Chapter 2

Review of Related Literature

2.1 Introduction

The present chapter delineates the review of the literature. The survey of related literature is generally called the review of related literature. According to C. U. Good (1959), a survey of related literature is necessary for proper planning, execution and the right concept of the problems and their solutions. It provides guiding hypotheses, suggestive methods of investigation and comparative data for interpretative purposes.

The review of literature enables the researcher to study the researches already conducted in the field of interest and at the same time, it makes the researcher aware of the areas that have not been explored yet, and locate the gaps in existing research areas. The review of related studies provides an overview of historical perspective, the development of research in that area, deviations, new departure and the mode of the approach adopted. In this way, it brings to light the research trends and problems, critical awareness towards the methodology employed and estimation of relations working behind the variables.

2.2 Literature by foreign authors

Li, W., Liping P., Khan, Q. (2018) has written the book "Research Methods in Education". The main purpose of this book is to introduce the reader to the process of scientific research in social sciences and related disciplines in general and in education. This book gives the theoretical understanding, practical knowledge and skills for independent research. There are 14 contents in this book. They are structured into six main themes as the foundation of educational research, conceptualizing a research study educational research design, measurement and data collection, the analysis of research data and using research results. This book was very useful to the researcher for contextualizing the knowledge and understanding of the research design by drawing the links between the research question and its theoretical background with the methodology and analysis.

Larsen – Freeman, D., Anderson, M. (2018): The book „techniques and principles in Language teaching" guides the methods and innovations in the methodologies of recent

years in language teaching. This book is its third edition and having 15 contents. It gives knowledge about the traditional language teaching methods like grammar-translation method, direct method, communicative language teaching and the methodological innovations like task-based language teaching, desuggestopedia, etc. for the present research, this book helped for designing of the activities for the pedagogical skills-based programme.

Richards, J. C. Rodgers, T. S. (2014): The book named „approach and methods in language teaching" offers very valuable practical guidelines to the language teachers in schools and teaching training institutes for the study of teaching approaches and methods in language teaching. This book is divided into four parts. This book throws light on the changing roles of learners and teachers in the language teaching process at the same time, approaches and methods are viewed about the process of curriculum development. The first part is about the major trends in twentieth-century language teaching. The theoretical framework is presented in chapter second with the description of the approaches. In the third chapter, alternative twentieth-century approaches and methods have been given with expanded description. Forth part of this book has its focus on the teaching and learning environment. This book helped to gain the information about the different English language teaching approaches, methods for the present study.

Black, Bonnie., (2011): In the book „Eyes on English" has introduced a persistent problem for teachers in English as a second language (ESL) situation concerns with students who speak, their shared common language instead of English in the classroom. Considering the inherent difficulty of the speaking skills, this is understandable, learners often prefer to interact socially in their native language.

2.3 Literature by Indian authors

Vishwas Prasad. (2018) has written pedagogy of English to make it easy for the teachers to understand the theoretical concepts and the practice of English teaching to make the teaching-learning process more effective. This book has five units that are related to all aspects of the pedagogy of the English language. This book includes the characteristics and functions of English language, scope and status of English language teaching, aims and objective of English teaching, historical background of English teaching, methods and approaches used so far in English, teaching modern tools and

strategies, method of development of year, unit and lesson plan. This book has given the researcher an idea about the basic conceptual knowledge of the pedagogy of English teaching. It helped in designing the questions in the pedagogy test for the teachers as evaluation tools for data collection.

Goswami, Marami(2017): The book Pedagogy of Education covers the topics which have been prescribed in the syllabus of different Indian Universities for B. A., M. A., B. Ed., and M. Ed. Courses. This book intends to give current global teaching education knowledge which is known as pedagogy, the strategies of instructions. This book aims that every teacher must have the professional knowledge and skills of teaching methodology, theoretical and applied research relating to teaching and learning, the strategies of instructions.

Bhandarkar, P. L. Wilkinson, T. S. (2017): has written the book 'Methodology techniques and social research' to present a concise, comprehensive and critical exposition of the various techniques in social research and their methodological bases. This book is having 21 chapters which give knowledge all about social research with suitable diagrams, illustrations and tables, etc. For the present research, this book helped in the writing of research methodology. The context of this book has been designed in such a way that it has guided the researcher in the scientific procedure of the present research project.

Ranjit Kumar. (2017)in his book, 'Research Methodology: A step by step guide for beginners' provides theoretical information about procedures, methods and techniques which are used in qualitative and quantitative research. The knowledge was organized into seven chapters and each chapter was aimed to describe the particular aspect of the step. To describe the teaching step of the research methodology author has used many flow charts and suitable examples. For a better understanding of the concept simple to complex approach was followed. The step-by-step description of the research methodology has given the logical direction to this research work.

Prem Shankar. (2016): Through the book „Teaching of English‟ the author attempts to provide authentic in-depth information on the methods and practices of the teaching of English. The aim of this book is that the students should speak, read and write English perfectly. This book is highly informative to students, scholars, teachers, academicians, administrators and policy planners.

Rama, Girija and Katyayani, R. K. (2016): This book, „Pedagogy of English" has been prepared according to the changing trends taking place in teacher education and can be used as a reference book for teacher educators and student teachers in their teaching. The author has prepared this book because of the changes in the school textbooks, the shift in the pedagogy of the school curriculum. The author has tried their best to present the comprehensive information in an easy to understand manner. From this book, the researcher becomes familiar with the changing trends in the school textbooks and curriculum and how to use pedagogy in English teaching.

Tater, Sohan Raj, Singh, Bijendra, DubeAruna, Sharma J. C. (2016): In the book, „Pedagogy of English language" the authors throw light on the enhancing overall personal proficiency, listening and speaking skills, reading comprehension, history of English language in India, the structure of English language, Teaching strategies and skills, planning and material development, continuous and comprehensive evaluation. This book helps the researcher in the implementation of the training programme as a part of research work, which includes enhancing teachers' proficiency, how to teach strategies and skills, developing the materials for the programme and the planning of programme. The most important thing is the tool development for the CCE evaluation.

Shukla, A. (2015): This book „Pedagogy of English" mainly deals with the everyday problems in Indian Classroom teaching and suggested the solutions for the same. The book leads towards the pedagogy of English as per the new revolution NCTE 2014 guidelines to the English teaching. The content from this book language pedagogy, different methods of instructions, their applications and detailed explanation of general skills were helped the researcher to develop the background knowledge in the process of designing the programme.

2.4 Review of related Researches regarding English teaching

Alphamdi, Haifa H, (2019) conducted study named "Vocabulary learning in ESL classes" investigates the ways foreign language learners learn vocabulary in the ESL class. The study involving eleven foreign students from an advanced ESL reading class in Edmonds Community College in Lynnwood, Wash. was aimed to gain information of the process students use in learning vocabulary through a questionnaire. The results of the study showed that learners are more engaged and motivated during group work, activities, and the learning of vocabulary than they are in reading classes. The study

ends by pointing out some pedagogical implications that ESL instructors may wish to consider when teaching vocabulary in the ESL classroom.

In 2017, Myers, Diane, Sugarl, George, Simonsen, Brandi, and Freeman, Jennifer had done the study Assessing teacher‟s behaviour support skills to provide an overview of empirically supported practices and techniques for monitoring and assessing teachers' use of effective behaviour support practices. These authors, in turn, focus on the actual ways in which teacher preparation programs, administrators, and supervising teachers provide pre-service teachers with useful feedback about their teaching performance. They go on to describe a behaviourally based conceptual model for assessing teachers' fluent and sustained use of empirically supported classroom behaviour support practices and make recommendations for improving the preparation of pre-service teachers.

Gruss, Janima (2016) testified of Games as a tool for teaching English vocabulary to young learners. Has studied mainly the effectiveness of games for vocabulary acquisition by young learners. The participants were 67 children of various groups. Their teaching was based upon songs and rhymes from a simple workbook. The games involved many types of activities adapted for young learners. The teacher observed the learners during this activity, taking notes on an observation sheet. Later, the teacher administered vocabulary tests based on the activities. In conclusion, games are favored and appreciated activities for young learners. Thus in the said survey, the teacher had a vital role in regard to vocabulary acquisition.

Eleanore Hargreaves, Mohamed Mahgoub and Dalia Elhawary. (2016) has attempted a research paper that describes a project which was run in government-funded primary schools of Alexandria, Egypt named „An investigation into improved primary school English Language learning in the traditional classroom, pupils explain what children and teachers can do to make progress. The research aimed to elicit and understand in depth how primary school pupils perceived their experiences of learning English in government schools in developing countries (Egypt). The methodology was interpretivist. The researcher used observation, written responses, individual interviews, focus groups these four data collection tools. The conclusion of the study was the school classrooms must be well prepared with more sources of learning

including more visual and audio stimuli, more pair and group work, more access to native speakers' voices.

Saefurrohman, Balinas, Elviras (2016) studied high school English teacher's classroom assessment practices of the Philippines and Indonesian countries in ELL classes to test the impact of the new language assessment policies of these countries on English teachers assessment practices through the research named English teacher's classroom assessment practices. This study was done by using a mixed method design with 48 teachers. The data collection tools were interview and observation. It was found that high school English teachers from both countries used assessment for learning which is the main purpose of assessment. For constructing assessment items, the majority of Philippine junior high school teachers used items from published textbooks for developing assessment items. Both the teachers used written comments as their primary method for feedback.

Freeman, Donald, Katz, Anne, Garcia, Gomez, Pablo, Burns, Anne (2015) carried out the study English for teaching: rethinking teacher's English proficiency in the classroom to throw light on the issue of increasing demands of the English language teachers and their training due to the extension of English teaching in the state education system. So most of the efforts have focused on the improvement of teacher's English language proficiency. The teachers are expected to 'teach English in English.' In this article, the authors argue for a reconceptualization of teacher language proficiency as a special subset of language skills required to prepare and teach lessons. This article explains how to develop the English language proficiency of teachers and describes the samples of classroom work. At the same time, it also describes the three major areas in which language needed to enact such as managing the classroom, understanding and communicating lesson content, assessing students, and giving feedback.

Agnes Kulkulska – Hulme, Lucy Norris, and Jim Donhou (2013-14) This research did a study to emphasize using or learn mobile-assisted language learning (MALL) to English teachers. Nowadays mobile devices are a part of our everyday life so the researchers had focused particularly on this topic. This research aims to share knowledge and highlight some appropriate pedagogical strategies with teachers so that mobile devices can be used more effectively in teaching and learning English. This

project has investigated the experiences of English Language Learners and teachers who have explored mobile learning to some degree.

Ying, H (2010) conducted the study A study of L2 vocabulary learning strategies to throw light on strategies in second language vocabulary learning. It also tries to study learners' attitudes and evaluations on L2 vocabulary learning strategies. Chinese sophomores college students are the sample for the study. Questionnaire and interviews are the data collection tools. The researcher developed communication strategies, social strategies and language learning strategies too for the understanding of new or second language. As a result, English teachers can teach students the above-mentioned learning strategies in their learning process as well as based on their learning abilities. Students favours all the (seven) vocabulary learning strategies but questionnaires and interviews are arranged for students. Students show less interest in vocabulary cards for learning vocabulary as a strategy.

2.5 Indian Researches regarding English Teaching

Ms. Priti Kayate (2019) conducted a research study of the effectiveness of the activity-based teaching method in the English subject of Std. IV. The study aimed to evaluate the effectiveness of the activity-based method Vs. traditional method. The main objective was to compare the learning effects of the group with the traditional method and activity-based method. The research method of the study was an experimental study. The research design followed by the researcher is the pre-test and post-test group design. This concluded that the experimental group achieved a significantly higher score in English concepts taught using activity. Based on the teaching strategy that the control group taught the same concepts using the Lecture teaching strategy.

Prateesh Abnraham (2018), attempted a research study Effect of the reflective language acquisition model on the productive skills in English among secondary school students in Kerala. The main objectives of the study are to develop reflective language. Acquisition Model (RLAM) for teaching English at secondary school level and to prepare instructional materials based on Reflective language Acquisition model (RLAM) for teaching English language. In the present study, the researcher selected an experimental method with a cross-over design and a longitudinal study. Tools used for the study were reflective language acquisition model, lesson transcripts, rubrics, reflective diary entry, language acquisition Test and for the analysis of the data, Mean,

S. D., gain score analysis, ANCOVA, Independent samples t-test and paired sample t-test, these statistical techniques were used. Major findings and conclusions of the study were RLAM is effective in enhancing the speaking and writing skills in English among secondary school students than the existing AOM. After the treatment (RLAM), there is a clear difference in completing fluency, Task completion, comprehensibility, coherence and coherence, language control and vocabulary in writings skill of the students of Std. X after the treatment.

Nagar, Jayona, (2018) had completed research work to find out the effectiveness of Animated Films in the Teaching of English poems on the students of XI Std. The main objectives of the study were to construct the animated films of the poems and to study the effectiveness of the animated films on the achievement of students of an experimental and controlled group. For the present study, data were collected by the achievement test, after administering the TLM for teaching, the achievement test was given as a post-test to judge the effectiveness of the animated film, data acquired was computed using descriptive statistics. Collected data was used for hypothesis testing by using a t-test. In this research study, it is observed that animation-based learning evoked more involvement and a positive approach of students towards English poems. It is concluded that new and multi-media-based teaching is a need of the fast-flowing and rapidly growing generation. It helps to achieve wider educational objectives like self-study, concentration, increasing interest and cognitive development. If teachers use animated films as a teaching aid along with conventional methods, it can bring positive changes in the educational level of students as well as in their attitude towards the learning process too.

Amaliraj K (2018) carried out the research, Bilingual education and the teaching of English as a second language in India – a case study of Kendriya Vidyalaya. Studied to examine in the Indian context, the method of investigation adopted for the study was an ethnographic case study approach. Following this, an exploratory study of one of the Kendriya Vidyalaya was carried out. This study brings out the home environment, the school environment and the class environment play a vital role in the acquisition of a language. For this study, qualitative and quantitative methods of data collection and analysis were used. To collect the information required for the study, documents related to Kendriya Vidyalayas policy and programmes, questionnaires, interviews the observations, the analysis of series of tests and the student's profiles were used. The

findings of the study revealed that the learning of English in the Kendriya Vidyalayas is promoted by the language learning opportunities. The main conclusions drawn from the study were that in the Indian context, as in other parts of the world, the acquisition of a second language is facilitated by bilingual education and further that, since students from different social classes succeed in acquiring the second language, bilingual education seems to reduce the gap between the different social classes.

Radha Rani Roy & Ujjwal Kumar Halder (2018) did the study Teacher effectiveness: A self-report study on secondary school teachers to investigate the differences in teaching effectiveness of the secondary school teachers in terms of their gender, locality of the schools and their designation. This study revolved around the objectives to investigate the teacher effectiveness in various aspects of the secondary school teachers (personal, professional, intellectual, social and strategies of teaching and social). Also, to measure the same in terms of their gender, marital status, nature of service, experience and locality of the school. The survey method of descriptive research was used by the researcher. A sample of 400 (256 males and 144 female) school teachers was selected by simple random sampling from three districts of West Bengal. Standardized tool Jayaraman's Teacher Effectiveness Scale (JTES) was used for data collection. Collected data were interpreted and analyzed by using a t-test. In the present study, the researcher found that teaching effectiveness was affected by gender locality as well as personal, professional and intellectual aspects. There were statistically significant differences in teaching effectiveness because of the designation from these findings researcher concluded that the policymakers, employing authority as well as the government should be more conscious about the employment of permanent assistant teachers in the secondary schools.

Jack Richards, Seameo (2017), according to the author, all over the world, most of the English language teachers have not enough proficiency in English language teaching as they teach English as a subject according to the textbook. This article emphasized the English teaching proficiency to become an effective teacher of English. This article also described the different kinds of specialized language skills which help to teach English through English. It also explored the relationship between language proficiency and teaching ability, along with this, it also provides the design of language enhancement programmes for language teaching.

K Thamizhiniyan (2016) had completed a research work The effect of knowledge, attitude and classroom practices towards communicative language teaching among high school teachers to determine the knowledge, attitude and classroom practices of teachers towards communicative language teaching. The objective was to find out the effect of knowledge and attitude on classroom practices of English teachers towards communicative language teaching. The researcher adopted a sequential explanatory mixed-method research design (Creswell, 2007). The researcher also used quantitative and qualitative techniques such as knowledge questionnaire, attitude scale, classroom practice scale, interview and document analysis. The results of this study promote a communicative approach in English language teaching and clearly show grammar-translation method is inappropriate to fulfill the functional objectives of the English language curriculum.

Janeepa, P. A. (2016) conducted research work Effectiveness of web integrated language learning on language anxiety and achievement in English among secondary school/ students to compare the effectiveness of web integrated language learning and of activity Oriented Method of learning in reducing English Language Anxiety and improving interest enhancing achievement in English among secondary school students. The experimental method with the pre-test, post-test, non-equivalent group design was adopted for the study. The stratified Random Sampling Technique was used for the selection of the sample. The materials and the tools for the study were 1) Lesson plans for web integrated English language learning, 2) Lesson Transcripts plans for activity-oriented Method of learning English 3) Scale on English Language Anxiety, 4) Inventory on Interest in English 5) Test on achievement in English. The statistical techniques employed for the analysis of data include Arithmetic Mean, standard deviation, critical Ratio (t-test), ANOVA and ANCOVA. It was concluded that web integrated English language learning was very effective in reducing English language Anxiety in improving interest in English and in enhancing achievement in English among secondary school students as compared to the activity-oriented method of learning English.

Saradha, S (2015) had carried out the study A study of Pedagogical English grammar and its implications in the context of teaching English to the technical students in Chennai aimed to explore the issues in Pedagogical English Grammar with all its implications in the context of teaching English to the technical students in Chennai and

also evolving best-suited approaches of instruction for the students. Both the methods – quantitative (survey) and qualitative (Interview) were employed by the researcher to conduct this study. The mean, standard deviation, percentage, and t-value of the score are calculated for the total sample. The major findings of this study show that there is a mixture of teachers' perceptions regarding the implications of various approaches of grammar instruction in CLT classrooms of technical colleges of Chennai. Many learners acquired English grammar skills better through the inductive method, there were also several who preferred the translation method, while some got the skill better by speaking dialogues, doing role plays, making English documentaries using technology and gadgets. The researcher also found that the student's interest in acquiring knowledge of grammar through different approaches varies according to cultural background, mental caliber, comprehension capacity, amount of time devotion and personal interests of students.

Lankapalli, Rajesh (2015) undertaken research work Developing oral communication skills of B. Tech students using audio-visual aids to develop communication skills with the help of audio-video aids. The data for this study were collected from five broad sources, they are teachers' questionnaires, students' pre-test and post-test and students' pre and post audio recordings. After administering and comparing the results find out few findings such as audiovisual should be planned according to the student's interest to motivate and develop oral communication skills among learners, students have shown more interest in the planned and selected audiovisual material than the material which are prescribed in the syllabus. By the findings from the study, the researcher can conclude by saying that audiovisual aids play a vital role in facilitating language learning. In this method both the learners and teachers are being benefited from the different types of audiovisual aids usage. Because, only audio visual aids make language teaching and learning more effective by making the whole class interactive and interesting, motivating, facilitating all the language skills etc.

Deepika Chaudhary (2014) had completed research work Teaching of English language among pre-service primary teachers through constructivist strategies to develop constructivist strategies using contents of English language teaching among pre-service primary teachers. The objectives of the study were to study the effectiveness of the developed constructivist strategies in English language teaching and to find out the difficulties faced by pre-service primary teachers in the process of implementation

of strategies. In the present study, the researcher had adopted a second application of case study as a research design, student profile, observation, field notes, interview and opinionnaire were used as data collection tools, the researcher had used codification categorization, classifications and content analysis techniques to analyze data. The findings of the study indicate that constructivist strategies give wide scope for creative use of the English language. The researcher observed that teachers' performance was progressive in problem-solving and directed reading thinking activity. It was concluded that constructivist strategies enhance basic skills regarding English language learning.

Sumanjari (2012):has written Integration of activities in teaching English to primary school students. This article gives importance to the need for the integration of activities in a primary school classroom by English language teachers. The author wanted to give the importance of designing various creative activities for English language learning at the primary school level. The learner-centered approach seems to be effective than traditional methods of teaching-learning English language.

Bala Neeru, Dutta Usha (2012) discussed the status of the English language in India in the teaching of English at the primary level in Government schools – a synthesis report. The study was taken from seven states like Gujarat, Jammu and Kashmir, Maharashtra, Nagaland, Odisha, Tamilnadu, Uttar Pradesh and Union Territory of Chandigarh. The survey, discussions and observation methods were used to collect the data. The major findings of the study are less focus o the basic skills of English language i.e. listening and speaking is given in the I and II level textbooks, interlinking of child's school life and outside the life is less stressed in these textbooks and the students get very less opportunity to express themselves through the English language. This paper simply focuses on the proper training of the English language (as skill subjects) that should be given to the English teachers. Most of the in-service training programmes should be arranged to give professional training and for utilization of learning resources.

2.6 International Researches Regarding English Language Skills (LSRW)

Kanyanee Phuangsua, Ruedeerath Chusana Choti (2019) had studied named 'A study of Out- of –class English language Listening Activities of Lower Secondary

School Students ' to explore out-of-class English language listening activities and also to study the process of these activities and also to study the process of these activities of lower secondary students. 140 ninth-grade students were the sample which was obtained by using the formula of Raosoft (2004) and convenience sampling method. The research tools were the questionnaires and the interview. The findings revealed that activities like listening to English songs, watching English movies and TV programmes were mostly used in aspects of the duration and frequency of the use. The findings also noticed that students mostly used their mobile phone devices to do the activities outside the classroom.

Vlora Bejtullah u (2016) " The factors that cause anxiety in learning English speaking skills among high school students" (Case study: High school "Kadri Kusari" in Gjakova) The main aim of the present research is to investigate the factors that cause anxiety in learning English speaking skills among students of the high school "Kadri Kusari" in Gjakove and to develop strategies for reducing the effect of language anxiety. The researcher carried out the study by conducting a Google form questionnaire with 92 students and interviews with English teachers from the same schools. Along with this, on the topic of research open discussions were also carried out by the five teachers with their students during English classes. The findings showed that the students felt anxious about making mistakes and about teachers correcting their mistakes in the classes; they felt nervous about failing in their exams. The other factors which influenced the anxiety were associated with learner's sense of self, language classroom environment, self-perception, strict and formal classroom environment, presentation in the classroom, fear of making mistakes and apprehension about other's evaluation as well as their primary school education, in particular, English language teaching and learning.

The most important recommendation is that a low-anxiety and supportive learning environment should be created inside the classrooms.

2.7 Indian Researches Regarding English Language Skills

Deepak Kumar (2016): completed the research Developing speaking skills of senior secondary students and exploratory study. In the era of globalization and liberalization, the importance of English in the country is increased as a tool of employability. Recognizing this importance, Bihar Government has introduced English language

learning from Std. 1st in all the government schools from 2006, After 10 years of learning English, the students could not get the expected level of proficiency in English. So, the present study focused on the teaching of spoken English to senior secondary students. The study aimed to explore ways and means of helping senior secondary students to improve their speaking skills.

Gayatri, S. (2014) studied the Effect of music based language teaching strategy on language competencies among primary school students to find out the difference between boys and girls on listening and reading. To study these objectives multi-method was used which included survey method, observations and experimental method. The main conclusions of the study are teachers may be given training in integrating music for language lessons and poems. Most of the teachers too needed to be oriented in reading aloud with prosodic teachers. Training should be provided from the resources person from AIR language experts, linguistics so that they can include themselves and implement in their teaching.

Bhamare, Y. S. (2011) did a study Teaching language skills and material production through video clips, film segments and songs to provide teachers an effective way of organizing resources building language skills while exposing students to art and music, to produce video clips, film segment and songs for the development of English language skills and to test the effectiveness of the developed programme. This study was conducted on English language learning students. The data collected by using pre-test and post-test. The statistical techniques percentage, mean, SD and t-test were used to analyze the collected data. The major findings of the study are the use of films helped students to develop language skills, music has been found supportive for language skill development and the use of songs facilitated learning language skills and reduced classroom stress.