Chapter - II

REVIEW OF RELATED LITERATURE AND RELATED RESEARCH
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AND RELATED RESEARCH

2.1 Introduction
2.2 The objectives of the review of related literature.
2.3 The functions of the review of related literature.
2.4 The review of related literature.
2.5 The review of related research.
2.6 Use of previous research studies to the researcher.
2.7 The specification of the research of the researcher.
2.8 Summary.
Chapter - II

REVIEW OF RELATED LITERATURE
AND RELATED RESEARCH

2.1 Introduction

The study of related literature builds a bridge between previous research studies and the research of the researcher. The study of related literature indicates that, at what milestone the research work of researcher is, in comparison with other research works.

Meaning of related literature

In research methodology the term ‘literature’ refers to the knowledge of a particular area of investigation of any discipline, which include, theoretical, practical and it’s studies.

Meaning of review:

The term ‘review’ means to organize the knowledge of specific area of research to evolve and edifice of knowledge to show that his study will be an addition to the field.

2.2 The objectives of the review of related literature

1. To get knowledge of theories, ideas, explanations, hypothesis which may prove useful in the formation of new problem.
2. To indicate whether the evidence already available solves the problem adequately without requiring further investigation.
3. To avoid replication of the research.
4. To provide sources of hypotheses.
5. To know about research methods, research procedures, sources of data and statistical techniques appropriate to the solution of the problem.
6. To locate comparative data and findings useful in the interpretation and discussion of results.

7. To get accurate knowledge of the evidences or literature in the area of research.

2.3 The functions of the review of related literature

"There are five functions of review of literature.

1. To form conceptual frame of reference for the contemplated research.

2. To understand the status of research in problem area.

3. To get clues of the research approach, method, instrumentation and data analysis.

4. To guess about an estimate of the probability of success of contemplated research and the significance or usefulness of the findings.

5. To get specific information required to interpret the definitions, assumptions, limitations and hypotheses of the research." 6
2.4 The study of review of related literature

The study of committees and commissions in India.
The research of the researcher is related to field of education. In the educational field, it deals with English language teaching. This research is related to curriculum development of English language. The various committees and commissions in India presented their views about the place of English language, and form of syllabus of English language at various levels in education. So the researcher has studied reports of various the committees and the commissions with reference to the research-work.

2.4.1 Committee on Secondary Education in India 1948 - Report

The chairman of the committee was Dr. Tarachand. The secretary was Dr. (Mrs.) Bina Chatterjee.

The committee referred to 12 terms in relation to problems of educational system of secondary education. Among the 12 terms of reference the 3\textsuperscript{rd} was “To consider the place of national language and English in secondary Education.”

In one of the recommendations, the committee recommend that English may be an optional subject at the Senior Basic Stage and should be compulsory throughout the pre-secondary and secondary stages, so long as it remains the medium of instruction in the universities.

The Federal language should become a compulsory subject at the secondary stage when English ceases to be the medium of instruction in the universities.

2.4.2 Secondary Education Commission, 1952-53 Report

The chairman of the committee was Dr. Lakshmanswami Mudaliar.
The secretary was Dr. S.M.S. Chari.

The secondary Education Commission was appointed by the Government of India in terms of their Resolution No. F. 9-5/52-BI dated September 28, 1952.

In recommendation no. IV Language And Medium of Instruction. The Commission Recommended “Languages at the middle School stage: During the middle school stage, every child should be taught at least two languages. English and Hindi should be introduced at the end of the Junior Basic Stage, subject to the principle that no two languages should be introduced in the same year.”

2.4.3 English review committee, 1960 Report:

Chairman : Prof. G. C. Bannerji, Members : Prof. K. R. Srinivasa Iyengar, Prof. Y. K. Gokak, Prof. C. D. Narismhaiah, Shri, S. Mathai, Prof. A. G. Stock, Member Secretary : Dr. P. J. Philip

The areas of study, problems investigated and recommendations of the committee are as following in summative form.

A. The areas of study: The committee studied about following areas of education in India.

1. The teaching of English at university level.

2. The teaching of English in degree colleges.

3. English as medium of instruction at university level.

4. The teaching of English in pre-university classes and secondary classes.

5. The teaching of English in training colleges and General Education course.

B. The problems investigated:
1. What should be the place of English at university level and secondary classes.
2. What type of course should be there.
3. What type of training programmes should be used.

C. The recommendations of the committee:
- The change of medium of instruction at university level from English to Indian language should be done without any hesitation.
- English should be taught as second language at university level.
- Special attention should be given to teaching of English in pre-university classes and in General Education courses.
- Linguistic should be taught in the universities and in teacher training colleges.
- In each university there should be provision for the study of English language and English literature as an optional subject both for B. A. and M. A. degrees.
- English should be taught at school level at least for six years.
- Madras Government's 'Snowball' programme in which trained teachers teach other teachers, should be used to teach English language.
- At school level evening classes and weekend classes should be conducted to teach English.
- Question papers should be based on vocabulary, grammar and basic skills.
- At college level, three to four week courses should be conducted in summer vacation.

2.4.4 Study group on the study of English in India-1964 Report:
The study group was appointed by the government of India, Ministry of Education in 1964.

A) Terms of reference:

1. The position of English in school education as it would be when English would cease to be the medium of instruction at the university stage and replaced by Hindi or other modern Indian Languages.

2. The extent of the knowledge of English, which a student should have at university stage with a view to maintenance of standards.

3. The re-orientation of course in the teaching of English.

4. The problems involved in the teaching of English at the school stage, such as
   a. The class in which the teaching of English should begin.
   b. The methods of teaching to be employed.
   c. The preparation of textbooks and handbooks for teachers and
d. The preparation of teachers of English for schools in adequate numbers.

5. Improvement of standards of English in secondary schools to meet the present situation of English being the medium of instruction in universities and the regional languages in the secondary schools.

B) A programme for teaching English in schools:

- Only two languages should be studied compulsorily in classes V, VI, VII.
- The study of third language should be taken up in classes VIII, IX and X.
- The duration of the school should be 12 years.
- Three languages should be studied in classes XI and XII.

a) Primary Classes (I to IV)

Mother tongue or regional language should be taught as compulsory language. The same language should be used as medium of instruction.

b) For Vth to VIIth classes

For non-Hindi speaking areas

(i) The mother tongue or regional language as first language

(ii) One of the official languages – English / Hindi as second language.

For Hindi speaking areas

(i) The mother tongue or regional language as first language.

(ii) English or Hindi as second language.

c) For VIIIth to Xth classes:

for non Hindi speaking areas:

- the mother tongue or the regional language as first language.
- Hindi as second language.
- English as third language.

For Hindi speaking areas

- The mother tongue or regional language as first language.
- Hindi or English as second language.
- A modern Indian language other than Hindi as third language.

d) Higher secondary or Pre-university level:

For non-Hindi speaking areas:

- The mother tongue or the regional language as first language.
- English as second language.
- Hindi as third language.
For Hindi speaking areas:
- The mother tongue or regional language as first language
- English or Hindi as second language.
- A modern Indian language other than Hindi as third language.

C) For vocational or semi-vocational groups:
- The mother tongue or the regional language will be the medium of instruction for these type of courses.
- The compulsory study of English or Hindi or any other modern European or Indian language depending upon the type of occupation.

D) The teaching of English in College:
- The compulsory English should be taught through out the three year degree course.
- The course should consist of a paper on skills through text and another on skills without text.
- The study should be in the form of prose, poetry, novels, collection of short stories, one act plays, biographies, travelogues, etc.

A degree like M.Ed. should really be conferred on those who do outstanding work in the field of textbook, anthologies, simplified books, teacher's handbooks, workbooks, test papers, etc.

2.4.5 Education policy 1968:

In Education policy 1968 it is mentioned that English should be taught as second or third language in Indian education.

2.4.6 Education Policy 1986:

In this education policy it is mentioned that the same three language formula which was suggested in 1986, should be continued. The policy was revised in 1992.
2.4.7 Competency Based Primary Education Curriculum 1995:

In competency based primary education curriculum following nine areas were fixed for learning language:
1) Listening (2) Speaking (3) Reading (4) Writing (5) comprehension (6) Functional Grammar (7) Self-Study (8) Practical use of language (9) Mastery over vocabulary.

2.4.8 National Curriculum Framework 2000:

In this school curriculum it is mentioned that basic three language formula should be continued in school education.

Rammurti commmission and Dave committee recomended to continue three language formula on the basis of four basic skills.
2.5 The review of related research

The points considered for collection of previous research studies

The research of the researcher is applied research in the field education. This research is related to English language teaching. It is related to curriculum development of English language at primary level.

The researcher has studied researches related to English language teaching, during last four decades.

The researcher has summarised the researches as per following points.

1. The research statement
2. Objectives of the research.
3. The research method.
4. Tools used for the research.
   a) Tools used for data collection.
   b) Tools used for analysis of data.
5. The findings
6. The importance of the research to the researcher.

Classification of previous research studies:

The previous research studies can be classified as following for understanding with ease and for showing (indicating) its placement among previous research studies.

A. The researches related to investigation of errors in writing English Language.
B. The researches related to development of basic skills of English language.
C. The researches related to comparison of various teaching methods.
D. The researches related to comparison of various teaching approaches.
E. The researches related to application of teaching models in teaching
English.

F. The researches related to investigation of errors in English writing and implementation of remedial programmes.

Researches Related to investigation of errors in writing English language :

2.5.1 Research study 1

The research statement:

The Need for English in Orissa : an Investigation into the English Language Requirements and Related Instructional Programmes at the post-Secondary Level of Education.

Ph.D. Edu. CIEFL, Hyderabad, 1977 DAS.M.

* The Objectives of the research :

1. To investigate the roles and functions of English in the socio-economic set-up of Orissa.

2. To identify and analyse the needs for English felt by persons belonging to various professional categories in the state and to assess how effectively they were able to perform certain tasks in English, and

3. To evaluate the effectiveness of existing programmes of instruction in English at the post-secondary level and to judge how far these programmes were relevant to the actual needs of various professional categories and students preparing for those professions.

* The research method: The experimental method. The sample was of 57 persons belonging to various categories.

*The tools used for the research:

Tools for data collection: Questionnaire, Interview, Observation, English syllabi, textbooks and test papers.
* The findings:

1. The language proficiency in English of most of the subjects was adequate for their professional needs.

2. In the opinion of the subjects, the existing programmes of instruction in English was instrumental in imparting the required proficiency in English to them.

* The importance to the researcher:

To determine how to investigate and analyse errors. To determine research method and sampling. To know the use of educational tools like syllabi, textbooks and test papers in the research.

2.5.2 Research study 2

The research statement:

A study of Errors in Written English Among Pupils of Standard V to VII. Joshi V. G. [A. E. society’s college of Education Ahmednagar, 1975, MSBTPCR-financed]

* The objectives of the research

To find out the typical errors committed by pupils in written English. To diagnose the causes of these typical errors. To formulate remedial measures for preventing the typical errors.

* The research method:

The survey method

* The findings

1. Errors concerning speech, number and spelling were committed by 90 percent, 48 percent, and 45 percent pupils, respectively.

2. Errors of conjunction and case were committed by 2 percent and
6 percent pupils, respectively.

3. The three categories of errors having the highest frequency were those of spelling, tense and number.

* The importance to the researcher:
  - To understand how to investigate and analyse errors.

2.5.3 **Research study 3**

The research statement:

A Linguistic Analysis of Errors in Written English of Students of B.A. classess of colleges in urban centers of Vidarbha. Ph.D. Arts, Nagpur, 1989. Patrikar M. S.

The study was concerned with the causes of the deterioration in the usage of English language, to be analysed by critical examination of errors in language performance, of students and suggestions for improvement in the teaching-learning process in schools and colleges.

* The method of research: The survey method

* Classification of errors into four categories

1. Lexical errors.
2. Orthographical errors.
3. Morphological errors.
4. Syntactical errors.

* The Conclusion:
  - The study revealed that students’ knowledge of English vocabulary, morphology and syntax was very confused.
  - Use of wrong items, omissions and wrong substitutions, lack of knowledge and control over the structure of the language, interference of mother tongue and lack of fundamental grounding...
for the receptivity of students from psychological and environmental point of view were the major cause in deficient achievement.

* The importance to the researcher:
  - To know how to investigate errors and analyse errors.

2.5.4 Research study 4

The Research Statement

Scrutiny of Errors in Written English and Remedial Programme,

[Ph.D. Edu. Poona U. 1985, Joshi V. G]

* The objectives of the research:

1. To make a historical review of the position of English in India since the establishment of the East India Company in 1600 A.D.
2. To make a review of the position of English in India after the attainment of Independence.
3. To make a historical review of the teaching of English in Maharashtra since 1815 A.D.
4. To make a historical review of teaching English in Maharashtra after independence.
5. To decide the general importance of the English language at the international as well as the national level.
6. To observe the present position of teaching English in Maharashtra.
7. To study the influence of Socio-economic and educational status of the families of pupils under investigation on the achievement of pupils.
8. To locate from their answer books common errors in English committed by pupils of standard Vth to Xth.
9. To classify errors with their sub-types standardwise.
10. To find out the frequency of each type of errors from answer books standardwise.
11. To find out the number of pupils committing each sub-type of each error in each standard.
12. To prepare and execute the remedial programme for the pupils of standard Vth to Xth as the sample selected for the action research programme.
13. To verify the effect of the remedial programme and decide whether the errors in writing were reduced.
14. To compare the achievements of the boys and girls in respect of minimizing the errors.
15. To decide whether there was any difference in the benefit accruing from the remedial programme in the case of different pupils belonging to various socio-economic cultural group.

* The research method: The survey method. The experimental method.
* Tools used in the research: Tools for collection of data, Question papers for the students, Answer papers of the students.

* The conclusion:

1. Pupils belonged to the middle class group of the society. Some people had to help their parents in their occupations. Some of the pupils were first generation learners.
2. The number and the quality of errors were reduced after the introduction of the remedial programme, which included correction of spelling syntax, written expression and drilling.
The importance to the researcher:

1. To know about position of English in India before and after independence.
2. To note general importance of English language at national and international level.
3. To locate errors in writing skill.
4. To understand significance of preparation and implementation of remedial programmes.
5. To determine research method for the research.

2.5.5 Research study 5

The research statement:


The objective of the research:

- To make an error analysis of major errors committed by first year students in written English and to suggest remedial measures.

The research method: The survey method.

The tools used for the research

B) Tools for analysis of data – Percentage for calculation.

The findings:

1. The major errors committed by the subjects were:
   - spelling (16.50 percent),
   - generative suffix (2.41 percent),
   - lexis (10.56 percent),
   - articles (7.37 percent),
   - verb form and pattern (7.27),
   - omission of major constituents (3.19 percent),
   - auxiliary (6.72 percent),
   - tense (5.66 percent),
   - syntax (4.40 percent),
   - preposition (9.78 percent),
subject verb agreement (4.62 percent), adjective adverb (2.97 percent),
connectives 2.95 percent), number (6.8 percent), pronoun (4.4 percent)

2. Hierarchy of errors based on frequency of errors recurrence was
   1. verb phrase, 2. spelling, 3. lexis, 4. preposition, 5. articles, 6.
      number, 7. sub-verb agreement, 8. pronoun, 9. syntax, 10
      miscellaneous errors, 11. omission of major constituents, 12.
      adjectives and verbs, 13. connectives, 14. generative suffix

3. Remedial measures suggested to improve written English were
   1. The language exercise should be designed in a framework which
      encourages the use of standard norms, 2. Repetition drills and
      monotonous manipulation of linguistic forms should be avoided, 3.
      The grammatical features should occur naturally and appropriately in
      the text and they should not be decontextualized and commented
      upon in isolation. 4. The exercise should have the flavor of novelty
      and innovation. 5. All language activities should be above the sentence
      level relating the complete pieces of discourse. 6. The emphasis in
      the materials should be on the creative use L2 for the purpose of live
      communication.

The importance to the researcher:
   - To understand how to investigate and analyse errors of writing skill.
   - To get clue about preparation of remedial programmes.
2.5.6 Research study 6

The research statement:


* The objectives of the research:

1. To identify major errors in written English of pre-degree students.
2. To classify the errors into major functional and grammatical areas.
3. To study the relative proportion of errors with a view to classifying and arranging them into the major areas in the order of their importance.
4. To determine the source or cause of the errors identified.
5. To suggest corrective measures and remedial programmes.

*The method of research: The survey method.

The tools used for research.

Tools for collection of data - The diagnostic test, Intelligence test.

* The findings: 1. The total sample committed errors in 17 grammatical areas: 1. tenses (82.2 percent), 2. prepositions (81 percent), 3. noun and relative clauses (79.14 percent), 4. passive voice (69.28 percent), 5. auxiliary verbs (62.85 percent), 6. concord (57.42 percent), 7. auxiliaries in interrogatives (51.14 percent), 8. adverbials (48.57 percent), 9. adverbial clauses (41 percent), 10. spellings (46.42 percent), 11. quantifiers (46.28 percent), 12. punctuation (46.14 percent), 13. adjectives (43.28 percent), 14. verb pattern (42.28 percent), 15. articles (42 percent), 16. conditional clauses (39.28 percent), 17. pronouns (25.27 percent)

2. Significant differences between the following sub-groups taken in pairs
were found to exist in the mean scores of errors in all the grammatical areas taken together.


3. Twenty two out of 29 sub groups taken in pairs were found to have significant differences in the percentages of the incidence of errors in different grammatical areas.

4. Significant differences in the mean scores of errors existed between each of the 21 pairs of the sub groups in some grammatical areas.

5. It was found that there existed negative correlation between errors and achievement in English \( r = -0.49 \) / errors and intelligence \( r = -0.45 \) / errors and socio-economic status \( r = -0.33 \) / and errors and domestic facilities for learning English \( r = -0.15 \)

* The importance to the researcher:
  
  - To know how to investigate and analyse errors of writing.
  - To understand use of tests (diagnostic test) in the collection of data for the research.
2.5.7 Research study 7

The research statement:

An Experimental Comparison of Effectiveness of Individual and Group correction of Written Work in English in class VII and IX. [Ph.D. Edu. Kur U 1982.] Sharma O. P.

* The objectives of the research:

1. To study the effectiveness of the individual correction-method of written work in English in classes VII and IX.
2. To study the effectiveness of group correction-method of written work in English in classes VII and IX.
3. To make a comparitative study of the effectiveness of these two methods of correction.

* The research method: The survey method. The experimental method.

* Tools used for the research:

   a) Tools used for collection of data.
      
      Home work after teaching lesson plans.

   b) Tools used for analysis of data: t-test.

* The findings

1. There was no significant difference between the mean performance of students of grade VII on getting their written work in English corrected through the individual group or group correction method.

2. There was no significant difference between the mean performance of students of grade IX on getting their written work in English corrected by the individual correction method or group correction method.
* The importance to the researcher:
  - To know how to investigate and analyse errors of writing skill.
  - To determine research method.
  - To determine reliability of the standardized test.
  - To understand use of tests [t-test] in analysis of data of the research.

2.5.8 Research study 8

The research statement:

- Common spelling errors in English committed by standard VI students of matriculation schools in remedial teaching programme.

[M.Phil. Edu. Madurai Kamraj Uni.] Ramamoorthy V.

* The objectives of the research:
  1. To identify common spelling errors in English committed by standard VI students of matriculation schools and to develop a remedial teaching programme.
  2. To study whether the length of word, similar sounds, words with silent letters and consonants are factors for misspelling.

* The method research: The experimental method

* The research design: The pre-test-post-test-equivalent-group-design.

* The findings:
  1. Matriculation students improved in their learning of spelling after the remedial teaching programme.
  2. A remedial teaching programme involving the techniques such as oral drill, intensive-writing practice, gesticulations, dramatizations, correlation, mimicry, pictures and flash cards and phonetic method was found effective in teaching of commonly mis-spelt words.
  3. The common causes for poor spelling were, the length of the word,
words with silent letters, words with similar sounds and words with consonant clusters.

* The importance to the researcher:
  - To understand how to investigate and analyse errors of writing skill.
  - To determine research method.
  - To determine research design to control variables.

The researches related to development of basic skills of English language

2.5.9 Research study 9

The research statement:

An Experimental Analytical Study of the Acquisition of Reading skill
[Ph. D. PSY Poona University, 1980] Bhishikar L.

* The Objectives of the research:

1. To prepare a training programme in reading skill, containing exercises for comprehension, vocabulary, mechanical perception and reading speed with accuracy.

2. To design and conduct experiment, to study the effectiveness of the training programmes and the effects of intelligence and sex on reading skill acquisition.

3. To construct reading tests for evaluating training programmes.

4. To study reading interests and reading habits of students.

5. To study the inter-relationship among sub-skills of reading and the relationship of reading performance with language scores, general scholastic achievement, reading habits and interests, health and socioeconomic status of students.
* The research method: The experimental method.

* The tools used for the research:

A) Tools for collection of data-
   a) Verbal test of intelligence. b) Reven's progressive matrices.
   c) Reading skill test. d) Critical reading test.
   e) Reading Inventory.

B) Tools for analysis of data-
   a) Product moment correlation. b) Chi-square test.
   c) Hartley's test. d) Analysis of variance
   e) Analysis of variance by ranks.

* The findings:

1. The low intelligence group showed significantly greater improvement in comprehension, the high intelligence group showed significantly greater improvement in vocabulary.

2. Both the high and the low intelligence group did not show significant improvement in reading speed.

3. The low intelligence group enjoyed perceptation exercises while the high intelligence group preferred vocabulary contents.

4. There were no sex differences in reading skills.

5. Socio-economic status reading habits, reading interests, health, language and scholastic achievement were found to be significantly related to reading achievement.

* The importance to the researcher:

- To understand need of preparation of remedial programmes.
- To determine research method.
- To understand use of tests of evaluation of remedial programmes.
To understand importance of tests to analyse data. (ex. Chi-square test)

2.5.10 Research study 10

The research statement:


* The objectives of the research:
  1. To prepare auto-instructional and support material in English for the development of language skills.
  2. To sequence the course with lecture, tape-recorder discussion, practical work, unit tests and feedback sessions.
  3. To study the effectiveness of course as whole in terms of the course students’ performance.
  4. To study the effectiveness of different techniques used in the study in terms of students’ reactions.
  5. To study the relationship of achievement through the course with intelligence, academic qualifications, and socio-economic status.
  6. To compare the achievement of the students of higher and lower levels of intelligence and of higher and lower academic qualifications.

* The research method: The experimental method:

* The design of research: The single group design of thirty students.

* The tools used for the research:

A) Tools for data collection
   a) Criterion referred test. b) Reaction scale
   c) Raven’s progressive matrices d) SES scale.
B) Tools for analysis of data
   a) Mean b) Standard deviation c) Percentiles
d) Chi-square e) T-test

* The findings:
  1. Mean differences between the pre-test and post-test and the scores of the experimental group were significant.

* The importance to the researcher:
  • To understand use of educational material in the research.
  • To determine research method.
  • To understand use of tests for collection of research data. (ex. Criterion referred test, etc.)
  • To understand use of tests for analysis of data. (ex. Chi-square, t-test)
  • To understand how to do measurement of data with the help of mean, standard-deviation, and percentiles.

2.5.11 Research study 11

The research statement:

The objectives of the research:
1. To investigate learner’s micro-listening abilities and skills.
2. To device listening exercises to achieve the above.
3. To find out the relationship between micro-listening abilities and listening exercises in teaching English as second language in secondary schools.
4. To prepare a listening test of English as second language for testing the development of micro-listening abilities.

5. To compare the achievements in listening abilities of the control group and experimental group pupil’s studying English as a second language.

The research method: The experimental method.

Tools used for the research:

A. Tools for collection of data
   The pure listening comprehension group test.

B. Tools for analysis of data.
   a. Mean b. Standard deviation
   c. Coefficient of co-relation d. t-test.

The findings:

1. The integrative listening skill of the experimental group developed greatly as compared to the control group.

2. There was a significant positive relationship between the listening language exercises and integrative listening skills of the learner of English as a second language.

The importance to the researcher:

To determine research method. To know tools for analysis of data Mean, Standard deviation, Coefficient of co-relation.

The researches related to comparison of various teaching methods

2.5.12 Research study 12

The research statement:

A Comparative Study of Efficacy of the Direct method and the Bilingual method of teaching English to lower classes of secondary schools
The objectives of the research:

1. To examine the comparative efficacy of the direct method and the bilingual method, under experimental condition, for teaching English as a second language to lower classes of secondary schools in rural area.

2. To compare the achievement of pupils in language learning, gained by the direct method and the bilingual method, in respect of four basic skills of language, learning, namely listening, reading, writing and speaking and in the case of structure and vocabulary comprehension.

3. To observe the efficiency of the methods in respect of suitability of the methods to the teacher, in realistic rural conditions and in terms of time, energy required for preparation and presentation of teaching material by the teacher.

4. To observe the efficiency of the methods in respect of suitability of methods to the learners in terms of their difficulties in comprehension.

The research method: The experimental method.

The design of research: The parallel group experimental design. 43 subjects of 5th standard.

The tools used for the research: A) Tools for collection of data-

   a) Teacher made tests b) Text book

B) Tools for analysis of data-

   a) Mean b) Standard deviation c) Critical ratio

   d) Analysis of variance e) The rank difference method was
used to find out the correlation between IQ and marks of each skill test.

The findings:
1. The bilingual method was superior to the direct method, in developing language skills of understanding, speaking and writing.
2. The bilingual method was also superior to the direct method, so far as developing the language elements of structure and vocabulary in the pupils was concerned.
3. Both the methods were equally effective, so far as reading skills were concerned.

The importance to the researcher: To determine research method. To determine sampling, To determine research design, To understand use of teacher made tests and textbook in the research, To determine tools of measurement of data- Mean, Standard deviation.

2.5.13 Research study 13

The research statement:

The objectives of the research:
1. To findout, if instruction through the discussion method was feasible in teaching technical English to the first year students of polytechnics.
2. To compare the effectiveness of two methods of instruction: i.e. the lecture method and discussion method, in learning Technical English.
The research method: The experimental method

Tools used for the research:

A) Tools used for collection data - a) Achievement test based on Bloom’s Taxonomy.

B) Tools used for analysis of data - a) t-test.

The findings:

The discussion method was more effective in learning Technical English than lecture method of teaching.

The importance to the researcher: To determine research method, To know tools for collection of data, Achievement test, To know tools for analysis of data- t-test.

The researches related to comparison of various teaching approaches

2.5.14 Research study 14

The research statement:


The objectives of the research:

1. To test the general level of performance of junior high school students in various aspects of English namely, spelling, comprehension, applied grammar, vocabulary.

2. To make comprehensive study of the average performance of students taught through the structural approach and the traditional approach.

3. To study the effect of cultural and economic back ground and their intelligence on the performance of students in the above aspect of English.
The research method: The experimental method. The survey method.

Tools used for the research:

A) Tools used for collection of data- achievement tests
   - intelligence test by R. K. Tondon.

B) Tools used for data analysis:
   Mean, Standard deviation, Critical ratio, F-ratio

The conclusions:
1. Students achievement under the structural approach was better than those under the traditional approach, in the areas of spellings, comprehension, composition, pronunciation, applied grammar and vocabulary. In pronunciation students achievement under traditional approach was found to be better than that under the structural approach.

2. Cultural and economic background was found to play a significant role in achievement, in the area of comprehension, composition and pronunciation.

3. Intelligence was found to be an important factor in achievement in all the seven areas of English.

4. The joint effect of intelligence and approach to teaching was significant in the area of pronunciation. The joint effect of cultural and economic background and approach to teaching was found to be significant in the areas of applied grammar and vocabulary.

The importance to the researcher: To determine research method. To know tools of collection of data. Achievement test, Intelligence test, etc.
To know tools of analysis of data - Mean, Standard deviation.
2.5.15 Research study 15

The statement of the research:

A Course Design Based on Communicative Approach for English Language Teaching in Regional Medium High schools. [Ph.D. Edu. And-1984] Soumini D.

The objectives of the research:

1. To design a course based on communicative approach for teaching of English for regional medium class IX and X students using science as content.
2. To prepare a few sample materials as per the course design.
3. To tryout the prepared sample materials to find out their workability in classroom situations.
4. To evaluate the materials in terms of the performance of students in rhetorical acts in biology.

The research method: The experimental method

The research design: The parallel group experimental design

Tools used for the research: A. Tools for collection of data-

- English proficiency test – tests prepared by the researcher /
- questionnaire
- Instructional material.

The findings:

1. In case of science, the pre-test and post-test gain scores of the experimental group, demonstrated a significant improvement due to communicative approach. Similar improvements from pre-test to post test for the control group were not observed.
2. The majority of the students found that, the course design was useful to improve both science and English. Most of the pupils felt that the teacher asked sufficient and interesting questions on the basis of designed units. Students found that figures, illustrations, charts, and exercises given in the instructional material were interesting and satisfactory.

The importance to the researcher: To know significance of educational material in remedial programmes. To determine research method. To determine research design.

The researches related to application of teaching models in teaching of English

2.5.16 Research study 16

The research statement:


The objectives of the research:

1. To study the effectiveness of CAM in terms of a) attainment of concept of English, b) achievement in English, c) inductive reasoning, d) reaction towards CAM

2. To compare CAM and traditional method in terms of above mentioned (a) (b) and (c), separately, by taking intelligence, socio-economic status (SES) and previous achievement in English as co-variates.

3. To study the influence of treatment, sex, self-concept and their various interactions on the above mentioned three dimensions separately.

4. To study the contribution of intelligence, SES, previous achievement in English and self concept in the prediction of above quoted three dimensions, separately of the students taught through CAM.
5. To study what was said in (i) (a) for the students taught through T.M.
6. To study the change in attitude towards English of the pupils taught through CAM and those through T.M.
7. To study the change in pupils reaction towards CAM.

The research method: The experimental method

The research design: pre-test post-test control group design.

Tools used for the research:

A) Tools used for collection of data-
   Self concept inventory of J. H. Shah. Desai-Bhatt Group
   Intelligence test. SES scale of Patel and Vora. Inductive reasoning
   Test by Sinha. Upadhya’s English attitude Scale. Reaction scale for
   CAM of B. K. Passi and D. N. Sansanwal. Achievement test by
   researcher.

B) Tools used for analysis of data- ‘t’ test, Percentiles, Coefficient of
   variation, ANOVA, Multiple regression, Chi-square test.

The findings:

1. CAM was found to be effective in terms of attainment of concepts of
   English, achievement in English, inductive reasoning and reaction
   towards CAM.

2. Treatment produced differential effects on attainments of English.
   Achievement in English and inductive reasoning at the pupils – CAM
   group begins significantly superior to T. M. group.

3. Self-concept produced significant influence on the students attainment
   of concept of English. The three groups-high-average and low differed
   but it had no significant influence on the pupils achievement in English.
   Again, self concept produced influence on inductive reasoning of the
pupils. The high self-concept group differed from both the average and low groups.

4. Though both the groups had a significant favorable change in attitude towards English, CAM groups was superior to other group.

5. The majority of the pupils expressed favorable reaction towards CAM at the completion of the first three lessons and at the completion of the treatment.

The importance to the researcher: To determine research method. To determine research design. To know about tools of data collection-achievement test. To know about tools of data analysis. t-test, ANOVA, Chi-square test.

The researches related to investigation of errors in English writing and implementation of remedial programmes

2.5.17 Research study 17

2.5.17 The statement of research:

A Study of Preparation of Language Programme in English for pupils of class VIII and it’s Effect on achievement in Relation to Some Psychosocio Factors. [Ph.D. SPU 1983] Brahmbhatt J. C.

The objectives of the research:

1. To examine the efficacy of the language programme in comparison with the language material of the text book of lower level English for standard VIII.

2. To read just the structures of the syllabus taking into consideration some silent features of T. G Grammar to find it’s effectiveness in language acquisition.
3. To develop an effective language programme based on simple inversion, substitution, deletion, addition and replacement of words and phrases and to measure there by it's learn-ability for pupils of standard VIII.

4. To supply more language practice items having transformative and lucid sequence to strengthen the skills of English language.

5. To introduce a greater number of exercise items demanding an understanding of linguistic behavior of words, phrases and sentences.

6. To determine the economy of time and labour while teaching the language programme based on the syllabus prescribed for L. L. English for standard VIII of Gujarat state.

7. To study the relationship of various psycho-socio factors affecting the achievement in English language.

8. To study the relationship of sex and area with the achievement in English language.

9. To suggest a more viable language programme for the beginners of L. L. English.

The research method: The experimental method

The design of research: The equivalent group design

Tools used for the research:

A) Tools for collection of data: linguistic items, Textbook of 8th standard.

The findings:

1. The language programme prepared by the investigator produced better result so far as English language learning was concerned. The difference between the adjusted means of scores of the experimental group and the control group was 23.30 which was in favor of the experimental group, showing that the new programme was more effective than the usual material.

2. The main effect of treatment was significant.

3. The main effect of sex was not significant.

4. It was found that the programme proved to be more effective than the usual material without being affected by sex, pre-achievement in language, IQ, SES, n-Ach, emotional stability, anxiety and area.

5. The controlled variables, socio-economic status, intelligence, n-Ach, emotional stability and anxiety were paired with the pre-achievement in language and this showed high correlation, with achievement in English.

The importance to the researcher:

- To understand co-relationship of prepared programmes with the textbook.
- To understand readjustment of language elements (structures) as per learning ability of the students.
- To understand significance of providing more language elements to achieve particular skill.
- To understand importance of providing appropriate and sufficient exercise to the students.
To determine research method.
To determine research design.

2.5.18 Research study 18

The research statement:

The impact of the remedial teaching programmes on the common errors committed by the students of standard XII in written English. [M.Phil. Edu. Alagapa University] Baskaran, Herbert S.

The objectives of the research:

1. To identify and categorise the errors committed by the students of standard XII in written English.
2. To design some suitable remedial teaching programmes, for the students of standard XII to minimize the errors these in written English.
3. To implement the designed remedial teaching programmes for the students of standard XII to minimize these errors in written English.

The research method: The experimental method.

The design of research: Two parallels of equivalent group design.

Tools used for the research:

A) Tools used for collection of data
   - Question papers.

B) Tools used for analysis of data
   - Mean, Standard deviation, ‘t’ test

The findings:

1. The students of the control group did not differ significantly with the experimental group in committing orthographical errors in written English in the pre-test.
2. The students of the control group did not differ significantly with experimental group in their mean scores in the pre-test.

3. The students of the experimental group did not differ significantly with the control group in committing orthographical errors in written English in the post-test.

The importance to the researcher:

To know how to investigate and analyse errors. To determine research method. To determine research design. To know tools of analysis of data Mean, Standard deviation, ‘t’ test.

2.5.19 Research study 19

The research statement:


The objectives of the research:

1. To evolve a validated multimedia strategy for teaching English grammar at high school level.

2. To find out the comparative effectiveness of the three forms of PLM namely, linear, deviated linear and branching.

3. To find out the relationship between the pupils' attitude towards the multimedia strategy and their achievement in the comprehensive test.

4. To find out the relationship between pupils' intelligence and their performance in the comprehensive test.

The research method: The experimental method

The research design: The single group design - 28 subjects.
Tools used for the research:

A) Tools used for collection of data.
   criterion test, comprehension test, reaction questionnaire, attitude scale, Raven’s standard progressive matrices.

B) Tools used for analysis of data- t-test.

The findings:

1. About 90 percent of the students scored 60 percent or more marks in five out of nine tests. In the rest of the unit tests 30 to 80 percent students scored 60 percent or more marks.
2. The students expressed a stable favorable attitude towards the strategy.
3. There was no significant relationship between students’ attitude and achievement.
4. There was a significantly positive relationship between intelligence of the students and their achievement through strategy.

The importance to the researcher: To determine research method. To know tools used for collection data. To know tools used for analysis of data-‘t’ test.

2.5.20 Research study 20

The research statement:

An investigation into the causes of poor attainment in English comprehension of the students of class VII in cuttack city and their remedial measures. [Ph.D. Edu. Sambalpur Uni.] Nanda, Kamla

The objectives of the research:

1. The detect causes of poor attainment in English in the H.S.C. examinations.
2. To detect weak areas of comprehension skills.
3. To investigate the causes of poor attainment in English particularly in the areas relating to simple comprehension, vocabulary items, structural items and critical thinking.

4. To suggest remedial measures for developing power of comprehension.

5. To suggest remedial measures for better teaching and learning process.

6. To recommend remedial measures to be adopted by teaching staff, administrative and controlling authorities of schools.

The research method: The survey method

Tools used for research: A) Tools used for collection of data

- test on comprehension, diagnostic test on comprehension, opinionnaires.

The findings:

1. Significant causes thwarting (preventing) comprehension of pupils according to pupils included
   a. Lack of knowledge in structural uses and vocabulary items taught in the previous class. Lack of stronger foundations in elementary reading distraction and careless reading. Absence of reading readiness, new vocabulary. Lack of reading practice, intelligence and interest. Negative attitude to reading Improper handling of complex sentence structures, abstract ideas, unusual word order and grammatical usages. Skipping over keywords. Parrot study from examination point of view. Reading by letters and words not by sentences as a whole. A dull recognition of words and central ideas Purposeless reading and lack of proper guidance.

2. Difficulties which hinder effective teaching of comprehension included: Lack of teaching aids, library, reading facilities. Unsuitable
textbooks, poor salary structures, over burdened timetable and lack of preparation of lessons due to shortage of time.


4. Significant causes identified by pupils included - Lack of semantic knowledge, expression, knowledge of word usage, phrases and grammar and careless and hurried reading.

5. On post-test comprehension, the performance of the 123 underachievers, after the remedial teaching programme, improved satisfactorily.

The importance to the researcher:
- To detect causes of poor writing in English of the students.
- To do use of tests for data collection – ex. Diagnostic test.

2.5.21 Research study 21

The research statement:

The Development of Programmes to Improve English Writing Skill of Marathi Medium Students of Standard Ninth and Tenth - A critical study.


The objectives of the research:

1. To identify errors in written English of Marathi medium students of IX and X standard.

2. To develop programmes to improve English writing skill of XI and X standard students.
The research method: The experimental method

The research design: The pre-test post-test equivalent group design.

The findings:

1. There was significant difference between the scores of the pre-test, post-test of the experimental group of standard IX.
2. There was significant difference between the scores of the pre-test post-test of the experimental group of standard X.
3. There was no significant difference between the scores of the pre-test post test of the control group standard IX.
4. There was no significant difference between the scores of pre-test and post-test at the control group of standard X.
5. There was significant difference between the scores of the post-test of the experimental group and control group of standard IX.
6. There was significant difference between the scores of the pre-test and the post-test of the experimental group and control group of standard X.

The importance to the researcher:

- To determine objectives of the research.
- To determine research method.
- To determine research design.

2.5.22 Research study 22

The research statement:

Activity-Centered teaching of English: An experimental study.

The objective:

To study the difference in achievement in reading and writing skills of the students taught under the conventional method and activity centered approach to teaching of English.

Research method: The experimental method.

Tools used in the research: psychological tests, attainment test, achievement tests.

The findings:

1. The activity-centered approach to teaching of English produced an improvement in reading and writing skills.
2. The conventional method of teaching English improved reading and writing skills.
3. There was no significant difference in the achievement of the reading and writing skills between the students taught under activity centered approach and conventional method.

Importance to the researcher: To determine research method.

2.5.23 Research study 23

The research statement:


The objective of the research:

1. To rank the improvement in handwriting in Hindi through use of bamboo pen, pen holder and pencil.

The findings:

1. From the point of view of neatness, legibility, space between letters, a
curves, angles and lines, the first place in handwriting was secured by
the users of pen followed by those of pencil holder and bamboo pen.

2. In speed the order of merit was pen holder pencil and bamboo pen.

**Importance to the researcher**: To determine mechanical skills of handwriting.

**2.6 Use of previous research studies to the researcher**

- To determine how to investigate and analyse errors.
- To know reasons of poor handwriting.
- To determine research method.
- To determine research design.
- To select sampling for the research.
- To determine criteria of standardized test.
- To know use of standardized tests in the research.
- To understand national and international importance of English.
- To know how to prepare remedial programmes.
- To know use of various educational aids in teaching.
- To know various tools of collection of data.
  * Diagnostic test
  * Standardized test
- To know means of data analysis
  * Mean
  * Standard deviation
  * Chi-squire
  * t-test
  * ANNOVA
2.7 The specification of the research of the researcher

The research of the researcher is related to English language teaching. The previous researches are about:

1) Investigation of errors in English writing skill.
2) Development of basic skill of English.
3) Comparison of various teaching methods.
4) Comparison and application of approaches.
5) Application of models in teaching English language.
6) Investigation of errors and implementation of remedial programmes to improve language skills.

Some of the researches are conducted by the survey method and some by experimental method.

Maximan numner of researches are conducted by the researchers are at high school level and university level.

The research of the researcher is about investigation of errors of English writing skill of 5th standard students of Marathi medium schools. It is an experimental research which tests effectiveness of remedial programmes developed by the researcher. This research deals with curriculum development of English language of 5th standard in Marathi medium schools in Latur city.

This research is conducted by the researcher in primary school on 5th standard students. This research specially deals with mechanical skills of writing English, use of communicative English and functionl grammer. In this way this research is significant addition in the development of research works with the change of time.
2.8 Summary

The second chapter 'Review of related literature and related research' deals with the objectives of review of related literature. It deals with review of related literature and related research. The study of this chapter indicates that at what milestone is the research of the researcher is, in comparison with previous research studies.
References: