

CHAPTER 3

REVIEW OF RELATED LITERATURE AND RESEARCHES

3.1 Introduction

In the first chapter the nature of the problem and objectives of the investigation have been discussed and in the second chapter the conceptual frame were discussed. Here, an attempt is made to review some of the relevant researches conducted in this area. It may be noted that most of the studies reviewed here are, related to linguistic basic aims and its instructional strategy. The purpose is to have guidelines and insights for developing the design for the present study.

This chapter focuses on soon major works in the field of ELT in general and communicative language teaching in particular. science communicative approach of which group work is an off-shoot, is relatively a recent approach to second language learning, developments in the field of ELT during the last decades, have referred to. The order of presentation is chronological.

Reference to books, article and M.Ed. & P.hD. thesis are made in terms of review of the work. An attempt is made to relate the reviewed works to the present experiment.

3.2 Book Review

Gurry, P.(1957), ‘*Teaching English as a Foregin Language*’ Longmans, Green & Co.

Basically an expintnt of the Structural Approach, Gurrey in chapter seven of this book titled Miming and classroom play-acting express that it is necessary to provide for real life situations for language learning in classrooms. The authors contention is that pupils do not learn language because most of the sentences presented to them are bookish. They do not arise from real life situations. They are not used as real language is used, for nobody is communicating anything, “nobody is enquiring, commanding, presenting, informing, confiding or using the language for any purpose, intention or wish to speak or write” (page 50).

Such a language, according to the author, has no roots in a human desire to communicate. This book- language lacks the full force of a living word which is spoken because somebody wants to speak. Consequently, the language makes little impression on pupils' minds and they, therefore, forget most of it. As a remedy to this pedagogic shortcoming, Gurrey recommends habitual use of the language in the classroom. To reach this end, dramatising everyday incidents and happenings is suggested.

Through the author realises the need for genuine communication, the devices presented to attain this objective, are simulated dialogues. He calls dramatising these simulated dialogues 'role-play'. This kind of roleplaying does not seem to go beyond mere reading aloud of prefabricated sentences. The utterances spoken in such situations do not qualify to be called genuine communication, since the words and sentences are only reproduced, not generated. Again such dialogues fail to create the desire to communicate as the pupils and the teacher know what sentences are to follow. For genuine communication to take place, what is being communicated must be new to the recipient. The vantage point of this book is the recognition of the need for natural use of language in classes.

Kelly, L.G. (1969), *'Twenty Five Centuries of Language Teaching'* Newbury House Publishers, U.S.A.

This is a comprehensive study of the history of methods of language teaching. Only those countries whose intellectual traditions are derived from Greece are included in this study. A detailed description of various methods of language teaching is the major issue. Corollary to such a study are the materials employed by these methods. Views of prominent figures, on language teaching are quoted.

Augustine, for instance, conceived of learning as a process of passing by abstraction, from particular to universal. He recommended use of dialogues in teaching languages.

To Comenius, learning of any kind meant examples, precepts and exercises. Examples should be insisted upon.

Rousseau accepted that sentences are made up of discrete units. But he added that only a fool would dream of teaching units separately, one by one. His argument was that no mother tried that approach with her children, so why try it in a classroom?

Dealing with different skills of language and their teaching, Kelly ascribes the first systematic study of pronunciation to the scholarship of pundits of ancient India. Teaching pronunciation was little known in the West until the modern times. In the millenium before Christ, the Sanskrit grammarians of India had developed a sophisticated system of phonology that provided some impetus for the European school of phonetics which flourished during the late nineteenth century.

This book covers under its umbrella, the linguistic and pedagogic developments that took place during the classical period, Renaissance and modern period. Published in 1969, the book limits itself to the developments upto the Structural Approach. The subsequent developments are not included in the study.

Haliday, M.A.K. et al. (1973), “*The Linguistic Sciences and Language Teaching*” Edward Arnold, London

The recent upsurge of interest in teaching English, particularly in connection with English as a second language is focused on. The author discusses the numerous kinds of approaches that have emerged in the history of language pedagogy. Some of these are long established and conservative and some quite recent. Halliday expresses his dissatisfaction over the fact that those trained in and accustomed to some earlier ways of classroom procedures are not ready to think positively about the newer approaches. His partly most up-to-date kinds of approaches are ‘half-baked’. They are theoretically sound but impractical. Some frame works are better than others.

Haliday has a word for the text book writers. The applications of the theories should be clearly perceived by them for the nature and quality of text-books exert a very powerful influence on the subject as a whole can develop and can be presented in the classroom.

L₁ and L₂ learning are differentiated mainly on the grounds of motivation. Learning a language, according to the author, means learning effective and successful language behavior in situations in an unfamiliar culture.

Beard, R., Watson, H. (1976), “*Teaching and Learning in Higher Education*”, Great Britain : Voney Ltd.

In chapter V of this book, titled Teaching Small Groups, numerous advantages of group-work are listed.

They are the following, providing opportunities to the leanings

- to ask question
- to solve problems arising out of situations
- to search for areas of ignorance.

Group work also helps the teacher in directing of the learners to divergent ways of solving problems.

The discussion technique is recommended for developing oral skills. Discussion can be used to change attitudes. Participation by students, exposure to views different from their own, exposure to criticism from their teammates together with some withdrawal of the teacher’s authority are needed if attitudes through the technique of group discussion, is cited. Group members learned from the criticism opf their classmates to be less aggressive or less voluble. Some participants observed a change in themselves towards the end of a series of discussions.

Truly, teaching and learning involve an exchange of knowledge. The average classroom represents conflict. Learning, in such an atmosphere, is a tension-filled, chancy affair. Responsibilities, in terms of classroom activities should be shared by all, the teacher and the taught alike.

Byrne, Donn, et al. (1981), “*Communication in the classroom*” Longman Group Ltd.

Based on the recent communicative approach to language teaching, the book begins with an introduction to key terms like notional, functional and communicative. Divided into two major parts, the papers [resent both theory and materials for practical use.

The ‘structurally competent but communicatively incompetent’ student is ridiculed. Learning a language means acquiring the ability to manipulated the structures of the languages of the language correctly and the ability to be appropriateness, as implied here, is to know the right thing to say at the right time. These are ‘rules of use without which the rules of grammer would be useless’ (Hymes 1970)

The authors blame the teaching influenced by the audiolingual method for the phenomenon of the structurally competent but communicatively incompetent student.

Reference is made to Wilkin’s work in this area. Accordingly, two categories of ‘meaning’ and ‘use’ are proposed. The first category refers to the semantico – grammetical aspect, or the concepts. The second category is the communicative function. Communicative functions are, broadly speaking, the uses to which the language is put-rquesting, asking for information, expressing disapproval, materials for classroom use at various stages in teaching. In part I, ‘Applications’, materials are provided for different types of learners – adults, primary school children, general students etc. Part II banks on principles of communicative in methodology.

Finnochiaro, M., and Brumfit, C. (1983), ‘*The Functional and Notional Approaches to Language Teaching*’ New York, Oxford,

This book presents a brief overview of language learning and teaching during the last century. Since the beginning of language teaching in classrooms, some issues regarding the age of the learner, motivation, teaching methods,

materials, etc. have plagued educators. The new answer to these quarries, however, have not been found. The new approaches evolved from earlier ones and reflect ideas of the past as well as those of the present. "Language teaching develops for as teachers seek to improve, they react against the excesses of immediately preceding methodologies by designing new ones which correct the weaknesses of the old. But these too, if interpreted simply, will have their own weaknesses and the process continues."(page 4)

Different methods of second language teaching, along with different theories of learning are discussed. The main focus, however, is on the origin, development and theoretical basis of the Functional – Notional Approach to language learning. It is described as a body of ideas which reflect and synthesise much contemporary thought about language teaching. The relevance of this approach, explain the authors, is more to syllabus specifications rather than teaching methodology. Accordingly, language can be broken into appropriate units for acquisition. This approach begins with an attempt to classify exactly what aspects of language a particular student masters.

The proponents of this approach classify language in terms of functions (i.e., what people want to do with the language) and notions (i.e., what meanings people want to convey). The traditional classification in terms of grammatical categories is ridiculed. The argument forwarded is that language is not used for exemplifying grammatical categories involved by linguists. Language, on the contrary, is used for various purposes requesting, recommending, greeting, praising, abusing. It is used to express certain meanings, temporal and spatial relations.

A passing remark is made on the issues of group-instruction. Group instruction, here, is limited to dividing the class into groups and giving them different tasks to work on.

3.3 Article Review

Jolly David and Early Patrick, '*Group Work in English Language Teaching*' (English Teaching Forum May, 1974)

This article treats various aspects of group work comprehensively. It opens with a definition of group work in terms of a changed role of the teacher and pupils, classroom management, materials preparation etc.. Referring to the novel seating arrangement, the authors remarks that it reflects a radical alteration in the traditional teacher-pupil relationship. In traditional frontal work, the teacher remains at a fixed position, at the front of the class. He initiates, sustains and closes each movement of the entire class. In-group work, the group rather than the teacher decides how the work should be undertaken. It works at its own speed, co-operating to solve problems as they arise; only calling on the teacher when it needs help.

On the issue of teacher pupils talking time, the author comments that a recognized aim of second language teachers is to induce their pupils to speak as much as possible in the target language, while speaking as little as possible themselves. To provide such an opportunity, pair work is recommended. In pair work, every member of the class is engaged in language interaction for the entire duration of the proposed activity. However, pair work makes it difficult for the teacher to supervise every pupil. At this juncture, a case is made for group work. It is argued that group work can take care of both promoting a lot of language activity and enabling the teacher to check and evaluate, more or less, every individual's performance.

The rest of the article is on the practical aspect of group work. Activities and materials are suggested for group work in various skills. Instead of the routine skill-based division of L-S-R-W, the authors seem to prefer dividing the classroom activities in three groups.

Type of Exercise	Skills involved
1. Oral Work	Aural – Oral
2. Comprehension Work	Listening – Reading
3. Creative Work	Speaking – Writing

The suggested activities for group work include those to be carried out with or without the text. In the former category are activities like dictionary work, work on idioms and structures in context, work on ideas, viz. note taking, discussion on poems, rehearsing plays for performance. It also suggested activities like describing, reporting, narrating simulated or real events; obtaining goods, bargaining, using the telephone; conducting interviews, language games etc..

Dr. Pravinchandra Master, ‘Collaborative Learning’ (Quest in Education April 2008)

This article treats Learning-centered situation. It opens with the statement “Collabortive/Cooperative learning is a set of highly structured, psychologically and sociologically based techniques”. (Oxford, 1997:444)

Collaborative Learning is any classroom situation in which students of all levels of performance work together in structured groups toward shared or common learning goals.

Collaborative Learning is an act of learning together, it is a way of facilitating and equipping students to learn English as a foreign language or as a second language through team building, critical and innovative thinking and win for all dynamics ushered in by the role of the teacher as facilitator who at the same time monitors, intervenes, and evaluates group and individual performance.

Collaborative learning offers learning-centered situations. Here students are motivated to pursue learning in groups of varying size negotiating, planning and evaluated together. Instead of working as individuals in unfair and sometimes unhealthy competition with every other individual in the classroom, students are given the responsibility of creating a learning community where all students participate in meaningful way such as learning from one another, peer pair assessment, team processing, and so forth.

In collaborative learning students are motivated to act as resources for each other and learning becomes an enjoyable experience.

CLL values the interactive view of language, which is known as a developed combination of structural and functional views of language, it considers knowledge of appropriate use of language and the ability to structure discourse interactions. Language is a tool for social relations. CLL is based on the theoretical works of developmental psychologists like John Dewey, Jean Piaget, and Lev Semenovich Vygotsky, which accentuated the central role of social interaction in learning, which brings collaboration, and eventually independent problem solving.

The author describe Teachers role in this activity as –

- How to provide this opportunity?
Turn taking amongst group members.
- How students will monitor individual and group?
Successes of the activity
- How to follow up this activity in a communicative way?
Communication and sharing between students and between groups.

This article ends with – English is not only the language of library it is in the context of ongoing globalization. Now, English is regarded as the language of survival, economy and politics. The development of language skills has to be geared towards communicative competency so that the students could participate in the global communication process.

Dr. Pravinchandra Master, Ms. Kalpna Unadkat, “Newly Devised Language Tasks and its Effects on the Primary School Teachers” Journal of Education & Psychology Vol.66 No.3 October-December – 2009.

This article treats an effectiveness of newly devised Language task and its effects on the primary school teachers. Primary teachers do a better job of teaching when subject matter possessed is much greater than the teaching task at hand. They must possess grammatical competence with communicative competence. They must be aware of the present trends in the philosophy of language teaching.

The facts as stated above and the observation during different training programmes the investigator found that the primary teachers do not possess adequate knowledge of the basic component of English language. To make the

teachers more competent the investigator developed some language tasks, implemented the tasks and evaluated the performance of the teachers using pre-test post-test design.

The NDLT comprised of various components that used according to the demand of the teaching learning situations. These components were some techniques and instructional aids:

- *Short Oral Tasks*
 - Introducing one self,
 - Giving information,
 - Seeking information,
 - Collecting information etc...
- *Describing Pictures*
- *Role-playing*
- *Language Games*
- *Use of:* Pictures, Sketches, Wrappers, News Paper Cutting, Prepared sheets, Card boards, cartoons etc..

These articles conclude as the training imparted through the NDLT helped the primary teachers to enrich their language competencies. The teachers also acquired confidence and clarity about grammatical constructions and functional use of the language.

The teachers showed improvement in using correct language. The teachers learned to look at the language content from functional point of view. They could considerably reduce the fear, negative pre-dispositions and notions regarding English language teaching as a difficult task.

This experiment has proved its importance in the methodology of English Language teaching to experienced primary teachers. It shows a better way to train the teachers. The programme has a capacity to make the teachers better classroom technicians. It also strengthens the language competencies of the teachers.

3.4 Studied Conducted in Abroad

Stelling J (1975) “Implementation and Child Effects of Teaching Practices in Follow through Classrooms” find that reading achievement is related to grouping arrangements. His research study concluded that in the first grade (Age-6) classroom reading level was higher when there was a great deal of small group instruction by third grade (Age-8) achievement was higher in classrooms where the typical group was some what larger.

Jacob E & Mattson B (1987) has studied on “Cooperative Learning with Limited English Proficient Students” the study indicate that cooperative learning methods may provide a way to help limited English proficient students achieve academically and develop the English language skills necessary far successful classroom functioning. The method involves small groups of six students in tasks that require cooperation and positive interdependence within the groups. It provides opportunities for face-to-face interaction on school tasks, raises academic achievement levels and improves inter groups’ relations and self-esteem.

Burhoc J.C. (1989) has studied on “Paired Classes Evaluation Based on Survey Results” a program at Lincoln High School in Stockton, California paired mainstream English Classes with English as a second language classes to improve communication and understanding among students. Both groups found the program worthwhile. Some ESL students gained in English skills and confidence as a result.

Chang ,K.Y. & Smith W.F. (1991) has studied on “Cooperative Learning and CAL/IVD in Beginning Spanish: An Experiment” shown that both cooperative learning defined as those instructional setting that encourage collaborative, interactive, peer teaching and learning and mediated activities (computer assisted instruction/computer assisted language learning-CAI/CALL) can have independent and significant positive effects on student achievement and attitude.

Grant J. (1991) has studied on “Individual and Cooperative Completion of Cloze”. He examined the extent to which gains made in group work were internalized and retained or build upon by individual students, and the potential of the cloze procedure, or group work, and of repetition/ repeated exposure to a

problem in promoting learning in the absence of teacher input. Result suggests a very productive, though not always easy to define, role played by the group work in fostering improved performance. at both the group and later individual stages, among the strongest as well as the less able students.

Gooden Jones & Cariasquillo (1998), has studied on “Proficient College Students through Cooperative Learning Strategies” followed ten limited English proficient community college students who were taught English largely using cooperative learning approach, Results indicate that the cooperative learning approach improved the students’ English writing skills.

Dornyei, Z (1997) has studied on “Psychological Processes in Cooperative Language Learning Group Dynamics and Motivation” finds cooperative learning to be a highly effective instructional approach in education in general and this confirmed with regard to second language (L₂) learning. He investigates reasons for the success of cooperative learning from a psychological perspective learning classes and the motivational system generated by peer cooperation.

3.5 Studied Conducted in India

Dewel O.S. (1974) has studied on “A study of difficulties in teaching English and Effectiveness of Programmed Teaching a System Approach.” He studied the difficulties involved in teaching English and developed a program to see the effectiveness of teaching English through programmed material and compare it with that of the traditional method. The finding was that PLM was capable of overcoming some of the felt difficulties of the teachers and helped students to perform significantly better than those who were taught through the conventional method.

Pal A. (1978) has studied on “Developing a Reading Oriented E.T.T. Strategy: A psycholinguistic Study” and developed a Reading oriented English language teaching strategy. The major findings were 1) the reading instruction strategy combining the perceptual and conceptual skills could lead to significant improvement in reading comprehension levels of school students irrespective of that verbal intelligent and initial reading ability. 2) Student taught according to this

strategy not only registered significant improvement in the overall language proficiency but also improved their reading comprehension level significantly.

Charles D.L. (1981) has studied on “Developing Language Skills in Adults Attending English Improvement Classes” and developed programme to develop various language skills in adult attending English Improvement Classes. It was found that the course had proved itself to be effective in terms of learner’s achievement in the comprehensive test.

Charles P.L. (1981) has studied on “Developing Language Skills in Adults Attending English Improvement Course.” He had developed an auto instructional material and support material in English for development of speaking, reading and writing skills in adults attending English improvement course. For designing the course, the six principles used were as follows 1) Teaching of a language has to be considered as the imparting of skills. 2) Integration of skills, 3) Functional Grammar, 4) Individual difference, 5) Need based, result oriented short courses, 6) Active methods of teaching. The findings indicated that the course has proved its effectiveness to the expected levels however, mastery level, the ultimate goal of the systematized courses has not been achieved due to some unidentified variables.

Durant P. M. (1981) conducted a study on “Developing remedial program for students of standard V.” The finding suggested that some extent of improvement was observed on examining the pre-test and post-test scores of written language. The three components of written language were vocabulary, sentence structure and paragraph writing but significantly, better performance was not registered on the oral aspect. The two components of oral language were recognition and word analysis.

Lionel G.C. (1982) has studied on “A Psycholinguistics Strategy for Teaching Reading English with Comprehension to the Students of Std.XI”. He developed a psycholinguistic strategy for teaching reading english with comprehension to the students of std.XI at the plus two level and he found that strategy was superior in effectiveness to the usual method. Teaching exercise comprising the strategy acted as props in helping these students who were not good at reading English with comprehension.

Brahmabhatt J.C. (1983) has studied on “A Study of Preparation of Language Programme in English for Pupils of Class VIII and its Effects on Achievements in relation to some Psycho-Socio Factors.” studied Preparation of language programme in English for pupils of class VIII and its effects on achievements in relation to some psycho-socio factors. The findings were that the language programme produced better results than that of the usual material. The programme proved to be more effective than the usual material being affected by sex. Pre-achievement in language, IQ, Socio-economic stage emotional stability, anxiety and area.

Joseph K.S. (1983) has studied on “Evolving a Strategy for the Teaching English Grammar at High School Level.” He evolved a strategy for teaching English grammar at high school level and developed a multimedia instructional strategy to bring about the effectiveness of teaching English through it. Some of the major findings were that 1) Liner form of PLM was found to be least effective in terms of achievement and rating by students. 2) Branching form of PLM was found to be the most effective one.

Soumini P. (1984) has studied on “A Course Design Based on Communicative Approach for English Language Teaching in Regional Medium High School” He developed a course design on communicative approach for English Language Teaching in regional medium high schools. The major findings of the study indicated the students found the course design useful to improve English. Most of the students found the course design effective to develop vocabulary, structure and language skills. They felt a need of special training to teach English through the communicative approach.

Khare M.A. (1986) has studied on “A Comparative Study of Traditional and Structural Approaches to Teaching of English with Reference to their Learning Outcomes.” He conducted a comparative study of Traditional and Structural approach to teaching of English with reference to their learning outcomes. The finding indicated that the students’ achievement under the structural approach was better than those under the traditional approach in the areas of spelling, comprehension, composition, applied grammar and vocabulary. In pronunciation

students, achievement under the traditional approach was found to be better than that under the structural approach.

The studies reviewed indicated that the developmental strategies have proved more effective as compared with the traditional method. These studies helped the investigator to gain knowledge regarding newly developed techniques and their positive impact for fostering learning.

Kapadia S.T. (1988) studied “Development and try-out of programmes for remedial teaching in English for the post SSC level.” The main objectives of the study were to select areas for remedial teaching in English on the basis of frequency and suitability, develop Programmed Learning Material (PLM) for remedial teaching in the selected areas of errors in English and to observe effectiveness of the programmes for remedial teaching in English on subgroups from urban and rural areas in terms of the scholastic ability and time factor.

Sarma V.B. (1989) has studied on “Designing a Course in Written English for the High School Stage: A Study of Matriculation School and Remedial Teaching Programme.” attempted at designing a course in written English for the high school stage based on the communicative approach after surveying the present language-learning situation. The investigation confirmed that the use of communicative language teaching strategies could bring about an improvement in the use of skills, which they sought to develop. 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.

Bhaskaran H.S. (1989) studied the “Impact of the remedial teaching programmes on the common errors committed by the student of standard XII in written English.” The main objectives of the study were to identify and categorize the errors committed by the students, to design some suitable remedial teaching programmes to minimize the errors and to implement the designed remedial teaching programmes.

Pradhan, S.S. (1990) has studied on “A Comparative study of the effectiveness of the direct method and the bilingual method of teaching English in class X in the

district of Cuttack.” The major findings were 1) the bilingual method ensured accuracy and fluency simultaneously in spoken word and written word unlike the grammar translation method and direct method. 2) the bilingual method explores and utilized the linguistic habits of the children already established. The mother tongue concept was completely divorced in course of time. 3) the teacher took fewer amounts of time and labor for planning the lesson and taught more effectively. 4) as regards the amount of learning and retentions the bilingual method was superior to other methods. The use of mother tongue did not act as a barrier.

Thus, attempts are made by investigator to evolve strategies that facilitate better learning of language. these studies indicate that the traditional and direct method should be given up. PLM, communicative approach, structural approach were welcomed by students and they should have favorable influence on the students.

Master P.R., (2000), has studied ‘To Study the Effectiveness and the Competencies Acquired through the Developed Instructional Programme in the Subject of English for Std.XI’. His objectives were to develop instructional programme for developing functional competencies in English for std.XI. His objective was to develop instructional material for implementing instructional programme. Last one was to find out effectiveness of developed instructional programme in terms of students’ performance in Achievement test.

He finds that the experimental group showed better performance than the controlled group in Listening with comprehension as well as the experimental group showed better performance than the controlled group in Reading (silent) with comprehension. In addition, the experimental group showed better performance than the controlled group in comprehending ideas through listening and reading.

Patel A. (2003) has studied on “Learning Strategies of Good Learners of English.” He developed a systematized instruction of English Grammar at higher secondary level. The major finding of the study was that the systematized material for teaching English was highly effective in terms of the performance of the students.

Mubina K. (2004) has studied on “A Strategy for Enhancing English Speaking Skills through the Language Laboratory.” He developed an instructional strategy to

develop English speaking skills was found very effective as the performance of the students. The major findings were – The evolved strategy was found to be successful in terms of improvement and enhancement in student' ability to speak. All the students gave highly favorable reaction towards the evolved strategy.

3.6 Conclusion

The present chapter gives a comprehensive and clear picture of the previous studies concluded in the area of the teaching English in foreign countries as well as in India. It begins with the swinging position of teaching of English in Indian schools. Later on it deals with the contribution made by Indian as well as foreign studies. The studies mainly deal with two aspect of linguistic aims viz. – reading and writing. Indian studies reveal that a set of 11 studies deal with mainly the problem of different reading skills viz. reading speed, Reading proficiency, Reading efficiency, Reading etc.. There are only four studies that deal with writing ability and only two studies tackled the problem of instructional material.

The review of the previous Indian studies indicates that research studies tried to tackle mainly the aspects of basic linguistic aim. Not a single study has tackled the crucial problem of developing Functional Competencies among the students through teaching of English.

Hence, in the present study, the investigator has made an attempt to make up one of the drawbacks which is pointed out in the foregoing discussion of previous studies. Further, the investigator has made an attempt through experimentation to find out an effectiveness of group work activities among the students through Group work activities of teaching English language in actual classroom situation with due limitations of the prescribed programme of the Government of Gujarat State. The next chapter deals with the procedural aspect of the present investigation.