CHAPTER III

REVIEW OF PREVIOUS RELATED RESEARCHES

3.1 Need

The educational process can be nourished, enriched and cherished by fundamental and applied researches. Thus, research plays vital and significant role in the process of education. Therefore, every researcher in this field ought to have an appropriate and scientific view about the process of research. To have this view, it became necessary for me to have the review of previous related researches with some definite purposes.

3.2 Purposes

i. To ascertain the direction of present research.

ii. To provide the basis in support of hypotheses of the present research.

iii. To avoid exact duplication of previous related researches.

iv. To locate the research gap in previous related researches.
v. To locate the priorities in particular areas of research.
vi. To trace the need of present research.

vii. To form the foundation of study for the present research.

With these purposes, I had taken the review of previous related researches as follows:

3.3 Review of Previous Related Researches

The variables under present research were multimedia, communicative approach of the language teaching competence and learning competence.

I had studied and reviewed the previous researches related to these variables and their inter-relations. I had reviewed previous researches, about these variables reflected in synonymous another terms as under:
3.3.1 Researches related to multimedia

Rangachar and Kulkarni (1964) found that ignorance of teaching aids is one of the drawbacks in teaching English as knowledge subject.

George (1966) by his experimental study revealed that use of audio visual aids did not require more time than ordinary method.

Seth (1974) found that audio visual aids are more beneficial for girls of lower I. Q. an increased achievement scores of girls of higher I. Q.

Gadgil (1978) studied the causes of failure in English in S.S.C. Examination. He revealed that the use of audio-visual aids is beneficial in developing second language linguistic skills.

Gollani (1982) found that audio visual aids help in developing clear concept and stimulated learning.

Gill P. S. (1984) investigated that radio programme is useful source for teachers and learners to make natural and appropriate use of English to familiarize with practical and effective areas and ideas such as listening. Comprehension, pronunciation,
vocabulary, grammar and recent trends in English language teaching.

3.3.2 Researches related to communicative approach

Savignon (1972) found that students who received training in communicative skills, felt better prepared to use their language knowledge.

Soumini P. (1984) revealed that in case of science, the pre-test post-test design gain scores demonstrated a significant improvement due to communicative approach. The course design was useful to Science as well as English.

Soumini P. (1984) found that English language teaching (ELT) through the communicative approach gives the students some capacity both for receptive and productive knowledge. Therefore, activity oriented language learning has to be reshaped by designing suitable tasks. They facilitated development of communicative skills.

Jallaludin. K (1985) found that communicative approach in English language teaching was more effective in language teaching.
Krishna Bose & Navnita M. (1985) found that communicative approach would be useful at primary level.

Health Inez Avalos (1987) revealed that second language used effectively for teaching English develops written communication and co-relates significantly with creative development.

Priscilla Sumalini (1993) revealed that linguistic competence was a pre-requisite for learning to use language for effective communication.

Dave J. D. (1996) revealed that the communicative approach and the structural approach are more useful than the conventional approach.

Shashikala R. (1999) found that communicative tasks facilitated oral English acquisition.

Sing Meenu and Satsangi Nandita (2001) conducted a study of "Language Proficiency of Students in different Language Teaching Systems". They found that students in innovative system performed significantly well in all the four skills, listening, speaking, reading and writing.
a. Researches related to listening competence

Bernard (1972) found that vocabulary and syntax are required to make the pupils good listeners.

Ollen (1974) found that semantic and pragmatic expectancy plays important role in listening comprehension.

Schank (1975) revealed that script plays important role in listening comprehension.

Ainsworth (1976) investigated that there is no listening comprehension without knowledge of the language in which a message conveyed.

Otto (1979) conducted experiment on developing four types of listening skills through listening experiences and found that listening abilities can be developed by listening exercises.

Snow and Perkins (1979) explained in their study that listening is a very active and interactive skill that involves a group of phonological, lexical, grammatical and ideological complexities as well as rate of speech, clarity of intonation, pronunciation, hesitation and pauses.

Rivers (1980) found that listening is a creative skill. It depends upon linguistic information, situational contexts and intension of speaker.
Griffee (1981) found that listening to foreign language reduces tension and anxiety of using it.

Loveday (1982) found that the listener pays attention to the communicative success of and utterance and to socio-linguistic and pragmatic rules of authenticity and spontaneity plays important role in listening.

Taylor (1983), Balen (1983) found that fragments play important role in listening comprehension.

Sheerin (1987) found that listening of foreign language, listening material should be carefully contextualized.

Gaya Tushar Kanta (1988) revealed that training in listening increases the ability to listening.

b. Researches related to listening comprehension

Wilson (1973) in his study showed parallel to bottom-up decoding, a down processing also takes place in listening to language. A listener can come down from Listening Comprehension to the identification of phonemes of the message.

Bever (1975) found that if a subordinate clause comes first in listening that clause is stored in short term memory until the main clause is preceded. Then in the light of the main clause the subordinate clause is understood.
Nanda Kamala (1982) made a study of an investigation into the causes of poor attainment in English comprehension of the students in the class and their remedial measures. The major findings were as follows: The causes thwarted comprehension included

i. Lack of knowledge in structural uses and vocabulary items taught previously.

ii. Lack of stronger foundations in elementary reading, distraction and careless reading, absence of reading readiness, lack of reading practice, intelligence and in test, negative attitude to reading, improper handling of complex sentence structure, abstract ides, unusual word order, and grammatical usages, skipping over the key words, parrot study from examination point of view, reading by letters and words, not the sentences as a whole, a dull recognition of words, and central idea, purposeless reading, and lack of proper guidance.

iii. Difficulties that hindered effective teaching of comprehension included lack of teaching aids, library reading facility and initiative on the part of teachers,
unsuitable textbooks, poor salary structures, over burdened time table, lack of preparation of lessons, shortage of time, socio-economic conditions of both teachers and pupils, lack of study atmosphere and favourable environment, apathy of teachers, lack of effective supervision and administrative control, poor financial conditions of school & pupils’ lack of systematic knowledge of expressing word-usage, phrases and grammar and careless hurried reading.

c. Researches related to speaking competence

Naglaxmi S. (1972) revealed that Oral Test proved to be interesting to the students and improved classroom teaching, linguistic efficiency and ability to comprehend spoken language.

Mitra K. R. (1974) concluded that the teacher should make use of oral instructions and be an active model in the English class.

Khalique M. A. (1997) found that the errors committed by the pupils in comprehending the pronunciation, consonant sounds are
in greater number as compared to the errors in pronunciation of vowel sounds.

Rafik Ali Mohammed Ali Shamiry (2000) found that the students’ lack of communication strategies is the major factor that adversely affected the students’ ability to communicate orally.

d. Researches related to reading competence

Koppar B. (1970) found that reading comprehension was related positively to reading attitude, academic motivation, attitude towards English, quality of classroom teaching, presence or absence of proper direction, educational status of parents, social and economical compulsions.

Prakash P. (1986) found that reading was found to be a complex processing involving several component skills at phonological, lexical, syntactic and pragmatic levels. Successive processing skill was important for reading proficiency in earlier grades.

Alavender R (1992) made a study of selected variables related to English reading competence of high school pupils. He concluded that there was a strong and significant co-relation between English reading competence and reading habits, English reading competence and spelling, English reading competence
and vocabulary, English reading competence and grammar and literacy of parents.

Umadevi (1998) found that reading has two basic processes, a decoding process and a comprehension process. Decoding skills enable the learner to pronounce words correctly. Comprehension skills enable the learner to understand the meaning of words in isolation and in context.

e. Researches related to writing competence

Deepa Reddy (1986) found that writing could be used as one of the means of making students independent learners.

Chandra Joyce (1988) found that proficiency in written English co-related with knowledge of grammar, reading comprehension, vocabulary, the ability to predict lexical and syntactical items and relationship, positive attitude in English.

Sarma, B. B. (1989) found that communicative approach certainly developed interest and enthusiasm among the students learning writing English as foreign/third language. It was necessary to give instructional material to English language teachers.

Rao Radhika T. (1996) studied developing writing skills in L2 use the L1 abilities in a Bi-lingual. The study was an alternative teaching strategy to develop another tongue medium to develop
another tongue medium learners’ L2 (second language) writing abilities. The results of the study reveal that learners are able to perform relatively better in their writing skills in English but they need sustained training sessions.

Marits Anandi & Saldanha George Grace (1997) found that positive inter-relationship between the components of sub-competencies of writing. If legibility is taught the other components can be gradually achieved, as they are independent.

f. Researches related to conversing competence

I had not found a single research related to conversing competence though I referred to a lot of reference material.

3.4 Research Gap

From the review of the researches cited above, it is clear that no researcher had dealt with use of communicative approach and multimedia in teaching and studying its effects in learning English. This showed gap in the previous researches.
3.5 Previous Researches and Present Research

After reviewing previous related researches, it be came necessary to see how these researches were useful for conducting the present research.

The previous researches were primarily used for experimental design to see the effect of variables. As the present research was dealing with studying the effect of use of communicative approach in teaching on teaching competence and leaning outcome and the effect of use of multimedia in teaching on teaching competence and learning outcome, with the background of previous researches, I had decided to use experimental design for conducting present research.

3.6 New Dimensions of Present Research

From the research gap cited in 3.4 it is clear that the topic selected for present research is totally new. The present research is not duplication of any previous research. The original research and its original findings are educational needs of today. Therefore, it is humble submission that my endeavor of this research reserves the novelty and originality.