
CHAPTER 3

REVIEW OF RELATED LITERATURE

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 has been 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 effectiveness of the programme, studies on problems in teaching English and learning as joyful activity. The purpose is to have guidelines and insights for developing the design for the present study. Reference to books, article and M.Ed. & Ph.D. 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 Studies on the Effectiveness of the Programme:

1) Chauhan, K. (2001) investigated *“The Effectiveness of Simulation as a Technique to Develop the Skills of Public Speaking among the Pre-service Teachers (B.Ed. English)”*. The objectives of the study were:

- I. To prepare a simulation programme to develop the skills of public speaking for B.Ed. English trainees.
- II. To find out the effectiveness of simulation course at the level of pre-service teachers.
- III. To arrive at a set of guidelines for the production of simulation programme.
- IV. Tryout simulation programme at the level of Pre-service teachers.

The experimental design was used under controlled variable. The pre-service bed teachers of English were selected as a sample.

The result of the study concluded that the role of the teacher also gets changed with the learner. A teacher is no more an authoritative phenomena but an organizer, facilitator, co-participant, constant assessor and many more. The teacher simulates the simulation in his mind prior to the actual ‘simulation.’

2) Patel, A. (2008) conducted a study on ***“Effectiveness of Authentic Materials to Develop Functional Competence for Standard VIII Students”***. The objectives of her study were:

- I. To collect authentic materials with a view to developing functional competence
- II. To validate the materials by experts of ELT.
- III. To prepare a programme to improve functional competence using authentic materials.
- IV. To find out the effect of authentic materials on learners.

The major findings of the study were as follows:

- I. The student enjoyed learning through authentic materials and it was their first exposure to real language in use.
- II. The students also increased their stock of vocabulary through authentic materials
- III. Authentic materials expose the learner to the language of daily use because these materials were presented from real objects like wrappers of soap advertisements.
- IV. Authentic materials would improve functional competence.
- V. Authentic materials are available in colorful and attractive layout. So, the learners found the learning very interesting.
- VI. Authentic materials can be used in variety of ways.

3) Rathod, J. (2005) conducted a study on ***“Development and Implementation of An Information Technology Based Instructional Package for Teaching English Grammar to Gujarati Medium Student of Standard VIII of Jamnagar City”***. The objective was to develop an information technology based instructional package for teaching English grammar to Gujarati medium student of standard VIII of Jamnagar city.

The major findings of the study were as follows:

- I. To develop the IT based instructional package was found to be effective for teaching four topics of English Grammar: a) Simple Present Tense, b) Present Continuous Tense, c) Prepositions, d) Possessive Form of Has and Have.

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- II. There was a significant difference in the gain mean score of the experimental group and control group. The gain mean score of experimental group was significantly higher than the gain mean score of the controlled group. In other words, there was a significant gain in terms of students' achievement through developed IT based Instructional Packaged.
 - III. There was a significant difference between observed frequencies and expected frequencies and the students were found having positive relation towards the developed IT based Instructional Package.

4) Jadav. K., (2009) has conducted a research on “*Development and try out of an activity package to enhance fluency in English language at higher secondary level.*”

The objectives of the study were:

- I. To prepare a set of activity package.
- II. To apply activities with a view to improve the students fluency.
- III. To find out the effectiveness of activities in enhancing fluency in English language.

The population of the study consists of all the class XI- arts student of Anand city, who are studying English subject in Gujarati medium school of Anand city following the Gujarat Secondary and Higher Secondary Education Board 2008 – 09. The design of the study was a pre-experimental design: single group pre-test intervention post-test design. The sample of the study contains thirty students for the purpose of the study. The tools in the pre-test, the investigator recorded the speech of all the thirty students. Students were allowed to speak on a topic of their choice for two minutes. The fluency measurement tool was used to assess pronunciation, vocabulary, grammatical mistakes and variety of ideas. After giving interventions through activities again the investigator recorded speech of all the thirty students in the post test. Students were allowed to speak on a topic of their choice for two minutes. The fluency measurement tool was again used to assess pronunciation, vocabulary, grammatical mistakes and variety of ideas. The major findings of the research were:

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- I. The activity package developed for the present study was found to be effective in enhancing fluency in English language. It was safely inferred from the analysis that the treatment through the activity has been found very effective.
- 5) **Charels (1981)** conducted a study on *“Developing Language Skills in Adults Attending English Improvement courses.”* The researcher or investigator has focused on three skills reading, writing and speaking. He has developed an auto-instructional material.
- 6) **Valli (1998)** emphasized one major skill in English language speaking skill. The main objective of the research was to develop speaking skills among students of secondary level.
- 7) **Kuldipsinh(2009)** conducted research to *“Develop and Implement an Activity Package to Enhance the Fluency in English Language at Higher Secondary Level ”* he focused on arts students and his major findings was that an activity package was effective in enhancing fluency; it enhanced the vocabulary, pronunciation, grammar in the students. It also helped developing creativity among the students.
- 8) **Desai (2002)** tried to find out the link between ELT material by developing certain package for material and its relation to the communication competence of students in their first year science degree.

3.3 Studies on Problems in Teaching English:

- 1) **Nagendra.K and Shridhar.B** in their study *“Problems in Teaching/Learning English as a Second Language in India”* wrote teaching and learning are interrelated. Learning, generally, is understood as acquiring some information or skills and retaining it in the memory, subject to forgetting. It is a change in behaviors that involves some practice and cognitive organization. Teaching on the other hand facilitates learning. It guides the student so the understanding of how the student learns determines the teaching style i.e., the approach, methods and techniques that are to be used. Besides this, the process of teaching and learning

also involved some philosophical and psychological questions. For example, if a teacher believes that the second language learning is a deductive and not an inductive process she presents rules to the students rather than let them discover those rules inductively. Similarly, if the teacher believes in programmed learning, she presents the language in a carefully paced program. In short, this is all to say that, if a teacher wants to realize some learning in a group, she should know the group, the concept she wants to teach and also the method which would be suitable to that particular group. In short, a theory of teaching should be in harmony with the subject and the student. All the three aspects should be integrated; so that, the learning on a given day for an identified group of students is realized despite various constraints-physical, mental, economic or sociological. Thus, a theory of teaching should consider the opinion of linguists, psychologists and educationalists.

- 2) **Prajapati (1986)** studied *“The Problems Encountered during the Teaching and Learning of English at the Higher Secondary Level.”* It has been found that the major obstacles in the oral expression in English is due to the inhibition faced by the students, which also made them oversensitive to the comments of their teachers and peer group.
- 3) **Jayshree (1989)** identified the *“Difficulties in Teaching-Learning English as a Second Language among the High School Students.”* The study found out that the difficulties faced by English teachers included, children’s improper listening nature, and their inattentiveness in the class, students’ poor vocabulary, lower understanding capacity, less participation in the English class.
- 4) **Devel (1973)** conducted a study of *“Difficulties in Teaching English and Assessed Effectiveness of Programmed Teaching.”* The focus was on developing a programme for enhancing communication skills in the English students of English medium schools. It also laid emphasis on the difficulties in teaching English.

3.4 Other Studies:

- 1) **Singh (2008)** studied the effect of project based learning for teaching of English, its achievement of class VIII students. Her main objective was to study the effectiveness of PBL, also its implications for speaking skills, writing skills also focusing on grammar and comprehension.
- 2) **Shajy (2009)** focused on the SCOPE programme in Baroda City, and its effectiveness in teaching the Language. Her major objectives were to emphasis on the skills of English Language i.e. LSRW used in SCOPE. The various methods and techniques used by the organization for the language and the different materials used Audio-Visual along with problems faced by the trainers and trainees.
- 3) **Shah (1996)** conducted a study entitled “*An Analysis of Instructional Process of English in Gujarati Medium School.*” The major findings indicated that there was a direct link between the performance of the students and nature or interaction. The link existed between performance of studies in English and techniques methods and media used. There was a lack of competence in teaching methods employed by English teachers. Translation methods were found extensively used in teaching English and there was lack of awareness of the aims and objectives of teaching English.

3.5 Learning English as a Joyful Activity:

- 1) **Babu.R in his study “*Learning English at Primary Level: Fun, not Fear*”** wrote about the study carried out in Bangladesh where English is considered as a foreign language. Being foreign language learners, students are often scared of learning English. At present a project namely English-in-Action (EIA) is working to address the needs of these learners through a joyful learning experience. The project is using technologies along with paper and print based materials in order to improve the English language teaching and learning practice in classrooms. The success of the project observed during the pilot phase indicated that learning English has turned into a fun activity rather than generating anxiety amongst the students. For conducting the current study, ten primary schools under the EIA intervention areas

were selected where students are learning English through games, songs, rhymes and different interactive activities like group work, pair work, choral dialogue, role play etc. The study particularly focus on what the students' liked and disliked about English language learning through these innovative teaching and learning practices. Data was collected from Monohordiupazila of Narsingdi district and Kapashiaupozila of Gazipur district through classroom observation, focused group discussion with the students and teachers' interviews. For data analysis, a thematic approach was used. In particular, the paper will explore the teaching and learning activities of EIA Primary schools through which the students started to enjoy their lessons and became motivated towards learning English, while leaving all their anxieties behind.

2) Tickoo.C in her study “*Creativity in an English language class: Exploring a classroom Scenario*” wrote on real classroom interaction between a teacher and her class. It takes one through a series of interesting incidents experiences, encounters, true stories and events giving glimpses of learners working creatively in different situations with each other, their teacher and other people in and outside the classroom. The purpose at the back of all this is to learn English – a foreign language – with greater ease, joy, zest, enthusiasm and fun.

The paper also shows how the teachers' job can become easier, smoother and more effective if her teaching schedule is based on learner-centred, learner generated activities – activities that give them a chance to a) create stories, songs, poems, plays, skits and b) help them to write imaginative pieces of writing.

Such activities will also help them to create relationships and bonds where none existed. The paper stresses the need for teachers to give their students leading roles in the whole process of English language learning where teachers would prefer to stand by as facilitators. The teaching and learning of English should become pleasant and acceptable to both teachers and students. Both parties should feel committed to the job. True learning will take place only if the learning atmosphere is pleasant and conducive and where the learners will feel free to use their own ideas and take initiatives to put them into practice to get desired results.

3) **Prof. Jadal.M.M in his study “*Efficacy of Joyful Learning on the Achievement of Students in Primary Schools*”** wrote at the primary stage of our school education, English subject has vital importance. Through the teaching of English our fold skill of English i.e.:- LSRW can be developed. The main focus of the present study is to examine the effectiveness of activity based joyful learning approach (ABJL) over traditional method of teaching (TMT) in developing the skills of English. The study was divided into three phases. The first phase of the study included the design of experiment. Test items were developed both for pre-test and post-test 120 children were selected randomly for the present study. (For control group and ...for experimental group.) The plan of action of the study was chalked out at the second phase. In the second phase, at first pre-test was administered to both groups. Then the control group was taught through traditional method of teaching approach and experimental group was taught through ABJL approach. Just after the treatment, post-test was administered to all the groups. In the third phase, the pre-test results of the entire group were compared with their post-test results. The findings of the experiments resulted that ABJL approach is a suitable strategy for developing language skills, Educational implications were drawn to use activity based joyful learning as a strategy of T-L process in our schools & appreciated the same for its divergent utility.

4) **Dr. Dugar.P.C in his study “*Teaching English with Folktales*”** wrote it is generally observed that ESL learners in India, especially in rural areas, fail to learn English adequately even after their contact with the TL for six years at school and at last one year at college. Their knowledge of English vocabulary and grammar remains poorly developed and their ability to use English remain pitifully undeveloped. Most ESL learners at college appear to be no better than beginners. Whether at school or college, the ESL learners, especially in rural areas, need to be taught English in ways suitable to their situation and sensibility. The major part of the problem lies not in what but how they are to be taught. The teaching of English needs to be made interesting and entertaining by relating it to their experience and observation of social and cultural life. The use of folktales can serve this purpose at some extent. The term- folktales- is used for legends, myths, fables, parables, fairy tales, and anecdotes. Folktales are in fact social and cultural expressions in literary

form handed down from generation to generation orally. They have certain characteristics that make them easier to use as an excellent authentic resource for teaching English. Their short sentence structures and repetitive expression make them good for reinforcing new vocabulary and grammar. They are good for learning all language skills such as listening, speaking, reading and writing. The paper discusses how folktales can be presented in various ways to ESL learners. It also demonstrates, through examples, how folktales employed as an effective means to attract students to learn English by observing its application in interesting, appealing, and meaningful contexts.

3.6 Review of Articles

1) Dr. Pravinchandra Master, Ms. KalpnaUnadkat, “Newly devised Language Tasks and its Effect 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 fact 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 component the investigator developed some language tasks, implemented the tasks and the 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. The components were some techniques and instructional aids:

- *Short Oral Tasks*
 - Introducing one self,
 - Giving information,
 - Seeking information,

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- Collecting information.
 - *Describing pictures*
 - *Role-playing*
 - *Language games*
 - *Use of:* pictures, sketches, wrappers, newspapers cutting, prepared sheets, card boards, cartoons etc...

This article concludes 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 language.

2) Dr. Ghorpade.P., in her article on “*Impact of Mother Tongue in teaching and learning of English*”, wrote with the advent of the British the teaching of English came to India but, they did not concentrate on the teaching of English from the very beginning. They had come as missionaries who started schools where English was taught as one of the subjects. Opinion about the use of mother tongue in the teaching of English differs. Hence, the cooperation of mother tongue should be sought in the teaching of English. This however doesn't mean that we should make extreme use of mother tongue and translate each and every word, phrase and sentences into the mother tongue, nor should we totally avoid the use of mother tongue. The best thing for us to do is to follow the middle path.

The oral expression in English very greatly depends upon oral expression in the mother tongue. Even, clear pronunciation in English is possible only when the student's pronunciation in mother tongue is clear. Hence, the use of mother tongue should be encouraged. We can say that the mother tongue is of great use, in teaching each and every aspect of English. Whenever the teacher feels that there is the danger of misunderstanding or misinterpretation or wastage of time and energy, he should not hesitate to use the mother tongue. The teacher, however, should make a very judicious use of it only when there is a real need for it.

3) **Bhasker.T.M**, in his article on *“Teaching Speaking Skill in English Classroom”*, wrote about oral communication is as fundamental to our social living as eating is to our biological existence. Speaking well can have a dramatic effect on your professional and private life. A successful act of speech communicates something to someone. It normally involves a speaker, one or more listeners and, importantly, a purpose for speaking. The act becomes real when what it says makes sense to the listener and produce the desired response. Language is basically speech. A very large number of languages in the world are only spoken and they do not have script to communicate through writing. Even among those who use language that has a script, like Hindi, a majority of them use only the spoken form (more than the written form) for communication. We are aware of that we learnt our mother tongue by speaking it first. In any language the ultimate goal of the speaking skill is to enable the learners to communicate their feelings and thoughts orally to meet their needs. English is spoken all over the world by millions of people of various backgrounds. That is why speaking as a skill is considered as important aim in India. It is a difficult skill to acquire and calls for intensive practice in favorable classrooms conditions. Speaking skill requires correct pronunciation, stress and intonation as well as spontaneous use of words and sentence forms in meaningful contexts. Fluency and accuracy are the watch words in spoken English. Listening and speaking are the two sides of the same coin. Learning as a second language is an effective one in learning the four skills, viz. listening, speaking, reading and writing. The first two skills are intimately related to each other; though one is a recognition skill the other is a production skill. Also, both the skills depend almost, entirely on the learner’s knowledge of the pronunciation of the words and the articulation of the sounds in the language. Speaking will probably develop more slowly than listening. The feasibility of providing opportunities for learners to speak naturally in a class will depend to a large extent on the type of learners and the course we teach. In such circumstances we may have to satisfy incidental classroom speaking, and some carefully planned and organized fluency practice activities. Teaching speaking involves more than simply developing another language skill; it involves the development of articulacy.

4) Kamran.M in his article *“Importance of Teaching speech Acts in Indian Context”*, wrote one of the major issues in English Language Teaching in India is how to develop communicative competency of the learners. There are various hurdles which come in the way of learning English as a second language. One of these hurdles can be the difference between the pragmatics of the first and that of the second language. Speech act can comprise one of the important aspects of pragmatics. Actions performed via linguistic utterances are generally called speech acts and, in English, are generally given more specific labels such as apology, compliment, invitation, promise, or request. Whenever there is a direct relationship between a structure and function, we have a direct speech act. On the other hand, whenever there is an indirect relationship between a structure and function, we have an indirect speech act.

Learners of English in India understand and respond to speech acts in their mother tongue but, at times, fail to do so in the target language. The reason for this can be the pragmatic transfer i.e., using the principles of one's first language/mother tongue speech community during the interaction in the target language also. For example, an indirect speech act for request 'can you shut the door?' can be understood as the question of ability to do something. One more example can be the use of direct speech acts in conversation when the interlocutor (listener) is higher in status (e.g. the teacher). To help students come out of this critical condition, we need to teach them speech acts (and other important aspects of pragmatics) in the classroom.

3.7 Reviews from Book:

1) Gurry, P. (1957) *“Teaching English as a Foreign Language” Longmans, Green and Co.*

Basically an experiment of the structural approach, Gurry in chapter of this book titled 'Miming and classroom play-acting' express that it is necessary to provide for real life situations for language learning in classroom. The author's 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 inquiring, commanding, presenting, information, confounding or using language for any purpose, intention or wish to speak or write. (P-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' mind. And they therefore forget most of it. As a remedy to this pedagogic shortcoming, Gurry recommends habitual use of the language in the classroom. To reach this end, dramatizing everyday incidence and happenings is suggested.

Though the author realizes the need for genuine communication, the devices presented to attain this objective, are simulated dialogues. He calls dramatizing these simulated dialogues “role-play”. This kind of role playing does not seem to go more beyond mere reading aloud of pre-fabricated sentences. The utterances spoken in such simulations 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.

2) 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 learners

- 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 techniques of group discussion, is cited. Group members learned from the criticism of their classmates to be less aggressive or less valuable. 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 affaire. Responsibilities, in terms of classroom activities should be shared by all, the teacher and the taught alike.

The teachers showed improvement in using correct language. The teachers learned to look at the language content for 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 it's important 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) Natraj S., (2005) in her book “Developing communication skill”. She said today everyone is impressed by a fluent speaker with correct pronunciation and everyone wishes that they want to become fluent speaker but they are frustrated because they do not seem to happen easily. They should try to understand the importance of fluency in pronunciation but how they can become fluent speaker and what role the teacher has to play in helping learners so that they can.

There are some myth related to fluency that a fluent speaker always speaks fast and able to talk on any subject as an excellent orator and who does not make grammatical mistakes. She has also mentioned that the skill of speaking is ‘active’ in nature and thus ‘productive’. Speaking in second language involves the development of a particular type of communication skill. According to her, a successful act of speech communicates something to someone. Speech is successful when it produced the desired response.

This reviews reflect that there have been considerable studies in teaching and learning English language but still there is a dearth of studies about teaching English language through games. So this study by the researcher can guide and motivate others to use them in classroom.

3.8 Conclusion

In this chapter, the researcher has tried to give various research studies related with the problem selected by the researcher. This is followed by the fourth chapter which contains methodology of research and is entitled Methodology of Investigation.