C H A P T E R - 2

REVIEW OF RELATED STUDIES

The survey of researches done in the related field gives the researcher an insight into the problem that she is going to undertake. A preliminary survey of the previous studies, discussion and experiences relating to problem under investigation serve quite useful purpose. The rise of education together with the introduction of modern Indian Languages as a medium of instruction at school as well as college level, led to the realization of the need to improve language development remedial programmes to sort out the problems related to language errors in teaching of Hindi. Since Hindi became official language of many states and a link language in the centre, efforts were made to innovate methods of teaching Hindi.

The government of India established two important institutions to undertake the task of improving language teaching of Indian languages in general and Hindi in particular, viz. Central Institute of Indian Languages and Kendriya Hindi Sansthan.

However, it is worthwhile to note that less attention has been given to the study of language in education although more than half of the attention is devoted to language activities in school. Reviewing the studies on teaching of Indian languages, Pillai
observes, "Research on methods of teaching Indian languages however, has neither grown in proportion to the enormity of the problem nor reflected the anxiety to solve the problem by encouraging more language studies. Systematic research is urgently needed in methods which would facilitate the mastery of more than one Indian language and emphasize the broad similarities of these languages with respect to sound system, grammatical structure and script".

A number of studies have attempted to explain the need to develop a remedial programme in the area of teaching Hindi. The studies reviewed in the following passages have accordingly been arranged to arrive at an empirical understanding of the above need.
2.1 STUDIES CONDUCTED IN INDIA

Tarang (1968) conducted a study of spelling errors in Hindi written works of Urdu medium students. Two equivalent group of Urdu medium and Hindi medium students in terms of equal periods of training achievement in Hindi, sex and common socio-cultural environment when compared on the basis of their mean error count on a spelling test led to the following findings.

(i) The difference of mean error - count between Urdu medium and Hindi medium students is significant at .01 level i.e. Urdu medium students make more mistakes than Hindi medium students in perceiving correct letter pattern of words in Devnagri script.

The related studies in theoretical and applied aspects of language teaching programmes which have been discussed so far do not provide much evidence to develop strategies for teaching Hindi to Urdu medium students. It can not be denied that some work has been done in this direction to improve or innovate upon the teaching - learning Indian languages in general and Hindi in particular, but the facts remains that much is still required to be done in the field of language.

Srivastava (1969) undertook a study to find out whether reading ability is related to achievement in schools. The sample comprised four groups low achievers, underachievers, over
achievers and high achievers 150 school boys in each group were selected (out of random sample of 1837 obtained from students of class X and XI) on the basis of their scores in three tests of ability. The tests used were Mohsin's verbal intelligence test, science aptitude test and Raven's progressive matrices test. These tests served as the predictor variable and the average of examination marks obtained in various academic subjects served as criterion variable for the selection of these samples.

Three reading tests viz. Hindi adaptation of Michigan speed of reading test, Sharan's Hindi vocabulary test and Mohsin's Hindi spelling test were administered to these four groups. The scores obtained on these tests were added together to form a complete score measuring general reading ability. Separate analysis was done for the three reading test the data was subject to the analysis of variance and subsequently the t-test was used to identify the groups that showed significant difference. Multiple regression analysis was conducted to see the contribution of various measures of ability reading to the variance in school achievement. In addition phi-coefficient were worked out between reading ability and achievement and between reading ability and general ability.

The result of various analysis showed that all the four groups differed significantly on all the measures of reading ability - high achievers and overachievers being significantly higher than underachievers or low achievers. The multiple regression led to conclusion that except for vocabulary test measures, both
spelling test and speed of reading test measures contributed significantly to school achievement. Phi-coefficient between the composite reading ability scores and achievement as well as with general ability were significant. Srivastava concluded that reading ability is an important factor related to the differential achievement patterns of school going pupil.

Chaturvedi (1972), conducted a study on linguistic analysis and description of the phonological variation in standard Hindi. The objectives of the study were as follows:

(i) to survey the Hindi sounds in the Hindi speaking area (ii) to study the divergent pronunciation of Hindi speech sound (iii) to arrive at the norm of standard Hindi sounds and sound features i.e. segmental phenomena of standard Hindi along with the allophonic and dialectal variation and (iv) to arrive at the phonological structure of standard Hindi. The data were collected by sixty investigators belonging to the nineteen centres of dialects in the Hindi region. The speech data consisted of control sample which included 1000, items of word utterance and free sample included 100 items of complete utterance. The free sample included informal talks for 3 to 5 minutes phonology of Hindi was studied and dialectal variations as available in the speech of educated people of Hindi speaking area were described. Hindi was found to have segmental phonemes viz. vowels, nasalization and consonants. Besides the description of phonemes of Hindi, their allophones and dialectal zones of Hindi speaking area were also described. On the basis
of these instructional material for teaching spoken Hindi could have been developed.

Naseem (1978), investigated the basic vocabulary of children of class V in state of Haryana. (i) The objective was to take stock of the basic comprehension vocabulary of children (ii) to enable the teachers to prepare the diagnostic test. The major findings were – (i) The difficulty value is case of some words was as high as 99% and as low as zero in case of some words. (ii) The number of words having difficulty value below 20% was 202 (iii) The number of words having difficulty value above 70% was 298. (iv) The difficulty value of 1,527 words was between 20% and 69% (v) A test of 1,525 words was prepared and recommended for teachers, writers, parents etc. as basic Hindi vocabulary of class V students.

Oad, L K (1980), diagnosed language errors and prepared programme of remedial teaching in Hindi, the major objectives of the study were. (1) To identify the errors in written Hindi. (2) To classify the errors linguistically (3) To analyse the influence of local dialects on such errors (4) To examine the effect of remedial instructional material.

The nine major categories were selected for indepth study matras, nasal consonants, vowels, consonants punctuation, syntax, and grammar etc. Tools to know the errors were prepared. Remedial materials for different types of errors were prepared. One major finding of the study was that the number of
errors decreased from classes VI to VIII and then increased in classes IX to X. The pretest and post-test scores were compared separately for errors related to vowels, consonants and sentence construction. The remedial material was found to be effective in reducing the frequency of errors.

GCPI, (1981), diagnostically study the errors committed by the students of grade VI in oral reading of Hindi language and provide measures to improve upon them. After collecting data with the help of records of half-yearly examinations, eight-remedial test paper for different stages were prepared. Their oral reading ability was tested on the basis of speed, fluency, punctuation, pronunciation, meaning accent emphasis and stress etc. The major findings were that (1) 20% students reading ability is equivalent to that of grade V and 10% is equivalent to IV and another 70% are equivalent to VI class. There was no complexity in the use of the refined test.

Shah, (1981), undertook a comparative study of some personal and psychological variables and reading comprehension. The sample consisted 412 students (226 boys and 186 girls of class VIII of Bhavnagar schools.) He came to the following conclusion.

(a) There was no sex difference as far as mean reading comprehension of the two groups are concerned. (b) Pupils having higher I.Q’s were high on reading comprehension test (c) Vocabulary has a positive bearing on reading comprehension. The correlation between vocabulary and reading comprehension
was found to be 0.65 which indicated that vocabulary to some extent account for comprehension.

Sharma (1981), investigated the factors related to high achievement and underachievement. He found that the poor academic motivation, linguistic ability, adjustment and emotional security contributed to under achievement. All these variables are inter-correlated hence remedial programme for underachievers had to be planned.

Srinivasa, Rao & Subramanyam (1982), carried a study on certain factors in school influencing the linguistic ability of primary school children. The sample consisted of 600 students studying in 60 schools of different areas of Andhra Pradesh. The findings showed that school condition and personal attributes of child collectively influence the language attainment in primary school. Multiple regression analysis of the data contributes to a large extent to their language achievement. Better school condition was likely to lead to better linguistic ability and school achievement. Among the school factors, accommodation, emotional level, experience of teachers, availability of instructional materials, books and reading room facilities influenced the language achievement of child positively.

Gomathy Ammal (1982), diagnostically study the difficulties in Hindi spelling of high school pupils. The aim of the study was to (i) Locate the area of difficulty in Hindi written spelling (ii) To diagnose spelling errors committed (iii) To suggest remedial
programme to overcome the difficulties. Data was collected with the help of graded spelling tests, speech recordings and observation. Sample is of 500 pupils frequencies of errors were tabulated and compared. The major finding shows that (i) Less mistakes were made in vowels and two letter words. (ii) Most commonly misspelled works are dha, dya dhya, khya and gha (iii) Pronunciation and spelling errors were related (iv) Major area of difficulty in letters having similar shapes.

Jain, (1984) diagnosed language errors and prepared programme of teaching in Sanskrit. The investigator after administering 10 diagnostic test found out the causes of errors and prepared a remedial programme. The different causes like lack of grammatical knowledge, lack of practice in pronunciation and poor teaching techniques adopted by teachers are some of the major causes of languages errors in Sanskrit.

Anand (1985), studied the factors that effect the Orthography in Hindi and Diagnosis of spelling mistakes in the writing of class V students of Hindi medium school of Delhi along with a remedial programme. The major objectives were to diagnose spelling errors in Hindi of class V (ii) Study of factors responsible for those errors (iii) To develop a programme of remedial instruction and to demonstrate its effectiveness. The investigator analysed written work done by 70 student of class V and identified major area of students difficulties. A sample of 143 words from the error analysis was selected and a battery of eight test was developed. A sample of 203 students from five
Hindi medium schools was selected for the administration of battery of diagnostic tests. Factors affecting spelling errors were studied analytically, remedial programme was given to five groups of erring students. The major findings were – (i) The largest number of mistakes were made in respect of the use of matras, closely followed by the use of incorrect words. (ii) A large number of students were not able to learn till class V the sound letter associations required for correct spelling. (iii) Ability to spell correctly did not automatically improve with age. It is the quality of instruction rather than age which accounted for the spelling errors. (iv) Use of the teaching strategies which involved oral visual and motor experiences of the words was most suitable for improving the spelling ability of students.

(i) Educational implications is that specific instructional programmes should be undertaken so that students develop the insight into rules and ways in which Hindi words are spelt prior to their third year in school

(ii) Since pronunciation drill and reading practice alone do not help in remedying deficient spelling ability, these should always be accompanied by word study and writing practice.

Bhanushali (1985) investigated the Basic Hindi vocabulary of Hindi speaking children of class V. The objective of the study were (i) to find out and recommend the basic vocabulary of
recognition of pupils reading in class V (ii) To submit a classification of the recognition vocabulary according to the frequency of words (iii) To provide the etymology of each word (iv) To compare written reproduction vocabulary with recognition vocabulary and (v) To compare recognition and reproduction vocabulary of find out the common words. The sample consist of 625 pupils of class V and 20 experienced teachers of Hindi medium school in Greater Bombay, Tools used were a questionnaire, wordlist test for recognition vocabulary and test for reproduction vocabulary. All tools used were developed by author. Main finding, (i) Out of 8,053 recognition words 1,807 (22.45%) words appeared in textbooks and periodicals. (ii) About - 58.48% words appeared in textbooks class V (iii) The words in recognition vocabulary of different types - noun, pronoun, verb, adverb, adjective, preposition and conjunction (iv) Some recognition words (29%) were not found in the reproduction vocabulary list.

Desai, (1986), Diagnose defects in the language ability of children of class IV and tried out a remedials programme for their correction. The investigator first analysed the content of the language textbook of grade III and prepared a vocabulary list of difficult words, phrases and also the points of functional grammar as evidenced in the exercises given at the end of each lesson in the textbook. An achievement test was prepared. It included exercises as related to reading, speaking and writing. The sample selected for experimental for group was comprised 162 pupils of grade IV. The same test was again administered to
these pupils at the end of the remedial work and the result were analysed. No remedial programme was given to control group. The findings were most of the defects in language learnt during the first three years of the primary school comprised errors of spellings, missing letters, bad handwriting, faulty pronunciation, wrong form of tenses in verbs participles and lack of knowledge of how to transform sentences. It was observed that weak teaching or total neglect of teaching in some schools by teachers was the main cause of wrong learning. Added to this was the apathy of parents towards their wards education particularly in municipal school.

Srivastava (1997) studied the types of spelling errors committed in Hindi by Urdu medium students. The major objectives of the study were (i) to survey the written work in Hindi of Urdu medium students (ii) to classify and categorise the types of spelling errors committed by Urdu medium students. (iii) To compare the spelling errors in Hindi committed by girls and boys (iv) To diagnose the causes and prepare a remedial programme for Hindi spelling errors.

The investigator herself prepared a diagnostic test and administered on 200 students i.e. 100 boys and 100 girls of class VIII. The major findings were (i.) students commit spelling errors related to vowels, consonants and clusters (ii) Urdu medium students commit more errors in writing clusters than in writing vowels and consonant (iii) girls commit more mistakes than boys (iv) the remedial programme has to be
planned for the benefit of Urdu medium students of class VII and VIII.

Srivastava (2000) studied the effectiveness of remedial teaching of Hindi spelling in Urdu medium schools. She prepared a diagnostic programme for teaching Hindi spelling. For each point of difficulty a number of exercises were constructed. These exercises were divided into three parts viz. words related to pronunciation, writing and homonyms. (श्रुतिसम भिन्नार्थक) these exercises were prepared in order to improve pronunciation and writing of words related to vowels and consonants and clusters. Which were creating difficulty in writing correct spelling. She implemented the remedial programme by utilizing Pre-test – Post-test experimental methods. It was found that the achievement of the students of the experimental group was significantly higher than the control group.

Overview

Studies stated above indicate that language ability affects school achievement to a great extent. The study conducted by Naseem gave a list of words as a basic Hindi vocabulary for class V student. The studies conducted by L.K. Oad (1980) and Gomathy Ammal (1982) indicated that most commonly misspelt words in Hindi are the dha, dya, dhya, khya, gha. The studies also indicate that pronunciation and spelling errors are closely related and remedial material was found to be effective in reducing the frequency of such errors. Studies conducted by Rao
and Subramanyam (1982) indicate that the emotional level, experience of the teacher, availability of instructional materials, books and reading room facility influenced the language achievement of the child positively. Study conducted by Anand (1985) indicated that it is the quality of instruction rather than age which accounted for the spelling errors.

Studies conducted by Bhanushali (1985) and Desai (1986) indicate that most of the defects in writing Hindi at primary stage comprised errors of spelling, missing letters, bad handwriting, faulty pronunciation, wrong form of tenses, verbs and participles and lack of knowledge of how to transform sentences. Studies conducted by Tarang (1968) and Srivastava (1999) indicate that Urdu medium students commit more spelling errors in writing Hindi than Hindi medium students.
2.2 STUDIES CONDUCTED ABROAD

Allen (1944) found that intelligence quotients derived from Kuhlmann Anders on intelligence test given in the first grade correlated with various aspects of achievement in the third grade to the extent of 0.32 to 0.53 and fourth grade achievement from 0.30 to 0.53 the correlation between the scores of language and reading achievement with I.Q. are given below:

**Correlation between I.Q. and stand ford achievement test scores**

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<tr>
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<th>Grade-4</th>
<th>Grade-3</th>
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<tbody>
<tr>
<td>Paragraph meaning</td>
<td>.41</td>
<td>.44</td>
</tr>
<tr>
<td>Word meaning</td>
<td>.36</td>
<td>.39</td>
</tr>
<tr>
<td>Reading Average</td>
<td>.42</td>
<td>.42</td>
</tr>
<tr>
<td>Spelling</td>
<td>.39</td>
<td>.40</td>
</tr>
</tbody>
</table>

The researcher concluded that long range predictions of success in reading achievement from intelligence test scores appears to be of some value at the elementary school level.

Hughes (1953) presented correlation among eight languages abilities as measured by the Iva language abilities test, every pupil test of basic skills silent reading, comprehension test as well as mental abilities test. Data from 196 fifth grade pupils with I.Q. in the range of 90-110 were collected - All correlations were positive and the investigator concluded that
high scores in one language ability is associated with comparatively high achievement in other language areas.

The IAEEA survey of reading comprehension in fifteen countries led to the fact that achievement in literature has positive correlation with the reading ability of the school going children. The correlation between different aspects have been shown in the following table:

Table showing correlation among reading comprehension reading speed, word knowledge and literature for 14 years old children.

<table>
<thead>
<tr>
<th></th>
<th>RC</th>
<th>RS</th>
<th>WK</th>
<th>LITERATURE</th>
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<tbody>
<tr>
<td>RC</td>
<td>.38</td>
<td>.62</td>
<td>.68</td>
<td></td>
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<tr>
<td>RS</td>
<td></td>
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<td>.31</td>
<td>.32</td>
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<tr>
<td>WK</td>
<td></td>
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<td>.51</td>
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The above table clearly indicates that the different aspects of reading; speed comprehension, vocabulary achievement are positively correlated with each other. The achievement in literature has highest correlation with reading comprehension and lowest with reading speed. (Bond and Tinker (1957), on the basis a number of studies observed that correlation between intelligence and language specification vary from .35 in the first grade to about .65 in the sixth grade. This finding shows that intelligence appeared to be significant determinant of success in reading in the higher grades as compared with the lower grades.
In higher grades reading scores appeared to be an expression of proficiency in content are a reading which generally required greater use of those skills that – can perhaps be associated with intellectual activity. Therefore its necessary to improve I.Q. level of higher grades students in order to improve their language ability.

Durkin (1966) found that between children of comparable I.Q’s those who begin reading early stay ahead of children who begin reading late and children with better reading ability always have better language ability.

Bernstein (1966), discovered how a low restricted form of language develops in the lower working class family where the child does not get any encouragement for thinking about his experience, for questioning and for making his own choice such a situation tended to hamper the language development.

Harris (1969), reviewed a number of researches and concluded that parental attitude and nature of home environment were important determinants of a child’s language development.

Pavlac (1974), surveyed scientific research, professional literature and doctoral dissertation on reading comprehension done from 1948 to 1972 to identify the factors believed to affect reading comprehension. He found that intelligence, vocabulary and reading comprehension were significantly inter related. The
relationship between knowing multiple meanings of words and reading comprehension was found to be substantial.

Cohen (1974), has reported that children of concerned parents are likely to top in their school. A child who gets no attention or less attention in the home suffers from many problems at school and is a poor achiever.

Edke (1982), prepared Graded Basic vocabulary of standard I-IV, the objectives of the study were (i) To analyse the reproduction and recognition lists of words. (ii) To determine the new words from each of the standards. (iii) To determine the list of reproduction words. (iv) To determine the graded basic vocabulary for grades I to IV (v) To compare the different list of graded vocabulary prepared by different researches with the present list. The sample consisting of 350 students from each of the four grades were selected on the basis of socio-economic status, their marks at the examination etc. A list of graded vocabulary was prepared by using the catalogue method, sampling method and word count method. Words were determined by using the card method, written word list, oral and written tests. The collected data were analysed by counting frequency and comparing with the earlier lists of words. Major findings (i) The total number of basic words was 4090, 3880, 4295, 3659, for classes I, II, III, IV (ii) Rural students know larger number of words than urban students in case of grade I students whereas in the case of grades II – IV urban students know more words than rural school students. (iii) The number
of words determined by the oral test was more than that of the written test. Educational implications - This list can be used for evaluating the tests. (ii) A dictionary for students of grade I-IV can be developed. (iii) Diagnosis of difficult words can be done. (iv) Reading materials can be developed on the basis of these words.

Pardon, Douglas, Jay, (1993) studied the factors associated with poor linguistic ability. The purpose of this study was to describe events in the lives of adult literates that may had led them to become poor readers. Interior, using the general interview guide approach, was the research method employed. A final sample of 25 participants was used. The findings indicate that home environment plays a crucial role in promoting an individual ability to read. Secondly the another important factor is school environment plays a crucial role in improving linguistic abilities.

The studies given above indicate that high scores in one language ability is associated with comparatively high achievement in other language areas studies also shows that high I.Q. leads to better linguistic ability.

Studies conducted by Bernstein (1966) and Harris (1969) indicate that school and home environment are important determinants of a child's language ability for studies given above provide number of basic words required at different levels at primary stage.
2.3 Overview

In the review of significant investigations it was noticed that spellings, vocabulary, sentence structure and comprehension are major areas in language which need special attention. Most of the studies conducted explained that spelling errors in the written language is the major problematic area at different stages. Some studies mainly concentrated on the types of vocabulary used at different age & stage levels.

However, no attempt has been made to plan a remedial programme to rectify the language errors of various types. It is therefore imperative to conduct a detailed study to diagnose different types of language errors in teaching of Hindi at primary level and also to prepare a remedial programme to rectify these errors. The present investigation is a small but significant step in this direction.