CHAPTER-II

REVIEW OF RELATED LITERATURE
CHAPTER II

REVIEW OF RELATED LITERATURE

A summary of the writings of recognised authorities and of previous research provides evidence that the researcher is familiar with what is already known and what is still unknown and untested. Since effective research is based upon past knowledge, this step helps to eliminate the duplication of what has been done and provides useful hypothesis and helpful suggestions for significant investigation.

The related literature forms the foundation upon which all the future work will be built. It enables the researcher to know the means of getting to the frontier in the field of his research. It provides ideas, theories, explanations, hypothesis or methods of research in immolating and studying the problems. It furnishes the investigator with indispensable suggestions about the comparative data, good procedure, likely methods, procedure, tried techniques etc. The information about the activities, previous investigations stimulate the researcher to use each bit of knowledge as a starting point for a new and further progress. Buds of thought will burst out along the stem of reflection. The art of research reading includes all the same skills that are involved in the art of discovery Keenness of observation, readily available memory, ranges of imagination and of course a reason trained in analysis of reflection.

2.1 The Why of the Review?

The review of related literature is an important aspect in any research. Knowledge acquired through generation is well displayed in books and they are arranged in libraries. Each new generation of human being makes use of accumulated knowledge as a foundation for building up further knowledge. Hence, the study of literature is necessary in any field of enquiry.

Review of literature gives the readers the relevant material published in the problem area under study. The studies conducted during the last few decades in the field of the teacher education that are more relevant and pertain to the present investigation are discussed in this chapter.

In the field of education as in other fields too, the researcher needs to acquire up-to-date information about the area of research. Availability of adequate information and
possession of sufficient familiarity with it, are unavoidable to the researcher. It helps the investigator to decide whether the evidence already available solves the problem adequately without further investigation and thus to avoid risk of duplication.

The literature providing ideas, theories explanation etc., are valuable in formulating the problems and methods of research appropriate to it. The advantage of knowledge, which has accumulated in the past, is a result of human endeavour. A careful review of the research journals, books, dissertations and other sources of information on the problems to be investigated are one of the important steps in planning of any research work. In other words, research work begins in vacuum. The related literature is worthwhile for an effective research.

In the field of education as in the other fields too, the research worker needs to acquire up-to-date information about what has been thought and done in the particular area from which the investigator intends to take up a problem for research. But it is found that generally the extent of important up-to-date information regarding educational research and ideas possessed by educational workers is very limited.

Availability of adequate information about educational thought and research does not by itself result in possession of its knowledge by the researcher. The researcher must apply him keenly to the task. On the other hand a research worker may be very keen to possess up-to-date information regarding his field and may try hard to be posted up-to-date and yet fail to get enough information due to the non-existence of sources of such information.

2.2 Need to know about Review of Related Literature

For any worthwhile study in any field of knowledge, the research worker needs an adequate familiarity with the library and its many resources. Only then an effective search for specialized knowledge will be possible. The search for reference material is a time consuming, but very fruitful phase of a research programme. Every investigator must know what sources are available in his field of enquiry, which of them he/she is likely to use and where and how to find them. (Sukhia, et al., 1980)

Availability of adequate information and possession of sufficient familiarity with it, however, is not one and the same thing. Availability of adequate information about educational thought and research does not by itself result in possession of its
knowledge by the investigator. The researcher must apply himself keenly to the task. On the other hand an investigator may be very keen to possess up-to-date information regarding his field, and may try hard to be posted up-to-date, and yet fail to get enough information due to the non-existence of sources of such information. In India, the research workers quite often come across the later handicap (Sukhia, et al., 1980).

The related literature forms the foundation upon which all future work will be built. It enables the investigator to know the means of getting to the frontier in the field of his research. It also provides ideas, theories, explanations, hypotheses or methods of research, valuable in formulating and studying the problems. It furnishes the researcher with indispensable suggestions about comparative data, good procedures, likely methods and tried techniques. The information about the activities of previous investigations, stimulate the investigator to use each bit of knowledge as a starting point for new and further progress.

Research in the field of reading was first done in the laboratories of Europe. Psychologists studied the nature of reading act and the way in which words are perceived and recognized. The study of word perception became the primary focus of reading research. The word perception studies emphasized the individual differences and tests were constructed to measure the speed and comprehension of silent reading.

This Chapter deals with the internal review of the literature. It is an attempt to discover relevant material published in the area of acquisition of vocabulary, which is the problem area for the present study. This chapter discusses in brief the empirical research studies that had been done previously in the problem area. The investigations done during the last few decades in the field of acquisition of vocabulary that are more relevant and pertinent to the present investigation are discussed in this chapter.

2.3 Acquisition of Vocabulary

Vocabulary means the words that are used in day to day's life for giving an outlet to the thoughts and feelings. Vocabulary implies the stock of words used in a language. A language consists of a number of words. The thing that is important in words for one are the ideas that they embody and not their sounds or shapes when written or printed. They only exist for what they contain.
Words are bricks — the bricks with which by skilful and imaginative arrangements, the poetry and literature of the world have been built.

--- John D Water (1946)

The basic unit of a language is a sentence, but it is also composed of certain words. Language learning necessitates the learning of a large number of words. Besides idiomatic use of words, makes it necessary that the words of a language are learnt in combination with other words. On the other hand, learning a language does not mean merely learning the words but substituting those words for the corresponding words in one's own language.

English language has a vast vocabulary. It is impossible for one to learn all the words of this language, used often in speech, reading and writing. So it is said that the minimum number of words i.e. 3000 are very essential for acquiring mastery over day-to-day usage of English language. This list of words is called “Foundation Vocabulary”

Learning vocabulary is a very important part of learning a language. The more words you know, the more you will be able to understand what you hear and read; and the better you will be able to say what you want to when speaking or writing.

Every day you hear or read many new English words. You also find them in your dictionary when you are translating from your own language. You can’t possibly learn all these new words, so your first problem is to decide which ones to concentrate on. Here are some suggestions:

- learn the words that are important to the subjects you are studying.
- learn the words that you read or hear again and again
- learn the words that you know you will often want to use yourself
- do not learn words that are rare or not useful

2.3.1 Classification of Words

Words are classified conveniently into FOUR groups. They are:

i. Function Words / Structural Words
ii. Substitute Words
iii. Distributive Words and
iv. Content Words

i. **Function Words:** - These words form the skeleton of the language. They have no meaning of their own, but they are primarily used for expressing relationship between words and grammatical patterns. They are also called Structural words.

Ex:

Articles: - a, an, the
Prepositions: - in, into, on, onto, at, to, from, over etc.
Auxiliaries: - has, have, had, may, shall, can, will, do, is, am, are...
Conjunctions: - and, but, if, since, which, that, therefore ...
Interrogatives: - which, when, how, whom, why, where, what, who.

ii. **Substitutive Words:** - These are the words that serve as substitutes for other words.

Ex: He went to the class and she did too.
Pronouns: - I, we, you, he, she, it, they, yours, him, her, me ...
Indefinite substitutes: - everybody, anybody, somebody, everything, anything, something, everyone, none, someone....
Number of quantity: - all, both, much, each, several, some, few, once, twice...

iii. **Distributive Words:** - These are a number of words with affirmation and negative distribution.

Ex:

Affirmation: He went to the market and she did too.
Negative: - Rani does not like coffee; **neither** do I.

iv. **Content Words:** - If structural words are the skeleton of a sentence or a passage, content words are the flesh and solid of the language. They form the solid substance of a language. These are the words that stand for things actions or qualities. They are also divided into four types:

(a) Concrete Words  (b) Abstract Words
(c) Action Words and (d) Quality Words.

a) **Concrete Words** include common nouns and the nouns formed out of verbs and adjectives. They are:

   Simple form: - man, pen, pencil …

   Compound form: - Chairman, penknife, etc.

b) **Abstract Words** are the words that expressed the feelings

c) **Action words** indicate the actions that happen.

d) **Quality Words** are the words that describe the quality.

### 2.3.2 Types of Vocabulary

Fundamentally, there are two types of vocabulary. They are i) Active Vocabulary and ii) Passive Vocabulary. These are also called as Working Vocabulary and Recognition Vocabulary.

**Active Vocabulary:** - Active vocabulary is the stock of words which can be used in daily life situations. This is the vocabulary, which is known very well and use, actively in the daily usage. But, this does not mean that every one has a good knowledge of these words and all other words remain away from our knowledge.

**Passive Vocabulary:** - There are certain words which can be understood but do not actively use. Whenever these words are seen in spoken or written forms, it can be recognised at once.

Active vocabulary differs from person to person. There are some words, which are actively used by a person, and the other person may not use those very words actively. Thus, the active vocabulary of a person can be the passive vocabulary of the other and vice-versa.

### 2.3.3 Selection of Vocabulary

For an effective teaching of English, a careful selection of vocabulary is highly impressive. The teacher has to select good items of vocabulary according to the mental capacity and abilities of the children. The words must be selected basing on the following principles.
i. **Word Frequency:** - The meaning of 'frequency' is the number of times a particular word or set of words is used in normal reading material. They should be commonly used in speech and writing too.

- **Indispensable Words:** They are about 360 in number. There is a four-fold advantage by these words and they give mastery over listening, understanding, speaking, reading and writing.

- **Essential Words:** They are about 498 in all. They are meant for triple mastery i.e. understanding, reading and writing.

- **Useful Words:** They are meant for two-fold mastery i.e. reading and understanding.

- **Special Words:** They are for developing mastery over learning.

ii. **Structural Values:** - The structural value of the word should be kept in mind while selecting vocabulary for the pupils of primary schools. The children should learn how to use the structural words properly from the beginning. The words like was, shall, with, which, half etc., are structural words and break, fill, part, speak etc., are the semi-structural words. The meaning to say is that 95 out of 100 words in the frequency list are structural words.

iii. **Word's Universality:** - The principle of universality of word is based on the usefulness of a word everywhere in the world. The environmental value of the words should be kept in mind. Thus, the environment of home, school, society and the places like villages, towns, cities may be expressed in the like words everywhere.

iv. **Words Applicability:** - A word may be used in different ways in different sentences. The teacher should teach those words first which are related to the child's surroundings and experiences. For example in big cities where every child is well known to the words like hospital, doctor, college, university etc. The child can learn these words easily.

v. **Words' Productivity:** - Morphologically, those words should be selected which are productive in nature. By adding prefixes and suffixes to the word, new words may be formed as - 'happy - unhappy - happily - happiness - unhappily etc. the grasp of children over the language is increased with the help of productive words.
vi. **Words' Utility:** - Words which are more useful to the students should be selected. The words like book, doctor, and teacher are commonly used words when compared to the encyclopaedia, physician, educator etc.

vii. **Words' Regional value:** - The words selected must have regional value. The word must be frequently used in the child's surroundings or that region.

Besides this principle of selection of vocabulary, the teacher should keep in mind the interest of pupils and the correlation of words with physical and social environment of the pupils.

### 2.3.4 Methods of Teaching Vocabulary

A number of methods can be used for teaching new words to the learners. Some of them are briefly discussed hereunder:

i. **By Showing Actual Objects:** - Words, which can be taught by showing actual objects, should be taught that way. This method should be used for the lower classes. For example the words table, chair, window, door, fan, apple, radio, T.V etc., can be taught to the students by showing the actual objects. This method brings variety and life into the classroom situations.

ii. **By Performing Actions:** - There are some words whose actions can be performed. For example walking, running, standing, sitting, jumping, etc. This type of words should be taught by actions by simplifying the category wise. Thus there is an activity in the class and the students love to learn these words.

iii. **By Showing Models:** - Sometimes the actual objects are not available or cannot be brought into the classroom. In this case, their models can be shown to the students and thus words can be taught. We cannot bring the elephant or tiger or a train into the classroom. Instead, we can show the models of them and teach.

iv. **By Using Charts and Pictures:** - A chart or a picture can be prepared for certain words – may be nouns or action words. Some situations can also be created with the help of charts and pictures. In this way sentence or a group of words can be made clear to the learners of the language.
v. **By Using Blackboard:** Blackboard is the best type of teaching aid for teaching purpose. If the teacher is expert in drawing, the figures or stick diagrams can teach many new words to the children.

vi. **By Creating Verbal Situations:** Sometimes, it so happens that for some words, visual symbols are not possible. In that case verbal situations are created. For example the teacher wants to teach the word 'forget'. The teacher may try to speak or tell the names of the students saying – your name is Ram. Your name is Mohan. Your name is Radhika and Your name .... I am unable to recollect your name. I forget. I always forget so many things. When this type verbal situation is set before the students they will be able to understand that word.

vii. **By Using Mother Tongue:** When all sorts of devices fail for teaching a particular word, especially an abstract word, it is rather advisable that the teacher should tell the meaning of the word in mother tongue.

viii. **By Associations:** The new words may be associated with the old ones, which the child has already learnt. It can be done by asking antonyms, synonyms, past tense, gender etc., as the case may be. For example, while teaching the word 'bad' the teacher may ask what is the opposite of good? Here it is presumed that the students already knew the word well.

### 2.3.5 Techniques of Teaching Vocabulary

The teacher should decide which words are to be taught for active use by the students and then decide the techniques to be used to teach them. In general, content words are taught by

- Using situations / gestures / mimes
- Giving definitions / synonyms / antonyms / equivalents in Language - 1.
- Using pictures
- Explaining at the time of reading the passage
- Getting the students to look up the words in other areas
- Taking groups of words together.
In all these cases oral drilling is done with complete sentence containing the new word that is taught. The spelling, pronunciation and stress of the word are highlighted during the process of teaching.

2.3.6 Methods of Expanding Vocabulary

There is a need of expanding the vocabulary in order to make the students converse in English with fluency. Day to day new words should be added to the vocabulary. The students learn only a limited vocabulary, which may not be sufficient to express himself freely in spoken English. So, the teacher should device ways and means to improve or expand the vocabulary of the children. Some of the techniques to expand the vocabulary of the students is given below.

i. The teacher may suggest some headings like classroom, school, home, playground etc. The students may be asked to think of the words related to the topic and tell those words. Ex: School:- teacher, classes, sir, madam, headmaster, bell, peon, library, veranda etc.

ii. Through word families, related words may be collected together. Ex : Happy --- happier, happiest, happiness, more happy etc

Ex: draw --- drawing, draws, drew, drawn etc.

iii. Some special bulletin board/blackboard may be got prepared for this purpose to give one or two words may be written daily.

iv. Language games: Anthyakshari or word building.

The class may be divided into two groups. One student from one group speaks a word. Then the student of the second group speaks the word starting with the last letter of the word spoken by the first group. In this way the game continues and the vocabulary increase. This is called ladder game.

The teacher may write a letter on the board. Then the students may be asked to speak or write the words stating with the letter. The teacher may write some words on the board. The students are asked to form words with the letters given in the said words.

Ex: Picture --- pit, cut, cure, purse, tie, tip, ...

Teacher --- tea, each, her, act, rat, eat, tear.....
v. Through homonyms:

The words, which have almost the same pronunciation but have different spellings and different meanings, may be put in different categories.

Ex: write, right ---- Flower, flour, floor

2.3.7 Learning Vocabulary by Reading

The way you learned very many of the words in your own language was by meeting them in the books and magazines you read. The context of a new word in a sentence or story was often enough for you to guess the meaning. Meeting the word again and again in your reading helped you learn it for use in your own speaking and writing. Doing lots of extra reading for pleasure - both fiction and non-fiction - is an excellent way to learn new English words, too. But choose books that you find quite easy to read. Difficult stories or texts that you struggle to understand will not help you to develop your vocabulary the natural way. But remember: to learn new words from reading you have to read A LOT!

2.4 Studies on Vocabulary Acquisition

The empirical studies on vocabulary are categorized as

(i) Studies Related to Demographic Variables and Vocabulary Acquisition

(ii) Studies Related to Socio-Psychological Variables and Vocabulary Acquisition

(iii) Studies Related to Study Habits and Vocabulary Acquisition

(iv) Studies Related to Personality Factors and Vocabulary Acquisition

(v) Studies Related to the English Achievement

2.4.1 Studies Related to Demographic Variables and Vocabulary Acquisition

Dave (1958) found that girls scored more than boys did in vocabulary tests at the age of 8 and 9 years.

Stahl and Miller (1989) reviewed the research comparing whole language or language experience approaches to conventional basal approaches and found that the two
types of approaches had similar effects. They reported that with whole language approaches students had a tendency (a) to perform better in kindergarten than in first grade and (b) to reach higher achievement levels on word recognition measures than on comprehension measures.

Smith and Goodman (Encyclopaedia of Educational Research, 1992) have argued that good readers use contextual information to reduce the need for extensive letter by letter processing in order to achieve word identification and lexical access.

Dorothy (1995) designed a practicum to improve oral/aural vocabulary in English, consisted of a read-aloud programme. Their data analysis revealed that students' oral/aural vocabulary and reading vocabulary increased.

HetziTheologou (1997) studied the relationship between vocabulary knowledge and family size (N=503) and found that first and second born sixth graders were better than later born sixth graders.

Bornstein et al. (1998) investigated individual variation in child vocabulary competence, evaluating mothers' socio-demographics, personalities, and vocabulary and children's gender, social competence and vocabulary competence. They noted that specific aspects of children and mothers accounted for variation in child vocabulary knowledge and use. Child's gender and social competence and mother's vocabulary and attitude toward parenting were among the factors that directly affected vocabulary competence.

Diane et al. (1999) investigated the relationships between children's (N=76 mother-child pairs) reading ability, children's gender, mother's educational level, and mothers' helping behaviours during children's at home oral reading practice. Results indicated that their mothers were marked by the frequent use of error correction interventions, while the conversations between accelerated readers and their mothers were marked by children's extensive verbal involvement. They also reported that high school educated mothers used significantly more error correction interventions than did college-educated mothers.

Jacobson et al. (2000) studied word decoding performances (N=74). They found that most powerful predictor is early reading performance and non-verbal intelligence. They noted that neither teaching ratings nor family background gave useful predictive information.
Stallings et al. (2000) examined the relationship between parent word familiarity and the language development of pediatric cochlear implant users (age 3-8). Results indicated a significant relationship between parents' ratings and children's receptive vocabulary and language abilities, as well as their expressive language abilities.

Kirk Karan et al. (2000) examined the effects of age at implantation on the development of communication abilities in 106 implanted children. Results revealed significant improvement in communication skills over time. Children implanted prior to age 2 had significantly faster rates of receptive vocabulary and language development than later implanted children.

Van Schooten et al. (2001) tested the validity of the Literary Response Questionnaire (LRQ) and assessed its relationships with Dutch Junior high school student home-background, and school related variables. They found grade, gender, type of education, vocabulary size, reading behaviour, and cultural level of the home environment were the best predictors of the literary response scores.

Laufer et al. (2001) investigated how accurately learners can assess their understanding of words and whether the learners' culture, gender and lexical knowledge influence this accuracy. Subjects were university students of English in China, Israel and Japan. A mismatch between the objective and perceived understanding of a reading task was related to the country of learners and their objective of lexical knowledge.

Meera (2001) examined the relationship between language aptitude and achievement in English vocabulary and reported positive and significant correlation. Elliot et al. (2002) studied the influence of increased reading time, the use of visual aids, multiple exposures to words, and the activation of prior knowledge. They developed a variety of solution strategies to study the impact of the said variables. The results indicated an increase in expressive and receptive vocabulary; enhanced understanding of new vocabulary and an increased use of theme related words in writing and speaking.

Facon, Bruno et al. (2002) examined the association of chronological age with vocabulary, comprehension in 102 children and adolescents with mental retardation. Results indicated that intelligence score accounted for 29% of the variability of vocabulary scores.
Bhakta, Preetha et al. (2002) studied the prevalence and association of reading difficulties in South Indian children. They noted that the prevalence of reading difficulty was 82% and it was associated with younger age, males, poverty, less-educated parents, psychiatric disturbance, school failure, poor school attendance, physical ill health, poor motor coordination and impaired vocabulary.

Rescorla et al. (2002) used data from 278 children (aged 18-35 months) to norm the Language Development Survey (LDS) and the Child Behavioural Checklist. Vocabulary scores increased markedly with age, were higher in girls, and were modestly correlated with socioeconomic levels.

Gum, Barbara et al. (2002) studied children of 195 Hispanic and non-Hispanic students (grades K-2) with reading difficulties and found that children who received supplemental reading instruction that taught basic decoding and comprehension skills for two years performed better on measures of word attack, word identification, oral reading fluency, vocabulary and reading comprehension than comparison students. Senechal et al. (2002) found that children’s book exposure is related to vocabulary development and listening comprehension.

Gu, Peter Yongqi (2003) described the English vocabulary learning strategies of the Chinese classroom where the majority of language learning comes from intensive reading of English texts. Results showed that Chinese teachers succeeded through intensive, explicit study of lists of vocabulary words.

Joel, Connie et al. (2003) studied a low-income sample of almost 200 early readers. Their study revealed that schools that focus entirely on teaching decoding skills in the early grades neglect essential vocabulary knowledge those students need to become competent readers. Jana et al. (2003) investigated the effects of definitional information in the form of dictionary entries, on a second language learners’ vocabulary learning in an instructed setting. Indian students of English received monolingual English dictionary entries five previously unknown words from four different learners’ dictionaries. Results exposed drawbacks of institutional vocabulary.

Vidal, Karina (2003) presented a study of the acquisition of English-as-a-Foreign Language (EFL) vocabulary through academic listening. They explored the EFL proficiency and lecture comprehension on vocabulary acquisition.
Nilsen, Alleen Pace et al. (2003) suggested that teachers should try to use a source-based approach to teaching vocabulary. They explained that a source based approach starts with basic concepts of human languages and then works with lexical and metaphorical extensions of these basic words.

Smitha Sinha (2006) examined whether Oria medium teaching at pre-school helps in better development of linguistic skill (tested vocabulary skills) and concluded that the initial two years of education in mother tongue immensely helps the child to acquire both mother tongue and any other foreign language like English.

Kavitha (2007) in a study on teaching-learning vocabulary for high school students in non-English medium schools at Orissa found that – (i) Boys and girls differed significant in their level of acquisition of English vocabulary. Boys had higher level of acquisition compared to the girls. (ii) Private school students acquired significantly less vocabulary compared with urban area school students. (iii) Parents education level showed a significant influence over the acquisition of vocabulary, but parents occupation cannot.

Pramod (2009) found that the acquisition of English vocabulary was influenced by the variables – gender, locality, parents education and annual income of the family. He explained that most of the personal variables would not have an influence over their level of acquisition of vocabulary.

Mahapatra (2010) conducted a study on the phenomenological study on the vocabulary acquisition among higher secondary school students and reported that – (i) boys and girls are significantly differed in their level of vocabulary acquisition, (ii) rural and urban school students are differed significantly in their level of vocabulary acquisition and (iii) government and private school students are also significantly different in their level of acquisition of vocabulary.

Roshan Malvindhar (2011) investigated in a study on the problems of teaching-learning vocabulary at secondary school level that – (i) girls were suffered higher in learning English vocabulary compared to the boys; (ii) the students studying in rural schools had higher problems in acquiring the vocabulary than the students studying in urban schools. (iii) Academic motivation of students showed a significant influence in their acquiring level of vocabulary and (iv) parents education and family social background had an influence over their level of acquisition of vocabulary among the secondary school students.
2.4.2 Studies on Socio-Psychological Variables and Vocabulary Acquisition

Lambert (1959) investigated into the 'Motivational variables in second language learning'. A factor analysis of the relationships among measures of language attitude, attitudinal and motivational characteristics and teacher ratings of student's proficiency results on four factors. One of these factors was defined primarily by the indices of language aptitude, thus supporting the conclusion that achievement in English was related to individual differences in language aptitude. The second factor was attitude towards language. These two factors were orthogonal to each other suggesting that achievement in a second language was related to these two independent components.

After one year Gardener (1960) reported this study but included more indices of attitudinal / motivational characteristics and a greater sampling of second language skills. He confirmed the results obtained in 1959. He showed that Montreal – English speaking were apparently reflecting their parents' attitudes to English speakers.

Wilbur (1964) studied 'understanding vocabulary of first grade pupils'. The test was administrated to 272 first grade pupils in fourteen different classrooms and ten communities in the state of Maine. Correlation coefficients were computed to determine the relationship of intelligence and understanding vocabulary size. No significant differences were found in the size of the basic understanding vocabulary of grade I boys and girls. The 'Z' ratio of 0.25 in favour of the girls was not significant.

Carroll (1967) conducted a study on 'foreign language proficiency levels attained by language majors near graduation from college'. The findings showed attitude of parents matters much. The greater the parents use the language in the home, the higher were the means scores of the students. Thus, one reason why some students reach high levels of attainment in vocabulary is that they have home environment that are favourable to this.

George and Visweswaran (1967) observed from their study on the acquisition of vocabulary in English at the class V. the purpose of the study was to bring out the common errors committed by the pupils when they used active and passive vocabulary. The sample of 228 boys and 98 girls among which 117 were from Tamil medium and 209 were from English medium schools.
The results showed that there was no significant difference between boys and girls in their acquisition of English vocabulary. Pupils who studied in English medium schools were found to be superior to that of the Tamil medium students. Pupils of upper primary section of the secondary schools were superior to the pupils in the upper primary classes in senior basic schools. Pupils of urban schools achieved more in vocabulary than the pupils of rural schools. It was found that more than half of them spoke more to the teachers than to their parents or friends.

The investigators had brought to light several factors which had a direct relationship with pupil's acquisition of English vocabulary. The factors were: (i) interest in learning English, (ii) liking of the subject, (iii) liking of the English Teacher. They also found that there was significant correlation among factors such as pupils health, power of hearing, power of sight etc., and the acquisition of English vocabulary. The study also found that there was high relationship between the stability of the pupils emotions and English vocabulary.

Spolsby (1969) carried out an investigation on 'attitudinal aspects of second language learning'. In this study the investigator was concerned with finding out more about integrative motivation by developing an instrument that would compare in which he already has some degree of proficiency. The proficiency of the students in the sample was studied in relation to their attitude towards the speakers of the language. This study reaffirmed the importance of attitude as one of the factors explaining the degree of proficiency the student achieves in learning a second language. It was found that a person learns a language better when he wants to be a member of the group speaking the language.

Kappar (1970) conducted 'An enquiry into factors affecting reading comprehension in English'. The major findings of the study were: reading comprehension was related positively to reading attitude. Some other factors related to reading compression 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 level of parents and (g) social and economic compulsions.

Chadda (1971) conducted an investigation into the vocabulary resources of third year degree students. The purpose of the study was to compile lists of essential words which constitute the vocabulary for comprehension purpose at degree level. The sample
was 110 students of 3 degree colleges of Osmania University. She found that there was correlation between performance of students at the PUC examination and vocabulary test. The report showed that the educational background of the students' parents does not have any bearing on their score of vocabulary test in second language. Reading habits of students and their attitudes towards English affect vocabulary. Students who read books, magazines and newspapers fared better on the vocabulary test.

Pillai (1973) studied on 'The effect of social and psychological factors on Achievement in English'. The study was conducted on 694 subjects of IX class students of 3 districts i.e. Trivandram, Palghat and Kollam of Kerala state on stratified random sampling. The sample consists of 347 boys and 347 are girls. Pearson's 'r' was used to find the relationships between the achievement in language and each of the select sociological factors. The results indicated that the six sociological factors did influence the achievement in languages. Educational level of father, vocational level, income level and SES of father were found to be significant factors contributing to high achievement in English. But it was found that the higher the order of birth and size of the family, the lower the achievement in English. Reading achievement in English and Hindi though the influence of home ground is felt, other factors such as intelligence are more significant.

Jordan (1978) conducted a five-year perspective study of child development to find the influence on vocabulary attainment. He found: how parents encourage the Child's vocabulary through conversation, word games, reading to the child, that learning in general and word knowledge in particular are valued influence the vocabulary attainment: how parents encourage the Child's vocabulary through conversation, word games, reading to the child, providing reading materials at home and indicating to the child, that learning in general and word knowledge in particular are valued.

Gardner, Smythe and Clement (1973) investigated the relationship between language achievement and a series of attitudinal / motivational variables. The purpose of the study was to assess the effects of the programme on attitudes, motivation and language proficiency. The results demonstrated an association between an attitudinal / motivational factor, referred to as integrative motive and oral proficiency and reported satisfaction with the programme for the sample of students. Results were interpreted as reflecting the role played by attitudes in the language learning situation, but attention was directed toward the significant influences the socio-cultural background of the student can have on the nature of this role.
Shaw (1979) made a survey on the attitude of the students towards English. The sample was 342 final year degree students of 6 colleges of Hyderabad City, Andhra Pradesh. The instrument used was an English Language Questionnaire. The results of this survey indicated that their future use of English would increase. Given a list of 25 possible reasons for studying English, the three groups viz., English major, Engineering and Commerce, when asked to indicate the extent to which those reasons were representative of their own feelings, unanimously picked up the following two common reasons:

i. I studied English because I will need it for my work.

   English 93/4   Engineering 95/3   Commerce 94/4

ii. I studied English primarily because it is required in Indian system.

   English 85/10   Engineering 78/16   Commerce 79/10

The other reasons received positive ratings by all the groups. Most of the reasons are those which are usually mentioned as indicators of an integrative type of motivation stemming from a desire to join or be like a group of native speakers. It showed that English is mainly studied for instrumental purpose.

The respondents were asked to indicate their degree of agreement or disagreement with a number of statements representatives of certain attitudes towards English. This was to discover more about their personal feelings towards the English Language. The response to such statements illustrated a number of points like: although the status of English as a compulsory subject was often cited as a major reason for studying it, a majority of the students in each field felt that they would try to learn English even if it were not a required subject. It appeared that most of them had very positive attitude towards the language.

Shah (1979) conducted a comparative study of some personal and psychological variables and reading comprehension. The sample consisted of 412 pupils of 8th and 9th grades drawn from four different secondary schools of Bhavanagar City. The results indicated that there was significant difference between the two grades as well as medium age groups. There was significant difference in frequencies of high and low group pupil on the variables of parental income, parental education and parental
occupation. 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. Correlation values of the last three variables with reading comprehension indicated positive relationship between them.

Agnihotri (1979) carried an investigation on 'language development among infants in relation to their social strata'. The findings of the investigation were – the infants of upper class and upper middle class used more specific expressions and context free expressions than the infants of middle class, there was significant difference in the language of boys and girls, there was no difference in language of infants of different birth orders.

Lasman (1980) reported from a study that individual differences in vocabulary are related to socio-economic variables such as parental income, occupation and education.

Bhishikar (1980) found from a study on the acquisition of reading skill of the school students. The findings revealed that intelligence played a significant role in the acquisition of reading skills, the high intelligence group showed significantly greater improvement in vocabulary; SES, reading habit, reading interests, health, language and scholastic achievement were found to be significantly related to reading achievements.

Patrikar (1981) carried an investigation on the errors committed in written English of the B.A students in Vidarba city colleges. The study was concerned with the causes of deterioration in the usage of English and it was analysed by critical examination of errors in language performance of students in the university examinations. The study revealed that the student's knowledge of English vocabulary, morphology and syntax was very confused. The reasons for the major deficient achievement are attributed to psychological and environmental causes.

Kumar (1982) made an assessment of entering behaviour in English of pupil of class VIII. The sample is 600 pupils out of which 300 urban and 300 rural from the Trivandram District of Kerala. The tools used were word fluency test, free composition of about fifteen sentences and ten component skills of written English. The results showed that the vocabulary attainment of class VIII pupils was very low; boys and urban pupil were found to have significantly higher attainment than girls and rural pupils respectively. On the four types of errors boys and urban pupils had significantly lower number of incorrect responses.
Kavitha (2007) in a study on the difficulties of teaching-learning of vocabulary to high school students found that – (i) academic motivation is significantly influencing the learning vocabulary among the high school students, (ii) Interest and attitude towards the subject made a positive and higher acquisition of vocabulary and (iii) academic adjustment and attitude towards teachers’ teaching had a positive and significant correlation with their learning vocabulary.

Pramod (2009) examined the level of influence of home climate and socio-economic status of the students on their level of talkativeness and usage of vocabulary. He found that both Home Climate and SES had a significant and positive influence on the usage of English Vocabulary in high schools.

Mahapatra (2010) found from a study on higher secondary school students that home environment, family income, Caste and Social Status of the students had a significant role in their level of acquisition of English Vocabulary.

2.4.3 Studies on Study Habits of Pupils and Vocabulary Acquisition

Rachal, John et.al. (1991) examined the reading habits of students in Adult Basic Education and High School Equivalency Programmes by variables of race, gender, age and reading level. They found that their time spent on reading is less than the general population.

Thornton (1992) noted that teaching reading habits are necessary to increase vocabulary, comprehension and reading rate.

Patterson (2002) investigated the relationships of expressive vocabulary size with frequency of being read to among 64 bilingual 21-27 month old children from homes in which Spanish and English were spoken. Frequency of being read to in each language was positively correlated with expressive vocabulary size.

Collins et al. (2002) identified poor reading ability as a predictor of under achievement among under graduate students, especially those of minority background. This study examined the reading comprehension and reading vocabulary of 105 African students. A correlation analysis revealed a strong relationship between reading ability variables and achievement.
Kavitha (2007) found, in her study on the difficulties of teaching-learning vocabulary, that the study habits of the students had a significant influence over the students' acquisition of vocabulary. Higher the level of overall study habits had higher level of acquisition of English vocabulary.

Arora (2009) investigated into language acquisition and some social psychological variable. He found that the level of learning approaches and study habits showed a significant influence on their level of language acquisition.

Roshan Malvindhar (2011) found from a study on secondary school students that – (i) home climate and school climate had a significant influence on their level of acquisition of vocabulary.

2.4.4 Studies on Personality Factors and Vocabulary Acquisition

Narayana Koteswara (1997) investigated the relationship between 14 personality factors of HSPQ and vocabulary acquisition in Telugu language and he reported that all the 14 personality factors have influence on vocabulary acquisition of the high school students.

Al-Khataybeh, Majid Mohammad (2000) investigated fourth-year university students' perceptions of vocabulary learning strategies as affected by individual differences variables such as sex, grades and accumulative average.

Bosacki, Sandra Leanne (2000) assessed "Theory of Mind" or social understanding in pre-adolescents (N=128) and examines individual differences in the relations among social understanding, self-concept and language competence. Results reveal positive associations between children's social understanding and self-understanding; self-perceptions of behavioural conduct; and general vocabulary ability.

Long and Shaw (2000) examined both working memory (WM) and existing vocabulary knowledge when the memory of a new word is deciphered in context. Age related WM deficits and vocabulary strengths suggest that younger and older adults rely on these factors differently. Participants gave definitions for rare, novel words that appeared in short passages. Three measures of each individual difference factor (WM and vocabulary) were administered. Older adults gave more complete definitions for the novel words, had higher vocabulary knowledge test scores, but reduced WM scores
compared to younger adults. They concluded that existing vocabulary knowledge contributed more to extracting word meaning from context than did WM for the older adults only.

**Bauer, Daniel et al. (2002)** examined individual differences in the rate of early lexical development with a specific interest in gender differences. They explored individual differences in developmental trajectories of vocabulary comprehension and production using two analytic approaches. Both techniques demonstrated that lexical development of girls outpaced that of boys.

**Memdez, Julia et al. (2002)** investigated relations between children’s attributes and peer play competence among African American preschoolers attending Head Start. They identified sex distinctive profiles of personal attributes linked to adaptation in social functioning. Children with highly adaptable temperaments, strong ability to approach to new situations, and above average vocabulary development showed the higher peer social competence.

**Ananthasayanam et al. (2005)** studied personality traits in relation to language skills among engineering college students (N=100) and reported that personality traits like emotional control, courtesy and attitude towards life.

**Kavitha (2007)** found in her study on the difficulties of teaching-learning English Vocabulary found that 14 personality factors of the high school students was an influencing factors on their level of acquisition of English vocabulary.

### 2.4.5 Studies on English Achievement and Vocabulary Achievement

Academic achievement has been playing an important role, since formal education decides the level of learning of different students in different subjects in all classes. Achievement can be defined as total marks or score obtained by a student in a particular subject. Achievement differs from student to student and from subject to subject. Factors for this difference also vary from person to person. Various factors play their role for this difference in the achievement. It has been observed that in subjects like mathematics, science and English, the achievement is considerably low; when compared to the other subjects, in the case of majority of students at secondary level, due to various factors.
Academic achievement is a multi-dimensional phenomenon and may be effected by three main types of factors viz. Subjective, objective and personality factors. Subjective factors are related to the individual himself, his intelligence, learning ability, aptitude, self-concept, perception of school, study habits and level of aspiration; Objective factors lie with in the environment, socio-economic status, family traits, education system, system of evaluation, school situation, type of the school, number of students in the class etc. Personality Factors are related to the individuals' adjustment with the school environment, his attitude towards the subject, attitude towards the teachers, adjustment with his peers and emotional adjustment.

Achievement is considered as a key factor for personal progress. The whole system of education revolves around academic achievement. Academic achievement depends on a number of variables. Some researchers found that gender, literacy level of the family and family income contributes significantly to academic achievement. A great deal of research work has been done to assess the relationship of academic achievement with adjustment.

Academic achievement has raised several important questions for educational researchers. What factors promote achievement in students? How far do the different factors contribute towards academic achievement? Many factors have been hypothesized and researched upon.

Scholastic/ academic achievement is of paramount importance, particularly in the present socio-economic and cultural contexts. Great emphasis is placed on achievement right from the beginning of formal education. A considerable number of students from schools go to the colleges and institutions of higher learning. It is very important to ensure that such students acquire the requisite competence so as to benefit more out of higher education. Setting the stage for achievement of youth is thus a fundamental obligation of the educational system.

In schools/colleges, great emphasis is placed on the achievement right from the beginning of the formal education. The school has its own systematic hierarchy, which is largely based on achievement and performance rather than ascription. The school/college performs the function of selection and differentiation among students on the basis of their scholastic and other attainments and opens out avenues for advancement, primarily in terms of achievement.
The central aim of all formal educational efforts is academic achievement, on the part of the students. Even though, it is desirable to have all-round development as a goal of educational process, where academic achievement would be just one of the dimensions; but in most of the educational institutions, academic achievement continues to be the exclusive concern, narrowing down the very concept of educational process. Nevertheless it is important to note that achievement in curricular subjects is not an independent phenomenon. Rather, it is directly influenced by a number of factors, some of which are personal to the individual while many others are located in the environment in which learning process takes place. Thus in order to fully understand the concept, as well as, the process of academic achievement, it is imperative to identify and explore various factors related to the academic achievement.

There are number of studies relating to the scholastic/academic achievement done in the past. However only the literature pertaining to the independent variables used in the present study is referred in the succeeding pages.

In general terms, achievement refers to the scholastic achievement of the student, at the end of an educational programme. It is to this concept that the term achievement is referred here. To maximize the achievement within a given set up, therefore is the goal of every educationist, a teacher or an educational administrator. Research has been to our aid, looking into what variables - personal, home, school etc, promote achievement and what are the determinants to.

Subramanyam (1981) found a high and positive relationship between reading achievement and the demographic variables like family income, education of the parents, caste, encouragement of the parents, time spent on reading activities and social class.

Kaur and Gakhar (1981) study on 96 working and 96 non working mothers belonging to different socio-economic groups whose children were studying in the 9th class, showed that social status plays an important role in academic achievement of students i.e. higher the SES higher was the achievement. In a study on the Elementary Teachers' Trainings,

Gupta (1982) found a significant correlation between the in-puts i.e. the quality of teacher educators, academic motivation, leadership style, teaching methods and physical facilities available and the out-put i.e. the total marks in the final examinations.
Vyas (1982) showed that age, attitude towards teaching and verbal intelligence are the significant predictors of the total achievement. But, the variable, self perception had shown no significant contribution towards the prediction of achievement.

Shakiba – Nejad et al. (1983) observed a strong positive correlation between school pupils' socioeconomic status and academic achievement.

Meesin Chaaroon (1983) had reported in his studies that gender has no significant effect on the language achievement.

Goyal (1984) found that the total marks obtained by the student-teachers did not show any significant relationship with teaching experience course.

Patil (1984) also found a positive and significant correlation between attitude towards teaching profession and the academic achievement among the B.Ed student-teachers.

Quraishi and Bhat (1986) showed that SES had a significant effect on academic achievement.

Deb and Gravel (1990) revealed that after their investigation on B.Sc. final year Home science students, the Component of study habits is positively correlated with the academic performance of students ($r=0.39$). Students with good study habits do better academically. Therefore parents and teachers should help to promote good study habits in their children right from the beginning.

Gary Lee (1990) indicated that there were significant differences between study habits and achievement on the subjects.

Ramaswamy (1990) observed that there is significant difference between high and low achievers in study habits among boys and girls.

Patnaik and Basavayya (1991) reported that there was no significant relationship between study habits and achievement in mathematics.

Ruth Lee (1992) conducted a study on development of a study skill to improve grades in IX and X students. It is found that development of study skills, increased student achievement.

Stella and Purushothaman (1993) showed that there is no significant difference between the study habits of under achieving boys and girls.
Ekins and Judith (1993) investigated on study approaches of distance learning students and studying in a second language. He reported that command of English is related to the study approaches and skills and it is likely to lead to academic success and persistence.

Aruna (1994) concluded that scholastic achievement of the X class pupils and significant influence on their study habits.

Rawat Leela (1995) showed that there was no significant difference between the study habits of boys and girls and their academic achievement.

Fruntera, Lucy and Rosalind (1995) found that the students study behaviour was significantly related to their success.

Varma (1996) showed that students possessing good study habits scored higher achievement than students possessing poor study habits in English, Hindi, and Social studies. On the other hand, students having poor and good study habits scored almost equal achievement in Mathematics and General science.

Narayana Koteswara (1997) showed that the total study habits score significantly influenced on reading achievement of high school students.

Gordan, Darlene (1998) found that the students having good study habits possessed good achievement.

Vanden Hurl et. al., (1998), showed that the study habits of medical students were correlated with their academic achievement.

Nair and Bindu (1998) made an attempt to find out the association between sex and discrepant achievement in six school subjects of secondary school pupils. Sex of the pupils was found to be associated with discrepant achievement in social studies and mathematics.

Lindblama – Yalamne et al (1999) showed that the students’ individual study orchestrations were related to their success.

Promod (1999) conducted a study on 300 boys and girls to find whether sex difference exists in academic performance. The results showed boys and girls differed significantly in their academic performance. Boys performed better than girls.
Panchanathan (1999) found that maintaining emotional balance among students through a psychologist by using auto counselling increased their academic performance.

Nair (1999) conducted a study on 1758 secondary school pupils to find out familial variable, which discriminate between overachievers and underachievers in science and mathematics. His results revealed that parents' income, occupation and education, home learning facility and family size discriminate over and underachievers significantly.

Agarwal (1999) found a statistically significant difference between the successful and unsuccessful students in respect of SES. It is evident from the above studies that there is no conclusive evidence regarding the effect of gender on academic achievement. However, many studies noted positive effects of parents' educational level and income on academic achievement.

In a study Viswanatham (2000) found that girls do better than the boys, but there is no significant difference between rural and urban students in their achievement.

Samsananda Raj and Sreethi. (2000) found that study habits and academic achievement on students are positively and significantly related.

Natesan and Susila (2000) indicated that the chosen personality factors (Cattle's Children Personality Questionnaire) are not significantly influencing the achievement (Environmental Science) of V standard boys (N=300) and girls (N=300) in the age group of 9-10 years studying in the schools.

House, J. Daneal (2000) investigated the relationships among student involvement in specific activities and their academic self-concepts. They indicated that student involvement in several types of activities is significantly, but weakly associated with specific facets of academic self-concepts.

Sam Sananda Raj and Sreethi (2000) found that study habits and academic achievement of students are positively and significantly related.

Shinde (2001) found that imparting study skills training may enhance the scholastic achievement of students.
Tilak Raj (2001) reported that better school environment facilitates the development of positive academic motivation and also there was no significant difference between the academic achievement of boys and girls. Sparks, Richard L. (2001) considered how children with hyperlexia who learn to read spontaneously before the age of five are impaired in reading and listening comprehension but have word recognition skills well above their measured cognitive and linguistic abilities. When they reevaluated three adolescent hyperlexic students eight years after an initial evaluation, they found levels of phonemic awareness were low and not commensurate with word reading skill.

Vos, Sandra H. et al. (2001) used Event-related Brain Potentials (ERPs) and behavioural measures to study the potential effects of individual differences in verbal working memory capacity on the possessing of sentences with a local syntactic ambiguity in German. Results indicated that syntactic processes in language comprehension are related to individual differences in parsing strategies.

Kumaran and Kamala (2001) from their study on variables affecting academic performance of successful and unsuccessful learners in science subjects (N=325) concluded that by suitably manipulating the variables of study habits, the academic performance of the students can be improved.

Nagaraju (2001) concluded that the academic achievement of pupils in 10th class public examinations in all the school subjects and total academic achievement have significant influence on study habits score at 0.01 level. The pupils who have better academic achievement have better study habits. There is perfect positive correlation between the academic achievement and study habits of the pupils (N=1800).

Sen, R and Blatchford, P. (2001) investigated factors associated with achievement and progress in young Indian children learning to read in English (N=161, first and second graders in Calcutta). They noted that word recognition at the end of nursery consistently emerged as the variable most strongly associated with progress in reading achievement.

Kagade (2002) observed that (i) there was no significant relationship between educational adjustment, home adjustment and the educational achievement of high school pupils (N=1941) studying VIII and IX, (ii) there was significant relationship between social adjustment and the educational achievement.
Panda (2002) reported that 5th class boys (N=478) and girls (N=404) studying in urban, rural and tribal areas did not differ in their performance in all the school subjects. He noted that rural students had exhibited better performance when compared to their urban and tribal classmates. He further reported that the pupils of college educated fathers showed better performance than the others but father's occupation and tuition did not have significant impact on learning achievement of the pupils.

Suneetha and Mayuri (2002) argued that gender was found to be the more important variable than IQ in deciding high academic performance as more girls were found among top ranking students studying classes 9th and 10th.

Naveen Kumar Reddy (2003) found that study habits and academic achievement of students are positively and significantly related.

Panchalingappa (2004) found from a study on Devadasi children that there is significant difference between high school boys and girls studying in rural and urban schools in respect of their academic achievement scores.

Guravaiah (2004) revealed that the academic achievement of the pupils in 10th class examinations in all the school subjects and total achievement do not have significant influence on study habits score of the pupils.

Rajani (2004) observed that there is positive significant relationship between the academic achievement of intermediate students and their study habits.

Arockiados (2005) studied the correlation between study habits and academic performance of college students and reported that the academic achievement of the college students is influenced by study habits.

Mohammad and Philip (2005) investigated that girls' academic achievement was higher than boys' academic achievement.

Malvinder Ahuja (2006) studied the impact of parental involvement and socio-economic status of the family on academic achievement of ninth class students (N= 100). Their findings indicated that (1) socio-economic status of the family and parental involvement were associated with each other; (2) socio-economic status and academic achievement of students were independent of each other; (3) academic achievement of high and low parental involvement groups were not significantly different; and (4) there was an interaction effect of socio-economic status and parental involvement on academic achievement of ninth class students.
Muniraja Reddy (2006) investigated the level of acquisition of vocabulary among residential and non-residential school students. The findings of the study were –

1. Boys had better vocabulary performance than girls.
2. Residential school students had higher level of vocabulary performance than the non-residential school students.
3. The personality factors A, B, and G of the students showed significant influence other performance of vocabulary.
4. The study habits viz., reading, note-taking, preparation for examination, and school environment had a great influence over the performance of the vocabulary.
5. Age, health conditions, encouragement by the teacher, percentages of attendance, facilities of the school, had positive significant influence on their performance of vocabulary among the school children.

Kavitha (2007) found that home environment, study habits and academic motivation of the students had a significant influence on the scholastic achievement of the high school students in Orissa.

Prasodi (2010) found from a study on the development of vocabulary among children that–
1. Girls acquired more vocabulary than boys at school stages.
3. The children with educated parents had developed their children higher to those of uneducated parents.
4. Leisure time activities had through positive significant influence on their vocabulary development.
5. Some of the personality factors had influenced to vocabulary development among the school children.

Mahapatra (2010) found that academic achievement of the secondary school students had a significant influence on their level of acquisition of vocabulary. He also concluded that study habits had no significant influence on their level of vocabulary acquisition.

Thomas (2010) observed from a study on school children that acquisition of vocabulary was influenced by the environmental factors. He also found that –
1. Girls acquired vocabulary speedily than boys at all school stages.
2. Urban children acquired more vocabulary than rural children.
3. Socio-economic status had a significant influence over the acquisition of vocabulary among the school children. The more of socio-economic status, the higher would be the acquisition of vocabulary.
4. Study habits of the children had a positive significant influence over their acquisition of vocabulary. The poor study habits made the children low of their acquisition of
vocabulary. (5) The variables size of family, parents education and occupation also had significant influence on the acquisition of vocabulary among school children. (6) Personality factors A,H,M,QI AND Q4 had a positive significant influence on the acquisition of vocabulary among the school children.

Christopher (2011) studied the environmental factors affecting the acquisition of the English Learning. The study was attempted to know the effects of the three variables viz., gender, locality and socio-economic status of the family on their level of English Learning. The research findings showed that environment factors had a positive effect on the acquisition of English Learning. The linguistic, home, social and cultural factors also had a positive influence on the English Achievement of the students; the urban environment was found to be better than rural in all the factors; the gender of the student did not affect the performance in English. The locality and socio-economic status was more on listening comprehension than on reading; no difference was found between the students' performance in word compression and general comprehension.

2.5 Appraisal

From the review presented, it is clear that different methods are in use to develop the vocabulary skills among the children of different grades. However, the translation method is widely used in the Indian classrooms and the teachers made use of Indian English. In some of the experimental studies it was found that the bilingual method was better to the direct method in developing the language skills; definition plus context was found to be better than the definition presentation in the acquisition of vocabulary; vocabulary presentation through reading stories aloud to children was found to be acting positively in the pupils' acquisition of vocabulary. Puzzles and computer games were found to help students in learning vocabulary in an informal way and so on.

In learning types of words, different researchers found that nouns seemed to be best known; adjectives were poorly known and logical and temporal connectives and adverbs were unfamiliar. In some other studies it was found that students performed fairly well in word meaning in antonyms, but were poor and below average in word meaning with prefixes and suffixes.

With regard to the organization of the text books it was reported by the earlier investigators that there was very little grading of vocabulary in the text books; the basal readers did not introduce new words; the density indices of vocabulary were the highest.
for class VII and lowest for class X; the longer the passage, the more frequent would be the occurrence of new words; contextual presentation and words presented is known situations were helpful; cluster approach would help students increase their vocabulary; considerate text books was found to contain contextual information; when words are repeated it would ensure vocabulary learning. List Group Label found to be containing instructional format etc.

From the above studies it was found that different variables influenced vocabulary acquisition and language skills. It was identified that age, motivation, intelligence, emotional stability, emotional maturity, health, interest in the subject, medium of instruction, socio-economic status, etc., had positive impact on language skills, gender differences exhibited bipolar results – in some studies no differences between boys and girls was identified in acquisition of language.

Thus, the investigators carried out in this area had mostly adapted either survey method or experimental method. The survey method was used to study the acquisition of different types of vocabulary, vocabulary presentation in the text books and the influence of different variables on language skills and the experimental method was used to find out the effectiveness of different methods of teaching vocabulary.

In the light of the above observations and inferences, the problem of acquisition of active and passive vocabulary of English of Class VIII pupils in relation to certain psycho-sociological variables is taken.
CHAPTER-III

THE PRESENT STUDY