. Review of Literature

In brief, the review of related literature is worthwhile for an effective piece of research work; the foundation on which his future works may be built. If we do not construct this foundation of knowledge given by the review of the literature, our work is most likely to be shallow and crude, and will often prove to be a duplicate one. That has been done better by someone in the past.

The investigator has reviewed and consulted several researches related to investigation with a view to have a broad and comprehensive understanding of studies done in the field.

The review has been presented as under:

A) Indian Scenario:

Josephbhai (2012) reported that the prime problem of teaching English is the attitude of the learner and the teacher. He discusses problems of teaching English as a major subject and follows it by prescribed set of solutions. It discusses the lack of inter-relationship between the first language and second language taught in schools and colleges of Gujarat.

Swaleha and Shirin (2011) feel that students coming from Vernacular Language experience disturbances from psychological point of view especially while trying to adjust in English Medium Colleges. They feel shy, nervous, less well mannered, under-achievers and can get easily distracted which affects their overall personality characteristics.

Vazalwar and Yadav (2005) trace out the Relationship of Reading Comprehension in English with Anxiety, Socio-Economic Status and School Environment. The key findings were: there was a significant joint effect of anxiety and SES on reading comprehension in English, also there was significant joint effect of school environment and anxiety on reading comprehension in English, and there was a significant joint impact of anxiety, SES and school environment on reading comprehension in English.

Neeta and Ravi (2005) discussed the influence of Medium of Instruction on Level of Academic Anxiety within School Students. The findings of the study reveal that academic anxiety level of English medium students was significantly greater than that of the students of Hindi medium.

Alavandar R (1992) attempts to study various variables relating to English reading competency of high school pupils and their manipulation for improving English reading competency (ERC). It will aid the
relative importance of the pupils’ reading habits, spelling ability, passive vocabulary and grammatical knowledge in the prediction of their English.

**Aparaj (1991)** tries at developing auditory abilities of learners in teaching English as a second language in secondary schools through ten listening exercises. He trusts that good auditory and micro listening abilities score high in the esteem of the children.

**Ahuja and Ahuja (1990)** suggests Reading Comprehension tests with close and multiple choice items for classes VIII, IX and X with a view to provide a valid and a reliable test for assessing reading comprehension ability among children. This would help foster esteem in children.

**Anjali (1990)** concluded that Boys showed more proficiency in English usage test than girls, and so did urban students as compared to their rural counterparts. While, rural boys – rural girls and urban girls – rural girls did not differ from each other. Boys and girls did not differ in their verbal reasoning test, and neither did urban and rural students. In reading comprehension too boys and girls did not differ significantly and neither did urban and rural students. Achievement of students in English could not be predicted from English usage, verbal reasoning and reading comprehension. The research redefines the contribution of anxiety in the learning of English.

**Ayesha (1989).** endeavours to explore the relationship between classroom interaction and uptake in English as a foreign language (EPL) teaching classes in order to provide better learning opportunities. She concludes that anxiety in the class is the chief factor that determines the level of progress in the learning of the foreign language.

**Mabel (1988)** attempts to study the reading attitudes of Indian students in order to find out the ways and means of reading skills of young students in India. He concluded that it was the reading of English that developed a positive attitude of the learner in the language.

**B) Foreign Scenario:**

**Sean (2012)** discusses why people oft consider Native English speaker to be a better language teacher to non-native English speaker. Especially by those who have not reflected on the innate differences between using a language and teaching it, and by those who take for granted that non-native English speaker is by default not fluent. Nativity is thus made synonymous with pedagogical superiority. The ‘native speakers model’, which itself is a dicy concept, is analysed to show how supposed nativity is difficult to be defined accurately.
**Samina (2012)** details on Language as one of the tools which puts our feelings to words. She agrees with this that all of us largely depend on English language to express ourselves universally. But, there are many who are still not-so-aware of the brighter side of the language. This paper explores the reasons for not adapting English language as part of societies in Pakistan and recommends strategies to overcome the same.

**Imaratul (2012)** covers a big following of the linguistic and cultural variations amongst English users. An intercultural approach to ELT promotes an awareness of the source culture, and distinctly distinguishes from the target culture and that of the international target culture. This paper studies how the cultural content is built-in into Indonesia’s high school ELT textbooks.

**Malissa and Wong (2012)** speak about the Attitude and Perceptions of Transfer Students towards non-native speakers – English Lecture. In English Language Teaching, a vast majority of teachers are not native speakers of English. Majority of students all over the world learn English in foreign language contexts and as a result, most English teachers work in like contexts too. These teachers have worked hand in hand with the native speakers.

**Rahma (2012)** says how important English Education is to the Omani in the education of Omani youth and their preparation for a multicultural world of employment. The government has therefore poured large resources into English language teaching in the nation’s schools and colleges. However, students continue to graduate with inadequate English language proficiency. Participants of the research suggested a number of solutions and especially encouraging students to learn English by showing them its international status and its importance for their future education and employment.

**Marilyn C & Judith (2012)** suggest that spelling instructions through etymology is a better method to develop spellings in older students. The intervention gave significantly positive results in Queensland girls but not boys. The implications of improved pedagogy discussed are more positive attitude, among others.

**Nawab (2012)** reveals in his study that teaching of English as a pedagogy is quite similar to the teaching of other subjects such as history, geography etc. Translation method is found to be the dominant way to teach English and learners don’t get any opportunity to practice language acquisition in the classrooms. The reasons being, among others is lack of motivation amongst students and teachers alike.
Barry (2012) describes Communicative Language Teaching as one causing a major paradigm-shift within the language teaching in the twentieth century and that such factors continue to exert a big influence on the modern-day English language classroom. However, achievement in adopting a method shaped by English indigenous speakers is not quite clear when attempting to utilize the approach in Japan where the culture of learning is different from the pedagogy that the approach advocates. The MEXT has strived hard to improve the talk ability of secondary school students through several reform measures and teacher training, which according to the teachers is aimed how the approach can be, if at all, implemented within their class-room context.

Ratanawalee (2012) show that students are, innately highly motivated to studying English language. It reveals that instrumental factors are highly significant and are recommended for enhancement and improvement of students’ motivation.

Christopher (2011) suggests that For Mutual intelligibility, English as a Langua Franca need not be Standardised. The whole issue of using English is that false belief that ‘true’ English is one that is used by the Englishmen. The findings state that ELF users, despite not adhering to standardized rules, achieve mutual clearness through negotiation of their own variety of ELF depending on each others’ code-mixing, degree of pidginization, as well as various discourse strategies.