"Knowledge is of two kinds. We know the subject ourselves, or we know where we can find informations upon it"

- Samuel Johnson
CHAPTER II

REVIEW OF RELATED LITERATURE
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CHAPTER - II

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

English holds today the pride of place as a world language. It is the first language of the United Kingdom. 250 million people for whom English is the mother tongue or first language.

In our country, English continues to be the official language at the centre. It is now an important link-language in a multi-lingual country like ours. It is no wonder that the English language continues to occupy a prominent place in our school curriculum. Curriculum, methods of teaching, development of language skills and evaluation have all provided areas of investigation for research scholars in recent years.

Some of the empirical studies related to comparison of education and performance of students who are bilinguals or who have English as a second language are given below. These studies have helped the investigator to
formulate the hypotheses and design the research procedure for the present study.

2.2 STUDIES ON PERFORMANCE IN ENGLISH

A study on the resource unit in the curriculum reorganization was undertaken by Paul. R. Klobr (1948). He found that the report of a commission of a National Council of Teachers of English stated broad principles and gave many illustrations, leaving to the teachers the job of determining curriculum materials in terms of the needs of youth.

Derrick Sharp (1973) studied the problems of bilingual students in Wales and found the students' attitudes towards the two languages, Welsh and English change as they grow older, whereby English gains favour and Welsh loses it on an average. The students prefer English, as the second language, over their mother tongue Welsh as they feel more comfortable using English.

Just and Carpenter (1975) found that understanding and producing speech involves psychological processes. Semantic process involved in verifying the truth of sentences has been to be similar in different languages. Cook (1975) in his research on whether these procedures can be transferred
to a second language found that in terms of syntax it has been shown that adults do not benefit from knowledge of the first language but fall back on the same processes on the young native child.

Arthuro Tosi (1979) studied the role of English and Italian in a community of Southern Italian immigrants and its position in the linguistic education of their children. He found that these students could command and function equally well both in English and the national language of their parents’ country of origin.

Kalavathi Venkataraman (1994) critically analysed about the development of reading skills through meta-cognition. Her results were that the traditional as well as cognitive strategies have helped the students to achieve significantly high in reading comprehension. Cognitive strategies have helped the students to gain significantly higher than the traditional strategies.

2.3 STUDIES ON METHODS OF TEACHING ENGLISH

Tremain (1975) compared the syntactical development of children in a total French immersion programme with that of children who were given 75 minutes of French instruction per day. There were large differences between
the groups in French syntactical development. Tremain concluded that intensive exposure of French facilitates the comprehension of certain syntactical structures.

Saint, S. after a careful experiment on open learning, provided an open learning environment to children to enable them to develop at their own pace.

The principles on which the experiment was undertaken were:

Greater freedom to the learner and teachers to plan learning experiences, self-pacing in learning, individual attention, co-operative effort in learning un-graded structure, encouragement to 'self-learning', less emphasis on teaching and more on learning bilingual programme evaluation of the child's progress according to his own ability rather than on the basis of examinations and close involvements of parents.

Chanana, P.S. made a critical study on the Development of High School curriculum during the twentieth century.

The author makes the following observations:
With the inception of British administration in the Punjab after its annexation in 1849, there was spontaneous enthusiasm for English education. Incentive to this was provided by the acceptance of the scheme of studies for the entrance examination of Calcutta University. The anxiety was felt on the part of the government to diffuse European knowledge among the people and keenness for better social status and employment under the new regime.

E.Kstrand (1978) also reported that preliminary results of an experimental project in Sweden in which elementary school children with an early start in learning English (L2) did significantly better in Swedish (L1) than control group children. Enhancement of linguistic skills as a function of intensity of bilingual learning experiences is also suggested in a longitudinal study conducted by Genesee. Tuker and Lombert (1978) reported that Grade 3 and 5 children in a trilingual English-Hebrew-French programme in Montreal performed at the same level in English and significantly better in Hebrew when compared to children in a bilingual English – Hebrew programme. Genesee pointed out that the Hebrew curriculum in experimental and control schools was essentially the same.
When the development of both the languages is promoted by a programme, there is evidence of positive linguistic effects. Dube and Hebert (1975) reported that children in a French – English bilingual education project in Marine developed higher level of English skills than a control group of children in an English only programme.

Glory Manorama (1992) found that using the mother-tongue to teach the second language in India, especially in Tamil Nadu, was an effective method of teaching the second language.

Sastri (1965) designed a controlled experiment in 1965 to tryout the bilingual method on the Kannada speaking children in a Kannada medium school in Hyderabad. English structure taught through the bilingual method to the experimental group showed that it was a more effective method than the direct method.

An M.Ed Thesis “Study of the Difficulties, experienced by students of Std XI in the use of Tenses” submitted to the University of Madras in 1983, revealed that the performance of students from English medium schools was better than the students from Tamil medium schools. The research concluded that inadequate and improper teaching was the cause for this.
Roger Brown (1973) discovered that the chronological order in which children start to use grammatical morphemes such as "the" and "on" is fairly constant. The child first uses "-ing" then "in" and "on" then the plural "-s" and so on. Dulay and Burt (1973) first tried this approach on second language learning to elicit examples of language from children at one moment of time. They scored the accuracy for grammatical items and established an order of difficulty. They found that there is a common order of difficulty among children.

2.4 STUDIES ON ENGLISH PROFICIENCY

Skutnabb, Kangas and Tonkomaa (1976) report that children of Finnish migrant workers in Sweden tended to be characterized by semi-lingualism, that is their skills in both Finnish and Swedish (as measured by standardized tests) were considerably below Finnish and Swedish norms. The extent to which the mother tongue had been developed prior to contact with Swedish was strongly related to how well Swedish was learned. Early and good development of the mother tongue namely Finnish, which achieved levels of Swedish language skills comparable to native Swedes. This shows that the students' first language has functional significance in the development of the second language.
A study on “The verbal reasoning and performance in English of High School students in Salem” an M.Ed thesis, was submitted to the University of Madras in 1984. The research found that there was a positive relationship between verbal reasoning and performance in English. He also found that the difference in relationship between verbal reasoning and performance in English for boys and girls is not significant.

A study reported in an M.Ed thesis submitted to the University of Madras in 1967 reveals that insufficient vocabulary was responsible for inadequate mastery of English among students of Class VIII.

The M.Ed thesis on “The Difficulties Experienced by students of Class X in learning English Grammar” which was submitted to the University of Madras in 1975 revealed that urban students were better than rural students in grammar. Among the urban students, the students from English medium schools fared better in grammar than other students.

Gardner et al (1975) reported that the ways in which learner learns a second language depends on his psychological motivations. The two main types of motivation that have been described are the ‘integrative’ in which the learner wants to communicate actively with the speakers of the language
and the 'instrumental' in which the learner wants to use the language for some utilitarian purpose; of these two the 'integrative' seems more important. The causes of motivation are attitudes. Success in second language learning depends on the attitudes towards the foreign culture, towards learning the foreign language and towards the class room situation.

John B Carroll (1975) conducted a series of studies attempting to determine what essential traits or abilities measure the solving of "grammatical analogies" consisting of 45 items presenting a wide-variety of syntactic phenomena. This sample consists of a group of University students. He found that grammatical knowledge was not related to several other tests that measure some aspect of grammatical sensitivity. High performers in the grammatical knowledge tests did no better than low performers in finding out whether sentences had been changed from active to passive voice or vice-versa. He also conducted that the verbal factor pertained not only to the knowledge of vocabulary, but also the ability to have a kind of awareness concerning the possible interpretations of quite common forms of expression.

Rajalakshmi (1987) studied the spoken English of Higher secondary students in Madras. She found that all students feel the need to speak in
English and most want to be communicative in English. Even when they use their mother tongue, they use a large number of English words in their speech. When they speak in English, if they are stuck for a word, they resort to borrowing it from their mother tongue.

2.5 COMPARATIVE STUDIES

2.5.1 INSTITUTIONAL RESEARCH

Keating (1963) investigated the usefulness of the language laboratory in the teaching of French. More than 5000 students from 21 school districts participated in this study, which found that better results were achieved in classes which did not use a laboratory. Stern (1983:69) recalls that it 'caused a furore'. Freedom (1971: 33) dismisses it. Smith warns that 'a careful reading of the study raises serious doubts about the validity of the research. (1970:10) Keating himself makes no claim in the contrary; this cannot be considered an experiment in any proper sense.

The Scherer and Weithemen (1964) study, widely known as the Colorado Project, compared the audio-lingual and cognitive code methods of teaching German and aimed to draw some definite scientific conclusions about the relative merits of the two methods. (1964 : 12).
Smith (1970) in what is known as the Pennsylvania Foreign language project, undertook a comparison of the cognitive and audio-lingual approaches to foreign language institution for the centre for curriculum development, Inc., Philadelphia. The study failed to show the expected superiority of the audio-lingual method.

Beretta and Daries (1985) compared the Bangalore project, also known as the Communicational Teaching Project (CTP). Although the results suggested that the CTP students fared better than their peers, it was noted that there were several factors which could account for this such as test-content bias, more highly qualified and motivated teachers and the fact that treatments may have overlapped.

Institutional research started with the establishment of the NCERT (National Council for Educational Research and Training) in India. A crash programme to compare textbooks in all languages in the country especially from the point of finding out anything that went against the cherished goal of national integration was undertaken by the NCERT. It also took the direction to produce effective text books in all languages. It also undertook studies to develop comparison and evaluation criteria to assess text books. In 1970-72 the NCERT conducted research to develop basic principles and

The NCERT also analysed the text books in environmental studies and found them to be deficient from several points of view.

SCERT (State Council of Educational Research and Training) of Andra Pradesh (1980) compared and evaluated text books in environmental studies of Std. III. The aim was to assess the revised science curriculum with respect to instructional objectives. The conclusions were that the book was easy to understand and fulfill the educational objectives as prescribed and the new curriculum was relevant to the student’s needs.

2.5.2 COMPARATIVE STUDIES ON SYLLABUS

Ehsamal H.Q. (1973) conducted a comparative study to find the relationship between the political values as enshrined in the Indian Constitution and those incorporated in to the content analysis of Hindi, English, History and Civics text books of Delhi Schools. He found that there was neither pattern nor consistency in the presentation of values in these textbooks.
Kandikar (1973) studied mathematical concepts in syllabus and textbooks for Std. II to VII. The major findings and conclusions of the study were that the presentation of concepts in the text books was logical rather than psychological. The textbooks were deficient in pictures, figures, examples, according to the development of mathematical concepts and objectives of teaching mathematics.

Sharma (1975) analysed the secondary syllabus in Rajasthan. The syllabus was found to be effective, outmoded and wanting evaluation. No relationship existed between the course content prescribed in the syllabus and that presented in the text book.

Gopalkrishna (1977) studied the syllabus and textbook of primary classes in Kerala. The rate of introduction of new items was uneven. All topics needed gradation. There was disagreement between the syllabus and textbooks due to the omission of certain topics.

Chaudhari and Sharma (1979) made a comparative study of values reflected in the Hindi textbooks for classes I to VII prescribed by NCERT and the Madhya Pradesh Text Book Corporation. The NCERT text books promoted courage and adventure while the state text books laid more
emphasis on patriotism. Both failed to exercise a modernizing influence on the minds of the learner.

Homason and Wesbory (1980) studied stability changes in the mathematics syllabus and text books between 1960 and 1980. They have suggested that in case of content invention the important question about the process is that the interest of the individual as well as groups should be considered.

Paul Chaudhary (1983) investigated and compared the course of studies in Maths in NCERT syllabus prescribed for central schools and those prescribed by the north eastern states. He found that the quantum of the subject matter prescribed by NCERT was too heavy. The syllabus of NCERT was superior to that of others of north-eastern states. The practical values outlined in the contents so prepared were examined and it was found that this formed an essential part of unable mathematics.

Charda P.N. (1990) critically compared and analysed the syllabus and text books of VIII, IX and X standards of Maharastra. Syllabus was appropriate. Some contents had been shifted from Class IX to Class X and from Class VIII to Class IX, objectives were not classified. Contents were not sufficiently correlated with science and social science subjects.
Pradhan (1994) did a comparison of syllabi and text books of Mathematics of Secondary school certificate (SSC), International certificate of secondary education (ICSE) and Central board of secondary education of class X in Maharashtra. She concluded that ICSE and Central board of secondary education did not deal with certain topics. Exercises and explanations were more elaborate in SSC books.

Pranov (1994) studied the problems of teaching English to junior college commerce students in Bombay from a sociolinguistic point of view. She concluded that the teaching - learning process should be learner-centred and goal-oriented. She devised a pedagogical syllabus for each of the three subjects of science, arts and commerce.

Rajagopalan, S. made a critical study of the English curriculum at the primary and secondary stages of Education in the Madras state (1972) The aims of his study: In the light of present position of English in Tamil Nadu, to examine and identify inadequacies in respect of objectives of teaching English, present English syllabus, text books used, audio-visual aids, available, methods of instructions followed, organization of English curriculum and the administrative barriers in implementing it, the evaluation procedures utilized and to suggest remedial measures in all subjects.
Geetha, T. (1988) critically studied the Geography curriculum in the school level. It was an international comparison. The conclusions were that in some countries the current events and illustrations were interestingly presented in the curriculum and some events were vague in presentation.

In 1994 a M.Ed thesis was submitted under the topic, A critical analysis of the mathematics curriculum in middle schools. The findings were that the curriculum satisfied the needs of the students and fulfilling its norms. The content selected for the textbook was helpful in achieving the instructional objectives of the curriculum and helped in achieving national goals.

Mythili Venkateswaran (1997) critically made a comparative evaluation of English Education at higher secondary level in the states of Maharashtra and Tamil Nadu. Her findings were that the text books in Tamil Nadu have plenty of exercises in grammar and vocabulary. The examination pattern however is not in keeping with the requirement of the modern day learner of English in India. As has been done in Maharashtra, the questions requiring memory and recall can be done away with and replaced with comprehension type of questions on reading and understanding.
Though the need for the study of English is undisputed, there are many students who neglect the study of English even after twelve years of being exposed to the language are unable to speak, comprehend, read or write even simple tests. Teaching, learning and assessing have to be improved if this is to be avoided.

Gajendra Singh, (2005) critically analysed reasoning abilities and its relationship with geometry achievement of boys and girls of Hindi medium Delhi secondary schools. He found that the reasoning abilities were helpful for the better achievement of mathematical skill with special interest on geometry. Teachers have to spend more time to adopt the methods of developing reasoning skill in students.

Bhuyan, Sailendra (2005) critically analysed the curriculum of general science and its teaching in the secondary schools of Assam. He introduced various skills of teaching general science. He found that the exercises in the text book were related to objectives of knowledge, understanding and personal development. These were items related to offer scope for creativity also.

Halim, Md. Abdul (2005) made a comparative study of Mathematics curriculum at primary level in Bangladesh and West Bengal of India. His
findings were that the curriculum satisfied the basic needs of the students and special care must be given by the teachers to impart this curriculum to the students.

Naik, Ramesh Hemalu (2005) critically analysed the interaction effect of teachers' personality, teacher's attitude and teaching effectiveness on academic achievement in mathematics among secondary school students. He found that the teachers' attitude, personality and effective teaching only bring fruitful results in the subject mathematics which would develop reasoning ability also among students.

The findings of the study revealed that nearly 29.3 percent of English teachers are untrained.

Majority of teachers and supervisors are yet out of the pail of in-service training. Majority of the teachers, supervisors and parents supported English to be compulsory at school stage.

2.5.3 COMPARATIVE STUDIES ON TEXT BOOK

Stalmaker (1934) critically analysed the principles of construction of text books. According to him, a well-constructed text book can fulfill the
objectives of teaching and thus the validity of the achievements of the goal is at the maximum.

Coffman (1954) and Epstein (1958) pointed out the procedures of construction of a good text book based on the homogeneous / heterogeneous groups as well as the IQ of the students.

Ebel (1964) studied the need of the critical comparison and evaluation of text books and the interpretation of the suggestions with respect to the findings useful for improvement of the product.

Elson (1964) studied text books and pointed out that the early text books sought to inculcate traditional values.

Tyler (1966) did a critical comparison of physics textbooks of higher level and comparatively studied the pupils’ scientific attitude and interest in that subject.

Ashok Kumar (1966) studied the textbook for pre-university classes and teacher’s manual for the text book. He concluded that the text book lacked higher specification commonly adopted in multidisciplinary approaches. Content loading is much less. The basic concepts were not clear. He suggested modernization of curriculum.
Dhand (1967) made a value analysis of social studies text books (Class VII and VIII) of a province in Canada to study the trends with respects to value orientation over a period of sixty years. The findings of the study were that none of the text books analysed show a balance orientation of textual material with regard to the eight social values chosen for the study. There was a greater emphasis on the values of power and wealth. Affection, skill and attitude were neglected.

Pidgeon (1970) suggested that the placement of content in the form of grades is closely related to the achievement level of the students. So the content material should be graded from simple to complex.

Joshi (1972) conducted a study on content analysis of science text books for Std IV and found the content suitable. There were few grammatical errors. The weightage given to objectives of developing scientific skills and appreciation of science needed to be increased. There was a need to increase colour pictures in the text book.

Pattabhiram (1973) compared and evaluated the nationalized text books in social studies prescribed in Andhrapradesh. The main findings of the study were that all the text books were rated as satisfactory with respect
to mechanical characteristics. The representation of the content was below average because of ambiguity in the presentation of matter. Nationalised text books are better than the older text books. The evaluation also suggested that adequate weightage should be given to current events.

Gangreja S.C. (1974) made a comparative study on the treatment of America, England, Russia, Japan, China and Pakistan in Social Studies, History and Geography text books for higher secondary schools published in Hindi since 1947. He reported that in Geography progress is in decreasing order over the periods 1947-55, 1956-64 and 1965-72. Compared to other countries the USA got the maximum coverage in all the three periods. The largest amount of space was given to Geography in each period. Culture has got little attention in the aggregate.

Chall (1977) suggested that readability of text book should be chosen by taking into account the scholastic aptitude of the students.

Santa and Brustyn (1977) suggested on the illustration of materials that very complex information difficult to understand can be presented through attractive formats such as information mapping or diagrams.
Hartley (1978) studied the making of text books and suggested that the pictures given in the books should be motivating and stimulate language. In some cases the coloured pictures may confuse the learner.

Dayare (1979) critically compared and evaluated Balbharati (English) text books for standards V, VI, VII and VIII. Attempts were made to find out if the text books made provision for oral work and whether the subject matter in the text book was suitable for the age group of the pupils. It showed positive for pictorial illustration and exercises and also showed that the text books included topics in day to day life situations of the pupils.

Joshi M.G. (1979) conducted a comparative study on development of code for evaluating school science text books. He developed a procedure for utilization and reported that content analysis and status analysis — were reliable. Performance was homogeneous. Error category system was developed on the basis of content analysis and error analysis suggested the use of an evolved editorial code for improving text books through content analysis.

Patel (1981) carried out a comparative study of geography text books and social studies for standard IV. The conclusions showed that units in the
text books needed to be explained with clear, large and coloured illustrations and self-study should be encouraged.

Karim P.I. (1982) analysed the content of history text books followed in Kerala schools with a view to developing models and materials for National Integration. Text books were analysed to find instances which would hinder promotion of national integration, classified under obscurantism, communalism and regionalism. It was found that instances of obscurantism, communalism and regionalism were rare. The content of text books was not consciously intended to promote national integration.

Tharwani (1982) studied text books in Hindi in Maharashtra form standards V to X. He found many printing errors. Some lessons were unsuitable and exercises were inadequate.

Mukhopadhyay (1983) compared the comprehensibility of language use in science text books at primary level in Rajasthan. The main findings were that significant inconsistency existed regarding the use of sentences in their number and types between the written language of the children and the text book. Comprehensibility of language used in the science text book was significantly related to childrens' levels of science achievement. There was
no significant difference in comprehensibility of language between rural and urban children.

Mehta (1983) carried out a comparative study of text books produced in India. Most states had nationalized some or all school textbooks upto secondary stage and various methods were adopted for the preparation of text books. All text book agencies had built adequate machinery for continuous comparison and evaluation of text books. Every text book agency developed a quality control cell to maintain the quality of production.

Bhati D.C. (1986) compared the various components of standards XI and XII English text books of Gujarat state. The conclusion was that the reading ability of the grade of the pupil should be considered while editing the reading materials of the books. Different selections should be used in a manner as to elicit greater comprehension on the part of the student.

Singh, M. (1989) critically compared and studied nationalized text books for class VI to X of Haryana. The main aim was to analyze the strength and weakness of nationalized text books of English prescribed for classes VI to X. The findings were that some text books had very few pictures and illustrations. Some lessons were quite difficult for that level of the students. In prose text books language was difficult and the suggestions
were to drop difficult lessons, add simple and easy materials and to decrease the number of lessons.

Ansari, F. (1990) critically studied the history text book for Std. V in English medium schools in Maharashtra. The main objectives of the study were to study the physical characteristics of the text book and to study whether content materials were adequate or not to the level of students. The findings were that physical characteristics were satisfactory except for the binding. Some topics in content materials were not arranged logically. The language was simple but the method of illustration was not according to the nature of the subject. The book did not fulfill the psychological needs of the students. More questions were needed at the end of the chapter. Due weightage was not given to all topics.

Desai, A.A. (1992) undertook a critical study of the spiral arrangement of sub-units in the mathematics textbooks of Std I, II and III Maharashtra state Bureau of Text books Pune. The findings were that physical characteristics were satisfactory except for binding of some books. Some lessons were quite difficult for that level of the students.

Jose. R (1993) compared history text books for standards V, VII and VIII. The main aim of this comparison was to find strengths and
weaknesses. The conclusion were that binding needs improvement, content was not sequentially arranged in std V text book, contents did not have uniformity related to current events and the vocabulary was not graded in standard VII text book.

Manprit Kaur. B.S. (1993) critically studied Std. III general science text book of Maharashtra state. She concluded that the binding had to improve. The content should be correlated with day-to-day life activities. The illustrations should be magnified, labelled and more colourful. Exercises were based as per new techniques of evaluation.

So far there were so many research findings undertaken in the field of education. Curriculum reorganization is done in this field. So far researches on methods of teaching English, comparison of difficulties experienced by students in the area of English Grammar, Mathematics and Environmental Studies undertaken. Studies on English Proficiency, studies on Verbal Reasoning and Spoken English have been undertaken. So many comparative studies on reading comparison of language text books and comparison of all the other subject text books have been done so far. Comparative analysis of Mathematics text books of SSC, LCSE and Central board of secondary education of class ten has been done, in the field of education.
2.6 CONCLUSION

Curriculum comparison and evaluations of secondary English education have been very few. Comparisons of syllabus, text books and examination pattern have rarely been undertaken. Studies dealing with primary classes have been more than those dealing with secondary and higher secondary classes. Keeping this status in mind the researcher selected the topic, the curriculum comparison of four boards like State Board, Matriculation board, Central board of secondary education and Anglo-Indian board, English education.

The four boards are prominent in Tamil Nadu and their curriculum comparison analysis is not being undertaken so far. The researcher feels that a comparative analysis of curriculum of these prominent boards is the need of the hour.