CHAPTER – II

REVIEW OF RELATED LITERATURE

2.1  Introduction

Related studies help to provide a background for the research problem. The investigator should be familiar with what is already known and what is still unknown and untested. For the present study, the investigator collected information related to his work from various sources. He visited many university libraries in the state of Tamilnadu, CIEFL and ASRC libraries – Hyderabad, and British Council Library, Chennai. He has also collected online information through Internet.

2.2  Importance of Related Literature

The review of related literature is an important aspect of any research process, which helps the investigator in the following ways.

i) To provide ideas, explanations, or hypothesis valuable in formulating the problem.

ii) To avoid the risk of duplication of the same study or methods of research appropriate to the problems.

iii) To suggest appropriate methods of research to the problems.
iv) To locate comparative data useful in the interpretation of results.

v) To contribute to the general scholarship of the investigator.

In the present study, the related literature has been discussed into two sections, which are studies done in India and studies done abroad.

2.3 Studies done in India

In this section, the studies related with reading comprehension done in India are presented.

Agarwal, V.R. (1981), conducted a Study of Reading Ability in Relation to certain Cognitive and Non-cognitive Factors. The objectives of the study were to examine the role of some of the personal, cognitive and non-cognitive factors in reading ability. For this study, the investigator took a sample of 400 IX standard students (200 male and 200 female). Personal data blank, Krishna’s Battery of Reading Ability Tests, Jamuar’s Study Habits Inventory, Mohsin’s Bihar Test of General Intelligence, Nafde’s Non-verbal Test of Intelligence, Sinha and Krishna’s Revised Version of Comprehensive Test of Anxiety, Eysenck’s Personality Inventory, Bengalee’s Youth Adjustment Analyser and Worchel’s Self Activity Inventory were used.
In this study, the investigator employed two way analysis of variance for data analysis.

The findings of the study were,

1) Males and females differed significantly in reading ability, study habits, academic achievements, neuroticism, extraversion, parental attitude and ideal self (females scored higher than males only on reading ability and academic achievement).

2) Males and females differed significantly in terms of their frequencies on high and low reading ability scores.

3) High and low reading ability groups among males differed significantly in ordinal position, economic status and father's or guardian's educational level; and among females they differed significantly in father's or guardian's educational level.

4) High and low reading groups did not differ statistically in caste, father's and guardian's occupation.

5) ANOVA results indicated that the main effect of sex was significant in study habits, academic achievement, verbal and non-verbal intelligence, anxiety, neuroticism, parental attitude and ideal self.
6) Personal and cognitive factors were more meaningful in the context of reading ability scores than the non-cognitive factors considered in the study.

Dass, P.A. (1984) has done a Study of Reading Comprehension in English of Students of English Medium Secondary Schools of Standard X of Central Gujarat in the Context of some Socio-Psycho factors. The objectives of the study were

1. To construct a test for measuring the reading comprehension of pupils of Standard X.

2. To establish norms for reading comprehension for students of English medium schools in Central Gujarat.

3. To study whether there were any sex differences with regard to reading comprehension.

4. To study reading comprehension in the context of SES and certain Socio-Psycho factor, viz., test-anxiety, emotional stability, leadership and radicalism.

Procedure

The test was constructed and standardized for measuring the various components of reading comprehension, viz. noting the significant details, finding out the main idea of the paragraph, giving the meaning of the words in context and nearest to the key word, giving
the sequence of events, finding the relationship between ideas, drawing inferences, giving captions, drawing generalizations, and reading and interpreting tables and maps. These components were measured through seven sub-tests. The usual method of test construction was followed for the purpose of item analysis, determining reliability, validity and establishing test norms. The total time required to administer the test was 60 minutes. The test was standardized on a sample of 873 students. The sample included 384 girls and 489 boys selected at random from English medium schools of Central Gujarat. For studying the reading comprehension in the context of Social Economic Status (SES) and other socio-psycho factors, 2 x 2 x2 factorial design was used.

**Findings**

1) The mean score of girls was higher than that of boys, there were sex differences with regard to reading comprehension in English.

2) The mean difference of reading comprehension scores was in favour of students with high SES.

3) The mean difference of reading comprehension scores was in favour of students having high leadership traits.
4) Emotional stability was not found to influence reading comprehension.

5) Students having a high degree of radicalism were found superior in reading comprehension to those with a low degree of radicalism. Students having a low anxiety level had better reading comprehension than those with a high anxiety level.

Dhanger, S.S. (1985) conducted a Comparative Study of the Reading Ability of the B.C. and Non B.C Pupils of Grade X in the Context of their Intelligence, Anxiety and Certain Demographic Variables. The objectives of the study were

1. To compare the reading ability of the backward class (B.C) pupils with that of the non B.C. pupils.

2. To compare the reading ability of the B.C. and non B.C. pupils from rural areas with that of the B.C. and non B.C. pupils from urban areas.

3. To compare the reading ability of the B.C. and non B.C. pupils having intelligence with that of the B.C. and non B.C. pupils having low intelligence.

4. To compare the reading ability of the B.C. and non B.C. pupils having low anxiety.
5. To compare the reading ability of the B.C. and non B.C. pupils having high n-Ach with that of the B.C. and non B.C. pupils having low n-Ach.

6. To compare the reading ability of the B.C. and non B.C. pupils from small families.

7. To compare the reading ability of the B.C. and non B.C. pupils with that of the B.C. and non B.C. pupils in relation to their 1\textsuperscript{st}, 2\textsuperscript{nd} and 3\textsuperscript{rd} birth order.

8. To justify the effect of interaction among the various independent variables and the dependent variables incorporated in the study.

**Procedure**

The Motibhai Patel’s General Ability Text, Boxall’s Test of School Anxiety (adapted) the adapted Smith’s n-Ach Measure and Trivedi and Patel’s Test of Reading Ability were used for collecting the data. 1811 pupils of grade X of 79 Secondary Schools were selected as the sample. The analysis of variance was used to arrive at conclusion.
Findings

1) There was a significant difference between the mean scores on the reading ability test given to B.C. and non B.C. pupils and it was in favour of non B.C. pupils.

2) The pupils form urban areas were significantly better in their reading ability than those from rural areas.

3) The pupils having high intelligence were significantly better in their reading ability than those having low intelligence.

4) The pupils having low anxiety were significantly better in their reading ability than those having high anxiety.

5) The pupils having high n-Ach were significantly better in their reading ability than those having low n-Ach.

6) The pupils from small families were significantly better in reading ability than those from large families.

7) The pupils who were first in birth order were significantly better in reading ability than those second in birth order, and the pupils who were second in birth order were significantly better in reading ability than those third in birth order.

Srinivasa Rai, R. (1986) studied the Nature and Incidence of Reading Disability Among School Children. The objectives of the study were
1. To examine and analyse the reading disability cases.
2. To identify the reading disability cases in a typical school population.
3. To examine whether rural/urban differences existed in reading ability of school children.
4. To examine sex differences in reading disability of children.
5. To examine relationship between language deficiency and reading disability in school children.
6. To identify the factors operating in specific cases of reading disorders.

Procedure

The study had been organized to be carried out in three phases:

i. General diagnosis

ii. Analytical diagnosis

iii. Case Study analysis

In the first phase of the study, a general diagnosis was made to identify disabled readers and borderline cases by administering a standardized reading achievement test, Raven’s Progressive Matrices Test, and a Test of Achievement in Mathematics.
suitable to the standards of the students. The formula suggested by Monroe and others was used to identify the disabled readers and borderline cases. The sample size of the first phase of the study was 600 students. In the second phase of the study, the children identified as disabled readers and also borderline cases constituted the sample for detailed investigation. The size of the sample for this second phase of the study was 100. A reading diagnostic test was administered to the sample of students to examine the language deficiency of the child. Five cases were selected from the 100 disabled readers for the third phase of the investigation in which a detailed case study method was followed to identity the contributing factors of the reading disability.

**Findings**

1) Reading disability was found in about 20 percent of students in primary schools.

2) Sex differences were not significant with regard to reading disability.

3) Students in rural areas were significantly backward when compared to the students in urban areas in reading skills.

4) The reading disability was closely related to language deficiency in school children.
5) The disabled readers were found to be very poor in the sub-skills of language development, namely, word meanings in isolation and context and word synthesis; in some grammatical aspects of the language; and in paragraph comprehension.

6) Besides the language deficiency poor socio-cultural background of the family, poor study habits and lack of motivation for reading were found to be the casual factors of reading disability.

7) Low reading achievement was not found to be the evidence of low reading potential, and the reading deficiency of children in several cases could be improved by remedial teaching and constant practice.

Shanthakumari S. K. (1987) conducted a study on the Development of Strategies for Improvement of Reading Skills in English at Middle School Level.

**Objectives**

1. To identify the tasks involved in reading and comprehension.

2. To develop strategies, which would help students perform the tasks, involved in reading and comprehension.
3. To develop the skills of reading and comprehension through these strategies.

4. To find out the effectiveness of the strategy by an experiment.

Procedure

A survey-cum-experimental design was adopted for the study. A stratified random sample of 937 students of both sexes, drawn from 11 schools from both urban and rural areas was used for the survey to determine the level of reading and comprehension ability. The sample of the experimental study consisted of 58 top ranking and 56 low ranking students in the reading and comprehension test. The tools used for the study were Mental Ability Test, Part I, Kuppuswamy’s Socio-Economic Status Scale, Achievement Test in English and Reading and Comprehension Tests (I to VII) constructed by the investigator, based on the Barrett’s taxonomy (Literal comprehension, reorganization, inferential comprehension, evaluation and appreciation). One of the imported strategies used for the development of reading skills was ‘easification’ others being schematic presentation, intermittent comprehension, use of short form and motivating through puppet show and dramatization.
Findings

1. There was a significantly higher reading ability score for boys, students with English as the medium of instruction and students from urban areas.

2. The intervention strategy helped to improve the reading ability of the students both the high and low groups, the increase in the low group being higher than that in the high group.

3. The increase in the achievement of reading ability as a result of intervention strategy was significantly high in literal comprehension and in inferential comprehension for both high and low group students.

4. The increase in the achievement of reading ability as a result of intervention strategy was significantly high in appreciation and reorganization levels in the low group students.

Vimala Devi, P. (1986) studied the Strategies for Developing Critical Reading Abilities in Higher Secondary Students in English.
**Objectives:**

1. To find out the critical reading ability level of students of standard XI.
2. To identify the tasks involved in critical reading.
3. To develop a strategy which would help students to perform the tasks involved in critical reading.
4. To find out the efficiency of the strategy through an experimental study.

**Procedure**

Variables namely intelligence, anxiety, socio-economic status, divergent thinking ability, syntactic and semantic proficiency, students’ self-rated reading skills and achievement scores in English were considered for their effect on the development of critical reading. The tools used were Cattell’s Non-verbal Intelligence Test for the age group of 16 plus, Dutt’s Personality Inventory, Kuppuswamy’s Socioeconomic Status Scale, a rating scale to measure the perceived thinking in semantic and syntactic units and a cloze test in English. Besides, five critical reading tests were designed by the investigator. The sample for the study was 1042 students drawn from 19 schools. For the experimental study, the sample consisted of students who had secured the lowest mean value in the final reading comprehension test.
The strategies that were designed and refined were tried out on students for promoting critical reading ability. A total of 60 instructional hours, spread over a period of one month was spent in improving critical reading ability of the students of the target group.

**Findings :**

1) The students of the target group were able to improve their critical reading ability through the strategy implemented, which proved the effectiveness of the strategy.

2) The total improvement of the critical reading skill was 11.41 per cent.

3) The inter-correlational matrix revealed that there was a relationship between achievement scores and critical reading achievement.

4) The four factors identified in the factor analysis revealed that critical reading skill was highly related to the four main abilities, namely interpretative, inferential, evaluative and creative.

5) Students of class XI were below 41 percent level in their critical reading achievement.
6) The difficulty level of the students studying in English medium schools under different management did not differ.

7) There was a difference in the difficulty level of the students in boys’ schools and in girls’ school in Tamil medium. Girls experienced less difficulty than boys.

Gupta, S. (1982) has done a study on the Relationship between Reading Ability and Father’s Profession and Birth order.

Objectives:

To find out relationship between

1. Children’s reading ability and their father’s profession.

2. Children’s reading ability and their birth order.

Procedure:

Data were gathered with the help of the reading ability test, an instrument developed and standardized especially for the study. The 95-item standardized reading ability test was administered on a sample of 200 children studying in classes III and IV from a randomly selected set of six schools in Patna city. The hypotheses were tested by subjecting the data to the technique of analysis of variance and by means of t-test and F-test.
Findings:

1. Father's profession did not bear any influence on reading performance.

2. As a generalized fact, the eighth-born children appeared to be superior in reading ability whereas the first-born children appeared to be weaker than others except the sixth-born children.

Kantawala, N.N. (1980) conducted an Investigation into the Reading Attitudes of High School Students of Kaira District.

Objectives:

1. To provide the secondary schools with a valid and reliable verbal attitude scale towards reading.

2. To study the reading attitudes of the secondary school students.

3. To study the relationship between the reading attitude and some demographic variables such as sex, area, size of the family and birth order.

4. To study the relationship between the reading attitude and the study habits of pupils.
Procedure:

A reading attitude scale was constructed on the basis of equal appearing intervals. The reliability of the scale was established by parallel form, test-retest and split-half method. The reliability coefficient as determined by these methods for class VIII ranged from 0.60± 0.09 to 0.87±0.05. For class IX it was between 0.09 ± 0.13 and 0.34 ± 0.058 and for class X it was between 0.60 ± 0.09 and 0.89 ± 0.04. The concurrent validity obtained for Forms A and B for class VIII was 0.050 ± 0.14 and 0.70 ± 0.19, for class IX it was 0.60 ± 0.125 and 0.81 ± 0.67 and for class X it was 0.52 ± 0.143 and 0.89 ± 0.067.

Findings

1. Reading attitude was a function of grade.

2. The scale did not indicate significant relationship with cultural settings, sex, differences, age groups and birth order.

3. The higher the SES, the better was the reading attitude. This was true irrespective of the grade level.

4. Between reading habits and reading attitude, there was significant positive relationship.

5. Students of small size families had a more favourable reading attitude than those of large-size families.
Koppar, B. (1970) studied An Enquiry into Factors Affecting Reading Comprehension (in English).

**Objectives:**

1. To study the level of reading comprehension of standard XI students of Gujarati medium schools.

2. To study the relationship of reading comprehension with attitude towards reading, anxiety, academic motivation, socio-economic status and dependence.

3. To undertake a deep study of reading comprehension in English of few students.

**Procedure:**

The sample comprised 555 students of class XI of nine Gujarati medium schools of Baroda. Ten students were selected at random from the sample of 555 students for indepth case studies. The tools for data collection used in this study were the Silent Reading Comprehension Test in English for S.S.C. pupils constructed by Patel, the Reading Attitude Scale of Patel, Junior Index of Motivation Scale of Frymier, Test Anxiety Scale for children constructed by Nijhawan, the Socio-Economic Status Scale constructed by Mehta and Pre-Adolescent Dependence Scale developed by Pareet and Rao.
Descriptive statistics and product moment correlation were used for data analysis.

**Findings of the study were:**

1. Reading comprehension was related positively to reading attitude.
2. Dependence was related positively to reading comprehension.
3. Anxiety was related negatively to reading comprehension.
4. Some other factors related to reading comprehension were found to be
   a. Reading readiness
   b. Academic motivation
   c. Attitude towards the study of English
   d. Quality of classroom teaching
   e. Presence or absence of proper direction
   f. Educational status of parents
   g. Social and economic compulsions

Shah, J.H. (1979) conducted a Comparative Study of Some Personal and Psychological Variable and Reading Comprehension. The objective of the study was to compare intragroup differences in subject scores on Trivedi and Patel's Reading
Comprehension Test with respect to six personal variables, namely, sex, grade, age, parental income, parental education and parental occupation as well as three psychological variables, namely reading rate, intelligence and meaning vocabulary. The sample consisted of 412 pupils of eighth and ninth grades drawn from four different secondary schools of Bhavnagar city.

Findings:

1. No difference existed in reading comprehension between boys and girls.

2. There was significant difference between two grades as well as medium age groups.

3. There was significant differences in frequencies of high and low group pupils on the variables of parental income, parental education and parental occupation.

4. There were significant differences in frequencies of three different groups of pupils on all the three psychological variables, viz., reading rate, intelligence and meaning vocabulary. Correlational values of the last three variables with reading comprehension indicated positive relationship between them.
Singh Narendra (1988) has undertaken a research to construct scale of reading – writing skills of pre-primary children. The objective is to develop and standardize a reading – writing skills scale for pre-primary school children. The sample of the study comprised 200 students selected through random sampling technique from the schools located in Delhi. The investigator developed questionnaire to collect the data for the study. The major findings was that the investigator successfully constructed a scale of reading and writing skills for the pre-primary school children.

Pattanaik (1991) studied the problem of involvement of knowledge representation and planning in two major areas of academics such as reading and writing. The objective of the study was to identify planning strategies in reading and writing tasks. On the basis of the pilot study, five expert and five novice readers and composers were selected from grade VI. Along with that, five expert readers and composers were selected from grade XI. Both groups of subjects belonged to the same area, i.e., a rural area in Puri District, Orissa. Instruments used were reading comprehension test, crack – the – code, summarisation (reading) and written comprehension. The major findings of the study were i) expert readers used strategies that were
different from those used by novices, ii) reading was a problem solving process.

Rajendran (1992) made an attempt to compare the effectiveness and advantages of the new activity centred approach over the old structural method. The research was to study the difference in achievement in reading and writing skills of the students taught under the conventional method and activity centred method in teaching of English. The sample comprised of 98 students through an achievement test. The tools used were, psychological test of attainment or achievement. The collected data were treated using statistics and test of significance. The major findings were the activity centred approach to teaching of English produced an improvement in reading and writing skills.

Uma Chitra (2001) has undertaken a research study to develop writing skill through silent movie. The objective of the innovative practice is to facilitate English language learning. The skill to be developed was writing. The specific objectives were, to make the students understand the movie completely, to enable them to interpret the film and to express themselves grammatically correct English. The innovative practice adopted to develop the writing skill of the subjects included questions and worksheets. The innovation was introduced to
a group of 15 female students in class XI. The students were given activities in four groups. For the first three days, activities on writing skills and the last three days activities on speaking skills were given. The leader of each group read the paragraph written by them. Then follow-up programmes were organized. The class showed that films could arise high levels of motivation and resulted in a most satisfying learning experience.

Meenu Singh and Nandith Satangi (2001) have done a research in English language proficiency of students in different English language teaching systems. This study is an attempt to study how English language proficiency of students get affected when studying in an innovative system of school education. The investigators constructed a comprehensive language proficiency test battery, comprising the four tests – test of listening skill, speaking skill, reading skill and writing skill. The investigator administered each of these four tests on a representative sample of 80 students. The performance of the students in the innovative system was found to be significantly highly in all the four skills. The study strongly supports the use of innovative techniques in improving the English language proficiency of students.
Raj Gupta (2006) studied the “effect of experience writing coupled with corrective feedback on syntax usage among children with efficiency in syntax”. The study is an experiment to find out the usefulness of experience – writing strategies to ameliorate problems related to syntax. The study is an experimental and control group comparison with pre-test and post-test design. The design was adopted for the strategy involving descriptive writing in one school and picture writing in another school. The study showed that the strategies improved syntax acquisition among children of seventh standard.

Baby Vijila (2008) studied the “Effectiveness of task based communicative activities in developing the writing skills of the teacher trainees”. The major objective of the study was to find out the effectiveness of task based communicative activities in enhancing writing skills of teacher trainees. The study was an experimental study. The result proved that the effectiveness of task based communicative activities in teaching writing skills over the traditional method of teaching writing. The findings reminds the teacher of English to adopt new innovative pedagogic practices than to follow outmoded and stereotyped traditional instructional approaches.
2.4 Studies Done Abroad

Lucia Maria (1991) studied the Role of Early Linguistic Awareness in Children’s Reading and Spelling. The objectives of the study was to investigate the possibility of two metalinguistic factors, one operating at the level of the word, namely phonological awareness and the other operating at the level of the syntactic and semantic constraints of sentences which may interact in the initial stages of reading. A two-year longitudinal study comprising 60 children from the age of 4 – 11 was conducted. The children were seen in five different testing sessions and given phonological, syntactic and semantic awareness tasks before they began to make progress in reading. They were also given standardized intelligence and vocabulary tests. Short-term verbal memory was also measured.

Findings:

1. Children’s knowledge of the alphabetic codes develop gradually and that incomplete knowledge of word spelling may interact with sentence level information to help children read unfamiliar words.

2. Phonemic awareness is the metalinguistic factor affecting word level processes.
3. Contribution of the syntactic and semantic awareness measures was specific to the use of contextual information in reading.

Timothy V. Rasinski (1992) conducted a study on the Relationships among Teacher Attitudes, Teacher Theoretical Orientation to Reading, Student Attitudes toward Reading, and Student Reading Achievement in Urban Elementary Grades. The objectives of the study were:

1. To determine if relationships existed among teacher attitudes toward instruction and reading, teacher theoretical orientation to reading, student attitudes toward reading, and student reading achievement.

2. To investigate whether theoretical orientation to reading, teacher attitudes, and student attitudes combined were predictors of reading achievement in urban elementary grades.

Procedure:

This study focused on one standardized measure of reading achievement and four self-reported variables.

a. Teacher theoretical orientation to reading
b. Teacher attitude toward instruction/educational decision making

c. Teacher attitude toward reading/reading instruction

d. Student reading attitude

Data collected from over 60 urban elementary teachers and 800 of their students.

**Findings:**

1. Direct relationships were found between teacher attitudes and student achievement.

2. No relationships were found for theoretical orientation.

3. No direct relationships were found between student attitudes and teacher attitudes.

Ronald Taylor (1992) has done a study on the Family support of children’s reading development in a highly literate society. The objectives of the study was to investigate family support on children’s reading development among Icelandic families. The Icelandic society has demonstrated universal literacy for over two centuries.

**Procedure:**

Fifty-five Icelandic families completed a questionnaire assessing frequency in their homes of nine family support practices
demonstrated by reading research to be related to children’s literary acquisition. These practices included family activities, library usage, parental modeling, practical reading, shared reading, support of school, talking, television use, and writing.

**Results:**

1. Several family support sub-scales demonstrated important inter-correlations among families of higher educated mothers.
2. Urban/non-urban comparisons resulted in statistically significant variance only in television use.
3. Mother’s education level revealed variations in quality of family support practices.
4. Language development, intellectual development and leisure reading were closely linked with literate behaviour.

Naji Ibrahim (1996) conducted a study on the factors causing reading difficulties for Saudi Beginning students of English as a foreign language. The objectives were:

1. Exploring the reading difficulty which Saudi male beginning EFL students perceive that they face when reading English as a foreign language.
2. Investigating some of the cultural, schematic, linguistic and attitudinal factors that could cause reading difficulty for Saudi beginning EFL students.

3. Helping ESL/EFL teachers, ESL/EFL text book writers and concerned educational establishments understand some of the reading difficulties and factors which affect Saudi EFL students.

4. Helping Saudi beginning EFL students understand some of the reading difficulties which they could face in reading English as a foreign language, and to be aware of factors causing these reading difficulties.

**Procedure:**

A survey questionnaire was developed, translated into Arabic, and piloted on sample of Saudi students. The revised Arabic version of the questionnaire was administrated by the research to a randomly selected population of 140 Saudi middle and high school senior students in Saudi Arabia. This study employed qualitative and quantitative statistical tools in analyzing and presenting the responses of the subjects of the study.
Findings:

1. High percentage of students reported that they face difficulties when reading English as a foreign language.
2. Most of the reading difficulties reported by the students were attributed to linguistic factors.
3. Majority of the students have positive attitudes toward EFL reading in particular and learning English in General.

Rosalie Whiteway, A (1996) conducted a Study of the Interrelationships among Fifth Grade Students’ Concepts of Parental Relationships, Peer Relationships, Readers’, Self, Gender, Reading Attitude and Comprehension. The objectives were to investigate the interrelationships among various self-concepts, gender, reading attitude, and reading comprehension in a group of grade five students.

Procedure:

The testing instruments that were used in this study were the Self-Description Questionnaire – 1 (SDQ-1) to measure the various self-concepts, the Elementary Reading Attitude Survey (ERAS) to measure reading attitude and the Gates – Macinitie Reading Test to measure reading comprehension. This study was conducted with 58 grade five students, 25 boys and 33 girls, who were of varying reading ability and attended a three-stream school in St. John’s Regular
correlational analyses using the Pearson Product Moment Method were performed to examine inter-correlations among the three self-concept scores, the three reading attitude scores and the one reading comprehension score. T-tests were performed to determine the influence of gender on the various self-concepts, reading attitude and reading comprehension.

**Findings:**

It was confirmed that there are significant relationships among reading attitude, self-concept and reading comprehension.

Jean Grant (1993) has done A Study of Parental Support of Reading Behaviours and First Grade Reading Readiness. The objectives were to explore parental involvement in their children's education in order to determine if such involvement is related to Reading readiness in the first grade. The researcher looked at Reading readiness and age, Reading readiness and gender, and gender and parental support.

**Procedure:**

By using the Cognitive Skills Assessment Battery Test and the first grade readiness test children were assessed as either 'ready' or 'not ready' for first grade instruction. Surveys were given to a group of one hundred and fifty parents of first grade students designated as
either ‘ready’ or ‘not ready’ according to this test. The survey information was analysed using chi-squares, frequency and percentages.

Findings:

1. There was a significant positive relationship between Reading readiness and parental support and parental support and gender, favouring girls over boys.

2. There was not a significant relationship between Reading readiness and gender.

Ranfen (1996) studied a Home Environment and Chinese Children’s Reading Achievement. The objectives were i) To study low variations in the home environment explain the variability in the reading achievement of Chinese Children in the United State, ii) To examine family’s status, structural and educational process as they relate to reading achievement and iii) To explore how family status and structural characteristics influence on children’s reading achievement.

Procedure:

One hundred and fifteen Chinese families with children in the 4th and 5th grades were involved in the study. Data regarding home environmental characteristics were collected through a close-ended questionnaire to the parents of Chinese children in schools. The
informations about reading achievement were obtained from school records of children whose parents agreed to participate in the study. The data were analyzed using regression and structural path models.

Findings:

Parents with higher educational backgrounds provided more educational experiences and reading opportunities at home, which in turn affected the higher reading achievement of their children.

Sylvia Macy (1997) studied the Impact of Parental Involvement and Selected Demographic Variables on Student Achievement. The objectives were i) To examine the influence of parent’s gender, ethnicity and level of involvement on the academic performance of elementary students on reading, writing and mathematics, and ii) To study the influence of gender and ethnicity on the academic performance of elementary students.

Procedure:

A2 x 2 x 3 factorial design and a 2 x3 factorial design were employed to collect and analyze the data for this study. 240 elementary parents and 210 elementary students were randomly selected from a school district in an urban area in Southeast Texas to participate in the study. A parent profile sheet, students records, and the TAAS (Texas Assessment of Academic Skills) were used to collect
the data. The data were treated through the application of the three-way analysis of variance and the two-way analysis of variance.

Findings:

1. Parent’s ethnicity has an effect on the reading, writing and mathematics scores of elementary students.

2. Level of involvement of the parents influenced the reading score of elementary students.

3. Parents’ gender has no effect on the reading, writing and mathematics scores.

4. The reading scores of elementary students are not influenced by the combination of the variables parents’ gender, ethnicity, and level of involvement.

Lou Ellen (1997) has done A Quantitative and Qualitative Study of the Reading Attitudes, Behaviours, and Interest of Middle School Students exposed to Three Instructional Methods. The objectives were i) To examine the extent to which middle school students’ reading attitudes, behaviours, and interests differ when exposed to literature either through Paideia, whole language, or traditional language arts instruction, and ii) To examine the extent to which gender differences are reflected in the reading attitudes, behaviours, and interests of middle school students who have been
exposed to literature through either Paideia, whole language, or traditional language arts instruction.

**Procedure:**

Quantitative and qualitative analyses were used. Quantitative data were gleaned from the Teale-Lewis Reading Attitude Scale and the Reading Behaviour Profile. Quantitative data were gathered from student-kept journals. They study consisted of three teachers from different schools who exemplified either a Paideia approach, a whole language approach, or a traditional approach and one intact class from each of these teachers. A total of 93 seventh graders were used in the study.

**Result:**

The analysis indicated that no interaction was present between the methods factor and the gender factor.

Josephine Mayfield (1997) studied The Relationship between Reading for Inferential Comprehension in Spanish and Reading for Inferential Comprehension in English among Bilingual Sixth Grade Students. The objectives were to examine the extent of the relationship between reading for inferential comprehension in Spanish and how it relates to reading for inferential comprehension in English.
Procedure:

The sample consisted of 45 bilingual sixth grade students in a Western New York School. A subgroup of fifteen subjects was also examined. The tests used were the comprehensive Tests of Basic Skills in English and the Spanish Assessment of Basic Education in Spanish. Analysis of variance (ANOVA) and controlled stepwise regression analysis were performed.

Results

1. Analysis of variance and controlled stepwise regression analysis indicated that there was a strong positive statistically significant relationship between reading for inferential comprehension in Spanish and reading for inferential comprehension in English.

2. The majority of female subjects performed better on both tests than their counterparts.

Serran, Guerlene (2002) has done a study on “improving reading comprehension: A comparative study of metacognitive strategies”. The purpose of this study was to equip a group of urban eighth graders with metacognitive strategies that would improve their reading comprehension and to compare the relative effectiveness of each strategy. Three different classes were each taught a different metacognitive approach: reciprocal teaching, buddy journals, and the
think aloud strategy. Students were provided pre and post-tests in order to determine the effectiveness of the strategies for improving reading comprehension. Although no statistical differences in test scores were found between the effectiveness of the three strategies, the combined use of all of the reading strategies significantly improved reading comprehension.

Gaudio, Vince (2003) conducted a study on “improving reading skills in ESL students through an intensive vocabulary building program”. For this study, the targeted population consists of 19 ESL students ranging from 7-10 years in a western suburb of a large metropolitan city in Illinois. The problems of poor reading ability was documented through low reading scores on the STAR computer adaptive reading test and through minimal classroom participation documented in a classroom participation checklist. Analysis of probable revealed that several factors impeded students’ reading progress. Nonexistent or inconsistent education in native language: limited life experience; lack of prior knowledge; and poor vocabulary all contributed to the slow acquisition of reading skills. These factors produced low self-confidence in students. A review of solution strategies, combined with an analysis of the problem setting, resulted in the selection of an intensive vocabulary building program. This
vocabulary building program included the use of small group vocabulary instruction, computerized vocabulary program, vocabulary software, vocabulary based games and mini vocabulary dictionaries. Post-intervention data indicated an increase in the student’s reading ability and an increase in classroom participation.

Shumin Kang (2004) has studied “using visual organizers to enhance EFL instruction”. He stated that visual organizers are visual frameworks such as figures, diagrams, charts, etc. used to present structural knowledge spatially in a given area with the intention of enhancing comprehension and learning. Visual organizers are effective in terms of helping to elicit, explain and communicate information because they can clarify complex concepts into simple, meaningful, display. They allow users to visualize the structural concepts of knowledge so that they can develop a holistic understanding of the content to be learnt. Teachers may use visual organizers before instruction (when making instructional plans) to conceptualise course structure, during instruction (while communicating ideas) to prepare students to approach new information and clarify complex ideas, and after instruction (when practice is being made) to assess and reinforce learning and instruction.
Zhou You – Hua (2006) conducted a study on “Task-based approach and its application in classroom English teaching and learning”. In this study the investigator made an attempt whether the task-based approach is effective in English language teaching and learning classroom. The experiment indicates that the task based approach is effective in improving students’ level of English.

Meena Lochana and Gitoshree Deb (2006) have done a study on “Task based teaching : learning English without tears”. This study strongly argues that ‘task based teaching has an edge over other traditional methods of teaching through the description of a project undertaken with a group of second language learners from a school in Bangalore, India, where the medium of instruction in Kannada,. The hypothesis of the study was task based teaching enhances the language proficiency of learners. The result of the study confirmed the effectiveness of task based teaching is enhancing the language proficiency of learners.

Simon Evans (2006) studied “reading reaction journals in EAP courses”. This paper looks at two specific problems faced by second – language university students attending courses in English for academic purposes: expository texts and reading – to – write tasks. A reading reaction journal (RRJ) can provide a forum for students as they
activate text and in addition, can provide a focal point for students as they critically respond to text(s) before engaging in formal reading – to write assignments based on the texts. Responses from one group of students who used RRJs appear to confirm that the journals can indeed fulfil such a purpose.

Bradley Baurain (2007) studied “small group multitasking in literature classes”. In this study, the investigator used multitasking, sets up stable task categories which rotate among small groups from lesson to lesson. This framework enabled the students to work cooperatively in a variety of formats and the teachers to generate a wide range of materials and activities efficiently. It also spurred students to develop more detail on the objectives of the project, the planning and implementation phase, the difficulties faced during the implementation of the plan, and the insights gained from this project.

David Crabbe (2007) studied, learning opportunities: adding learning value to tasks. In this study the investigator says that tasks provide a framework for communicative performance. Underlying each task is a set of learning opportunities – potential activities for learning. Not all of these opportunities are exploited for learning by teachers or learners. It is proposed that, when using tasks, the range of such learning opportunities needs to be identified and modeled for
learners in order to encourage them to manage their learning independently, with a focus on improving their performance in the task. This approach is illustrated by analyzing one task for potential learning opportunity. Teaching guidelines for such an approach are suggested, together with specific action research question for exploration of the approach in context.

Jeremy Scott Boston (2008) studied “Learner mining of pre-task and task input”. The findings suggest that learners inevitably ‘mine’ workings contained in pre-task and task materials when performing tasks, even when the teachers did not explicitly draw learner attention to these features. However, this was found to be true only with written materials and learners did not appear to mine specific wordings from audio pre-task materials. Learning mining of language input from written pre-task / task materials opens the possibility of deliberately embedding specific language items into such materials.

2.5 Summary of Literature Review

The review of related literature indicates the consistent effort taken by the researchers in the area of developing reading skills in English. The review also indicates the relation between task based communicative activities and reading skills in English language and developing reading skills in English with various novel strategies.
While studying the effects of task based communicative activities on the development of reading skills in English, many studies prove the possible effect of task based communicative activities. Four studies have done in developing writing skills through task based communicative activities.

The overall analysis of the previous studies indicate a significant effect of the task based communicative activities in developing reading and writing skills in English language.

Many studies have been undertaken in developing reading skills in English through various strategies. The review of related literature helped the researcher from the methodological point of view. It is noted that most of the research studies cited in the review employed experimental design as the appropriate method for developing reading skills. For the present study also, the validity of the experimental design (pre and post-test design) is deemed significant for evaluating the effectiveness of the task based communicative activities.

After scanning the studies abstracted in all the surveys of research in education carried out in India, the investigator drew a conclusion that less attention has been paid to the task based
communicative activities. In this sense, the present study is unique and significant against series of research studies covered in this review.

2.6 Conclusion

In any research, the review of related literature is one of the important steps. Which helps the research in identifying the research gap of the study, conceptualizing the variables, formulating objectives and hypotheses, selecting appropriate method and tools for the study. Hence, the research studies conducted in India and abroad on reading and task based communicative activities and its effects on developing reading skills in English are discussed in this chapter. The next chapter explains the logical plan and the systematic execution of the experiment.