

## **CHAPTER-2**



### **REVIEW OF RELATED LITERATURE**

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This chapter presents a review of studies on writing abilities. Some studies are directly related to the problem investigated, others are indirectly related with the problem. The last section gives a conclusion regarding the overall view done in this chapter.

The phrase "Review of Literature" consists of two words; Review & Literature. The term 'review' means to view, carefully view again and again; and literature means the knowledge, information related to that field. For John W. Best, "Practically all human knowledge can be found in books and libraries. Unlike other animals that must start a new with each generations, man builds upon the accumulated and recorded knowledge of the past. His constant adding to the vast store of knowledge makes possible progress in all areas of human endeavours".

Review provides an overview and analysis of selected areas of relevant research through critical and synthesising essays and defining the current state of knowledge in the field. It aware researcher about important and unimportant variables with relation between them. The purpose of the reviewing of literature is to build up the contexts to provide basis for research questions since a good research is based upon the relevant evidences that are known in the area of research for comprehensiveness. New work be based and built on what has already been accomplished. Review helps the investigator to delimit and define his/her problem avoiding duplication. It also gives insight into the problem and research methodology.

A careful review of various journals, books, dissertations, abstracts related to educational research and surveys has been done by the investigator which forms the content of this chapter. Only a few works have been done in the field of writing

ability. Here some of the study listed as follows :

(1) Joshi, (1975) did the study of errors in written English among pupils of standard V to VII. For this study the following objectives taken. Firstly to find out the typical errors committed by pupils in written english. Secondly to d diagnose the causes of these typical errors. Thirdly to formulate remedial measures for preventing the typical errors.

The sample from Ahmednagar district taken. The pupil studying marathi-medium school are selected for the study. The written work scrutinized was limited to answers scripts of the annual examination. Answer scripts of pupils of V, VI & VII in these schools were selected through the random sampling procedure. The answer-scripts were closely scrutinized and the errors were listed under 12 different categories. The frequency of errors under each category was calculated. Probable causes of errors were arrived at through discussions with the concerned teachers in respected schools. Major findings of this study were. Firstly errors concerning speech, number and spellings were committed by 90 percent, 48 percent and 45 percent pupils, respectively. Secondly errors of conjunction and case were committed by two percent and six percent pupils respectively. Thirdly three categories of errors having the highest frequency were those of spelling, tense and number.

2. **PATRIKAR, (1981)** studied the linguistic analysis of the errors in written English of students of B.A.class. The study was concerned with the causes of the determination in the usage of English language to be analysed by critical examination of errors in language performance of students and suggestions for improvement in the teaching-learning process. The investigation was limited to written expression in English. In all 1,500 written scripts of candidates from urban centres of Nagpur, Akola and Amravati were collected for analysis. These scripts contained free

composition and not memorized matter. 300 scripts were selected out after careful scrutiny. For judgement of errors in the proper context, one hundred sentences from these were examined for description and explanation of the errors committed in each category. These were classified in linguistic terms as. Firstly lexical Errors : 83% of the errors were due to omission of lexical items, 20% due to wrong use of lexical items, 7% due to addition of unnecessary lexical items. Secondly orthographical Error : Spelling errors are occurred due to faulty pronunciation, confusion in similar sound of words, double vowels or consonants, false analogy and lack of knowledge of rules governing morphological changes. Thirdly morphological Errors : These errors were errors of derivational affixes, verbal inflection, adjective inflection of concord. Fourthly syntactical Errors : These were due to wrong word order or concord due to wrong selection and use of function words, due to wrong formation of phrases. Interference of mothertongue was found to be a powerful cause behind the syntactical errors.

The study revealed that student's knowledge of the english vocabulary, morphology and syntax was very confused. Use of wrong items, omissions and wrong substitutions, lack of knowledge and control over the structure of the language, interference of the mothertongue and lack of fundamental grounding for the respect receptivity of students from psychological and environmental points of view were the major causes in deficient achievement.

3. **SHARMA (1989)** did the study on the prognosis of writing abilities with the help of creativity and intelligence of the students. His objectives of the study were Firstly to standardise and writing ability test (WAT), Secondly to appraise student's proficiency of writing ability (WA) Thirdly to determine the relation between WA and intelligence, originality, fluency and flexibility.

For the completion of these objective, the researcher taken sample consisted of 604 students covering 32 boys and 302 girls, from 16 Bengali medium schools of rural and urban West Bengal. The tools used included, Writing Ability Test (WAT), General Intelligence (GI) Test of Bhattacharyya and verbal creativity test of Biswas.

## 2.2 Studies Related to Hand-Writing :

(1) **VAJPAYEE (1968)** did the comparative study of the effect of the use of Bamboo Pen, Pen-Halder and pencil on handwriting in Hindi. The objective of his study was to rank the improvement in handwriting in Hindi language through the use of Bamboo pen, pen Haldee & pencil.

Two groups of thirty students of Class II studying in Choti Sadri, Banasthall and Jaswantpura schools of Rajasthan were selected for the study which continued for ten weeks. Each class was divided into four groups which used bamboo pen, pencil or pen holder for writing. Speed and formulation of letters were some of the eight criteria for evaluation. This study revealed the following results Firstly from the point of view of neatness, legibility, space between letters, curves, angles and lines, the first place in handwriting was secured by users of pen followed by those at pencil, holder and bamboo pen. Secondly in speed the order of merit was pen holder, pencil and bamboo pen.

2. **BISNAGIRI (1992)** did study on improvement of Gujarati handning in his action research. His objectives of the study were. Firstly to study the improvement in the quality of handwriting of the pupils of Class V, and Secondly to suggest remedial measures to overcome deficiencies of pupils whose progress was affected adversely by illegible handwriting.

For this study he used purposive sampling method, 539 students from six Gujarathi medium schools were selected from different locations of Ahmedabad city. Two schools from the walled city area, from beyond the richer area and from the labour area were selected. Two sections of Class V of each schools were selected, for the purpose of the study. Tools, used in the study included Bisnagiri's Gujarathi Handwriting quality scales, and six exercises developed by the researcher. Three group pre-test and post-test design was used to study the effectiveness of the learning strategy with reference to handwriting.

The major findings of this study as firstly there was a significant difference between the mean scores of pupil of the walled city and those who lived beyond the richer area and those who belonged to the labour area in different combinations in the post-tests. Secondly a good number of suggestions were offered as remedial measures to improve the handwriting.

**3. MALIK (1997)** did a comparative study of selected competencies in Hindi between urban and rural girls. The purposive sample procedure is used for this study. The sample drawn from Pune district at primary level. She was found that competency of writing words and sentences in Hindi in the urban girls is better than that of rural girls. The competency about adequate size of alphabets and distance between two words is better in urban girls than in rural girls. Competency in urban girls is 40 percent while rural girls have 30 percent found. Therefore, achievement in competencies is better in urban girls than rural girls. For this type of result there are many factors responsible like poverty, social context, dis-interests towards education, educational environment is not attractive, engage the girls in have tasks.