure.

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% teachers experienced difficulty of explanation in prose teaching. More than 75% teacher used translation method. Nearly 10 per cent 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 goo pieces of prose and poetry. Very few teachers were gave practice of correct pronunciation, 75% of the teachers recommended oral and writing practice to improve upon correct spelling. Most of teachers considered inductive method of grammar teaching more suitable in language teaching. 80% Teachers 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 homework 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 languages were too vast to finish in time before the commencement of the examination. 90% of the teachers pointed out that the lessons in the textbooks were above the mental level of the students. 95% of the teachers accepted the language examination to be essential.

Nagalakshmi, S. made a study of the comprehension of oral English at the school leaving level in 1962.

The study aimed at constructing simple oral comprehension tests, with a view to giving incentive to the training and thereby make oral comprehension a vital part of the teaching programme.

The important findings of the study were as follows :

i. The tests show that the oral comprehension test would not only prove to the interesting to the students but also lead to the improvement of teaching in the classroom, provided it was accepted as part of the school lead to linguistic efficiency.

ii. The provision of systematic training on oral comprehension in class teaching would enhance the ability of the students of comprehend the spoken language.

The investigator felt that one period per week set aside for listening practice and oral comprehension tests which could be administered with the help of a radio set, would improve the comprehension of spoken (oral) English. Raugachar and Kulkarni examined the prevailing facilities for teaching of English in 1967. 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.

Nair, N. S. made a study of the Common Language Difficulties in English of Secondary School Pupils in Kerala Government Training College, Trevendrum, 1966.

The objectives 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 the difficulties and to suggest methods to prevent these difficulties.

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

1. More than 65% of the total errors were committed in the area of grammatical structures. 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. Pupil's understanding of the verb and verb form is quite shaky and 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 prepositions in a group of words.
8. The lack of sufficient vocabulary and ignorance of the proper use of words in sentence 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 nothing 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 misapprehension among the pupils regarding the use of 'objects' in sentence.

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

Rajagopalan S. made a critical study of the English curriculum. English at the primary and secondary stages of Education in Tamil Nadu in 1972.

The main purpose of the study was to examine and identify inadequacies in respect of objectives of teaching English, present English syllabus, text-books used, audio-visual aids available, methods of instruction followed, the evaluation procedures utilized etc.

The findings of the study revealed that :

1. nearly 29.3% English teachers are untrained.
2. majority of teachers and supervisors are yet out of pail of inservice training.
3. majority of the teachers, supervisors and parents supported English to be compulsory at school stage.
4. use of translation method, poor knowledge of English on the part of the teachers have caused the fall in standard of learning English.
5. inadequate syllabus, unsuitable textbooks and very poor methods of instruction are some of the most potential in deteriorating the learning situation.

Bhattacharjee, R. made an investigation into the teaching of English in the Highschools of East Kashi Hills District of Meghalaya in 1984.

The major conclusions of his study are as under :

1. The majority of the teachers of English were not professionally equipped to teach English.
2. Teaching at the foundation stage was neglected.
3. There was no uniformity regarding work load of teachers of English in different categories of schools.

4. English readers were written according to the latest approach to the teaching of English. The readers were not accompanied by teachers handbooks.

5. The mean overall score in English in classroom teaching was between poor and satisfactory.

6. Experience and professional training played significant roles in the teaching of English.

7. The majority of the teachers were not aware of appropriate methods not clear about the fourfold objectives of teaching English. They did not use teaching aids and other materials. They did not give assignments, evaluate student's progress and take remedial measured in the English class.

8. Inservice training facilities for the teachers were inadequate.

9. Training in selected skills through microteaching was effective in improving teaching competence of the teachers of English microteaching supplemented training in English teaching methodology.

Sharma, R. K. made a study of the problems of teaching English in Bihar in 1986.

The main aim of the research was to study the position of English in India and the problems of its teaching/ learning in the schools. The major findings of the study were as follows :

1. During the past three decades there had been a gradual lowering of the standards of English due to various reasons like socio-political problems of teaching English.
2. Efficient teaching of English was lacking. There was shortage of trained and qualified teachers. Traditional methods and conservative based of teaching were in commensurate with language needs of learners.
3. Misconceptions regarding English language teaching, faulty teaching methods, unpalatable textbooks and their mishandling etc. were the main problems at middle and highschools.
4. Students faced difficulty in picking up correct pronunciation of English. Sounds of already acquired languages mainly interfered with their pronunciation of English.
5. There was confusion about the aims and objectives of teaching English at the various stages.

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.

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 in 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 realising setting of a classroom.

The important findings were –

1. The Bilingual Method is more effective than the Direct Method in developing the pupil's ability in oral reading, oral comprehension.
2. A considerably greater frequency of contracts 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 teacher 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.

Nagarajan N. made a comparative study of the Bilingual Method and the Direct Method in Hindi Medium school CIE and FL, Hyderabad, 1970.

The purpose of the study was to compare under experimental conditions, the effectiveness of Bilingual Method and the Direct Method in teaching English to Hindi speaking pupils in real classroom setting.

The Bilingual Method is superior to the Direct Method because of the following reasons :

1. It is simple from the point of view of both the learner as well as the teacher.
2. It enables the students to speak fluently and accurately.
3. It increased the rate and amount of learning in the classroom.
4. It greatly promotes the inter-communication between the pupils and the teacher.
5. It is the most effective even in such schools where the equipments are eager.
6. It combines the best elements of the Direct Method as well as of other methods.

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.

The major aims of the study were to examine the problem involved in the process to 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. The 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 pupil's first language. The teacher using this device must be aware of the limitations of translation.

Gaikwad, M. A. made a comparative study of 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 areas of Maharashtra State, an experiment Ph.D. Education, Shivaji University of 1982.

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 language 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 as 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 readign skills were concerned.

4. From the view point of suitability f 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.

Mitra, K. R. evolved a method of teaching English as a second language for higher secondary classes in Delhi in 1974.

The findings of the study were that no steps were taken to help students to develop proper attitude towards English. The majority of the teachers were dissatisfied with the existing methodology of teaching English. Oral instruction was found to be essentially important. The teacher had to be active model in the English class. This finding gives importance to oral method. The results of the experimental should be effectiveness and superiority of the evolved methodology.

3. CONCLUDING REMARKS

After going through the foregone paragraphs, it is clear that though there are a number of studies related to this present study, there is not a single research work studying critically of the problems of introduction of English as III Language in primary school stage i.e. Std. I and V (Marathi medium) of Hatkanangale taluka in Maharashtra in a comprehensive way as the present research work does. Hence the research problem can be said as original and as pointed out in the first chapter there is definite need of conducting research work regarding the present problem.