

CHAPTER : II

REVIEW OF RELATED STUDIES

CHAPTER : II
REVIEW OF RELATED STUDIES

	Page No.
	16 - 33
2.1 Introduction	16
2.2 Studies Conducted on Teaching of Language	16
2.2.1 Some Observations and Implications on Teaching of Language	21
2.3 Studies Conducted on Common Errors Committed by students	23
2.3.1 Some Observations and Implications on Errors Committed by students	26
2.4 Studies Conducted on Achievement of students	27
2.4.1 Some Observations and Implications on Achievement of students	30
2.5 Implications of the reviewed studies on the present study	31

CHAPTER : II

REVIEW OF RELATED STUDIES

2.1 INTRODUCTION

In order to have comprehensive view of research work carried out on various aspects of teaching of language and the available literature related to language have been reviewed in this chapter. The purpose of this chapter is generally to provide a brief review and appraisal the related studies and to show the present study contributes in advanced.

Keeping in view the objectives and focus of present undertaking of twenty four studies have been reviewed in this chapter to develop a wholistic perspective of the nature and finding of these studies and to arrive at implications for the present study. In view of studies reviewed they have been categorized in terms of the following aspects.

- (1) Studies conducted on teaching of language
- (2) Studies conducted on errors committed by students
- (3) Studies conducted on achievement of students

It may be mentioned here that the above classification is by no means an exhaustive one. Further, while reviewing, Some studies may appear exclusively on any one section and other may cut across all the three sections. A detailed discussion given in three sections are presented as follows.

2.2 STUDIES CONDUCTED ON TEACHING OF LANGUAGE

In this section, a total of thirteen studies have been reviewed. Those studies have focused mainly on three major dimensions, viz. Status of language teaching, method / techniques / strategies adopted by the teachers while teaching and problems faced by the teachers. Out of thirteen studies, seven have been conducted on English language, One on

Hindi, English and Sanskrit language while the rest of five studies have been conducted the regional language.

The studies of Sharan (1971), Shastri (1972), Bhattacharjee (1984), Sharma (1986), Kalinghammer (1990), Carderio (1995), and Khalique (1995), have been conducted in English language. While Mishra (1969), conducted the study on Hindi, English and Sanskrit Languages. The study of Rao (1968), was on Telugu language, Suthar (1974), was on Gujarati language, Chatterjee (1976), was on Bengali language, Singh (1976), was on Punjabi language and that of Vyas (1978), was on Hindi language. This shows that more than fifty percent of the studies have been conducted on foreign language and less than forty percent of studies on region languages.

With respect to the objectives of the study. It is found that Shastri (1972), Singh (1976), Vyas (1978), Bhattacharjee (1984), Sharma (1986), Carderio (1995), and Khalique (1995), Studied the status of language teaching. Suthar (1974), Kalinghammer (1990), studied the methods / techniques / strategies adopted by teachers while teaching and their appropriateness. Sharan (1971), Shastri (1972), Singh (1976), Sharma (1986), and Carderio (1995), studied the problems faced by the teacher in teaching or by the students in acquiring language abilities. Carderio (1995), also studied the techniques to teach poetry at higher secondary level and Khalique (1995), Studied the methods of teaching grammar. Singh (1976), also studied the methods of used for teaching of Punjabi language. Suthar (1974), also prepared and suggested broad development programme of instruction in the mother tongue for standards VIII, IX and X Whereas Mishra (1969), studied to understand the importance of language in all round development of child's personality and Sanskrit language among the students of higher secondary, Rao (1968), studied to handle a large class leading to effective teaching of Telugu, Chatterjee (1976),

aimed of preparation of graded materials for teaching of Bengali, as a Second language in Anglo Indian Schools of west Bengal.

With regard to the Sampling techniques followed in the studies, it was found that most of the researchers had adopted random sampling techniques, But there has been a lot variation in the size of sample which ranges from 120 teachers to 1000 teachers, students of 7 elementary schools to 10 per cent of the total colleges in Bombay. Rai (1968), selected 7 elementary schools of Hyderabad, Mishra (1969), Selected 1000 teachers from Madhya Pradesh, Shastri (1972), selected 10 per cent of the total colleges from Bombay, Suthar (1974), selected 390 secondary schools from the state of Gujarat out of which 357 work having coeducation and remaining thirty three schools work only girls schools, Singh (1976), selected 300 teachers from the state of Punjab, Vyas (1978), selected 650 teachers of all level from elementary schools to college from Gujarat state, Bhattacharjee (1984), selected 120 teachers, Khaliq (1995), selected 306 teachers of secondary schools from Aurangabad District and Chatterjee (1976), selected the students from classes II to IV.

For the purpose of collecting data the researchers had used questionnaire and sometimes other tools. Mishra (1969), prepared a questionnaire containing twenty nine common aspects of teaching of Hindi, English and Sanskrit languages. The researches also observed the lessons and interviewed the teachers. Suthar (1974), collected the data from various sources like records, document and other published materials apart from administering questionnaire using interview technique and observing the lessons of the teacher. Singh (1976), used questionnaire and interview technique for collecting the data. Whereas Vyas (1978), and Khaliq (1995), collected the data only by administering the questionnaires and Bhattacharjee (1984), only by observing the lessons given by teachers by making use of Rating Scale. Carderio (1995), used questionnaire as well as check list. It is observed that use of questionnaire was more in collecting the required information.

As far as analysis of the collected data was concerned, all most all the researchers used descriptive statistical technique except Rao (1968), who used Mean, SD and 't' test , and Carderio (1995), who used Mean, S.D. and 't' test.

With respect to the major finding of the study, the studies of Shastri (1972), Suthar (1974), Singh (1976), Vyas (1978), Bhattacharjee (1984), Sharma (1986), Carderio (1995), Khaliq (1995), have revealed that the status of language teaching was far from satisfactory due to variety of reasons. Suthar (1974), have reported that majority of the teachers were not found qualified to impart instruction in Gujarati Language. Singh (1976), reported that the time allotted to teach Punjabi language was less in terms of its importance and in comparison to other subjects and different objectives of teaching language like reading, writing, oral work had not been given proper attention, Bhattacharjee (1984), reported that majority of teachers were not aware of appropriate methods and also were not clear about the objectives of teaching English language, Sharma (1986), found that there was a shortage of trained and qualified teachers and also the available teachers had misconception regarding English language teaching, Whereas Carderio (1995), found that adolescents disliked poetry for various reasons. Similarly Khaliq (1995), found that the aspects of language teaching other than prose were neglected by majority of teachers and also has reported that more than seventy five percent of teachers did not prefer to teach other aspects like poetry, Grammar and composition. Further, the Same study revealed that the teachers even did not know such important aspects.

With respect to the methods / techniques / Strategies adopted by the teachers while teaching and their appropriateness, the study of Suthar (1974), revealed that the teachers method of imparting instructions were found to be hackneyed. A Similar type of finding has been obtained by Sharma (1986), Who has reported that the teachers adopted faulty teaching method, Khaliq (1995), also observed that only translation method of teaching

was employed by a majority of teachers. Khaliq (1995), revealed specifically that seventy percent of teachers employed translation method, twelve percent of teachers employed direct method while only eighteen percent of teachers employed structural approach for teaching of English language. Similarly, Mishra (1969), found out more than seventy five percent teachers used only translation method. Kalinghammer (1990), have come out with issues related to foreign language teaching like difficulty of defining appropriate and effective language teaching methodology in term of classroom practices, the relationship between teacher belief system and instructional activities, and the use of target language and the role of translation. While Cardeio (1995), found that teaching of poetry with new materials, techniques and strategies had been effective in control group. And also the learner centered approach allowed more exploration of the poem by the learner and it encouraged the learner to develop proper responses and sensitivity.

While Studying the problems faced by the teachers and students Sharan (1971), made a Descriptive and Contrastive Analysis of Bhojpuri, Hindi and English languages. Shastri (1972), found low performance of students on vocabulary test. The study also revealed a significantly positive relationship between the performance of students on vocabulary test and their performance at S.S.C. examination. Even the close analysis of several randomly selected scripts revealed a variety of errors which the students had committed. Singh (1976), found that the educational administrators did not show favorable attitude towards Punjabi language and library facilities were very poor.

With respect to use of teaching aids in language teaching Suthar (1974), Singh (1976), Bhattacharjee (1984), and Khaliq (1995), have found that though on one hand the teachers appreciate the importance of use of teaching aid but on the other hand they did not use teaching aid nor such teachings aids were available to them.

Mishra (1969), found the following factors responsible for the deterioration of the standards of Hindi, English and Sanskrit languages.

- teachers inability to teach either prose, poetry, grammar or composition
- teachers did not inspire the students for general reading
- teachers did not motivate to take important notes during classroom interaction
- teachers did not inspire to speak correct pronunciations
- teachers did not make attempt to develop all the needed skills in students
- teachers adopted faulty methods of teaching
- teachers adopted dictation of notes
- teachers faced difficulties in correcting the home work of students as teachers were over loaded with other activities of the school
- teachers found the larger syllabus very vast which they were not in position to complete during available time

Rao (1968), while studying to handle a large class leading to effective teaching of Telugu found that control group fared well through out the experiment in comparison to the experimental group and even the teaching to the control group was effective. Chatterjee (1976), prepared graded materials based on the structured pattern which incorporated spoken and written language and different levels of morphology, vocabulary, syntax, phonology of Bengali language. However, compromise had to made between the principles of case of language of the children and structural approach.

2.2.1 SOME OBSERVATIONS AND IMPLICATIONS ON TEACHING OF LANGUAGE

The review of studies conducted on teaching of language discusses so far, reveals that very scant attention has been paid to study the regional language as compared to that of

English language. As the role of regional language which, in many cases, is also the mother tongue of many students is very important in the early phase of education, proper focus on the status of these languages is most essential. Even the studies which have been reviewed in the previous section have either focused only on the status of language teaching or the methods / teaching / strategies adopted by the teachers while teaching or the problems faced by the teachers while teaching or the importance of language in all round development of child's personality or to find out the reasons for the deterioration of the standards of language or to develop programme / material for the effective teaching learning of language. But, not even a single study was found which has taken care of the major aspects of the status of language viz. Clarity of objectives of teaching language on the part of the teachers, teaching procedure followed by the teachers to teach prose, poetry, grammar and composition, the problems faced by the teachers in teaching the language. This indicates that there is a need of studies on regional language which should take care of the major aspects of the status of language.

Almost all the studies were conducted either on the students of secondary / higher secondary level or the teachers except Rao (1968), and, whose studies were on elementary schools students. Keeping in mind language acquisition aspect of the students, more studies should have been conducted for elementary school students.

The tools used most of the researcher to collect data were either questionnaire, observation or interview of the teachers, or a combination of any two of the above mentioned tools except Suthar (1974), who used all the three tools. Thus the data collected were analyzed qualitatively and even quantitatively wherever possible. Such a situation calls for more use of classroom observation, interview and questionnaire by any study rather than limiting to any one or a combination of the above tools.

Majority of the studies have revealed that the status of language was far from satisfactory due to a variety of reasons. Some of the most important of them were teachers unaware about the objectives of teaching language, faulty methods employed by teachers while teaching language, sparing use of teaching aid, less emphasis on the development of four basic skills of language and the like. As not even a single study was found to take care of all the dimensions / aspects of language teaching in general and regional language teaching in particular, studies are needed to be conducted especially on regional languages. Such studies would throw light on whether a similar type of situation is prevailing in regional language teaching or not based on the findings of such of studies proper steps can be taken to raise the standards of regional language if it is found low.

2.3 STUDIES CONDUCTED ON COMMON ERRORS COMMITTED BY STUDENTS

In this section, a total of six studies have been reviewed. These studies have focused mainly on two major aspects of the common errors committed by students, viz., type of errors committed by students, causes of these errors. Out of the studies which have been reviewed under this section four have been conducted on English language and from the remaining two studies one has been conducted on Hindi language and the other on Gujarati language.

In this section the studies of Nair (1966), Dave and Shah (1968), Joshi (1975), Patrikar (1981), Gomathy (1982), and Desai (1986), have been reviewed of which the studies of Nair (1966), Dave and Shah (1968), Joshi (1975) and Patrikar (1981), were conducted on English language whereas the study on Hindi language and Desai (1986) conducted the study on Gujarati language.

Examining the objectives of the study, it was found that Nair (1966), Dave and Shah (1968), Joshi (1975), Patrikar (1981) and Desai (1986), conducted their studies in the writing aspect of language whereas the study of Gomathy (1982), concentrated only on finding out the difficulties in Hindi Spellings only. Alongwith finding out the common errors committed by students in writing, Nair (1966) and Joshi (1975) also studied the causes of such errors.

With regard to the sample of the studies, it was found that Joshi (1975), and Desai (1986), carried out their studies on primary schools students. Nair (1966), and Gomathy (1982), carried out their studies on secondary school students and Dave and Shah (1968), carried out the study on higher secondary school students whereas, Patrikar (1981), carried out the study on college students who were studying in B.A. Class of urban college of Vidarbha, Maharashtra. The sample for the study of Joshi (1975), comprised of Marathi medium students of std. V, VI and VII. The sample for the study of Desai (1986), comprised of 162 students from two municipal schools and private schools of std. IV of Ahmedabad city, Gujarat. The sample for the study of Nair (1966), and Gomathy (1982), comprised of students of std. VIII, IX and X from Kerala State. Dave and Shah (1968), analyzed ninety two answer scripts of English subject which were randomly selected from Higher secondary Board Examination of New Delhi.

In all the Six studies the researchers followed qualitative, techniques to find out the common errors. The researchers used frequency and percentage where ever necessary.

With regard to the major findings of their studies, it was found by Nair (1966), Dave and Shah (1968), Joshi (1975) and Desai (1986), that many students committed mistakes related to correct spellings and punctuation marks other than full stop and comma (partial or half stop). Apart from these, Nair (1966), also found out that the students faced many problems in written English with respect to verbs, punctuation, spellings and

vocabulary. Dave and Shah (1968), found that the errors related to spellings were 25 per cent of the total error, and that of lexical errors, misuse of usage and idioms were 19 per cent of the total errors. Similarly Joshi (1975), found that the errors concerning speech and spelling committed by students were 90 per cent and 45 per cent respectively of the total errors. Patrikar (1981), classified the errors committed by college students in four major areas, viz. Lexical errors, or the graphical errors, morphological errors and synthetically errors. While Gomathy (1982), found that the major areas of difficulty were conjuncts and in letters having similar shape. Similarly Desai (1986), also classified the errors committed by the students into the following major areas: Spellings, missing letters while writing, bad hand writing, wrong form of the tenses and the effect of faulty pronunciations.

With respect to the causes of error committed by the students, Nair (1966) and Dave and Shah (1968), found out the following major causes for such errors :

- the lack of sufficient vocabulary
- the ignorance of proper use of words in the sentences
- the unsystematic teaching with regard to pronunciation
- the non availability of reading materials.
- the defective methods of instruction especially for teaching spellings.
- the poor reading habits of not only the students but the teachers also.
- the lack of awareness of the importance of the spelling.
- the wrong use of proposition.
- the use of irregular verbs.

2.3.1 SOME OBSERVATIONS AND IMPLICATIONS ON ERRORS COMMITTED BY STUDENTS

The review of the studies conducted on common errors committed by students presented so far reveals that a very few studies have been conducted to find out the common errors committed by students in the language. On top of this it was also observed that out of the six studies which have been reviewed in this section, there was only one study carried out on Gujarati language and one study on Hindi language whereas the remaining four studies were on English language. Even the study of Gomathy (1982), which is on Hindi language was conducted on the students of Kerala district. This means that it is not the mother tongue of these students. There was only one study of Desai (1986), which was conducted on Gujarati language which is the mother tongue of the students, Such a situation demands for more and more studies on the mother tongue of the students.

Over and above this only the studies of Joshi (1975), and Desai (1986), were conducted on the primary school students whereas the remaining four studies were conducted either on the students of secondary, higher section or college level. The close examination of the sample reveals that the sample was not only selected from different levels of education but also from the different regions of our country. The absence of concentrated studies on the sample of a particular region and of different level of education makes it difficult to come out with a proper and complete knowledge of the position / status of language acquisition by the students. This implies that more studies should be taken up the sample of particular area which would throw light on the status of language acquisition and the common errors committed by the students.

With regard to the methodology adopted by the studies reviewed so far, it has been observed that the researchers have taken into account only the answer scripts of the students to find out the common errors committed by students studies should be conducted to find

out the errors committed by students which should follow multidimensional approach to identify the common errors. Multidimensional approach to located common errors would include close analysis of answer scripts, composition book, class work, book, home work book and also the opinion of the teachers and parents about the mistakes committed by the students.

2.4 STUDIES CONDUCTED ON ACHIEVEMENT OF STUDENTS

In this section, the studies of Shrinivasan (1969). Dave and Anand (1971), Patil (1985), Brahmhatt (1987), Bhatt (1993) and Harnek, Ravinder (1995), and Kothari (1996), have been reviewed. The study of Shrinivasan (1969), was conducted to study the process by which a given social climate becomes part of the experience of the individual and the way it influences his school education. The study of Dave and Anand (1971), was conducted to investigate the effect of the load of language learning on mental abilities and academic achievements of college students. Whereas Patil (1985), evaluated as precisely as possible the English language achievement of Shivaji University Graduates. Similarly Brahmhatt (1987), studied the achievements in Gujarati of Primary teacher trainees and Bhatt (1993), the achievements in Gujarati language competencies of class IV students. Harnek and Ravinder (1995), conducted a study to find out whether over and under achievers in mother tongue differ significantly in their adjustment and Kothari (1996), conducted a study on achievement of students of Standard VII in all the school subjects .

It may be observed from the above studies that, out of seven studies reviewed in this section, only two of them have been conducted on Gujarati language and only one study has been conducted on different school subjects. It may be also observed that the studies presented here have either emphasized on finding out the achievements of students in language or the correlates of it. The studies of Dave and Anand (1971), and Patil (1985),

were conducted on college or University students. The study of Shrinivasan (1969), was carried out on the students of std. VIII and IX from twelve high schools of Urban and Rural Madras. The study of Harnek and Ravinder (1995), was carried out on 203 girls of std. IX who were selected randomly from the schools of Ludhiyana District of Punjab State. While Brambhatt (1987), carried out a study on 468 primary teacher trainees from twelve DIETS (District Institute of Education and Training) of Gujarat State. The study of Kothari (1996), was carried out on a sample of 481 Boys and Girls of Standard VII. However, Bhatt (1993), and Kothari (1996) conducted a study on the primary school students.

With regard to the sample, it has been observed from the above mentioned seven studies which have been reviewed in this section that there is a great deal of diversity not only in the size of the sample but also the level of their education. The level ranges from primary school students to the college students and also the primary teacher trainees. Similar to primary level of education is very less compared to the other levels of education.

Unlike the sections 2.1 and 2.2 the findings of the studies reviewed in the present section have been reported separately here under. This is so because all the studies which have been reviewed in this section were carried out with different objectives. The similarity in these studies existed in terms of the achievements in language and in finding out its correlates with other variables. The findings of the studies of this section have been presented here under.

Shrinivasan (1969), found that children of middle class family got significantly better scores in language ability tests than other two classes. The investigator also found that the difference between urban and rural lower class boys in test score was negligible but the urban girls were found to be superior to the rural girls. The language ability score was positively related with the scholastic achievement score.

Dave and Anand (1971), found that there was no difference in verbal intelligence, non verbal intelligence and academic achievement was found between pupils studying mother tongue or second language for seven, eight, nine and eleven years. The investigator also found that the load of studying through a medium of instruction other than ones' own mother tongue did not seem to retard the growth and development of mental and scholastic abilities.

Patil (1985), found that the Shivaji University graduates could hardly achieve 50 per cent of the expected English language proficiencies. The average vocabulary of the Arts graduates was 2800 words. The investigator also found that the male and female students did not differ significantly however, urban students were superior to the rural students with respect to their achievements.

Bharambatt (1987), found that the mean achievement in Gujarati of the primary teacher trainees was 43.6 with 49.55 as the highest and 33.62 as the lowest mean achievement.

Bhatt (1993), found that the mean achievement in Gujarati language competencies of class IV students was 50.33. The investigator also found that the achievement of boys of municipal schools was 50.46 and that of girls was 48.44.

Hardik and Ravinder (1995), found that social adjustment did not have significant relationship with the achievement in mother tongue while emotional adjustment and educational adjustment did have significant relationship with the achievement in mother tongue. Kothari (1996), found that mean achievement of the entire sample in the subject of Gujarati was 52.5. The mean achievement of Boys was found to be 50.9 and that of Girls was found to be 54.6. Further castewise mean achievement of SC, ST, SEBC, and General category of students was found to be 52.4, 51.9, 50.0, and 53.3 respectively.

2.4.1 SOME OBSERVATIONS AND IMPLICATIONS ON ACHIEVEMENT OF STUDENTS

The review of the studies conducted on the achievement of students in language presented in the previous section reveals that a very few studies have been conducted on this aspect of language like the studies which have been presented in section 2.1 and 2.2 here also out of the seven studies only two studies of Bhatt (1993), and Kothari (1996), were conducted on the students of primary level. Kothari (1996), found that only 07.48 per cent of students could score more than 70 per cent marks in the subject of Gujarati and concluded that the students were weak in the subject of Gujarati.

A close analysis of the objectives of the six studies which have been reviewed under section 2.3 reveals that the studies have concentrated either on finding out the average achievement of students or primary teacher trainees or studying its relationship with background of family, urban or rural area, sex verbal and non verbal intelligence, load of language which is not a mother tongue, social adjustment, emotional adjustment and educational adjustment.

An examination of the size of the sample selected for the studies reveals a great variation in its size.

Though there are not sufficient evidences, the findings of the studies reveal that one of the reasons for either low or average achievement of students in language is the low or average achievement of would be teachers in language. Out of the other factors related to the achievements of students in language two of the factors were family background and location of school urban / rural of the students over which the teacher has no control. However since the achievement of students in language is also related to the factors like language ability, intelligence, vocabulary, social adjustment emotional adjustment and educational adjustment the education system in general and the teacher in particular can

help to a great extent to the students in improving such factors which are positively related to the academic achievement and in reducing the level of such factors which are inversely related to the academic achievement of the students. To establish such a strong and authentic relationship of achievement of student in language with other related variable/factors more studies are needed to be conducted in this particular area.

2.5 IMPLICATION OF THE REVIEWED STUDIES ON THE PRESENT STUDY

The review of the total twenty four studies which have been presented in this chapter reveals, that there is a dearth of studies in the area of language education in general and mother tongue in particular. Further, it was observed that studies have either concentrated on studying the status of language education or identifying the common errors committed by the students or studying the achievement of students in language. But, all three aspect of language education have not found a place together in any of the study. On the basis of these observations, it can be stated that the focus of available studies is limited only to one or two aspects of language education.

With regard to studying the status of language teaching, though the available researches have taken into consideration a number of components but still quite a lot of significant component viz. , like clarity of objectives on the part of the teachers, teaching procedure followed by teachers to teach prose, poetry, grammar and composition, problems faced by teachers while teaching language have not been studied by most researchers. Such a situations calls for more studies which should take in to account all the major components of language teaching.

The review further reveals that the attention paid to studies related to identifying common errors is far from satisfactory. Moreover, it was also observed that most of the

researchers have tried to identify common errors from the answer scripts of the students. This is another area which requires more studies on different language in general and mother tongue in particular.

Further more the review reveals that the achievement of students in language was either average or below average. Even the achievement of primary teacher trainees in language was also average. Such a situation calls for comprehensive attempts to find out the causes for the same. The identification of causes of either average or low achievement of not only the students but also the teachers trainees would form the base for the teacher educators and policy makers to bring about the needed changes in the area of weakness of language education.

The review of studies have also indicated the scant attention paid by the researchers in Conducting studies at the primary level and a heavier concentration of studies at secondary and higher education level. Such a situation is very alarming not only because of the fact that elementary level is the most important stage of language acquisition but also from the point of view of a comprehensive understanding in the area of language research. Thus it calls for vigorous efforts by the researchers to fill the gap so that adequate understanding is available to formulate appropriate policies in the area of language education.

With regard to the methodology adopted by the studies reviewed in this chapter, a great deal of variation was observed in the size of the sample chosen by the researchers. Further, regarding sample it was also observed that the level (Primary, secondary and Tertiary) of education from where the sample has been drawn shows a lop sided emphasis i.e., mostly on secondary and tertiary level. On the basis of these observations regarding sampling , though it is very difficult to comment about their appropriateness but none the less, it can be said that future researches should take care of the existing gap. Further more,

regarding the tools adopted by the studies it was observed, that, though a most of tools like questionnaire, interview schedule, observation, opinionnaire have been use of by the researches, but very few of them have used all these tools together. In order to get a clearer and comprehensive understanding about any research in language teaching, it is desirable to use all those tools together. What is therefore, required is the judicious application of a variety of tool to get a comprehensive idea about language education.

The existing about lacunae in the studies and gaps in the existing literature in language teaching have been presented in this section so far. For an ideal study, it is expected that it should not suffer from those limitations and at the same time it should to some extent void the gap. But it is practically not possible to take care of all these problem. Therefore, the present study has modestly attempted to take care of some of the limitation pointed out through this review.

The review of all these research studies has enabled the investigator to develop a proper plan and procedure for conducting the present study, which is discussed in the next chapter.