



# **REVIEW OF RELATED LITERATURE**

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## **CHAPTER 2**

## **REVIEW OF RELATED LITERATURE**

### **2.1 INTRODUCTION**

This chapter deals with the review of related studies. It is very necessary to review the studies before selecting any research work. By conducting so the repetition of the already done studies can be avoided. Also the investigator gets the clear idea about various studies carries out in this area and various methodologies used by other investigators. The investigator also comes across various problems of the same field, from suggestions given by other investigators and the gaps remaining, which need to be investigated for further improvement of the education system as a whole. Review of related studies enable the investigator to examine the theoretical soundness of the findings over a period of time and the areas in which lot of focus has been given and the area that needs further investigation.

Review of Related studies is an essential aspect of a research. The purpose of the review is to expand the context and background of the study, to help further in defining the research problem and also to provide an empirical basis for the subsequent development of the hypothesis. It is extremely important part of any research as it shows what other researchers have already done and what other investigators are doing contemporarily. In other words, it basically helps the investigators to find various research gaps. It provides insight to investigate about use of methodology. Thus; it provides a critical review and appraisal of the related studies and shows how the related studies contribute towards advancing the present knowledge regarding the specific area under investigation.

It also represents the third step of scientific method and other educational philosophers. Through the survey of studies, investigator can be sure that his problem does not exist in a vacuum and that considerable work has already been done on problems which are directly related to his proposed investigation has reviewed the literature related to her study in area of language while reviewing the literature, it has been found that researches on English language education out number that of regional language. In this section the investigator has reviewed the studies related to the present study

and showing relationship of different variables under investigation in achievement of English language.

English has been identified as an important subject in the school curriculum and has been a subject of attention for the researchers for a long time. There are number of studies available on English education but in this chapter only those studies relevant to the study under consideration have been reported. The studies have been reported in a precious manner and an attempt has been made to develop holistic perspective of the findings in order to explain the relationship with the present study.

For the above-mentioned purpose eighty one studies have been reviewed. The studies have been classified into following categories.

1. Studies conducted in India
2. Studies conducted in Foreign

## **2.2 STUDIES CONDUCTED IN INDIA**

**Gayen (1962)** conducted a study on measurement of achievement in English: Statistical study on effectiveness of board or university examinations. the investigation aimed at finding out how effective improvements might be brought about in the system of examination as a whole and student performance in English in particular with the following objectives: (i) to analyze the students' performance and examiners assessments, (ii) to study the structure of the question papers, the appropriateness of discrimination, difficulty value, reliability and validity and (iii) their relationship with the syllabus and the course objectives. some of the main findings of the investigation were: (i)seventy percent of the total marks was allotted to the questions on textbooks prescribed by the board; (ii) about thirty seven percent candidates failed to score even thirty-six percent of the aggregate, those who passed mostly belonged to third division, only sixty percent or above; (iii) most of the questions were found to discriminate sharply only at low levels of ability: (iv) a broad classification of the questions on the basis of their estimated difficulty values showed that the question group on substance writing (15 marks) came out as very difficult, in quite a number of cases the alternate items of a number of cases the alternate items of a question group were found

to have varying difficulty values; (v) the results of content analysis showed that the questions on the three papers of English had included most of the concepts and aspects which could perhaps be covered by such type of written tests; (vi) a comparative study of performances in English and other subjects revealed that the average scores in all the subjects were found to be very low, the highest rate of failure was in English; (vii) about seventy five percent of the students declared successful by the Board of Secondary Education were third division scores; and (viii) the reliability coefficient of higher secondary examination was estimated to be about .89.

**Nagalakshmi (1962)** studied the comprehension of oral English at the School Leaving Level. Nearly 400 items were drawn from the syllabi used for the first five years and on the basis of the tryout results, a series of tests in oral comprehension was prepared and administered to about 2300 students of P.U.C. class and XII standard. The important findings were: (i) The tests show that the oral comprehension test would not only prove to be interesting to the students but also lead to the improvement of teaching in the classroom provide it was accepted as part of the school leaving examination. It would automatically lead to linguistic efficiency. (ii) The provision for systematic training on oral comprehension in class teaching would enhance the ability of the students to comprehend the spoken language. The investigator felt that one period per week set aside for listening practice and oral comprehension tests which could be administered with the help of a radio set, would improve the comprehension of spoken (oral) English.

**George (1966)** studied the scope and effectiveness of Audio- visual instruction in Improving English Teaching. The study was undertaken to find out: (i) the availability of audio-visual aids in schools; (ii) the attitude of teachers towards the use of audio-visual aids; and (iii) whether the teaching of English with audio-visual aids is more effective than the usual way of teaching. Data were collected by observing thirty lessons, by administering a questionnaire to 200 teachers from different schools. The important findings were: (i) the teachers teaching English in grades fifth, sixth and seventh generally used the translation method; (ii) the oral work was neglected in all

the three grades; (iii) the teacher's pronunciation was incorrect and they did not pay much heed to the pupils' pronunciation; (iv) due to overcrowding in the classroom, the children did not get individual attention; (v) the type of seating arrangement was neither healthy nor conducive to language learning; (vi) majority of schools did not possess aids like projectors, tape recorders and flannel boards; and aids available in schools were not properly used; (vii) teachers did not use audio-visual aids because of heavy cost, heavy syllabus, insufficient number of material aids, and lack of skill and special training; (viii) the percentage of specially trained teachers in audio-visual instruction was 6.06 only; and (ix) the achievement of pupils taught by using audio-visual aids was greater than those taught by the usual method and the use of audio-visual aids did not require more time than what was required for ordinary teaching.

**Nair (1966)** studied the common language difficulties (in English) of secondary school pupils in Kerala. The objectives of the investigation were: (i) to find out the common language difficulties in English of secondary school children of classes VIII, IX and X in Kerala; (ii) to find out the causes of these difficulties; and (iii) to suggest methods to prevent and correct these difficulties. Pupils of forty six rural, urban, boys', girls' and mixed schools spread over Kerala State were made to write a free composition on 'Our Country' and the errors were analyses and classified. The analysis of the pupils' writing revealed the following mistakes: (i) more than sixty-five percent of the total errors are committed in the area of grammatical structure; the most alarming mistakes belong to the area of verb and verb combination; the pupils try to do literal translation of their mother tongue into English (ii) about twenty percent of the total errors in the area of grammatical structure are of the use of articles; (iii) about fifteen percent of the total errors in the same area are of preposition; (iv) nearly twenty-six percent of the total mistakes counted from the scripts are of spelling and the mistakes regarding the construction of the sentence are due to the fact that the sequence of words in sentences have a different arrangement in their mother tongue from that in English language; (v) pupils' understanding of the verb and verb-form is quite shaky and the learning of the same is quite unsystematic; (vi) the difficulty regarding the

proper use of articles is because of the fact that articles do not exist in their native language (Malayalam); (vii) the causes of the errors of prepositions are because of the inability of the pupils in fixing the prepositions in the groups of words, their inability to understand the function of the preposition in group of words and the uncertainty of the idiomatic application of an individual preposition: (viii) the lack of sufficient vocabulary and ignorance of the proper use of words in sentences, cause mistakes in writing; (ix) the inadequacy of reading material, defective methods of instruction in spelling, poor reading habits and lack of awareness of the importance of spelling, contribute to the difficulties of pupils in spelling; (x) the mistakes in punctuation reveal that no systematic teaching in this area is done but it is true that most of the pupils know the use and significance of the full stop. Comma and other marks of punctuation are not used properly; (xi) the pupils are ignorant of the proper use of 'object' after the transitive verb. These errors are committed because of the misapprehension among the pupils regarding the use of 'objects' in sentences. The wrong practices of correcting the mistakes as well as the desirable methods of correcting them are suggested in this investigation.

**Srivastava (1967)** investigated the factors related to educational under-achievement. On the basis of their scores on verbal and nonverbal tests of intelligence, serving as the predictor variables, and average of examinations marks spread over six consecutive examinations, serving as the criterion variable. Findings indicated that (i) underachievement was related to (a) poor study habits, (b) poor reading ability which included poor reading speed, vocabulary and spelling, (c) low academic motivation, (d) poor health, (e) poor social and emotional adjustment and (f) problems concerning family and school; (ii) underachievement was related to various background and personal factors like age, socio-economic status, father's profession, size of family, number of siblings, birth order, reading interests, games and sports; and (iii) no significant relationship was found to exist between under achievement and intactness of parental structure, hobbies, interest in games, sports and music and attitude towards school.

**Dave and Saha (1968)** Studied the Common Errors in English at the Higher Secondary Level. The specific purposes of the study were: (i) to locate the common errors in English and (ii) to suggest remedial treatment. An attempt was made to analyze the errors; both quantitatively and qualitatively, of the English language as found in the ninety-two answer scripts of English paper which was taken at random from the Higher Secondary Examination Board of Education, Delhi. For the sake of convenience, the areas of investigation were restricted to errors of grammatical structures, errors of words, phrases and idioms, errors of punctuations and errors of spelling. The important findings were: Errors of grammatical structures were predominantly pronounced in these pupils' writing, with spelling errors in next coming frequency, the values being forty-five percent and twenty nine percent of the misuse of usage and idioms found the third place and constituted about nineteen percent of the total errors. Comparatively speaking, errors of punctuation being five percent of the total errors were not significant. The first three years of the teaching-learning process should be effectively and fruitfully utilized for ensuring consolidation of sentence pattern in pupils' minds. Efforts should be directed towards seeing that pupils' mistakes do not spill over into the secondary course.

**Patel (1971)** constructed and standardized a silent Reading Comprehension Test in English for S.S.C. pupils of Gujarat State. The test comprises several subtests meaning measuring different components of reading comprehension (i) to note significant details, (ii) to select appropriate meaning of the word in content, (iii) to read maps and tables, (iv) to follow sequence of events and (v) to select main idea of the passage, to draw generalization and to give proper title to the passage. The item analysis in terms of item difficulty and item discrimination was done. Effectiveness of the distracters was also used as one of the criteria for item selection. The following relations were found between the test scores and other factors like sex differences, rural-urban differences, socio-economic status, age, achievement and intelligence. It was found that there were no sex difference with regard to reading comprehension in English but there were differences with regard to reading comprehension between pupils from rural and urban areas. With the socio-economic status,

performance on the test was positively related. The mean scores of pupils of age groups 15, 16 and 17 were practically constant but there was a downward trend after the age of 17. The coefficient of correlation between the scores on the test and total achievement at pre-science examination was found to be .50. The test scores showed high correlation with verbal test scores of intelligence but a low correlation with a nonverbal test of intelligence.

**Malhotra (1972)** studied the measurement of achievement in English. The aim was to measure the achievement of matriculation students in English in order to assess the effectiveness of the Panjab University matriculation examination. The answer scripts of students appearing in English papers 'A' and 'B' of Panjab University matriculation examination held during February 1965, August 1965, February 1966 and August 1966 were considered. The conclusions drawn were: (i) the standard of achievement in English at the matriculation stage was very low; (ii) no uniformity was found in the percentage of passes with regard to the different questions in both the papers A and B; (iii) there was a great variation in the percentage of attempts and percentage of passes with regard to the parts and subparts of different questions in both papers; (iv) the number of students passing at the cutting score was the highest in each examination; (v) the weightage given to easy, average and hard questions differed from year to year; and (vi) the number of topics covered in the papers did not represent the whole syllabus in any of the papers.

**Dasgupta (1975)** Studied of the vocabulary in English of the students of class VI (usually 12+) reading in the Non-English medium schools of Meghalaya. The major objectives of the study were: (i) to measure the gap between the expected and the actual vocabulary in English of the students of class VI (usually 12+) reading in the non-English medium schools in Meghalaya, (ii) to prepare a glossary I of English words containing the weight of each word in respect of the students of class VI, (iii) to prepare a glossary II of English words containing the difficulty value of each word, in respect of the students of class VI, reading in the non-English medium schools in Meghalaya, and (iv) to prepare two more glossaries of words (glossary III and glossary IV) containing



the difficulty value of each word relating to the students of class VI hailing from the upper socioeconomic group and the lower socio-economic group respectively, in order to bring into clear focus, the influence of socio-economic background on the actual vocabulary of the students. Words were collected from various sources like text books, supplementary books, examination scripts, class teaching, wall paper magazines, word games. The final list containing 2043 words bearing frequency and range was prepared and arranged alphabetically; Checklists (vocabulary tests) were constructed and tried out. Some of the major findings were : 1. of 2043 words, 469 had the greatest weight, 1295 had minimum weight and 279 words had medium weight : 27.34 per cent words from the two checklists were known by 19 per cent students; 28.49 per cent words were known to more than 90 per cent students. The remaining 44.17 per cent words had medium difficulty value. Upper socio-economic group students had a richer vocabulary than those from the lower socio-economic group. The gap between the estimated (1430) and actual vocabulary (943) was 487. The same gaps for the upper and lower socio-economic groups were 246 and 702 respectively.

**Joshi (1975)** studied the errors in written English among pupils of standards V to VII. The main objectives of the study were: (i) to find out the typical errors committed by pupils in written English, (ii) to diagnose the causes of these typical errors, and (iii) to formulate remedial measures for preventing the typical errors. The written work scrutinized was limited to answer scripts of the annual examination. The major findings of the study were: (i) Errors concerning speech, number and spelling were committed by 90 percent, 48 per cent and 45 per cent pupils, respectively. (ii) Errors of conjunction and case were committed by 2 per cent and 6 per cent pupils, respectively. (iii) The three categories of errors having the highest frequency were those of spelling, tense and number. (iv) Out of the four types into which the error category 'spelling' was divided, errors of omission and replacement were the most frequent. (v) Among the errors of tense, almost all were caused by irregular verbs. (vi) Errors regarding number gradually decreased as the pupils progressed from standard V to standard VII. (vii) Among the errors related to the use of preposition, 86 per cent were caused by the use of wrong

prepositions while the remaining 14 per cent were due to the non-use of preposition.

**Sethi (1976)** studied a programme in English Spelling in relation to visual and Auditory Presentation. The enquiry attempted to investigate the relative effectiveness of visual and auditory presentation of a programme in English spelling in terms of performance of boys and girls on immediate and delayed tests. In the study, the modes of presentation, sex and time of testing were the treatments or independent variables and the extent of attainment recorded by subjects was the dependent variable. The major findings of the study were: (i) The auditory modes was more effective in regard to attainment on programmed materials. (ii) Effectiveness of the mode of presentation varied according to the time of testing. (iii) The visual and the auditory modes of presentation appeared to have on significant effect on performance on the immediate test. (iv) The auditory mode of presentation was more effective as regards performance on the delayed test. (v) Girls appeared to be superior to boys in performance pertaining to programmed presentations through auditory and visual media. The difference in the performance of boys and girls appeared to be independent of the modes of presentation. (vi) The time of test appeared to have significant effect on the performance of boys and girls. (vii) Girls appeared to be superior to boys on the immediate test. (viii) Boys seemed to perform better on the delayed test than on the immediate test.

**Gadgil (1978)** studied the causes of large failures in English at the S.S.C. examination. The major aim of the study was to find out the causes for large incidence of failures in English at the S.S.C examination held in March 1977. A questionnaire was used as the tool for data collection. Further data were obtained from the records of the S.S.C.E. board and analysis of answer scripts. The major findings were: (i) About 11 per cent students secured less than ten marks and about 60 per cent secured less than twenty –four marks. This indicated unsatisfactory state of affairs in the teaching of English. (ii) The students were weak in translation, comprehension, letter-writing and composition. Even those questions which required answers in one sentence only were not answered satisfactorily questions in the areas of transformation,

indirect type grammar and linguistics were answered satisfactorily (iii) The students were weak in the use of articles, writing correct word order, combining sentences, use of phrases, discrimination of the correct word from pairs of similar words, reported speech, and use of verb forms. (iv) The students were poor in the comprehension and understanding of the language (v) Failure in English on a large scale was due to inadequate grounding in the subject, inadequate mastery of the candidates in certain areas of language learning, inadequacy of mastery of the teachers over the subject, inadequate coverage of the syllabus, inadequate attention paid to composition, comprehension and translation, inadequate motivation for study and inadequate guidance provided to students in the practice of the language.

**Jain (1979)** Studied significant correlates of high school failures in Mathematics and English. The aims of the study were: (i) to isolate the main factors which influenced attainment in English and Mathematics at the high school stage, (ii) to determine the degree of impact of the selected factors on the achievement of English and Mathematics at the high school stage, and (iii) to identify the difficult areas of study both in English and Mathematics as perceived by students. For the collection of data the measuring devices used were Humanities Group Test of General Mental Ability (Joshi), scale to measure attitude towards English, English ability test, Speed and Legibility of Hand Writing Measuring Device, a questionnaire on various aspects of learning of English. The major findings of the study was : the factors that played a vital role for learning English were intelligence, English vocabulary, knowledge of grammar, comprehension, spelling, pronunciation, speed and legibility of handwriting, the status of English in the family, extra reading in English and the quality of the teacher.

**Menon (1980)** studied creativity in English Language of students of the higher secondary level in some English – medium schools 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, and (iii) to see the creative expression in relation to intelligence,

achievement and language ability of children. For collecting data, the Language Ability Test to measure the students' language ability in vocabulary, grammar, comprehension and composition, Standard Progressive Matrices Test to measure the intellectual capacity of the students and creativity tests 1 and 2 to measure the creative ability of the students in terms of fluency, flexibility, originality and elaboration were administered to the students. The marks obtained by the students in the annual examination were taken as the achievement scores. The major findings of the investigation 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).

**Naidu (1980)** studied variations in the classroom behavior of teachers and their relationship to the educational achievement of students in English, Science and Social studies. The objectives were : (i) To find out the extent of effectiveness of classroom behavior of the teacher and the taught through an observation schedule process in English, Science and Social Studies of class X. (ii) to know the depth of the aspects of teaching, motivating, problem-solving, classroom organization and classroom management among the teachers who taught English, Science, Social studies to class X students, (iii) to assess the educational achievement of Class X students in English, Science and social studies, and (iv) to measure the students assessment of attitude on the classroom behavior of their teachers. The tools employed were an observation schedule to observe the teacher taught situation in the classroom, a rating scale for teachers to find out individual behaviour patterns which they adopt in the classroom while teaching a particular subject, achievement on two specific units in three subjects, and a rating scale for students to find out the classroom behaviour patterns of their teachers on the specially selected five items like accepting students feelings, asking questions, giving directions, etc. The above four research tools were developed by the investigator. The investigation gave the following finding: (i) In each subject, the verbal classroom behaviour of the teacher occupied the first place, followed by the evaluation of that day's lesson either by orally

asking questions or by giving homework to the students. Among the rest of the aspects of classroom activities done by the teachers, the blackboard work occupied the third place in all the three subjects. The fourth place was credited to the items on teaching aids used by the teachers in all the three subjects and the last place was given to the items of demonstrating or discussing current events. (ii) There were no significant differences in the patterns of teaching of different subjects and exhibiting the various behaviouristic modes between the teachers whose age was 40 years and less and those whose age was 41 and above. (iii) The male and the female teachers had significant differences of opinion on the various patterns of behaviours to be performed in the classroom. The female teachers were more favourable and active in the classroom situation than the male teachers. (iv) There were no significant differences among the three subject teachers in the aspects of motivation, classroom organization and classroom management. (v) There was significant difference among the three subject teachers in the aspects of teaching and problem –solving in which the English teachers and the social studies teachers surpassed, respectively, the science teachers. (vi) There were significant differences between boys and girls of Class X in the educational achievement in English, science and social studies in the pre-teaching and the post-teaching situations. (vii) There were no significant differences in the age variables except in social studies. (viii) There were significant differences in the educational achievement in English, Science and social studies between those aged 14 years and under and those aged 15 years and above, in the post-teaching situation. (ix) The students in English-medium schools had better achievement than the Telugu –medium students in a majority of the situations in all the three subjects, both in the pre-teaching and the post –teaching situations. (x) The performance of the students in physical science was better than in biological science both in the pre-teaching and the post-teaching situations.

**Pandey (1981)** studied social aspect of academic Achievement and Aspirations of Scheduled Tribe Students. The objectives of the study were: (i) to find out their academic aspirations and to analyze them in the context of socio-cultural background, (ii) to analyze their occupational aspirations in the

light of their academic aspirations and achievement and social environment, (iii) to identify interaction patterns among tribal and non-tribal students and to analyze them in the context of tribal students' academic achievement. For the collection of data, an interview schedule constructed by the researcher was used. The investigator maintained a field diary also in which various observations were noted. Major findings of the study were: 1. the tribal students were not able to avail properly of educational opportunities provided by the formal educational set-up due to their socio-cultural backwardness and the gap between the school environment and family background. This led to low academic achievement by tribal students. 2. Their poor economic condition forced them to do manual labour. This was also responsible for low achievement. 3. The bitter and negative interaction pattern between non-tribal and tribal students was also responsible for poor academic achievement. 3. The teacher-taught relationship in the context of tribal students in class and out of class was reportedly not very congenial. Teachers showed indifference to tribal students. 4. The analysis of occupational aspirations revealed that their selection-area was becoming gradually more extended, variegated and modernized.

**Patrikar (1981)** studied a linguistic analysis of the errors in written English of students of B.A. classes. The study was concerned with the causes of the deterioration in the usage of English Language to be analyzed by critical examination of errors in language performance of students and suggestions for improvement in the teaching-learning process in schools and colleges. The investigation was limited to written expression in English. The study revealed that students' knowledge of the English vocabulary, morphology and syntax was very confused. Use of wrong items, omissions and wrong sub-situations, lack of knowledge and control over the structure of the language, interference of the mother tongue and lack of fundamental grounding for the receptivity of students from psychological and environmental points of view were the major causes in deficient achievement. Even after the completion of secondary education, the objectives of teaching English were hardly achieved. Proficiency in a language could be attained only through constant practice and this schools and colleges had failed to provide.

**Nanda (1982)** investigated the causes of poor attainment in English comprehension of the students of class VIII in Cuttack city and their remedial measures. The major objectives of the study were: (i) to detect causes of poor attainment in English in the HSC examinations, (ii) to detect weak areas of comprehension skills, (iii) to investigate the causes of poor attainment in English particularly in the areas relating to simple comprehension, vocabulary items, structural items, and critical thinking. Opinionnaires to teachers of English, interview of teachers of English, and interview of pupils served as the relevant data. The major findings were: (1) Significant causes for the writing comprehension of pupils according to pupils included, lack of knowledge in structural usage and vocabulary items taught in the previous classes, lack of stronger foundations in elementary reading, distraction and careless reading, absence of reading readiness, new vocabulary, lack of reading practice, intelligence and interest, negative attitude to reading, improper handling of complex sentence structures, abstract ideas, unusual word order, and grammatical usages, skipping over the key words, parrot study from examination point of view, reading by letters and words, not the sentences as a whole, a dull recognition of words and central ideas, purposeless reading, and lack of proper guidance. (2) Difficulties which hinder effective teaching of comprehension included, lack of teaching aid, library, reading facilities and initiative on the part of teachers, unsuitable textbooks, poor salary structures over-burdened timetable, and lack of preparation of lessons due to shortage of time. (3) Socio-economic conditions of both teachers and pupils, lack of study atmosphere and favorable environment, apathy of teachers, lack of effective supervision and administrative control and poor financial conditions of schools (4) Significant causes identified by pupils included, lack of semantic knowledge, expression, knowledge of word usage, phrases, and grammar, and careless and hurried reading.

**Ramkumar (1982)** studied the entering behavior in English of pupils of standard VIII. The main objectives were: (i) to assess the attainment in the different component skills of written English of a representative sample of pupils of standard VIII, (ii) to identify and classify errors, if any, committed by

the sample, and (iii) to compare relevant sub-groups of the sample on both attainment and error incidence in English. Entering behavior as defined in the study describe the present status of the students' knowledge and skill. The tools were Word Fluency Test, free composition passage of about fifteen sentences written by the pupils and entering behaviors in English test prepared for the study which included ten component skills of writing English. The main findings of the study were: (i) The vocabulary attainment of standard VIII pupils was very low, boys and urban pupils having significantly higher attainment than girls and rural pupils, respectively. (ii) Only 11 per cent of the sample of 600 could write hardly one sentence correctly, when the range of words for sentences was between four and seven only, and the maximum number of sentences written was five. (iii) The types of errors were not very large and the possibilities for committing mistakes were minimum because of the pupils' inability to write. (iv) Four types of errors, viz., spelling, balancing of sentences, punctuation and wrong word substitution, had the highest incidence. (v) On these four types of errors, boys and urban pupils had significantly lower number of incorrect responses. (vi) Pro-efficiency was low in the use of five component skills, viz., use of phrases, prepositions, degrees of comparison, plurals and combining sentences. (vii) Proficiency was average in the use of articles, opposites and the 'ing' forms. (viii) Not even one pupil could correctly punctuate the given single sentence.

**Subrahmanyam (1982)** studied some correlates of reading achievement of primary school children. The aims of the study were : (i) to develop a reading achievement test in Telugu for the use of primary school children, (ii) to establish norms for vocabulary and paragraph comprehension in standards III to VII in the state of Andhra Pradesh, (iii) to compare the sex-wise reading preference of students in urban and rural areas, (iv) to establish the relationship of reading achievement of children with their personal characteristics, school conditions, home background and socio – economic factors of the family, and (v) to identify the contributing factors of reading achievement. The major findings of the study were: (i) Reading achievement of primary school children was comparatively low in rural areas. (ii) Reading achievement increased in accordance with the years of schooling. (ii)



Personal characteristics, namely, age, intelligence, general health, vision, speech, reading habits and mother tongue, had positive influence on reading achievement whereas sex of the child showed no such influence. (iv) Accommodation available in the school, teachers' qualifications, instructional facilities, evaluation procedures, time spent on reading abilities, and library facilities, positively influenced whereas the types of school management, teachers' experience (in terms of number of years), and teacher – pupil ratio did not appear to show any significant relationship with reading achievement. (v) Reading facilities provided at home, time spent on reading activities at home, and parental help and encouragement had significant relationship with reading achievement. (vi) The caste group and educational level and income of the family showed positive influence on children's reading achievement but the occupation of the family and types of family they belonged to have no such relationship. (vii) Home environment played a prominent role in reading comprehension of children. (viii) Reading achievement of children in socially and culturally backward areas was very low.

**Bhattacharjee (1984)** studied investigation into the teaching of English in the high Schools the objectives of the study were (i) to study background characteristics of the teachers of English of their views and opinions as well as practices followed by them in respect of various aspects of teaching English, (ii) to identify the present status of teaching English, through observation of teachers' performance in the classroom situation, (iii) to study strengths and weaknesses in the teaching of English, (iv) to try out the effectiveness of training in selected skills under microteaching strategy for improving teaching competence of the teachers of English, and (v) to suggest measures for improving teaching of English in the high schools of the district. A schedule, a questionnaire and a rating scale were constructed and used. Data in respect of classroom teaching of English were collected by using the rating scale on 120 teachers. The rating scale, Baroda General Teaching Competence Scale, Passi's Observation performs for teaching skills and Ahluwalia's Teacher Attitude Inventory was used. The major conclusions were: 1. The majority of the teachers of English were not professionally equipped to teach English. 2. Teaching at the foundation stage was

neglected. 3. There was no uniformity regarding workload of teachers of English in different categories of schools. 4. English readers were written according to the latest approach to the teaching of English. The readers were not accompanied by teachers' handbooks. 5. The mean overall score in English in classroom teaching was between 'poor' and 'satisfactory'. 6. Sex and marital status differences, and participation or non-participation in cocurricular activities had no impact on teaching of English. 7. Experience and professional training played significant roles in the teaching of English. Teachers from Government and grant-receiving English medium and urban schools taught significantly better than those from adhoc and private, non-English medium and semi-urban schools. 8. The majority of the teachers were not aware of appropriate methods and not clear about the four-fold objectives of teaching English. They did not use teaching aids and other materials. They did not give assignments, evaluate students' progress and take remedial measures in the English class. 9. In-service training facilities for the teachers were inadequate. 10. Training in selected skills through microteaching was effective in improving teaching competence of the teachers of English. Microteaching supplemented training in English teaching methodology.

**Patil (1984)** studied the Intelligence, Interest and Attitude of the B.Ed. college students as contributory factors towards their achievements in the compulsory subjects. The objectives of the study were (i) to find out the effect of sex, academic qualification and experience on the achievement of trainees in compulsory subjects for the B.Ed., (ii) to find out the relationship between sex, academic qualification and experience and intelligence, interest and attitude of B.Ed. pupil-teachers, and (iii) to study the relation between intelligence and achievement, interest and achievement, and attitude and achievement of B.Ed. pupil-teachers. The tools used were the PSM verbal intelligence test by Dani, teacher attitude inventory by Ahluwalia, and Interest inventory, adopted from the Devon interest inventory. The major findings were: 1. There was no significant difference between the achievements of male and female, graduate and postgraduate, and inexperienced and experienced pupil-teachers in four compulsory subjects. 2. There was a significant difference between the scores of male and female and inexperienced and experienced pupil-teachers in

respect of intelligence but no significant difference in intelligence was found between graduate and postgraduate teachers. 3. Male and experienced pupil-teachers appeared more intelligent than female and experienced pupil-teachers. 4. In the case of interest, there was a significant difference between male and female and inexperienced and experienced pupil-teachers. Female and experienced pupil-teachers were more interested in teaching than male and inexperienced pupil-teachers. But there was no significant difference between graduate and postgraduate pupil-teachers.

**Choudhary (1985)** studied the teaching competencies of teachers teaching English at the secondary school level. The objectives of the study were (i) to identify the competencies required of a teacher teaching English at the secondary school level, (ii) to explore how the competencies identified varied with demographic variables of teachers, viz., sex, age and educational qualifications, (iii) to determine the relationship of the competencies identified with the presage variables of teacher's intelligence, her attitude towards teaching, her interest in teaching, (iv) to determine the relationship of the competencies identified with the product variables of pupil achievement in English and pupil liking for the teacher, and (v) to investigate how the competencies identified varied with contextual variable of rural/urban teachers. Teachers were administered Raven's Standard Progressive Matrices, The Teacher Attitude Scale, the Interest Inventory and the Self-Perception Scale. Students' final examination marks were taken as the indicator of pupil achievement. The major findings of the study were: 1. The pedagogical domain of teaching competency in English consisted of 12 competencies which were independent of each other. 2. The competency 'Structuring Questions' accounted for 32 per cent variance and correlated significantly with both the product variables. 3. All the competencies correlated positively with the product variables. 4. The contextual variable of location of school had an effect on half the number of competencies. 5. The demographic variables of teacher, sex and educational qualifications had been found to have an impact on almost half the number of the competencies. 6. Teachers' intelligence and attitude were found to be associated with some of the competencies.

**Kamila (1985)** studied the Harijan Nd Tribal Welfare Department High Schools in Orissa in respect of student Achievement. The major objectives were: (i) to evaluate the performance of students at the annual examination in harijan and tribal welfare department high schools and education department high schools, (ii) to evaluate the student achievement (attitude, scholastic achievement, personality characteristics, interests and level of occupational aspiration) of students of H and TED high schools taking the students of ED high schools as the criterion. A socio- economic status scale, questionnaires and pro-forms were the tools used to collect data on certain variables. Scholastics achievement tests, questionnaires to assess personality, interest and attitudes were the other tools used. The major findings were: 1. Stagnation was higher in the case of the SC and ST group of students. 2. Other caste students' performance was better in annual examination result in both types of school. 3. Sc and ST students showed unfavorable attitudes towards school, classmates, teachers, curriculum and science teaching in those classes where their number was smaller than that of other caste students. 4. Sc and ST students showed marked developed personality characteristics in comparison with other caste students. 5. The SC and ST students showed superiority in level of intensity of interest in outdoor and social service areas and inferiority in music, drama, artistic and social service areas.

**Patil (1985)** studied the English language achievement of Shivaji University Arts Graduates. The main objectives of the study were: (i) to evolve a comprehensive language testing design based on different theories of language, (ii) to construct a battery of the measuring overall ability of the Shivaji University students, (iii) to critically study the syllabus and textbooks in compulsory English prescribed for arts students and scheme of examination, and (iv) to evaluate as precisely as possible the English language achievement of Shivaji University arts graduates. The investigator evolved a comprehensive language testing design and also an achievement test to measure overall language ability of the arts graduates. The major findings of the study were: (1) Only the first year arts course of Shivaji University was found to be well laid providing for teaching of vocabulary, comprehension,

practice and dictionary words. The syllabi of the other years were found to be literature-oriented. (2) The Shivaji University graduates could hardly achieve 50 percent of the expected English language proficiency. (3) The average vocabulary of the arts graduates was about 2800 words which were about 50 per cent of the expected vocabulary. (4) There was no significant difference between the performance of male and female students. (5) The urban group was superior to the rural group on English language achievement.

**Suwannachairop (1985)** studied the needed competency to be Developed in the teacher training Programme for primary school English Teachers the objectives of the study were (i) to investigate the competency of teachers in using the English language for communication, (ii) to study the English-teaching competency of teachers in using the integrated skills of English language for communication, (iii) to study the competency of teachers in implementing the new English syllabus, (iv) to study the attitude of teachers towards the teaching approach suggested in the new English syllabus, and (v) to study the opinions of teachers regarding the existing teacher training programme for presenting the new English syllabus. The tools used in the study were: (i) The English Proficiency test for teachers, (ii) The English achievement test for students, (iii) The Questionnaire cum Opinionnaire for Teachers, (iv) The structured Interview for students, and (v) The structured Interview for Parents. The findings of the study were: 1. English-language competency of the teachers needed to be developed. 2. English-teaching competency of the teachers needed to be developed. 3. Understanding of curriculum and implementation of the new English syllabus of the teachers needed to be developed. 4. Positive attitude of the teachers towards the new English syllabus needed to be developed. 5. The existing teacher-training programme needed to be modified. 6. The overall teaching competencies of the teachers needed to be developed. 7. The teachers did not have a clear concept of the new English syllabus. They did not have either insight into or appreciation of the teaching approach suggested in the syllabus. There was lack of texts and exercise books. There was lack of confidence in using the English language in and outside the classroom. 8. The problems, which all groups of the sample perceived in teaching English at the primary level were

lack of comprehension on the part of administrators in administering an English teaching programme, insufficient guidelines regarding implementation of the teacher-education programme, insufficient guidance and supervision by provincial supervisors, lack of cooperation and effective educational administration in the upcountry-area schools.

**Jain (1987)** studied English language teaching in secondary school of Gujarat State. The objectives of the study were: (i) to examine the objectives of teaching English in a historical perspective, (ii) to analyze the curriculum in view of the objectives of teaching, (iii) to survey the human and material resources available for teaching English and their utilization in the classroom, (iv) to survey the methods of teaching and evaluation, and (v) to survey the difficulties encountered by teachers in teaching English. The tools used included, a questionnaire, an opinionnaire and an interview schedule. The major findings were: (1) objectives of teaching English have been an evolutionary process. In the beginning the main objective was the creation of “a class of persons who were Indian in blood and colour but English in test, in words and intellect” but now the emphasis is on the acquisition of four language skills. (2) With reference to the curriculum it was noted that the courses of studies are prepared keeping in view the objectives of teaching English. (3) With reference to the human resources it was found that in English medium schools all English teachers were graduates with English as their major subject and at post- graduate level 66% teachers had studied English as a principal subject. As for material resources most schools were found totally lacking especially with regard to audio-visual aids. Even in schools where such resources were available, they were scarcely used by teachers owing to lack of training in operating them. (4) With regard to classroom teaching, it was found that over 70% teachers still used lecture and translation methods. However, group work, discussion, etc. were used in a few cases. (5) The evaluation of student performance was not merely based on written examinations alone but also on internal assessment in which their oral performance was also taken into consideration. (6) Teachers teaching English were found overburdened by teaching load, clerical duties, co-curricular activities, etc. over-crowded classrooms also added to their burden.

**Pillai (1988)** Preparing a database for designing and developing a postgraduate diploma in teaching of English for the specific purpose of distance learning programme for teachers of English in professional institutions in India. The objectives were: (i) To describe the curricular aspects such as syllabus, instructional materials and evaluation, (ii) to bring out the professional relevance of the English curriculum as viewed by the faculty concerned, (iii) to explain the process of instruction including the time available, method adopted, facilities provided and teaching aids used, and (iv) to extract adequate information for designing and developing a suitable training programme for teachers of English. The major findings were: (1) By and large, the lecture method of teaching is used by the teachers of English. A few teachers also organise tutorials and guided-composition exercises. (2) Most teachers commented on the inadequacy of the syllabus in specifically the objectives. They also expressed a strong plea for preparing a textbook in English to meet the specific requirements. (3) The principals and teachers of English felt that the teaching of English should equip the students with the following skills: (a) learning from engineering books written in English; (b) writing simple sentences, letters and paragraphs; (c) responding appropriately to queries made by employers; (d) filling in the preformed used in various social and professional situations. (4) The use of teaching aids is virtually absent although a few charts were used at times by some teachers. (5) Guided exercises were mostly prepared by teachers, and in a few cases some available exercises were also used.

**Baskaran (1989)** studied the impact of the remedial teaching programmes on the common errors committed by the students of standard XII in written English. The objectives of the study were: (i) to identify and categorise the errors committed by the students of standard XII in written English, (ii) to design some suitable remedial teaching programmes for the students of standard XII to minimize these errors in written English, and (iii) to implement the designed remedial teaching programmes for the students of standard XII to minimize these errors in written English. The investigator selected the items of the questions of the second paper of the part II English examination in the higher secondary as its questions were on general English and had less

scope for reproducing memorized answers. The major findings were: (1) The students of the control group did not differ significantly with the experimental group in committing orthographical errors in written English in the pre-test. (2) The students of the control group did not differ significantly with the experimental group in their mean scores in the pre-test. (3) The students of the experimental group did not differ significantly with the control group in committing orthographical errors in written English in the post-test.

**Jayashree (1989)** identified the difficulties in teaching and learning English as a second language among the high school students. The major objectives of the study were: (i) to find out the difficulties of teachers in teaching English as a second language to the high school students, (ii) to find out whether male and female teachers experience the same degree of difficulty in teaching English to the high school students, (iii) to find out the relationship between teaching experience and teaching difficulties in English by teachers of English, (iv) to find out the difficulties in learning English as a second language by the high school students, (v) to identify the impact of socio – economic status in learning English as a second language, (vi) to find out whether the place of study(rural schools/urban schools) influences the learning of English, (vii) to identify whether sex of the pupils influences the learning of English, and (viii) to identify whether students experience more difficulty in learning English prose or English grammar. A seminar was conducted to find out the teaching difficulties. The questionnaire for the teachers was prepared. The major findings were: (1) The difficulties faced by English teachers included, children's improper listening nature, and their inattentiveness in the class. (2) Teachers experienced great difficulty in making students understand English. (3) Students did not show any interest in learning English. (4) Teachers felt that eliciting responses from students took too much time. (5) Students' vocabulary was very poor. (6) Students' understanding capacity was not normal. Their participation in the English class was not good.



**Mohire (1989)** analyzed the methods and means of teaching English applied at the undergraduate level. The major objectives of the study were: (i) to find out the difficulties experienced by teachers of English with reference to methods and means of teaching, professional training, work load and strength of the class (ii) to find out the problems of students in learning English as a second language at the undergraduate level, (iii) to compare the common errors in written English of the students studying in B.A, B.Sc, B.Com. Classes, and (iv) to suggest measures for improving the present position of teaching English at the undergraduate level. Teacher questionnaires (main and supplementary), classroom observation schedule, interview schedule and written test in English were used to collect the relevant data. The major findings were: (1) The majority of the teachers followed the traditional lecture and translation method. The difficulties of teaching English were students' inability to interact in English, large classes, cultural disparity, lack of professional training. (2) No teaching aids were used for teaching English. (3) The difficulties faced by students in learning were: (a) uninteresting textbooks; (b) dislike for English; and (c) monotonous verbal teaching. (4) The errors committed by the students were due to (a) lack of comprehension, and expression; (b) wrong punctuation marks; (c) wrong word order; (d) wrong English syntax; and (e) wrong usage of grammatical items.

**Ram (1989)** survey the methods and techniques of teaching English in class VI. The major objectives of the study were: (i) to conduct an in-depth study of teaching and learning English at class VI level, (ii) to pinpoint the reasons for unsatisfactory results, and (iii) to make recommendations for improving the situation. The relevant information was pooled with the help of administration of questionnaire and analysis of textbook and question paper. The major findings were: (1) Teachers used the traditional techniques of teaching though they had been trained to use new techniques and methods. (2) The mother tongue was used too often. (3) Grammar was taught despite claims to the contrary. (4) Too much emphasis was placed on the textbook. (5) Teachers usually had no clear objectives in mind for each class. (6) Teachers seemed to concentrate on teaching lists of vocabulary items, on treating the textbooks as content-based material and on getting students to memorise set passages

in the name of compositions. (7) Teachers were unaware of the structural/situational approach. (8) The textbook in use was uninteresting and contained grammatical mistakes and had difficult structures. (9) The teachers never consulted the teacher's guide.

**Sarma (1989)** designing a course in written English for the high school stage based on the communicative approach. The major objectives of the study were: (i) To find out selectively from the learners, teachers, parents, and well-informed citizens of the society the following (stage I): (a) the present achievement levels in written English of the learners of classes VIII to X ; (b) the needs of high school students in respect of written English; (c) the types and frequency of composition exercises offered to students and the nature of teaching methods and evaluation procedures adopted by the teachers and (ii) To find out the effect of the following(stage II): (a) the communicative syllabus designed to develop writing skills among the students of class IX; (b) reading a passage – analyzing it for writing skills- solving communicative writing tasks, as a procedure for developing writing skills; (c) evaluate (not grade) – comment- ask for revision – discuss in session - procedure as a mode of correcting the written English assignments. The tools used were, questionnaire and multiple-choice test and course material. The major findings were: (1) A large number of students were poor in written English in comparison to their proficiency in the other language skills. (2) High school students needed written English for both academic (note-taking, writing answers for home assignments and tests, etc.) and certain specified social activities (like letters to friends). (3) Frequency of writing compositions was very low and a large number of students needed many writing exercises. (4) Further, the teachers used 'impressionistic method' in their evaluation of assignments and were unaware of the reference material that could improve their own knowledge of teaching writing skills. (5) The second stage of the investigation confirmed that the use of communicative language teaching strategies can bring about an improvement in the use of skills which they sought to develop. (6) A well-designed communicative syllabus incorporating the needs of the students can in a tension-free, interactive classroom, create

a satisfying and positive attitude towards learning writing and enhance the skills of writing and revising.

**Bag (1990)** studied on the differential aptitudes of the students in English. The objectives of the study were: (i) To develop and standardize an English usage test, (ii) to develop a verbal reasoning test in English, (iii) to develop a reading comprehension test in English, (iv) to determine the significance of differences in mean scores in the English usages test, the verbal reasoning test in English and the reading comprehension test in English, and (v) to develop a multiple regression equation of the achievement of the students in English on the three differential aptitudes for English, viz. English usages, verbal reasoning and reading comprehension. An English Usages Test, a Verbal reasoning Test and a reading Comprehension test were developed and standardized. The major findings were: (1) Boys showed more proficiency in English usage test than girls, and so did urban students as compared to their rural counterparts. (2) While, rural boys-girls and urban girls-rural girls, did not differ from each other. (3) Boys and girls did not differ in their verbal reasoning test, and neither did urban and rural students. (4) In reading comprehension too boys and girls did not differ significantly and neither did urban and rural students. (5) Achievement of students in English could not be predicted from English usage, verbal reasoning and reading comprehension.

**Dey (1991)** studied a critical appraisal of the abilities of the students in some aspects of English as a second language and finding out some linguistic factors. The objectives of the study were: (i) to standardize a proficiency test in English, (ii) to determine significant differences in mean attainment in English sex-wise and strata-wise, and (iii) to find out a general factor in different dimensions of the proficiency test in English. A proficiency test in English was used as a tool. The major findings were: (1) The urban students showed better performance in the proficiency test in English as compared to their rural counterparts, and so were urban boys as against rural boys, and urban girls as against rural girls. (2) Students with high proficiency in vocabulary, spelling, stylistic transformation, derivational structure, applied grammar, and contextual meaning were superior in proficiency in English as

compared to their low profile counterparts. (3) However, there were no differences between boys and girls, urban boys and urban girls, as well rural boys and rural girls.

**Grover (1991)** investigated the standards of reading ability in English in government and central schools of Delhi. The objectives of the study were: (i) to compare students of government and central schools regarding their reading ability, and (ii) to compare boys and girls on their reading ability. The tools used were, a test of vocabulary, a test for measuring reading comprehension, Reading Inference Test, and Reading for General Significance Test. The major findings were: (1) Reading ability was not found to be a unitary trait. (2) There was no significant gender difference in reading in the case of government school girls. (3) There were significant differences in the mean achievements of Central school pupils and government school pupils in all the six varieties of the Reading Ability Test.

**Paramguru (1991)** studied the development of concept of the noun among boys and girls reading in class IX in rural and urban areas of Cuttack district. The major objectives of the study were: (i) to develop conceptual task to measure the attainment of concept of noun among boys and girls reading in class IX in urban and rural areas of Cuttack District, (ii) to demonstrate independent and interactive effects of the urban-rural factor and sex on children at four levels of the concept of noun in English grammar, and (iii) to draw major findings relating to the attainment of concept of noun in English grammar which may provide guidelines to the curriculum framers and teachers in selecting and teaching specific concepts and content areas in English grammar at different levels of secondary education. Concept development tasks on the noun for class IX students were used to collect the data. The major findings were: (1) There was a significant difference in scores on concept development task on noun among children belonging to urban and rural areas. The children from urban areas exhibited a higher order of score difference. (2) There was a significant difference in scores on concept development task on the noun among boys and girls reading in class IX and boy student crossed the sample mean in comparison with girl students. (3)

There was a significant interaction effect among rural and urban children on concept development task. (4) There was a significant interaction effect among boys and girls in rural and urban areas on concept development task. (5) The children from urban areas performed better than their rural counterparts at almost all the levels of concept attainment. (6) The boys did better than the girls at three levels – concrete, identity and formal – on concept development task on the noun. But at classificatory level, the opposite results came up. The girls did better than the boys. (7) Among the urban boys and girls, boy students performed better on concept development task on the noun than girls at concrete and formal levels. Girls did better at identity level and made the range of score equal at classificatory level. (8) Among the rural boys and girls, boys possessed the attainment level of concrete, identity and formal in larger numbers than the girls. But at the classificatory level, girls performed better. (9) Girls students from urban areas and boys students from rural areas attained similar results if not the same in most of the cases.

**Sarma (1991)** examined errors in written English of Assamese learners at the higher secondary level. The major objectives of the study were: (i) to identify and describe (in linguistic terms) the errors in English written by Assamese learners at the higher secondary level coming from diverse social backgrounds, (ii) to discover and explain linguistic, psychological and sociological factors that cause these errors, and (iii) to suggest necessary changes in the approach to the teaching of English as a second language in Assam and consequent changes in the development of teaching materials and methodology. The language data were collected from the group of students with the help of test- two translations from L1 into English and two from compositions in the form of two paragraphs on familiar topics. Information about teaching strategies and techniques was collected from 30 teachers with the help of a questionnaire. The major findings were: (1) About 73.1% of the sentences written by the learners contained one or more errors. Most frequent errors occurred in the following areas: verbs, tenses, passives, articles, and prepositions. (2) About 79% of the errors emerged as serious. Such serious errors occurred in word order, S-V concord, verbs, lexical items, sequences of tenses, prepositions, articles and negative focus- yes-no

questions (3) The following areas of English grammar were more difficult for Assamese learners: article 'the', propositions, S-V concord, negative questions, sequences of tenses, passive, relative clauses, and conditional clauses. (4) The strategies adopted by learners generally included; differentiation, simplification, (semantic and syntactic), over-generalization, categorization and extension, translation, transfer and communicative strategies of paraphrasing and circumlocution. (5) Only 39.7% of the errors could be traced to a single source. The major sources of errors are: language transfer, ignorance of L2 rules, false assumptions about L2, ignorance of rule restriction, teaching-learning situation. (6) Transfer errors were more frequent at the syntactic level. Such errors were not necessarily more frequent in the L2 production of the rural students. The study identified four developing stages in the learners' Interlingua.

**Shashi (1991)** studied the role of aptitude, attitude and motivation in English acquisition. The objectives were: (i) To study the relationship between attitudes towards English learning and achievement in English, (ii) to study the relationship between linguistic aptitude and achievement in English, (iii) to study differences in linguistic aptitude and attitudes of public school and government school students, and (iv) to study differences in achievement in English of these school children. The tools used included, English Learning Attitude Motivation Questionnaire (ELAMQ), English Achievement Test and Language Aptitude Test. The major findings were: (1) A few aspects of attitude and motivation showed a significant correlation to some aspects of English learning. It was generally noted that attitudinal variables failed to have a significant explanatory variance in achievement in English. (2) "Parental encouragement" was found positively related to government school students' score in reading comprehension. (3) Both the "attitudinal variables" showed more significant explanatory variance in achievement in English as a foreign language than attitudinal variables. (4) "Language analysis" proved to be the most significant factor positively related to achievement in English as a foreign language and also to public schools. It was also found positive relationship to government school students' reading vocabulary, reading comprehension, language, mechanics and total EAT score. (5) "Paired associates (memory)"

showed a positive relationship to government schools and all school students in spelling, language mechanics, language expression and total achievement. It did not have any significant relationship with any of the achievement components and EAT total for the public schools sample. (6) Public school students' mean scores on all the variables of the study were higher than those of government and all school students, (7) Factor analysis of the seven attitudinal variables comprising ELAMQ, extracted two factors for each of the three groups of study. Factor-I received appreciable loading from "reasons for studying English; English learning attitudes; Parental encouragement and desire to learn English" for all the three groups of study. Factor- II received appreciable loadings from "Satisfaction; ability to use English" for the three groups under study. However, "Practice and use" was also loaded on Factor-I in case of public school samples and on Factor-II in case of government school students. (8) All the five components of EAT received appreciable loading on the sole extracted factor for each group and the following patterns has emerged: a) Those who were strong in reading vocabulary were likely to commit less spelling errors and performed better in all aspects of English acquisition. b) Those who were strong in reading vocabulary and reading comprehension did better in language mechanics and language expression aspects of English acquisition.

**Alavandar (1992)** studied selected variables relating to English reading competency. The objectives of the study were: (i) To construct and standardize the following tests in English for standard IX pupils, a) Spelling Test, b) Grammar Test, c) Silent Reading Comprehension Test. (ii) To find out if there is any significant difference between the sex and reading habits. (iii) To find out if there are any differences in the English reading competency between the rural school and urban school pupils. The tools used included, Silent Reading Comprehension Test in English, English Spelling test, English Grammar Test, Questionnaire on Reading Habit of high school pupils. Test of Reading Speed, A Close Test in English, A Word-recognition Test in English and personal Data Sheet. The major findings were: (1) The scores on ERC varied highly. (2) The mean scores on silent reading comprehension and word recognition were less than 50%. (3) The mean scores on grammar and

reading habits were just below 50%. (4) The mean spelling score was just about 50%. (5) Boys differed significantly from girls on ERC. (6) Urban pupils secured a significantly mean ERC score than rural pupils.

**Ramamoorthy (1992)** studied common spelling errors in English committed by standard VI students of matriculation schools and remedial teaching programme. The major objectives of the study were: (i) to identify common spelling errors in English committed by standard VI students of matriculation schools and to develop a remedial teaching programme, and (ii) to study whether the length of word, similar sounds, words with silent letters and consonants are factors for misspelling. A remedial teaching programme for 60 words, the most commonly miss pelt by most of the students, was prepared. The major findings were: (1) Matriculation students improved in their learning of spelling after the remedial teaching programme. (2) A remedial teaching programme involving the techniques such as oral drill, intensive writing practice, gesticulations, dramatizations, correlation, mimicry, pictures and flash cards, and phonetic methods, was found effective in teaching of commonly miss pelt words. (3) The common causes for poor spelling were the length of the word, words with silent letters, words with similar sound and words with consonant clusters.

**Sankarappan (1992)** studied some variables related to achievement in English of standard IX pupils. The major objectives of the study were: (i) to examine the attitudes and interest towards the study of the English language among standard IX pupils against their sex, residence and their parents' literacy level, (ii) to investigate the relationship between the pupils' perception of the effectiveness of their teachers of English and their sex, residence and educational level of their parents, (iii) to analyse the pupils' level of achievement in English against the respondents' sex, residence and their parents' literacy level and (iv) to evaluate the relationship between the attitudes, interests, achievement and perception of the effectiveness of their teachers of English. The tools used were, Attitude Scale towards the study of English by Sundararajan and Balkrishnan, Interest Inventory by Sundararajan and Balakrishnan, and Students' Perceptions of their English Teacher by



Sundararajan and Balakrishnan, apart from school marks register. The major findings were: (1) There was no significant difference between boys and girls in respect of their attitude towards the study of English. (2) There was a significant difference between the rural and urban pupils in respect of their attitude towards the study of English. (3) Boys and girls differed significantly in respect of their interest in English. (4) Boys and girls did not differ significantly in their perception of the level of effectiveness of their English teachers. (5) The rural and urban pupils did not differ significantly in their perception of the level of effectiveness of their English teachers. (6) Boys and girls did not differ significantly in their achievement in English. (7) The urban pupils had a higher level of achievement than the rural pupils in English. (8) The relationship of the pupils' attitude and interest towards the study of English with their achievement in it was positive and significant.

**Rao (2004)** studied the achievement of the students in English in tenth class concerned with the language and literature aspects. The major objectives of the study were : (i) to find out the level of achievement in English of secondary school pupils (ii) to compare the achievement in English of secondary school boys and girls (iii) to compare the achievement in English of pupils studying in rural and urban secondary schools. (iv) to compare the achievement in English of pupils studying in private and government secondary schools. (v) to compare the achievement in English of pupils studying in Telugu medium and English medium secondary schools. The major findings were: (1) The achievement of secondary school pupils in English was low but it was nearer to average achievement category. (2) Boys were superior in English achievement than girls. (3) The English achievement of the urban school pupils was better than the rural pupils. (4) The achievement of the pupils of private schools was superior than government schools. (5) The English achievement of English medium secondary school pupils was superior than the pupils of Telugu medium schools.

**Chakraborty (2010)** studied the impact of emotional intelligence, achievement motivation and parental involvement on the achievement of students in English at higher secondary level. The major objectives of the

study were: (i) to estimate the achievement of students in English at the secondary level (ii) to estimate the degree of Parental Involvement of the students of secondary level (iii) To examine the Emotional Intelligence of the secondary students (iv) To examine the Achievement Motivation of the secondary students (v) to find out gender differences on all the variables under consideration. The tools used were, Achievement Test, Standardised Parental Involvement Test in English, Achievement Motive Test. The major findings were: (1) boys and girls differ significantly in Emotional Intelligence, Achievement Motivation, Parental Involvement and achievement in English. (2) The achievement of students in English and their Emotional Intelligence are significantly and positively correlated. (3) The achievement of students in English and their Parental Involvement are significantly and positively correlated. (4) The achievement of students in English and their Achievement Motivation are significantly and positively correlated.

### **2.2.1 SUMMARY OF INDIAN STUDIES**

**Dave and Saha (1968)** found that students committed errors in grammatical structures, spelling, misuse of usage and idioms in English at the higher secondary level. **Naire (1966)** found errors committed in the area of grammatical structure, verb, verb combination, articles, preposition, spelling, construction of the sentence in English and also found some causes for these errors. **Joshi (1975)** found that pupils of standard V to VII committed errors in conjunction, spelling, tense, number, omission, use of preposition. **Baskaran (1989)** found that the students of the control group did not differ significantly with the experimental group in committing orthographical errors in written English. **Shashi (1991)** found that those who were strong in reading vocabulary were likely to commit less spelling errors and performed better in all aspects of English acquisition. **Ramamoorthy (1992)** found causes for poor spelling were the length of the word, words with silent letters, words with similar sound and words with consonant clusters. **Sarma (1989)** found that a large number of students were poor in written English in comparison to their proficiency in the other language skills.

**George (1966)** found that the achievement of pupils taught by using audio-visual aids was greater than those taught by the usual method and the use of audio-visual aids did not require more time than what was required for ordinary teaching of English. **Nagalakshmi (1962)** found that training on oral comprehension in class teaching would enhance the ability of the students to comprehend the spoken language and felt that one period per week set aside for listening practice and oral comprehension tests which could be administered with the help of a radio set, would improve the comprehension of spoken (oral) English.

**Gayen (1962)** found a comparative study of performance in English and other subjects revealed that the average scores in all the subjects were found to be very low; the highest rate of failure was in English. **Malhotra (1972)** concluded that the standard of achievement in English at the matriculation stage was very low. **Srivastava (1967)** found that underachievement was related to poor study habits, poor reading ability, low academic motivation, poor health, poor social and emotional adjustment and underachievement was related to various background and personal factors like age, socio-economic status, father's profession, size of family, birth order, reading interests, games and sports. **Patrikar (1981)** found that students' knowledge of the English Vocabulary, morphology and syntax was very confused. Lack of knowledge, interference of the mother tongue, lack of fundamental grounding was the major causes in deficient achievement of students of B.A classes.

**Sethi (1976)** found that girls appeared to be superior to boys in performance pertaining to programmed presentations through auditory and visual media. **Naidu (1980)** found that there were significant differences between boys and girls of class X in educational achievement in English. **Patil (1984)** found that there was no significant difference between the achievement of male and female in four compulsory subjects of the B.Ed. **Grover (1991)** found that there was no significant gender difference in reading in the case of government school girls. **Rao (2004)** found that boys were superior in English achievement than girls. **Subrahmanyam (1982)** found that reading achievement of primary school children was comparatively low in rural areas.

Gender of the child showed no such influence. Teacher's qualifications, caste positively influenced whereas teachers' experience did not appear to show any significant relationship with reading achievement. **Kamila (1985)** found that stagnation was higher in the case of the SC and ST group students. Other caste students' performance was better in annual examination result. **Dasgupta (1975)** found that upper socio-economic group students had a richer vocabulary than those from the lower socio-economic group. **Patil D. (1985)** found that there was no significant difference between the performance of male and female students and the urban group was superior to the rural group on English language achievement. **Rao (2004)** found that the English achievement of urban school pupils was better than the rural pupils.

**Patel (1971)** found that there were no sex difference with regard to reading comprehension in English but there were difference with regard to reading comprehension between pupils from rural and urban areas. **Ramkumar (1982)** found the vocabulary attainment of standard VIII pupils was very low, boys and urban pupils having significantly higher attainment than girls and rural pupils, respectively. **Choudhary (1985)** found that the location of school, teacher, sex and educational qualifications had been found to have an impact on almost half the number of the competencies. **Alavandar (1992)** concluded that boys differed significantly from girls on English Reading Competency (ERC) and urban pupils secured a significantly mean ERC score than rural pupils and **Bag (1990)** found that boys showed more proficiency in English usage test than girls while rural boys-girls and urban girls-rural girls did not differ from each other. Achievement of students in English could not be predicted from English usage, verbal reasoning and reading comprehension. **Paramguru (1991)** found that the children from urban areas performed better than their rural counter-parts at almost all the levels of concept attainment and the boys did better than the girls at three levels-concrete, identity and formal. **Sankarappan (1992)** found that boys and girls did not differ significantly in their achievement in English and the urban pupils had a higher level of achievement than the rural pupils in English and the relationship of the pupils' attitude and interest towards the study of English

with their achievement in it was positive and significant. **Dey (1991)** found that the urban students showed better performance in the proficiency test in English than the rural.

**Jain (1979)** found that intelligence, English vocabulary, knowledge of grammar, comprehension, spelling, pronunciation, speed and legibility of handwriting the status of English in the family, extra reading in English and the quality of the teacher were played a vital role for learning English. **Suwannachairop (1985)** found that English language and teaching competency, understanding of curriculum and implementation of new English syllabus, overall teaching competencies of the teachers needed to be developed for primary school English teachers.

**Gadgil (1978)** found that the inadequate grounding in the subject, inadequate mastery of the candidates and teachers, inadequate coverage of the syllabus, inadequate motivation and guidance for study were the causes of large failures in English. **Pandey (1981)** found that the socio-cultural backwardness, gap between the school environment and family background, poor economic condition, bitter and negative interaction pattern, teacher taught relationship led to low achievement of tribal students. **Jayshree (1989)** found the difficulties faced by English teachers included, children's improper listening nature, their inattentiveness in the class, not show interest in learning English, vocabulary was poor etc. **Sarma (1991)** found the areas of English grammar where students faced difficulty like: article, prepositions, S-V concord, negative questions, sequences of tenses, passive, and relative clauses. **Nanda (1982)** found the difficulties which hinder effective teaching of comprehension included, lack of teaching aid, library, reading facilities and initiative on the part of teachers, unsuitable textbooks, poor salary structures, over-burdened timetable etc. **Jain (1987)** found that teachers teaching English were found overburdened by teaching load, clerical duties, co-curricular activities. **Mohire (1989)** found that student's inability to interact in English, large classes, cultural disparity, lack of professional training were the difficulties of teaching English faced by the teachers. The difficulties faced by students in learning were uninteresting textbooks, dislike for English etc.

**Ram (1989)** found that the teachers used the traditional techniques of teaching though they had been trained to use new techniques and methods. Teachers usually had no clear objectives in mind for each class and they were unaware of the structural/situational approach. **Pillai (1988)** found that the lecture method of teaching is used by the teachers of English. A few teachers also organise tutorials and guided composition exercises. **Menon (1980)** concluded that creativity correlated highest with language, the next being achievement, followed by intelligence.

### **2.3 STUDIES CONDUCTED IN FOREIGN**

**Huyi (1995)** Studied parents education, expectation and achievement supporting behaviour and children's academic achievement of American, Chinese-American and Chinese families. Fathers' educational qualification demonstrated a significant relation with the child's reading performance and mother's educational qualification demonstrated a significant relation with the child's mathematical performance.

**Lucas (1998)** conducted a study on the relation of gender and attitude to mathematics achievement levels among fourth, fifth, and sixth grade students. 43 subjects were chosen from 11 randomly selected schools. The students were from fourth, fifth, and sixth graders. The findings were (i) Gender emerged as a significant factor in reflecting mathematics grade assigned by the teacher for students in the fifth grade and continued to be significant in association to mathematics achievement test scores. (ii) The only attitudinal measure that was significant throughout The 3 grades was confidence. (iii) With fourth grade students, confidence was significant in association with Mathematics grade assigned by the teacher and mathematics achievement test scores. (iv) Recommendations include training teachers to be more encouraging and to promote better attitudes toward mathematics in studies.

**Marino (1998)** tried to examine the relationship between mathematics achievement and sex and ethnic group in a well-integrated population. It was found that there were no differences in mathematics scores between the sexes.

**Conner (1999)** conducted a study on gender differences in subject to task values in mathematics and their relation to course taking intentions. This study views the subjective task values in mathematics of 201 III and V grade students in a small community in the upper plain regions of the United States and how those subjective task values relate to students indications of interest in taking advanced mathematics. The major findings were of vast differences between the grades levels themselves. (i) Third grade students had much higher scores on the Eccles-Wig field Task Value Questionnaire, which was developed to measure subjective task values in mathematics. (ii) Boys tended to blame factors outside of their control and girls blamed themselves for the subjective task values.

**Patricia (2000)** studied the relationship between parental involvement and parental perception of the academic success of their kindergarten through third grade children. Researcher conducted pilot study with parents in three different schools. Result from pilot study and actual study was similar. Finding revealed that even small amount of parental involvement was helpful to raise the grades of their children.

**Heyward (2005)** analysis of student achievement and the 21<sup>st</sup> Century Community Learning Center (CCLC) after-school program in a southeastern North Carolina school system. The purpose of this study was to analyze student achievement, as measured by the North Carolina End-of-Grade tests scores in reading and mathematics. This descriptive analytical study made use of a database compiled from the five schools participating in the 21<sup>st</sup> CCLC after-school programs in the school system. The student sample population consisted of 400 students in grades three through eight who participated in the after-school programs during 2002-2004 and who had complete data in the database related to achievement tests scores, gender and minority status. Four hypotheses were analyzed using one-way Analysis of Variance (ANOVA). The analyses of the data revealed no statistically significant differences between male and female or minority and non-minority program participants in achievement tests scores in reading and mathematics.

The results of this study add to the information and existing literature on the academic achievement of students participating in federally funded 21<sup>st</sup> CCLC after-school programs.

**Sean (2006)** studied the relationship between building conditions and student's academic achievement in Pennsylvania's high school. A step-wise regression analysis identified that a relationship exists between high school building conditions and students academic achievement. It did not appear to matter if the improvement in a school buildings conditions was cosmetic or structural; any improvement in a school buildings condition was associated with an increase in student academic achievement.

**Bigby (2007)** studied the effects of instructional support programs on student achievement in reading. The study is designed to determine the long-term effects of a reading support program on the reading achievement of a group of struggling readers. Sixty-five third grade students. Sample S, were targeted to be involved in this study to determine the effectiveness of the reading support program, the consistency of the instruction provided during the lessons, and the impact this instruction had on the students' immediate and-term achievement gains in reading. Following a pretest which included a running record. Students' identified as part of sample s received a daily 30 minute support lesson focused on improving comprehension, fluency, and decoding skills. Responses from surveys completed by teachers and administrators involved in the implementation of this reading support program described these daily lessons as being fast paced, focusing on reading strategies and skills, and involving reciprocal teaching techniques. Results from the pretest and posttest assessments provided through this reading support program showed that eighty-nine percent of the students involved in the program achieved gains in their reading levels. These achievement gains were compared to the students' performance levels on the ELA palmetto Achievement challenge test (PACT) over the next five years to determine the long term effects of the instruction provided through the reading support program. Findings from this comparison show that students scored highest in the year immediately following intervention. Data results emphasized the importance of providing continuous systematic support for struggling readers.



**Carter (2007)** studied efficacy of the Alabama Reading Initiative. There were no differences in reading scores as delineated by demographic variables gender, socioeconomic status and ethnicity among the second or third grade student cohorts indicative of the Alabama Reading Initiative (ARI) program standardization. There were statistically significant improvements (31%) in reading efficacy among the second grade cohort. Small reading improvements (2.3%) were noted in the third grade cohort, but these were not statistically significant indicating the optimal grade for ARI program implementation should begin in second grade.

**Cecilia (2007)** examined the effect of Latino household's funds of knowledge on Latino student's reading achievement and literacy outcomes. This study found significant differences in the reading achievement and English literacy outcomes between students born in Puerto Rico and students born in other Latin American countries. The study found that the concept of funds of knowledge offers an alternative perspective to examine Latino student's reading achievement and literacy outcomes.

**Farmer (2007)** studied motivational factors influencing high academic achievement by students enrolled in a high school magnet program. This study examined perspectives of sixteen high achieving students who were enrolled in a successful suburban Atlanta high school math, science and technology magnet program in order to ascertain what motivational factors had influenced their successes. A number of factors such as positive and supportive school climate; student autonomy, unique opportunities, supportive peer relations; specialized, interesting, rigorous, and relevant curricula; and affable competition were identified by the participants as being unique and important factors existing in the magnet program which propelled them to higher academic achievement. Implications of the study were that positive factors identified by the participants could be replicated in traditional settings resulting in higher academic achievement for all students.

**Hampton (2007)** studied the effects of scheduling on fourth grade student achievement. The focus of this study was to examine which scheduling practice increases students' performance in English Language Arts (ELA). The findings for Ho: 1 revealed there was a significant difference in English Language Arts (ELA). The findings for Ho: 4 revealed there was a significant difference in scheduling practices as it related to student achievement on 4<sup>th</sup> grade in ELA by gender.

**Kiasi (2007)** studied impact of structured professional development in Reading First schools on student achievement as evidenced in DIBELS (Dynamic Indicators of Basic Early Literacy Skills). Chi-square was used to compare teachers' perceptions of the extent their classroom instructional practice changed as a result of structured professional development. The results of this test revealed that structured professional development did not significantly change teacher instructional practice. The analysis revealed that reading first professional development had a significant impact on kindergarten student outcomes. Although the analysis did not show a significant correlation between reading first professional development and student achievement on-going professional development is needed to bridge the gap between effective and non- effective teachers.

**Krawczyk (2007)** studied perceptions regarding school climate in selected South Carolina Title I school and student achievement. The study found a significant positive relationship between the Absolute Rating and the Parent Satisfaction Rating as well as between the Absolute Rating and the Parent Satisfaction Ratings. A significant relationship was not found between the Absolute Rating and the Student Satisfaction Ratings. Significant relationships were found between combined stakeholder survey results and the Absolute Rating on the school report card. This could be important as leaders look at specific areas on which they could work to improve their schools' climate.

**Moldow (2007)** studied after-school program activities and academic achievement. This school-based after-school program set high academic expectations, emphasized homework support, and offered an array of

activities to enhance student learning. Participation in the program was associated with modest, but significant academic gains. Participation had higher grades in math, class work and social interaction in the classroom after one year and higher achievement scores in math and English Language Arts after two years. Finally, while it was hypothesized that achievement beliefs would change prior to seeing changes in academic grades. High student attendance, talented and experienced teachers and a curriculum highly integrated with school day set this program apart from many.

**Okrasinski (2007)** studied the relationship of middle school team ideology and school achievement status. Data revealed no statistically significant relationship among the demographic variable and ideology. Interesting findings did occur, however related to teaching experience. Those teachers that had over twenty five years of experience held a distinct majority of all staffers who self-identified critical theory as their primary ideology.

**Sally (2007)** studied Communication, efficacy, and student reading achievement. This study to determine the impact on students reading progress when classroom teachers communicated with the intervention teacher included data specifically on the: (a) impact on reading progress when teachers communicate, (b) impact on teacher efficacy when teachers communicate, (c) relationships between teacher efficacy and reading achievement and (d) relationships between student efficacy and reading achievement. Twenty four Reading Recovery students completed the text reading subtest of An observation survey of Early Literacy Achievement and the Reading Self- Concept Scale. The classroom teachers completed the teacher's Sense of Efficacy Scale. The independent measures t test and Pearson Product Moment Test were used to analyze data. Significant differences were found in teacher efficacy for the treatment group and in student reading achievement in the treatment group one month after the intervention. Providing reading intervention for those at-risk is essential for students to achieve academic success. Social justice occurred when the at-risk students received the necessary instruction and support needed in the intervention room and in the classroom to make reading progress.

**Scott (2007)** studied relationship between elementary school teachers' and principals' perceptions of school climate and student achievement in communication arts. The purpose of this research study was to determine if a relationship exists between school climate variables ( affiliation, work pressure, professional interest, achievement orientation, formalization, centralization, innovativeness and resource adequacy) as measured by the school Level Environment Questionnaire (SLEQ) for teachers and principals. On six of the eight climate factors, perceptions between principal and teachers are reported very close together. The only climate factor in which principals' and teachers' perceptions are significantly different is formalization.

**Seth (2007)** identifying self-regulatory factors that influence the academic achievement motivation of under prepared college students. This study explored whether high and low performing college students in this course differed in learning beliefs, self-efficacy, self-regulation, control of time and study environment and effort regulation as measured. Students differ on the self-efficacy, effort regulation, time and study environment and self-regulation posttest scales. Students showed that scores on the self-efficacy, effort regulation, time and study environment and self-regulation scales from pretest to posttest were statistically significant. The high performing students resulted a self-regulation and time and study environment scales proving to be statically significant, while effort-regulation was approaching statistical significant.

**Gray (2008)** investigates the relationship between amount and type of reading of 5<sup>th</sup> grade students and their reading achievement. There were no significant differences found between boys and girls between amount of reading and any of the aforementioned variables. There was a tendency for girls to value reading more than boys. Boys identified the reading of electronic games significantly more often than did girls. There was not much difference between girls and boys in relation to total hours reading and any of the variables. The participants' favorite topics were: fantasy characters, sports, and characters that do amazing things. This study revealed the important place that

technology has in the reading lives of adolescents. Reading from technologies should be considered when planning programs.

**Mothershead (2008)** studied factors that are associated with students' standardized reading achievement scores. Composite variables were created by summing the variables that represented classroom instructional activities, classroom resources, teachers' evaluations of their students, teachers' evaluations of school/ staff activities, teachers' views on school climate/ environment, teachers' background, teachers' gender and teachers' race in order to measure the factors that are associated with students' standardized reading achievement scores. Based on standardized beta coefficients, classroom instructional activities composite variable was the strongest while teachers' views on school/staff activities composite variable was the weakest.

**Nelson (2008)** studied teaching vocabulary to primary grade students within a school reform project. Overall, results suggested that teachers were teaching vocabulary in a way that was more than just assigning and mentioning words as some previous research had suggested. However, the instruction had not yet reached the more advanced stages of implementation of high quality vocabulary instruction. Interviews suggested that the professional development impacted how teachers thought about and articulated their teaching of vocabulary instruction. Much of that knowledge was inert and not yet enacted.

**Nevill (2008)** studied the impact of reading self-efficacy and the regulation of cognition on the reading achievement of an intermediate elementary sample. Result of the current study support the positive relationship between age and regulation of cognition. Significant sex differences among boy's and girl's level of regulation of cognition and reading achievement were revealed. Girl's also displayed significantly better reading achievement. While pajares (2002) reports sex differences with girls displaying more self-regulatory behaviour than boys, the current study increases our understanding within this age group. Socioeconomic status, specifically maternal education was a significant predictor of reading self-efficacy and regulation of cognition.

**Petty (2008)** studied a factors related to parental school involvement of African American Parents of students with above average academic achievement. The findings of this investigation reveal that parental involvement is a critical component of academic success. Based on this qualitative case study methodology, a series of themes and patterns emerged which substantiated the results and findings of this present study. As a result and findings of this present study, 7 themes and 16 patterns surfaced from the expressions recorded in the interview sessions of the participants.

**Varlack (2008)** studied the impact of school climate on student achievement. This study found there is a difference in the academic achievement of students as measured by a state criterion-referenced reading and math sections on gender. There are differences in the perceptions of school climate among students based on gender.

**Yongmei (2008)** studied reading growth of first and second grade English language learners. The growth pattern and performance level of fluency for the English-language learners were similar to that for the monolingual native-English-speaking peers. The growth pattern and performance level of comprehension for the English-language learners were similar to that for their monolingual native-English-speaking peers. The growth pattern of Attitude toward Reading for the English-language learners was different from that for their monolingual native-English-speaking peers.

**Beverly (2009)** examined the relationship between parental involvement and student achievement. Due to the lack of parental involvement, many urban schools have shifted most of the responsibility of educating our children to hands of the classroom teacher. This research will explore the extent of parental involvement, the barriers that prevent or hinder the desire of the parents to be involved, suggested solutions to resolve this epidemic and its implication on the academic achievement of students as it relates to performance on standardized tests.



**Hancock (2009)** studied the impact of poetry on first grade students' English literacy. The result of the study revealed that the poetry and non-poetry groups did not differ significantly in their Phoneme Segmentation Fluency (PSF) scores, nor did the Limited English Proficiency (LEP) students from the two groups differ in PSF. Poetry did have an effect on the Oral Reading Fluency (ORF) scores between the two groups, with the poetry group as a whole scoring significantly higher on their ORF assessments than their non-poetry counterparts. There was no difference in writing scores between the poetry and non-poetry groups, either for the students as a whole class, or for the subgroup of LEP students.

**Hewitt (2009)** studied the effects of bilingual education on language, achievement and self-efficacy of Hispanic students. A final analysis indicated that academic self-efficacy and third grade English proficiency scores were significant predictors of eighth grade achievement. Conclusions indicate modest benefits for ELL (English Language Learners) students attending bilingual education but more advantages may have been evident had more years of bilingual education been provided to students. Clearly increased attention to academic self-efficacy and English proficiency may be appropriate regardless of the type of educational placement.

**Hong (2009)** studied how cognitive measures of attention, working memory and emotional well being relate to student academic achievement. Relatively high capacities for attention and working memory are positively related to students' exam taking capabilities and as well as the number of honors courses a student will take. In addition, results reveal an inverse relationship between negative emotional affect and high stakes test scores, along with an inverse relationship between negative emotional affect and attention. Furthermore, a measure of girl students' ability to persevere and have a passion for long term goals and positive emotional affect are directly related to student academic performance.

**Jennifer (2009)** studied the impact of literacy coaching on third and fifth grade students' reading achievement, teacher attitudes, and teacher perceptions. The purpose of this study was to determine whether or not there was a relationship between the time spent on particular coaching activities and student reading achievement. The specific coaching activities that were explored included planning, modeling, observing, and providing feedback. This study also explored the impact coaching had on teacher attitudes and teacher perceptions. All data were utilized to determine how coaching impacted teacher attitudes and teacher perceptions. Overall the amount of time coaches spent planning with teachers positively predicted growth in student reading achievement. However, the amount of time coaches spent providing feedback predicted negative growth in student reading achievement. The time coaches spent modeling and observing did not significantly predict student reading achievement.

**Maribel (2009)** studied English reading/language arts instruction in first-grade classrooms serving English language learners. The results also demonstrated little variation in teacher language use. Student's engagement was high- 91% of total time students were observed and was highest during writing and work/spelling instruction. More longitudinal research is warranted that further explores precisely documented teacher reading instructional practice in relation to student outcomes with culturally and linguistically diverse student populations. Implications for practice include teacher training and professional development on managing small group instruction and incorporating additional oral language/discussion, vocabulary and meaningful tasks into daily classroom activities.

**Michael (2009)** studied the impact of new high school facilities in Virginia on student achievement and staff attitudes and behaviors. All respondents agreed that the amount of natural light incorporated into the design of the building had a positive impact on both student and staff behaviors, indicating that it may have positively impacted student achievement. Participants expressed a shared belief that natural light had affected their overall performance, their individual moods and in some cases, their ability to



maintain their levels of performance as the year progressed. Other factors mentioned by all participants as having had a positive impact included the following: open space in classrooms and hallways, the high ceilings and sense of openness in all the buildings and enhanced safety and security features present in the buildings.

**Stephens (2009)** studied effects of single-sex classrooms on student achievement in math and reading. Results supported that single-sex classrooms at the study site demonstrated greater academic gains over the mixed-sex classroom in both reading and math. Recommendations included implementing single-sex classrooms in order to improve student achievement in reading and math. This study lends support to the efficacy of single-sex classroom design and contributes to the academic achievement of learners in an environment that is more tailored to their instructional needs.

**Tarleton (2009)** analyzed the relationship of reading fluency, comprehension, and word recognition to student achievement. Overall, reading fluency had the strongest relationship and made the greatest contribution to third grade reading TAKS (Texas Assessment of Knowledge and Skill) scale scores. The findings of the study supported Rasinski's (2001) argument that the rate a person reads is significantly correlated to the standardized and informal measurements of comprehension and word recognition. Fluent readers have the skill to automatically recognize letters and words within the flow of reading consistently.

**Wesley (2009)** studied literacy initiatives and achievement in a high school context. The study reveals, in general that as teachers' confidence in utilizing literacy strategies increases, standardized test scores increase. Further analysis showed that, in general, as teacher implementation of a literacy strategy increases, again, standardized tests scores increase as well. The results of this applied research study allowed staff development leaders to determine the effectiveness of the implemented literacy program.

**Zhang (2009)** conducted a study on improving English language learners' oral and written language. Result showed that experiences of Collaborative Reasoning (CR) discussions accelerated English Language Learners (ELLs) oral and written English. The CR group performed significantly better than the control group on reading comprehension. Only the mainstream class students, but not the bilingual class students, significantly benefited from CR discussions on listening comprehension. The CR group produced more coherent narratives in wordless-picture storytelling task. The reflective essays written by the CR group, with greater length and vocabulary diversity, contained a significantly greater number of reasons, counterarguments and use of text evidence. Cr discussions enhanced students' motivation and engagement perceived benefits of discussions and attitudes toward English learning.

### **2.3.1 SUMMARY OF FOREIGN STUDIES**

The foreign studies have used qualitative methods and focused on factors affecting the achievement of English, students beliefs and understanding about the learning of English, innovations of intervention programmes for teaching of English, and similar such areas.

**Huyi (1995)** found that fathers' educational qualification demonstrated a significant relation with the child's reading performance and mother's educational qualification demonstrated a significant relation with the child's mathematical performance. **Patricia (2000)** found that even small amount of parental involvement was helpful to raise the grades of their children. **Petty (2008)** found that parental involvement is a critical component of academic success. **Beverly (2009)** examined that due to the lack of parental involvement, many urban schools have shifted most of the responsibility of educating our children to hands of the classroom teacher.

**Lucas and Lee (1998)** found that gender emerged as a significant factor in reflecting mathematics grade assigned by the teacher for students in the fifth grade and continued to be significant in association to mathematics achievement test scores.

**Marino (1998)** found that there were no differences in mathematics scores between the sexes. **Conner et al (1999)** found that boys tended to blame factors outside of their control and girls blamed themselves for the subjective task values. **Heyward (2005)** found that no statistically significant differences between male and female or minority and non-minority program participants in achievement tests scores in reading and mathematics.

**Sean (2006)** found that any improvement in a school buildings condition was associated with an increase in student academic achievement. **Michael (2009)** found that the amount of natural light incorporated into the design of the building had a positive impact on both student and staff behaviors, indicating that it may have positively impacted student achievement. **Krawczyk (2007)** observed significant relationships were found between combined stakeholder survey results and the Absolute Rating on the school report card. This could be important as leaders look at specific areas on which they could work to improve their schools' climate. **Scott (2007)** found that six of the eight climate factors, perceptions between principal and teachers are reported very close together. The only climate factor in which principals' and teachers' perceptions are significantly different is formalization.

**Bigby (2007)** found that eighty-nine percent of the students involved in the program achieved gains in their reading levels and students scored highest in the year immediately following intervention. **Moldow (2007)** found that achievement beliefs would change prior to seeing changes in academic grades. High student attendance, talented and experienced teachers and a curriculum highly integrated with school day set this program apart from many. **Varlack (2008)** found there is a difference in the academic achievement of students as measured by a state criterion-referenced reading and math sections on gender.

**Carter (2007)** found that there were no differences in reading scores as delineated by demographic variables gender, socioeconomic status and ethnicity among the second or third grade student cohorts indicative of the Alabama Reading Initiative (ARI) program. **Kiasi (2007)** found that reading first professional development had a significant impact on kindergarten

student outcomes. **Gray (2008)** found no significant differences found between boys and girls between amount of reading and any of the aforementioned variables. There was not much difference between girls and boys in relation to total hours reading and any of the variables. **Yongmei (2008)** found that the growth pattern of attitude toward reading for the English-language learners was different from that for their monolingual native-English-speaking peers. **Tarleton (2009)** found that reading fluency had the strongest relationship and made the greatest contribution to third grade reading TAKS (Texas Assessment of Knowledge and Skill) scale scores. **Cecilia (2007)** found significant differences in the reading achievement and English literacy outcomes between students born in Puerto Rico and students born in other Latin American countries.

**Farmer (2007)** found a number of factors such as positive and supportive school climate; student autonomy, unique opportunities, supportive peer relations; specialized, interesting, rigorous, and relevant curricula; and affable competition were identified by the participants as being unique and important factors existing in the magnet program which propelled them to higher academic achievement. **Hampton (2007)** found there was a significant difference in English Language Arts (ELA) and there was a significant difference in scheduling practices as it related to student achievement on 4<sup>th</sup> grade in ELA by gender.

**Okrasinski (2007)** found that those teachers that had over twenty five years of experience held a distinct majority of all staffers who self-identified critical theory as their primary ideology. **Sally (2007)** found the significant differences in teacher efficacy for the treatment group and in student reading achievement in the treatment group one month after the intervention. **Seth (2007)** found that the high performing students resulted a self-regulation and time and study environment scales proving to be statically significant, while effort-regulation was approaching statistical significant.

**Mothershead (2008)** found that classroom instructional activities composite variable was the strongest while teachers' views on school/staff activities composite variable were the weakest. **Nelson (2008)** found that teachers were teaching vocabulary in a way that was more than just assigning

and mentioning worlds and the professional development impacted how teachers thought about and articulated their teaching of vocabulary instruction. Much of that knowledge was inert and not yet enacted. **Nevill (2008)** found that the current study support the positive relationship between age and regulation of cognition. Significant sex differences among boy's and girl's level of regulation of cognition and reading achievement were revealed. Girl's also displayed significantly better reading achievement.

**Hancock (2009)** found that there was no difference in writing scores between the poetry and non-poetry groups, either for the students as a whole class, or for the subgroup of LEP students. **Maribel (2009)** found that implications for practice include teacher training and professional development on managing small group instruction and incorporating additional oral language/discussion, vocabulary and meaningful tasks into daily classroom activities. **Hewitt (2009)** pay attention to academic self-efficacy and English proficiency may be appropriate regardless of the type of educational placement.

**Jennifer (2009)** found that the amount of time coaches spent planning with teachers positively predicted growth in student reading achievement while the amount of time coaches spent providing feedback predicted negative growth in student reading achievement. **Hong (2009)** measured that a girl students' ability to persevere and have a passion for long term goals and positive emotional affect are directly related to student academic performance.

**Stephens (2009)** supported that single-sex classrooms at the study site demonstrated greater academic gains over the mixed-sex classroom in both reading and math and support to the efficacy of single-sex classroom design and contributes to the academic achievement of learners in an environment that is more tailored to their instructional needs. **Wesley (2009)** found that as teacher implementation of a literacy strategy increases, again, standardized tests scores increase as well and the results of this applied research study allowed staff development leaders to determine the effectiveness of the implemented literacy program. **Zhang (2009)** conducted that Collaborative Reasoning (CR) discussions enhanced students' motivation and engagement perceived benefits of discussions and attitudes toward English learning.

## 2.4 IMPLICATION FOR THE PRESENT STUDY

From the review of total eighty one studies which have been presented in this chapter, it is found that most of the Indian studies were related to the achievement in English and the factors like language difficulties, causes of error and large failures in English, reading ability affecting achievement in English. It was observed that most of the foreign studies were related to the factors like motivation, school climate, after-school programme, self-regulatory, school facilities, literacy initiatives, scheduling, single-sex, building conditions, parental involvement affect on the achievement in English. **Jain (1979), Gadgil (1978), Rao (2004)** found that low achievement in English is due to many factors like students were weak/poor in English vocabulary, knowledge of grammar, comprehension, spelling, pronunciation, speed and legibility of handwriting and extra reading. **Gayen (1962)** found that the highest rate of failure at higher secondary examination was in English. **Malhotra (1972)** found that the standard of achievement in English at the matriculation stage was very low.

**Patel (1971), Subrahmanyam (1982), Naidu (1980), Patil (1984), Patil D. (1985), Choudhary (1985), Alavandar (1982) Bag (1990)** found that there was significant difference between the achievement of boys and girls in English. **Ramkumar (1982), Rao (2004)** found that the achievement of boys was higher than girls while **Sethi (1976)** found that girls appeared to be superior to boys in achievement.

**Alavandar (1992), Dey (1991), Paramguru (1991), Sankarappan (1992)** found that there were significant differences between urban and rural students in educational achievement. While **Bag (1990)** found that urban and rural students did not differ in the achievement in English. **Patil D. (1985), Rao (2004)** found that urban group was superior to the rural group on English language achievement.

**Jain (1979)** found that the quality of the teacher played a vital role for learning English. **Bhattacharjee (1984)** found that experience and professional training played significant role in the teaching of English.

**Subrahmanyam (1982)** found that teachers' qualifications positively influenced whereas teachers' experience did not appear to show any significant relationship with reading achievement. So from the review it was observed by the investigator that most of the studies were conducted in relation to the quality of teachers, professional training and its implications on achievement of students.

**Kamila (1985)** found that other caste students' performance was better in annual examination result while **Subrahmanyam (1982)** found that caste positively influenced in reading achievement.

**Michael (2009)** found that amount of natural light incorporated in to the design of the building had a positive impact on student's achievement. **Sean (2006)** identified that a relationship exists between high school building conditions and students academic achievement. **Varlack (2008)** found that there are differences in the perceptions of school climate among students.

**Gayen (1962)** found that about thirty seven percent candidate failed to score even thirty six percent of the aggregate and a broad classification of the questions on the basis of their estimated difficulty values showed that the question group on substance writing (15 marks) came out as very difficult. **Gadgil (1978)** found that the students were weak in comprehension, letter-writing, composition, answers in one sentence, transformation, indirect type grammar and understanding of the language.

**Suwamachairop (1985)** found the problems in teaching English at the primary level. **Jain (1987)** found that the teachers teaching English were overburdened by teaching load, clerical duties and co-curricular activities. **Jayshree (1989)** found that students' vocabulary was poor, understanding capacity was not normal, their participation in the English class was not good, did not show any interest in learning English. **Mohire (1989) and Nanda (1982)** found the difficulties faced by students in learning English. **Ramamoorthy (1992)** found causes for poor spelling. **Moldow (2007), Heyward (2005)** found that after-school programme and activities are affected to enhance the students learning.

**Baskaran (1989)** found that students committed orthographical errors in English. **Joshi (1975)** found that pupils of standard V to VII committed errors in conjunction, spelling, tense, number, omission and use of preposition. **Dave and Saha (1968), Nair (1960), Patrikar (1981), Rammoorthy (1992), Sarma M. (1991)** also studied common spelling errors in English but not a single study was conducted in secondary section in Vadodara district.

**Nagalakshmi (1962)** found that training on oral comprehension in standard X and XII class teaching would enhance the ability of the students to comprehend the spoken language. **Shashi (1991)** found that those who were strong in reading vocabulary were likely to commit less spelling errors and performed better in all aspects of English acquisition. **Kiasi (2007), Sally (2007), Carter (2007), Gray (2008), Yongmei (2008)** conducted their studies on reading achievement. It was observed by the researcher that many studies were conducted on reading achievement where as less studies were conducted on oral achievement. So the investigator has included this objective in the research work and is willing to know the achievement in oral communication also.

All most all the studies which were conducted in abroad are related to the factors affecting achievement. Most of the studies revealed the impact of parental involvement, motivation, school climate, attitudes towards learning, achievement in reading, after school programme, school facilities, effect of scheduling, effect of single sex, effect of building condition on students' achievement. The studies conducted in India were related to common language difficulties, reason for underachievement, common errors, AV instruction in improving English teaching, causes of large failures in English, Reading achievement, teaching competencies of teachers teaching English and techniques of teaching English. But not even single study was found which has taken care of the factors like gender, location, teacher's experience, teacher's qualification and caste which affect the achievement. Not a single study was found which investigates the problems faced by teacher in teaching English and opinion about the conducting the activities to improve the level of English. Most of the studies were conducted on reading achievement but very less study were conducted regarding oral



communication. To establish such a strong and authentic relationship of achievement of student in English with these factors/variables more studies are needed to be conducted in this particular area.

Almost all the studies were conducted on the primary, matriculation, higher secondary and college level. Except **Paramguru (1991)**, **Alavandar (1992)** and **Sankarappan (1992)** whose studies were conducted on standard IX students. Keeping in mind English language acquisition aspect of the students, more studies should have been conducted for standard IX students as it forms the base for board examination. Also no study has been conducted in Vadodara district.

While looking to the methodology of the studies investigator used Achievement test, questionnaire, interview schedule, opinionnaire and oral communication test prepared by the investigator. While, most of the investigator used the tool for data collection were: **Menon (1980)** used Language Ability Test, **Jain (1979)** used English Ability Test and Questionnaire, **Pandey (1981)** used interview schedule, field diary and observation, **Bhattacharjee (1984)** used questionnaire and rating scale.

The findings of these studies provided sufficient ground for the investigator and motivated to carry out the study towards the successful completion of the study.