Chapter 2

Literature Review
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2.1 Books


This paper presents the various factors responsible for effective language learning such as age, gender, social or economic status. Age plays a crucial role. Most of the parents believe that conversing in their mother tongue is below their dignity and in English, it brings them respect. As their child starts going to the school, they want them to converse in English. They are not aware that leaning a language by memorizing does not make any sense. Students do require their mother tongue as a support in leaning a second language whether it is English or any other. This learning along with their mother tongue will make a strong base which will help them at higher levels. Girl students study with much effort as compared to boys. Social or economic status is an important factor in second language learning. Rich and middle class people prefer sending their children to private schools as these schools focus on English language learning as compared to the government schools where the teachers do not even focus on main subjects like maths and science. Owing to poor economic status, lower class people send their children to government schools and are satisfied with the amount of English they are being taught there. This chapter also focuses on other factors that influence from the outside like teachers, classmates, students, friends and relatives. Teachers serve as role model for every student. A dedicated teacher contributes towards a well-educated society. Classmate’s helping nature, mutual enthusiasm and conversing habit in English leads one to successful learning of English. Relatives could also help by encouraging them by means of praises.


It is about the students’ need to acquire knowledge, skills and values that will help them interact and communicate with people around them and also to make their own decisions. These people might belong to different ethnic, cultural or racial groups.
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The book also brings into light the fact that the schools need to teach about social issues in addition to basic skills. Such education that is obsessed with academic achievement and testing will be unable to prepare them completely as they will lack knowledge of interacting with fellow citizens on social or cultural issues.


The book focuses on the importance of value education. In India, value education for youth is significant in order to build up peace and reconstitute the society. The International Encyclopaedia of Social Science, (Shashi, 2007), defines education as “the transmission of knowledge to members of society in the form of technical and social skills as well as the norms and values of the society.” Value education requires proper guidance as it is a conscious and dynamic process. It helps everyone in improving the value system that she or he holds dear. The need for value system is increasing day by day as we witness more violent activities, behavioural disorder, lack of unity, disorder in the society etc. It is essential for students to acquire positive moral values such as respect for elders, honesty, co-operation etc. Value education has become a major requirement owing to the crisis of morality in the society.


This book has presented three studies. The first two are about the effects of the transition from colonial rule on the choice of the medium of instruction. The third one deals with the aspect of the implementation of a national language policy. In the first part entitled ‘Language and Education in India’ Dakin points out the problems and issues regarding the arguments for the use of mother tongue, and the contradictory and inconclusive results of educational research on the medium of instruction, and the advantages of common medium at the higher levels of education.
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This book probes into the lives of adolescents to find out how these young minds accept these ethnic and racial identities in the face of discourses, policies and various practices that work both to reproduce and to challenge social groupings or classes. Detailed case studies bring out that identity and academic engagement emerge not from societal and cultural knowledge but also from day to day interactions and experiences within school settings.


It is an introduction to the issue of language diversity and how to deal with it in the classroom. It presents the fact that even small children who may not have learned how to say something in order to present a message have this remarkable ability to discern and identify codes in different settings. It is this sensitivity to language and its appropriate use upon which teachers need to focus in order to ensure the success of children from diverse backgrounds. The discussion about Nelson-Barker’s study of phonological aspects of Pima Indian language presents the fact that children by the age of eight or nine become aware of their group membership and its importance to their well being and this realisation gets reflected in their language. They may also have become aware of the school’s negative attitude towards their society or culture by this time. Through this book Delpit maintains that in a classroom teachers need to provide the diverse groups the opportunity to learn without providing extra favour to some or by ignoring the other group.


This book presents that language teachers have become aware that without knowing the culture of the community in which it is spoken, it is not useful to teach second or foreign language. Learner’s culturally-defined world views, beliefs and presuppositions affect their understanding of the other culture. These beliefs and
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presuppositions have importance in both second language teaching and learning and they need to be focussed on when teachers deal with the second language learners.


This book puts forward the view that the meaning is always there in specific socio-cultural practices and experiences. Language presents its meaning through its association with various social groups as well as cultural practices that take place among the students. People coordinate with one another as listeners/speakers or as readers/writers. Their feelings, values, ideas etc. get shared among them.


It presents what actually happens in Japanese classrooms and also the reason behind their successful education system. It says that as compared to the American education, Japanese education succeeds because all children get to feel like valued members of the school community and not only those who are bright and behave well in class. They are treated equally whether they belong to any socio-economic class. So it asserts that equality needs to be maintained in classrooms.


It explores the teachers’ need to undertake research on international concepts and attitudes. This may help them understand attitudes of students towards other castes and cultures which may aid them in understanding the extent of training the students require for fostering international thinking. The teachers can have discussions with the students on topics related to caste and culture, arts, heritage of the different nations of the world in the classroom so that the students may have a better understanding of other cultures as well. Students should be encouraged to take up social activities so as to develop their social qualities. Education prepares the students
to understand social problems and apply their minds critically to all social evils such as inequality, child labour, casteism, dowry, untouchability, exploitation, illiteracy etc.


It presents the idea whether education is concerned more with intellectual or moral virtues. Education and society are inversely related. Any change in one will bring about a change in the other. Therefore any reform in a society requires some transformation in our education system. System of education would be representative of social growth. This social growth means all round development of the individual to its fullest in the best of his social interests so that he or she can enjoy maximum happiness and prosperity. Education system for a democratic society needs an all round development of an individual so as to develop useful communicative skills and to inculcate socially desirable attributes. Education is a powerful medium for an inter-cultural understanding. Educational system therefore, should provide such wholesome experiences and programmes which could develop the understanding of other’s cultural patterns, beliefs and way of living. This will help an individual understand and appreciate the values of others. Such education will help to achieve the goal of national unity and national integration.


It discusses the basics of language teaching by investigating assumptions about the way English should be taught as a school subject. It examines different attitudes to English and changes required in its description. This book critically studies current proposals for the improvement of the course content as well as classroom methodology with special reference to ideas about authenticity and task-based learning which are a basic need for school children at every level.
2.2 Articles


It is an effort to explore the socio-cultural factors of radicalization in Pakistan. In this paper, he talks about Pakistan’s education system which has not been able to play its proper role in inculcating desirable socio-cultural values in the people. The syllabi hardly incorporate lessons on such issues which deserve to be discussed in classrooms. The traditional culture and the historical social values, attitudes and behaviours are getting lost in the shadows of the past. There is an immediate need to bring into light such subjects which are affecting the young minds.


This paper investigates the effects of choice and response variables on the children’s search of information text. The chance to choose the text on their own facilitated the performance of the children. This paper also discusses the importance of prior knowledge. This knowledge acts as a significant contributor to accuracy and time to locate the information required. One of the findings which came out of this experiment was that the text selected by the students was the outcome of their prior knowledge as well as the context. Therefore, it shows that context plays a crucial role.


This paper discusses the importance of classroom context with the help of Dunkin’s and Biddle’s (1974) model which brought into light the fact that the effects of pedagogical approach were influenced by the students’ developmental level, prior knowledge of both teachers and student, the content area as well as well as the context of instruction. Dunkin’s and Biddle’s model suggests that the context has a major role in increasing the understanding of what and how students learn. This paper also talks
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about the content area and how instruction and learning both differ according to the content area. What and how students learn is motivated by their psychological reactions to content activities. The importance of this the area was ignored by earlier psychological models before Dunkin’s and Biddle’s model focussed on it.

2.3 Theses


The researcher has tried to highlight the importance of incorporating local cultural components into the English Language Teaching materials for the purpose of preserving and protecting the native culture on the one hand and on the other, for motivating the learners and generating in them the interest for English language learning.


It embodies an empirical study of the attitudes towards the English curriculum in Pakistan. It explores the attitudes of both the students as well as the teachers towards the learning of English in various higher secondary schools in Pakistan. English is often thought of as a subject that is difficult to learn, especially in secondary schools and colleges. Owing to the way it is being taught, majority of students fail to pass the subject and therefore, they approach the learning of English or taking it as an optional subject with caution or even with trepidation. In this paper the study shows that students learning English in the complex socio-political and cultural context of the Pakistani educational system have a mixed attitude towards the subject and as a result the English language fails to flourish as much as it should for the betterment of the students.
2.4 E-sources


It is an attempt to explore the English textbooks used in class sixth (one from Oxford and the other from Punjab Text Book Board). The purpose is to evaluate, analyse and bring forward its salient features. The other aim is to narrate how a syllabus is designed and implemented in various set ups. In this paper, the study affirms that Oxford textbook is well written but it cannot be taught in state schools. On the other hand, a textbook by PTBB is easy to understand and study but it includes lengthy exercises which make the students feel fatigued.