CHAPTER-II

REVIEW

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The Researcher kept in view the following objectives.

i. To relate the topic to existing knowledge in area under study.

ii. To enable to define the frontiers of the field.

iii. To understand the theory and find the place of problem in perspective.

iv. To learn procedures and techniques which have proved useful.

v. To avoid the duplication of previous study.

vi. To place the researcher in a better position to interpret the significance of his own results and to become familiar with theory and to prepare findings.

vii. To give the studious foundation to the present research.

viii. To give the proper direction to the present research.
ix. To give a new outlook to the present research work in comparison to the research already done in the field concerned.

Keeping in view the above objectives the researcher has taken the review of related literature as under.
2.02 SYAMALA'S RESEARCH (1961):

The first of the developmental studies was conducted by Syamala in 1961 at Banaras Hindu University. This was a comparative study of concept formation and productive thinking in two groups of children from Southern and Northern parts of India. This study revealed the regional differences in concept formation and made significant contribution in pointing out the environmental differences in concept formation.
2.03 MERCHANT'S RESEARCH (1963)

The next two developmental studies were conducted at Bombay University which related to language-development in Gujarati speaking children.

A significant aspect of this study was that the investigator took into consideration the teachers and assessed simultaneously their awareness about the language development in their children.

The second study was an extensive study of the language development in 800 Gujarati children from Gujrat, Saurashtra and Bombay.

Among the two experimental studies in the area of learning, one is an experimental survey on bilingualism conducted by Vidya at Bombay University as far back in 1954. This study aimed at determining the influence of bilingualism on learning.
2.04 RAMESH DIXIT'S EXPERIMENTAL RESEARCH (1967):

The record study in this area was an experimental study of learning and awareness by Ramesh Dixit from Jodhpur University. Although this study has more of Psychological interest than educational interest, results have a few implications for educational psychology as it points out the role of awareness and reinforcement in verbal conditioning.

There are altogether eight studies that could be classified under this area of which three are thesis reports and five are project reports.

All these studies are rather recent ones and indicate a significant trend of growing interest in this area of research, particularly achievement motivation.
2.05 Tamhankar's research (1968):

The first doctoral study was by Tamhankar (1968) on the achievement motivation of young adolescent boys conducted at Poona University. A significant aspect of this study was the development of a scoring achievement in Marathi Language. The results are rather interesting and indicate relationships between achievement motivation and personal values, socio-economic status, intelligence, academic performance etc.
2.06 CHOUHARY'S RESEARCH (1971):

The second doctoral study by Choudhary (1971) conducted at Punjab University also attempted to assess the relationships between achievement motivation and anxiety, intelligence, sex, socio-economic class, vocational-aspirations etc. High School students were studied again using the test developed by Mehta.
2.07 GOKULNATHAN’S RESEARCH (1972)

The third study by Gokulnathan (1972) took an altogether new direction in studying the achievement motivation and educational achievement in tribal and non-tribal students.

Researches on motivation in general and achievement motivation in particular seem to be developing fast, touching many new areas. While this is a welcome growth, other potent areas of motivation also deserve attention in view of the educational needs of the country.
2.08 ANSUYA’S RESEARCH (1970):

Mr. Ansuya’s main aim of research was to establish criteria for the improvement of reading efficiency of the preuniversity students. The hypothesis was that the reading efficiency which consists of speed and comprehension is related to the students' performance. The students' vocabulary and reading efficiency were tested and their weaknesses were diagnosed.
2.09 BERNARD'S RESEARCH (1966):

Barnard's project aimed at getting detailed picture of the English reading vocabulary of P.U.C. and final year of secondary school students in Chhotanagpur area. It was hypothesised that the results of this project would form the first step towards a comparative study of P.U.C. students recognition vocabulary in Hindi speaking areas and in India as a whole.

The major findings indicate.

i. The average recognition vocabulary of the students in the area.

ii. The familiarity status of each word on the tested list in the Chhotanagpur students' vocabulary.

iii. The strength and weaknesses of the students in different subject categories of vocabulary.

iv. The strength and weaknesses the students in grammatical categories - verbs, nouns, adjectives etc.
2.10 Dave and Saha's Research (1968):

Mr. Dave and Saha studied the problem of common errors in English at the Higher Secondary level.

The specific purposes of the study were.

i. To locate the common errors in English

ii. To suggest remedial treatment.

An attempt was made to analyse the errors, both quantitatively and qualitatively, of the English language as found in the Ninetytwo answer scripts of English paper I which were taken at random from the Higher Secondary Examination Board of Education, Delhi.

For the sake of convenience, the areas of investigation were restricted to errors of grammatical structures, errors of words, phrases and idioms, errors of punctuations and errors of spellings.
The important findings were as follows:

Errors of grammatical structures were predominately pronounced in these pupils' writing, with spelling errors. Lexical errors and the misuse of usage and idioms found the third place.

The study revealed that the first three years of the teaching - learning process should be effectively and fruitfully utilised for enduring consolidation of sentence patterns in pupils' minds. Efforts should be directed towards seeing that pupils' mistakes do not spillover in to the secondary course.
2.11 GEORGIA'S RESEARCH (1966):

Mr. George studied the scope and effectiveness of audio-visual instruction in improving English teaching in Kerala state in the first three years of school course.

The study was undertaken to find out:

i. The availability of audio-visual aids in schools.

ii. The attitude of teachers towards the use of audio-visual aids.

iii. Whether the teaching of English with audio-visual aids is more effective than the usual way of teaching.

Data were collected by observing thirty lessons by administering a questionnaire to 200 teachers from 200 different schools selected at random and by conducting an experiment in actual classroom situations.
The important findings were as follows:

i) The teachers teaching English in grades fifth, sixth and seventh generally used the translation method.

ii. The oral work was neglected in all the three grades.

iii. The teachers pronunciation was incorrect and they did not pay much heed to the pupils' pronunciation.

iv. Due to overcrowding in the class room, the children did not get individual attention.

v. The type of seating arrangement was neither healthy nor conducive to language learning.

vi. Majority schools did not possess aids like projectors, taperecorders and flannel boards, and aids available in schools were not properly used.

vii. Teachers did not use audio-visual aids because of heavy cost, heavy syllabus, insufficient number of material aids and lack of skill and special training.

viii. The achievement of pupils taught by using audio-visual aids was greater than those taught by the usual method and the use of audio-visual aids did not require more time than what was required for ordinary teaching.
2.12 GHANCHI'S RESEARCH (1972):

Mr. Ganchi made a constrastive study of the grammatical structure of English and Gujarati to suggest a curricular programme of English for schools.

One of the objectives of study was to identify and analyse and describe similarities and contrasts between the grammatical structures of English and Gujarati at different levels.

Findings of the study revealed the contrast in the grammatical structure of English and Gujarati in many respects.
2.13 Keskar's Research (1972):

Mr. Keskar studied a 3500 word vocabulary for the teaching of English in Indian schools.

The aim of the project was to produce a list of essential words which, in the country, should serve both for the teaching of English in schools and as a bridge between core English at school and specialised English after school.

The major observations of the study were:

i. This list, carefully prepared for high school students in India, will help textbook writers as well as teachers to set their targets.

ii. This list gives a realistic and practical suggestions regarding producing materials for textbook to be used in high schools.
2.14 Murthy's Research (1968):

Mr. Murthy R.V.S. made a comparative study of the Direct Method and the Bilingual method of teaching English. The main purpose of the investigation was to compare under experimental conditions, the effectiveness of the Bilingual method and the Direct method in teaching English to Telugu speaking pupils, in the realistic setting of a class room and to verify the validity of Dodson's claims regarding the effectiveness of the Bilingual method.

The experiment was carried out on fourth standard students in a Governmental highschool typically representative of an average school in the state.

The important findings were:

i. The Bilingual method is more effective than the Direct method in developing the pupil's ability in oral reading, oral comprehension and expression.
ii. A considerably greater fulency of contracts with English per pupil, per lesson can be obtained under the Bilingual method.

iii. The burden on the teacher in terms of the amount of time spent in preparing lesson plans is less in the case of the Bilingual method.
2.15 Naglakshmi's Research (1962):

Mr. Naglakshmi's aim of the study was to construct simple oral comprehension tests with a view to giving incentive to the training and thereby make oral comprehension a vital part of the teaching programme.

Nearly 400 items were drawn from the syllabi used for the first five years and on the basis of the tryout results, a series of tests in oral comprehension was prepared and administered to about 2300 students of P.U.C. class and XII standard.

The important findings were as follows:

i. The tests show that the oral-comprehension test would not only prove to be interesting to the students but also lead to the improvement of teaching in the class room provided it was accepted as part of the school leaving examination. It would automatically lead to linguistic efficiency.

ii. The provision for systematic training in oral comprehension in class teaching would enhance the ability of the students to comprehend the spoken language.
2.16 N.S. NAIR'S RESEARCH (1966):

Mr. Nair studied the common language difficulties in English of secondary school pupils in Kerala. The objectives of the investigation were as follows:

i. To find out the common language difficulties in English of secondary school children of classes VIII, IX and X in Kerala.

ii. To find out the causes of these difficulties.

iii. To suggest methods to prevent and correct these methods. Pupils of forty-six rural, urban, boys, girls, and mixed schools spread over Kerla state were made to write a free composition on "Our Country". Altogether 1762 scripts were corrected and the errors were analysed and classified.
Errors in different areas of the English language which are found in pupils' writings with a high percentage of frequency and diffusion have been classified as common language difficulties in English of the secondary school pupils.

The wrong practices of correcting the mistakes as well as the desirable methods of correcting them are suggested in this investigation.
2.17 PASRICHÁ AND DÁS S.K.'S RESEARCH (1959):

The Researchers studied the written vocabulary of the children of the sixth class in Delhi Schools.

A sample of 527 students from twelve different schools was selected. There was an equal representation of boys and girls and the three main socio-economic levels.

The compositions were corrected on a form which gave the beginning of the composition to every student and after which the students were free to write as they liked. The compositions were analysed for the count of total vocabulary and the counts on the different kinds of words used.

It was found that girls are advanced in their language when compared with the boys of the same class and background.
2.18 RAJGOPALAN'S RESEARCH (1972):

Mr. Rajgopalan studied critically the English curriculum at the primary and secondary stages of Education in the Madras State. The main purpose of the present study was to examine and identify inadequacies in respect of objectives of teaching English, English syllabus, text books used, audio-visual aids available, methods of instruction followed, organisation of English curriculum and the administrative barriers in implementing it, the evaluation procedures utilized and to suggest remedial measures in all respects.

The normative survey method was used in the study.

The tools comprised three sets of questionnaires interviews and documentary analysis.

The findings of the study revealed the following things
i. Nearly 29.03 percent English teachers are untrained.
ii. Majority of teachers and supervisors are yet out of the pail of insertice training.
iii. Majority of teachers, supervisors and parents supported English to be compulsory at school stage.

iv. Use of translation method, poor knowledge of English on the part of the teachers have caused the fail in standard of learning English.

v. Inadequate syllabus, unsuitable text books and very poor methods of instruction are some of the most potential factors in deteriorating the learning situation.
2.19 RANGACHAR'S AND KULKARNI'S RESEARCH (1967):

The Researchers studied the Provision of Teaching Facilities for English at class V level in Mysore state. The aim of the study was to find out the prevailing facilities for teaching of English with a view to diagnosing its deteriorating standards. Four types of facilities were probed into.

i. The equipment of the teachers of English language.

ii. The methods they know and follow.

iii. The aids they have.

iv. Extent of the students' knowledge of English.

In all 150 representative schools situated in different districts of the Mysore state were selected.

The findings of the study revealed that a microscopic minority of students had picked up the elements of English.
English was taught as knowledge subject like history, Geography etc. For most of the teachers, the objectives of teaching English were not very clear. They could not even rate the language skills in order of their importance. Most of the teachers were unaware of the good, 'methods' of teaching English. The Grammar-Translation method was followed without the knowledge of its principles. Most of the schools had neither libraries nor any aids in language teaching.
2.20 S.K. SHUKLA'S RESEARCH (1968):

The major aims of the study were to examine the problems involved in the process of translation and the implication of its use as a teaching device. The study was made with reference to English - Hindi translation. The problems of translation were examined by observations on the comparison of a few translations with their originals.

The major findings and conclusions of the study were as follows:

i. The translation device can be used as an aid to create meaningful context. It does not replace contextual teaching.

ii. This device is not a complete method of teaching a second language. It concerns itself with the presentation and practice of language items.
iii. This device can not be adequate in teaching items which do not have their equivalents in the pupils' first language. The teacher using this device must be aware of the limitations of translation.

iv. This device should not exclude other devices used in presenting language items whenever necessary.
2.21 Theodore's research (1957):

The topic for the study was An Evaluation of the Study of English Poetry among Indian Students.

The study aimed at making an objective assessment of appreciation of English poetry by a selected group of Indian students.

Some of the salient findings were as follows.

i. The students feel that the value of studying poetry is real and aesthetic.

ii. Reading poetry gives pupils an enjoyment and capacity for literary appreciation.

iii. It enables pupils to acquaint themselves with poetic minds.
2.22 S.R. BOKIL'S RESEARCH (1963):

Mr. Bokil made statistical analysis of Failures in English at the S.S.C. Examination of March 1961 for Urban, Semi Urban, and Rural Schools.

The purpose of the investigation was to understand the study of the failures in English.

The important findings were as follows:

i. One third of the failures in English were by a margin of less than 10 marks in English in a paper carrying 100 marks.

ii. The overall average performance score of the candidates appearing in English was 31 which was below the passing score of 35.
2.23 VISVESVARAN'S RESEARCH 1971:

Mr. Visvesvaran studied Learning of Teaching Items in English in the Upper Primary Classes in Coimbatore District.

The objective of the study was to critically examine the learning of teaching items in English in the Upper Primary Classes in Coimbatore District.

A stratified random sample of students of standard VII, VIII and IX was a drawn. Achievement test in English based on the teaching unit of standard VI, VII and VIII were constructed and administered. The errors were analysed itemwise. This was followed by remedial treatment.

The study revealed the following.

i) The performance of the students who underwent the remedial work improved after the treatments.

ii) The achievement of the girls in standard VII and VIII was significantly superior to that of the boys.
iii) The achievement of the pupils in standards VII and VIII in urban schools was significantly superior to that of their rural counterparts.

iv) The achievements of the pupils studying in schools under private management was significantly superior to that of the pupils studying in schools under public management.

v) Among the four language skills namely, listening, speaking, reading and writing the students showed a strong liking to develop speaking skill.
2.24 GHOsh'S RESEARCH (1977):

Mr. Ghosh studied the backwardness in English in the Secondary Schools of West Bengal.

The objectives of the study were as under.

i) To carry out a survey of the attainment of pupils in English.

ii) To diagnose the backwardness in specific areas of English.

The study was limited to the pupils of classes VI to IX of the schools of West Bengal.

The findings of the study were as follows.

i) Thirty two to thirty four percent of children of West Bengal schools were backward in English.

ii) Backwardness was in the use of capital letters, punctuations, comprehension, usage, spelling, vocabulary and sentence construction.
iii) Causes of backwardness were unscientific curriculum, lack of attention at home, unsuitable teaching method, poverty, maladjustment, absenteeism, bad company, want of necessary books and teaching aids, congestion at home, lack of proper place to study, poor health and substandard attainment in English at primary stage.
2.25 INDAPURKAR’S RESEARCH (1988):

Mr. Indapurkar C.D. made a linguistic study of errors in English of middle school pupils of Chandrapur District of North East Maharashtra.

The objectives of the study were as follows.

i) To describe the various types of errors found in the spoken and written English of the middle school pupils.
ii) To classify the above errors suitably.
iii) To find out whether there are any common trends in these errors.
iv) To find out the probable causes of these errors.
v) To have a comparative study of some frequent errors in Written and Spoken English.

The following were the findings of the study.

i) The lexical errors were not frequent in any standard.

ii) Regarding morphological errors, the errors of verbal inflection type was very frequent.
2.26 J.N.MISHRA'S RESEARCH (1969):

Mr. J. N. Mishra studied the problems and difficulties of Hindi, English and Sanskrit Language Teaching at Secondary Stage.

The study aimed at (i) finding out the reasons of deterioration of the standards of Hindi, English and Sanskrit languages among the students at Higher Secondary Stage.

(ii) Knowing the practical problems and difficulties of Hindi, English and Sanskrit language teachers in their daily language teaching.

(iii) Giving the practical and constructive suggestions for improving the standards of Hindi, English and Sanskrit languages among the students.

The main findings were as follows.

i) Ninety percent teachers experienced the difficulty of explanation in prose teaching.

ii) More than seventy-five percent teachers used translation method.

iii) Majority of teachers adopted dictation method in essay teaching.
2.27 VORA’S RESEARCH (1973)

Mr. Vora made a critical study of the present position of Teaching English in Secondary Schools of Gujrat State.

The study aimed at providing a broad picture of the various dimensions pertaining to the teaching of English as a second language in Gujrat.

The sample consisted of a group of 618 teachers from standards VIII to IX of secondary schools selected randomly.

The data were collected pertaining to training of teachers in English, Syllabus committee, framing of the textbooks, handbooks for the teachers, instructional material, use of structural approach in teaching English and composition work.

The major findings of the study were as follows.

i) In respect to training only thirty percent of the teachers had their training in English and the rest had their training in subjects other than English.
ii) The syllabus was found to be unscientific.

iii) Teachers had no choice of the instructional material as the only material available in the market were some workbooks and copybooks.

iv) Forty percent of the teachers had favoured Structural Approach to teach English.

v) Composition work was the weakest link in the teaching programme which was not associated with the text books.

REFERENCE:
P. 207, 293, 294, 297, 362.