CHAPTER TWO

REVIEW OF LITERATURE

In the present chapter a review of related literature is being presented. Due to the vast scope of the area of research, only the studies done in India have been touched upon.

2.1 Research in ELT

Language teaching standards are different in different regions of the country. A common concern is about low standard of achievement in English. English is not one of the Indian languages, but the role it plays in the national educational set up is noteworthy. English language teaching remains a favorite subject of research. Curriculum development, textbooks analysis, teaching methods, contrastive studies, skill based studies, measurement of teacher qualifications and student achievement are the popular research areas. Some earlier pioneering examples are being presented here for understanding the nature and scope research in ELT in India.

A.K. Srivastava (1986) studied the achievement of students of English medium and that of non-English medium. The comparative study reached to the finding that students of English medium had superior achievement. Various factors were responsible for it like the methods and materials used, socio-cultural background of the students, better employment opportunities, etc.

Bhatt (1986) did an investigation into the various components of textbooks in English of Gujarat State. He focused on Std. XI and XII. The study objective was to compare the readability of English textbooks in two
terms grade and stream. Four variables - readability, interest, values and format were considered. The researcher concluded that grades and stream must be taken into account while editing reading material for textbooks. The various components of reading materials should be chosen so as to give a better comprehension.

Bhattacharjee (1984) made an inquiry into the teaching of English in high schools in East Khasi Hills, Meghalaya. He studied the background of teachers of English and their classroom performance and suggested measures to improve the teaching of English. The major finding was that the majority of teachers of English were not professionally equipped to teach English. Foundation level education was neglected. Among different categories of teachers of English in schools there was no uniformity about the workload. English readers were written with the latest approach but teachers' handbooks were not provided. The overall mean score of classroom teaching was 'poor'.

Singh (1984) investigated the linguistic and communicative abilities of high school teachers of English in relation to their classroom functions. The speaking ability, writing ability, grammatical and stylistic competence to identify and correct errors, norm and concept of correctness, control and fluency and difference between the speaking ability and writing ability of the 60 teachers of English was evaluated. The sample was selected from 15 Central Schools located in the states of Rajasthan and Uttar Pradesh, and the Union Territory of Delhi. Using quantitative and qualitative methods the written tests and audio-recordings were evaluated. The teachers were able to speak fluently though not accurately. They were better in speaking than in writing. They were able to correct grammatical errors of the students. The performance of postgraduate teachers was better than that of graduate teachers.
P. S. Gill (1984) investigated impact of 'Teach-English-Learn English' Radio Programme on listener teachers' and pupils' English in Gujarat. The study constructed the tools and measured the impact of Teach-English-Learn English (TELE) programme on teachers and students of English in relation to the skills of the English language. It also noted reactions of the audience towards the programme and made the organizers of the TELE programme familiar with them. It was found that there was a positive impact of the TELE series on the teachers' and learners' English. It improved listening comprehension, pronunciation, vocabulary and grammar. The TELE series proved helpful for the schools of rural areas facilities were comparatively inadequate. It developed a general awareness in teachers and learners of English.

D. G. Pratap (1985) worked on the contrastive study of Grammatical Structures of English and Marathi. He analysed the grammatical structures of English and grouped them under suitable heads. The similarities and dissimilarities between grammatical structures of English and that of Marathi were found out. He then talked about curricular programmes, preparation of grammar books, the methodology of teaching English grammar. 275 grammatical structures of English as listed in the prescribed syllabi for standards V to X were picked up for study. The researcher collected the structures, classified them and analysed them in the light of the opinions of teachers and eminent persons.

Khare (1986) compared the learning outcomes of students taught by traditional and structural approach. For this spelling, comprehension, applied grammar and vocabulary were tested and the effect of cultural and economic background and intelligence on the performance of students was observed. The investigator constructed seven achievement tests and a cultural and economic background questionnaire. The structural approach was more useful.
for the areas of spelling, comprehension, composition, pronunciation, applied grammar, and vocabulary. For pronunciation, the traditional approach had an upper hand. Cultural and economic background of students and their intelligence played a significant role in achievement.

Kudesia (1987) attempted an experimental comparison of discussion method and lecture method in teaching technical English to first year students of polytechnic. The students of the same class were selected to make two groups of 15 students each. They were taught the same units but with different methods. Finally an achievement test was conducted. The findings of the study showed that the discussion method of teaching was more effective in learning Technical English than the lecture method of teaching.

D. K. Patil (1985) assessed the English language achievement of Shivaji University Arts Graduates. The researcher critically studied the syllabus and textbooks in compulsory English prescribed for arts students and the scheme of examination. A comprehensive language test based on different theories of language measuring overall ability of the Shivaji University students was designed. The test was administered to the 300 postgraduate students. It was found that only the first year arts course of Shivaji University provided teaching of vocabulary, comprehension, practice and dictionary words. The syllabi of the other years had a literature base. The Shivaji University graduates could hardly achieve 50 per cent of the expected English language proficiency. There was no significant difference between the performance of male and female students; nor between the students whose mother-tongue was Marathi and languages other than Marathi. English language achievement of the urban group was superior to the rural group.

2.2 Research in Language Skills

In relation to skills of English language, reading has received a good deal of attention from Indian researchers. Yet, lack of uniformity in the
processes does not allow any comparison of the results. All investigators take into account the ability of the students. They do not have much to say about the role of teachers, reading materials and methods of teaching reading. Another common feature of all these research projects is to build a reading comprehension test.

Skanthakumari (1987) suggested strategies to improve reading skills in English. The main objective of the study was to identify the tasks involved in reading comprehension. A survey and experimental design was adopted for the study. A random sample of 937 students of both sexes, in both urban and rural areas from 11 schools was used for the survey. Boys were found to be better readers than girls. Students from English medium schools were better than their counterparts from non-English medium schools. Urban students had a higher score than the rural students. The intervention strategy helped to improve the reading ability of the students.

2.3 Research in Communicative Competence

Deenamma, K.V. (1979) studied the various barriers to scientific communication and dealt with difficulties in pronunciation, difficulties due to ambiguity, confusion, artificiality and also difficulties in understanding technical terms used in chemistry textbooks. Survey-appraisal methods were used. A questionnaire was administered to 420 students, 100 chemistry teachers, 10 scientific language experts and 30 educationists. 153 technical terms were tested for effectiveness. Among them, 41 were found to be the most effective. English and Sanskrit words were more effective than Malayalam words. English was found to be the most effective language for scientific communication.

Kudchedkar (1981) focused on the development of course in spoken English for the college level and analyzed its effectiveness. The researcher determined the principles on which the course should be designed. He
suggested a three-year course in spoken English at the university level with an aim of communicative competence. Further, a judicial use of basic grammatical structures and simple natural dialogues was suggested. Similarly, the use of cassette recorder and even language laboratory was found to be result generating. Students attitude and motivation affected the results. Aptitude appeared to be an even more important factor than motivation or methodology.

Charles, D.L. (1981) prepared auto-instructional and support material in English for the development of language skills and gave a sequence of lecture, tape-recorder playing, discussion, practical work, unit tests and feedback sessions. The study also focused on the relationship of achievement with intelligence, academic qualifications, and socio-economic status. The sample consisted of the 30 adult learners from M.S. University, Baroda. The difference between the pretest and the posttest score proved the utility of the materials and methods. The course proved useful for intelligent as well as less intelligent adults and for graduates as well as undergraduates though there was a difference in the level of achievement.

Pillai (1984) identified the various uses of the English language by technicians on-the-job in industry. The analysis of the engineering textbooks was also done. The language skills required by polytechnic students were also enlisted and analysed. The sample was from polytechnic colleges in Madras city. The technicians had a limited use of language. The use of English for speaking and reading was very less compared to that for writing and listening. The institutional priorities and industrial needs were found to be different. The study concluded that the teaching methods and materials should correspond to the identified needs.

Saraswathi (1982) explored the nature of communicative competence. The work was divided into three parts - theoretical perspectives in applied
linguistics, practical investigation and as a final outcome of the two the design of the proposed course in English for Official Purposes. The researcher dealt with the conventions of EOP in Tamil Nadu, the expectations of the official community, the level of potential learners' communicative competence. A questionnaire was administered for the same. Similarly an analysis of the letters written by business men and third year degree students was also done. A diagnostic test in written communication was also administered to 100 final year degree students of Madras University. Finally the researcher suggested guidelines for designing a course in EOP for undergraduates in Tamil Nadu.

Soumini (1984) designed a course based on communicative approach for the teaching of English for regional medium class IX and X students. Science subject was used as content. The researcher used the parallel group experimental design. Students were divided into the experimental and control groups on the basis of one to one matching. The experiment was conducted in a Telugu medium school. The experimental group demonstrated a significant improvement due to communicative approach. Students found that the course design was useful to improve both science and English. Figures, illustrations, charts and exercises given in the instructional material were interesting and satisfactory. The teachers had to be more active in the classrooms. The course proved helpful to develop vocabulary, structures, science concepts, as well as the language skills. Teachers needed special training to teach English through the communicative approach. They believed that such a course was difficult to be introduced in our schools.

Rao, Nijalingappa and Pillai (1988) did an independent study to analyse the need for programmes to improve communication skills of polytechnic students. They evaluated the general level of proficiency of 95 students with a 100 mark test. Only 30 % students could get more than 35 marks. Listening comprehension was found to be the most difficult one. The
researchers recommended the completion of at least one comprehension exercise every week, and inclusion of vocabulary and grammar exercises.

Sarma (1989) tried to find out the present achievement levels in written English of the Telugu medium learners of Classes VIII to X formulated the communicative syllabus designed to develop writing skills. 236 students, 63 teachers, and 120 parents responded to the questionnaires. 34 Class IX students were selected for implementation of the designed communicative syllabus. A large number of students were poor in written English. They needed written English for both academic and social activities. The investigation confirmed that the use of communicative language teaching strategies with a tension-free, interactive classroom can create a satisfying and positive attitude towards learning writing and enhance the skills of writing and revising.

Pradhan (1991) did a critical study of the teaching of English at the +2 stage in Maharashtra. The researcher analysed the gap between the SSC level English and the degree level English, suitability of its syllabus at all the three stages, textbooks, and the examination pattern of English at the +2 stage. The sample comprised of 146 teachers and 383 students from Pune, Aurangabad, Nagpur, and Bombay divisions junior colleges. Questionnaires, interview, participant observation, and desk study were used as the tools. Students were found committing grammatical mistakes in their answers. The syllabus of Standard X (lower level) did not appear to lay a solid foundation for the unit-level English of Standards XI and XII. There was an incredible gap in objectives, textbooks, teaching, evaluation procedure between English at the higher secondary and the senior college level. The question paper merely tested students' ability in reading a particular text. More than 50 % teachers always made use of the translation method in teaching English.
Paliwal (1996) aimed at finding out the communicative needs of the learners of secondary schools and developing communicative competence in written English. The researcher compared Traditional Language Teaching and Communicative Language Teaching approaches and made it clear that CLT is more effective. Survey and experimental method was adopted for the study. The presentation of the language and its items in life like and social context proved more helpful. Informal atmosphere facilitated a lot of exposure to 'real' language.

Marje B.P. (2003) while developing communicative competence in English among Marathi medium students at higher secondary stage focused on different competencies like summarizing, note-making, responding to advertisements, competence in drafting and interpreting telegraphic message etc. and suggested various materials and techniques for each competency. Group work motivated learners to think. Substitution tables, role playing, demonstration in generating and extending ideas, charts etc created interest among them and helped them to express on their own.

- Summarizing - Informative passages with the help of transparencies, drilling, pictures, multiple choice exercise
- Note-making - Tape recorder, group discussion, group drilling
- Responding to advertisements - Newspapers and magazines, T.V. and radio advertisements, group work exercises like analysis of advertisements
- Drafting and interpreting telegraphic message - Pair work, providing exercises in abbreviations in telegraphic messages
2.4 Research in Error Analysis

Joshi (1975) undertook a project financed by MSBTPCR and studied errors in written English among pupils of standards V to VII in Ahmednagar. The percentage of pupils committing errors was

- Parts of speech - 90 per cent
- Number - 48 per cent
- Spelling - 45 per cent
- Errors of conjunction - 2 per cent
- Errors of case - 6 per cent

The investigator made an in-depth study of the causes and patterns of these errors. Errors gradually decreased as the pupils progressed from Standard V to Standard VII.

Patrikar (1981) did a linguistic analysis of errors in 1,500 written scripts written in English by the degree students. The students were from the cities of Vidarbha region of Maharashtra i.e. Nagpur, Akola and Amravati. The errors were classified into four linguistic categories - (i) Lexical (ii) Orthographical (iii) Morphological (iv) Syntactical.

The percentage of errors in each category was as follows.

(i) Lexical Errors
- Omission of lexical items – 83 per cent
- Wrong use of lexical items – 10 per cent
- Addition of unnecessary lexical items – 7 per cent
- Absence of control over vocabulary - 56 per cent
- False analogy - 17 per cent
- Interference of mother tongue – 27 per cent
(ii) **Orthographical Errors**

Faulty pronunciation, confusion in similar sound of words, double vowels or consonants, false analogy and lack of knowledge of rules governing morphological changes were the causes of spelling errors.

(iii) **Morphological Errors**

- Derivational affixes - 28.4 per cent
- Verbal inflexions - 33.7 per cent
- Noun, pronoun and adjective inflexions - 22.9 per cent
- Concord - 15 per cent

(iv) **Syntactical Errors**

- Wrong word order - 40 per cent
- Wrong use of function words - 33 per cent
- Wrong formation of phrases - 27 per cent

Ramkumar (1982) while assessing the different component skills of written English of 600 pupils of Standard VIII under a project financed by UGC identified and classified errors committed by them. Fourteen schools of Trivandrum district were visited for the purpose of data collection. The sample had 300 urban and 300 rural pupils. Of them 279 were boys and 321 were girls. The findings suggested that the vocabulary attainment of Standard VIII pupils was very low. In this regard, boys and urban pupils had an upper hand over girls and rural pupils respectively. Only 11 per cent of the sample of 600 could write hardly one sentence correctly. Spelling, balancing of sentences, punctuation and word substitution were the areas of difficulty. Use of phrases, prepositions, degrees of comparison, plurals and combining sentences also posed problems. Use of articles, opposites and the ‘ing’ forms had an average proficiency.
Joshi (1984) in his doctoral thesis investigated the factors influencing English language abilities. The researcher studied the growth level of comprehension, vocabulary, translation, grammar, language usage and spelling abilities of English language among eighth graders. The students were categorized as belonging to the scheduled castes and non-scheduled castes. They had different intelligence level, socio-economic status, sex and locality. They came from different schools administered by private agencies, missionaries and the state government. The common errors committed in translation, grammar, language usage and spelling by these students formed the data for research. The survey was conducted in urban and rural schools of Moradabad with a sample of 720 students. The scheduled caste students were found to attain average growth level. The students of the non-scheduled castes were found to be slightly higher than average. The factors like intelligence, sex, socio-economic status, locality and type of school affected the growth of language ability. Students from missionary schools scored highest marks. Then there were the students of state government schools and finally, private schools. Boys made errors as failure to identify the relationship of the verb with the number of the subject, failure to place the pronoun in the sequence, failure to identify the relationship of the anomalous verb 'will' with the succeeding verb, etc., whereas girls could not use 'who' and a word in relation to its pronoun. They also failed to use 'neither'.

Syed Gulam Rabbani (1984) while dealing with psycho-linguistic problems of the Oriya speakers in learning English made a contrastive analysis of English and Oriya. He also made an error analysis of English of the Oriya speaking pupils studying in Oriya medium schools as well as those in English medium schools. He dealt with pupils’ attitude towards English, effect of parental involvement, teaching-learning process of English in Orisa and then went on for the error analysis of 50 Oriya speaking pupils of Oriya
medium schools and 50 non-Oriya pupils of grade X. He found out an unfavourable attitude towards English among Oriya pupils. Involvement of parents affected the learning of English. The students did not get an exposure of English either at home or at school. Oriya speaking pupils had difficulty with long vowels and central vowels, stress on the words and intonation pattern. Use of plural number, genitive case and the third person singular verb in the present tense were also a problem for them. Derivational suffixes like '-tion' and '-sion', or '-hood' and '-ness' confused them. Problems in choosing the right lexical item from synonyms like say/speak/tell and in using right prepositions were common. Many orthographical errors like the use of 'bus' and 'boss' were also traced.

Joshi (1985) undertook a scrutiny of errors in written English and suggested a remedial programme. The investigator made a historical review of the position of English in India since the establishment of the East India Company in 1600 A.D. and studied the influence of socio-economic and educational status of the families of pupils under investigation on the achievement of pupils. Common errors in English committed by pupils of standards V to X from Marathi medium schools were located from their answer-books and classified with their sub-types such as spelling, syntax, written expression. The frequency of each subtype of error from answer-books was noted. The remedial programme was prepared and executed. A comparison of the achievement of boys and girls was done and the effectiveness of the remedial programme was tested.

Misra (1985) analysed the errors made by a group of undergraduate students of Madhya Pradesh. The errors committed by first year students in written English were studied and remedial measures were suggested. 225 undergraduate students of arts, science and commerce disciplines were randomly selected. They belonged to the three universities of Madhya
Pradesh, namely, Sagar University, Indore University and Bhopal University. These students were asked to write an essay in English. The first 200 words of these essays were analysed for the study. Initially, errors of orthographies, errors of morphology, syntax, and lexis were considered. Then vowel or consonant system, tense, number, verb were taken up for study. The hierarchy of errors based on frequency of recurrence was:

(i) Verb phrase,  (ii) spelling,  (iii) lexis,
(iv) preposition,  (v) articles,  (vi) number,
(vii) subject-verb agreement, (viii) pronoun,  (ix) syntax,
(x) miscellaneous errors,  (xi) omission of major constituents,
(xii) adjectives and verbs,  (xiii) connectives and  (xiv) generative suffix.

The researcher suggested that the language exercises should encourage the use of standard forms. Monotonous repetition should be avoided. The grammatical features should not be taught in isolation. Novelty and innovation in exercises will surely enhance the learning of grammar. With accuracy, acceptability of expression should also be considered as communication of thought is the ultimate aim in writing.

T. K. Mohammed (1986) enquired for the errors in the written English of 700 pre-degree students (+2 stage) of the colleges affiliated to the University of Calicut. 17 grammatical areas were selected for the inquiry. The percentage of errors showed that 'tense' was the most difficult area with the highest number whereas 'use of pronouns' had the lowest number. They were

(i) tenses (82.28 %),  (ii) prepositions (81 %),
(iii) noun and relative clauses (79.14 %),  (iv) passive voice (69.28 %),
(v) auxiliary verbs (62.85 %),  (vi) concord (57.42 %),
(vii) auxiliaries in interrogatives (51.14 %), (viii) adverbials (48.57 %),
Kapadia (1988) worked on developing try out programmes in English for remedial teaching purposes. The researcher identified grammatical errors in the written expression of 160 students from Ahmedabad who were studying in the first year degree class of arts, science or commerce faculties. He located areas of high frequency of errors in English and selected them for remedial teaching programmes. He then observed effectiveness of the programmes for 80 urban and 80 rural students. The grammatical areas focused were: pronouns, tenses in patterns, tense sequence and concord. Four programmes were carried out for these four areas of investigation. For each programme a pre-test and a post-test was administered. There was always an increase in the proficiency level of the students.

Baskaran (1989) aimed at studying the impact of remedial teaching programmes on the common errors committed by students of Standard XII, in written English. As the method of inquiry was diagnostic and experimental, a case-study procedure was selected to observe cause and effect. English and Tamil-medium students were selected as samples for the study. It was found that in spelling errors there was no significant difference between the students of the two selected media.

Mohire (1989) did a critical analysis of the present position of English teaching at the undergraduate level including the practices, problems and difficulties. He reviewed the content of the present textbooks. The difficulties faced by the 100 teachers of English teaching in arts, science, commerce
colleges affiliated to Shivaji University, Kolhapur in regard to the textbooks, methods of teaching, professional training, work load and strength of the class were studied. Then the problems of 180 students in learning English were dealt upon. Finally, a comparison of the common errors in written English of the students studying in B.A., B.Sc, B.Com classes was done and remedial measures were suggested. The study clarified that English textbooks in general were dominated by literary material. Communicative competence and the other needs of the students were not touched upon. The traditional lecture and translation methods were the most popular ones. There were difficulties like students' inability to interact in English, large classes, cultural disparity, lack of professional training. The students did not find the textbooks of English interesting. The errors committed by the students were due to (a) lack of comprehension, and expression; (b) wrong punctuation marks; (c) wrong word order; (d) wrong English syntax; and (e) wrong usage of grammatical items.

Sarswati Dey, (1991) made an attempt at evaluating the English language proficiency of the students of Class X of West Bengal. Vocabulary, spelling, stylistic transformation and alteration, derivational structure, applied grammar and contextual meaning were topics under discussion. The researcher aimed at determining significant differences in mean attainment in English sex-wise and strata-wise. The sample had 606 students - 304 boys and 302 girls. Of them, 333 were rural students and 273 urban. Urban boys were better than rural boys, and urban girls were better than rural girls. However, there were no significant differences between boys and girls, urban boys and urban girls, as well as rural boys and rural girls.

Sarma (1991) focused on the errors in written English and discussed the problem of acquiring English as a second language (L2). 207 Assamese students studying in Class XI of Tinsukia District were selected as sample for
the study. The linguistic, psychological and sociological causes of the errors were also examined and necessary changes in the approach to the teaching of English in Assam were suggested. About 73.1% of the sentences written by the learners contained one or more errors. Verbs, tenses, passives, articles, and prepositions had the highest number of errors. About 79% of the errors occurred in word order, S-V concord, verbs, lexical items, sequences of tenses, prepositions, articles-and negative focus - yes-no questions. The major sources of errors are: language transfer (25%), ignorance of L2 rules, false assumptions about L2, ignorance of rule restrictions, teaching-learning situation. The study identified four developing stages in the learners' interlanguage (IL).

Ramamoorthy (1992) investigated common spelling errors in English committed by Standard VI students and developed a remedial teaching programme. He worked with a sample 30 students from two schools of Dindigul. A remedial teaching programme for the most commonly misspelt was prepared. The programme was effective in reducing the errors in spelling. The techniques such as oral drill, intensive writing practice, gesticulations, dramatisations, mimicry, pictures and flash cards, and phonetic methods were found useful.

Baskaran (1995) identified five basic sentence patterns in written English and categorized the errors committed by the 165 students of the higher secondary classes - 95 from urban schools and 70 from rural schools. He developed and administered a remedial instructional package for the students. SVC and SVO were the most popular patterns whereas SVOO and SVOC were totally neglected. Frequency of errors was also highest in SVC and SVO. Verb was the main problem unit. There was no significant difference between the urban and rural students. Girls committed fewer errors than boys. Remedial plan proved to be very effective.
Pawar (1996) for his doctoral research made a critical study of common errors in composition writing in English of the pupils studying in VII standard. The sample comprised of 400 students from 10 Marathi Medium Schools of Solapur District in Maharashtra. Spellings, verbs, articles, construction of sentences, tenses, prepositions and omissions of certain units were the common errors. Essay writing, picture composition, story writing, comprehension writing, letter writing and translation writing were the different types of writings evaluated for the study of errors.

Vanbhatte (2003) did an experimental research and collected, analyzed and categorized the common errors committed by the students of Std. VIII of Marathi medium schools while speaking English language. He then identified the causes of errors and prepared a programme to improve their English speaking skill. The major findings were as follows.

There was no one-to-one relation of errors with the causes of errors. An error may be the outcome of various causes. Direct method proves to be effective while teaching speaking skill. Teaching each sound first by making the students familiar with the articulation of the sound proved helpful to improve the pronunciation. Getting students to make the sound, both in isolation and in words and giving them practical hints enable them to produce the sound correctly. Creating a suitable situation is helpful to improve communicative competence. The programme proved to be very effective for identification of errors, their analysis and categorization and causes of errors.
2.5 Works Cited


