CHAPTER II
REVIEW OF RELATED LITERATURE

2.1. INTRODUCTION

Related studies help to provide a background for the research problem. The investigator should be familiar with what is already known and what is still unknown and untested. For the present study, the investigator collected information related to her work from various sources. She visited many university libraries in the state of Tamilnadu and Kerala. She has also collected online information through Internet. Many studies and research abstracts were collected regarding the teaching and learning of English as a Second Language. However the studies which are very much related to the present one are classified into two groups: A) Indian Studies B) Foreign Studies. The Indian studies and foreign studies are given in detail form and in capsule form.

2.2. STUDIES IN INDIA IN DETAIL

Study - 1
Investigator : Jain, Briji (1987)
Title : A Study of English Language Teaching In Secondary School of Gujarat State

Objective
1. To examine the objectives of teaching English in a historical perspective.
2. To analyze the curriculum in view of the objectives of teaching English
3. To survey the human and material resources available for teaching and evaluation
4. To survey the difficulties encountered by teachers in teaching English.

Methodology
The sample comprised of 60 Gujarathi medium schools from Baroda districts. Data were collected from 62 principals and 188 teachers and 3557 students. The tool used included a questionnaire, an questionnaire and an interview schedule. The collected data were analyses qualitatively.
Findings
1. Objectives of teaching English have been an evolutionary process.
2. Courses of study are prepared keeping in view the objectives of teaching English.
3. Adequate human resource is available in the schools to teach English.
4. Over 70% of the teachers use lecture and translation method.
5. English teachers are overburdened by teaching loads.

Study - 2
Title : Survey of Methods and Techniques of Teaching English in Class VI
Objectives
1. To conduct an in-depth study of teaching and learning English at class VI level.
2. To pinpoint the reason for unsatisfactory result.
3. To make recommendations for improving the situation.
Methodology
The teachers sample comprised teachers in Delhi, Rajasthan, Orissa, West Bengal and the Andaman and Nicobar islands. The relevant information was pooled with the help of administration of questionnaires and analysis of text books and question papers. The collected data were qualitatively analyzed.
Findings
1. Teachers used the traditional technique of teaching though they had been trained to use new techniques and methods.
2. The mother tongue was used too often.
3. Grammar was taught despite claims to the contrary.
4. Too much emphasis was placed on the text book.
5. Teachers usually had no clear objectives in mind for each class.
6. Teachers seemed to concentrate on teaching lists of vocabulary items as treating the text book as content based material and on getting students to memorize set passages in the name of compositions.
7. Teachers were unaware of the structural and situational approach.
8. The teachers never consulted the teachers guide.
Study - 3


Title : A Critical Analysis of Methods and Means of Teaching English applied at the Undergraduate Level.

Objective

1. To review the content of the present text book at the undergraduate level.
2. To find out the problems related to the present text books for compulsory English.
3. to find out the difficulties experienced by teachers of English with reference to methods and means of teaching
4. To find out the problems of students in learning English.
5. To suggest measures of improvement.

Methodology

A sample of 100 teachers and 180 students of English from the arts and science colleges of Shivaji University, Kolhapur were selected. Teacher questionnaire and classroom observation schedule, interview schedule and written test in English were used to collect the relevant data.

Findings

1. English textbooks in general were dominated by literacy aspect and they did not cater to the communicative competency of the students.
2. English teachers advocated that the English textbook should develop social responsibility among the students.
3. The majority of the teachers followed the traditional lectures and translation method.
4. No teaching aids were used for teaching English.
5. The difficulties faced by students in learning English as a second language were uninteresting text books, dislike for English, and monotonous verbal teaching.
6. The errors committed by students were due to lack of comprehension and expression, wrong punctuation marks, wrong word order, wrong English syntax, and wrong usage of grammatical items.
Study - 4

**Investigator** : Jayashree, S. (1989)

**Title** : Identification of Difficulties in Teaching and Learning English as a Second Language among the High School Students

**Objective**

1. To find out the difficulties of teachers in teaching English as a Second language. With reference to background variables.
2. To find out the difficulties in learning English by high school students with reference to background variables.

**Methodology**

A seminar was conducted to find out the teaching difficulties. A questionnaire was administered to 50 English teachers. The collected data were treated using mean, SD and ‘t’ test.

**Findings**

1. The difficulties faced by English teachers included children’s improper listening nature and their inattentiveness in the classroom.
2. Teachers experienced great difficulty in making students understand English.
3. Students did not show any interest in learning English.
4. Teachers felt that eliciting responses from students took too much time.
5. Student’s vocabulary was very poor.
6. Students understanding capacity was not normal. Their participation in the English class was not good.

Study - 5


**Title** : A Critical Study of the Teaching of English at the +2 stage in Maharashtra- retrospect and prospect

**Objectives**

1. To survey teaching of English at the +2 stage in Maharashtra.
2. To make an incidental comparison with Std X and the senior college classes.

**Methodology**

146 teachers and 383 students from Pune, Aurangabad, Nagpur and Bombay divisions were used for the study. The relevant data were collected using questionnaires,
interview, participant observation and desk study. The collected data were treated both quantitatively and qualitatively.

**Findings**

1. Students find it difficult to answer question in full, requiring essay type answers.
2. Students committed grammatical mistakes in their answers to the textual part.
3. There was an incredible gap in objectives, textbooks, teaching evaluation procedures between English at the higher secondary and the senior college level.
4. The question paper merely tested student’s ability in reading a particular text.
5. 76.7% of students did not make use of English to express themselves and 54.9% students were not at all prepared to use English for their written expression.
6. The major objectives of the teaching English were not fully realized.
7. 51.4% teachers always made use of the translation method in teaching English.
8. 64.4% students from vernacular medium were shy.
9. 69.2% students demanded readymade notes.
10. Nine hundred and twelve teachers said tuition classes made students examination minded.

**Study - 6**


**Title** : A Study of English Curriculum in Engineering Colleges

**Objective**

1. To obtain teachers view on English curriculum for B.E students
2. To find out how far teaching materials are useful in the realization of the objectives.
3. To find out how different methods of teaching English are adopted in accordance with the syllabus.
4. To find out the effectiveness of the testing methods in language teaching.
5. To suggest suitable remedial strategies to improve the teaching learning process.

**Methodology**

Twelve teachers teaching English in engineering colleges, affiliated to Madurai Kamaraj University responded to the questionnaires. The collected data were treated using percentage and descriptive analysis.
Findings

1. The objectives were not clear in the syllabus.
2. The revision of the syllabus was not done frequently. Teachers teaching in engineering colleges did not participate in the syllabus making process.
3. Teachers did not focus on the development of skills, but on the content of the text, as the syllabus was not frequently revised.
4. A need based syllabus was not formulated by the university.
5. The technique of how to learn was not taught.
6. Spoken English did not find a place in the text.
7. Centralized evaluation was generally preferred.
8. No concrete steps were spelt out for its teaching and testing of spoken English.
9. Adequate A.V. aids are not available in the colleges to teach English.

Study - 7
Investigator : Expedit Olimani (1998)
Title : Status of English language teaching at the junior level.

Objectives

1. To find out the status of English language teaching at the junior level in and around Tirunelveli.
2. To find out the status of English language teaching of teachers, teaching V and VIII std. classes in terms of their language competence, procedural competence, strategical competence and pupil’s language attainment.

Methodology

A sample of 960 school students and 48 teachers were selected through random sampling method for the study. An observation schedule for the teachers, tool for testing listening comprehension, tool for testing oral competence of pupil, tool for testing reading competence and tool for testing writing competency.

Findings

1. The status of English language teaching at the junior level in and around Tirunelveli is found to be only moderate.
2. The status of language competence, procedural competence, strategical competence of teachers teaching V and VIII std. classes are found to be moderate.
3. The pupil’s language attainment is found to be low.
Study - 8

Title : The Pedagogical Scenario of English at the Post-Graduate Level in Andrapradesh

Objectives
1. To study about the objectives of teaching English.
2. To study about the needs of the learner.
3. To study about the compatibility between the objectives of the students and those of the teachers.
4. To study about the existing evaluatory practices.

Methodology
A survey was conducted covering five Universities in Andrapradesh in order to know the views of teachers and students about the M.A courses in English.

Findings
1. The objectives/needs of the students who opt for M.A. after their graduation are very different from what the course actually offer them.
2. There seems to be little compatibility between the objectives of the students and those of the teachers.
3. The absence of explicitly stated objectives renders the existing evaluatory process meaningless.
4. Teaching complex literary text renders the whole teaching enterprise a self defeating one.

Study – 9

Title : The ESL Text Book Selection for B.A. First Year, Nagpur University: An Analytical Study.

Objectives
1. To evaluate the textbook ‘Sesame” prescribed for I B.A. students at Nagpur University.
2. To study the appropriateness of the textbook for B.A. first year students in the eyes of teachers.
Methodology

A questionnaire was administered to the teachers involved in the teaching of ESL to B.A. first year, Nagpur University. The result is presented in the form of average, and percentage of ‘yes’ for each section of the questions namely programme and course, language skills, exercise and activities and Practical concern.

Findings

1. The text book does not fulfill the purpose of imparting training on any language skill.
2. The level of and materials in the text book do not correspond with the level of and material in the book of immediate preceding class.
3. The text is selected at random.

Study - 10

Title : Needs Analysis and Advanced professional Spoken English Course for Engineering students

Objectives

1. To study the needs and demands of the employer.
2. To study the importance of need analysis in an ESP curriculum and the necessity of revising the syllabus.
3. To introduce the Advanced Spoken English Course focusing on placement.

Methodology

A questionnaire was administered to user agencies that came for campus interview to the department of placement and training.

Findings

1. The user agencies rank communicative ability as number one criterion.
2. Students should be enabled to express themselves logically.
3. The positive attitude and team spirit should be improved.
4. Students should be helped to acquire oral communication skills and strategies to participate in group discussions and interviews successfully.
Study - 11

Title : English for Engineers- An Alternative Syllabus for Engineering Colleges in Tamilnadu

Objectives
1. To identify and analyze the perceptions of teachers and learners towards the present syllabus.
2. To identify the learners needs – academic, social and professional.
3. To suggest an alternative syllabus for the students.

Methodology
A survey was conducted at the state level involving 3500 students from 40 engineering colleges affiliated to various universities in Tamilnadu and Pondichery states in India. Two types of questionnaires were used to collect the data.

Findings
1. Students have awareness that English is a language that can be considered indispensable for flourishing in the different types of careers that the technical students go in for.
2. Students are very keen in improving their communication skills in English.
3. The professional needs should be taken care of by the syllabus.
4. The English syllabus followed in engineering colleges not at all helping the students adequately.
5. A student centered syllabus should be framed.

Study - 12

Title : A Study on the Learning Process of English by Higher Secondary Students with Special Reference to Dharmapuri District

Objectives
1. To identify the communication strategies adopted by the L2 learners whenever they find linguistic gap.
2. To identify the inter and intra lingual communication strategies adopted by the students while making oral communication and to evaluate their speaking skills.
3. To identify the problems encountered by the students in the process of learning the writing skill.
4. To identify the L1 interference on L2 writing of the students.
5. To evaluate the reading ability of the students.
6. To identify the students understanding capacity of the vocabulary and discourse in the process of reading comprehension.
7. To evaluate the listening ability of the students.
8. To identify the student’s recognition ability of sounds, vocabulary, grammar, number and information in the process of listening comprehension.

Methodology

300 students (both XI and XII taken as a unit) have been selected from five metric and five government higher secondary schools located in different areas of Dharmapuri District. Questionnaire, interview and observation methods were adopted to collect data.

Findings

1. The medium of instruction has direct impact on the achievement of second language skills
2. The empirical evidence shows that the cited variables(sex, locality, parental education and income) play significant role in the achievement of skills of language
3. As far as second language learning is concerned, both the listening and reading pave the way to acquire good command over the spoken English and also to have good performance over written English

Study - 13

Title : Identification and Assessment of Second Language Learning Difficulties among Higher Secondary Students

Objectives

1. To identify and assess the difficulties of the second language learner at the higher secondary level.
2. To offer remedial measures to overcome the existing language difficulties.

Methodology

The sample consisted of 168 higher secondary school students. The tools used were Receptive Language Learning Diagnostic Test, PLDDT, and ELDDT.

Findings

1. Out of 168 students 67 students possessed LLD in RPE areas.
2. Students face difficulty in reception.
3. Students lack phonological skill.
Study - 14

**Investigator:** Mekala, S. (2005)

**Title:** Towards Developing an Alternative Syllabus for Students Majoring in English Literature

**Objectives**

1. To establish the language needs and literary awareness of students joining B.A English Literature course.
2. To find out the constraints in designing the syllabus.
3. To offer suggestions for designing a separate syllabus for literature major students

**Methodology**

Twenty randomly selected colleges affiliated to Madras University were selected. A qualitative survey was conducted by administering a structured questionnaire to student and teachers and by holding a series of discussions with members of Boards of Studies and ELT experts. The collected data were subjected to qualitative analysis

**Findings**

1. The substantial numbers of students have joined the course, as they had no other choice.
2. Students lack minimum language abilities and skills required to follow lecturers in English.
3. The syllabus does not meet the requirements of the students after graduation.
4. Most of the texts prescribed are of the literary-humanistic type. The materials they offer are beyond the grasp of the learners.
5. The teachers resort to lecturing, text explication, translation and dictation of notes. Such situation tends to promote content based and memory oriented learning.
6. Students hardly get the opportunity to use the language.

Study - 15

**Investigator:** Nandhini Manivannan. (2005)

**Title:** Computer Assister Language Learning for Vernacular Medium Students of Engineering Colleges

**Objectives**

1. To find out the handicaps of vernacular medium students.
2. To equip the students from vernacular medium schools to acquire skills of effective communication through the help of modern teaching aids.
Methodology

First year engineering students from vernacular medium schools were selected for the study.

Findings

1. Students have handicap in comprehending the all English syllabus, it also crucially undermines the student’s ability to communicate with teachers and peers.
2. More than 50% of non-English medium students say their cognitive process has been affected by the language factor.
3. Fast delivery and differing speeds of lecturers along with unfamiliar pronunciation by lecturers are reasons for their poor performance.
4. Computers can develop the communicative skills at the own pace of the learners.

Study - 16


Title : Attitude of Learners towards Teaching of Grammar at The Tertiary Level

Objectives

1. To study the attitude of learners towards the teaching of grammar.
2. To study the needs of the learners regarding teaching of grammar.
3. To provide suggestions to improve teaching of grammar.

Methodology

A total sample of 75 B.E students of Anna University was selected for this study. A questionnaire was employed to collect the data. Simple percentage analysis was done to assess the attitude of the learners. In addition to the questionnaire device, informal interview with these selected learners were also held for the study.

Findings

1. Students are not aware of the importance of grammar.
2. Grammar lessons are not interesting
3. The error correction hurts the ego of the students.
4. Teachers should teach grammar as part of their lesson.
5. Use of technology is essential in grammar classes.
6. Teachers should use the particular language item and its relevance in communication.
Study - 17  
Title : The Rural-Urban Divide in ESL Proficiency a Myth or a Fact?  
Objectives  
1. To analyze the proficiency of a selected group of learners at the college entry level.  
2. To examine whether there is any rural-urban divide in the proficiency of the learners on the basis of their place of domicile and schooling.  
Methodology  
A total sample of 81 girls belonging to various discipline from A.P.C Mahalakshmi College for Women, Tuticorin were selected randomly for the study. The sample was divided into two groups – ‘rural’ and ‘urban’ based on the place of their domicile and schooling. The task of reading comprehension and framing sentences were administered on the same day one after the other for both the groups simultaneously. A few days later the test of paragraph writing was administered. Differential analysis was used to analyze the data.  
Findings  
1. The performance of the rural students is considerably poorer than that of the urban group.  
2. The rural – urban dichotomy is palpably present in the skills of inferential and evaluative comprehension, the use of grammar and vocabulary in writing individual sentences and composing paragraph and also in logical thinking and the organization of ideas.  
3. The correlation analysis between the performance of the study groups and their background variables indicates that, while the father’s occupational status and the learner’s involvement in domestic chorus have had a positive impact on the performance of the urban students. The performance of the rural students has suffered a setback owing to their mother’s poor occupational status and the learner’s obsession with watching only entertainment programme in the regional programme.  
4. Rural students lack in their opportunities, since their society is mostly a closed homogeneous group.  
5. The rural students are unable to wider range of vocabulary and syntactic patterns.
Study - 18

**Investigator** : Hannah Sanala Mohan. (2007)

**Title** : Spoken English through Drama Devices

**Objectives**

1. To study about the effect of drama devices and techniques in increasing the motivation of students towards learning the English language.

2. To develop the speaking skills and their strategies of self-projection.

**Methodology**

15 students of B.Tech were used for the purpose. It was a course of 30 hours every class made use of drama devices such as dialogue creation, dialogue delivery and role play. The proceedings in each class were videotaped and recorded by professionals in a recording room at the Center for Industrial Consultancy and Sponsored Research (IC & SR) block at I.I.T.M, Madras. When the participants later viewed the videotaped material they were able to analyze their performances critically, identify their areas of weakness and improve on their areas.

**Findings**

The course that pivots on the use of drama devices and techniques can yield the following results in students:

1. Lowering of inhibitions
2. Fostering confidence-building and self-esteem.
4. Facilitating enhanced participation.
5. Engendering bonding with and respect for fellow participants despite differences in background and levels of proficiency in English.
6. Helping students to confidently face an audience and educating them in body language, posture and voice modulation. These are factors essential for good presentation skills.
Study - 19

**Investigator** : Mamun A. Barbhuiya. (2008)

**Title** : Students Attitude towards Using Computer for Language Learning
           a Survey.

**Objectives**

1. To find out the students attitude towards the necessity of developing communicative
   skills especially writing skills
2. To find out the attitude of students towards using the computer in teaching and
   learning English in and outside the classroom.

**Methodology**

The researcher distributed 247 survey questionnaires to students randomly to study
the attitude of students.

**Findings**

1. The study reveals that 98% of the students think that there is a need for the English
   language learning in their technical course.
2. 86% of them like to devote some extra time to learning English
3. 71% of them think that for technical education, lack of proficiency in English is a
   disadvantage
4. 88% of the students like learning English through computer.
5. 93% of the students agree or strongly agree that a computer gives them more chance
   to practice English.
6. 47% students have positive attitude that they can learn English faster by using
   computers.
## 2.3. FACTS DEDUCED FROM INDIAN STUDIES

<table>
<thead>
<tr>
<th>S.NO</th>
<th>NAME</th>
<th>YEAR</th>
<th>TITLE</th>
<th>FINDINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sharma. R.K</td>
<td>1986</td>
<td>A Study of the Problems of Teaching English in Bihar</td>
<td>1. Efficient teaching of English was lacking. 2. Misconceptions regarding English Language Teaching, faulty teaching methods, unpalpable textbooks and their mishandling were the main problems.</td>
</tr>
<tr>
<td>2</td>
<td>Khare. M</td>
<td>1986</td>
<td>A Comparative Study of Traditional and Structural Approaches in Teaching of English with reference to their Learning Outcomes.</td>
<td>1. Students achievement under the structural approach was better in all areas except pronunciation. 2. Cultural and economic background play a significant role.</td>
</tr>
<tr>
<td>3</td>
<td>SHARMA A.K</td>
<td>1985</td>
<td>Aspects of English Language Teaching in India</td>
<td>1. The prospective principles and methodology of second language teaching have undergone a drastic change over the last few decades. 2. The existing system of teaching of English in India right from the grass root level to the university level is defective. 3. Traditional methods and conservative cases of English Language Teaching in India were incommensurate to the language needs of the students.</td>
</tr>
<tr>
<td>No.</td>
<td>Author</td>
<td>Year</td>
<td>Title</td>
<td>Summary</td>
</tr>
<tr>
<td>-----</td>
<td>--------------</td>
<td>------</td>
<td>----------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>4</td>
<td>Roy Chandra</td>
<td>1985</td>
<td>The Preparation of College and University Teachers of English in India</td>
<td>1. ELT curriculum reference was found to depend on teaching. 2. Communication gap between experts and students.</td>
</tr>
<tr>
<td>5</td>
<td>Bhattacharjee R</td>
<td>1984</td>
<td>An Investigation in to the Teaching of English in the High Schools of East Khasi District of Meghalaya.</td>
<td>1. The majority of the teachers of English were not professionally equipped to teach english. 2. Teaching at the foundation course was neglected. 3. The Readers were not accompanied by teacher's handbook. 4. The mean and overall score in English in classroom teaching was between 'poor' and 'satisfactory'.</td>
</tr>
<tr>
<td>6</td>
<td>Walia.A</td>
<td>1981</td>
<td>An Evaluative Study of English at the Secondary Level in Rajasthan</td>
<td>1. Size of the class and work load affects their mode of teaching. 2. Teachers did not use motivational techniques. 3. No student participated in the classes and teaching was only a one-way process.</td>
</tr>
<tr>
<td>7</td>
<td>Ghosh.A</td>
<td>1977</td>
<td>A study of backwardness of English in the secondary schools of West Bengal</td>
<td>32% to 34% were backward in English. Causes of backwardness were unscientific curriculum, lack of attention at home, unsuitable teaching methods, and substandard attainment at the primary level.</td>
</tr>
</tbody>
</table>
2.4. STUDIES IN ABROAD

Study 1

Investigator : Elni Rigas. (1998)
Title : An Evaluation of English Language Lessons in Greek State Secondary Schools

Objectives
1. To investigate the apparent dissatisfaction that exists with regard to the quality of English language teaching in public schools. It focuses on ‘macro’ aspects of the social context, that is, the contextual variables that shape and affect the teaching process, and examines the ‘micro’ features of classroom interaction in order to capture an inside view of how teaching takes place, how the participants construct their classroom reality and how they react to it.

Methodology
Three kinds of data were collected and analyzed: a) non-participant observation and audio recording of 11 lessons, b) field notes, supplementary documentation on the ELT curriculum and teaching materials and c) 95 interviews of pupils and teachers whose lessons were observed. The lesson features that were analyzed include: classroom climate and management strategies, role relationships, classroom activities, interaction patterns, the focus of verbal interaction, the use of the target language, teachers' questioning practices and pupil participation. The data analysis was chiefly qualitative.

Findings
1. The research findings indicate that in the Greek state schools, the socio-emotional atmosphere, aspects of classroom management and role relationships work against the teaching-learning process.
2. Also, the structure and content of the lesson plans as well as the degree of exploitation of the target language appear to be inflexible and uninspiring.
3. Moreover, it was found that the participants' attitudes towards the English lessons and their own evaluation of ELT in state secondary schools are generally negative. The state of ELT in Greek state schools appears to have been influenced by historical and socio-political factors which bear upon the Greek education system as a whole.
4. It is maintained that a constellation of factors are responsible for the ELT situation in Greek state classrooms, including educational development and tradition; problems of accountability; the place of ELT in Greek society; the status of English
in the curriculum; the problems of ELT curriculum implementation; inadequate teacher training; pessimistic teacher attitudes and low pupil expectations.

Study - 2

Investigator : Béatrice Boufoy-Bastick. (2001)
Title : A Methodological Approach to the Study of Socio Cultural Influences on the Teaching of English in Fiji

Objectives
1. To study the Second Language teaching in the Fiji Isles
2. To study the different cultural expectations of Fiji’s two main ethnic groups, the indigenous Fijians and the Indo-Fijians, are manifested in different teaching practices that result in their differential attainments

Methodology
The study uses an extended Grounded Theory methodology that has allowed for empirical generalization of its findings by further ethnography and census and for generalization of its theoretical constructs by further mixed method analysis.

Findings
1. This study evidences the paramount influence of cultural expectations on differential educational attainments in multicultural societies.
2. The closer is the social culture with the learning culture the higher are the educational attainments, thus educational attainments are optimized when social values match the educational values
3. The promotion of English proficiency supports this first option but it impacts on the indigenous social structure fractionalizing it into social groupings of differing degree of westernization from which rural Fijian males are marginalized.

Study - 3

Investigator : Adnan Biçer(2002)
Title : Teaching Translation at English Language Teaching Departments: Process Approach vs. Traditional Approach

Objectives
To explore the status of translation courses at the ELT Department of Çukurova University
Methodology

Fourth-year students' reflections about the courses were gathered through a questionnaire to develop a course schedule accordingly. Through clustered random sampling, two groups of third-year students (one experimental and one control) participated in the study. The study consisted of pre-test post-test control group design. In the experimental group, process approach to translation teaching was applied. In the control group, traditional approach was applied. Both tests were assessed by three evaluators at the department to achieve inter-rater reliability. The responses to the questionnaire and the pre-test and post-test results were analyzed using SPSS statistical program.

Findings

1. The test results indicated that the experimental group was more successful than the control group at the end of the treatment.
2. The results showed that the approach applied in the experimental group were more satisfactory for the students and that the students were more successful at the end of the semester.

Study - 4


Title : Listening Comprehension Problems and Strategy Used by Secondary Learners of English (FL) in Korea

Objectives

To investigate the listening behaviour of Korean learners of English with regard to their listening problems and strategy use.

Methodology

Twenty learners at two levels of listening proficiency participated in the study. They verbalized while listening to four spoken texts of two levels of difficulty. This was followed by retrospection of their previous verbal reports, the focus being on the listening problems they encountered. A total of eleven types of listening problems and twelve causes of the problems were identified and classified for further analyses. Three null hypotheses were formulated based on three research questions and were analyzed both quantitatively and qualitatively.
Findings

1. Korean learners of English experienced predominant problems at the perceptual stage. This was especially noted in the less proficient ones and with more difficult texts.
2. More proficient learners accessed a wider variety of strategies in their repertoires, with more success across the two types of texts.
3. The less proficient learners’ strategy use was rather limited in its types when listening to more difficult texts, but they could access their strategic resources with more success when listening to easier texts.
4. The learners’ listening difficulties could be caused by their use of strategy.

Study - 5

Title: Globalization, English and the German University Classroom: A Sociolinguistic profile of students of English at the Freie Universität Berlin

Objectives

1. To survey current theories of globalization
2. To inspect the effects of this phenomenon on the English language
3. It then tests the relevance of contemporary theories of English to find if they match the reality of how English is being acquired, used and appropriated in the present age.

Methodology

The students of English at the Freie Universität Berlin were selected for the study. The Methods used in this analysis include a qualitative analysis of questionnaires, discourse analysis of ethnographic interviews with students and grammatical and stylistic analyses of student essays and assignments.

Findings

1. This study suggests that several issues in the field of applied linguistics need to be reappraised, for example types of English learners, categorizations of English speakers, domains of language use, and the role of a lingua franca and its ability to represent identity in L2 language use.
2. Furthermore, this work suggests important pedagogical implications for English language teaching as a result of these developments.
3. As English is being increasingly used as a global language and also being accepted as the common language of the European Union, there need to be corresponding shifts in ELT pedagogy.

4. Such changes would include an increased teaching of English as a global language; an opening up to the teaching of (at least awareness of) L2 varieties of English; the increasing study of contexts where English is used; measures to increase students' perceptive abilities concerning L2 varieties of English; a move away from teaching based on nationalist approaches to language learning; an emphasis on communicative expertise in language and not on following national linguistic norms; and teaching strategies that increase students’ confidence in appropriating English

**Study - 6**

**Investigator** : Jackie Chang. (2004)

**Title** : Ideologies of English Teaching and Learning in Taiwan

**Objectives**

1. This study is motivated by a critical need to engage in socio-linguistic analysis, within the field of English language teaching (ELT) and second language acquisition (SLA) in English-as-a-Foreign-Language (EFL) countries.


**Methodology**

The methodology used in this research is Critical Discourse Analysis (CDA).

**Findings**

1. The premises of English language teaching and learning in Taiwan are based on the assumption that English language mastery is the key to achieving a better life and future for the aspiring individual, particularly in the context of globalization.

2. However, the study reveals that English teaching and learning has, in fact, resulted in widespread social, cultural, educational, and linguistic inequalities in contemporary Taiwanese society.

3. A search for the reasons and possible ramifications of these disparities would appear to be more than justifiable, on both pedagogical and humanitarian grounds.
Study - 7

Title : Teaching In English or English Teaching? On The Effects Of Content and Language Integrated Learning on Swedish Learners' Incidental Vocabulary Acquisition

Objectives
1. To investigate incidental vocabulary acquisition among CLIL students,
2. To compare with a control group of 'traditional' students, having Swedish as the main medium of instruction, English being a separate subject.

Methodology
A total of 363 students were involved (99 CLIL, 264 control) in a longitudinal study, spanning two full school years and comprising three test rounds. The first test round was conducted at the beginning of the first year of upper secondary school and the third at the end of the second year. A test battery of four different types of vocabulary test was used on each test occasion. Questionnaires concerning personal background were also filled out by students and teachers.

Findings
1. The results show that the CLIL students outperform their control group peers in the areas tested. However, they were outperforming them already from the outset of the investigation, i.e. before the CLIL students had been exposed to CLIL.
2. In addition, both groups improve significantly over the test period, but the CLIL students do so to a greater extent.
3. Extra-curricular reading of English texts - were shown to have an impact on students' lexical development.
4. Furthermore, parents' level of education was higher among top-scoring students in both CLIL and control groups.
5. Attitude and motivation were also important factors with regard to the acquisition of a rich vocabulary.
6. In a comparison between high and low scorers in the CLIL and the control groups, the high scorers in both groups had more features in common than did the high and low CLIL students.
7. The greatest development of test results was seen in the CLIL group with the least amount of English input.
Study - 8

Investigator : Mohammad Abdu Al- Mekhlafi (2005)
Title : A Survey of Yemeni Teachers’ views on student errors in the area of English Wh- Questions

Objectives
The main objective of the survey was to collect data from the Yemeni teachers of EFL including their own views on their student’s errors vis-à-vis Wh-questions.

Methodology
The sample consisted of 300 Yemeni teachers of English teaching in the Yemeni secondary schools in the academic year 2003/2004. The data for the survey was collected by means of a close-ended questionnaire intended to elicit Yemeni secondary school teacher’s attitudes, beliefs, conceptions and views regarding student’s errors in the area of Wh-questions. Descriptive statistics was used to treat the data.

Findings
1. Yemeni teachers of EFL in the secondary schools have different views in regard to student’s errors. Their views lean towards accuracy view with (55.98%) and the remaining (44.02%) lean towards fluency.
2. There is no statistically significant difference between the views held by the male teachers and those held by their female counterparts with reference to students’ errors.
3. As for the respondents’ qualification and its effect on their views on either accuracy or fluency, the highest degree of accuracy was expressed by the B.Ed holders, while the lowest accuracy was expressed by the 2 year Diploma in English holders.

Study - 9

Title : The Effect of Study Skills on Reading Comprehension

Objectives:
1. To study whether teaching study skills would increase students reading comprehension ability or not.
2. To study the significant relationship between the knowledge of study skills and reading comprehension.
Methodology

A random sample of 76 freshmen from Kermanshah Islamic Azad University was selected for the study. Experimental method was followed in studying the problem. A pre-test and post-test were employed to study the difference.

Findings

1. There is no relationship between study skills and reading comprehension ability.
2. Applying study skills in university curriculum will help and increase the reading comprehension ability of the students.

Study - 10

Title : Understanding Malaysian Young Adult Esl Learner’s Ideas of Language Learning

Objectives

To examine the student’s perspective of learning the English language through activities associated with listening, speaking, reading and writing skills.
To examine whether there are differences between Malaysian male and female pre-university students perspectives on second language learning.
To examine the activities preferred by the Malaysian pre-university students when learning ESL.

Methodology

The sample population of this study comprised 155 pre-university students of MARA University of Technology Malaysia, located in the state of Sarawak on the island of Borneo. A questionnaire was used to collect information on student’s idea about language learning. The data collected were treated using descriptive statistics and inferential statistics.

Findings

1. Students believe that practice should come only after listening and that speaking may be beneficial to one’s classmates who are listening.
2. Lecturers should provide enough input to satisfy the needs of the students.
3. Target language should be used in classroom management and when organizing classroom learning.
4. Opportunities must be created to practice the language with the peers.
5. Mismatches between the views of the students and the teacher must be investigated.
Study - 11
Title : Multilingual Language Policy and English Language Teaching in Sweden

Objectives
1. To study the management of language contact in Sweden and the special role of English language teaching (ELT) in that process.
2. To investigate the discourses about English and multilingualism that circulate in and around the national language policy documents Mål i mun:
3. To analyze discourse processes related to language policy across multiple contexts
4. To determine how broad sociopolitical discourses about English and multilingualism are indexed and (re)positioned to frame multilingualism and language education at the national level.

Methodology
This dissertation is an ethnographic discourse analytic study of the management of language contact in Sweden and the special role of English language teaching (ELT) in that process.

Findings
The study contributes to an understanding of the dialectic relationship between language policy and language education.

Study - 12
Investigator : Abdo Mohammad Al Mekhlafi. (2007)
Title : An evaluation of the ELT programme at Sana’a University in Yemen.

Objectives
1. To identify the deficiencies/shortcomings of the ELT preparation programme at Sana’a University.
2. To study about the problems and difficulties faced by its former graduates in their professional life as English teachers in Yemeni schools.
3. To highlight the gaps between the ELT programme offerings and the practicing teacher’s real needs.
4. Identify the course or topics which need to be included or excluded from the present programme.

5. Identify the nature of the changes needed to be brought about in the existing programme.

6. To suggest possible areas for further investigation.

**Methodology**

The sample of the study consists of present public school teachers and inspectors in Sana’a who were former graduates of the department of English, faculty of education, Sana’a University. It comprises 25 male teachers and 35 females. Questionnaire and interviews were used to collect data.

**Findings**

1. The teaching methodology courses, the curriculum courses the practicum, the speaking and writing skill courses and English discourse skills should include more new additional topics and be given more time.

2. 16th, 17th and 18th century literature should be excludes from the programme.

3. The content of the curriculum courses should be reduced and updated with current and relevant topics.

4. Educational Aids course should contain more information that goes with the schools available resources and capabilities.

**Study - 13**

**Investigator** : Julide Inozu and Gulden Ilin (2007)

**Title** : How Do Learners Perceive E-Language Learning Programs in Their Local Context

**Objectives**

This study investigates how learners perceive e-language learning programs and the extent to which they think these programs contribute to their language learning.

**Methodology**

Questionnaires were administered and semi-structured interviews were held with students enrolled in e-language learning programs in Adana, Turkey.
Findings

1. Most of the students found the experience in e-language learning program interesting and fun (71%), and wanted to access the web site of the course outside the scheduled meeting times (64).
2. More than half (54%) of the students said that the on-line course did not enhance their language learning experience.
3. 65 percent of the students stated that they would not choose the e-language program if they were given a choice between a regular English class and on-line course. Sixty four percent of the students agreed that traditional classes give a deeper understanding of language as opposed to e-language classes.

Study - 14

Investigator : Niu Qiang.(2007)
Title : China EFL: Teaching with movies

Objective

1. The use of motion pictures or other captioned films as part of teaching English as a foreign language
2. Experiment to determine how effective the use of English-language movies has been in the teaching of business

Methodology

It is an experimental study.

Findings

1. The appropriate and effective use of motion pictures requires a range of elements:
   a. movies that are at one and the same time educational, informative, and entertaining;
   b. a workbook linked to such movies that enables students to get ready beforehand;
2. Most importantly, a range of classroom activities to induce and elicit timely and optimal output from the students, so as to make talking and writing about communication easier and more effective.
3. Activities such as dubbing, story retelling, acting, discussing, debating, and role playing are only a few of the effective techniques a teacher can employ to engage the students.
Study -15

Investigator : Oya Büyükyavuz. (2008)

Title : A Descriptive Study on Turkish Teachers of English Regarding Their Professional Needs, Efforts for Development and Available Resources

Objectives

The purpose of this study was to provide Turkish EFL (English as a foreign language) teachers’ profiles with a specific emphasis on their professional needs. In addition, it describes the major sources of reference Turkish EFL Teachers make use of, the endeavors they are engaged in for professional development, preferred teaching methods and the available sources at their disposal in schools.

Methodology

Data for this study were collected from 132 in-service teachers utilizing a questionnaire and two open-ended questions.

Findings

1. Turkish EFL teachers associate profession-related improvement with studying textbooks on grammar.
2. It was also found that the in-service seminars organized by the Ministry of National Education were far beyond meeting the professional needs of the teachers.

Study – 16


Title : Relations Network in the Interactive ESL Class: Analysis of Individuals, Groups, and a Whole Classroom Network

Objectives

1. In what way are the students different from each other?
2. How are these differentiations reflected in the group discussions?
3. How to set up different layers of relations to organize a whole interactive class of ESL?

Methodology

Interview, group discussion and questionnaire were used to collect data.

Findings

1. Individual differentiations lead to different expectations and performances of students in a class.
2. When it comes to an interactive class, individual differentiations are reflected in the relations establishment.
3. The teacher needs to observe the class empathetically and arrange the groups in order to provide comfortable group environments to as many students as he can.
## 2.5. FACTS DEDUCED FROM FOREIGN STUDY

<table>
<thead>
<tr>
<th>S.NO</th>
<th>NAME</th>
<th>YEAR</th>
<th>TITLE</th>
<th>FINDINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Arkoudis, Sophie</td>
<td>2003</td>
<td>Teaching English as a Second Language in Science Classes: incommensurate Epistemologies?</td>
<td>Explores the epistemological authority of an ESL teacher when planning curricula with a science teacher. Examine the importance of understanding the distinct discourse communities to which ESL and science teachers belong.</td>
</tr>
<tr>
<td>2</td>
<td>Ramanathan, Hema; Bruning, Merribeth D.</td>
<td>2003</td>
<td>Reflection on Teaching Oral English Skills in India</td>
<td>Oral and listening skills were not emphasized in class. Barriers to implementation included large class size, low parental education, first language predominance, and assessment patterns.</td>
</tr>
<tr>
<td>3</td>
<td>Urmston, Alan</td>
<td>2003</td>
<td>Learning To Teach English in Hong Kong: The Opinions of Teachers in Training.</td>
<td>Pre-service teachers beliefs are based on their experiences as students within the education system, are strongly influenced by their time in classrooms during practice teaching</td>
</tr>
<tr>
<td></td>
<td>Authors</td>
<td>Year</td>
<td>Title</td>
<td>Summary</td>
</tr>
<tr>
<td>---</td>
<td>-------------------------</td>
<td>------</td>
<td>----------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>4</td>
<td>Eveyik-Aydin, Evrim</td>
<td>2003</td>
<td>EFL Teachers' Voice on Communicative Language Teaching</td>
<td>The teachers had favorable attitudes overall, and they agreed that group/pair work activities developed oral conversational and communication skills, encouraged student involvement, and increased the quality of language practice and students’ motivation t</td>
</tr>
<tr>
<td>5</td>
<td>MacPherson, Seonaigh</td>
<td>2003</td>
<td>ESOL for Bio linguistic Sustainability: The Ecology of English as a &quot;Lingua Mundi.&quot;</td>
<td>Examines the ecology between biological and linguistic diversity and the implications for a biolinguistically sustainable approach to Teaching English as a Second or other Language.</td>
</tr>
<tr>
<td>6</td>
<td>Sifakis, Nicos C. Sougari, Areti-Maria</td>
<td>2003</td>
<td>Facing the Globalization Challenge in the Realm of English Language Teaching.</td>
<td>Addresses the challenge of globalization with respect to English language teaching and particularly teaching English to speakers of foreign languages. Argues that some of the primary issues involved concern the increasing role of techno</td>
</tr>
<tr>
<td></td>
<td>Author(s)</td>
<td>Year</td>
<td>Title</td>
<td>Abstract</td>
</tr>
<tr>
<td>---</td>
<td>----------------------------</td>
<td>------</td>
<td>----------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>8</td>
<td>Baumel, Simeon D.</td>
<td>2003</td>
<td>Teaching English in Israeli Haredi Schools</td>
<td>Examines the attitudes of educators among four groups of Hebrew-speaking Israeli Haredim Jews towards teaching English at the elementary and the high school levels, examining issues of language policy, and gender and age differentiation.</td>
</tr>
<tr>
<td>9</td>
<td>McKay, Sandra</td>
<td>2003</td>
<td>Teaching English as an International Language: The Chilean Context.</td>
<td>Argues that when teaching English as an international language, educators should recognize the value of including topics that deal with the local culture, support the selection of a methodology that is appropriate to the local educational context.</td>
</tr>
<tr>
<td>10</td>
<td>Jenks, Christopher J.</td>
<td>2002</td>
<td>Teaching Reading Strategies to English Language Learners.</td>
<td>Students must be taught specific reading strategies in which purpose, comprehension, and memorization are facilitated.</td>
</tr>
<tr>
<td>11</td>
<td>Brumfit, Christopher</td>
<td>2002</td>
<td>Global English and Language Teaching in the Twenty-First Century.</td>
<td>There is value in seeing English teaching as a worldwide phenomenon in which the philosophies appropriate to particular countries and education systems need to show a systematic relationship to the philosophical principles underlying English teaching.</td>
</tr>
<tr>
<td></td>
<td>Authors</td>
<td>Year</td>
<td>Title</td>
<td>Summary</td>
</tr>
<tr>
<td>---</td>
<td>-----------------</td>
<td>------</td>
<td>----------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>13</td>
<td>Wandel, Reinhold</td>
<td>2002</td>
<td>Teaching India in the EFL-Classroom: A Cultural or an Intercultural Approach?</td>
<td>Discusses the use of India as a topic for teaching English as a Foreign Language and about developing an awareness of cultural diversity in Germany.</td>
</tr>
<tr>
<td>14</td>
<td>Salazar, Denise</td>
<td>2002</td>
<td>English Teaching in Mexico.</td>
<td>The English teaching situation in Mexico reflects great diversity and growth, and that the knowledge of English is considered a valuable tool.</td>
</tr>
<tr>
<td>15</td>
<td>Yang, Nae-Dong</td>
<td>2000</td>
<td>Teachers' Beliefs about Language Learning and Teaching: A Cross-Cultural Comparison.</td>
<td>In learning English, younger is better, and more than half believed that people acquire language knowledge by repeatedly understanding expressions in the language that are a little beyond their current level of competence.</td>
</tr>
</tbody>
</table>
2.6. CONCLUSION

The review of related studies shows that English language teaching remains unimproved. According to many investigators the teaching of English at the foundation stage has been neglected. The English curriculum does not reflect the needs of the learner. There is a mismatch between the curricular objectives and attainment of the learners. The objectives were not clear in the syllabus. The revision of the syllabus was not done frequently. Teachers in the colleges did not participate in the syllabus making process. They did not focus on the development of skills, but on the content of the text. Teachers follow the traditional method to teach English. As a result the students remain communicatively incompetent.

Chidambaram,K. (2004) identified that the medium of instruction has direct impact on the achievement of second language skills. As far as second language learning is concerned, both the listening and reading pave the way to acquire good command over the spoken English and also to have good performance over written English. Mekala. S. (2005) reported that the students hardly get the opportunity to use the language. Soundiraraj,S. (2006) found that the students are not interested in grammar lessons and suggested that teachers should teach grammar as part of their lesson. Sankary. D (2007) has identified the rural-urban divide in ESL proficiency and advocated a separate syllabus for them. Investigators like Hari Padma Rani. P (2003), Radheshyam Dipte (2003), Banumathy, A. (2004), Ravindran, T. (2004) and Mekala,S. (2005) have suggested an alternative syllabus to suits the language needs of the learners.

The foreign studies show that teaching English as an international language should recognize the value of including topics that deal with the local culture and support the selection of a methodology that is appropriate to the local educational context. They want to give more importance to listening and speaking and advocated the need for adopting a more suitable methodology to teach English.

In spite of the recommendations of various education commissions and research scholars, the ability of the students in English communication remains the same. Many studies have been conducted to assess the teaching and learning of English at the school level and at the professional colleges. Very few studies have been conducted to assess the method and means of teaching English at the undergraduate level. Hence the investigator felt the need for studying the teaching learning programme that is followed at the undergraduate level in the arts and science colleges.
Most of the Indian studies are found to be survey in nature, whereas foreign studies are mostly experimental. Many of the investigators have developed their own tools for assessing the teaching and learning programmes. But those tools are found to be not very helpful in the present investigation. Hence the investigator felt the necessity of preparing an questionnaire for her study.
2.7. REFERENCES

INDIAN STUDIES


FOREIGN STUDIES


