



Chapter - II

REVIEW OF RELATED LITERATURE

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2.0 Introduction :

The first chapter has dealt with the problem its need and importance further objectives of the study and hypothesis have been presented with in the first chapter. In the same chapter an attempt has also been made to define the terms and appeared in the study. At the end delimitations of the study and the structure of the study has been caved out.

In this chapter the researcher intends to scan the previous studies that have been conducted in the selected area. This review exercise is done with a view to locate the problem in its proper perspective. This exercise facilitates the researcher in avoiding duplication of the work that has already been done and lays foundation for the present work. While commenting on the need and importance of review exercise Walter Borg rightly said that.

"The literature in any field forms the foundation upon which all future work will be built".

This chapter presents a review of studies on Traditional approach and structural approach of teaching English. Some studies are directly related to the problem under investigation, others are indirectly related to the problem. The investigator has come across

only two studies related to the comparative effect of Traditional approach and Structural approach on the achievement in English language. However, in the present study for sound base of investigation some related reviews and inferences are taken into consideration.

The studies conducted in English teaching methods and approaches are classified into following areas:-

- 2.1 Review related to the intervention.
- 2.2 Review of surveys of teaching methods and approaches.
- 2.3 Review related to competencies in teaching English.
- 2.4 Review of Articles and Books.

2.1 Review related to the intervention :

Khare M. (1986) conducted a study entitled "Traditional and structural approaches of teaching English with reference to Learning outcomes".

The objectives of the study were:-

- i) To test the general level of performance of junior high school students in various aspects of English, namely, spelling, comprehension, applied grammar and vocabulary.
- ii) To make the comprehensive study of the average performance of the students taught through the Structural approach and Traditional approach.

Sample of the study comprised of 253 boys and 300 girls from four districts in U.P. Seven achievement tests for seven different dimensions of English were constructed. The following conclusion were drawn:-

1. The students achievement under the structural approach was better than those under the Traditional method in the areas of spelling, pronunciation and applied grammar.

Kudesia U.C. (1987) conducted a study entitled 'A Experimental Comparison of Discussion method and Lecture method in teaching technical English to first year students of Polytechnic' (Bhopal).

The objectives of the study were to compare the effectiveness of two methods of instruction i.e. the lecture method and discussion method in learning technical English.

The sample comprised 30 students of Bhopal. An achievement test consisting of 30 questions was prepared on the basis of Bloom's Taxonomy.

The major finding of the study was that the experimental group achieved significantly better results on the achievement test.

Meenu Singh and Nadita Sasangi (2001) in their study "English language proficiency of the students in different English language teaching system" made an attempt to find out how English language proficiency affected when studying in an innovative system of school education. The teaching methods in traditional system are

accordingly textbook oriented and focused on reading and writing alone. In contrast, innovative system emphasis was on writing as well as speaking English. A language proficiency test comprising the four skills- listening, speaking reading and writing.

In all the performance of the innovative system was found to be higher in skills like speaking reading and writing.

Nagarajan (1968) compared Bilingual method and other methods in teaching English on Class VI of Hindi Medium students of Hyderabad. Other variables were kept constant except the use of mother tongue.

The major findings of the study were:-

- i) Bilingual method is simple from the point of view of both- the learners as well as teacher.
- ii) It enables the students to speak fluently and accurately.

Pradan S.S. compared Direct method and Bilingual method of teaching English in Class X.

The objective of the study were-

- i) To analyze inadequacies of different methods of teaching that are in vogue.
- ii) To develop four language skills.

Findings:

- i) The ANOVA revealed that treatment produced significant effect.

- ii) The Bilingual method ensured accuracy and fluency in spoken word.

Shukla S. K. (1968) studied 'the problem of translation and implications of its use as a teaching'.

The objective of study was to examine the problems involved in the process of translation with reference to English Hindi translation.

The major findings of the study were:-

- i) The translation device can be used as an aid to create meaningful context. It does not replace contextual meaning.
- ii) The device is not a complete method of teaching English as a second language.
- iii) This device cannot be adequate in teaching English items which do not have equivalents in the pupils first language.
- iv) This device should not exclude other devices used in presenting language item whenever necessary.

Smith (1970) made ambitious attempts to demonstrate an effectiveness of Audio-lingual method, like other method studied before it, failed to demonstrate that the Audio-lingual method had any significant impact on improvement of language learning.

2.2 Review of the Surveys of Teaching Methods in Indian Classroom :

Brij Jain (1987) attempted to examine the detail. The teaching of English language in secondary schools of Gujrat in terms of human resources and classroom teaching. The sample comprised 60 Gujrati

medium and 16 English medium schools from Baroda. The tools used were questionnaire and interview.

Major findings :

- i. The objectives of teaching were acquisition of four language skills.
- ii. 70% of teachers still used lecture and translation method in classroom teaching.

Bhattacharjee (1984) investigated teaching of English in the high schools of Khasi Hills district of Meghalaya. He studied strength and weakness in the teaching of English and suggested measures for improving teaching of English in the high schools of the district.

Major findings :

- i. The majority of teachers were not aware of appropriate methods and not clear about four-fold objectives of teaching English.
- ii. The overall score in English in classroom teaching was between poor and satisfactory.

Mohire V.N. (1989) attempted all studying the position of English teaching including practices problems.

- i. The majority of teachers followed the Traditional approach of lecture and translation.
- ii. The difficulty of teaching English was due to inability to interact in English.

Ram S.K. (1989) attempted to understand the methods and techniques of teaching English at Class VI level. He tried to pinpoint the reasons for unsatisfactory results and make recommendations for improving the situation.

The major findings-

- i) The mother tongue was used too often.
- ii) Grammar was taught despite claim to the contrast
- iii) Teachers were unaware of the structural and situational approach.

Dr. R. Karpaga Kumaravel (1999) conducted a study to find out the extent the use of mother tongue by teaching of English in the higher secondary schools of Coimbatore.

Major findings:

- i) 89.17% of teachers follow traditional approach & 10.83% of teachers follow direct method.
- ii) He suggested that teachers should follow use of other methods that can maximize the target of language learning.

Sharma R.K. (1986) investigated the problems of teaching English in Bihar.

Major Findings:-

- i) Efficient teaching of English was lacking. Traditional methods were incommensurate with language needs of the learners.

- ii) Misconception regarding English language teaching and faulty methods of teaching were the main problems of middle schools.
- iii) There was confusion about the aims and objectives of teaching English.

2.3 Review related to the competencies of English Language.

Aparaj S.M. (1991) in his thesis. 'A Study of developing auditory abilities through language exercises in teaching English' attempts at developing auditory abilities of listeners through 10 listening exercises.

The sample comprised 76 boys and 24 girls of class VIII learning English as a second language.

Major Findings:-

- i) The listening skill of girls developed more quickly than boys.
- ii) There was significant positive relationship between listening language exercise and listening.

Chandra Joice G (1988) attempted to find out correlates of written in English. The sample comprised 560 pupils of higher secondary school of Madras. The tools used were objective type tests of grammar and vocabulary.

Major Findings :

- i) Proficiency in written English was significantly correlated with knowledge of grammar, comprehension and vocabulary.

- ii) Proficiency in English was not related to gender not to location of school

Dasgupta N Studied vocabulary in English of the students of class - VI.

- i) The objectives of the study were to measure the gap between vocabulary in English and actual vocabulary.
- ii) The major finding of the study was that the gap between estimated (1430) and actual vocabulary (943) was 487.
- iii) The major educational implications of the study is that the glossaries of words can be used for the improvement of educational practices in schools.

Dey, Saraswati (1991) attempts at evaluating the proficiency of the students of class VI in the areas included vocabulary and applied grammar. A proficiency test in English was used as a tool.

Major findings

- (i) Students with high proficiency in vocabulary and applied grammar were superior in proficiency in English.

Nanda Kamala tried to investigate causes of the poor attainment in English comprehension of students in the areas relating to simple comprehension, vocabulary items and structural items.

Major findings :

- i) The lack of knowledge in structural usage and vocabulary items taught in previous classes.
- ii) Absence of New vocabulary and improper handling of complex structures are significantly related to poor attainment in English.

2.4 Review of Articles and Books.

2.4.1 Review that favours use of mother tongue to ELT.

Parvathi Vasudev (2003) in her paper entitled 'Mother tongue in the classroom' motherly or step-motherly often a new prospective of the use of L₁ in the English classroom. Learner should use L₁ not teachers. Learner's productive skills should be developed through L₁ support. A gradual withdrawal of L₁ help language acquisition. The writer concludes that judicious use of mother tongue enables an autonomy in their use or L₂.

Ranu V. Vanikar and Katayun K. Palia (1998) in their paper entitled 'Contours of communication mapping oral - Aural skills' refers the greatest dilemma whether to allow mother tongue in the classroom. In their view, one needs to accept ground reality that even when the learners do not use L₁ in the classroom their cognitive process often involved several shifts between L₁ and L₂. Therefore it would be more pragmatic to consider the ways to use L₁ towards meaningful communication. Hence there is little scope for disputing the legitimacy of the L₁ in the classroom.

2.4.2 Review that favours structural approach/Audio lingual method :

Kamla Sadanand (1998) in his paper Oral Aural skills asks questions Isn't surprising that Aural - Oral skills are not given attention even though the human beings uses them for the 90% of activities engaged in?. He suggested that development of these skills become more important in the context of global communication.

Mrs. Revathy mentions in her article developing Aural - oral skills that people have ears but hear not'. Listening is means of learning yet it remains a neglected skills in our classroom because it is taken fairly easy. Speaking is a productive activity which can be improved through dialogues and dramas.