

2

*REVIEW OF  
RELATEL  
LITERATURE*

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# CHAPTER - II

## REVIEW OF RELATED LITERATURE

### INTRODUCTION

The term 'Review of Related Literature' has been defined in the following ways:

According to Good, Barr and Scates.

*“ The complete physician must keep abreast of the latest discoveries in the field of medicine.....obviously the careful student of education the research worker and investigator should become familiar with location and use of sources of educational information.”*

According to John W. Best

*“ Practically all human knowledge can be found in books and libraries. Unlike other animals that must start a new with each generation, 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 behaviour.”* Reviewing the literature has two phases. The first phase includes identifying all the relevant published material in the problem area and reading that part of it with which we are not thoroughly familiar we develop the foundation of ideas and results on which our own study will built.

The second phase of the review of literature involves writing this foundation of ideas in to a section of the research report. This section is for the joint benefit of the researchers and readers. For the researcher it establishes the background in the field

for the readers it provides a summary of the thinking and research necessary for them to understand the study.

Following are some most relevant review of related literature of the present research problem -

Dasgupta, N.A., (1975) has conducted a study of a vocabulary in English in students of VII<sup>th</sup> reading in the non-english medium schools of Meghalaya and the influence of socio economic background on the vocabulary. About 4110 class VII<sup>th</sup> boys and girls of upper and lower socio economic groups drawn from selected urban and rural non-english medium schools.

The actual vocabulary of students belonging to the upper and lower socio-economic groups was compared. Major findings of the study was that upper socio-economic group students had a richer vocabulary than those from the lower economic group.

Agnihotri, R. (1979) has studied the language development among infants in relation to their social strata. He analysed the factors which affected language development namely socio-economic status and sex. Major findings of the study was that there was significant difference in the language of infants hailing from various social classes. He also found that upper middle class used more words, more noun, adjective, adverbs and verbs and longer sentences. He found that infants of upper class and upper middle class used moer specific expressions and context free expressions than the infants of middle class. Other findings were that there is significant difference in the language of boys and girls and girls used more noun, adjective, adverbs but so far as the use of pronoun and verbs was concerned there was no difference in their language.

Shah, J.H. (1979) has made a comparative study of some personal and psychological variables and reading comprehension. He has compared the intragroup differences in subjects scores on "Trivedi and Patels" reading comprehension test

with respect to various variables, namely sex, grade, age, parental income, parental education, parental occupation as well as psychological variables namely reading rate, intelligence and meaning vocabulary. He found that there were no difference existed in reading comprehension between girls and boys students. He found that there was significant difference in frequencies of high and low group pupils on the variables of parental income, parental occupation and parental education.

Kantawala, N.N. (1980) He made an investigation in to the reading attitudes of high schools students of Kaira district. Kantawala studied the relationship between the reading attitude and some demographic variables such as sex, area, age, size of family and birth order. A reading attitude scale was constructed on the basis of equal appearing intervals. He found that scale did not indicate significant relationship with cultural settings, sex differences age group and birth order, other findings were that the higher the socio-economic status the better was the reading attitude. He also find that student of small size families has a more favourable reading attitude than those of large size families.

Gupta, S. (1982) studied the relationship between reading ability and fathers profession and birth order. He has taken father's profession and birth order as independent variable and studied the relationship between children's reading ability and their father's profession. Major findings of the study was that the father's profession did not bear any influence on reading performance.

Sharma, C. (1982) studied the language development in children. He also studied the positive relationship between the mother's language and the child's language. Major finding of the study was that there is positive relation between the amount of language used by the child and mother. He also find that a mother's negative feedback had a high relationship with the poor performance (vocabulary) of a child.

Subrahmanyam, S. (1982) studied some correlates of reading achievement of primary school children. He analysed the sex wise readings preference of students in



urban and rural areas. He also establishes the relationship of reading achievement of children with their personal characteristics school conditions, home background, socio-economic factors of the family and he identify the contributing factors and reading achievement. He found that personal characteristics namely age, intelligence, general health, vision, speech reading habits and mother tongue has positive influence on reading achievement where as sex of the child showed no such influence. Reading facilities provided at home, time spent on reading activities at home, parental help and encouragement had significant relationship with reading achievement. Other findings was that the caste group and education level and income of the family showed positive influence on children's reading achievement but the occupation of the parents, social participation of the member of the family and types of family they belong to had no such relationship. He found that home environment played a prominent role in reading comprehension of children.

Joshi, A.N. (1984) studied the factors influencing English language ability. He has ascertained the growth level of comprehension vocabulary, translation, grammar language usage, spelling abilities of English language among eighth grades belonging to the schedule caste and non schedule caste varying in intelligence level, S.E.S., sex, locality and school administered by private agencies, missionaries and state government. He also studied the various factors influencing the growth of English language abilities. He find out the common errors committed by the students of different sex, locality, intelligence, S.E.S. and types of institutional administration. The schedule caste students were found to attain average growth level in each of the six English language abilities where as students of non S.C. were found to be slighter higher then average in this abilities. The growth of English language abilities was found to be maximum among eighth graders of missionary school followed by the students of state government schools and private schools. Abilities were also influenced by such factors as caste, intelligence, S.E.S., locality, administrative control of an institution and personality factors.

Ganguly, S.R. (1994) studied the attitudes in second language learning. He studied the second language learning in social psychological perspective. His study attempts to study the attitude towards second language learning from social psychological perspective.

He revealed that five factorially distinct domain viz. self, society, home and own language accounted for 51% of total variance. He found that attitude towards home was one of the most important variable contributing to the skills of vocabulary learning in linguistic proficiency and attitude towards society and language were not significantly related to the language proficiency.

Khan, Intekhab Alam (1996) studied the factors affecting the learning of English as a second language. His study attempts to study the factors affecting the learning of English as a second language in the Indian socio-linguistic context. He ascertained the extent to which pupils socio-economic status affects their learning of English as a second language and how parental attitude affects the pupils learning of English as a second language. Major findings of the study were that there was significant difference in learning difficulties and language performance of students belonging to different socio-economic status. There was also significant difference in learning difficulties and language performance of students whose parents had different attitude towards learning of English.