



CHAPTER - II
REVIEW RELATED
LITERATURE

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2.1 Introduction

The phrase review of literature consists of two words, review and literature. The term “review” means to view carefully repeatedly and literature means the knowledge, information related to that field.

The review of the literature in educational Research provides us with the means of getting the information in our field of knowledge. Until researcher learnt what are the studies already undertaken and what remains still to be studied, he /she cannot develop a research project that will contribute to further knowledge in our field. Thus, the literature in any field forms the foundation upon which all the future work must be built. If we fail to build this foundation of knowledge provided by the review of the literature, our work is likely to be shallow and nave. Although the importance of a thorough review of literature is obvious to everyone, because the insight and knowledge gained by the review inevitably lead to be a better designed project and greatly improve the chances of obtaining important and sufficient result.

The review of related literature is a key step in the research process. According to Wood and Haber (1995) literature review is an extensive, systematic and critical method reviewing the most important published scholarly literature on a topic. The major purpose of reviewing the literature is to determine what has already been done that relates to one’s problem. Another important function of review is that, it points out research strategies, specific procedures, and necessary instruments that have and have not been found to be productive, in investigating one’s problem. Familiarity with previous research also facilitates interpretations of the results of the study. Finally, these reviews give information that can either support or challenge the conclusions of the investigator’s research and therefore provide clues for later research.

This chapter presents a review of studies on English language and its skills.

2.2 Studies Related to Skills of English Language

Wedley (1979) did a study that aimed at finding the effects of an individualized reading program on the reading abilities of specifically learning disabled boys. The purpose of the study was to improve the reading achievement of boys with special learning disabilities in four areas: i. Auditory reception, ii. Auditory association, iii. Visual reception, and iv. Visual association. It was found that there was a significant increase in the reading ability of boys with special learning disabilities. In other words, the use of reading techniques and strategies of special education program had positive impact on the reading skills of the experimental group.

Dass, P.A (1984) did "A study of reading comprehension in English of students of English medium secondary schools of standard X of central Gujarat in the content of some socio-psycho factors". The objectives of the study were- 1. To construct a test for measuring the reading comprehension of pupils of standard X. 2. To establish norms for reading comprehension for student of English medium schools for central Gujrat. 3. To study whether there were any sex differences regarding reading comprehension in the context of SES and certain socio-psycho -factors, viz .text anxiety.

Arul Krishnamurthy (1988) conducted a comparative study on the phonetic characteristics of the English of the first-year Degree students regarding the medium of instruction. A sample of speech of the first-year Degree students was collected. The speech was transcribed and evolutionary reactions were obtained from three groups of listeners. It was found that the Tamil medium students were more divergent from the Received Pronunciation and they were more deviant from the English medium students about intonation, rhythm, etc.

Chandran (1999) has investigated the communicative ability in speaking English of the higher secondary students. He has identified in his study, the phonological, lexical and grammatical errors and, he had proved that the communicative ability of speaking of the students with English as their medium of instruction is better than that of the students of Tamil medium. Further, he recommended that the syllabus designer and material producers might give top most priority for the communicative activities in the syllabus so that the learners would develop the acquired knowledge.

AlirezaZarealf (2000) England, Improving the skills of Language, the most important thing to have the command over the Language. Researcher has taken following points for his study as a review, LSRW are the ways to put best in form of outputs. All the aspects of the skills are need to learn in detail because it becomes easy to us to grow in structure form. Receptive Skills are bit difficult to grasp and Expressive Skills are easy to have in look and learn. It would be better to keep ourselves up-to-date. Communication is best way to be prompt in our work series.

Subramanian (2002) has evaluated the linguistic skills of the graduate students in English. He has evaluated all the four linguistic skills, listening, speaking, reading and writing. However, he has dealt with in detail only the writing skill of the graduate students. In his study, he has identified the phonological, grammatical and orthographical errors in productive skills. In the comprehension skills, he has identified the recalling ability of words and sentences. Moreover, he recommended that the group discussion, language games should be encouraged in the class hours and introducing the audiovisual instrument for language teaching would be good and wise at collegiate level.