CHAPTER II

REVIEW OF RELATED LITERATURE

The phrase ‘Review of Literature’ consists of two words ‘Review’ and ‘Literature’. The word ‘Literature’ has conveyed different meaning from the traditional meaning, which has been used in language studies. In research methodology the term literature refers to the knowledge of a particular area of investigation of any discipline which includes theoretical, practical and the research studies. In the initial stage of a research the literature helps the researcher to become familiar with the problem area. Later, it promotes a greater understanding of the problem and its crucial aspects. Also it ensures the avoidance of the unnecessary duplication of the already done research as duplication. It also provides a comparative data on the basis of which to evaluate and interpret the significance of one’s findings (Varghese J, 1999).

According to Carter V. Good, “The key to the vast storehouse of published literature may open doors to sources of significant problems and explanatory hypothesis and provide helpful orientation for definition of the problem, background for selection of procedure and comparative data for interpretation of results”.

The selection of any research problem is undoubtedly based to some extent on the literature. It is considered that the research problem would not be a sufficiently significant problem if it had not ever surfaced in the professional literature. The review of related literature is a step in the
research process that positions the research problem within the context of the literature as a whole.

The review of the related literature educates the researcher about the research problem to such an extent that the researcher becomes an authority on the subject. While reviewing the literature two major things are considered. The first is the selection of the specific pieces of information from the literature that will be included in the review of the literature, and, secondly, the actual writing of the review.

In any research project review of literature is essential to understand what has already been done in the specific topic chosen for doing research and what has been done in the wider subject area of the topic. The importance of review of literature can be enlisted as follows:

- It enables the researcher to sharpen and focus the initial research questions and informs about the possible hypotheses.
- It provides a wide range of theoretical and empirical knowledge available about the chosen research topic.
- It informs the researcher about what has already been done in the area and helps to avoid unwanted repetition.
- It provides possible research design and methodological procedures that can be used in the research study.
• It provides suggestions for possible modifications in the research to avoid unanticipated difficulties.

• It enables the researcher to speak with authority on the research topic and the wider subject area.

• It helps to identify possible gaps in the research.

• It enables the researcher to compare the research methods, theoretical frameworks and findings with works already done.

• It informs the researcher about the experts in the wider subject area selected.

• It enables the researcher to set the scope and range of the research topic.

• It provides a backdrop for interpreting the results of the research study.

• It informs the researcher about the importance or social relevance of the research topic.

Thus, the review of related literature serves multiple purposes and is essential to a well designed research study. In a nutshell the review of related literature helps the researcher to identify the feasibility to carry out the research.
2.1. Studies Related to Learning Difficulties

2.1.1. Studies Conducted in India

Joy and Devi (2006) made a study on the difficulties in learning Organic Chemistry among higher secondary students. The objectives of the study were: (i) to find out the extent of difficulty experienced by the higher secondary students in learning organic Chemistry, (ii) to find out the extent of difficulties experienced by the subject samples of higher secondary students in learning organic Chemistry, and, (iii) to find out the nature of difficulties in learning organic Chemistry at Higher Secondary level. The finding of the study was that the male students should be given enough provision for active participation in class room discussions, the rural students find this area very difficult than the urban students.

Nagaraja (2006) conducted a study on Mathematics problems of class X residential and non-residential school students in relation to certain demographical variables. The objectives of the study were: (i) to examine the problems of Mathematics in class X Mathematics syllabus perceived by the students of residential and non-residential school students, (ii) to find out the impact of caste and sex of the residential and non-residential school students, and (iii) to find out the relation of the annual income earned and it has any effect on the problems. The findings of the study includes (i) there exists a significant variation at 0.05 level regarding the problems in Mathematics of residential and non-residential school students, (ii) the mean score of the non-
residential school girls in Mathematics achievement test is more compared to the mean value of residential school girl students, (iii) the mean score of the residential school boys is more than the mean score of non-residential school boy students, (iv) the students from SC/ST community of non-residential school have highest mean score on the problem of Mathematics, and, (v) non-residential school students whose family income is Rs.5001 and above have the least mean score on Mathematics learning problems.

Reddy (2006) conducted a study on the identification and assessment of second language learning difficulties among higher secondary students. The objectives of the study were: to identify the language learning difficulties in students, to assess their second language acquisition and to develop diagnostic tools. The major finding of the study was that second language learning difficulties in higher secondary students exists in abundance mostly in grammar devoid of their individual differences.

Bindhukala (2005) conducted a study on the problems faced by high school students in learning mathematics. The objectives of the study were: (i) to construct an instrument to find out the problems faced by high school students in learning Mathematics, (ii) to measure the level of problems faced by high school students in content, teaching, examination, learning and subject, (iii) to investigate the level of problems with reference to male / female students, rural/urban areas, Hindu/Muslim, Christian/Hindu, Christian/Muslim, Scheduled Caste/Forward Caste students, Backward/
Forward communities and on the basis of high/low economic status. The findings were: (i) the problems in learning Mathematics seem to be 30% of the students in content, 50% of the students in their teaching, 20% of the students in their learning, 30% of the students in their learning and subject, (ii) there was significant difference between male and female students, rural and urban students, Hindu and Christian students, Christian and Muslim students, Hindu and Muslim students, Forward and Scheduled Caste students, Backward and Scheduled Caste students, and low-socio-economic status and high-socio-economic status parent’s students in their learning problems.

*Dua, Kurkeshi and Sharma (2004)* made a combined study on the spelling errors in English among boys of Standard IX. The objectives of the study were: (i) to find out differences in spelling ability in English among boys when grouped on locality wise, (ii) to ascertain whether family income has any impact on the spelling errors made by the boys, (iii) to know if the educational status of the family effects the spelling ability of boys in English. The findings of the study includes: (i) it is found that rural and urban boys are far better as far as their ability on spelling errors in English language is concerned, (ii) family income has influence on the spelling ability of the boys, (iii) educational status of the family influences the spelling ability of the boys.

*Arena and Vijayal (2001)* conducted a study on the problems of Plus Two students in learning Physics. The objectives of the study were: (i) to study the problem of standard XI and XII Students in learning Physics and (ii)
to find out where there exist any significant difference between them in terms of their learning and sex. The major findings of the study includes: (i) the Tamil and English Medium Students significantly differ in the mean scores of problems in diagrams, (ii) boys and girls did not significantly differ in the mean scores of problems in objectives type questions diagrams and practical works and, (iii) there was significant relationship between learning problems and achievement of the Tamil medium schools, both boys and girls.

Geetha (2000) in her study entitled learning disabilities and achievement in Mathematics – a study on standard X students around Kuzhithurai of Kanyakumari district, explains learning disability as a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written. Disorder may manifest itself in imperfect ability to listen, think or spell or to do Mathematical calculations. The objective of the study was to find out the achievement and learning disability in Mathematics and their interrelationships based on certain factors like sex, religion, locality, community and type of management. The major findings of the study were as follows: (i) female possess high level of achievement compared to males in standard X, (ii) urban students show better achievement in Mathematics than the rural students, (iii) Hindu students possess high level of achievement than Christian students, (iv) Private School students show better achievement than Govt. school students, (v) female possess more learning disability compared
to that of males, (vi) urban students have more disability in learning Mathematics than rural students, (vii) overall there is a negative relationship between achievement and learning disability.

Sharma (1988) studied the learning difficulties of English. The findings of the study were: (i) during the past three decades there had been a gradual lowering of the standards of English due to various reasons like socio-political problems of teaching English, (ii) efficient teaching of English was lacking as there was a shortage of trained and qualified teachers. Traditional method and conservative bases of teaching were incommensurate with language needs of learners, (iii) misconceptions regarding English language teaching, faculty-teaching methods, unpalatable textbooks and their mishandling, etc, were the main problems at middle and high schools.

Supriya (1986) conducted a study on learning difficulties of English. The major findings of the study were: (i) level of the secondary school pupils and the medium they opt for the course of study were found to be associated with committing errors. Urban and English medium subjects were found to be committing less errors in the written English than their counterparts, (ii) sex of the pupils has no association with the incidence of errors.

Mohammed (1986) conducted a study on the learning difficulties of English at secondary level. The major findings of the study includes (i) significant difference in the mean scores of errors existed between each of the
21 pairs of the subgroups in some grammatical areas, (ii) it was found that there existed negative correlation between errors and achievement in English intelligence errors and socio-economic status and domestic facilities for learning English.

Sali (1984) conducted studies in the difficulties of learning of Arabic. The findings of this study were: the pupils found difficulty in word order, usage of prepositions, and adjectives. The auxiliary teachers were of the opinion that the periods allotted for teaching of Arabic were not sufficient. The textbooks prescribed and the evaluation processes were also not satisfactory. The aids, which could be used, were not made use of and a few teachers adopted modern teaching techniques.

2.1.2. Studies Conducted Abroad

Wajiha Kanwal (2012) conducted a study on the University students’ difficulties in learning English language skills. The objectives of the study were: (i) to study the causes of student’s hesitation in learning English (ii) the explore problems related to listening, reading and writing skills of the learners. The findings revealed that many students still prefer to write in their native languages (Urdu, Punjabi). So in order to develop literary writing skills, students can be given creative writing facts, may be asked to write poems or essays daily just to overcome hesitation of writing. Finally it was concluded that students are not fully satisfied with existing teaching
methodologies so methodology of teaching English should be revised and audio visual aids should provide in all English teaching classrooms.

**Abdu Mohammed Al-Mekhlafi (2011)** conducted a study on the difficulties in teaching and learning grammar in an EFL context. The objectives of the study were: (i) are there any differences in teachers’ perceptions between the difficulties faced by teachers and those faced by students? (ii) do these perceptions of difficulties vary according to the teachers’ gender, level taught, qualification and experience?. The findings of the study were EFL Curriculum and material developers should show an understanding of learners’ and teachers’ difficulties, and provide sufficient guidance and help in the curriculum document and the teachers’ book showing how the potential difficulties could be addressed in planning their classroom activities. Teachers may be given examples of mediating tasks, which would mitigate the difficulties. (ii) Both in-service and pre-service training programmes should be planned in such a way that student-teachers and practising teachers articulate the potential and actual difficulties and discuss ways of overcoming or at least coping with them.

**Desoete, Roeyers and Declercq (2004)** studied 37 Belgian third grade pupils with Mathematical difficulties, as demonstrated in both their school performance and scores of at least two standard derivations below on at least one mathematics test. Many showed discrepancies in their performance on tests of number knowledge and mental arithmetic, memory
for minor facts and word problem solving. Only when children were given all three of the tests, were all 37 identified as having mathematical difficulties.

Children with and without mathematical difficulties can indeed have strengths and weaknesses in almost any are of Arithmetic.

Lee and Bao (2004) conducted a combined study on the graduate and undergraduate students’ views on learning and teaching of Physics. The objectives of the study were: (i) to study and measure graduate and undergraduate students’ views on learning and teaching Physics and (ii) to develop and use web-based surveys and semi-structured interviews. The findings of the study includes (i) students with high motivation to learn Physics have experienced difficulty in learning even though they have high motivation to learn Physics, (ii) students with moderate motivation also have difficulties in learning Physics as they have moderate motivation (iii) the differences between students with moderate and low motivation to learn Physics show significant difficulties in learning Physics, and, (iv) there is a mismatch between graduate students’ major views and under graduate student’s views on learning and teaching Physics.

Calzada, Lucio (2002) conducted a comparative study of effects of the Algebra for all by Grade and Mathematics program with a traditional Middle School Mathematics program on student performance. The objectives of the study were, (i) to ensure whether students will leave Middle School with Algebra I credit for high school, (ii) to identify ways of boosting
enrollments in higher level Mathematics courses. One of the findings was that students participating in the Algebra I for All by Grade 8 program displayed greater achievement on the passing rates for the Texas Assessments of Academic skills at Grade 8 and 10.

Kirkpatrick, Nandh Duhe (2002) conducted a study on the effects of teacher quality variables on student’s achievement in Mathematics. The objectives of the study were, (i) to examine a conceptual model relating teacher quality variables and their effect on one another and on student achievement in Mathematics, (ii) to determine if there were significant relationships among these teacher quality variables. The major findings were, (i) while the research literature is divided on the question of the impact of teaching experience, the results of this study provide evidence that Mathematics teaching experience does have a positive impact on student achievement in that area, (ii) the findings also support prior research which has indicated that more use of the NCTM (National Council of Teachers of Mathematics) recommended instructional practices is associated with higher student achievement.

Gorwarra, Christine Carrino (2001) conducted a study on ‘factors influencing Teacher’s responses to student difficulties during mathematical problem solving. The main objectives of the study were: (i) to find out whether students who are best, able to understand, communicate, reason and problem solve are those who learn through the process of problem solving (ii)
to determine both the appropriateness and the means for encouraging changes in their practices. This study contributes to information of such understanding by examining practices of three middle school Mathematics teachers. Teachers’ responses to student difficulties during problem solving were recorded and coded as either Eliciting Responses or Non-Eliciting Responses, depending on whether or not they elicited students ideas and judgements. The major findings were, (i) whether or not teachers maintained a shift of cognitive responsibilities towards students depended upon the teachers objectives (ii) the teacher’s objectives were shaped by the teacher assessment of their student’s ability to effectively take on the cognitive responsibilities of problem solving.

**Biglan, Smokowski, and Ary (2000)** conducted a study on a small group tutorial program that used two forms of reading - Reading Mastery and Corrective Reading, as a supplementary intervention for Hispanic and non-Hispanic children who were struggling in reading. The children were from kindergarten to third grade, and were selected either because they scored at a very low level on an achievement measure or because they were rated by their teachers as being high in aggressive behaviour (or were below grade level in reading). Children were selected from nine rural Oregon elementary schools. They were randomly assigned to experimental or control conditions. Those children assigned to the experimental group were taught in homogeneous groups of one to three children using Reading Mastery if they
were in grades K-2, or Corrective Reading if they were in grades 3-4. They were taught daily by instructional assistants for two years. Only 19 of the 122 Hispanic students were considered non-English speaking; the oral English skills of the remaining students were not specified. The experimental and control groups were very well matched on the Woodcock-Johnson Letter Word Identification and Word Attack scales, and on Oral Reading Fluency. After the first year, tutorial students who had received five to six months of supplementary instruction showed greater gains than control students on all three measures, Letter-Word ID (ES=+0.22), Word Attack (ES=+0.70), and fluency (ES=+0.16). Only the Word Attack differences were significant. At the end of the second year, after 15-16 months of instruction, effect sizes for gains from pretest on these measures were +0.46, +0.91, and +0.43, respectively. A special analysis was carried out for the 19 initially non-English speaking children, who did particularly well in the program compared to matched controls. Children in the experimental group made significantly greater gains only on mean words read per minute, but all other scores were in the same direction, though not significant given the small sample size.

Denton (2000) conducted a study on two types of one to one tutoring for English language learners. Spanish-dominant students in grades 2-5 in a bilingual program in Texas were assigned to one of two separate experiments. Those scoring lower than the first-grade level on the Woodcock Word Attack scale were randomly assigned to a program called “Read Well”
(Sprick, Howard 7 Fidanque, 1998) or to an untutored control group. These scoring higher than this were randomly assigned to a tutoring program called “Read Naturally” or to an untutored control group. Read Well uses systematic phonics instruction and practice in fully decodable text.

Fegan and Timothy (2000) conducted an investigation into the effect of class grouped Science instruction on students with specific learning disability. The objective of the study was to identify significant differences using non-parametric Man-Whitney U-test. The study revealed that there was no significant change in science grade points or number of office referred students with learning disability.

Marks and Bzufka (2000) conducted a study on neuro psychological differentiation of subnormal arithmetic abilities of children. The objectives of the study were: (i) to study the spelling and arithmetic competency of third grade students, and (ii) to study the influence of locality on spelling and mathematical difficulty of third grade students. The study revealed that the student’s performance is 50 % in spelling and 25% in Mathematics and the rural children show more difficulty in spelling and Mathematics than urban children.

Skinner, Rober Engine (1997) conducted a study on the effect of second language instruction upon the English verbal performance of secondary students as by the Texas assessment of academic skill. The study was intended to assess the English language verbal performance of students
with an instrument called the Texas assessment of academic skills. The findings of the study were that (i) majority of students who did not study a foreign language attained lower academic grades in their English courses (ii) Anglo females scored higher than Anglo males and Hispanic females scored higher than Hispanic male and (iii) majority of students who studied a foreign language attained higher scores on the reading and writing scores of Texas assessment of academic skills.

**Nazi Ibrahim Alf Aria (1995)** conducted a study on factors causing reading difficulties for Saudi beginning students of English as a foreign language. The major objectives of the study were (i) to investigate, the opinions and perceptions of Saudi beginners, (ii) to find out difficulties in English and the factors which cause these reading difficulties among EFL students. The findings revealed that (i) a high percentage of students reported that they face reading difficulties while reading English as a foreign language, (ii) most of the reading difficulties reported by the students were attributed to linguistic factors.

**Intakhal Alam Khan (1995)** conducted a study on difficulties in the learning of English as a second language. The study aimed at the development of a few instructional strategies to minimize or remove the language learning difficulties. Major finding of the study was that the students face more difficulties on attaining the sound system of English. A longitudinal study by Gersten and Woodward (1995) initially favoured paired
bilingual instruction over TBE, but later found them to be equivalent. This study was carried out with Spanish dominant ELLs in 10 El Paso elementary schools. Five schools used a program in which all subjects were taught in English, but Spanish instruction was also provided, for 90 minutes daily in first grade Spanish instruction with one hour per day for ESL instruction, with gradual transition to English completed in the fourth or fifth grade. The children were well matched demographically on entry to first grade, and scored near zero on a measure of English language proficiency. In grades 4, 5, 6 and 7 Iowa tests of basic skills were compared for the two groups. On total reading, the paired bilingual students scored significantly higher than the transitional bilingual students in fourth grade (ES=+0.31) but the effects diminished in fifth grade (ES=+0.18) and were very small in sixth (ES=+0.06) and seventh grades (ES=+0.08). Tests of language and vocabulary showed similar patterns. This pattern is probably due to the fact that the transitional bilingual students had not completed their transition to English in fourth and fifth grades when they had done so, by sixth grade, their reading performance was nearly identical.

Goldenbery (1992) conducted a study on the school and home reading intervention for Spanish-dominant kindergartners. The intervention, called Libros, involved teachers introducing and extensively discussing a Spanish story and then sending home photocopied ‘books’ with children once every three weeks through kindergarten. Parents were encouraged to read
with their children and were shown a videotape of a parent reading and discussing the story. In control classrooms, teacher sent home worksheets on letters and syllables. Children in four classrooms using Libros were matched with those in four control classrooms based on Bilingual Syntax Measure scores. On an experimenter-constructed set of 13 Spanish early literacy assessments at the end of the year, experimental children scored significantly higher than control (median ES=+0.51); MANCOVA for all 13 measures, (p<0.001). Effects were strongest on measures of letter and word identification, but less positive on comprehension measure. In a companion study, *Goldenberg, Reese, and Gallimore (1990)* observed five Libros and five control students at home, using their respective materials. To their surprise, however, parents used both sets of materials in similar ways, emphasizing copying and repetition rather than the relationship between print and meaning.

*Benson (1991)* conducted a study on education in Japan was surprised by university student’s lack of ability in using spoken English, compared with that of their grammatical understanding of the language. The study reported that university student’s motivation to study English was often mixed. Some students appeared to be generally enthusiastic, but lacked or motivation. Benson also found that some of the reasons suggested by students for English study could not be grouped as either integrative or instrumental forms of motivation. For this reason he constructed a third
group labeled as ‘personal’. This category included motivational reasons such as ‘pleasure at being able to read English, and enjoyment of entertainment in English’ (Benson 1991:36). The results from his study showed a preference for integrative and personal forms of motivation, even though this was restricted. Benson suggests that the student’s rejection of instrumental motivation illustrates the view that students do not perceive English as having a vital role to play in their lives. He also makes the point that the rejection of instrumental reasons for the study of English may indicate that the Japanese language is considered adequate for normal study and verbal exchange.

2.2. Studies Related to Medium of Instruction

2.2.1. Studies Conducted in India

Vasundara Saxena and Nandita Satsangre (2010) conducted a study on a proposal for integrating language proficiency component in B.Ed. course for teachers of English. The objectives of the study were: (i) to test the English language proficiency of teacher trainees of English based on skills of listening, reading, writing, grammar and literary appreciation and (ii) to evaluate skills of speaking of teacher trainees of English. The findings of the study were: (i) survey of proficiency of reading skills 50.85%, listening skills 39.42%, writing skills 51.58%, grammar skills 46.18% and literary appreciation skills 41.04% and (ii) survey of proficiency on evaluating skills of speaking (ESL) is 43.96%.
Rekha (2009) conducted a study on interest and achievement in learning English poetry. The objectives of the study were: (i) to find out the interest and achievement of English poetry of standard XI students, (ii) to find out if there is any significant difference in standard XI students' interest towards English Poetry based on sex, community, locality, nature of school, type of school, educational qualifications of father, educational qualification of mother and monthly income of parents, (iii) to find out if there is any significant difference in standard XI students' achievement based on their sex, locality, community, nature of school, type of school, educational qualification of father and mother and monthly income of parents. The findings of the study revealed that there existed a positive correlation between the variables interest and achievement; there exists no significant relationship between male and female students in their interest; there is significant relationship between interest and achievement of standard XI students; there is significant difference between interest and achievement of rural and urban students; there exists significant difference between interest and achievement of male and female students and there exists significant relationship among FC/BC/MBC and SC students in their interest and achievement.

Jeyakumar and Sebastian (2008) conducted a study on competence in spoken and written English of higher secondary students. The objectives of the study were: (i) to find out whether there is any significant
difference between rural and urban school students in their competence in spoken and written English, (ii) to find out whether there is any significant difference among boys, girls and co-education school students in their competence in spoken and written English and (iii) relationship between competence in spoken and written English of the students. The findings of the study were: (i) there was significant difference between rural and urban school students in their competence in spoken and written English, (ii) there was significant difference among boys, girls and co-education school students in their competence in spoken and written English, (iii) there was significant relationship between students’ competence in spoken English, pronunciation giving response to the given situation and oral fluency and their competence in written English-concord, rearrangement of sentences, written fluency and dialogue writing.

Devika (2004) conducted a study on proficiency in English grammar and phonology a comparative study on standard IX students of Kuzhithurai educational district. To study the extent of proficiency in English grammar and phonology of standard IX students of Kuzhithirai educational district with regard to sex, locality, religion, community, parents income, medium of instruction and mother tongue. The findings of the study revealed that (i) sex and locality influences the proficiency of standard IX students in English grammar and phonology, (ii) religion and community have partial influence in the proficiency of standard IX students in English grammar and
phonology, (iii) medium of instruction has great influence in the proficiency of standard IX students in English grammar and phonology, (iv) mother tongue has little influence on students’ proficiency in English grammar and phonology.

_Achary (1997)_ conducted a study on the difficulties of Sanskrit learning. The objectives of the study were to find out the difficulties in listening, speaking, reading, and writing of Sanskrit language. The findings of the study were; (i) the majority of the students feel partial difficulty in listening to Sanskrit teaching when teachers teach Sanskrit in Sanskrit itself, (ii) students get little opportunity to develop their speaking skill through discussion classes, (iii) majority of students get little opportunity for speaking Sanskrit outside the classroom, (iv) majority of students feel difficulty in reading resulting from length of sentences, (v) the writing of Sanskrit by using other language alphabets adversely affects their writing skill.

_James (1997)_ conducted a study on the difficulties in learning Sanskrit. The objectives of the study was to identify the difficulties faced by secondary school students in learning Sanskrit viz., speaking, reading, writing and infrastructural difficulties faced by secondary school students in learning Sanskrit. The major conclusions from the study were: (i) students were not given opportunity for conversation in Sanskrit inside or outside the classroom, (ii) students opined that lack of lessons with sufficient conversational element in the textbook affects conversational ability, and, (iii)
one of the major obstacles faced by pupils in speaking Sanskrit is the teasing attitude of others, (iv) lack of practice makes the conversation difficult, and, (v) lack of dictation and the writing of Sanskrit in Malayalam scripts negatively affect writing.

Remani (1987) conducted another study on difficulties in writing Hindi. The findings of the study were: (i) maximum percentage of incidence of errors was observed with respect to translation and the minimum number of errors was seen in the case of imperatives, (ii) the percentage of errors for girls among the urban and rural students were found varying.

Sarasamma (1984) conducted studies related to the difficulties related to learning of Hindi. The findings of the study were: (i) boys and girls exhibited the same standard in performance, but the performance of girls seemed to be slightly better than that of boys though it was not significant, (ii) there was no significant different between the students of Government and Private schools, (iii) the Education Department of the University did not pay special attention to improve Hindi teachers.

Jain (1984) conducted a study on the diagnosis of language errors and a programme of teaching Sanskrit. The objectives of the study were, (i) to find out the nature of errors committed by students in Sanskrit of class X (ii) to prepare tools for diagnosing the errors and to find out the fundamental causes of errors, and, (iii) to suggest remedial programme on the basis of the nature and causes of diagnosed errors. The findings of the study were: (i)
students’ knowledge of grammar was at an elementary level and therefore their mistakes were mainly in grammar and they were able to analyze but not synthesize (ii) since most Sanskrit teachers were untrained they were not able to create student’s interest in the subject. (iii) Lack of practice in pronunciation in the class, absence of homework and inadequate home-support also resulted in poor performance.

Ammal (1982) conducted a diagnostic study of the difficulties in Hind spelling of High school pupils of Kerala. The main findings of the study were: (i) fewer mistakes were made in vowels of sounds and two letter words, and, (ii) pronunciation and spelling errors are related.

Mishra (1979) conducted a study to identify the problems and difficulties of Hindi, English and Sanskrit language teaching at secondary stage. The findings were, (i) ninety percent teachers experienced the difficulty of explanation in prose teaching; more than seventy five percent teachers used translation method, (ii) only thirty two percent teachers inspired the students for general reading, (iii) seventy five percent of teachers recommended oral and writing practice to improve upon correct spelling, and, (iv) majority of teachers considered inductive method of grammar teaching more suitable in language teaching.
2.2.2. Studies Conducted Abroad

Yoko Goto Butler and Lenj Hakuta (2009) conducted a study on the relationship between academic oral proficiency and reading performance: a comparative study between English learners and English-only students. The study investigated the relationship between academic related oral proficiency and reading proficiency by examining fourth-grade students’ oral responses. The objective of the study was: to find out the meaning accuracy, use of academic vocabulary, accuracy of academic vocabulary use, syntactic complexity of the students. The findings of the study were: the meaning aspects of oral language used in the academic setting examined were related to reading proficiency, whereas it was not in the case of the formal language. Among the L2 students who were already proficient in conversational English, their oral responses in our academic setting were different from their NE counterparts.

Yav Tsai and Chia Hsiau Tsou (2009) conducted a study on a standardized English language proficiency test as the graduation bench mark and student perspectives on its application in higher education. The objectives of the study were: to find out the students’ view about the standardized ELP tests and the adoption of such tests as a tool for assessing their competence in English for graduation, the effects of adoption of the standardized ELP tests as an assessment tool for graduation on English learning and teaching in higher education and also find out the factors that
can affect students’ perspectives of the standardized ELP tests. The study revealed that only 22.5% of the subjects considered these tests to be the most objective assessment tool for assessing their English competence and only 21% of students support for the ELP tests self-perceived levels of English competence attitudes toward the assessment police.

Schimmel and Tammay Weiss (2007) conducted a study on how do proficient intermediate grade writers perceive writing in school. The objective of the study was: to examine students’ perspectives of writing instruction to gain insights into their awareness of the impact of high states writing assessments on instructional practices and teaching state gives. The results examined that during content area writing, students interacted with their peers which provided meaningful support to their writing development. The finding of the study was the amount of emotion that the students expressed regarding time writing assessments. The data from this study do not specify whether or not teachers overtly discussed the significance of the FACT. He expected the emphasis on high-states writing assessments to impact the individual attention that the students received; however, according to the students, their teachers’ provided a great deal of support and guidance.

Hisako Sugawara (2007) conducted a study on developing autonomy in lower proficiency students. The objectives of the study were: (i) to introduce students to ways of studying English, (ii) to nurture learner
autonomy, to support lower level students in understanding the contents of
the FSM, (iii) to make learning English fun and accessible and to introduce
SALC resources in a way that was more relevant to the students. The results
of the survey showed that all agreed that the workshop was easy to
understand and a majority of students had a clear understanding of
themselves as learners and how best to pursue their language study. For
instance, 88% of students strongly agreed with “I was able to find my needs”.
73% said “I know how I can effectively study the skills and I would like to
improve”. 72% said “I can decide how to study based on my learning style”.
87% strongly agreed with I know how I can use materials in SALC and other
resources for my study. 80% of students strongly agreed with “I can write a
learning plan as an autonomous learner”.

Yi-Ting Chen, Chen-chen sun (2004) conducted a study on
language proficiency and academic performance. The objectives of the study
was to find the statically significant difference in the first year GPA between
the TOEFL takers and ESL completers, ESL completers and the ESL
incompleters, the TOEFL takers and the ESL completers for different
language backgrounds, and the ESL completers and the ESL incompleters for
different language backgrounds. The study revealed that there are 657
subjects who were involved in this null hypothesis testing. Specifically, 621
were TOEFL takers, and the remaining 36 subjects were ESL takers, the
number of subjects involved in the second null hypothesis testing was 91 in
which 36 were ESL completers and 55 were ESL incompleters, the Chinese group is the one language group in which TOEFL takers have a slightly better first year GPA than ESL takers, Japanese, Corean and Arabic ESL completers have a higher first year GPA than ESL incompleters where as Chinese ESL incompleters outperformed Chinese ESL completers.

**Patty Sonowski (2002)** conducted a study on attitude assessment and change towards writing of high school students. This study was to investigate the effect of sensory workshops on student attitudes toward poetry writing. The subjects chosen were students in an urban high school in western North Carolina. After completing a Likert style attitude survey, subjects participated in two sensory workshops. A post workshop Likert style attitude survey was administered and analyzed in an attempt to determine what cause the changes or lack of changes in students’ attitudes. The findings of the study with prior research indicating a positive correlation between students’ attitude change, for if teachers cannot affect lessons could remain solely on an achievement hierarchy. The main findings of this study indicated that students attitudes toward poetry writing were able to be influenced and changed although 36% of students in the study reported that they still did not like writing poetry, 41%of the student reported an increase in confidence with regard to their own ability to write poetic verse.

**Barkon (1999)** studied the role of proficiency in foreign language reading comprehension. The objectives were to find the reading
comprehension of successful readers in an English as-a-foreign language context and the use of syntactic, semantic and discourse constraints and transfer of skills from first to second language. The study revealed that discussion of reading by successful and less than successful readers in English as a foreign language context and Syntactic, semantic and discourse constraints, and transfer of skills more from first to second language.

**Eddy Jennifer (1999)** conducted a study on multiple intelligence, styles and proficiency: issues and application in adult second language learning and teaching. The objectives of the study were to identify, flexing and developing a students’ dominant style, areas of talent, and preference within the Multiple Intelligence framework and by applying Multiple Intelligence to second language proficiency, it may be possible to make a link between them, the techniques we implement, and their appropriateness for accomplishing specific learning goals. This study increased interest and knowledge in the discussion of multiple intelligences and learning styles and to develop applications of these features innovatively and responsibly in proficiency based second language curriculum with a goal toward a self-directing, autonomous learner.

**Patrisius Djiwando (1998)** conducted a study on the relationship between EFL learning strategies, degree of extroversion, and oral communication proficiency. The objectives of the study were: to find out profile of learning strategies of Indonesian learners when they were learning
English for oral communication skill in an ESP based context and to
determine the difference between intermediate and beginning learners in
both fluency and accuracy activities and also determine the relationship
between dimensions of strategy use, extroversion degree, and the oral
communication proficiency in English as a foreign language. The findings of
the study were: Language learning strategies used by 418 EFL learners in
Indonesia and looked for relationships between learning strategy use and the
patters of strategy used based on language proficiency. The participants
reported using compensation strategies most frequently and affective
strategies least frequently. The research analyzed individuals strategy items,
findings that the strategies reported as used more frequently by the more
proficient learners were arranging and planning their learning.

Garriga Maria Caridad (1998) conducted a study on a context for
developing structural knowledge for academic writing, teaching and
learning, analytic reading and writing in one intermediate English as a second
language course. The study examined the teaching and learning of analytic
writing in response to literacy and informational readings in Intermediate
and Under Graduate English as a second language (ESL) composition course.
The results indicate that daily classroom interaction students in interpretation
of what it means to write analytically and of their expectation for this course.
The students’ personal and educational background also influences these
interpretations.
2.3. Studies Related to Academic Achievement

2.3.1. Studies Conducted in India

Trivedi and Bhargava (2010) conducted a study on relation of creativity and educational achievement in adolescence. The objective of the study was to find out the influence of academic achievement on creativity. The study was conducted on a sample of 240 subjects, (120 male students and 120 female students) of age 15 to 17 years from Senior Secondary schools of Jodhpur city. Passi’s Tests of Creativity (PTC) was used to measure the creativity level; Educational Achievement was measured on the basis of percentages of aggregate marks obtained by the subjects in their previous examination. The findings of the study were (i) the high achiever group of adolescents were more alike and shared similar traits overriding the impact of gender, when gender differences between high achiever group on creativity was observed, (ii) there were gender differences among low achiever group on creativity, and, (iii) gender has less impact on the level of achievement.

Gilbert (2009) conducted a study on adjustment, study habits, examination anxiety and academic achievement of higher secondary students. The objective of the study was to find out the significant difference among Hindu, Christian and Muslim students at higher secondary level in their examination anxiety. The sample for the study comprised of higher secondary students of various schools of Kollam district. The finding of the study
revealed that there was no significant difference between urban and rural students at higher secondary level in their examination anxiety.

**Surekha (2008)** conducted a study on relationship between students adjustment and academic achievement. The objectives of the study were: to study the adjustment problems and academic achievement of private government school students, those of boys and girls studying in private and government schools, and, to establish the relationship if any, between adjustment problems and students academic achievement. The findings of the study revealed that the students of private schools are academically better than students of government schools, and, there was a significant difference in academic achievement between the boys of private and government schools and that the girls of private schools are better in academic achievement than the girls of government schools.

**Kalaimathi (2008)** conducted a study on mental health and academic achievement among adolescents. The objective of the study was to check the mental health and academic achievement with respect to parental occupation, family type and management of schools. Three hundred students of standard IX were selected from a school in and around Chennai as sample for the study. The findings of the study revealed that fathers’ occupation, family type and management of schools have influence on mental health and academic achievement of adolescents.
Dange and Praveen (2007) conducted a study on library facilities and the academic achievement of secondary students. The objectives of the study were: to find out the correlation between library facility and academic achievement of secondary students, to study the library facilities of aided secondary schools in relation to students’ academic achievement, to study the library facilities of un-aided secondary schools and government secondary school in relation to students’ academic achievement, and, to find out the academic achievement of boys and girls in relation to proper utilization of library. The findings of the study revealed: (i) academic achievement of students of aided schools was more than unaided school students, (ii) aided schools had better library facilities than unaided schools, (iii) there was no significant difference between the academic achievement of students of aided and government schools and (iv) government schools had better library facility than aided schools and there was no significant difference between the use of library facilities of boys and girls of different schools.

Usha (2007) conducted a study on emotional adjustment and family acceptance of the child correlates for achievement. The objective of the study was to find out the extent of relationship between emotional adjustment and family acceptance of child on academic achievement. The sample selected for the study was 700 standard VII pupils from 3 districts of Kerala. The findings revealed that there exists a significant relation between emotional adjustment and achievement and also with family acceptance of
the child and achievement. The findings of the study revealed that no significant difference was noticed between emotional adjustment of boys and girls, while urban pupils were found superior to rural pupils in their emotional adjustment, family acceptance and achievement.

**Manoranjan Panda (2005)** conducted a study on Correlation between academic achievement and intelligence of standard IX students. The objectives of the study were to find out the effect on intelligence and academic achievement in different categories of schools, and, to assess inter relationship between academic achievement and intelligence in different categories of schools. The findings of the study revealed that there was significant difference in academic achievement of students studying in different categories of schools. It also revealed that there was no significant difference in intelligence of students studying in different categories of schools and there was no relationship between academic achievement and intelligence in different categories of schools.

**Rajasekar (2005)** conducted a study on higher secondary students’ achievement in Computer Science. The objective of the study was to assess the achievement of higher secondary students in Computer Science. The sample selected for the study was 410 higher secondary student of Tamilnadu. The study found that the higher secondary students achievement is on the whole average, while the girl students and urban students achieve better than boy students and rural students respectively.
Krishna Prasad (2003) conducted a study on anxiety and academic achievement. The objectives of the study were (i) to find out the interrelationship among examination anxiety and general anxiety, (ii) to understand the relation between academic achievement and various types of achievement. The findings of the study revealed that there exists positive significant correlation between examination anxiety and social anxiety, general anxiety, and academic achievement.

Rema Devi (2000) conducted a study on the relationship between intelligence and anxiety on achievement in English of Secondary school pupils. The objective of the study was to find out the correlation between intelligence and achievement and to find out the anxiety level of secondary school pupils. The findings of the study revealed that anxiety of secondary school pupils is low, girls are more anxious than boys, private school student are more anxious than government school students, and, there was positive correlation between intelligence and achievement and negative correlation between anxiety and achievement.

2.3.2. Studies Conducted Abroad

Liisa Keltikangas (2009) conducted study on self-esteem as a predictor of future school achievement. 1253 randomly adolescents were selected in Finland. The findings of the study revealed that general self-esteem predicted the future performance while social self-correlated slightly negatively with school achievement.
HellePullmann and JuriAllik (2008) the study revealed that academically successful students have a more critical view of themselves and they had positive self-esteem. But, the students with less academic activities competence for their academic under-achievement by elevating their self-esteem. Thus, the study concluded that a limited correlation was revealed between self-esteem and academic achievement.

El-Anzi, FreihOwyed (2005) conducted a study to examine the relationship between academic achievement and the following variables anxiety, self-esteem, optimism and pessimism. The findings of the study revealed that the significant positive correlation exist between academic achievement and both optimism and self-esteem-whereas the correlation were negative between academic achievement and both anxiety and pessimism.

Wilma Viale, Patrick, et al (2004) conducted a study to find out the relationship between self-esteem and academic achievement in 65 high ability secondary students. The findings of the study revealed that (i) no difference in measured self-esteem between the gifted and non-gifted students, (ii) no correlation between self-esteem and academic achievement for the gifted group.

Crowe (1999) studied the influence of parenting styles and student achievement. The objectives of the study were to assess the reliability and validity of the home environment profile (HEP) and to determine the most
effective use of items and scales in predicting school achievement. The study revealed that the parental influence and home environment had a great influence on student achievement.

**Connor and Sharon (1999)** studied the linkage among the home environment and academic self-concepts on achievement. This study was designed to investigate the structural linkage among home environmental variables and motivational variables on mathematics, science, German language and civics achievement of German high school students. The results of this study showed that the home environment had a great influence on achievement.

**Caplan and Sheryl (1998)** examined the family and self-concept factors contributing to the adjustment and achievement of early entrants. The objectives of the study were to investigate the role of students self-concept and their perceptions of family environment in the psychosocial adjustment and academic achievement of accelerated college students in a residential program. The findings of the study revealed that both overall student adjustment and academic achievement could be predicted by a combination of self-concept and family environment factors, while family factors were revealed to student adjustment and achievement, self-concept appeared to be a more salient factor for both variables.

**Williams and Pathia (1998)** conducted an investigation of the influence of home-school collaborations on children’s achievement. The
objectives of the study were that significant relationships between home-
school collaborations and student achievement. The finding of the study was
parent involvement in the classroom can be attributed to academic
achievement.

Claassens and Madaleen (1997) studied the relationship between parental child-rearing behaviour and academic achievement of the child. The objectives of the study was twofold, namely to investigate the manner in which the various child rearing behaviour patterns of parents influence the achievement related lived experiences, behaviours and personality characteristics of the child and to investigate the way in which these achievement related child variables impact on the academic achievement of the child. The findings of the study revealed that when parents realise a favourable child rearing style, if has a positive impact on child’s academic achievement. When parent had an unfavourable child-rearing style, it has a negative impact on child’s academic achievement.

Brandy M Braraythe (1994) conducted a study to see if academic achievement had more of an effect on a college students’ self-esteem. The findings of the study revealed that there was positive relationship between academic achievement and self-esteem.

Li Preti (1993) conducted a survey to analyse the relationship between home environment and academic achievement among Italian Canadian pre-school children in Toronto. Results indicated that those subjects
who were provided with an enriched environment were better equipped to deal with school activities. The role that the home plays has a significant effect on school performance academic achievement and intellectual development.

In the above reviewed studies, survey method, experimental method, factorial method and various methods were used to study the research problems. Samples taken for that investigation was purposive sampling, convenience sampling, experimental study, longitudinal study, random sampling and stratified random method. Population included in these studies were middle, high school, higher secondary students and college students in different fields. Varied tools were used in their investigations. They are Observation, Interview, Achievement Test, Vocabulary Test, ELP Test, self-estimated intelligence tests (Ravens, Wonderlic and Baddeley Tests), creativity test (Barron Welsh Test) and Passi’s Tests of Creativity. Some investigator-made tools were also employed. The Mean, SD, ‘t’ test, Chi-square, ANOVA, ANCOVA, MANOVA, Skeweness, Kurtosis, Percentage Analysis, Regression, Factor Analysis, Path Analysis, Multiple Correlation and Pearson Product Moment Correlation were used for analyzing the data.
2.4. Critical Review of Related Studies

The investigator has reviewed a total number of sixty nine studies conducted both in Indian and Abroad. There are thirty two Indian studies and thirty seven foreign studies. Among them eleven were related to learning difficulties, eleven to medium of instruction and ten to academic achievement. Of the thirty seven foreign studies, sixteen were related to learning difficulties, ten to medium of instruction and eleven to academic achievement. Apart from review of related literature, the investigator attempt a critical review of the variables related to learning difficulties, medium of instruction and academic achievement.

Studies Related to Learning difficulties

After critical evaluation of related studies related to learning difficulties, medium of instruction and academic achievement, the investigator has made the following conclusions.

Reddy (2006) predicted significant difference between second language learning difficulties in higher secondary students.

Joy and Devi (2006) concluded that the male students should be given enough provision for active participation in classroom discussions and the rural students experienced greater difficulty than the urban students.

Bindhukala (2005) indicated that there was significant difference between male and female students, rural and urban students, Hindu and
Christian students, Christian and Muslim students, Hindu and Muslim students, Forward and Scheduled Caste students, Backward and Scheduled Caste students, and low-socio-economic status and high-socio-economic status parent’s students in their learning problems.

**Dua, Kurkesi and Sharma (2004)** concluded that there was a significant difference between learning difficulties with respect gender and family income.

**Arena and Vijayal (2001)** revealed that there was significant relationship between learning problems and achievement of the Tamil medium schools, both boys and girls.

**Sharma (1988)** concluded that misconceptions regarding English language teaching, faculty-teaching methods, unpalatable textbooks and their mishandling, etc, were the main problems at middle and high schools.

**Supriya (1986)** concluded that there was no significant difference between learning difficulties with respect to gender.

**Mohammed (1986)** revealed that there existed negative correlation between errors and achievement in English intelligence errors and socioeconomic status and domestic facilities for learning English.

**Sali (1984)** concluded that the pupils found difficulty in word order, usage of prepositions, and adjectives.
Studies Related to Medium of Instruction

After critical evaluation of related studies related to medium of instruction, the investigator has made the following conclusions.

**Rekha (2009)** revealed that a positive correlation exists between the variables interest and achievement and there existed no significant relationship between male and female students in their interest.

**Jeyakumar and Sebastian (2008)** concluded that there was a significant difference between medium of instruction with respect to nature of institution.

**Devika (2004)** indicated that there was a significant difference between medium of instruction with respect to their gender, religion and community.

**James (1997)** concluded that students were not given opportunity for conversion in Sanskrit inside or outside the classroom.

**Achary (1997)** concluded that the majority of the students feel partial difficulty in listening to Sanskrit teaching when teachers teach Sanskrit in Sanskrit itself.

**Remani (1987)** revealed that maximum percentage of incidence of errors was observed with respect to translation and the minimum number of errors was seen in the case of imperatives.
Sarasamma (1984) concluded that there was no significant difference between the students of government and private schools.

Jain (1984) indicated that lack of practice in pronunciation in the class, absence of homework and inadequate home-support also resulted in poor performance.

Ammal (1982) concluded that fewer mistakes were made in vowels of sounds and two letter words.

Studies Related to Academic Achievement

After critical evaluation of related studies related to academic achievement, the investigator has made the following conclusions.

Surekha (2008) revealed that there was a significant difference between academic achievement with respect to gender.

Kalaimathi (2008) concluded that there was a significant difference between academic achievement with respect to fathers’ occupation, family type and management schools.

Usha (2007) predicted that no significant difference was noticed between emotional adjustment of boys and girls, while urban pupils were found superior to rural pupils in their emotional adjustment, family acceptance and achievement.

Dange and Praveen (2007) concluded that academic achievement of students of aided schools was more than un-aided schools students.
Manoranjan Panda (2005) revealed that there was no relationship difference between academic achievement and intelligence in different categories of schools.

Rajasekar (2005) concluded that higher secondary students achievement is on the whole average, while girl students and urban students achieve better than boy students and rural students respectively.

Krishna Prasad (2003) concluded that there is a positive significant correlation between examination anxiety and social anxiety, general anxiety and academic achievement.

Rema Devi (2000) concluded that there is a positive correlation between intelligence and achievement and negative correlation between anxiety and achievement.

2.4. Research Gap

From the studies reviewed by the investigator, the following gaps have been identified. The present study differs from the rest of the studies in several ways. First of all there was no study undertaken so far which had the variables of learning difficulties, medium of instruction and academic achievement. Therefore, the present study is the first of its kind in this regard.

Secondly, with regard to the learning difficulties, there were many studies on prospective teachers, high school students, adolescence, secondary school students, Graduate and Under Graduate students, higher secondary
school students, mental retardation students, under achievers and relating them with many variables like achievement, area of health, family morals and religion, socio-economic status, parental attitude. But learning difficulty are creatively combined with two variables namely medium of instruction and academic achievement and on this ground it stands different from the rest of the studies conducted earlier.

Thirdly, there were only few studies made on the variable learning difficulties in India. In this respect, this study is something new and different.

Fourthly, no study has linked medium of instruction and academic achievement with learning difficulties and so in this regard, it stands unique.

The present study differs from the above studies in many ways. There has been no study, which has combined the three variables of learning difficulties, medium of instruction and academic achievement. Especially there has been no study which has focused exclusively on Graduate and Post Graduate Tamil medium students. Therefore, the present study is probably the first of its kind in this region. Hence it is relevant for the investigator to study the influence of the learning difficulties faced by Tamil medium students through English medium at college level and their academic achievement.

Finally the study was different from other studies through its first variable learning difficulties. Many studies were conducted on learning
difficulties, yet this study was different from others by its dimensions like anthropological, psychological, technological, sociological, learning difficulties related to listening, linguistic, cultural, locality related, economical and environmental difficulties. Therefore the study is different from other studies in relation to three main variables in a matchless way. No study has a combined focused as attempted in this study. Therefore the present study is new and it is different from others in terms of population and sample. Hence it is relevant for the investigator to study the learning difficulties faced by Tamil medium students through English medium at college level and their academic achievement.