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CHAPTER II

REVIEW OF RELATED LITERATURE

INTRODUCTION

The review of related researches promotes a greater understanding of the problem and its crucial aspects and ensures the advance of unnecessary duplication. It also provides comparative data on the basis of which one can evaluate and interpret the significance of the findings. In addition it contributes to the scholarship of investigator.

Research project should be based on all the relevant thinking and research that has proceed it when completed it becomes part of accumulated knowledge in the field and so contributes to the thinking and research that follows for any specific project to occupy this place in the development of a discipline the researcher must be thoroughly familiar with both theory and research (Fox D J 1969 p 11)

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

J.W. Best (1986) believes that a summary of the writing of recognized authorities and of previous research provided evidence that researcher is familiar with what is already known and what is still unknown and untested.

Once the problem is formulated an extensive literature survey connected with the problem is an important step which helps the researcher in her study. The investigator must be well acquainted with up to date information about what has been thought and done in the particular area from which she intends to take up a problem for research. It not only provides conceptual frame, procedures, sources of data and statistical techniques appropriate for the completed research but also suggests methods, procedures, sources of data and statistical techniques appropriate for the solution of the
problem. It also enables the researcher to avoid the task of duplicating and helps her in the formation for basic theories, assumptions and deciding hypothesis.

For keeping view of review the related studies the researcher has gone through the following volumes of educational research.

1. Third survey of Research in Education M.B. Buch, publication Department NCERT Ltd Link House Vol. II 1986

2. Fourth survey of research in Education M. B. Buch, Publication Department National Council of Educational Research and Training Ltd


Bedsides the researcher has also gone through related books, Periodicals, Research, Bulletin, published by M.S Council of Education, Encyclopedias dissertations, and University News published by Association Indian Universities

The present study is concerned with classroom interaction in teaching English and hence the investigator had reviewed the related studies in this area. The review is done of several studies classified in six categories. They are as below:-

1. Classroom Interaction Activities

2. Teaching skills, programmes, devices and techniques.

3. Use of other languages


5. Students Achievemen

The present study is devoted to classroom interaction hence.
2.1 CLASSIFICATION OF RESEARCH STUDIES

The ultimate criterion for findings of a teacher, a teaching institution, a teacher education programmer or even entire establishment engaged in imparting education was the improvement in the education of millions of learners.

A teacher can be judged by his / her personality, discourse level, subject competency and professional skill. A teacher’s performance can be judged by the programme, micro teaching and practice teaching skills, teaching methods, techniques and devices. The learning outcome can be judged by achievement and development of cognitive, affective, psychomotor domains and acquisition of various communication skills of students.

Lack of teacher competency in discourse level in relevant subject, while teaching a language, lack of teacher training, teaching skills, proper methods, techniques will affect the acquisition and achievement of the learners.

2.2.1 RESEARCHES RELATED TO CLASSROOM INTERACTIONS ACTIVITIES

Researches done directly on communication components are not available therefore; the reviews discussed in this section are on the components which can lead to verbalism

Romiett, S. (1912) recorded talk of the teachers and found 64% class time was taken up with teachers talk. Most significantly about 80% of the classroom talk was devoted to asking, answering or reading to question. The questions answer method generated nervous tension in the classroom communication model for question / answer. Teachers ask about 90% of questions and pupil 10%

Singh, H.N and Shrivastava, I.S (1960) investigated common errors in written English and inferences were;
Commitment of errors concerning speech, number and spelling were the highest.

1. Frequent errors were of spelling, tense and numbers.
2. Omission and replacement of words were also found frequently.
3. Wrong use of preposition, irregular verbs, punctuation marks were also found.

**Patrikar, M.S.** (1966) analyzed the errors in written English and found:
1. Students’ knowledge in English vocabulary, morphology and syntax were incorrect.
2. Use of wrong items, omission, wrong substitution lack of knowledge and control over the structure of language, inference of mother tongue and lack of fundamental grounding for receptivity of students from psychological and environment points of view were the major causes of deficient achievements.
3. Even after the completion of secondary education the objectives of teaching English were hardly achieved.
4. Proficiency in a language could be attained only through constant practice and this, our schools and colleges had failed to provide.

**Indrapukar, C.D.** (1968): made a linguistic study in the errors in English. And inferences were:
1. Lexical errors were not common.
2. Errors of verbal inflection were very frequent.
3. Errors of pronouns, verbal phrase structure, prepositional phrases were found frequently.

**Barnes, D.R.** (1969) showed that, real barriers to learning can be created by the teacher’s reliance on the specialist language of his or her subject or simply by use of vocabulary and way of talking peculiar to secondary education.

**Dave, R.H. and Shah, S.N.** (1973): studied errors in English to locate common errors. The interferences were:

Errors in grammatical structures were predominately pronounced in the pupils, spelling mistakes, lexical errors were followed by mistake of usage and idioms.
Sinclair, J.M. and Colthard, R.M. (1975): reported that educational analysis of classroom talk involves the employment of future analysis to the functional patterns identified by applying this category system. In this way, social analysis, the social influences, the communication roles of participants, of the logic of classroom talk and of other aspects of teaching and learning may be built on the base provided by the function analysis of the talk.

Deenamma, K.V. (1979) found verbal barriers in classroom communication namely 1) Pronunciation, 2) Ambiguity, 3) Confusion. She found that presenting the idea by relating things in everyday life was the most effective in terms of efficiency and feasibility.

Mehan, (1979) demonstrated how the initiation reply-evaluation sequence is an important feature of classrooms and how this sequence is created and later manifested itself. Non verbal message play an important role in creating this structure but the precise nature of their involvement requires further delineation.

Sharma, O.P. (1982) found that there was no significant difference in getting the written work corrected by individual correction method or group correction method.

Nanda kamala (1982) - An investigation into the causes of poor attainment in eng comprehension of the students of class VIII in Cuttack city and their remedial measures, Ph.D. Education. Sambalpur University.

Objectives:

1. To detect causes of poor attainment in eng in the HSC examination

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 better teaching and learning processes.
Findings –

1) Significant causes thwarting comprehension of pupils included lack of knowledge in structural usage and vocabulary items taught in the previous classes, 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 complex sentences, unusual word order and grammatical usages.

2) Difficulties which hinder effective teaching of comprehension included, lack of teaching aids library reading facilities and initiative on the part of teachers’ unsuitable textbooks, poor salary structures, overburdened timetable and lack of preparation of lessons due to shortage of time.

3) Significant causes identified by pupils included lack of semantic Knowledge expression Knowledge of word usage. Phrases, careless and hurried reading.


Objective:-

1. To find out how the background factors of intelligence, socio – economic status, level of aspiration, and personality traits affected reading comprehension of English Passages in class XI students.

2. To find out sex differences in reading comprehension.

Findings –

1. There was no difference in comprehension scores for the two sexes.

2. Socio- economic status affected the comprehension scores only in the case of girls, the upper class girls scoring higher than the lower class groups.

3. Both in the case of boys and girls, the maximum contribution to comprehension scores was that of intelligence.
Soumini, P (1984) - A Course design based on Communicative Approach for English language teaching in Regional Medium High school Ph.D. Education.

Objective –

1. To design a course based on communicative approach for the teaching of English for regional medium class IX and XI students using science as content.

2. To prepare a sample materials as per the course design to try out the prepared materials to find out their workability in classroom situation

3. To evaluate the materials in terms of the performance of student in Rhetorical acts in biology.

Findings

1. In case of science the pretest / posttest gain scores of the experimental group demonstrated a significant improvement due to communicative approach. Similar from pretest to posttest 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 students found that figures, illustrations, charts and exercises given in the instructional material were interesting and satisfactory.

3. Most of the English teachers considered that they had to be more active in the classrooms and most of the students also sought guidance from them.

The teachers felt that this type of course developed vocabulary, structures, science concepts as well as the language skills. Teachers felt that they need special training to teach English through the Communicative Approach. They believed that such a course was difficult to be introduced in their schools

Karande, A. A. (1984) studied spoken English of five different professionals and found Marathi speakers differ from native speakers not because of defective sound system, but because of other features, such as
super segmental features like stress, prominence closure and hold, release, aspiration, weak form and pause.

The inferences were:

1) Marathi speakers were found, not so particular in making a syllable prominent and those who do it do so haphazardly, without being aware of its appropriateness. Voluntary pitch change disturbs the whole intonation pattern and the concept of the nuclear or tone is lost.

2) In Marathi, all the syllables were allured with equal emphasis and the same manner was carried over to English speech.

3) Some speakers have such rigid manner of making pitch change, that either the first syllable in the second or third word or the first in the ultimate word is stressed irrespective of length of a sentence. A majority of them make all the syllables, equally prominent so the problem of prominence does not rise.

4) The process of articulating plosives differ from that of the R.P. manner. To make the plosives sound, plosives closure and hold must be defectless. Sufficient deviation and essential compression must take place to make the hold fell. The hold was so short and abrupt, that the moving organ rising and touching the state speech organ, gave impression of a tap or a flap like sound.

5) As the aspirations were not recorded visibility in writing, were neglected.

6) The important reason for the lack of aspiration was the difference between the phonology of English and that of Marathi. In English/p/ and aspirated /pʰ/ were one and the same phonemes though they were pronounced in different manner. But in Marathi /p/ /pʰ/ were two different phonemes.

7) Most of the Marathi speakers were found to take a pause at the end of the sentence. Some speakers paused when they fell the listeners were not listening. Majority of the speakers look pause whenever they wished to take a pause without following any rules.

The main aim of the research was to study the position of English in India and the problems of its teaching/learning in the schools and colleges of Bihar.

**Findings** –

1. During the past three decades there had been a gradual lowering of the standards of English due to various reasons like social, political problem of teaching English.

2. Efficient teaching of English was lacking. There was a shortage of trained and qualified teachers. Traditional methods and conservative bases of teaching were incommensurate with language needs of learners.

3. Misconceptions regarding eng. lang. teaching, faculty teaching methods, unpalatable textbooks and their mishandling etc. were the main problems at middle and high schools.

4. In training college the programme appeared to be theoretical only. Even trained teachers remained ignorant about the effectiveness and limitations of teaching aids.

5. Students faced difficulty in picking up correct pronunciation of English. Sounds of already acquired languages mainly interfered with their pronunciation of English.

**Mohammed T. K.** (1986) undertook a diagnostic study of errors in written English and found:

i) The total errors were found in 17 grammatical areas.

ii) He found that there existed negative correlation between errors and achievement in English, errors and intelligence, errors and soci-economic status, errors and domestic features for learning English.

Objectives –

1. To examine the objective of teaching English in a historical perspective.
2. To analyze the curriculum in view of the objectives of teaching English.
3. To survey the human and material resources available for teaching English and their utilization in the classroom.
4. To survey the methods of teaching and evaluation.
5. To survey the difficulties encountered by teachers in teaching English.

Findings –

1. With the reference to the curriculum it was noted that the course of Studies are prepared keeping in view the objectives of teaching English.
2. With regard to classroom teaching, it was found that over 70% teachers still used lecture and translation methods. However group work discussions were used in a few cases.
3. Teachers teaching English were found overburdened by teaching extra clerical duties, co-curricular activities etc. overcrowded classrooms also added to their burden.

   Joice, C (1988) studied written English; proficiency in English was related to all the factors in learning habits like reading habits, writing practice and use of English outside the format of education setting.

   Praksh, P. (1988) studied the development of reading proficiency and found metalinguistic awareness and cognitive processing helped the students at lexical and syntactic level.

   Buntawala, Ayesha G. (1989) - Exploring the relationship between classroom interaction and uptake in EEL (Eng. as a foreign Lang.)

   Teaching classes in order to provide better learning opportunities. Ph.D. Education Shreemati N.D.T. women’s University.
Objective –

To investigate the process whereby learning opportunities are created.

1. To investigate how uptake relates to the interactive nature of learning opportunities.

2. To find out whether uptake of individual learners differs and whether the characteristics of classroom interaction and the nature of learning opportunities can themselves predict uptake and

3. To investigate learners’ perceptions of the relative value of different learning opportunity types.

Findings -

1) Adequate treatment generally facilitated uptake while inadequate treatment correlated with poor uptake.

2) Words that were inherently easy to spell and had easy equivalents in English and/or in the mother tongue of the learner were more easily uptake and vice versa.

3) Lexical items that had not been satisfactorily treated were less easily retained over time even if these had been up taken by a large group of learners.

Day S. (1991) found urban students had better English proficiency. He found mother tongue was not barrier in acquisition of English proficiency. Student with higher proficiency in vocabulary, spelling stylistic information, derivational structure, applied grammar and contracted meaning were superior in proficiency in English.

Pradhan, U.D. (1991) recorded that, major objectives of teaching English were not fulfilled at 2 levels. There was an incredible gap between adjectives, text books, teaching and evaluation procedure. Students from vernacular medium were very shy to converse

Inghale, G. D. (1992) studied Indian Production of some common English word, the inferences were

1. A long /es/ was used in place of RP / I /

2. The central vowel was used in place and R.P.
3. A weak vowel was inserted in to the consonant cluster.
4. /r/ was sounded in most of the occasions
5. /b/ was sounded in some occasion.
6. /bh/ was used in place /w/.
7. Retroflex /t/ was used in place of /t/.
8. Retroflex /d/ was used in place of /d/.
9. /dz/ was used was used was place of RP /dz/
10. /dz/ was used in place of RP /z/
11. /k/ /s/ was replaced by /g/ /z/

Patil, T. M (1994): Studied student teachers non-verbal behaviours during overt verbalization and their relation to teaching performance and inferences drawn were:

While performing skills like demonstration, questioning, narration and Black board (B.B) work, student teachers performed four main types of non-verbal behaviours, (1) facial movement (2) body movement (3) movement of legs (4) movement of hands some of non-verbal behaviour showed student teachers mental state and they were unwanted.

By reducing their twenty-two non verbal behaviour the teaching performance improved.

Karande, A. A. (1994) studied the acoustic features of educated Indian English and found that, stress had a major role in distinguishing educated Indian English speech from other varieties. Multi syllabic words caused trouble to the Indian English (IE) speakers. Tertiary stress was not detected anywhere in the speech of IE speakers. Most of IE Speakers used the right grammatical category of words in the right place by shifting the stress whenever it was necessary.

Powar, V.V. (1994) studied common errors in composition writing and found that:
1. Pupils from rural areas committed more mistakes, then the pupils from urban area.
2. 100% pupils made mistakes in construction of sentence.
3. 76% students made mistakes in writing tense

Kulkarni, K.V. (1995): studied some weak form in Indian speakers and found:

1) The educated Indian speakers of English were not aware of accented speech.
2) Educated Indian class like T.V. news readers, lecturers, speakers were not aware of the strong and weak forms.
3) They used weak forms in place of strong form.
4) ‘A’ was generally used as/e/an~ near strong form/ei/.
5) ‘And’ generally pronounced as/n:/ /:nd/.
6) ‘Are’ was pronounced/a:r/

Kadam, Y. S. (1999) studied common errors in oral expression of English teacher and various the inferences were drawn:

1) 43% of teacher trainees committed errors in verbs.
2) 32% of teacher trainees committed errors in verbs.
3) 70% in tense 14% in adjectives, 37% in nouns 18% in auxiliaries, 49 % in preposition 14% in phrases, 16% in clauses, 20% in organization of ideas, 12% in transformation of sentences, 38% in syntax, 62% in questioning, 59% in word order, 29% in expressing thought 48% in pronunciation.

Brigadier (Retd.) Mahindra singh, Dhaka (May, 2008) English Language and Communication skills University News 46 (18)

Summary :-

Last nine years of interaction with the young members of faculty of several professional instate has revealed that their prowess as – Communication skills in English medium is rather poor.

Such training must be uniform and should include all the four elements – reading, writing speaking and listening of English language.

It is at present -
1) Formulation of uniform syllabi.
2) To train and excellent crop of teachers, proficient in all the components of English language.
3) To implement the uniform syllabi parameters and the methodology of teaching and learning.
   Oral test in reading speaking and listening are inescapable and must be included as seminar, workshops, debates, group discussion and laboratory based test.

**Conclusion:**

The studies realized that there is a need to put a extra efforts towards learning the English language

**Pushpa Lata - (Feb. 23. Mar. 01.2009) public speaking courses for university students University News vol. 47, No. 08.**

**Summary**

Pushpa lata writes that the words validate our values and define life for us as we wish, feel and express it to be. In fact communication and especially public speaking is one of the most widely held phobias out in this world?

To bring out a solution to this problem well in time it can be advocated that a course named effective public speaking may be offered to the students at the university level as done by Birla Institute of Technology and science. Almost every one of us will be involved in public speaking in some form at some point so we need to be prepared to do a good job when that time comes.

Being an effective public speaker gives you the tools to make a difference in your business in your community even in the world.

A successful corporate captain requires Information skills Decision Making skills and communication skills apart from ability for time Management, stress management and project management.
Mr. Prasad writes that one of the modern India’s strengths has been its over expanding higher education. It means the aspirations as the large masses of people located in non-metro polices and nook and comes of the country.

Mr. Prasad further tells that the quality as teaching and learning at tertiary level is obviously weakening by the day.

The self defeating situation prevailed in the classrooms perhaps can be remedied at least to a partial extent. The teaching and learning process is faced with a threatening development teaching a learning turning into a mechanical activity.

Teaching and learning as a communication act.

1. As an act in the first place is deliberate and communication become purposeful.

2. It is not just passing information mechanically.
   In any communication act it is always an exchange as idea teachings, information and knowledge in a 2 way manner.

3. The role of speaker is a sender of a message in communication act. Supply accurate and relevant information (matter) supplementary to the above two with clarity of voice expression and appropriate body language.

4. The role of listener is of a receiver of a message in a communication Act.

Conclusion

As communication is not one way, so is teaching and learning, this is doubly true in case of tertiary level education.
2.1.1.1 CONCLUSION PERTAINING TO CLASSROOM INTERACTIONS

The following conclusions were drawn from the above references.

1) Marathi speakers uttered all syllables in equal stress.
2) The educated Indian speakers of English were not aware of accented speech in connected speech.
3) Teacher’s overt non verbal behaviour influence their teaching performance.
4) Proficiency in English was related to the learning habits of the learner.
5) Verbal barriers in classroom communication were ambiguity and confusion.

2.1.2 RESEARCHES RELATED TO TEACHING SKILLS, PROGRAMMES, DEVICES AND TECHNIQUES

A teacher can make healthy communication by mastering teaching devices, technique and skills. This section discusses the reviews related to teaching skills, programmes, devices and techniques.

Mc Donald, J.F. (1972) said, teaching behaviour as an aspect of human behaviour has not been studied in systematic, sequential and integrated fashion. Teaching was a complex activity which involved teaching skills.

Mc Donald F.J. (1973) wrote, many users of micro teaching, did not see relevance of behaviour modification procedure and that, the most undesirable consequence of the promotion of microteaching was that the role of behaviour modification was obscured.

Brown, G.A. (1975) suggested that, microteaching did not affect classroom performance, or equally providing the simple indication these participants who can demonstrate skilled performance in microteaching can also do so in a classroom setting. He defined teaching skills as a set of related teaching acts or behaviors performed with the intension to facilitate proper learning.
Lalitha, M.S. (1977) studied the teaching skills necessary for classroom teaching. She found a notable change in the behaviour of the student teachers after training.

Ausabell, D.P. (1978) studied the cognitive approach to educational psychology; he found that, students developed a cognitive structure about certain concept. To add new knowledge, or new theory to their previous knowledge certain examples with their specimen needed to be presented.

Curran, J.P. (1979) identified there basic dimension of teaching skills, namely (a) non-verbal behaviour, (b) content of speech (c) reciprocity in communication. Similarly certain teaching skills like B.B. work, use of aids, had more elements common to psychomotor skills. Therefore, they greatly differed from the other teaching skills. In the view of this is paradigm for research on teaching skills learning is to be evolved the available paradigm and concept from those sets of skills should be reviewed first.

Passi, B.K. and Sharma, S.K. (1982) identified the teaching competencies of language teachers as giving assignment, loud reading, questioning, introducing lesson, managing classroom, secondary loud reading, using black board, reinforcement, audibility, presenting, presenting verbal mode, shifting sensory channel.

Banatwala, A. G. (1989) studied the classroom interaction and uptake of English. She found that, lexical item had not been treated properly and words with common mother tongue meaning have greater intake.

Pandhya, V. Y. (1988) studied the effect of the presentation of easy and difficult listening material at five different rates on listening comprehension and the inferences viz.

1) Speed or rate of representation was an effective variable for listening comprehension.

2) Difficult level of listening material was valuable for listening comprehension; easy listening material was better comprehended than difficult listening material.
3) Sex of the student was an effective variable for listening comprehension.

4) Difficult listening material was comprehended more by girls than by girls than by boys.

5) Girls were better listeners, than the boys.

Jayshree S. (1989) studied the difficulties in teaching and learning English and found, children’s improper listening nature, or in attentiveness in the class lead to their poor understanding the concepts, and vocabulary, participation of students was poor.

Ram, S. K. (1989) surveyed the methods and techniques in class VI and found teachers usually had no clear objectives in mind while teaching. Teachers were unaware of structural and situational approach. Mother tongue was used quite often in the classroom.

Salvi, R. C. (1990) used CAM to teach English and found it effective to improve inductive reasoning.

Kulkarni, P.S. (1991) studied the use of drama in improving the teaching – learning process. He found learning to have been pleasant and developmental.

Paramgura, T. P. (1991) studied the development of concept of the noun and found there was significant difference in scores on concept development task among children belonging to urban and rural areas and in the scores of boys and girls.

Powar, P. S. (1991) studied the theory driven and naturalistic teaching skills required for models of teaching and found that nine models of teaching required twelve naturalistic skills and thirty five theory drawn skills. The researcher identified 35 teacher behaviors in relation with pedagogical function.

Pujari, S.Y. (1992) studied the effective method of guidance and found that the teacher educator gave 13.7% attention to student teacher’s content mastery. The objectives of the lesson, reinforcement, statement of aim
and questioning was given 58% of importance. The study found there was no conformity in the method of giving guidance. The communication between student teacher and teacher educator was minimum and the time given to guidance programme was also not sufficient. Achievement of the students' response of the students was not focused in the guidance programme teacher-education was found to ignore components like B.B. work, previous knowledge, teaching aids etc.

**Marje B.P. (2003)** tried to develop programme for communicative competence in English among Marathi medium school in his study entitled developing communicative competence in English Among Marathi medium students at higher secondary stage.

The objectives of his study were as follows,

1. To find out the students strength and weaknesses in the particular competence skill.
2. To develop communicative competence in summarizing
3. To develop communicative competence in note making
4. To develop communicative competence in responding to advertisements.
5. To develop communicative competence in drafting and in interpreting telegraphic message.
6. To know the efficacy of devices, techniques, communicative approach and instructional materials in relation to students performance in communicative competence in written English.
7. To know the retention of the developed communicative competence.

The conclusions of the study were.

1. The comprehensive package of the devices used to develop competence in summarizing was quite effective.
2. Displaying short informative passages using transparencies enabled the students to identify the theme of the package.

3. Group work motivated the learners to think. It also enabled them to interact and classify the ideas and organics under main and subsidiary heads.

4. Sentence cards developed the learner’s ability to identify key words from the passage.

5. Drilling proved most effective for the learners in guessing key words.

6. Group work helped the leaves to distinguish between topic sentences and subtopics from the passage.

7. Various pictures based on the content stimulated that interest in learning to communicate and caused concreteness that affected the performance of the learners in developing competence in clarity of thought.

8. Implementation of print media and the tasks based on then created interest and focused learner’s attention on the main then of the passage.

9. Charts enable the learners to summarize information. If led to clarify the thoughts and brevity of expression

10. Demonstration in generate and extending ideas helped the learners to express themselves in brief.

S.P.Malhotra (November 17-23, 2008) Role of Teacher Educators in Improving Teacher Quality. (University News 46 (46)

The teacher educators have much to contribute to the development of quality amongst the teacher.

Teacher educators should envision function other than teaching by making teacher education degree / diploma broad based with specialization
will have to be added since the future teaching will not be limited to classroom teaching along.

The whole nature and process of teacher education will have to be worked out differently. Existing teacher education programme is divided into different academic papers are principles of education and Educational psychology is indicated in the programme.

**Ajay Kr. Gupta., C. K. Ghosh** (Oct., 2008.) literacy, elementary education and teacher’s training in the state of Madhya Pradesh by effective use of ICT. [*University News, 46 (40)*]

**Summary :**

The writers say about Universal access, universal retention and Universal achievement i.e. making education accessible to children making sure that they continue education and finally achieve the desired goals.

ICT has the capability to prepare a learner for a rapidly changing world scenario. The may use ICT as a tool to find, explore, analyze, exchange and present information as per their need.

The key features of ICT are as below.

- Increasing access through the distance mode.
- Providing a knowledge network to the learners.
- Enhancing literacy.
- Developing quality e – contents.
- Providing contents on demand.
- Virtual classrooms.

**Evaluation:** Use of ICT for the purpose of education dissemination, particularly in the in the rural and remote areas of our country is a phenomenon of not more than last five years.
Hitesh D. Raviya (2008) - Teachers and their roles University News

Summary

The writer writes that it is the duly of the teachers to observe, evaluate and accredit performance on the basis of the learning that might have taken place so as to create a profession. But it is not possible to measure in the normal conditions.

It is said that teacher must have the ability of to educate the learners in the following three processes.

1. To behave in ways which enable them to profit from the academic setting and content?

2. The content of the curriculum in a meaningful form.

3. Help the learners to transfer what is learnt in the classroom to other situations.

Teachers have a management role to perform and to motivate the learner.

- To play the role of controller

- Role of problem solver

- Role of assessor or on evaluator

- Role of organizer

- Role of prompter

- Role of a major resource.

Nikme S. C. Momin (June 2009) expectations and responsibilities of teachers the role of teaching competency and personal values. (Vol. 47, No. 22)
Summary

The writer tells that teacher education is responsible for equipping the future teachers with willingness to perform, commitment to dedicate accountability to shoulder and competency to teach.

Teacher education programmes aims at developing various types of teaching competencies in teachers Encyclopedia of teaching and Teacher Education, classified teaching competencies into six classes. They are as follows.

- Cognitive based teaching competencies.
- Performance based teaching competencies.
- Consequence based teaching competencies.
- Exploratory competencies.
- Managerial teaching competencies.
- Affective teaching competencies.

Besides this NCTE has identified interrelated teaching competencies as contextual competencies, conceptual competencies, other educational activities, to develop teaching, Evaluation management competencies, working with parents, working with community and other agencies.

Thus role and responsibility can be carried out effectively by the teachers when they are capable of developing their own values oriented towards human development and welfare.

2.1.2.1. CONCLUSION PERTAINING TO TEACHING SKILLS PROGRAMMES DEVICES AND TECHNIQUES

To make classroom teaching more effective, the following inferences can be drawn.
1) The communication between teacher and student was minimum and the time given to guidance and teaching program was also not sufficient.

2) Skills the explanation, stimulus variation and reinforcement are given more importance. Skills like questioning, introduction and blackboard work have been neglected.

3) Teachers were unaware of structural and situational approach.

It was necessary to study the effectiveness of teaching program in order to facilitate the classroom communication.

2.1.3 RESEARCHES RELATED TO USE OF OTHER LANGUAGES

Use of other language, while teaching second language, is a controversial subject. This section discusses researches have been done in the fields of bilingualism and problems of teaching English in India.

Cohen A.D. (1925) said the translation techniques make it possible for all students in a heterogeneously grouped class to have excess to the materials being taught. However, it can negatively affect the second language learning.

Kacharu, B.B. (1965) studied Indianness in Indian English and found “a distinct non-native variety emerged as result of the effect of the culture of a particular country on a foreign language and the he defined it as language acculturation. He found the linguistic characteristics of Indian English being transparent in all important aspects like phonology, syntax, lexis, and semantics due to the influence of one’s mother tongue and transfer into second language (Weinreich 1963). English was used in Indian in socio-cultural contact which differs to a great context from that of American and Australia.

The interference of mother tongue becomes more complex because of the large number of languages used as mother tongue. The variations were explained on the three parameters; (1) region, (2) ethnic group and (3) proficiency. He maintained three such regional varieties as 1) Guajarati English (Harry 1962), 2) Marathi English (Kelkar 1957), 3)Tamil English (Gopalkrishna 1960)

Jacobvits, L. (1970, 1990) maintained that, the teaching and learning of a foreign language exhibited two distinctly different processes. An efficient language teaching need not necessarily result in efficient language learning:
also efficient language-learning need not and did not always depend upon the language-teaching alone. A teacher feels that, everything we teach in the foreign-language class was not learn by every learner completely, so also everything the learners learn was not thought.

Lado R. (1977) conducted that when the native language facility involves language unit or patterns similar to the new ones to be learned, there will be either facilitation or interference in learning depending on the degree of functional similarity. If the expression, content and association are functionally the same, in nature and the new language, there is maximum facilitation. Actually, no learning takes place since the student already knows the unit or pattern and merely transfers it. If the unit or pattern is not the same and will not function as the same in the new language without structural retraining, there will be interference with the new language both because new forms have to be learned as facilities because the field that which elicited the old, thus activating the native language facility and distorting the new one.

Sahanwal, V.K (1978) Studied comparative effectiveness of programmed auto tearing, other methods of teaching English as a second language in relation to L₁ and L₂ (Mother tongue) achievement and found the bilingual method and programmed auto learning based on the bilingual method were more effective instructional strategies for teaching English as a second language for Hindi speaking learner studying in mother tongue medium class.

1) Learner achievement in L₁ and L₂ language proficiency correlated with subsequent L₁ learning.

2) Achievement in L₁ and L₂ was independent and correlated with subsequent L₁ learning. Achievement in L₁ and L₂ contributed directly as well differentially to subsequent L₂ achievement. Achievement in L₁ made relatively greater contradiction to subsequent L₁ learning.

Pillai, V. A. (1979) studied the basic structures in English and corresponding structures in Malayalam and found:

1) The structural method was used to teach English grammar.

2) There were many syntactical features in English structures that were closely similar to Malayalam structures.
3) The structures could be subjected to contest the analysis.
4) The structures in the order of difficult were the use of preposition, in the positive and negative.

Parashar, S. V. (1979) studied the functions and forms of Indian English and found that, English was found to be dominant only in working and educated domain. The central grammatical system was rarely violated. Major difference between Indian and native varieties of English were observed in the areas of style and lexis. Most of them found, Indian variety of English was suitable for Indian situation.

Kudechekar, S. (1981) found, students taught by traditional methods failed to acquire mastery over a language as a system. The courses in college level should aim at communication competence. The tape recorder should be used. The course material should be of natural dialogues.

Balasubramaniam, T. (1981) studied the phonological differences between R.P. and G I E and found the two systems differed phonologically. It differs on some suprasegmental features also. One has to learn the suprasegmental features of native speaker. Since there are several languages spoken in India, they cannot be something called Indian English in the same sense as French English and German English. There are several varieties of English spoken in India.

Gaikwad M. A. (1981) did a comparative study of the efficacy of the direct method and the bilingual method of teaching English and found:
1) The bilingual method was found superior to direct method in developing skill and a auditory comprehension.
2) No action and gestures were necessary for lecturing through bilingual method.
3) Presentation required more time.
4) Oral expression, written expression, structure comprehension, vocabulary comprehension was neglected in direct method.

The ethnic varieties have yet to be studied in serious sense.

Joshi A. N. (1983) studied factors influencing English language abilities. The growth status of language ability was a function of structural factors
operating within (intelligences) and outside (socio economic status, locality and type of school the individual)

Littlewood W. (1984) says, our methods and techniques have often failed to produce efficient learning, however sound they may have appeared in theory.

Kalekar, P. B. (1986) studied 12 models used in Indian English and native English and found Indian English differed very marginally in respect of one of the important areas of the structure of English namely modality and expression. Only in complex syntactic structure there was difficulty.

Thomas L (1988) studied the effect of bilingualism on the developed personality with a special reference to intelligence and found traits of bilinguals were different from monolinguals. The personality factors of bilingual boys and girls of average intelligence were significantly different from the personality factors of monolinguals boys and girls of average intelligence.

Ram, S.K. (1989) made a survey on methods and techniques of teaching English, in class VI and found that: 1) Teachers used the traditional techniques of teaching, though they had been trained to use new techniques and methods, the mother tongue was used too often. Grammar was not properly taught. Too much of importance was given to the text tools.

Teachers usually had no clear objectives in mind for teaching each class. Teachers seemed to concentrate on teaching list of vocabulary item. On treating the text tools as content based material and on getting the students to memorize set passages in the name of composition. The teachers rarely consulted teacher’s handbook.

Connor J. D. (1989) said that, the main problem of English pronunciation is to build a new set of boxes, corresponding to the sounds of English and to break down the arrangement of boxes, which the habits of our native language.

Pradhan, S.S. (1990) did comparative studies of the bilingual method of teaching English in Class X, and found that bilingual method was superior to
direct method in the amount of learning and retention. It utilized linguistic habits, of the children. The mother tongue concept was completely divorced after sometime.

Bhatnagar, Y.C. (1994) studied the factors affecting second language of the learner. He gave a E4 model of Environment, Exposure, Efficiency and Exegesis. This E4 model learns, about the learner, physiological factors, linguistic attitude, type of learner, method of learning, socio linguistic background infrastructure inputs etc.

Mathew, M. A. and Mohan, S. (1999) reported that, most of the learners, who learn English as foreign or second language, should try to differentiate the nearest sound in his mother tongue and the sound in English language. Learners who don’t have much good exposure to English language situation, are very much under grip of the influence of mother tongue. For example in Tamil Nadu some learners find it difficult to make a clear

2.1.3.1 CONCLUSION PERTAINING TO USE OF OTHER LANGUAGE

From the above studies the following inferences can be drawn.
1) The Indian variety of English was influenced by cultural, geographical and metalinguistic aspects of Indian language factors affect the second language.
2) The factor like psycho, social, cultural and lingual factors affect the second language learning.
3) Bilingual method of teaching English was superior to other methods while learning a second language.
4) The personality factors of bilingual boys and girls of average intelligence were significantly different from the personality factors of monolinguals boys and girls of average intelligence.

2.1.4 RESEARCHES RELATED TO USE OF UNCLEAR GRAPHICS, SYMBOLS, AIDS

No direct studies have been done in this area. But the reviews related to use of graphics, media, aids to make teaching effective, are reviewed in this section.
Bellack, A. L. (1996) created a more comprehensive recorder of classroom communication, by the use of audio tapes and video tapes, making transcripts of talk from them, and further analysed the specific language forms.

Shivnekar, L. M. (1980) studied the relation between graphical presentation and contextual condition while learning new concepts. He found that pictorial representation reduced the learning of new words.

Kaur, R. (1981) studied self instructional audio-cassettes in developing teaching skills among student teachers. The student teachers could effectively integrate the teaching skills acquired in simulated condition into their actual classroom teaching. The self instructional audio cassettes were effective for developing different teaching skills. Immediate pinpointed and self feedback through audio-cassettes was an effective way of improving the performance of student-teachers.

Kapur, R. (1981) studied the effectiveness of self instructional audio cassettes in developing teaching skills among student teachers and found, student teachers made continued progress and were competitive. All skills like probing, questioning, and explanation were developed by the experimental group.

Sastry, S.N. (1982) undertook a study on effectiveness of using educational toys in teaching science for primary students found effectiveness of the toys, while teaching science.

Sharma, N. (1990) studied the problems of blackboard writing and found the points to be written on a blackboard should not be too big or small. Those students who were sitting on the back benches could read the materials written on black board.

Singh, S. Arora, O. Trehvan, Manju (1990) studied teaching aids intensively. Prominent teaching aids were blackboard, charts, maps, globes, models and radio. These schools in Kerala made learning more interesting by maximum use of teaching aids while teaching.
Pillai, G.S. and Dhanasekharam, S. (1991) found:

1) Practical training given for teachers to use audio visual aids was not sufficient. Many of the schools did not use these aids.
2) The syntax of errors was spelling structure, substitution. Degrees of comparison, preposition, punctuation and combining sentences.
3) Students from highly developed and culturally advantaged families performed better on reading texts when compared to disadvantaged group.
4) The achievement showed a normal distribution in word, word meaning in content, synonyms etc.

Sharma R. C. (1991) found video instruction, followed by the teacher’s discussion, was found to be superior to other modes. The self experimentation under the guidance of the teachers was found to be the least effective of all modes.

Marie, B.P. (1996) studied the effect of media, on students learning English and found use of transparencies, pie chart, explaining incidents, flannel boards, flash cards, examples and maps developed the various skills of the students. Due to media the achievement of the students improved. Tape recorders, substitution table, playing proverbs, idioms were also important for the development of the students.

Sharma, V. (2000) studied the effect of multimedia package on learner’s achievement and found:

1) The flash card and transparencies helped in letter recall.
2) Use of tape recorder improved listening ability and comprehension.
3) Use of charts and pictures helped the students understand the meaning and comprehends.
4) Computer assisted instruction fed learners curiosity.
5) Multi package helped to develop scientific attitude of the learner.
6) Questioning, explaining, illustration with examples improved achievement of the student.
7) The traditional techniques also helped in improving achievement.
2.1.4.1 CONCLUSION PERTAINING TO UNCLEAR GRAPHICS AND SYMBOLS

From the above studies following inferences were drawn.

1) Practical training given to the teachers to use audio, visuals aid was not sufficient.
2) Questioning, exampleing, with illustration improved achievement of the student.
3) Flash cards, transparencies helped in letter recall. All skills like probing, questioning and explanation were developed by experimental group of student-teachers.

Media was an effective factor in classroom communication. A teacher should use symbols, graphics, tape recorder etc. for effective classroom teaching.

2.1.5 RESEARCHES RELATED TO STUDENT'S ACHIEVEMENT

Various researchers have worked to study the problem of student’s achievement in English languages. A few of them are included in this section.

Dave, P. N. and Dave, N. P. (1973) investigated the socioeconomic environment as related to the non-verbal intelligent of rank and failed students of class eight. They found that high percentage of rank students belonged to homes having high parental income occupation, and education as compared to that of failed students.

Choudharik V. P. (1975) investigated into the factors contributing to academic under achievement in adolescents. He found that bright students mostly came from families, where parents had more income, than those parents of dull students.

Ojha, K. P. (1979) studied the co relationship between SES and achievement of high school boys found that higher the SES the better the academic achievement.

Srinivasa, R. (1982) studied reading disability of school children and inferences were.

1) There was a high correlation between vocabulary and reading comprehension.
2) There was a correlation between total reading skills and language achievement.
3) Reading skills were dependant on visual discrimination, auditory discrimination, general health, socio-cultural background of students family.

**Ramkumar, V.** (1982) assessed the vocabulary attainment of standard VIII students and found,

1) Urban pupils had higher attainment of vocabulary.
2) The syntax of errors were spelling, structure, substitution, degrees of comparison, phrases, preposition, punctuation and combining sentences.
3) Students from highly developed and culturally advantaged families performed better or reading texts when compared to disadvantaged group.
4) The achievement showed a normal distribution in word, word meaning in content, synonyms etc.

**Mujawar, N. I.** (1986) investigated the factors responsible for under achievement in English at SSC examination and found:

1) 81% girls and 66% boys found difficulty in speaking.
2) Students were exposed to English only in classroom.
3) Lack of trained teachers, uninteresting context, illiterate parents, poverty, poor method of teaching, were some of the causes of under achievement.

**Subhrahmanyam, S.** (1987) studied achievement of student’s ability in reading and inferred.

1) Reading achievement was low in rural area.
2) Reading achievement increased due to many years of schooling.
3) Personal characteristics like age, intelligences, general health, vision, speech, reading habits, mother tongue, had positive influence on reading achievement.
4) Teachers qualification, time spend on teaching, teaching experience, have significant relation with students reading ability.
5) The caste and income of students also affected their reading ability.
6) Home environment played an important role in reading ability.
7) Difficulties in writing, lack of proper teaching aids, improper linguistic approach, information, pronunciation difficulty, were the reason for under achievement.

**Jayshree, S.** (1989) identified the difficulties in teaching and learning English as a second language, among high school students. The observation was:

1) The difficulties found by teacher were student’s improper listening nature and their in attentiveness in the class.
2) The teachers experienced great difficulty in making student understand English. Student’s responses were poor due to their poor vocabulary.

**Gaya, T. K.** (1988) found that, there were four levels of listening mood relaxation, escape, (getting one’s mind off), key to action, analytical and critical level. Listening was fundamental language skill as well as receptive communication skill. Training increased the attribute to listen.

**Aparaj, S. M.** (1990) studied the auditory attributes through language necessary in teaching English as second language. The inferences were.

1) Listing was discrete skills of auditory system. Hearing was poor, and audition was preceding skills of listening skills.
2) Short sentences and passages should be provided to improve listening skill.
3) Listening skill development depends on type of sound, pitch, and intonation of the speaker.
4) Listening skill should be developed through proper exercises.

**Alexandar, R.** (1992) studied related variables relating to English reading competency of high school pupils. The inferences were;

1) The sources on reading comprehension test varied highly.
2) The mean score on silent reading comprehension and word recognition were less than 50%.
3) The mean score on reading habits were just below 50%.
4) The mean spelling score was just about 50%.
5) Less than 10% student had access to books in English other than school texts.
6) Urban pupils secured significantly higher than rural pupils.
7) Pupils of private schools secured a higher mean score than those from government schools.
8) Pupils whose parents were educated had a higher mean than those illiterate.

**Pawar, V. V.** (1994) studied errors in composition writing with special reference to standard VII and found;

1) Pupils from rural areas committed more mistakes than from urban areas.
2) 100% pupils made mistakes in construction of sentences.
3) 76% pupils make mistakes in tense.
4) Student linked to write stories of animals, kings, plants etc.

**Pramela Krish (2001)** highlighted on Role play activity in her study A Role play Activity with distance Learners in an English Language classroom.

The objective of the study was to develop the learner’s communicative ability and to extend the activities in the form of role play, simulation and problem solving.

The conclusions of the study were as below-

1. At the beginning the learners had doubts and lacked confidence the activity was successful in achieving its aims.
2. Language teaching can be interesting challenge when teachers make the efforts to explore a variety of approaches
3. With same attention given to the needs of the learners, both teacher and learners can play active roles in the classroom, Language classes livelier, challenging and rewarding.

**Barbara B. Levin, Tracy C Rock (2002)**

Stated the effects of collaborative Activities in their article entitled. The effects of Collaborative action research on pre service and experienced teachers partners in professional development schools.
According to them to improve teaching and learning in schools is to improve in doing research in their own classroom. In this article they have focused on what occurred when five pairs of pre service teachers and their co-operating and evaluating action research projects to improve their practice during a semester internship experience in their professional developmental school.

Learning outcomes for experienced teachers said that action steps they undertook to promote students growth and success during their inquiry projects offered them new insights about students. They also expressed that as they focused attention on students they gained new insights into students perspectives, increased awareness, of students needs and motivations and gained knowledge of students progress, abilities and achievement.

**Maria A Kodichigovo (2002)**

Wrote about the six steps of Role Play in her article entitled Role of teaching in culture six quick steps for classroom implementation. She thought that language and culture are interrelated, language cannot be thought without culture but there are many ways of co teaching language and culture. One of them is role play. She intervened steps those were as below –

Step – 1) A Situation of role play.

2) Role Play design
3) Linguistic preparation
4) Factual Preparation
5) Assigning roles.
6) Follow Up

Step 1) Keeping in mind students need and interest teachers should select role plays that will give the on opportunity to practice.

2) Student’s level of language should be taken into consideration to design the situation.

3) Language must be within the range of the students.
4) The concrete information and clear role descriptions should be provided to students.

5) Instructor should play a role in front of a class.

6) Follow up means asking every student’s opinion about the role play and welcome their comments.

Thus it can be said that if it is introduced carefully the role play can be very effective for experiencing cultural awareness because it gives an opportunity to be emotionally involved in cross cultural learning and reflect upon cultural differences. The students learn to examine their perceptions and treat representatives of other cultures with empathy.

**Hement lata sharma Savita Sharma (2008)**

Wrote about an effect of co-operative learning on interpersonal relationship in their article entitled Effect of Co-operative learning on interpersonal relationships of elementary school. They believed in practicing face to face interactive learning so as to encourage creativity and faster critical thinking through group processing. Further they stated that it raises the learner’s level of curiosity and their spirit of questioning.

Thus use of cooperative learning approaches in the classroom help the teacher in achieving the overall goals of education because they incorporate intellectual, social and psychological aspects of education and develop interpersonal relationships among learners.

**Brigadier (Retd.) Mahindra Singh (2008)** in his article an English Language and Communication skills stated poor aspect of communication skills in the young members of faculty of several professionals. Further he stated the need of uniform training including four elements reading, writing, speaking and listening of English language for this training he has suggested few remedies to have uniformity and usefulness of the training program me. Those were as follows:-

1) Formulation of uniform syllabi.

2) To train an excellent crop of teachers, proficient in all the
components of English language.

3) To implement the uniform syllabi parameters and the methodology of teaching and learning.

4) Seminars, workshops, debates, group discussion for oral test in reading, speaking and listening.

In brief the importance of communication skill was discussed and told that an extra efforts must be put towards learning the English language but how to train the teachers or how there should be an unique syllabi was not mentioned.

Pashpalata (2009) in her article on public speaking courses has emphasized the importance and difficulties in communication and public speaking.

To bring out the solution to this problem well in time it can be advocated that a course named Effective public speaking may be offered to the students at the university level besides that the writer stated the need of involvement of every one of us in public speaking in some form at the same point we need to be prepared to do a good job at the time of it.

In brief the importance of difference in our business, in our community. The skill of effective public speaking is required along with the information skills, Decision making skill time management and stress management is must.

2.1.5.1 CONCLUSIONS PERTAINING TO STUDENTS ACHIEVEMENT

1) There were various obstacles in student’s acquisition in reading, writing and speaking skills of languages.

2) There were socio-economic environmental problems which affect students learning level.

3) The defective method of teaching also affects student’s second language learning.

4) Student family background has a great impact on the achievement of second language like listening skills, speaking skills, etc. Therefore,
they should be given maximum correct exposure in the classroom to improve second language learning.

No studies were available to find the relationship between teacher’s language competency, proper teaching methods and student’s acquisition in the particular subject. Therefore, this study has an important role to improve English teaching skills of teachers thereby elevate students’ achievement in teaching and learning of English as a second language.

2.2 GENERAL CONCLUSION

The following conclusion can be drawn from the above chapter.

1) There are many obstacles in the teaching and learning of English as a second language in Indian schools.

2) Major obstacles were due to difference into phonological, graphological, syntactical, and semantic difference in mother tongue and English of the students and teachers.

3) Students were found to face difficulties in learning English due to deficient teaching methods by teachers and lack of teaching competency in teaching English in Indian schools.

4) The educated English speakers are not proficient in using various aspects of English languages like pronunciation, stress, accent, intonation, and pause and relents weak and strong forms. That is why it becomes difficult for students to acquire these aspects of languages.

5) Use of non-verbal components in communication can reduce the verbalism of the speaker.

6) The geographical difference is found to affect student’s second language learning in India.

7) Language teaching can be done effectively with the help of proper graphics, teaching aids, pictures, media and artifacts.

Special care has been taken to overcome the above barriers faced in the teaching learning of English as a second language while preparing the ECSPackage.

**Conclusion:** The present chapter is devoted to a review of literature. The next chapter discusses the plan and procedure of the study.