CHAPTER III

REVIEW OF RELATED STUDIES

3.0 Overview

This chapter aims at providing a bird’s eye view of the work related with the study in hand. An attempt has been made here to review the researches that have already been done in India and abroad. The points emerging from review of the related studies have also been objectively discussed.

According to C.V. Good (1959), “A summary of related literature is necessary for proper planning, execution and right concept of the problems and solutions. It provides guiding hypothesis, suggestive methods of investigation and comparative data for interpretative purpose.”

J.W. Best (1986) believes that “A summary of the writings of recognized authorities and of previous research provides evidence that the researcher is familiar with what is already known and what is still unknown and untested.”

Thus, review of related studies not only provides conceptual frame of reference for the contemplated research but also suggests methods, procedures, sources of data and statistical techniques appropriate for the solution of the problem. The researcher is able to formulate his hypotheses on the basis of review of related studies which presents the rationale of the study.

3.1 Studies in India

Saraswathi, V. (1982) explored the nature of communicative competence in relation to learning a language for specific purposes: and on that basis, suggested guidelines for designing a course in English for Official Purpose [EOP] for undergraduate in Tamil Nadu, India. 30 business letters were revised and changes introduced in them and analyzed. Questionnaire was administered to 125 business people at different levels of official hierarchy. A diagnostic test in written English was administered to 60 final year B.A, B.Sc students and 40 final year B.Com students at Madras University. An outline of the course was designed on the basis of the responses gathered through the tools.
Singh V.D (1984) studied the linguistic and communicative abilities of high school teachers of English in relation to their classroom functions. The sample consisted of 60 trained graduate teachers (TGTs) and Post-graduate teachers (PGTs). Four test measures were developed, (i) A test of speaking ability, (ii) A test of writing ability, (iii) A test of sensitivity to pupil-errors, and (iv) A test of sentence complexity. Teacher’s competence was studied. There was a significant difference between the subjects’ Speaking ability and their writing ability. Their speaking ability was better than their writing ability.

Soumini, P. (1984) designed a course based on communicative approach to English language teaching in local medium high schools. The course was designed for local medium class IX and X students using science as the content. The parallel group experimental design was employed. The sample consisted of high school students. English proficiency test I, II science pre-test, post-test, questionnaires were used for the study.

In the case of science pre and post-test gain, scores of the experimental group demonstrated a significant improvement due to communicative Approach. The educational implications of the study are: (i) English language teaching through the communicative approach will give the students some capacity both for receptive and productive knowledge. (ii) Activity-oriented language learning has to be reshaped by designing suitable tasks so as to facilitate the development of communicative skills.

Annie David (1985) in her research study, “Proposal for strategy of Remediation at the Intermediate level of the typical Indian English as a Second Language (ESL) Programme” proposed a strategy of remediation which would enable the particular set of intermediate students to acquire the readiness for free production in English. A sample of 25 students for intermediate was taken for the study. Pre-test was given, followed by the drilling of activities of the programme and finally post-test was given. This study argued that this is the only order in which ‘steps’ leading to spontaneous communication in the target language can be taken in ESL situation of the kind under consideration here and recommends subsequent steps in the process should be experimented.
Julu Sen (1986) research on “a Proposal for an Oral communication component in plus-two English syllabus in West Bengal” was an attempt to improve the oral communication skills in intermediate students of West Bengal. The emphasis was not on Phonology, nor on correctness of utterances but on communication strategies. Hundred and twenty intermediate students from Asutosh College in Calcutta were selected. Method of communication strategies was carried out for a month. Data was collected through questionnaires and integrated discussions-unstructured situation in the classroom. Arguments in favor of the proposed oral communication course were presented. Practical constraints in its implementation were mentioned and suggestions were made for improvement.

John Roberts (1986) in his research work, “Making Grammar communicative at the +2 stage of CBSE syllabus: A critical study” attempted to relate grammar to the development of the other language skills that was learnt at +2 stage. The skills must develop in order to use the language in real life situations. The students of Kendriya Vidyalaya which use English as medium of instruction for all science subjects and Hindi for social Sciences was the sample. Data was collected through observation of the learners. Interview of teachers and students informally and examining students assignments and test scripts. Nine Grammar classes were recorded. It was found that it was necessary to modify the question paper for board examination. It was suggested to include tasks with activities.

Gupta, R.L. (1988) conducted an experimental study to find out the efficacy of language laboratory exposures in developing language proficiency and communicative competence of tribal learners of English. The study was delimited to listening and speaking skills of VIII, IX and X classes’ tribal learners.

The experimental pre-test, post –test equal design was used for the study. A standardized test for listening comprehension and another test developed by the researcher were used . It was found that language laboratory exposure developed language proficiency of the tribal learners of English.
Language laboratory exposure developed the communicative competence of the learners in English more than the communicative competence in English, the Audio lingual method developed without laboratory exposure. It was also concluded that language proficiency in English helped develop the communicative competence of tribal learners of English.

**Arul Krishnamoorthy (1989)** in his research work, “Spoken English of the first year degree students: A comparative study with reference to the medium of instructions at the pre-degree level” analyzed the phonetic characteristics both segmental and non-segmental of the English spoken by the first year degree students. Samples of speech were collected from ten students of first year degree classes, Kovilpatty, Tamilnadu(5 English medium and 5 Tamil medium). The study revealed that though there was not much difference between the two groups of students as individuals, the English medium students as a group are better speakers of English compared to the Tamil group.

**Thomas, C. J. (1992)** in his study, “A comparative study of the spoken English of the Junior Intermediate students with reference to Medium of instruction and the Phonetic correlates of ‘Good and Bad Spoken English’ described the spoken English of Junior Intermediate students and found out the phonetic features of their English, the deviations, established correlation between good/bad speech and also examined extra-linguistic factors. His sample was First year intermediate students of Little Flower Junior College, Uppal, Hyderabad, and Andhra Pradesh. The speakers were selected at random with regard to their mother tongue and medium of instruction. Recording of their speech-list of words and dialogues was done. His findings were the phonetic features of the speakers of Telugu medium stream and of the English medium stream, it was established beyond doubt that the latter had marked advantage and showed better performance over the former in almost every aspect of spoken English-Segmental and Supra segmental features and also extra linguistic factors such as social background, parentage, early start in English learning and so on.

**Asha Kumar (1993)** in her research study “Task analysis as a basis for validating proficiency Level schemes with special reference to Oral communication” examined the principles of sequencing underlying proficiency level schemes in the field of oral communication to establish their validity with regard to content and language. It
attempted such validation of task analysis. The important outcome of the study that emerged is the demonstration of the utility and applicability of Task analysis as a tool for identifying task complexity. The analysis of proficiency level schemes revealed that the selected schemes were generally valid assumptions of developing language proficiency.

Bharathi T.S (1995) in her research study “The role of Teacher development in the effectiveness of language curriculum reform” an exploratory field study was made in Karnataka pre-university English curriculum development. The main focus was on the effectiveness of the curriculum reform from student’s perspective. The study addressed the problem of the learners and tried to alleviate them by introducing teacher development in an attempt to make curriculum development more effective and meaningful an enterprise from the learner’s perspective. The study indicated that efficiency, resourcefulness and understanding of the teacher play a central role in determining the effectiveness of the curricula as realized in the classroom.

Rajendra Singh (1998) in his study, “An analysis of Sales Persons’ Oral communication needs in English during sales encounters” identified sales person’s oral communication needs in English, especially those needs which they realize during their encounter with prospective buyers. It also implicated of those needs for designing an oral communication skills training course for sales persons who were low experienced. The researcher accompanied the salespersons to the venue of sales meetings are recorded the ensuing interaction between buyer and seller. The samples include various products and services. Recorded interaction of 10 salespersons were collected and based on that one month intensive task based training in spoken English in the late evenings was given. In these activities like role play and simulations, case studies and using flow charts were given. This study was important for two reasons.(1). It brought out the importance of oral communication with specific emphasis on clarity of speech.(2.)It analyzed the sales talk with a view to identify its prototypical structure and various discourse functions.

Jaya Vuppala’s (1999) research study, “The study of Teachers Narration: Factors affecting the teaching and learning of English,” was an attempt to draw linkage between the psychological and the social contexts of the teacher’s work by examining a variety of individual and social influences on the developmental to teachers belief.
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The contextual analysis of teacher’s descriptive language, their concept of pedagogy and content knowledge and the teacher’s belief that are rooted in them are also dealt with. The data collection is embedded narratives with different cultural pattern. The sample consisted of two teachers, a student and parents. She collected information through interviews and opinionnaire. The emphasis had been on an understanding the phenomena under study as a complex whole in the frame work of culture and cognition.

Gita Jangid (1999) in her research work, “Language Acquisition through stories” introduced story telling project in Grade III students for acquisition of language. She took 30 students from Grade III as her subjects for study. Meaningful and realistic stories which were appealing, motivating and encouraging to the learners were introduced in the class. There was marked improvement in reading fluency and abilities in speaking in the children after one month of storytelling sessions were given in the class.

Vidhya S (1999) in her research work, “Conversational English in the Functional English course for Undergraduate Students: A study” assessed the relevance and scope of the vocational Functional English course in term of their aim, objective and content. The sample of 87 students were taken from Kerala, Diburgarh (Assam) and Osmania University. In Functional course the conversational English component need to be developed, which help the student to communicate better conversational skill need to be given more priority over phonetics.

Lydia House, S (1999) in the research work, “An In-Depth study of the Language needs of Student Nurse-Implication for course design” aimed to assess the English language needs of two sample groups of nursing students and to understand the implications of these needs for course design. Two schools of nursing in Andhra Pradesh were studied. Schwab’s Deliberation theory was tried out for collecting data. Survey method was adopted. Questionnaires were administered to English language Teachers, learners, doctors and Administrators. Classroom observation and interviews were conducted. This study probed into areas like methodology in needs assessment process, objective interpretation and other aspects of language learning and teaching, it is also confirmed that the learner’s needs were more process needs not product needs.
Anup K.Kumar (2000) in his research work, “A study of the implementation of the West Bengal Functional-Communicative syllabus with particular reference to the Rural Schools” has investigated the implementation of curriculum reform in English introduced by the West Bengal Board of Secondary Education in 1984. He examined the rationale of Functional-Communicative syllabus looking into the methodology actually used by the teacher in the classroom. He also studied the suitability of the textual materials prescribed from the angles of syllabus, teachers and learners and the readiness of the teacher’s to implement the package. He also scrutinized whether the examination reflects and achieves the purposes of the curriculum reform. As sample he took eight schools located in one of the interior areas of West Bengal. The responses from the teachers/learners to questionnaires administered to them followed by informal interviews with teachers, learners and heads of the institutions, classroom observation and examination results. The study showed the inadequacy of the preparation of the teachers to deliver the syllabus and their lack of motivation for it. It also pointed out that the approach should be more culture based.

Angel, Gloria Luqve (2001) conducted a study on, “Oral short stories as a vehicle for communication.” This work is addressed to the study of the teaching learning situation in secondary classroom through an applied experience. The main aim of this experience is to research some of the main facilitating aspects of the learning acquisition process making use of a very specific type of disclosure. Oral short stories form a unit of language that can be taken as a whole. Student really learns how to communicate.

Maria Justine (2002) in his research work “Activating L2 speaking skills in Local medium learners at the college level” attempted to find solution to the problem that hinders the speech of Telugu medium background learners. It was an attempt to enable the learners believes that they could use the target language by making them use it. This study was expected to identify ways in which teacher could help the learners pass from the storing of linguistic knowledge, and information about how this language operates in communication to actual using of this knowledge for the multitudes unpredictable purpose of an individual in contact with other individuals. The sample of six students was taken from Vivekananda Degree College, Chikalguda, and Hyderabad. This study proved that the use of movies creates learning interest and
TV programmes when used in the language classrooms with an informal and anxiety free environment could help oral fluency in the target language.

Venkataswamy Gourarapubu (2003) in his research work, “Providing opportunities for developing speaking skills to +2 level Telugu medium students in Andhra Pradesh”, conducted a survey of proficiency and attitude of rural students from Telugu medium students towards English language. He also reviewed the existing syllabus and material for teaching English and developed exercises for teaching materials that can be used by teachers in regular class. His sample was 30 students from intermediate second year through Telugu medium-sneha Junior college, Hanmakonda. He gave intensive training in spoken English using dialogues, role play, picture description, and words for pronunciation and reading tables. After 15 days he conducted interview for students and teachers. His survey showed that they are weak even after 7/8 years of studying English because of lack of opportunity and environment. Students performed very well after different method was introduced in the class with simple tasks like role play, discussion and picture talk etc. His findings proved that +2 syllabuses need a change and training to teach spoken English given to the teachers.

Vishwanathan, M. R (2003) in his research work, “The use of Communication strategies in the L2 Classroom: Implications for strategy training” aimed at identifying the use of communication strategies in a formal context such as the second language classroom to examine the relevance of strategy use to second language learning and teaching. Pilot study was conducted in private and Government schools. Recorded data was analyzed. Informal discussion, questionnaire and classroom observation was the method used for the study. A comparative study of school A(pvt)-and school B(govt) shows that classroom environment in school A is far more learner friendly than school B.

Srilalitha, P (2003) research work, “A framework for EST Course design with special reference to Engineering students of Andhra Pradesh” prepared a framework for EST (English for Science and Technology) courses to accommodate the real needs of the course consumers. It also investigated the nature of communication used in software development offices. It identified the communication events that characterized the learners’ present academic needs and future occupational needs.
Questionnaires to software professional executives were administered. 25 professionals from development offices were selected for the study. Her findings were that there existed a gap between documented syllabus and the syllabus implemented in the classroom. The existing syllabus does not encourage development of oral communication skills. The last two components of the second part of the prescribed syllabus namely advanced skills of communication and ESP are not negotiated partly due to time constraints and also partly because of the absence of examination to test speaking and listening skills. All the four language skills are important for software engineers to function effectively in their profession.

**Shobana, N (2003)** conducted a study on; “Developing Communication Skills” The author states that developing communication skill is not only the responsibility of the language teacher, but also the subject teacher. Some strategies are provided for the subject teachers to improve the communication skills of the students. Teachers can play any number of activities in correlation with school subjects and make classes more creative and exciting to sustain the interests of the students. All subject teachers have to be versatile enough to develop the communication skills among the students.

**Susan Suma Bala (2004)** in the research work, “Facilitating the Oral Acquisition of L2 vocabulary through Negotiated interaction: A study” investigated the effects of different oral interaction on the comprehension, recaptured acquisition and productive acquisition and retention of words, along the line of some output hypothesis. The study was carried out in two phases-subjects were from Kendriya Vidyalay, Uppal in Hyderabad. 30 students from class VI in the first phase and 30 from class IX in the second phase were taken. Each group experienced the check list test. This was administered to all groups one day prior to the commencement of the treatment. The treatment took the form of two listening comprehension task initiated by the researcher and completed within one class period. It was argued that wherever comprehensible input creates a low level of awareness in the learner that a gap exists in the message he or she has heard (decided) output leads to that is, it creates potential for higher level of awareness to address the gap in his or her L2 production.

**Mony, Aiyavoo and Thangaswamy (2005)** conducted a study on, “Teaching English through Actions and Oral practice in Primary schools.” English teachers to develop speaking skills among school children in Tamilnadu have constantly used several methods and techniques. The findings of this study attempt to show that primary
students can be helped to acquire speaking skills if they are taught through translating sentences.

**Basavarajiah, Siddhaganah (2006)** conducted a study on, “How I made my students to speak English better”. In this study certain strategies were applied for the development of speaking skill like-peer group discussion,, storytelling ,Dialogues, Dramas, Quiz programmes, Riddles/Rhymes, Mock trials, assembly and interview, Role plays etc. The findings of the study revealed that the students showed interest and their communication skill developed slowly and steadily.

**Seetha Devi and Rathina .R (2006)** conducted a study on, “Participatory Learning of Spoken English”. Being able to understand and produce basic structures of English correctly shows one’s mere capability. Whereas ability to use them to express communicative functions displays competency in the language. This study explores some of the language activities that were found helpful in developing the learners’ ability to communicate freely and spontaneously in English.

**Mabu Doula Sab (2006)** in his research work, “English spoken by students of A.P.S.W.R Junior colleges in Kurnool District, Andhra Pradesh”, described English spoken by the students of A.P Social Welfare Residential(A.P.S.W.R) Junior colleges in Kurnool District. Ten students from A.P.S.W.R Junior college in the district were selected. Received Pronunciation (R.P) of English was taken as model for comparison to study to speech of the students. The study was based on auditory impressions of the recorded cassette-vowels/consonants/word stress/weak forms and location of the tone. He found that there was a difference in vowel sounds/consonant sounds/word stress/weak forms and the location of the tone.

**Diala Grace Suneetha(2007)** in her research work, “Intelligibility of Asian English- A Phonetic study” aims to describe the phonetic features of English as spoken by the Asian speakers and to see what extent their English is intelligible to follow. The speakers read out a prepared dialogue and recordings of the speeches were made.10 speakers and 10 listeners were chosen. Her findings were fricatives posed the greatest problem for speakers though all speakers seemed to have monothongs in their inventory .The speech sample indicated that there were many divergences with regard to monothongs and diphthongs. The word stress on the whole was not very divergent from R.P.
Maruthi Kumari, V (2007) in the research work, “English Spoken by Engineering students: A study in Intelligibility” analyzed the intelligibility of English spoken by the final year students of Engineering students of Andhra University. Sample of ten students of final year engineering course were chosen as speakers. They belonged to various colleges affiliated to Andhra University. Test samples of two types were recorded. Reading a passage and free speech of 10 subjects were recorded. The findings were in the present context of Engineering graduates seeking employment in foreign countries and also in the context of Globalization, it is imperative that the intelligibility like of the Technical graduates should be imposed. It is suggested that teaching Spoken English with special emphasis on accent, rhythm and intonation should form an important and integral part of the curriculum.

Swarna Lakshmi G (2009) research study on, “Developing critical thinking skills through strategy training: A task based approach” was on language and thought relationship with learning process. Her objective was to enhance the learner’s language proficiency by developing critical thinking skills and logic problem solving. To improve learner’s ability in the application of knowledge in new context was also dealt with. This study also helped learner’s to become autonomous in the process of learning. Learners for this study were from two different streams of education-CBSE and SSc. Six students were the subjects of the study. The learners were from class of 8. Sixty tasks were given with problem solving/critical thinking abilities. The sessions were conducted for one month after school. Data collections were written responses, retrospective reports, questionnaires and interviews, Critical thinking skills helped learners to be autonomous in learning, to apply knowledge in new contexts and evaluate information to judge its validity. This resulted in better language learning.

Afroza Sultana (2014) in his study, “The role of Motivation in Teaching and learning English as second language at the secondary Level.” explored whether motivation can make the ESL classes more effective or not. Structured interview schedule was administered to 170 teachers and students of private English medium schools and colleges in the state of Andhra. The results revealed that motivation is an effective factor in teaching and learning English as a second language at the secondary level.
Abdul Basma (2014) in his research study, “Attitudes and motivation of second language learners in Kerala.” examined attitude and motivation of second language learners in Kerala. A self-report questionnaire was administered from Gardener’s Attitude and Motivation Test Battery. Several methods were used in dealing with the data collected: descriptive statistics, correlation and t-test were used. The findings revealed that there is significant correlation between attitudes and motivation in learning a second language. Pedagogical implications were proposed in an effort to enhance the learners interest in learning a second language in Kerala.

3.2 Studies Abroad

Savingnon, S.J.(1972) conducted an experimental study to (i) develop tests of communicative competence suited to the beginning level of college French. (ii) evaluate the effectiveness of training in communicative acts as part of beginning college French course in developing both linguistic and communicative competence. (iii) explore the correlation of various attitudinal and motivational factors with achievement during the first semester of college French in Midwestern unicultural community. (iv) assess the effectiveness of training in communicative acts as part of a beginning college French courses as a means of influencing attitudinal and motivational factors.

Three groups of beginning level of college French students, two experimental groups and one control group, participated in the study which ran for 18 weeks and included a total of 42 students. Each group in the study corresponded to a class section in the multisection beginning French programme at the University of Illinois at Urban-Champaign. This programme used a modified audio lingual approach to teaching French with emphasis on dialogue memorization and oral drilling of linguistic patterns, particularly in the beginning stages all the three groups met for 50 minutes period a week for the same basic course of instruction in French.

In this interesting study, students in the experimental communication skills programme (which consisted of one hour per week supplementing the regular audio-lingual type of course), were given the opportunity to speak French in a variety of communicative settings. These ranged from (1-2minute) exchanges between a student and a fluent speaker of French in a simulated situation to whole group discussions on topics of current interest. Emphasis was put on getting meaning across. Students were
urged to use every means at their disposal to understand and in turn to make
themselves understood. Grammar and pronunciation errors were expected and were
always ignored where they did not interfere with meaning.

An attitude questionnaire and tests of achievement in linguistic and
communicative competence were administered to all students. No significant
differences were found among groups on the independent variables recorded:
language aptitude, verbal intelligence and high school class rank. A one–way analysis
of variance (ANOVA) was then used to test for differences by teaching strategy on
the measures of achievement.

The communicative skills group E1 performed significantly better than either
the culture group, E2 of the control group, ‘c’ on the test of communication skills.
These findings were interpreted as evidence of the need to distinguish between
communicative competences on the one hand and linguistic competence on the other,
noting that it is the latter which is typically rewarded in the foreign language
classroom.

Gottliefb, Nargo (1985) studied the role of communicative competence in the first
and second language achievement as demonstrated in the measure of essential
communication and concept achievement. The purpose of the study was to examine
the communicative and the academic proficiencies of first and second language
learners with the intent of improving current student assessment practices. The sample
consisted of 304 intermediate grade level students in the third target school district in
Illinois.

The data were analyzed by grade and across grades. Specific situation
procedures, namely–analysis of variance, PPM correlation were used. The findings
indicate that the development of entry and exit criteria for educational programmes
should rest on both theoretical research and classroom practice.

Heath, Inez Avalos (1987) studied and investigated the relationship between
creativity and communicative competence strategies among bilinguals bi-dialectal
adolescents. The purpose of the study was to investigate creativity in relation to
‘adaptivals’. ‘Adaptivals’ are defined as native language and cultural limits by
speakers of English as an L2 or dialect in developing communicative competence in
the target language.
The results are (i) if oral language is used effectively in teaching writing, it can serve in the capacity of clarifying and checking language in the process of developing the written product. A significant relationship was found between scores on oral and written tasks. (ii) Acquisition of a second language correlates significantly with creative development.

**Young, D.J (1990)** in the study, “An investigation of students’ perspectives on anxiety and speaking” examined anxiety and speaking from student’s perspective. The sample for the study consisted of 135 Spanish students. The findings revealed that not only speaking in foreign language, but also speaking in front of the class is the source of student anxiety. With regard to the anxiety reducing activities, the students reported that they would feel more confident about speaking in class if they practice speaking more. However, they further reported that their comfort or anxiety level depended on the kind of activity.

**Philips, E.M (1992)** in the research study, “The effects of language anxiety on student’s oral test performance and attitudes” studied the effects of language anxiety using an oral exam cue sheet for a role play. A sample of 44 students from a small, private, Liberal Art University USA was taken. The findings showed that there was a significant inverse relationship between the students’ expression of language anxiety and their ability to perform on the oral exam. For example, students with higher language anxiety tended to say less, to produce shorter words in communication units (CUS) and to use fewer dependent clauses and target structures, while students with low anxiety tended to say more, to produce longer CUS and to use more dependent clauses and target structures.

**Ganchow, L., Sparks et.al (1994)** in the study, “Differences in language performance among high-, average- and low anxious college foreign language learners.” Examined differences in FL anxiety and native oral and written language skill, and FL anxiety and aptitude for learning. 36 college students at a medium-sized Midwestern University was taken as sample. A set of tools and scales were administered to the samples. The findings reveal that high anxious students performed significantly more poorly than low anxious ones on several oral and written native language measures. Besides, a significant difference between high and low anxious students in aptitude for learning FL was also found.
Pite, D. (1996) in the study, “The influence of anxiety upon achievement in EFL by Japanese students” investigated the relationship between language anxiety and achievement in oral English performances. The Foreign Language Classroom Anxiety Scale (FLCAS) tool was administered to 67 Japanese school students of English as a foreign language. The findings revealed that there is no correlation between anxiety and oral English performances.

Cheng, Y., Horwitz, E., and Schallert, D. (1999) in the research work, “Language anxiety: Differentiation writing and speaking components” investigated the links between second language classroom anxiety and second language writing anxiety and their association with second language speaking and writing achievement. A sample of 433 Taiwanese English majors at four universities in Taiwan was taken for the study. Foreign Language Classroom Anxiety Scale (FLCAS) and Second Language Writing Anxiety Test (SLWAT) were administered. The findings showed that second language classroom anxiety is a more general type of anxiety about learning a second language with a strong speaking anxiety element whereas second language writing anxiety is a language skill-specific anxiety. Low self-confidence seems to be an important component of both writing and speaking anxieties.

Onwuegbuzie, A. J., Bailey, P., & Daley, C. E. (1999) in the study, “Factors Associated with Foreign Language Anxiety” determined the demographic and self-perception factors that predict foreign language anxiety. A Self-perception Profile and a Study Habit Inventory was administered to 210 mid-southern University students from USA. In the findings, Seven variables: age, academic achievement, prior history of visiting foreign countries, prior high school experience with foreign languages, expected overall average for current language course, perceived scholastic competence and perceived self-worth contributed significantly to the prediction of foreign language anxiety. Regarding year of study, the results revealed that freshmen and sophomores reported the lowest levels of foreign language anxiety.

Kitano, K. (2001) in the study, “Anxiety in the college Japanese classroom” investigated two potential sources of the anxiety of college learners of Japanese in oral practice. A sample of 212 students at two major universities in the Midwestern United States was taken for the study. The following instrument were used for the study-The Fear of Negative Evaluation Scale (FNE), The Japanese Class Anxiety
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Scale (JCAS) and three kinds of self-ratings of Japanese speaking ability: Self-Rating Can-Do Scale (SR-CDS); Self-Rating for the Current Level of Study (SR-CL); and Self-Rating Expected Perception by the Japanese (SR-EP). The findings revealed that an individual student’s anxiety was higher as his or her fear of negative evaluation was stronger, and the strength of this tendency depended on the instructional level and the experience of going to Japan. An individual student’s anxiety was higher as he or she perceived his or her ability as lower than that of peers and native speaker. The anxiety level of a male student became higher as he perceived himself less competent. The fear of negative evaluation and the self-perceived speaking ability did not interact to influence the anxiety level of an individual student.

Pribly, C. B., Keaten et al. (2002) in the research work, “The effectiveness of a skills-based program in reducing public speaking anxiety” measured the effectiveness of a skill training program on public speaking anxiety. 25 sophomores English majors at Hokuriku University, Japan were taken as sample for the study. The Personal Report of Public Speaking Anxiety (PRPSA) tool was used. The experimental group reported a significantly greater drop in public speaking anxiety than did a control group of 86 students.

Gregersen, T. and Horwitz, E. (2002) in the study, “Language learning and perfectionism: Anxious and non-anxious language learners’ reactions to their own oral performance” explored the relationship between foreign language anxiety and perfectionism in relation to perfectionism. Eight second year University students from Chile were taken as sample for the study. Foreign Language Classroom Anxiety Scale (FLCAS) was used to collect information from the selected sample. The findings revealed that Anxious and non-anxious students differed in their personal performance standards, procrastination, fear of evaluation and concern over errors.

Ekici, Nese (2003) in the study, “A Needs Assessment study on English Language Needs Of the Tour Guidance Students Of Faculty Of Applied Sciences At Baskent University” examined the English language needs of Tour Guidance students of Faculty of Applied Sciences at Baskent University by referring to the perceptions of students, English instructors and curriculum coordinators. He also analyzed whether there was a relationship between students’ attitude towards English language and their self-ratings of learning and target needs.
An attitude scale and students need assessment questionnaire was administered to 45 students, ESP Identification Form administered to two curriculum coordinators and English Instructor Questionnaire administered to both of the curriculum coordinators and the three English instructors. The descriptive analysis of the data revealed that there were both similarities and differences among the perceptions of students, English instructors and curriculum coordinators with respect to the learning needs and target needs of students. The relationship between students’ attitude towards English language and their self-ratings of learning and target needs came up to be of different values for the seven sub dimensions of attitude. On the basis of the results of the study, it is suggested that speaking, listening and specialist vocabulary be emphasized more in order to fulfill the ESP needs of Tour Guidance students. Applying skill based syllabus as primary and situational and content approaches to syllabus design as subordinate is suggested to be effective as well. Using instructional materials appealing to the sub dimensions of attitude is another suggestion presented.

Liou Yi Shin (2003) in the study, “Who wants EIL? Attitude towards English as an International language: A comparative study of college Teachers and Students in the Greater Taipei Area” investigated how Taiwanese college students and teacher perceive the issues related to EIL. A questionnaire of 126 items was administered to 529 college students and 25 English teachers. This study presented collective data of Taiwanese non-native speaker’s English teaching, learners and student’s attitude towards their command of English in different social context, their perception of NNS and NS English teacher teaching competence and their attitude towards the English Educational Policy of having NS English teacher in Taiwan. The findings revealed that the attitude of the students were affected by learners anxiety and teaching strategies. The students were found to have high regards to Teachers of English Native speakers.

Luchini, P.L. (2004) in the study, “Developing oral skill by combining fluency-with accuracy focused tasks: A case study in China” evaluated the effectiveness of the implementation of the author’s contribution to the spoken –English program. A sample of 286 Chinese third year college students pursuing different majors excluding English at Shanghai Normal University was selected for the study. Student’s self-
assessment reports and an evaluative questionnaire was used for the study. The finding suggests that foreign language classroom should create opportunities for learners to participate in meaning and form focused instruction.

Chapman, L.W.E. (2006) in the study, “Second language speaking anxiety of learners of English for academic purpose in Australia” examined second language speaking anxiety of international students attending English for academic purpose. Two hundred and seventy five advanced English for academic purpose international students studying on intensive EAP courses at accredited language centers in Australia. A questionnaire and a semi structured interview were used for the study. The findings revealed that performing in front of others in the English class and interacting with native speakers of English are the major stressors. There was some indication that anxiety is influenced by ethnicity with students from Confucian heritage cultures reporting more anxiety than European or Vietnamese students.

Liu, M. (2006) in the research work, “Anxiety in Chinese ESL students at Different proficiency Levels” examined anxiety in undergraduate non-English majors in oral English classrooms at different proficiency levels. The participants were 547 (430 males and 117 females) first year undergraduate non-English major students enrolled in the English listening and speaking course at their different band levels in a key comprehensive university in Beijing, China. FLCAS, observations, reflective journals and interviews were used for the study. The findings showed that a considerable number of students at each level felt anxious when speaking in English class. The more proficient students tended to be less anxious. The students felt the most anxious when they responded to the teacher or were singled out to speak English in class. They felt the less anxious during pair work, and with increasing exposure to oral English, the students felt less and less anxious about using the target language in speech communication.

Rana Yaser Musleh (2006) in his research work, “Language learning motivation: The Palestinian context-Attitudes, Motivation and Orientation” studied the second language motivation among Palestinian students from the age of 12 to 18 years old. The study involves the investigation of motivation towards learning English as a foreign language., in four different districts in West Bank. Data collection combined a structured questionnaire measuring learner attitudes towards English as well as L2
orientations and a set of semi-structured questions which provided qualitative data. The findings of the study reveal that individual and demographic differences have an impact on attitudes towards learning an L2. Furthermore, the qualitative data confirmed the proposition that context and culture greatly impact language learning attitudes and reasons for learning the English language.

Muhammad Tanveer (2007) in his study, “Investigation of the factors that cause language anxiety for ESL/EFL learners in learning speaking skills and the influence it casts on communication in the target language.” investigated the factors that cause language anxiety. It has attempted to investigate the factors that language anxiety can possibly stem from both within the classroom environment and out of the classroom in the wider social context, and has recommended a variety of strategies to cope with it. This study has used semi-structured interview format and focus group discussion technique to investigate the issue. A total of twenty participants, six ESL/EFL learners, three highly experienced ESL/EFL teachers and eleven ESL/EFL practitioners participated. The findings suggested that language anxiety can originate from learners own sense of ‘self’, their self-related cognitions, language learning difficulties, differences in learners and target language cultures, differences in social status of the speakers and interlocutors, and from the fear losing self-identity.

Pandid Tasee. (2009) conducted a study on the, “Factors affecting English major student’s anxiety about Speaking English” aimed at investigating the existence and degree of speaking anxiety experienced by English students of Rajabhat University in various contexts as Gender, perceived speaking ability, perceived self-personality, type of academic programme and explores how the student with a high degree of speaking anxiety and those with low speaking cope with the anxiety. The sample of the study included 963 students and 27 lecturers. A speaking anxiety question and semi-structures interview were employed to collect the data. The findings revealed that the student’s anxiety about speaking English on the whole was at moderate degree and the fear of negative evaluation as the main cause of speaking anxiety. Female students reported being more anxious about speaking English than male.

John.R, et. al., (2010) conducted a study on, “English language immersion and student’s academic achievement in English, Chinese and Mathematics”. The investigator demonstrated that second language immersion is an effective means of
facilitating primary school student’s second language without undermining competence in the first language. Despite the rapid growth of English immersion (E1) programmes in China, only limited empirical research has been conducted to evaluate student’s academic achievement represented by English (L2), Chinese (L1) and mathematics. This study was conducted with a group of Grade 2 (n=385), Grade 4 (n=430) and Grade 6 (n=183) students in immersion or non-immersion programmes in three schools in China. Cambridge Young Learners English Tests were employed as the L2 measure. School-issued achievement test in L1 (Chinese) and in Mathematics were employed. The results show that immersion students, compared with non-immersion students, did better in English at all three grade levels. They also did similarly in Chinese and Mathematics at Grades 2 and 4, but better at Grade 6. The findings from this evaluation study demonstrate a complex and developmental picture of students’ academic achievement in English, Chinese and Mathematics.

Sarah Khan (2010) in the study, “Strategies and Spoken production on three Oral Communication Tasks: A study of High and Low Proficiency EFL learners” studied three main aspects: LLS-Language Learning Strategies, CS-Communication Strategies and spoken production measures across different oral communication tasks. A total of 244 Undergraduate students participated with various proficiency level. In order to collect data on spoken performance a sample of 24 high and 24 low proficiency were recorded on video performing three tasks. Findings revealed that high proficiency learner do vary their spoken production with the type of task they undertake. Task type had a positive impact on production in the following ways, the interaction task, promoted accuracy and fluency, the abstract task promoted lexical complexity and the narrative task promoted structural complexity.

Li Ju Shiu (2011) in the study, “EFL learner’s perception of grammatical difficulty in relation to Second language Proficiency, Performance and Knowledge” investigated grammatical difficulty from the perspective of second language learners in relation to their second language proficiency, performance and knowledge. The design included the administration of a student questionnaire, an interview, a proficiency test and oral production and meta-linguistic tasks. The sample included 277 University level Chinese EFL learners in Taiwan. The result indicated that, overall the participants did not perceive the target features to be difficult to learn. Notwithstanding the ranking result of the questionnaire, suggests that learner’s perceptions of grammatical
difficulties are based on whether the rules to describe the formation of language features are easy as difficult to articulate. The qualitative results show that the learners' perceptions of grammatical difficulty were influenced by several factors including their L2 knowledge, L2 grammatical learning experience and L1 knowledge, all of which were examined with reference to syntactic, semantic and pragmatic levels.

**Lin Gu (2011)** in his study, “At the interface between language testing and second language acquisition: Communicative language ability and test–taker characteristics.” investigated the nature of communicative ability as performed in the TOEFL test and the relationship between this ability with the test-takers. Sample was based on two groups: Study abroad environment and home-country learning. The study utilized Structural Equation Modeling to study the issues at the interface between language testing and second language acquisition. The purpose of the study was on providing empirical evidence of the nature of communicative ability and social and cultural influences on the second language acquisition. The results revealed that the ability measured by the test was predominantly skill-oriented.

**Liudmila Kilmanova (2013)** in his research study titled, “Second language identity building through participation in interest-mediated environments a critical perspective.” examined the second language identity-building strategies of 22 American learners of Russian who engaged in a six week tele-collaborative project with Russian native speakers in two genres of Internet-mediated communication. The findings revealed the complex nature of discursive second language identity enactments as they moved in and out of the frames of language learners to complete class assignments. The investigator concludes that performing a second language identity online is constructed as a critical experience of re-evaluating one’s association with the target language and transformation into a new kind of socially oriented multilingual subject.

**Gayton (2014)** in his research study, “Native English Speakers investment in Foreign Language learning- What role do gender and Socio economic status play” explored the role played by notions of Gender and class in the formation of language learning attitudes among native speakers. Sample was taken from four urban schools-a case study was conducted. Findings emphasis on enjoyment of language learning for native
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English speakers. It also hinted gendered notions attached to different areas of the curriculum (eg language learning is a girlie subject)

Karen Ruth Leonard (2015) in his study titled, “Speaking fluency and study abroad: What factors are related to fluency development?” explored the development of second language fluency during a semester abroad and its relationship to the development of vocabulary, grammar and language processing speed. Thirty nine undergraduate students from Argentina completed a pre-test consisting of speaking tasks in English and Spanish. Approximately three months later, nearly at the completion of the semester, they completed a post-test consisting of the same tasks. Results show that participants experienced significant gains on most measures of fluency during study abroad.

3.3 Significance of Review of Related Literature

The review of related literature in this chapter is presented in two headings as studies in India and studies Abroad. These related studies helped the investigator to have a proper perspective of the problem chosen for the present study. It has also served as a guiding light to the study: on the formulation of hypothesis, method and strategy to be adopted and also about the innovative techniques to be followed in the study.

3.4 Synthesis of Reviewed Related Studies

The investigator has reviewed sixty studies belonging to a period of 1972 to 2015. Among these 11 studies highlighted Curriculum changes needed for second language acquisition, 9 studies on strategies to be adopted to enhance oral communication, 11 studies on the impact of anxiety in oral communication, 9 studies exclusively on speaking ability and 20 studies on the topics like Teacher student perception about English communication, Grammatical component in Second language acquisition, Phonetic expressions and English immersion to non-native speakers.

The studies and findings related to the present studies variables viz. anxiety, attitude, desire and communicative ability are as follows.
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Ganchow (1994) and Cheng, Y (1999) in their study investigated the influence of anxiety in both speaking and writing skills. The findings revealed that high anxious students performed significantly less than low anxious ones on oral and written language activities. The study also revealed that anxiety in learning a second language is a general type of anxiety about learning a second language with a strong speaking anxiety element, whereas second language writing anxiety is a language skill-specific anxiety. The study done by Kitano, K (2001) and Pandid Tasee (2009) revealed that fear of negative evaluation by others as the root cause for language anxiety. The general findings of the other study state that, language anxiety can originate from learners own sense of self, their self-related cognition, language learning difficulties, difference in learners and target language cultures, differences in social status of the speakers and interlocutors and from the fear of losing self-identity. The findings of these studies has been the base for the present study and it also kindled the curiosity of the researcher to analyze various other reasons for the language anxiety.


After careful reviewing of the studies it is perceived that only five studies Arul Krishnamoorthy (1989), Thomas C.J (1992), Rajendra Singh (1998), Maruthikumari, V (2007) & Sarah Khan (2010) has analyzed and recorded the communicative ability of the students. Arul Krishnamoorthy (1989) in his research work has analyzed the phonetic characteristics, both segmental and non-segmental of the English spoken by
the first year degree students. The study revealed that though there was not much difference between the two groups of students as individuals, the English medium students as a group are better speakers of English compared to the Tamil group. Thomas, C. J. (1992) in his study, described the spoken English of Junior Intermediate students and found out the phonetic features of their English, the deviations, established correlation between good/bad speech and also examined extra-linguistic factors. His findings were the phonetic features of the speakers of Telugu medium stream and of the English medium stream, it was established beyond doubt that the latter had marked advantage and showed better performance over the former in almost every aspect of spoken English - Segmental and Supra segmental features and also extra linguistic factors such as social background, parentage, early start in English learning and so on.

Rajendra Singh (1998) in his study identified sales person’s oral communication needs in English, especially those needs which they realize during their encounter with prospective buyers. MaruthiKumari, V (2007) in the research work analyzed the intelligibility of English spoken by the final year students of Engineering of Andhra University. The findings were in the present context of Engineering graduates seeking employment in foreign countries and also in the context of Globalization, it is imperative that the intelligibility like of the Technical graduates should be imposed. It is suggested that teaching Spoken English with special emphasis on accent, rhythm and intonation should form an important and integral part of the curriculum. All the above mentioned studies indicate the influence of various factors affecting the communicative ability of the students. Medium of instruction has been commonly analyzed in most of the studies, hence the investigator has planned to include other demographic variables like-spoken English course attended, language spoken at school and age at which English is introduced.

The research study done by Sarah Khan (2010) was the only abroad study related to the communicative ability of the students. The study considered three main aspects: LLS-Language Learning Strategies, CS-Communication Strategies and spoken production measures across different oral communication tasks. Findings revealed that high proficiency learner do vary their spoken production with the type of task they undertake. Task type had a positive impact on production in the following
ways, the interaction task, promoted accuracy and fluency, the abstract task promoted lexical complexity and the narrative task promoted structural complexity.

The researcher after thoroughly reviewing the related studies and to the best of her knowledge identified the research gaps and came up with the topic of the study. The study on desire and communicative ability of Professional college students was felt as a need of the hour and it bloomed up on the sheer interest of the researcher.

The findings of the research study were also used as cross reference, highlighting the coincidence and contradictions in relation to the findings of the present study.

The next chapter discusses “Methodology” of the study.