

Chapter - II

**REVIEW OF RELATED  
LITERATURE**

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#### 2.1.0 IMPORTANT OF REVIEW :

"All available literature concerning the problem at hand must necessarily be surveyed and examined before a definition of the research problem is given. This means that the researcher must be well conversant with relevant literature. He must devote sufficient time in reviewing of research already undertaken on related problems." (Kothari C.R. 2-35).

A review of related literature facilitates the researcher to have a clear understanding of the research problem. Only when we view the area of related literature in its various perspectives, the research problem is well understood. Besides it would enable the investigator to select the appropriate techniques, tools and procedures to be adopted in the course of the research. For any study in any branch of knowledge the researcher needs an adequate familiarity with the work that have already been done in the of his choice. A research project is always a relief. A survey of related literature enables the investigator to see that the study has been largely supported by a number of other studies and it is settled on firm group.

A review of related literature would also help a researcher to know it there are certain gaps in the theories or whether the existing theories applicable to the problem under study are inconsistent with each other or whether the findings of different studies do not follow a pattern consistent with the theoretical expectations and soon.

In searching related literature the researcher should note certain important elements :

1. Reports of studies of closely related problems that have been invested.

2. Design of the study including procedures employed and data gathering instruments used.
3. Population that were sampled and sampling methods employed.
4. Variables that were defined.
5. Extraneous variables that could have affected the findings.
6. Faults that could have been avoided.
7. Recommendation for the further researcher.

(Best John and kohn James, 2, 41)

An attempt is made by the researcher to highlights the findings of some research studies done in India and abroad. This chapter deals with the researchers done in India and abroad and the inference of the review of related literature.

The contribution of Educational Psychology and applied linguistic to the theoretical and piratical aspects of language teaching is invaluable. Literature on error and contrastive analysis techniques and resent researchers in the area of psycho linguistics has shed light on many an explained aspects of foreign language learning. Educational psychology which is fast developing has not only contributed to the methodology of the foreign language teaching but also enriched the techniques of evaluation of language leaning. The researcher in the disciplines of applied linguistics and development and educational psychology have investigated the nature of acquisition of language disorders and difficulties manifested English Newspaper reading by English Newspaper reader.

1) **Ahuja G.C. and Ahuja, P.,(1978)**, Demonstration of Audio-visual and Reading Aids to school students and Testing their Reading speed in Three language-Kannada, Hindi and English II L, Mys.,

**Objective.** (I) to acquaint school children with various reading skills and to make them conscious of their importance for future educational

growth, (II) to create interest in the environment from where they could learn many things, (III) to break the unfounded fears about difficulties in learning a language by showing how it was not all that difficult.

**Sample :** Forty students of class VIII of an English medium school of Mysore.

**Method :** A Sandwich audio-visual demonstration programme a 3 hours.

**Major Findings :** (I) CCTV programme was liked by the students and was found to be very effective both from the language and comprehension point of view by more than 95 percent of the students. (II) The students were not much benefited by the three films on reading purchased from an outside source. Many students who found the language difficult or could not follow it fully, could not grasp the message completely. (III) More than 95 percent of the students found the film on How to Learn a Language very interesting and clear and could fully follow the message of the film.

848 Bhishikar, L., An experimental analytical study of the acquisition of reading skill, Ph.D. psy. Poona V., 1980.2 Ls

2) **Charles, D.L. (1981),** Developing language skills in adults Attending English Improvement classes, Ph.D. Edu.MSU

**Objective.** (I) to prepare auto-instructional and support material in English for the development of language skills, (II) To sequence the course with lecture, tape-recorder, discussion, practical work, unit-tests and feed back sessions (III) To study the effectiveness of different techniques used in the study in terms of students reaction (IV) To study the effectiveness of the course as a whole in terms of students performance.

**Sample :**

The sample for study consisted of all the adult learner who attended the English improvement class run by the Department of Adult and continuing Education of M.S. University, Baroda. The study involved single group design consisting of thirty who attended the course regularly.

The tools used in the study are programmed test, Raven's progressive Matrices and SES Scale.

Analyzed using mean, standard deviation, percentiles-chi-square & + - test.

**Findings :** (i) Mean difference between the pre-test & the post test score of the experimental group were significant. (ii) The course in general with all the particular techniques used their was found to be effective in terms of learners reactions. 859, George, E.I., Mathew, V.G. & Nair R.S., Development of language and play patterns of children of the Age Group 51/2 to 11 and their Relationship to Academic Achievement, Dept. of psy. Ker. U. 1971.

3) **Kotak Gira, H. (1981)**, Development of a course for increasing the Reading Proficiency in English of Post-High school students of Gujarat, Ph.D. Edu. Guj. U.

The course was designed on the lines of skills approach and included one unit each on the skills or word recognition, word meaning, guessing the meaning of words from the context, reading in meaningful phrases, sentence meaning, finding the main idea, using dictionary, guided reading and speed reading with comprehension.

**Procedure :**

Its first tryout on a sample for 118 post-S.S.C. students of different achievement levels in English the course was modified on the

bases of the statistical data obtained students opinion and the researchers observations during the try-out.

**The major findings** (i) It was possible to develop the reading proficiency of the students through the skills approach in which a learner practiced different skills separately before he engaged in the task of reading in its entirety (iv) The amount of development of speed depended on how well the learner was equipped with the knowledge of the language and his style of work in general.

Fourth survey of researcher education 1983-1988 volume I M.B. Buch chief editor.

4) **Agrawal, V.R. (1981)** A Study of Reading Ability in Relation to certain cognitive and non concognitive factors, Ph.D. psy., May U.

**Aim :** The main aim of the study was to examine the role of some of the personal, cognitive and non cognitive factors in reading ability.

**Sample :** A sample of 400 graded IX students (200 males and 200 females was selected.

Krishna's Battery of Reading ability tests and Mohsin's Bihar Test of General Intelligence etc were used some of the major findings were males and females differed significantly in reading ability.

**Findings :** High and low reading ability groups among males differed significantly in original position, economic status and guardians educational levels.

5) **Gaur, P.K. (1982)** A Psychological Study of Reading Ability in Relation to Achievement; Ph.D. Psy., Agra u.

The hypotheses were achievement are not related to reading ability.

**Findings :** Age, sex and order of birth have no relationship to reading speed, comprehension and vocabulary affected the students mark in

Hindi language as well as the aggregative achievement. II) Age and order of birth not significant related with speed of reading comprehension and vocabulary of the students but reading was influenced by the sex of the students.

6) **Nanda, Kamaba (1982)**, An investigation into the cause of poor attainment in English comprehension of the students of class VIII in Cuttack city and their remedial measures. Ph.D., Edu. Sambalpur Uni.

**Objective :**

(I) To detect cause of poor attainment in English in the H.S.C. examination. (II) To detect weak areas of comprehension skills. (III) To investigate the causes of poor attainment in English particularly in the areas relating to simple comprehension, vocabulary items, structural items, and critical thinking. (IV) To recommended remedial measures.

**Major findings :**

Significant causes thwarting comprehension of pupils according to pupils included, lack of knowledge of structural uses and vocabulary items taught in the previous classes, lack of stronger foundations in elementary reading, distraction and careless reading absence of reading readiness, new vocabulary, lack of reading practice, intelligence and interest.

7) **Dholakia, B.Y., (1986)** A study of the effectiveness of various Strategies for Improving Reading Comprehension in English of pupils of class IX the context of certain variables, Ph.D Edu. Spu.

**Objectives** (I) To improvement various strategies like (a) Request procedure, (b) Guide Reading Procedure (GRP) (C) REAP - technique (Read, Encode, Annote and Ponder Technique) in teaching English to pupils of class IX in order to compare their effectiveness on Reading

comprehension. (II) To compare the effectiveness of these three techniques.

The experiment was carried out in four schools of cambay.

**findings :**

(i) The Request Strategy did not prove effective in improving reading comprehension. (II) The GRP and REAP also prove to be effective in improving reading comprehension. (III) Pupils having high I.Q. and low I.Q. did not differ significantly in reading comprehension.

8) **Desai, K.G. (1986)** Diagnosis of defect in language Ability of children studying in std. IV and a tryout of a remedial programme for their correction

The project was undertaken to diagnose the defects in language learning of people of grade IV based on their learning during first three years and tryout the remedial programme go correct the defects.

For this experimental the investigator used prallel group design.

The major findings were :

Most of the defects in language learnt during the first three years of the primary schools comprised errors of spelling, missing letters, bad handwriting, faulty pronunciation wrong forms of tense in verbs, and of participles and lack of knowledge of how to transform sentences.

9) **KACHHIA, M.J. (1986)** An investigation into the effect of Reading Improvement Programme in Gujarati for pupils of class V. Ph.D. Edu., spu.

**Objectives :** (i) To construct a reliable and valid reading comprehension test for the students of class V. (ii) To prepare a reading improvement programme for students of class V (III) To study the impact of the reading improvement programme on the reading comprehension of students.



The reading comprehension test was constructed to measure (i) ability to give meaning of words and phrases (II) ability to answer questions based on significant details.

The reading improvement programme was prepared to develop. (a) word perception (b) word recognition (c) Vocabulary (d) word and phrase meaning (e) Sentence comprehension (f) Story and paragraph comprehension.

**Findings :**

I) The members of the experimental group taking the reading improvement programme (RIP) treatment proved in reading comprehension than control group (II) the experimental group showed more improvement in speed of reading.

10) **Rao, Srinivasa, R. (1986)** Nature and incidence of Reading Disability among school children, S.V.V.

**Objectives :** (I) To examine and analyse the reading disability cases (II) To identify the reading disability cases in a typical school population.

The study had been organized to be carried out in three phases (I) general diagnosis and (II) Case study analysis.

Raven's Progressive Matrices Test, and a test of achievement in Mathematics suitable to the standards of the students. The formula suggested by Monroe and others was used to identify the disabled readers and borderline cases.

**Findings :**

(I) The reading disability was closely related to language deficiency in school children (II) The disabled readers were found to be very poor in the sub skills of language development namely word meaning in isolation and in text and word synthesis grammatical aspects of the language and in paragraph comprehension.

11) **Vimaladevi, P.,( 1986)** strategies for developing Reading Abilities in Higher Secondary Students in English, Ph.D. Edu. Madras U.

**Objectives :** (I) To find out the critical reading ability level of students standards XI, (II) To identify the task involved in critical reading (III) To develop strategy which helps students to perform the tasks involved in critical reading.

Variables namely intelligence, anxiety, socio-eco-status, divergent thinking ability, syntactic and semantic proficiency, self rated reading skills.

**Findings :**

(I) The students of the target group were able to improve their critical reading ability through the strategy implemented. The four factors identified in the factor analysis revealed that critical reading skills was highly related to the four main abilities, namely, interpretative, inferential,, evaluative and creative.

12) **Skanthakumari, S.K. (1987)** Development of strategies for improvement of Reading skills in English at middle school level, Ph.D. Edu., Madras U.

**Objectives :**

(I) To identify the tasks involved in reading and comprehension  
(II) To develop strategies which would helps students perform the tasks involved in reading and comprehension.

A survey-cum-experimental design.

Mental Ability Test.

**Findings :**

(I) The intervention strategy helped to improve the reading ability of the students of both the high and low groups.

13) **Mathew, Anjilivelli, M. (1989)**, Developing reading comprehension among first year degree students. M. Phil. Edu. Alagappa Univ.

**Objective:**

(I) To identify students level of reading comprehension in terms of intellectual, lexical, structural and stylistic components of reading skills experimental method.

**Findings :**

The experimental group fared significantly better than the control group in reading comprehension sub skills as well as in overall performance in reading comprehension in their post-test performance after experimentation overall performance of control group in the pre-test and the post-test revealed that there was no significant difference between the score in these tests (sm 1742).

14) **Grover, Santosh, (1991)**, An investigation into the standards of reading ability in English in government and central schools of Delhi.

**Objectives :**

(I) To compare Students of Government and Central schools regarding their reading ability and (II) to compare boys and girls on their reading ability.

The tools used were a test of vocabulary, a test for measuring reading comprehension, Reading inference test and reading for general significance test.

**Findings :**

(I) Reading ability was not found to be a unitary trait (II) There was no significant difference in reading in the case of government school boys and Gov. school girls (III) There were significant difference in the mean achievements of central school pupils and government school pupils in all six varieties of the reading ability test. (SPR 0604)

### 1.3.0 Concluding Remarks :

Several research have undertaken to diagnosis of defect in language ability and tryout remedial programme for their correction. Some research have undertaken to study level of reading ability and to improve various strategies for improving reading ability. From these researcher we have got language abilities and the factors included in reading abilities. Many of the researchers have conserved with cognitive, social and sex factors and level of reading ability.

Most of the researcher used experimental method for these researchers.

Most of researcher have stated vocabulary, word and phrases meaning, sentence structure and comprehension factors included in reading ability.

Many of these researcher have taken sample i.e. from primary school or from in high school level and on text book prescribed by government.

There are some reports about reading fault and the reading speed with comprehension.

By these research, we should know that factors / components of reading ability.

The above mentioned studied covered the difficulties in text book reading.

The studies revealed the following special reasons responsible for a large number of.

Though, the many researcher in reading ability the researcher can not found research in the field of English Newspaper reading.

This experimental research is different from those of the earlier researches. It is on English Newspaper. Text book reading ability and Newspaper reading ability are difference are also different.

Researcher want to find out lackness in English Newspaper reading and provide a progamme to improve their English Newspaper reading ability.