

## **CHAPTER-II**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 INTRODUCTION**

The review of related literature helps the researcher to find out the research gaps in particular area. The researcher tried to review all the possible studies conducted in India and abroad in the area of English Language Teaching, English language proficiency, error analysis and diagnosis and remediation which were directly or indirectly related to present study. This review was carried out to examine the research findings, methodology and the trends of research in the area of diagnosis and remediation in English language.

The present chapter discusses about the reviews carried out by the researcher in various areas and ways. It is further divided into following categories:

2.2. English Proficiency related studies

2.3. Error Analysis related studies

2.4. Diagnosis and Remediation related studies

2.5. Instructional Material related studies

2.6. Language Skills related studies

2.7. Major Observations and Implications

#### **2.2 ENGLISH LANGUAGE PROFICIENCY RELATED STUDIES**

**Tawilapakul (2003)** conducted a study with the objectives: to study the impact of the use of time markers in Thai give any impact on the use of English tense by Thai university students; to study the causes of errors in the use of English tense; and to study the factor from personal variation, in this case, proficiency. The findings of the study reveal that 1) the use of time markers in Thai mostly resulted with a negative transfer to the use of English tense by Thai students. 2) After analyzing all errors occurred in the translation test, it was found that causes of these errors were: transfer, overgeneralization, ignorance

of rule restrictions, incomplete application of rules, and false concept hypothesized. 3) Factor from personal variation, in this case, English proficiency, also give an impact in the use of English tense by the students.

**Tulung, G.J. (2008)** studied on, 'Communicative task-generated oral discourse in a second language: A case study of peer interaction and non-native teacher talk in an EFL classroom'. The objectives of the study were to study the nature of the oral discourse generated through the use of selected communicative tasks in a university EFL class by students working in small groups and their non-native EFL teachers emphasizing its interactive features. It also compared the effects of two task types (jigsaw and decision making). The sample of the study includes an experienced non-native English speaking teacher and her eight students who completed all the tasks. The findings of the study revealed that both jigsaw and decision making tasks worked well in the hands of an experienced non-native teacher. The two task types complemented each other in terms of the various aspects of language learning they promoted, their relative difficulty, and the level of students' language proficiency required. The study also reported that the attitudes and the perceptions of the teacher and the students were also found positive towards the communicative tasks in facilitating interaction in the EFL class.

**Rasmussen, M.B. (2008)** studied on, 'Assessment and accountability: An exploration of teachers' practices in assessing English language proficiency'. The study examines the assessment of ELLs from the perspective of their teachers. Based on a theoretical foundation that supports a social constructivist view of Instruction and assessment, the research design involves mixed methods with a naturalistic perspective. Ten teachers from three states participated in the study, involving interviews, a questionnaire and an online focus group. The findings of the study revealed that teachers use a variety of assessment to understand ELLs, their background and the context of assessment influences their perspectives, teachers know about their students and their relationship with the large scales assessments and accountability is multifaceted and varied. The study also emphasized on conducting more researches on the construct of English Language Proficiency.

**Manyike, T.V. (2007)** studied on, 'The acquisition of English academic language proficiency among grade 7 learners in South African schools'. The aims of the study were to find out the level of proficiency in Xitsonga (native language) and English language: to study the correlation between the scores of students in proficiency tests of both the languages: and to suggest the ways in which the learners could be helped to maximize academic success. A sample of Grade 7 Xitsonga speaking learners was selected from three secondary schools. Language proficiency levels were determined by means of the Human Sciences Research Council's Standardized English Reading and Writing Proficiency Tests. These tests were also translated in to Xitsonga and administered to the students. The tests revealed significant correlation between the learner's performance in the reading and writing performance test in both languages. It also revealed that irrespective of the level of language proficiency, most learners performed poorly in their reading skills. The greatest weaknesses found in learners were: (1) failure to understand instruction, which led to poor response to task demands; (2) inappropriate use of tone register and spelling errors; (3) incorrect use of punctuation and verb tenses.

**Mendes A.M. (2008)** did a study on, 'Examining the effectiveness of interventions to improve English Language Arts in ninth grade'. The study was quantitative quasi experimental design aiming at examining the difference in achievement between 88 students in a school of New York, who demonstrated lack of proficiency on the New York State 8th grade English Language Arts exam and received different types of reading interventions. The 8th grade ELA exam was used in conjunction with archival data including students' 7th grade ELA scores, 9th grade English quarter grades, 9th grade ELA scores, and other demographic information to determine the effectiveness of varied interventions. The findings found that students who received different reading interventions increased their achievement. 't' test and correlation was used to compare the scores of the students.

**McBroom, D.B. (2009)** studied on, 'Developing the expressive and productive academic language of Limited English Proficient learners'. The purpose of the study was to examine the effectiveness of a narrative and expository interactive read aloud (IRA) intervention on improving receptive and expressive academic language and vocabulary.

The experimental pre-post design included 14 LEP kindergarten learners from a rural northern Georgia elementary school who were randomly assigned to IRA experimental group or a traditional curriculum control group. The Peabody Picture Vocabulary Test (PPVT-III), the Expressive Vocabulary Test (EVT), and a course specific vocabulary test, were each administered as pretests and posttests to assess dimensions of expressive and receptive academic language and vocabulary. Independent mean t-tests demonstrated statistically significant differences for the word knowledge and context tests; however no significant differences were observed on the PPVT and EVT tests. The results of the study suggested that interactive vocabulary instruction can lead to specific increases in vocabulary development.

### **2.3 ERROR ANALYSIS RELATED STUDIES**

**Keiko (2001)** conducted a study in which written tasks written in English by 36 students were investigated in order to analyze two frequent error patterns. of/'s was one of the most frequent errors which could be seen in their written tasks. The analysis of this type of error indicated that it derived from their native language Japanese (L1 transfer). The other error analyzed was articles, the result of which revealed that the difficulty arose in students' insufficient understanding, a lack of experience in using them, and reliance on over simplified textbooks. Consequently, students used articles almost arbitrarily and therefore tended to over generalize.

**Bowden and Fox (2002)** conducted a study with the objectives: to prepare GRADES (GRAMmar Diagnostic Expert System), a diagnostic program that detects and explains grammatical errors made by non-native English speakers. GRADES performs its diagnostic task through the application of classification and pattern matching rules instead of through parsing. It searches for the verb-related errors and the noun-related errors one by one in one sentence by narrowing down the classification of the errors. All the explanations of the detected errors related to Verb and Noun, are given at the end of the process. This makes the diagnostic process more efficient and helps provide better explanations of errors for non-native English speakers than other grammar checkers. GRADES is also a demonstration that grammar checking can be performed without solely relying on parsing technologies.

**AbiSamra (2003)** conducted a study with the objectives: to identify, describe, categorize, and diagnose the errors in English essay writing of the Arabic speaking Brevet students. Just as other researchers found that only one-third of the second language learner's errors can be attributed to Negative Language transfer, this is what the study came up with. It was concluded that most of the errors are caused by an over application of L2 (second language). Students need to speak English at home and with their friends in order to reduce the number of mistakes due to Negative L1 transfer, and teachers need to try to teach more effectively the rules and conventions of writing.

**Mhundwa (2003)** conducted a study with the objectives: to investigate corrective feedback or error handling strategies that could be effectively used in marking written students' essays in Pragmatics and Discourse Analysis. The sample for this study comprised twenty-five students. The suggestions made at the end of the study were based on the analysis of data collected from students' written work in Discourse Analysis. Although there is no consensus on how lecturers should treat students' errors in written assignments, observations in this study enabled the researcher to provide certain strategies that lecturers can adopt. It was concluded in the study that at all times, teachers should define the corrective strategies they apply in the marking of different essays. The investigator advised teachers to insist on 'self' rather than on 'other-correction'.

**Nelson &Soo (2004)** conducted a study with the objectives: to prepare a profile of writing errors made by Korean university students; to examine different error classification systems in order to generate error categories; to compare results in their study with those reported by Cha's (1989); and to examine data distribution characteristics in order to obtain correlation coefficients for the error components. The sample of the study comprised thirty one students. The study examined 62 essays for error frequency, comparing its findings with those in a similar study in 1989. The study revealed that the studies are complementary, and there are insightful relationships observed when writing errors in grammar/syntax, vocabulary and punctuation are identified and correlated. The findings reinforced the notion of individual style and suggested that error frequencies are persistent.

**Dan (2008)** conducted a study which attempted to investigate students' language output by analyzing the type and source of the errors made by English majors. The subjects chosen for this study were 37 students (22 females and 15 males) in the same class who are English majors at Huizhou University. The major findings of the study were: a) In Huizhou University, English knowledge of students had reached a certain level before they entered into Huizhou University. b) Apart from native language interference, target language interference affects students' IL development seriously. c) First-year students, here, are in a transitional stage between "systematic stage" and "emergent stage", while third-year students are undoubtedly in a systematic stage.

**Wang (2008)** conducted a study which attempted to answer the following questions: to what extent does the theory on errors inform approaches to analyses of errors, and how do the approaches impact the teacher's attitude towards errors, which is a vital factor in conducting error correction? The design of the study was case study. It was concluded that the analyses of errors are coherently related with teachers' attitudes towards errors, and the attitudes directly result in the teacher's behaviours in the process of error correction. The analyses of errors are generated from two different theories: CA is based on Behaviorist Learning Theory and EA is on Interlanguage Theory. If the analyses are regarded as practice, the practice meets the theory.

**Darus (2009)** conducted a study which attempted to examine errors in a corpus of 72 essays written by 72 participants. The instrument used for this study was participants' written essays and Markin software. All of the errors in the essays were identified and classified into various categorizations. The results of the study revealed that six most common errors committed by the participants were singular/plural form, verb tense, word choice, preposition, subject-verb agreement and word order. It also revealed that errors that participants committed were basically grammatical. The participants also had a relatively weak vocabulary and their sentences were sometimes incomprehensible. They committed errors in applying sentence structure rules in the English language.

**Lee (2009)** conducted a study which aimed at developing computer assisted language learning systems for the correction of non-native grammatical errors in English text, and the closely related task of generating test items for language learning, using a

combination of statistical and linguistic methods. The study addressed issues concerning robustness in feature extraction from non-native texts; and also attempted to design a framework for simultaneous correction of multiple error types. The methods were applied on some of the most common usage errors, including preposition, verb forms, and articles. The methods are evaluated on sentences with synthetic and real errors, and in both restricted and open domains. The effectiveness of these methods was demonstrated on prepositions, verb forms, and articles, among other error categories. The system was found effective in all the categories of errors.

**Ting et.al. (2010)** conducted a study which attempted to determine the types of errors and the changes in grammatical accuracy during the duration of the English for Social Purposes course focusing on oral communication. The data were obtained from the simulated oral interactions of 42 students participating in five role play situations during the 14-week semester. Error analysis of 126 oral interactions showed that the five common grammar errors made by the learners were preposition, question, article, plural form of nouns, subject-verb agreement and tense. Based on Dulay, Burt and Krashen's (1982) surface structure taxonomy, the main ways by which students modify the target forms were misinformation and omission, with addition of elements or misordering being less frequent. The results also showed an increase in grammatical accuracy in the students' spoken English towards the end of the course.

#### **2.4. DIAGNOSIS AND REMEDIATION RELATED STUDIES**

**Nagrajan (1970)** conducted a study with the aims: to compare under experimental conditions, the effectiveness of the Bilingual and the Direct method in teaching English to Hindi speaking pupils. The experiment was conducted on class VI on Hindi Medium school in Hyderabad. The class was divided into two groups, control and experimental, on the basis of a diagnosis test, class scores, age and home background. The researcher concluded that the bilingual method was superior as it proved to be simple from the point of view of learners and teachers; developed fluency and accuracy in speech; its use improved communication between learners and teachers; and proved effective for the schools with meager equipment.

**Gosh (1977)** conducted a study with the objectives: to carry out a survey of the attainment of pupils in English; and to diagnose the backwardness in specific areas of English. The findings showed that thirty two to thirty four per cent students showed poor performance in the following aspects of English: use of capital letters and punctuations, comprehension, usage, spelling, vocabulary and sentence construction. The causes of poor performance were: unsuitable teaching method, poverty, absenteeism, bad company, lack of books and teaching aids and poor attainment in English at primary stage.

## **2.5 INSTRUCTIONAL MATERIAL RELATED STUDIES**

**Joseph (1983)** conducted a study aiming at preparing a strategy for teaching English grammar at high school level. The strategy developed by researcher was PLM (Programmed Learning Material). It was especially developed for XI standard students. The findings of the study revealed that both students and experts (who had validated the strategy) expressed highly positive reaction towards the multimedia instructional strategy.

**Christiansen, D.K. (2009)** studied on, ‘The effectiveness of a multimedia-based self-paced instructional module in helping English Language Learners to acquire literacy in their native language and English as a second language’. The objective of the study was to assess the effectiveness of a multimedia-based self-paced instructional module for teaching native language literacy skills to elementary school students who were also learning the English language. It was hypothesized that a multimedia-based self-paced instructional module for Spanish literacy would help ELL elementary students to become literate in their native language, and that this would help these learners more readily acquire English literacy skills. Participants in the experimental group completed the first module (Spanish literacy) within the frame of one semester and participants in the experimental and control group completed the second module (English literacy) in a second semester. Results showed that all participants found both modules helpful, and had consistent increases in reading and writing scores. However, no significant increase in literacy scores was found between the control and experimental group.

**Otterby, D.L. (2009)** studied on, ‘Instructional strategies to enhance English language learners’ vocabulary acquisition’. The objective of the study was to investigate instructional strategies that may increase vocabulary learning for English language



learners in their middle school years. The study aimed at determining the intervention which best facilitate vocabulary learning: (a) read alouds with explanations of target words and an orthographic learning; (b) read alouds with explanations of target words; (c) read alouds with neither explanations of target words nor an orthographic cue. The sample of the study was 50 English language learners of Transitional Bilingual Instruction Program. The findings of the study showed that reading aloud coupled with in-flight word explanations and an orthographic cue significantly increased vocabulary learning for English language learners.

## **2.6 LANGUAGE SKILLS DEVELOPMENT RELATED STUDIES**

**Scott, S.E. (2009)** studied on, ‘Knowledge for teaching reading comprehension: Mapping the terrain’. The objective of the study was to investigate what teachers know and do in the course of teaching reading comprehension in order to hypothesize why it is that most of U.S. students do not learn to comprehend text well and what teachers would need to know and be able to do in order to feel prepared to teach reading comprehension skillfully. The findings of the study highlighted the trend that the knowledge base for teaching reading comprehension has been articulated in superficial ways and without the guidance of a coherent theoretical framework.

**Lin, Show-Mei (2009)** studied on, ‘How computer-mediated communication affects ELL students’ writing processes and writing performance’. The objective of the study was to examine the impact of CMC (Computer-Mediated Communication) technology on ELL students’ writing performance through interacting, communicating, constructing knowledge, and collaborating with peers from different cultural and linguistic backgrounds. Mixed methods were used in the study: quantitative methods including writing difficulties/needs questionnaire, quantity of participation, pre-test and post-test scores of writing samples, and qualitative methods including reflection journals and reviews. The results of the questionnaire data showed that most ELLs perceived their highest writing difficulties (needs) in linguistic/cognitive deficiencies, next highest in psychological/emotional deficiency and the third in sociocultural aspects of writing difficulties. In terms of students’ writing performance, they showed improvement in their quantity of writing, organization, thesis statements, ideas, and use of multiple

perspectives. However, majority of the students did not show much improvement in grammar usage (run-on sentences and articles) and word choice.

**Ruth, D.L. (2009)** studied on, 'Analysis of the meta cognitive and affective components of learning on reading achievement of striving readers with and without reading disability'. The purpose of the study was to determine if a meta-cognitive focused intervention improved striving readers' comprehension of expository text, meta-cognition, motivation, and self efficacy. Six fifth grade striving readers were divided into two groups: one student per group had an identified reading disability. The first group received the intervention for nine weeks, the second for six weeks. Students graphed their progress weekly and the teacher-researcher met with students individually to discuss results and strategies to improve. Repeated measures ANOVA analysis found significant differences in student comprehension achievement from baseline to intervention but not from intervention to post-intervention, nor due to length of intervention, or between students with and without a disability. Analysis of quantitative and qualitative data revealed mixed findings.

**Filiz (2005)** conducted a study which attempted to investigate the ways in which some language learners make conscious efforts to learn English grammar more efficiently, which strategies they use in language learning, whether a particular learning strategies favours certain strategies or not, if it does, what those strategies are and relationships between strategy use and learner achievement in grammar learning. It was found that there is not a high statistical significant difference between the use of grammar learning strategies and students' achievement. Successful second language learners are aware of the strategies they use and why they use them. They are capable of using these strategies for the given tasks and for their personal needs as learners, while learning a second or foreign language.

**Al-Kahtani (2002)** conducted a study with the objectives: (1) To find out whether the students learn English language more effectively by being taught by Direct Method or Communicative Approach or Bilingual method. The major findings of the study revealed that the communicative approach proved to be better suited for teaching English to the students of IX class. Students taught through the Direct Method, Communicative

Approach and Bilingual Method showed higher achievement in English language as compared to those students taught through the Grammar Translation Method.

**Zyoud (1999)** conducted a study with the objectives: to develop the Computer Assisted English Language Teaching Program on students' achievement in terms of, a) vocabulary, b) grammar and c) comprehension; to study the effectiveness of the Computer Assisted English Language Teaching Program on students' achievement in terms of, a) vocabulary, b) grammar and c) comprehension. The design of the study was pre test – post test control group experimental design. It was concluded that the package found effective in terms of vocabulary and grammar but found no significant difference on comprehension. Students had showed positive attitude towards the package. The study made a suggestion to develop packages on comprehension and other aspects of English Language teaching.

**Jayshree (1989)** conducted a study with the objectives: to find out the difficulties of teachers in teaching English as a second language to the high school students; to find out whether male and female teachers experience the same degree of difficulty in teaching English to the high school students; to find out the relationship between teaching experience and teaching difficulties in teaching English by teachers of English. The researcher found that teachers faced difficulty due to poor attention of children; their inability to understand English and poor vocabulary; their poor interest in learning English; and their inactiveness in classroom.

**Jain (1987)** conducted a study with the objectives: to examine the objectives of teaching English in a historical perspective; to analyse the curriculum in view of the objectives of teaching English; to survey the methods of teaching and evaluation; and to survey the difficulties encountered by teachers in teaching English. With reference to curriculum the researcher reported that it was according to the objectives of teaching English. It was also reported that seventy per cent teachers used lecture and translation method. Nevertheless, in some cases the use of group work, discussion etc. was seen. The researcher stated that teachers of English were overburdened by teaching load, clerical duties and co-curricular activities.

**Khare (1986)** conducted a study with the objectives: to test the general level of performance of junior high school students in various aspects of English – spelling, comprehension, applied grammar and vocabulary; to make a comprehensive study of the average performance of students taught through the structural approach and the traditional approach. The stratified random sampling technique was used for the selection of the students i.e. the sample. The conclusion was that achievement of student in spelling, comprehension, composition, grammar and vocabulary was better when structural approach was used for teaching. The traditional approach yielded better results in terms of achievement in pronunciation. The investigator also found that intelligence was an important factor in achievement in all the seven areas (identified by the investigator) of English.

**Gaikwad (1982)** conducted a study with the objectives: to examine the comparative efficacy of the direct method and the bilingual method under experimental conditions for teaching English as a second language to lower classes of secondary schools in rural area; to compare the achievement of pupils in language learning gained by the direct method in respect of four basic skills of language learning namely, listening, reading, speaking and writing and in the case of structure and vocabulary and comprehension; to observe the efficiency of the methods in respect of suitability of the methods to the teacher in realistic rural conditions and in terms of energy required for preparation and presentation of teaching material by the teacher; and to observe the efficiency of the methods to the learners in terms of their difficulties in comprehension. The research findings showed that the bilingual method was more effective as compared to the direct method in developing skills such as understanding, speaking and writing; and the aspects of language such as structure and vocabulary.

**Mishra (1969)** conducted a study which aimed at: finding out the reasons of deterioration of the standard of Hindi, English and Sanskrit languages among the students at higher secondary stage; knowing the practical problems and difficulties of Hindi, English and Sanskrit language teachers in their daily language teaching. The researcher found that ninety per cent of the teachers found it difficult to explain prose pieces; forty per cent of the teachers did not give practice in loud reading and less than fifty per cent of teachers asked the students to memorise pieces of prose and poetry; very few teachers gave

practice in correct pronunciation; eighty per cent teachers recommend oral and writing practice to improve upon correct spelling; most of the teachers considered inductive method of grammar teaching more suitable but eighty per cent of them used deductive method.

## **2.7. MAJOR OBSERVATION AND IMPLICATIONS FOR THE STUDY**

The following observations were made after reviewing the literature:

Researchers, like Nagrajan (1970), Gaikwad (1982), and Al- Kahtani (2002) etc. have tried to establish the effectiveness of various methods and approaches of English Language Teaching and it is observed that there is no consensus among the researchers with regard to efficacy of methods and approaches. Hence the disagreement among researchers on approaches and methods leaves the quest for the right method or approach for teaching and learning English language.

Studies of Gosh (1977), Mishra (1969), Jayshree (1989), Jain (1987), revealed that most of the problems in learning English are in the aspects like; use of capital letters and punctuations, comprehension, usage, spelling, vocabulary and sentence construction. The studies also reveal that most of the problems in teaching English are: teachers' lacking of accuracy, stylistic competence and writing ability; difficulties in explaining prose, in teaching correct pronunciation, in using inductive method to teach grammar, in using new methods and approaches, lack of proper understanding of aims and objectives of ELT, lack of professional training etc. Hence, the studies revealed the gap between teaching (teachers teaching strategies) and learning (learners learning strategies) process in English language.

Some studies like, Joseph (1983), Zyoud (1999), Bowden and Fox (2002), Lee (2009) attempted to develop multi-media packages i.e. Programmed Learning Material, computer assisted programs to enhance learning in English language. The studies suggested that more packages and programs need to be developed so as to enhance the learning of English language.

Studies of AbiSamra (2003), Bowden and Fox (2002), Dan (2008), Darus (2009), Filiz (2005), Keiko (2001), Lee (2009), Mhundwa (2003), Nelson & Soo (2004), Tawilapakul

(2003), Ting et.al. (2010), Wang (2008) revealed that error analysis is very useful to develop teaching strategies and to know the learning strategies of the students and thereby preparing teaching learning material and remedial instruction. Hence the studies reveal the importance of error analysis to diagnose the learning difficulties of students and call forth more researches to be conducted in this area.

The reviewed studies revealed the research gaps in the area of English Language Teaching. The research questions emerged from the studies whether the status of English proficiency among students of primary schools can be obtained? Whether the diagnosis and remediation approach can be applied to English language skills? Whether the remedial measures can be helpful in teaching?

To answer the above questions the researcher figured out the methodology. The following chapter discusses about the methodology of the present study that includes objectives, tools, techniques, sample, population, type of data, Design of the study, delimitation of the study and data collection and analysis procedure.