

## **CHAPTER - II**

# **REVIEW OF RELATED LITERATURE**

## REVIEW OF RELATED LITERATURE

### Introduction -

According to John W. Best the term "Review of Related Literature" has been defined as :

"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 into 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.

A vast amount of research has been done in the area of language. Here in this chapter a few studies related to the researcher's study have been quoted.

NAIR, N.S. (1966), studied the common language difficulties of secondary school pupil in Kerala and reports that the errors were basically due to the attempt made by the children to translate what they had composed in their mother tongue into English. There were the mistakes of spellings, grammatical structures, use of articles etc. also.

DAVE, R.M. & SAHA, S.N. (1968), studied the common errors in English at the Higher Sec. level. The important finding of the study were :

- (i) Errors of grammatical structures were predominantly pronounced in these pupils writing, with spelling errors in the next coming frequency, the value being 45% and 29% of the total errors respectively.
- (ii) Lexical errors and the misuse of words and idioms found the third place and contributed about 19% of the total errors.
- (iii) Errors of punctuation being 5% of the total errors.

DASGUPTA, N.A (1975), has conducted a study of a vocabulary in English in students of VII reading in the non-English medium schools of Meghalaya and the influence of Socio-economic background on the vocabulary. About 4110 class VII 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. A major finding of the study was that upper socio-economic group students had a richer vocabulary than those from the lower economic group.

JOSHI, V.G. (1975), studied the errors committed by pupil of V to VII standard. He reports : (1) 90%, 40% and 45% students committed errors concerning speech number and spelling respectively. (2) The three categories of errors having highest frequency were spelling tense and number. (3) Errors of conjunctions, case and use of prepositions were also detected.

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 finding of the study was 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 more 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. Girls use more noun, adjective and 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 intra group 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 vocabulary. He found that there were no difference existed in reading comprehension between girls and boys. He found that there was significant differences in frequencies of high and low group pupils on the variables of parental income, parental occupation and parental education.

SHIVAPURI, V. (1982), made an investigation into pupils comprehension of English on 200 boys and 200 girls studying in class XI of schools in Varanasi city. He found that (1) there was no difference in comprehension scores for the two sexes. (2) socio-economic status affected the comprehension scores only in the case of girls, the upper class girls scoring higher than the lower class groups. (3) when correlation coefficients were observed it was found that in the case of boys only the correlation of comprehension scores with intelligence was significant in the case of SES, intelligence as well as level of aspiration. (4) Both in the case of boys and girls, the maximum contribution to comprehension scores was that of intelligence. (5) In the case of girls, level of aspiration was the next most important factor accounting for comprehension scores.

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 scheduled 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 scheduled caste students were found to attain average growth level in each of the six English language abilities where as students of non-scheduled caste were found to be slighter higher than 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.

DESHPANDE, S.S. (1985), studied deprivation on language ability of children studying in a Municipal Corporation School in standard I : A comparison with children in a private school and a village school. Three components of language ability, namely vocabulary, comprehension, and narration & expression were tested. The major finding of the study were :

(i) Children who were seriously deprived (economically, socio-culturally and experientially) were found to be affected more in all aspects of language ability. (ii) Economic deprivation affected comprehension ability more than the other two components of language ability, namely, vocabulary and narration & expression. (iii) Socio-cultural deprivation of the child hampered comprehension more as compared to the other two aspects of language development. (iv) Factors of deprivation which were found to be prominent for language development were (a) parental

interaction and ways of bringing up the child (b) educational background of the family and (c) standard of living of the family. (v) The differences in the mean scores on all the ten tests of language ability between the private school and the corporation school as also between the private school and the village school were significant. (vi) School environment did affect the improvement in language ability of children. (vii) Children from the private school were the best in comprehension.

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 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 effects 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.

GUPTA, S.K. (1996), had made a study of the incidence and nature of learning disabilities at the end of class II and to evolve preventive strategies and found the following results related to the nature of learning disabilities in Hindi language.

- (i) Almost all the children of the sample irrespective of locale and gender (as a whole) displayed deficit in the area of Hindi language.
- (ii) Oral reading was found to be very poor. Most of the children were unable to read the first sentence of the passage.
- (iii) Children exhibited greater problem in the recognition of word and sentences.

- (iv) Poor copying problem, in dictation and spontaneous writing has emerged as major area of deficit in writing.
- (v) Understanding and use of overall spoken language was found better than written language.

PATRA SWATI & DASH, U.S. (1999), studied the reading achievement of children with bilingual media of instruction. They examined the level of performance of children on measures of decoding and comprehension in two different languages; such as, English and Hindi. Sixty children from grade 3 of the central school of Bhubaneswar, whose medium of instruction was both English and Hindi were taken. Four tests of decoding and comprehension in English and Hindi language were administered. Results revealed better word reading in English language but better comprehension in Hindi language. Categorization of pupils into High achievers, General under-achievers, true dyslexics and instructional failure indicated an average performance for majority of the pupils in reading achievement in both the languages.