

CHAPTER – II

REVIEW OF RELATED LITERATURE

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2.0 Introduction

This chapter presents a review of studies on English language. The phrase “review of literature” consists of two words; Review and literature. The term ‘Review’ means to view, carefully view again and again; and literature means the knowledge, information related to that field.

Research provides us with the means of getting to the particular fields of knowledge. Until researcher learnt what are the studies already undertaken and what remains still to be studied, he/she cannot develop a research project that will contribute to furthering knowledge in that field.

The review of related research literature helps the researcher to delimit and define his/her problem avoiding duplicate well-established findings. It gives the investigator an insight into the problem and research methodology.

In this study an attempt has been made to investigate the grammar knowledge of class VIII students. Since there is less work done in the field of grammar here some of the researches related to grammar and some to English Language.

2.1 Studies Related to Grammar and English Language

Joseph, K.S. (1983) did the “Study in evolving a strategy for teaching English grammar at high school level”. The major objectives of the study were: . 1) To evolve a validated multimedia strategy for teaching English

grammar at high school level. 2) To find out the comparative effectiveness of the three forms of PLM namely linear and branching. 3) To find out the relationship between pupil's attitude towards the multimedia strategy and their achievements in the comprehensive test. 4) To find out the relationship between pupils intelligence and their performance in the comprehensive test.

Major Findings of this study are:

- About 90% of the students scored 60% or more marks in five out of nine units. In the rest of the units 30 to 80% students scored 60% or more marks.
- Both the students and the experts have expressed a highly positive reaction towards the multimedia instructional strategy.
- Branching PLM was found to be most effective in terms of achievements and ranking by the students.
- The student expressed a stable favorable attitude toward the strategy.
- There was no significant relationship between student's attitude and achievement.

The educational implication of the study is that a duly validated and reproducible instructional strategy with PLM as its major component can be used in high schools for efficient English Grammar teaching.

Pratap, D.G. (1985) did the "Contrastive study of grammatical structures of English and Marathi"; the objectives of study were; 1) To analyze the grammatical structures of English and group them under suitable heads. 2) To locate similarities between grammatical structures of English And the corresponding structures in Marathi. 3) To discover grammatical structures

which were peculiar to the English language only. 4) To determine the difficulty level of grammatical structures in English. 5) To suggest a curricular programme in English grammar for pre-Service and in-service training of teachers.

Major Findings of this study are as follows:

- One word sentence was possible both in English and Marathi.
- Word order was a most important syntactic feature of English.
- English sentences with two objects direct and indirect could have two alternative forms.
- The process of transforming affirmative sentences into negative ones differed in two languages.
- Some exclamatory sentences had verbs while others could be without verbs in both the language.

Bhattacharjee, R (1984) did “An investigation into the teaching of English in the high schools of the east khasi hills district of Meghalaya”. The objective of the study were 1) To study background characteristics of the teachers of English of east khasi hills high schools, their views and opinions as well as practices followed by them in respect of various aspects of teaching English. 2) To identify the present status of teaching English, through observation of teachers performance in the classroom situation. 3) To study strengths and weakness in the teaching of English.

Major Findings are

- The majority of the teachers of English were not professional equipped to teach English.

- Teaching at the foundation stage was neglected.
- There was no uniformity regarding work load of teachers of English in different categories of schools.

Dass, P.A (1984) did “A study of reading comprehension in English of students of English medium secondary schools of standard X of central Gujarat in the content of some socio-psycho factors”. The objectives of the study were: 1.To construct a test for measuring the reading comprehension of pupils of standard X. 2.To establish norms for reading comprehension for student of English medium schools for central Gujarat.3.To study whether there were any sex difference with regards to reading comprehension in the context of SES and certain socio-psycho-factors, viz. text anxiety, emotional stability, leadership and radicalism.

Major Findings of this study are listed below.

- The mean score of girls was higher than that of boys. There were sex differences with regards to reading comprehension in English.
- The mean difference of reading comprehension scores was in favor of students with the high SES.
- The mean difference in reading comprehension scores was in favors of students having high leadership traits.

Khare, M (1986) did “A comparative study of traditional and structural approaches to teaching of English with reference to their learning outcomes”. The objectives of the study were: 1) To test the general level of performance of junior high school students in various aspects of English. Namely, spelling, comprehensive applied grammar and vocabulary. 2) To

make a comprehensive study of the average performance of students taught through the structural approach and the traditional approach. 3) To study the effect of cultural and economic background and intelligence on the performance of students in the above aspects of English.

Major Findings of the study are:

- Student's achievement under the structural approach was better than those under the traditional approach in the areas of spelling, comprehension, composition, applied grammar and vocabulary.
- Intelligence was found to be an important factor in achievement in all the seven areas of English.
- Cultural and economic background was found to play a significant role in achievement in the areas of comprehension, composition and pronunciation.

Kumar, (1978) carried out "A project to prepare programme learning material in Hindi grammar and to investigate into its effectiveness". The objectives of the study were to prepare PLM in Hindi grammar for high school classes. 1) To teach Hindi grammar to high school classes and to enable the students to recognize, define, analyze and apply the matter thus learnt through PLM. 2) To compare and contrast the achievements of study learning through the PLM and the traditional ways. 3) To generalize the results on the basis of students achievement and to see the efficacy of PLM.

Major Findings are:

- The performance of the experimental group in all the five programmes was significantly high in comparison to that of the control group.

- Results ensured that PLM had a direct bearing on the learners; they understood things more clearly with the programmes.
- The sex factors had almost no impact on students learning.
- The students of rural area did better than those of urban area.

Pachauri, G C (1979) did “A study of the relative effectiveness of different styles of programmed learning in Hindi Grammar”. The objective of the study were 1) To study the relative effectiveness of the linear, branching, hybrid and skip styles of programmed learning in respect of grade VII student’s achievements in Sandhi. 2) To study the interaction effects of sex difference among the learning outcomes when grade VII students were taught Hindi Grammar.

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Major Findings are:

- The linear style of programmed learning material was most effective for learning sandhi in Hindi grammar by grade VII students.
- There was no interaction effect of sex on the achievement of students when they were taught by linear and skip, hybrid and branching styles of programmed learning.

Subramaniam, V.I (1991) “Graded grammar for Dravidian languages for school children”. The objectives of study were 1) To prepare systematic graded grammar. 2) To prepare different graded courses in grammar. 3) To grade grammatical rules and to identify common phonemes, proto-phonemes and sub phonemes in the whole family of Dravidian language.

Major Findings are:

- The common phonemes (Vowel and consonants) in the whole family were mostly the proto-phonemes of the family and a few of them had been introduced as loan words from Sanskrit and English.
- The rules in phonology, morphophonemic's and verbs and noun morphology framed in the project of the cognate method had been made accurate and comprehensive.

