

CHAPTER - II

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REVIEW OF RELATED LITERATURE

2.0 INTRODUCTION

Research in education, as in other field is a search of knowledge. It is a search that provides knowledge for the solution of the problems in the field of education. A careful review of various journals, books, dissertation, abstracts related to educational research helps to get the knowledge that has been gained in the past years and proceed further. Keeping in mind the above fact, this chapter deals with the review of researches related to present study.

In this study an attempt has been made to investigate the effect of English language proficiency on academic achievement of an English medium school students studying in class V. Therefore, the researches related directly or indirectly to these variables are reviewed in the present chapter.

2.1 STUDIES RELATED TO LANGUAGE PROFICIENCY, ACADEMIC ACHIEVEMENT AND THEIR RELATIONSHIP.

- 1. D.BASAVAYYA (1980) carried out an investigation entitled Effect of Bilingualism on Achievement in School.**

The objectives of the study were:

- i) To study the effect bilingualism on language achievement;
- ii) To study the effect of bilingualism on overall performance;
- iii) To study the relation if any, between the achievement in languages and in other subjects;

- iv) To study the influence of the medium of instruction on language achievement;
- v) To study the relationship between socio-economic background and language achievement.

Sample of the study comprised of 427 students of class X of five randomly selected schools in Mysore.

Data was collected by giving questionnaires to students and their language achievement and overall performance were measured on the basis of their annual examination marks, in class VIII & IX.

Major findings of the study were:

- i) There was no significant difference between the first language achievement of monolinguals and bilinguals.
- ii) In the case of the third language performance (Hindi) the bilinguals were better (44.61 %) than the monolinguals (44.10 %).
- iii) The overall performance of monolinguals and bilinguals did not differ significantly.
- iv) Language achievement had high positive correlation with the overall performance in the case of monolinguals, except in the case of monolinguals of UH group (Urdu as first language & Hindi as third language).
- v) The average first language performance of monolinguals and bilinguals was better than their average overall performance except in the case of HK group (Hindi as first language & Kannada as third language).

- vi) Individual variations in the achievement of bilinguals were more than those of monolinguals.
- vii) The English medium students did better than the Kannada medium students in all subjects with similar socio-economic background.
- viii) Language achievement was significantly influenced by parental occupation and education except for the fact that the language achievement of teacher's children was slightly better than that of others.

2. **A.K. Shrivastava and R.Khatoon (1980) investigated the Effect of Difference between Mother Tongue and Another Language as Medium of Instruction on Achievement, Mental Ability, and Creativity of the VIII Standard children.**

The objective of the study was :

To Compare the differential effects of mother tongue as a medium of instruction and a language that is not mother tongue, as a medium of instruction on intelligence, achievement and creative abilities.

The **sample** consisted of 65 girls and 50 boys from five English-medium schools and 41 girls and 43 boys from five kannada medium schools in the city of Mysore. They were all from standard VIII and represented both lower and middle classes. All the students had Kannada as their mother tongue. The students whose mother tongue and medium of instruction were the same were grouped as 'same group' and those for whom the two were different as 'different group'.

Major findings of the study were:

- i) The different group was significantly higher on non-verbal intelligence than the same group. This was true when the analysis was done separately for boys, girls and also the combined sample.
- ii) The achievement of boys and the combined sample of the different group was significantly superior to their counterparts from the same group and there was no such difference among girls from the same group. However, when the influence of intelligence was controlled no such difference existed.
- iii) The achievement in the first language of the combined sample from the different group, after adjusting for the influence of intelligence was significantly superior to that of the same group and no such difference existed when boys and girls were considered separately.
- iv) The achievement in the second language of boys, girls and the combined sample from the different group was significantly superior to that of their counterparts from the same group even after adjusting for the effect of intelligence.
- v) As regards the fluency and flexibility dimensions of verbal creativity, the boys, the girls and the combined sample of the different group were superior to their counterparts from the same group. When intelligence was controlled, such differences continued to exist except with girls and the combined sample on the fluency dimension.
- vi) On the originality dimension of verbal creativity, the same and the different groups did not differ significantly among boys, girls and the combined sample after adjusting for intelligence.
- vii) On the elaboration dimension of nonverbal creativity, girls and the combined sample of the different group were better than their

counterparts from the same group and no such differences existed among boys after adjusting for intelligence.

viii) On the originality dimension of nonverbal creativity, boys, girls and the combined sample of same and different groups did not differ even after adjusting for intelligence.

3. J.Mishra and B.D. Jayaram (1980) conducted A study of Achievement through Hindi Medium by Non-Hindi students.

The main objective of the study was :

To find out the effect of the medium of instruction (Hindi) on the achievement in Hindi and Social Studies among students whose mother tongue was not Hindi.

The **sample** for the study included students whose mother tongue was not Hindi, chosen from the central schools in and around Delhi. The students were divided into two groups on the basis of their mother tongue's genetic affinity to Hindi. Group A consisted of students having Punjabi, Marathi, Urdu, and Sindhi (which were nearer to Hindi) as their mother tongues and Group B consisted of students having Tamil, Telegu, Kannada and Malayalam (Dravidian languages) as their mother tongues.

The marks obtained by these students in Hindi and Social Studies from classes IV to X were analyzed in order to compare the achievement of these two groups. The Kolmogorov-Smirnov two-sample test was employed to analyse the data.



Major findings of the investigation were :

1. No significant difference was found between students of Group A and Group B as far as their achievement in Hindi was concerned except in classes V, VI and VII.
2. There was no difference between the students of Group A and Group B as far as their achievement in Social Studies (through the Hindi medium) was concerned.
4. **P.A. Menon (1980) attempted A study of creativity in English language of students of the Higher Secondary level in some English medium schools in Delhi in relation to their intelligence, Achievement and Language Abilities.**

The Objectives of the Investigation were:

- i) To examine the existence and extent of creativity in the English language ;
- ii) To study the differences in creative ability among boys and girls ;
- iii) To see the creative expression in relation to intelligence, achievement and language ability of children.

A **sample** of 301 class VII students (165 girls and 136 boys) was selected from six English medium schools. The sample was representative of the total number of schools in Delhi that came under the administrative control of the Council for the Indian School Certificate Examination.

The tools used for the study were :

1. The language Ability Test.
2. Standard Progressive Matrices Test.
3. Creativity test 1 and 2.

Major findings of the study were :

- i) Creativity correlated highest with language, the next being achievement (0.45), followed by intelligence (0.29).
- ii) Correlation of language and achievement was higher (0.56) than that of language and intelligence (0.32).
- iii) Intelligence correlated highest with language (0.32), creativity (0.29) and achievement (0.24).

5) **Jacob Cherian (1990) conducted A study of the Association Between Skills in English and Achievement in Pre-Degree Common Examination.**

The Objectives of the study were :

- i) To estimate the degree of association between each of the four basic language skills in English and achievement in each of the eight scholastic area offered for the pre-degree course;
- ii) To compare the three subject-based achievement pairs (high-average, average low and high-low) in respect of each of the four basic language skills in English.
- iii) To develop regression equations for predicting achievement in each of the eight scholastic subject areas for the pre-degree course using any two/three of the best predictors selected from among the four basic language skills in English.

The study used a basal **sample** of 960 students undergoing the second year pre-degree course in representative colleges in Kerala selected by giving proportional representation of aspects like sex of subjects, place of residence, institutional types, etc.

The study used a series of standardized tests for measuring different variables and a specially designed General Data Sheet for collecting additional quantitative and/or qualitative data needed for the study.

Major findings of the study were :

- i) The correlations obtained between the basic study skills in English and achievement in different scholastic subjects were significant. The magnitude of the product-moment coefficients were inflated by two intervening variables namely intelligence and socio-economic status.
- ii) The four language skills in English put together discriminated between the three subject based achievement groups (high-average, average-low and high-low) in achievement in the eight scholastic areas.
- iii) It was possible to predict achievement in different scholastic subjects using proficiency in language skills at a reasonable level of dependability.

6. Ramamani (1990) carried out an investigation entitled Home language, School language and Educational Performance – An Empirical Study of Scheduled caste Children of Different Social Class.

The objectives of the study were :

- i) To describe the variation of the SC dialect from standard colloquial at different linguistic levels – Phonology, morphology, lexis, syntax and semantics – among Scheduled Castes of different soio-economic groups;
- ii) To determine the proportion of these variations ;
- iii) To study the influence of this variation on proficiency in standard language and academic achievement.

The **sample** of the study consisted of 326 SC students of class IV from nine randomly selected schools from major slum areas of the city.

The tools used for the study were :

1. Non-verbal Intelligence Group Test.
2. Socio-economic Status Scale.
3. Language Proficiency Test.
4. Achievement Test in all the curricular subjects.
5. Interview Schedule.

Major findings of the study were :

- i) SC dialect is a cohesive linguistic system with all the necessary linguistic constituents. The dialect shares many features with the other two standards varieties and thus forms a continuum with them at all linguistic levels.
- ii) The relationship between total variation from standard and standard colloquial and SES was significant.
- iii) The independent variables had significant effects on the scores in the language proficiency and achievements tests.
- iv) The effect of the home language variation was neutralized when standard language proficiency scores were adjusted.
- v) Non-verbal intelligence appeared to be more important variable affecting the academic performance.

2.2 SUMMARY:-

There are no major studies which attempted to correlate language proficiency and academic achievement. Hence, the related literature has been reviewed which attempted to investigate the effect of language which is medium of instruction on academic achievement of students. The above reviewed literature can be further contextualised to the theme of the research that has been presently undertaken, which attempts to explore the relationship between language proficiency and academic achievement.