

CHAPTER 2

Review of Related Literature

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REVIEW OF RELATED LITERATURE

BRIEF EXPOSITION OF PREVIOUS RESEARCH

DONE

Spelling is defined as the learner's ability to write words correctly from memory. Effective writing depends on effective spelling. Understanding learners' spelling difficulties can help teachers support the development of learners' writing.

Good spelling is a goal to the students in his writing. The student who cannot spell has a very difficult time in converting his ideas to others. His thoughts are broken by inability to spell words. The misspelled words will take the mind of the reader away from the meaning of the message. So, spelling is necessary for communication.

Errors made by second language learners are classified into two groups, interlingual and interlingual errors. First, Interlingual errors are those that result from language transfer and caused by the learner's native language. Some researchers hypothesized that errors in the second language are caused by the interference of the student's native language.

Such errors reflect the student's inability to separate native language and second language. Other researchers pointed out that, students' errors in second language are caused by several things. These include transfer, overgeneralization and communication strategies. Transfer refers to the effect of native language on the learning of second language. In transfer, some patterns are borrowed from native language. In Overgeneralization, patterns may be extended from second language by analogy. Overgeneralization is common process in native language and second language in which the students extend the use of a grammatical rule of linguistic item beyond its accepted uses, generally by making words or structures follow a more regular pattern. A communication strategy means to express meanings using the words and grammar, which are already known. Intralingual errors are those, which result from faulty learning of second language, rather than from language transfer.

The present study is taken up with the intention to judge the effect of 'spelling mistakes' committed by high school students along with to know the effect of spelling rules to improve their spelling efficiencies, with reference to the presumption, the studies and researchers take up

in different situations. All these were received to support the need and importance and interventions of the study.

PREVIOUS STUDIES

RAO SHRINIVASA, R. (1986)

“Nature and incidence of reading disability among schoolchildren.”

The major findings were:-

- i. Reading disability was found in about 20 percent of students in primary schools.
- ii. Sex difference was not significant with regard to reading disability.
- iii. Besides the language deficiency, poor socio-cultural background of the family, poor study habits and lack of motivation for reading were found to be the casual factors for reading disability.
- iv. The reading disability was closely related to language deficiency in school children.

AHUJA, G.C.& AHUJA PRAMILA (1988)

“Reading comprehension tests (with cloze and multiple choice items for classes VII, IX & X.”

The major findings were:-

- i. The test can be easily administered in a usual classroom setting.
- ii. The reliability, validity and homogeneity of both the tests cloze as well as multiple choice items were found to be fairly high.
- iii. Comparative norms for the reading comprehension of cloze as well as multiple choice items were provided.

BASKARAN, HERBERT S. (1989).

“The impact of the remedial teaching programs on the common errors committed by the students of standard XII in written English.”

The major findings were:

- i. The students of the controlled group did not differ significantly with the experimental group in committing orthographical errors in written English in the pre-test.
- ii. The students of the controlled group did not differ significantly with the experimental group in their mean scores in the pre-test.
- iii. The students of the experimental group did not differ significantly with the controlled group in committing orthographical errors in written English in the post-test.

SHARMA, V.B.B.(1989)

“Designing a course in written English for the high school stage: A communicative approach.”

The major findings were:

- i. A large number of students were poor in written English in comparison to their proficiency in other language skills.
- ii. High school students needed written English for both academic and certain specified social activities (like letters to friends).
- iii. Frequency of writing compositions was very low and a large number of students needed many writing exercises.

RAM, S. K. (1989)

“Survey of methods and techniques of teaching English in Class 6th”

The major findings were:-

- i. Teachers used traditional techniques of teaching though they had been trained to use new techniques.
- ii. The mother tongue was used too often.
- iii. Too much emphasis was given on text books.

SUMANGALAN (1990)

“A study of language creativity of standard IX students in relation to intelligence, teacher involvement and gender.”

The major findings were:-

- i. The higher intelligence of standard IX boys and girls the higher was the language creativity.
- ii. Boys scored significantly higher on fluency, hexibility and originality of language creativity than girls.

SHARMA, MADAN MOHAN. (1991)

“Errors in written English of Assamese learners at the higher secondary level: A study of pedagogical implications”

The major findings were:

- i. About 73.1% of the sentences written by the learners contained one or more errors. Most frequent errors occurred in the following areas; verbs, tenses, passive, articles and prepositions.
- ii. About 79% of the errors emerged as serious. Such serious errors occurred in word order. S-V concord, verbs, lexical items, sequence

of tenses, prepositions, articles and negative focus- yes-no questions.

iii. The strategies adopted by learners generally included; differentiation, simplification (semantic and syntactic), over-generalization, categorization and extension, translation, transfer and communicative strategies of paraphrasing and circumlocution.

RAMAMOORTHY, V. (1992)

“Common spelling errors in English committed by standard VI students of matriculation schools and remedial teaching programme.”

The major findings were:-

- i. Matriculation students improved in their learning of spelling after remedial teaching programme.
- ii. A remedial teaching programme involving the techniques such as oral drill, intensive writing practice, gesticulations, dramatizations, correlation, mimicry, pictures and flash cards, and phonetic methods was found effective in teaching the commonly misspelt words.
- iii. The common causes for poor spelling were the length of the word, words with silent letters and words with similar pronunciation.

RAJENDRA, M. (1992)

“Active centered teaching of English, An experimental study.”

The major finding was:-

The activity centered approach to teaching to English produced an improvement in reading and writing skills.

GAURAHA, R. (1996)

“A study of problems of teaching English as the second language at Higher Secondary level and to suggest remedial measures”

The major findings were:-

- i. The teachers do not pay attention towards the linguistic aims.
- ii. Classes are overcrowded.
- iii. Students’ attitude towards learning English is not encouraging.
- iv. The teachers do not make any correction during correction work of note-books of the students.

SABER AHMED HAGO EISA (2005)

“Difficulties of Building English Sentences in Writing”

REVIEW OF RELEADED LITERATURE

CONCLUSION OF PREVIOUS STUDIES

On the basis of previous research studies, I conclude my opinion as follows:-

1. The school environment affects the attitude of students towards learning of spellings of English words.
2. Teachers should apply strategies of teaching spellings according to students learning attitude taking care of regionalism.
2. The students should be encouraged to learn through ALM.
3. Vocabulary and spelling building activities should be encouraged right from primary schools.
4. Correction of notebooks should be done on regular basis by the teachers.
5. Modal reading by the teacher should be done with correct pronunciation, intonation and stress.
6. Dictation should be encouraged in schools.

- iii. No significant difference was found in the spoken and written comprehension with respect to sex in both controlled and experimental group.

ROBINSON MOSSAMI (2011)

“A study of spelling mistakes committed by high school students in English.”

The major findings were:-:

- i. The level of achievement in spell power in reading skills was significantly higher in the students of experimental group as compared to the controlled group.
- ii. The level of spelling writing of the student of experimental group was found to be better than the controlled group.

ANKAND H.K.(2011)

“Action research in English spelling: an overview of English spelling related problems”

The major finding was:-

Improved written outcomes of the students came after the students were taught the proper ways of learning spelling at the early level of education.

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