CHAPTER - II

REVIEW OF RELATED LITERATURE

“Writing, I think is not apart from living; Writing is a kind of double living; The writer experiences everything twice. Once is reality and once is that mirror which waits always before and behind”.

- Catherine Drinker Bowen
  Atlantic Dec-1957
  (1897-1973)

One of the indispensable parts of the research is reviewing the literature. The review of related literature is a sort of formal training, which enables the researcher to understand the objectives and the corresponding hypotheses of the study. It acquaints the researcher with the current knowledge and serves as a pole star in delimiting and defining the problem. The most important reason for reviewing the literature is to know about the recommendations of the previous researchers for further researches, which they have listed in their studies. This step helps to eliminate the duplication of what has been done and provides useful hypothesis and helpful suggestions for significant investigation. Essentially, review of related literature economizes time and energy of the researcher. Thus, the review of related literature is an essential aspect of research problem as it is a step of scientific method; it forms the foundation upon which all the future work is to be built. If we fail to acquire this formation of knowledge provided by the review of literature our work is likely to be shallow. A literature review can be divided into two processes:

- the search for materials and resources, and
- writing your literature review

Review is an evaluative report of information found in the literature related to your selected area of study. The review should describe, summarize, evaluate and clarify this literature. It should give a theoretical
base for the research and help you (the author) determine the nature of your research. Works which are irrelevant should be discarded and those which are peripheral should be looked at critically. A literature review is more than the search for information, and goes beyond being a descriptive. All works included in the review must be read, evaluated and analysed, but relationships between the literature must also be identified and articulated, in relation to your field of research.

"In writing the literature review, the purpose is to convey to the reader what knowledge and ideas have been established on a topic, and what their strengths and weaknesses are. The literature review must be defined by a guiding concept. It is not just a descriptive list of the material available, or a set of summaries.

In the present research, the investigator has scanned and reported most of the relevant studies done in India and abroad in the field of language creativity, home environment, school environment and linguistics skills of the secondary students. Therefore, in order to prepare a base for defining the problem precisely, making interpretation of data meaningful and making comparisons among similar studies, the investigator studied the related literature extensively. The review provided an insight into various dimensions of the problem and related issues at different stages. In this attempt, the investigator was selective and reviewed researches, which had a direct bearing on the present study. The present chapter provides a thumbnail account of such studies, their ambit and outcomes. The available researches, which are directly and indirectly related to the present study, have been conveniently classified under the following three sections: The first section (2.1) deals with the research studies related to language creativity; the second section (2.2) includes the review of studies pertaining to home environment; the third section(2.3) deals with the research studies related to school environment and
the studies related to linguistics skills have been presented in the third section (2.4).

**Purpose of the Review**

Review of the related literature; besides allowing the researcher to acquaint himself with current knowledge in the field or area in which he is going to conduct his research, serves the following specific purpose:

- The review of related literature enables the researcher to define the limits of his field. It helps the researcher to delimit and define his problem. The knowledge of related literature, brings the researcher up-to-date on the work which have other done and thus to state the objective clearly and concisely.

- By reviewing the related literature the researcher can avoid unfruitful and useless problem area. He can select those areas in which positive finding are very likely to result and his endeavors would be likely to add the knowledge in a meaningful way.

- Through the review of related literature the researcher can avoid unintentional duplication of well established finding. It is no use to replicate a study when the stability and validity of its results have been clearly established.

- The review of related literature gives the researcher an understanding of the research methodology which refers to the way the study is to be conducted. It helps the researcher to know about the tools and instruments which proved to be useful and promising in the previous studies. The advantage of the related literature is also to provide insight into the statistical methods through which validity of results is to be established.

The final and important specific reason for reviewing the related literature is to know the recommendation of previous researchers listed in their
studies for further research. The review of related literature studied by the researcher is divided in to following categories.

1. Review of related literature conducted in India.
2. Review of related literature conducted in abroad.
3. Conclusion on the basis of the observation of the review.

The studies have been analyzed by keeping objectives, methodology and findings of the study to draw the conclusion to strengthen the rationale of the present research.

2.1 REVIEW OF RELATED LITERATURE CONDUCTED IN INDIA

Ammal (1972) analysed the ‘linguistic difficulties in learning Hindi, on a sample of 600 Secondary School pupils in Kerala’. Linguistic analysis through a specially designed test revealed the relative difficulty among 27 different linguistic areas. The study revealed that the method of teaching Hindi language was inadequate and uninteresting. It also revealed that the majority of the school children exhibited deficiencies in learning Hindi language.

Oad (1980) conducted a ‘Diagnostic study of language errors and developed a programme for remedial teaching in Hindi at school level’. The study revealed that the number of errors decreased from class VI to VIII and increased in classes IX and X. The study also revealed that the errors can be rectified by effective remedial teaching programmes.

Sudarshanam (1980) conducted a study on ‘A diagnostic study of reading comprehension of the undergraduate students studying English under Part II in colleges in Coimbatore’. The main objective of the study was to construct and administer a diagnostic test of reading comprehension for undergraduate students and to develop a suitable approach for remedial instruction. A proficiency-cum-diagnostic test of reading comprehension consisting of two parts, one for macro diagnosis (factual, referential), inferential and evaluative comprehension) and the other for micro diagnosis (rhetoric, use of words, sentence structures) was constructed and questionnaires
for teachers and students were used to collect the required data. Adopting the stratified random sampling technique, 716 students from the three years of the three years of the undergraduate (BA/BSc) course were selected as a sample for the study. For the experimental study to validate the remedial programme suggested, the paired group method was followed and 28 students in the experimental group were paired with 28 students in the controlled group on the basis of the marks scored in Part 1 of the diagnostic test. The remedial programme was carried out over 15 classes each of one hour duration. The main findings were: (i) The mean comprehension score of the sample was only 72.29 against a maximum of 17.02. Second year students (M=34.14) significantly differed from first year (M=31.04) and third year (M=30.84) students in their comprehension ability. (ii) A significant difference was observed between arts and science students only in the first year. (iii) Students (third year) who studied English only under Part-II 6. Tamil and English medium students did not differ in their comprehension ability in English. (iv) Rural and urban students differed only at the second year level. 8. Students in government and private colleges differed only at the first and third year levels. (v) Men and women students differed at the first and the second year levels. (vi) the teaching of English did not contribute to the improvement of students’ comprehension performance. (vii) Educational and occupational status of parents correlated significantly with the comprehension scores of the students. (viii) Students devoted greater attention to reading the opening and closing paragraphs of long texts. 13. The remedial programme suggested was effective in significantly raising the comprehension score of the experimental group students. Implications of the study are: (i) A rhetorical approach to teaching comprehension may be adopted; (ii) The syllabi, materials and methods of teaching English in colleges should be related to using English as a source language for further and advanced learning of one’s subject.
Partrikar (1981) conducted a study ‘A linguistic analysis of the error in written English students of B.A. Classes’. The study was concerned with the causes of the deterioration in the usage of English Language to be analyzed by critical examination of errors in language performance of students and suggestions for improvement in the teaching learning process in schools and colleges. The investigation was limited to written expression in English. In all 1500 written scripts (valued answer-books) of candidates from urban centers of Nagpur, Akola and Amravati appearing at B.A-I, B.A-II and B.A.-III examinations of the university were collected for analysis. In addition, 400 scripts contained from colleges in these cities were also obtained. These scripts contained free composition and not memorized free mater. Out of the 1900 scripts, 300 were sorted out after careful scripting. In order to judge the errors in their proper context, one hundred sentences from these were examined for description and explanation of the error committee in each category. These were classified into four categories in linguistic terms: (i) Lexical errors – 83 percent of the errors were due to omission of lexical items, 10 percent due to wrong use of lexical items and 7 percent due to addition of unnecessary lexical items. Further, 56 percent errors occurred due to absence of control over vocabulary, 17 percent due to false analogy and 27 percent due to the interference of mother tongue. (ii) Orthographical errors-Spelling error were found to be occurring mainly due to faulty pronunciation, confusion in similar sound of words, double vowels or consonants, false analogy and lack of knowledge of rules governing morphological changes. (iii) Morphological errors – 28.4 percent were errors of derivational affixes. 33.7 percent of verbal inflexions, 22.8 percent of noun, pronoun and adjective inflexions and 15 percent of concord. (iv) Syntactical errors- of these, 40 percent were due to wrong word order or concord, 33 percent due to wrong selection and use of function words and 27 percent due to wrong formation of phrases. Interference of mother tongue was found to be a powerful cause behind the syntactical
errors. The study revealed that students’ knowledge of the English vocabulary, morphology and syntax was very confused. Use of wrong items, omissions and wrong substitutions, lack of knowledge and control over the structure of the language, interference of the mother tongue and lack of fundamental grounding for the receptivity of students from psychological and environmental points of view were the major causes in deficient achievement. Even after environmental points of view were the major causes in deficient achievement. Even after the completion of secondary education, the objectives of teaching English were hardly achieved. Proficiency in a language could be attained only through constant practice and thus our schools and colleges had failed to provide.

Gomathy (1982) conducted a study ‘A diagnostic study of the difficulties in Hindi spelling of High school pupils of Kerala’. The aims of the study were: (i) to locate the areas of difficulty in spelling in written Hindi, (ii) to diagnose specific spelling errors committed, (iii) to suggest remedial measures to overcome the difficulties. Data for the study were obtained through the administration of graded spelling tests, speech recording and observations. The sample comprised 500 pupils of secondary school classes drawn from all over Kerala. There were 250 boys and 250 girls in the sample drawn from urban and rural schools. Frequencies of errors were tabulated and compared. The main findings of the study were: (i) The major areas of difficulty were in conjunctions and in letters having similar shapes. (ii) Less mistakes were made in vowels, soft sounds and two-letter words, (iii) Most commonly misspelt words were dha, dya, dhya, khya and gha. (iv) Pupils found it difficult to differentiate between the khararas and atikharas and, therefore, mistook one for the other and committed mistakes. (v) Pronunciation and spelling errors were related.

Mishra (1982) studied the effect of children’s perception of Home and school environments on their language creativity. The sample consisted of 197 students from intermediate classes (medical groups) from the district of Agra,
Mainpuri, Farumkhabad and Kanpur. Tools used were language Creativity Test, Home Environment Inventory and School Environment Inventory constructed and standardized by the investigator, Jalota’s Group Test of General Ability, Cattell’s Culture Fair Test of Intelligence Scale III, Form A, Socio Economic Status scale questionnaire of Jalota, Pandey, Kapoor and Singh. Keldall’s Tau coefficient, ‘t’-test, predict moment correlation and contingency coefficient were employed to analyse the data. The major findings of the study were: (i) Girls excelled boys in overall language creativity. Girls with high language creativity perceived more stimulation in their homes than girls with low language creativity. Boys with high language creativity perceived less social isolation in their home environment. (ii) Significant relationship existed between perceived school environment and originality among boys, perceived home environment and overall language creativity among girls and perceived home environment and inquisitiveness among boys. (iii) Relationship between various aspects of school environment and girls’ language creativity were not significant. For boys, the relationship of creative stimulation and permissiveness were significant but negative. (iv) Girls perceiving high stimulation in home environment and normal stimulation in school environment obtained higher scores on the overall language creativity and origin.

**Nanda (1982)** conducted a study ‘An Investigation into the Causes of Poor Attainment in English Comprehension of the Students of Class XII in Cuttack City and their Remedial Measures’ and found that lack of study atmosphere, unfavourable environment, apathy of teachers, lack of effective supervision and administrative control and poor financial conditions of schools were the responsible factors which causes poor attainment in English comprehension of the students of class VIII.

**Srinivasa (1982)** conducted a study on ‘Diagnostic study of reading disability among school children’. The main objectives of the study were: (i) to
investigate the main causes of reading difficulties, (ii) to identify and analyse the psychological, sociological and education factors affecting growth in reading performance, (iii) to relate reading difficulties with achievement in certain school subjects, and (iv) to make case studies of school children with special type of reading difficulties. A sample of 300 students studying in classes V, VI and VII of ten schools of Andhra Pradesh were selected following the stratified random sampling procedure. Due representation was given to the sex of the individual location and management of the school. The major findings of the study were (i) The correlation matrix revealed that the subtests of reading skills, namely, test 1-word meaning in isolation, test 2-word meaning in the context, test 3-word meaning with antonyms, test 4- word meaning with prefixes and suffixes and test 5-word meaning with rots were interrelated. There was high correlation between vocabulary and comprehension and also between total reading skills and language achievement (0.64). It also highly correlated with general knowledge test, composite score of social studies and general science, But the correlation with arithmetic test was comparatively low (0.34). All the correlation coefficients were significant at 0.01 level of confidence. (ii) Among the personal characteristics studied, visual discrimination, auditory discrimination, general health condition and general mental ability of children showed high positive relationship. (iii) Reading skills of children were mostly dependent on the socio-cultural background of their families. Students from highly developed and culturally advantaged families performed better on the reading tests when compared to those children who hailed from backward and culturally disadvantaged families. (iv) Reading achievement of school children in total was normally distributed. Students performed fairly well on the subtests of word meaning in isolation, word meaning in the context, and word meanings in antonyms, but were poor and below average achievers in the subtest of word meaning with prefixes and suffixes and word meaning with their roots. (v) Children from
socially and culturally backward families suffered from language deficiency and lagged behind in the reading skills.

Gupta (1983) conducted a study on ‘Factors underlying achievements in first language (Hindi), related classical language (Sanskrit) and a foreign language (English) with their implications for instruction methods, 1983’. The aims of the study were (i) to prepare Sanskrit passages through reading and listening, ability to speak and spell words in these languages correctly and ability to know the rules of grammar of these languages,(ii) to study the distribution of scores of the tests of three languages separately, (iii) to study the degree of relationship between the different tests in each language, and (iv) to find which of the three abilities was responsible for the relationship between the tests. A set of 15 tests, four each for English, Hindi and Sanskrit was prepared which comprised (i) a test on reading and understanding, (iv) a test on hearing and understanding, (iii) a test on spelling test, and a test on grammar and composition. Four hundred class X girls were randomly picked up. They were studying all the three languages from the educational institutions of Jammu province. The major findings were: (i) the distribution of scores in all the testes of English, Hindi and Sanskrit showed deviation from normality. (ii) The relationships between the tests of each language were found to be statically significant. (iii) In case of English language, the extracted two factors were identified as ability comprehension through reading and skill of correct pronunciation. In case of Hindi language, the two factors were spelling comprehension through reading. In case of Sanskrit language, the two dominant factors were grammar, and comprehension through reading. (iv) The language abilities and skills influencing the achievement in the three languages taken together showed that hearing and understanding, and pronunciation played a dominant role. The first and second factors were identified as ‘Comprehension through reading’ and ‘spelling’ respectively.
Sarasamma (1984) conducted a study on the Basic Vocabulary in Hindi for Eight Standard Non-Hindi Speaking Students of Karnataka and found that (i) there was no significant difference in the performance of English and Kannada medium students, English medium students appeared to be slightly better and more consistent in performance than Kannada medium students. (ii) There was no significant difference between the students of government and private schools.

Anand (1985) conducted a study of the factors that affect the orthography in Hindi and diagnosis of spelling mistakes in the writing of class V students of Hindi medium schools of Delhi, along with a remedial programme. The major objectives of the study were (i) to diagnose spelling errors in Hindi made by class V students of Hindi medium schools of Delhi, (ii) to study the factors responsible for those errors, and (iii) to develop a programme of remedial instruction and to demonstrate its effectiveness. The investigator analyzed written work done by 70 class V students and identified major areas of students’ difficulties. A sample of 143 words from the analyzed errors was selected and a battery of eight tests was developed. A sample of 203 students from five Hindi medium schools was selected for the administration of a battery of diagnostic tests. The data thus collected were treated statistically and reliability of tests was found out. Factors affecting spelling errors were studied analytically. Five groups of erring students were provided a remedial programme with the help of different teaching strategies. The same diagnostic test was administered ten weeks after the remedial programme. Major findings of the study were: (i) The largest number of mistakes were made in respect of the use of matras, closely followed by the use of incorrect words. (ii) Most of the spelling errors were due to inadequate mastery of the most basic tasks in the process of spelling. (iii) A large number of students were not able to learn till class V the sound-letter associations required for correct spelling. (iv) Ability to spell correctly did not automatically improve with age. The difference
between the performance of older and younger students of the same class was not significant which indicated that it was the quality of instruction rather than age which accounted for the spelling error. (v) Use of the teaching-learning strategies which involved oral-aural-visual and motor experience of the word was most suitable for improving the spelling ability of students. The educational implications of this study are: (i) Specific instructional programmes should be undertaken so that students develop the insight into the rules and ways in which Hindi words are spelt prior to their third year in school. (ii) Since pronunciation drill and reading practice alone do not help in remedying deficient spelling ability, these should always be accompanied by word-study and writing practice.

Deshpande (1985) conducted a study ‘A Critical Study of Deprivation on Language Ability of Children Studying in a Municipal Corporation School in Standard I: A Comparison with Children in a Private School and a Village School’ and found that (i) children who were seriously deprived (economically, socio-culturally and experientially) were found to be affected more in all aspects of language ability, (ii) Linguistic ability of a child was more seriously affected by experientially deprivation than by socio-cultural and economic deprivation, (iii) Economic deprivation affected comprehension ability more than the other two components of language ability, namely, vocabulary and narration and expression, (iv) Factors of deprivation, which was found to be prominent for language development were (a) educational background of the family, and (b) standard of living of the family.

Mohammed (1986) conducted a study of errors in the written English of pre-degree students. The objectives of the study were (i) to identify the major errors in the written English of pre-degree students, (ii) to classify the errors with a view to classifying and arranging them into the major areas in the order of their importance, (iv) to determine the sources or cause of the error identified and (v) to suggest corrective measures and remedial programmes.
Data required for the study were collected using the Diagnostic Test of Basic language Skills which was developed by the investigator, field of teaching English were interviewed and consulted. A sample of 700 subjects was selected from the population of the second year pre-degree students (+2stage) of the colleges affiliated to the University of Calicut. Proportionate stratified random cluster sampling technique was used to ensure greater representation of various categories of the total population. The whole sample was divided into 29 subgroups on the basis of 12 variables which were hypothesized to influence the proportion of errors. Hence, the subjects were divided into three categories, high, low and average, on the basis of the scores of achievement, socio-economic status and domestic facilities for learning English by using statistical techniques. The three categories of discrepant achievers (over, normal and under) were also identified using the regression equation method. The major findings were: The total sample committed errors in 17 grammatical areas. They were (i) tenses (82.28 percent), (ii) prepositions (81 percent), (iii) noun and relative clauses (79.14 percent), (iv) verb patterns (42.28 percent), (v) articles (41.42 percent), (vi) conditional clauses (39.28 percent), and (vii) pronouns (25.71 percent), (ii) Significant differences between the following subgroups taken in pairs were found to exist in the mean scores of errors in all the grammatical areas taken together; (11 High SES and average SES, (iii) good and average colleges, (iv) high achievers and average achievers, (v) high achievers and low achievers, (vi) English medium and Malayalam medium.

Desai (1987) conducted a study of Language Creativity ability of student of higher Secondary of Gujarat state in the context of some psycho socio factors on a sample of 608 students which included both girls and boys. The main objective of the study was to study the trends of Language Creativity ability of pupils of difference sexes. Verbal and non-verbal Language Creativity ability test was constructed to measure fluency, flexibility and elaboration by a non-verbal test. The study revealed that there was no sex
difference with regard to Language Creativity ability of higher secondary students.

Trimurthy (1987) conducted a study of ‘Language Creativity ability of high school student in the context of some psycho- socio factor on a sample of 603 pupils selected from classes VII, IX, & X of high schools of Andhra Pradesh’. The Objective of the study was to determine the extent to which sex influenced Language Creativity ability. Tools used were the verbal test measured the fluency, flexibility, originality and evaluation of C. T. A. The reliability of the test ranged from 0.72 to 0.89 for the non verbal test it ranged from 0.63 to 0.74. Major Finding was: The boys were better than the girls in both verbal and non-verbal Language Creativity ability.

Sharma (1987) conducted a study of correlates of creative functioning on a sample comprised 360 students (180 male and 180 female). The age ranged from 15 to 17 years. Out of 360, 180 were from high caste group (90 male and 90 female). These students were from high classes IX & X and intermediate XI & XII. Objective of the study was to determine sex wise comparison on creative ability as tested though Torrence test of Language Creativity, Torrance test of Language Creativity verbal form B were Figural form B were used for measuring creativity. The findings of the study revealed that male had an edge over females on verbal and composite verbal/ language creativity. Male were found significantly superior to females on figural originality, and no significant different was found in case of composite figural creativity.

Rajagopalan (1988) studied creativity of secondary school students in relation of classroom climate, achievement motivation and mental ability. The investigator used the classroom climate scale developed and standardized by CASE, the Achievement Motivation Inventory by Prayag Mehata, the Mixed Group Tests of Intelligence by P.N. Mehrotra and the Verbal Tests of Creative Thinking by Baqer Mehdi. The study was carried out over a sample of 1200
students of class VIII and IX of English medium, Schools of Madurai city. The 2×2×2 factorial design was used for the study. The analysis of variance, correlation and t-test techniques were used for verifying the hypotheses. The major findings were: (i) On the whole, the creative level of students of Madurai city was low. (ii) There was a dearth of originality amongst students. Students studying in Class IX had high originality as compared to students studying in class VIII. (iii) The high classroom climate (high authenticity, legitimacy and productivity) was found effective on the creative level of the students of classes VIII and IX. (iv) The achievement motivation had no effect on the level of creativity for the students of both the classes. Similarly mental ability did not have any effect on the creative level of students studying in class VIII, whereas it had a significant effect on the creative level of students of class IX. (v) The mean creativity score of student having high achievement motivation was more highly significant than the mean score of students having low achievement motivation for both the classes. (vi) There was a significant positive correlation between achievement motivation and creativity of students of class VIII while correlation between achievement motivation and creativity for students of class IX was not significant. (vii) There was a positive correlation between creativity and mental ability of students of class VIII and IX. (viii) There was a positive correlation between classroom climate and creativity of students of class VIII and IX. Finally it was concluded that high mental ability and classroom climate were conducive to the growth of creative talent.

Vyas (1988) conducted a study ‘Construction and Standardization of the Hindi Language Ability Test for the Entrants to the Standard XI (General Stream) of Higher Secondary Schools of Saurashtra Region’ and found that there was no significant relationship between the Hindi language ability and different variables like social status, educational levels of parents and their
profession. There was a significant relationship between the language ability and economic status of the pupils.

**Malhotra (1990)** conducted a study on —Effects of Synectics method of teaching on the development of Language creativity in Hindi. The findings of the study were: Students who were exposed to the synectics method of teaching showed significant improvement on all the four factors viz. fluency, flexibility, originality and elaboration as well as on the total scores of the plot building aspects of language creativity with the levels of intelligent in all the four factors i.e. fluency, flexibility, originality and elaboration as well as their summated scores. The creativity affected improvement in all the four factors as well as their total scores in their descriptive style.

**Sumangala (1990)** conducted a study “A Study of Language creativity of standard IX students in relation to intelligence, teacher involvement and gender”. The findings of the study were: There is relationship between the language creativity and the teacher involvement. Without the involvement of the teacher the components of the language creativity cannot be improved. The intelligent quotient is also a major cause for the creativity in language of the secondary students. The language creativity is not affected by the gender.

**Kelu (1990)** conducted a study ‘Some Socio-Familial Correlates of Basic Language Skills in the Mother tongue of Secondary School Pupils of Kerala’ and found that (i) parental income, occupation and education, socio-economic status and socio-familial status were positively correlated with listening comprehension, handwriting speed & vocabulary, (ii) Achievement in hand writing quality was facilitated by parental income, parental occupation, family acceptance of education facility for learning at home and total socio-familial status, (iii) Socio-familial status, cultural level of neighbourhood, family acceptance of education, learning facilities at home and parental occupation were found to be significantly differentiating high, average and low achievers in language skills.
Kumari (1990) conducted a study ‘Instructional and nurturing effects of synectics model of teaching on the creative abilities in languages’. The findings of the study were: (i) Grade levels affected the improvement in language creativity (Hindi, English and general). In all the three spheres, the students of IX were found most creative and class VIII was found more creative than IX concerning fluency and flexibility; (ii) The synectics model of teaching affected the improvement in all the five aspect of language creativity. The intelligent student was found more creative in fluency, flexibility, originality and elaboration and (iii) Improvement was noticed in all the form of components e.g. Unity, coherence, originality and fallacies of essay/paragraph writing in increasing manner.

Padhi (1991) conducted a study on effects of classroom environment and creativity on academic self concept and academic achievement. The sample consisted of 636 students from IX class drawn from 15 schools randomly (8 urban and 76 rural). The main effect of creativity and classroom environment on academic achievement and academic self concept is found to be significant by using Rentoul and Frasers individualized classroom environment questionnaire (ICEQ) and Acharuyulus’s think creatively (ATC). The findings of the study revealed that classroom environment affects academic achievement of the student significantly.

Singh (1991) attempted to determine creativity and intelligence as correlated to teaching effectiveness in secondary school teachers. The sample included 150 male and 150 female secondary school teachers of Punjab, selected through the multi-stage stratified random sampling technique. The instruments employed in the study included the Torrance Tests of Creative Thinking (Verbal Form A), The Samoohik Mansik Yogyata Pariksha (Group Test of Intelligence) by R.K Tondon, and the Teacher Effectiveness Scale by Pramod Kumar and D.N Mutha. Coefficient and correlation, regression lines and their standard errors of estimation, multiple correlation and F-ration were
calculated while treating the data. Major finding were (i) Among the male and female teachers, teaching effectiveness was positively related with fluency, flexibility, originality, composite creativity and intelligence, (ii) Creativity and intelligence taken jointly were considered better predictors of teaching effectiveness than taken separately.

Grover (1991) conducted a study “An Investigation into the Standards of Reading Ability in English in Government and Central Schools of Delhi” and found that (i) there was no significant gender difference in reading in the case of government school boys and government school girls and (ii) There were significant differences in the mean achievement of central school pupils and government school pupils in all the six varieties of the reading ability test.

Natarajan (1992) conducted a study entitled “School organisational climate and its relation to job-satisfaction of teachers and the achievement of pupils”. The main objectives were: (i) To find out the relationship between the organizational climate and the academic achievement of pupils, and (ii) to study the general achievement level in six types of climate of schools. The major findings were: The higher secondary schools of Thiruppattur Educational District were found to have all the six types of climates. Out of thirty schools there were seven schools with open climate, two schools with autonomous, seven with familiar, two with controlled, six with paternal and six with closed climates. No rural school found to have autonomous and controlled climate. There existed a significant sex difference in the job satisfaction of teachers. Job satisfaction of teachers was not found to be influenced by the difference caused by the place of work, viz. boys, girls and mixed schools or by the type of management viz. government and private schools and the subjects they taught. Teachers’ age and their experience were not related to their job satisfaction. The teacher of open climate schools had very high level of job satisfaction. No other group was found to have such a high level of job satisfaction. There was
no difference in the achievement of students in schools having different organizational climate.

Shaahi (1992) conducted a study on ‘Development of creative thinking and leadership among Navodaya Vidyalaya students’. The findings of the study were: (i) There was no significant sex difference in the development pattern of creative thinking, though girls tended to be more creative than boys on the dimensional scores of fluency, flexibility and originality as well as on total scores on creative thinking; (ii) The high and low socioeconomic students groups of subjects did not differ in creativity; (iii) There was a significant development pattern from grade VI to VIII among students of Himachal Pradesh in total leadership behaviour.

Kumari (1992) conducted a study “A diagnostic study of errors in written Hindi of secondary students of Central schools in the Madras region” to identify major errors in written Hindi of Central school students in standard X (ii) to classify the errors into major functional grammatical skills, (iii) to study the relative proportion of the errors with a view to classifying and arranging the major areas in order of their importance, and (iv) to determine the source and cause of errors identified. The major findings of the study were: (i) Percentage incidence of errors above 75% (very high) in the total sample was found in six grammatical areas, viz. passing (97.5%) punctuation (88.7%) clauses (84.07%). one word (81.69%). analysis and synthesis (80.69%). analysis and synthesis (80.86%) and compounds (77.65%); (ii) Significant difference existed in the mean scores of incidence of errors between Kerala students and Tamil Nadu students. Hindi students and non-Hindi students, high-SES, average-SES, and low-SES students (taken in pairs), high-achievers; average-achievers and low-achievers in Hindi (taken in pairs), under achievers, normal achievers and over achievers in Hindi (taken in pairs) and boys and girls; (iii) Percentage of errors had significant negative correlation with Hindi language achievement intelligence, and socio-economic status.
Kumar (1995) conducted a study on — “A study of creative thinking among boys and girls in relation to socio-economic status”. The findings of the study were: the sex difference is not a matter for the creativity. It is the family environment and the socio-economic status was the cause and consequence for the creative components.

Dutta (1995) conducted a study on ‘A study in creativity, motor abilities and motor creativity of adolescent students’. The objectives of the study were: (i) to find out the relationship between creativity, motor ability and motor creativity; (ii) to study whether motor creativity was dependent upon creativity or on motor ability or on both. The findings of the study were: There is a relationship between the motor creativity and motor ability. The motor creativity is completely depending upon the creativity.

Reddy and Kumar (1997) developed a remedial package for learning the Reading skill in English in Standard IX and measured the effectiveness of remedial package with special reference to low achievers’. The results obtained showed that the instruction through remedial package was more effective than traditional Lecture method in teaching spoken skills in English and it enabled the low achievers to cope with the normal students to a significant extent.

Devi (1998) conducted a study ‘Strategies for Developing Critical Reading Abilities in English’ and found that (i) English medium students have better achievement scores of the critical reading comprehension test than the Tamil medium students’. (ii) In achievement, central school students rank first, followed by corporation school students, then private school students, and lastly government school students. (iii) Students of the girls’ school are better in their achievement level than the students of the co-education schools in private management; (iv) Students of the girls’ school are better when compared to students of the boy’s school or co-education schools in government schools, in their critical reading achievement level; (v) Boys and girls in central schools do not differ in their achievement level. Boys and girls
in private management and government schools differ in their achievement level. But there is no difference in the achievement level of boys and girls in the total sample; (vi) Boys and girls in government co-education schools and private co-education schools differ in their achievement level. In Both the management’s boys critical reading achievement is better than the girls; (vii) In Tamil medium government school students have better achievement of the critical reading comprehension in comparison to other management schools; (viii) Boys and girls differ in their critical reading achievement in Tamil medium. Girls fared better than the boys; (ix) Management-wise, boys in private management and girls in government performed better in their critical reading achievement test; (x) The mean difference of the achievement of the students in different managements in English medium are significant at 0.01 level and (xi) In Tamil Medium, the students critical reading achievement level differs in different managements (government, private, corporation).

**Khanam (1998)** studied the influence of creativity, sex and type of school on creative self perception by testing 314 boys and girls (aged 12-13 years) studying in grade 7th. The school from which the children were taken was situated in Dhaka city, capital of Bangladesh. The results revealed that boy’s showed superiority over girl students on creative self perception.

**Usha (2003)** conducted a study on —‘A study on language creativity of IX standard urban students in Coimbatore District’. The findings of the study were: the findings of the study were: the language creativity of Urban private students is high rather than government students of IX standard.

**Sharma (2004)** conducted a comparative study of ‘intelligence, language creativity and educational achievements of rural and urban girls and boys.’(10-14 years). Main Findings of the study were: There is significant difference in the intelligence of boys and girls of rural settings. There is significant difference in the language creativity of boys and girls of urban
settings. There is significant difference among the rural and urban children in language creativity, intelligence and educational achievements.

Rao (2004) conducted a study on ‘Analysis of Creative Writing Skills in English among College Students and Development of Creativity Mobilization Technology. The objectives of the study are: (i) To assess and analyze the creative writing skills of college student in English; (ii) To find creative mobilisation technology for creative writing skills in English. Descriptive survey method has been adopted in the study. Qualitative and quantitative approaches were adopted for this study. A sample of 1440 students was selected through the probability sampling technique. The data collected through Language Creative, Essay Paragraph Analysis Scale, Kuppusam’s Socio-economic Status Scale, Creative Mobilisation technology Questionnaire, Check-list to College Teacher, and Observation to Students. The findings of the study were: (i) Urban students had higher creative writing skill; (ii) Aided students had less creative writing skills. It suggested that students tend to make better progress in the conditions highlighted in the cross case analysis.

Grover (2006) conducted a comparative study of language creativity, adjustment and self concept of advantages and disadvantaged children. Main Findings of the study were: There was significance found at 5% level of significance both advantage and disadvantage children with regard to language creativity, adjustment and self concept. After going through the above related literature the researchers has planned her study.

Anjana (2006) conducted a study on the Impact of an intervention programme in the remediation of reading difficulties among children with learning disabilities. The objectives of the study were (1) To identify children with learning disabilities. (2) To find the prevalence rate of reading/learning disabled children. (3) To design an intervention programme. (4) To study the impact of the intervention programme in remediating the reading difficulties among children with learning disabilities. (5) To find out the difference
between Level-I and Level-II of DTRD. The findings of the study were (i). The prevalence rate of learning disability in reading among grade IV students has been found to be 8.68%. This rate varies from 8.29% to 9.60%. (ii). The intervening program in the remediation of reading difficulties among children with learning disabilities has been found to be effective in improving reading skills. (iii). The intervention program was found effective with respect to Sound Symbol Association (SSA). (iv). The intervention program did not have significant effect so far as Blending of Sound (BS) is concerned. (v). The intervention program was found effective with respect to Phonic Analysis (PA). (vi). The intervention program was not found to be effective with respect to Visual Conditioning (VC). (vii). The intervention program was found effective with respect to Semantic Closure (SC). (viii). The intervention program was found effective with respect to Lexical Processing (LP). (ix). The intervention program was found effective with respect to Language Internalization (LI). (x). The intervention program was not found to be effective with respect to Copy Writing (CW). (xi). The intervention program was found to be effective with respect to Grapheme Phoneme Association (GPA). (xii). The intervention program did not have any effect with respect to Verbal Phonetic Coding (VPC). (xiii). The intervention program was found to be effective with respect to Phonemic Synthesis (PS). (xiv). The intervention program was found to be effective with respect to Verbal Visual Correspondence (VVC). (xv). The intervention program was not found to be effective with respect to Verbal Memory (VM). (xvi). The intervention program was found to be effective with respect to Listening Comprehension (LC). (xvii). The intervention program had made significant impact so far as Reading Comprehension- Aloud (RCA) is concerned. (xviii). The intervention program was found to be effective with respect to Reading Comprehension- Silent (RCS). (xix). It has been found that the control group had better performance at Level-I than at Level-II on DTRD in pre-test. (xx). The control
group was found to have better ability at Level-I than at Level-II on DTRD in post-test. (xxi). It has been found that the experimental group had better performance at Level-I than at Level-II on DTRD in pre-test. It has been found that the experimental group had better performance at Level-I than at Level-II on DTRD in post-test. On basis of findings, it can be concluded that the intervention program has been found to be effective in improving reading skills.

Vyavahare (2007) conducted a study on the ‘Preparation and Try-Out of a Remedial Course in English for Graduate Learners Who Make Glaring Errors in Writing’. The objectives of the study were (i). To design a pre-test to determine and select students who had low proficiency in English. (ii). To introduce teaching of formal grammar to promote conceptual clarity among the learners. (iii). To use the mother tongue of learners to establish rapport and to facilitate learning of L2. (iv). To use reading materials and activities those were intellectually appealing and catching the fancy of adult learners. (v). To evolve techniques that would promote learner autonomy and thereby enhance learner confidence. (vi). To design research tools to get feedback from experts and learners. (vii). To construct a post-test to find out the learning outcome. The findings of the study were 1. The group was homogeneous culturally- one State, one language, one culture. Socially however, it was heterogeneous- different regions, different castes, and different economic conditions. Most of the Students had completed their undergraduate studies from colleges in semi-urban areas. The use of English was rather less in those areas. The students were weak in all the areas- speech, grammar, writing, and spelling and even in reading. They were acutely aware of their inability to speak fluently and accurately in English. There were found gaps in the teaching styles and learning styles. Most of the students wanted student-student and student-teacher interaction instead of the conventional teacher-student interaction. 2. The motivation of the students for attending the remedial course was fairly
The reading materials were adequate and meaningful for the students. However, the use of teaching aids was minimal. Teacher could have used some aids to enhance student motivation. 5. The speech and writing tasks were found quite appreciable. 6. The learners were excited about the use of communicative tasks. Except, initial inhibitions, the students increasingly participated enthusiastically and talked on the spot. The researcher motivated the learners using L1 and interesting materials. 7. The error correction technique was found to have a positive impact on the learners. Peer prompting also helped error reduction. 8. Students were found to react positively towards the Remedial Program. Their feedback is quite satisfying. It can be concluded that with all the Main and Nurturing Effects the Remedial Course in English for Graduate Learners who make Glaring Errors in Writing has been found reasonably appealing.

Shamayel (2007) conducted a study on the ‘Impact of Teaching Strategies in English in Developing Creativity among IX Standard Students of Bangalore City with special reference to Sex, Intelligence and Socio-Economic Status’. The objectives of the study were that (i). To identify the creativity of IX standard students who have English as second language. (ii). To develop teaching strategies in English for fostering creativity. (iii). To study the impact of teaching strategies on creativity of the students with special reference to their intelligence, sex and socio-economic status. The findings of the study are (i). There is significant difference in the effect of creativity teaching strategies on the students of controlled and experimental group. (ii). There is significant difference in the effect of creativity scores on the students of different creative potential levels. a) There is significant difference in the effect of creativity scores on the students of low and high creative potentials. b) There is significant difference in the effect of creativity scores on the students of low and middle creative potentials. c) There is significant difference in the effect of
creativity scores on the students of middle and high creative potentials. (iii). There is no significant difference in the effect of creativity scores on the students of different socio-economic status. a) There is no significant difference in the effect of creativity scores on the students of low and high socio-economic status. b) There is no significant difference in the effect of creativity scores on the students of low and middle socio-economic status. c) There is no significant difference in the effect of creativity scores on the students of middle and high socio-economic status. (iv). There is no significant difference in the effect of creativity scores on the students of different intelligence levels. a) There is no significant difference in the effect of creativity scores on the students of low and middle intelligence. b) There is no significant difference in the effect of creativity scores on the students of middle and high intelligence. c) There is no significant difference in the effect of creativity scores on the students of low and high intelligence. (v). There is no significant difference in the creativity scores of boys and girls. a) There is significant difference in the creativity scores of girls before and after the intervention programmes. b) There is significant difference in the creativity scores of boys before and after the intervention programmes. The study reveals that the teaching strategies developed have helped the students to improve their creativity. However, the variables considered as moderator variables, namely, intelligence, SES, and sex have not been found to moderate the relationship between teaching strategies and creativity.

Sinha (2008) conducted a study on Language creativity of central and state boards school students. The objective of the present study is to measure the Language creativity of students studying in various schools of C.B.S.E. and C.G. Board. To find out whether there is any difference in the language creativity of male & female students studying is C.B.S.E. schools and C.G. Board Schools. The sample consist 123 students (62 male & 61 female) of class X of eight English medium schools of Bhilai City. For measuring language
creativity the test developed by Malhotra and Suchita was used. It has been found that there is no significant difference in language creativity of students studying in C.B.S.E. and C.G. Board. It has been found that the type of school environment has no effect on the language creativity.

Sharma (2009) studied the effect of school and home environments on creativity of children. In this study a sample of 200 ninth class adolescents students from 100 government and 100 private schools was drawn from Chandigarh city of India. The study revealed that government school students of Chandigarh city have higher creativity except in elaboration as compared to private school students. The mean scores also show that the girls as compared to boys have higher level of creativity. The significant t-values show that the creative stimulation, cognitive environment dimensions, permissiveness dimensions of school environment effects the creativity of school children to a certain extent. There also exists a significant difference between children of rich and poor home environments on all the dimensions of creativity.

Ansari & Kumar (2010) conducted a study on ‘Reading Habits of Senior Secondary Students at Allahabad City’. The objective of this study is to find out the mother tongue, motives of study, reading materials borrowed from library, time spent for the serious reading, use reference materials, languages of newspaper that read daily, sections of newspapers read, place of reading, and to develop some suggestions for solution of the problem. The result of the present study revealed that a majority of the student’s mother tongue is Hindi. It revealed that a majority of the students their reading motives is getting the information, and to improve the general knowledge. It also revealed that a large majority of the students study between 3 to 4 hours daily. The study showed that most of the students borrow reading materials from their school library. The result of the present study revealed that a large majority of the students reading materials related to their subjects. It revealed that most of the students proffered reading materials in Hindi and English languages. The present study
most of the students used reference materials like dictionary as well as encyclopaedia. The result of the present study revealed that a majority of the students reading newspapers daily published in English as well as Hindi. It showed that most of the students like sports sections of the newspapers daily. A large number of students are reading magazines like reader digest, and competition success review. It also indicated study revealed that a majority of the students reading place are their home, and school library. It also described that most of the students getting reading materials from their school library. The result of the present study revealed that a majority of students getting newspapers, and magazines by individual subscription.

Sundriyal & Singh (2010) conducted a Study on Spelling Errors in English Language Committed by Students of Hindi and English Medium Schools of Grade V”. The objectives of the study are: (i) To investigate the spelling errors in English language committed by the class V students of both Hindi and English medium. (ii) To compare the spelling errors in English language committed by English medium students of class V level. The result reveals that the mean of errors of Hindi medium students is more as compared to that of English medium students. We can say that Hindi medium students commit more spelling errors in English language as compared to English medium students. As the calculated value of critical ratio mentioned in the above table is more than the table value the null hypothesis is rejected. the obtained value is significant at 0.01 levels of significance. There exists a significant difference between Hindi medium and English medium students as far as committing spelling errors in English language are concerned. Thus from the above study we conclude that English medium students fare better than Hindi medium ones when we talk about committing, fewer number of spelling errors in English language.

Bright (2010) conducted a ‘study on The Influence of Listening, Reading Comprehension on the Skill of Speaking of the Students Studying in
the Teacher Training Institute of Kanyakumari District’. The objectives of the study are: (i) to find out the level of Listening, Reading Comprehension and Speaking Skill of the students studying in Teacher Training Institute with regard to background variables – gender, locality of institutions, birth order, year of study, medium of study at higher secondary level. The sample of 751 teacher trainees is selected by using simple random sampling. The findings of the study are as follows: (i) No significant difference is observed in the listening comprehension and in the speaking skill of the students studying in teacher training institute with regard to gender, locality of institution, order of birth, year of study, medium of study, listening to English news, T.V. programmes, speaking in English, reading English news/ magazines/ story books/ articles and writing letters. (ii) There is significant difference in the reading comprehension of the students studying in teacher training institute with regard to gender and locality of institution but there is no significant difference is observed in the listening comprehension and in the speaking skill of the students studying in teacher training institute with regard to order of birth, year of study, medium of study, listening to English news, T.V. programmes, speaking in English, reading English news/ magazines/ story books/ articles and writing letters. (iii) There is significant correlation between listening comprehension of the students studying in teacher training institute and speaking skill. (iv) There is significant correlation between reading comprehension and speaking skill.

Subbhuraam & Ananthasayanam (2010) conducted a ‘study on Study of Socio-economic Status and Family Environmental Factors and Their Effect on Language Skills of Engineering College Students’. The objective of the study are: (i) To assess and group the selected first year engineering college students based on their differential language skills. (ii) To find out the influence of socio-economic conditions and family environmental factors on language skills of the selected first year engineering college students. The
findings of the study indicates that there is a significant mean score difference in Socio-Economic Status between the groups who possess differential language skills among the selected engineering students. It is evident from the study that socio-economic status of the students provides certain distinct advantages which enable them to achieve broadness of experience and language facility. This fact is proved by the mean score values which indicate much difference between the low and moderate groups, and between the low and high groups. There is a significant mean score difference in selected factors of Family Environment between the groups who possess differential language skills among the selected engineering students. The findings clearly confirm the fact that family environmental factors except factors like organization and control, contribute much to the development of language skills. It is also proved that the family environmental factors of the low and moderate groups do not support them in developing their language skills. It can be concluded that the socio-economic status and family environmental factors affect the language skills among the selected engineering students.

Rao and Satyapal (2011) conducted a study on socio-economic status of scheduled caste on their language creativity. The objective of the study is: (i) To find out the effect of socio-economic status of scheduled caste on their language creativity. The study revealed that the flexibility dimension of language creativity of Scheduled Caste students has been affected by gender, place of living, marital status, type of family, category and mother's occupation.

Reddy (2011) conducted a study on “Inculcating the habit of reading – A challenge for the English Teacher in the Engineering College”. The author points out in this article that reading is an essential part of language instruction at every level because it supports learning in multiple ways. In language labs, there are activities to promote the habit of reading directly or indirectly. In group discussions, students are told discussions to be conducted the following
week will focus on current issues. So they are asked to keep themselves abreast of the latest developments by reading the newspapers daily. There are many other language lab activities like presentation skills, information gap activities, debated, film reviews and so on which also test the reading acumen of the students.

Verma (2011) conducted a study on ‘Effect of school and home environment on language creativity of children’. The following objectives of the study are: (i) to find the language creativity level of government and private secondary school children. (ii) To find the language creativity level of boys and girls. (iii) To find the difference in the language creativity of children due to creative stimulation dimension, cognitive dimension and permissive dimension of school environment. (iv) To find the language creativity level of children with rich and poor home environment. The findings of the study are: The school environment of government and private schools of Chandigarh did differ with respect to Creative Stimulation, Cognitive Encouragement and Permissiveness dimensions of school environment but did not differ significantly with respect to Rejection, Acceptance, and Controlled dimensions. The government schools of Chandigarh provide greater creative stimulation to their students as compared to those studying in the private schools. Whereas students in the private schools feel greater rejection in their schools as compared to those in government schools. 3. As regards the comparison of creativity of the school students with their school environment, it can be concluded that the government schools of Chandigarh have higher creativity generating environment as compared to private school of Chandigarh. The study also reveals that there were significant differences between children of rich and poor home environment on all the dimensions of Language creativity. As per mean values, children of rich home environment were higher on their language creativity levels as compared to poor environment on all the dimensions. Thus the hypothesis is accepted.
Uvaraj (2011) conducted a study on ‘Study on Language Creativity of College Students’. The following objectives of the study are: (i) To find out the language creativity of Arts and Science College students. (ii) To find out whether there is any significant difference between language creativity of male and female students in Arts and Science College. (iii) To find out whether there is no significant difference between language creativity of Government and Private Arts and Science College students. (iv) To find out whether there is no significant difference between language creativity of urban and rural students in Arts and Science College. (v) To find out whether there is any significant difference between language creativity of Arts group and Science group students in Arts and Science College. The major findings of the study are: (i) The language creativity of Arts and Science College students is low because the highest score is 235 and the mean score of the total sample is 161.71. (ii) The language creativity of male students in Arts and Science Colleges is high because the mean score is 162.56 and the mean score of the total sample is 161.71. The language creativity of female students in Arts and Science Colleges is low because the mean score is 160.86 and the mean score of the total sample is 161.71. Male and female students of Arts and Science College do not show any significant difference at 0.05% level of significance. Hence there is no significant difference between language creativity of male and female students in Arts and Science College (iii) The language creativity of government Arts and Science college students is high because the mean score is 165.36 and the mean score of the total sample is 161.71. The language creativity of private Arts and Science college students is low because the mean score is 158.36 and the mean score of the total sample is 161.71. Government and Private students of Arts and Science Colleges do not show any significant difference at 0.05% level of significance. Hence there is no significant difference between language creativity of Government and Private Students in Arts and Science College. (iv) The language creativity of urban students of
Arts and Science College is high because the mean score is 165.73 and the mean score of the total sample is 161.71. The language creativity of rural students of Arts and Science College is low because the mean score is 157.68 and the mean score of the total sample is 161.71. Rural and Urban students of Arts and Science Colleges are show significant difference at 0.05% level of significance. Hence there is significant difference between language creativity of Rural and Urban students in Arts and Science College. (v) The language creativity of Science group students of Arts and Science college students is high because the mean score is 162.22 and the mean score of the total sample is 161.71. The language creativity of Arts group students of Arts and Science college students is low because the mean score is 161.2 and the mean score of the total sample is 161.71. Science students and Arts students of Arts and Science College are not differing at 0.05% level of significance. Hence there is no significant difference between language creativity of Science students and Arts students in Arts and Science College.

Manisha (2012) conducted a study on Hindi language creativity in relation to their achievement in hindi. The objectives of the study is: (i) To study and find out the relationship between Hindi Language Creativity and achievement in Hindi of class IX students. The study revealed that there is positive, good and significant correlation between Hindi language creativity and achievement in Hindi of Class IX, students. It means the student with high Hindi scores have high level of Hindi language creativity also.

Syiem (2012) conducted a study on ‘Improving the English Writing Skills of Higher Secondary Students in Meghalaya, India, Through a Three-Week Module.’ The aim of this research was to develop a training course to improve the English writing skills of higher secondary students, particularly, in Meghalaya. The specific objectives are to develop a feasible and cost-time-effective training module for enhancing the writing skills in English; secondly, to evaluate its effectiveness and validate its applicability; and finally to identify
further research strategies on teaching-learning methodologies in English writing. The findings from the research studies have shown that the new module has been effective in teaching writing skills, and there was a statistically significant difference in the performance of students who underwent the new 3-week programme as compared to controls. The students expressed satisfaction over the benefits of the training programme, and found it convenient and useful in the long run. Some students mentioned that the course did not help to the extent expected, as they had difficulties in doing the required homework, additional reading and other exercises. Conclusions were made that it is possible to teach English writing skills for secondary school level students based on proper pedagogical principles within 3 weeks. The course should include both class-room teaching and home assignments and the emphasis should be on interactive teaching and active learning by the students’ participation. The practice sessions should be logically arranged from simple to complex, from letter-writing to free compositions. Ample opportunities should be provided for informal feedback, corrections and revisions.

Vaida (2012) attempt was made to assess the creative levels of students studying in private and government schools so as to compare the creative levels between boys and girls and to study the influence of school environment on the creativity of students in district Shopian of Kashmir Valley. A sample of 60 students (30 boys and 30 girls) was randomly drawn from various schools of Shopian. Data was collected by using Passi’s Test of Creativity developed by Dr. B. K. Passi. T-test was used to find out the significant differences on scores achieved by the respondents of different schools. The results revealed that the majority of the students were moderately creative. Gender was found to have a negative relation with creativity. While as, creativity scores differed significantly among private and government school students.

Bhalerao & Patnam (2013) conducted a study on ‘Impact of Pedagogy Intervention for Reading and Writing Abilities on Pre School Students’. The
study revealed that the pedagogy intervention for reading and writing abilities brought about significant positive changes to the level of good and very good grades of preschool students in their Marathi alphabet & numbers and English alphabet & Arabic numbers as compared to their counterparts in the control group. Irrespective of their groups, the Marathi alphabet & numbers and English alphabet & Arabic numbers reading and writing abilities of the preschool students were significantly positively correlated with their intelligence quotient, child friendly environment in the classroom, maternal education, family size & income and family support extended to the child. The executed pedagogy intervention for reading and writing abilities of pre school students found to have significant impact in enhancing their reading and writing abilities of Marathi alphabet & numbers and English alphabet & Arabic numbers in addition to selected pictures reading and its awareness.

2.2 REVIEW OF THE RELATED LITERATURE CONDUCTED ABROAD

Pilarick (1986) conducted a study ‘Creative writing as a group efforts”, in the first sense of the term, Marlene’. Pilarick is of the view that shared experience will be of use to students writing in a foreign language. Pilarick feels that the students are ill ease while expressing themselves in a foreign language because they have inadequate experience with writing as a dynamic process of thinking, rethinking, revising to express themselves adequately. Pilarick suggests a group centered writing activity to help students generate the process and became aware of its’ dynamics. Each person composes only one sentence but that one sentence forms a vital link in the shaping of a conger task. In such a case, students write with each other and for each other. The group responds to each other writings suggesting ways of improving it or better words of expression, thus contributing to the process of creative writing. The teachers role in such a scenario is to facilitate the writing process by “questioning”, listening and observing” as advised by Hawkins.
Hoedt and Winifred (1996) conducted a study “The Effort of Praise on the Quantity and Quality of writing”. The effects of praise and blame upon quantity of themes produced as well as upon children’s attitude towards creative writing were investigated. 105 elementary pupils were divided in to groups and given: Praise without correction, Criticism with correction, for all theme writing efforts. Result of the study support the assumption that praise without correction in the classroom in superior to blame. While both group improved equally, the praised but uncorrected group produced significantly more work, showed more favorable attitudes, were highly motivated and appeared to be more independent than those subjected to blame and correction. Thus the findings indicate that the equality of children’s work will not deteriorate if criticism and correction are withheld in favor of praise. Such findings suggest that it would be advantageous for teachers to reduce criticism and increase praise of students, work in the classroom.

Shum (1999) analysed the factors affecting reading difficulties of the students of college of Micronesia. The study revealed that the factor contributed to the problems fall in the following areas: language, educational background, culture, motivation, learning and reading strategies of the students and the teaching methodologies, institutional policies and socio-political conditions of the school.

Wade & Moore (2000) conducted a study early reading experiences with their parents prepare children for the benefits of formal literacy instruction. Indeed, parental involvement in their child’s reading has been found to be the most important determinant of language and emergent literacy. Furthermore, parents who introduce their babies to books give them a head start in school and an advantage over their peers throughout primary school.

Faires, Nichols, & Rickelman (2000) conducted a study of eight first-grade students reading below grade level sought to determine if parental training and involvement in the teaching of selected reading lessons would
increase children’s reading levels. Parents in the experimental group received training three times per week on selected parts of the Reading Recovery program, which they implemented with children at home during the five-week study. Parents of students in the control group did not have access to the program. Informal assessments used by the teacher to evaluate reading levels indicated significant gains made by students in the experimental group.

Myles (2002) indicated that students’ writing in a second language is faced with social and cognitive challenges related to second language acquisition. Learners may continue to exhibit errors in their writing for the following social reasons: negative attitudes toward the target language, continued lack of progress in the L2, a wide social and psychological distance between them and the target culture, and a lack of integrative and instrumental motivation for learning.

Carruthers (2002) in his article, ‘Human Creativity: Its Cognitive Basis, its Evolution, and its Connections with Childhood Pretence’ defends two initial claims. First, he argues that essentially the same cognitive resources are shared by adult creative thinking and problem-solving, on the one hand, and by childhood pretend play, on the other—namely, capacities to generate and to reason with suppositions (or imagined possibilities). Second, he argues that the evolutionary function of childhood pretence is to practice and enhance adult forms of creativity. The paper goes on to show how these proposals can provide a smooth and evolutionarily-plausible explanation of the gap between the first appearance of our species in Southern Africa some 100,000 years ago, and the ‘creative explosion’ of cultural, technological and artistic change which took place within dispersed human populations some 60,000 years later. The intention of the paper is to sketch a proposal which might serve as a guide for future interdisciplinary research.

Domitrovich & Welsh (2004) conducted a study of parental involvement with reading activities at home has significant positive influences
not only on reading achievement, language comprehension and expressive language skills but also on pupils’ interest in reading, attitudes towards reading and attentiveness in the classroom.

**Flouri & Buchanan (2004)** analysed parental involvement in their child’s literacy practices is a more powerful force than other family background variables, such as social class, family size and level of parental education, while reading enjoyment is more important for children’s educational success than their family’s socio-economic status.

**Mullis & Cornille (2004)** also found that the earlier parents become involved in their children’s literacy practices, the more profound the results and the longer-lasting the effects. Additionally, of all school subjects, reading has been found to be most sensitive to parental influences.

**Carter and McCarthy (2004)** in their article ‘Talking, Creating: Interactional Language, Creativity, and Context.’ said when creative uses of spoken language have been investigated, the main examples have been restricted to particular contexts such as narrative and related story-telling genres. This paper reports on an initial investigation using the 5 million word CANCODE corpus of everyday spoken English and discusses a range of social contexts in which creative uses of language are manifested.

**Anne (2005)** in her study on ‘Creativity and Language Planning: The Case of Indian English and Singapore English’ examines creativity in Indian English and Singapore English. She highlights the differences between linguistic creativity and literary creativity in the two varieties and suggests that language planning policy and practice in the two countries are responsible for the differences found there. Implications for language planning are explored.

**Mac Eoin et al. (2006)** in their study on ‘Language minority children’s linguistic and cognitive creativity’ identified the effects of bilingualism on the linguistic and cognitive creativity of language minority children proficiently bilingual in Spanish and English. Specifically, they addressed the cognitive
process of divergent and convergent thinking and the linguistic process of metamorphosing in the context of formulating scientific hypotheses. Together the linguistic and cognitive process is viewed as manifestation steps of common underlying creativity. The subjects were sixth grade students. The qualitatively high synthetic hypotheses expressed by the language minority children using complex metaphoric language in their second language, English, indicate that linguistic and cognitive creativity is enhanced by bilingual language proficiency.

Fatemi (2007) conducted a study on ‘Creative Language and Language Creativity’. The essence of creativity and critical thinking begins with questioning and challenging the boxes of clinging habits, ordinary and everyday discourses, memory's impact, and the interference of association of ideas. It is here when the new horizons of thinking powerfully beam; it is here where the spectrum of looking into things in a novel way glows. Creativity starts with a journey inside and outside the existing values, prevalent practices, pervasive approaches and common modes and exercises. It begins with questioning the flux of order, the arrangement of presentation, the apparition of the happenings, the manner of unfolding, the ways of showering, the moments of satisfaction, the pleasures of certainty, the avenues of solutions, the mansions of conclusiveness, the comfort of sufficiency, the impressiveness of suppositions, the forcefulness of associations, the obviousness of realization and the easiness of acceptance. Creativity challenges the way things are and explores other ways things can be. Creativity fights for otherwise. Creativity targets the unknown, the unfamiliar and the unexplored. It searches for mystery within mastery, the opening within the closure, the possibility within actuality, the passage within the blockage, the revolution within stability, the disintegration within integration, the decomposition within the composition, the indeterminacy within determinacy and the light within the darkness.
Frank, & Rosen (2008) conducted on ‘the Importance of Parental Participation for Student Achievement in Reading Literacy’. The main aim of this study is to investigate the effect of home and school interplay on students’ reading achievement at both individual and class level. The results indicate that the home-school relationships play an important role in explaining differences between classes in reading achievement, whilst the effect at the individual level is almost negligible. In the final analysis the relationships are investigated in a model where both teacher competence and student SES in terms of general capital is included. It is shown that the positive effect of parental participation on achievement was dependent on student home background and teacher competence. The results also showed that teacher competence and student home background to a certain degree was mediated through the parental participation factors.

Widdowson (2008) in his book ‘Language Creativity and the Poetic Function: A Response to Swann and Maybin’ argues that the current renewal of interest in language creativity raises a number of intriguing problems. Strictly speaking, the reason for the problems is fencing the creativity in poetic form (p-142). According to the Formalist, Creativity is focusing how to express the content with appropriate words and sentence structures. But Creativity should not be restricted to a particular field or genre. It should be assessed in terms of fluency in usage of words, flexibility, Originality in thoughts and Elaboration in writing style. Hence the presents study is going to asessed the language creativity in terms of fluency, flexibility, originality and elaboration.

Lavasani et al. (2010) conducted a study on ‘Relationship between Creativity and Language Learning Strategies in Adults Learner’. The objective of the study is (i) To study the relationship between creativity and language learning strategies among per- university Iranian adults which try to learn English language as a foreign language. A sample of 224 (male=124, females=100), was selected using multi-stage clustering sampling from region
1-2-3 and 4 of Tehran city. Gender and creativity proposed to independent variables and language learning strategies proposed to be dependent variable. The study reveals that there is meaningful relation between memory strategies with 3 components of creativity include fluency, elaboration, originality in level, $r = .13, p < .05$. There are meaningful relations between meta cognitive strategies with fluency in level $r = .23, p < .000$ and with elaboration in level $r = .26, p < .000$ and with originality in level $r = .17, p < .001$, cognitive strategies just have meaningful relation with flexibility component in level $r = .19, p < .001$. Results of regression analysis indicate that, elaboration component has role in forecasting meta cognitive $R^2 = .11, F (5.54)$ and fluency component has role in forecasting compensation $R^2 = .03, F (1.59)$ and, flexibility component has role in forecasting cognitive $R^2 = .04, F (2.21)$ but this impress is very low. Result T-test indicate that just gender have meaningful relation in the usage of meta cognitive and affective in level $(p < .001)$. Other results of founds show that women have more inclination to meta cognitive strategies usage compared with men and men use memory strategies more than other strategies. Totality research indicate that there isn’t so many different between gender and usage of any type of language learning strategies and creativity (independent variable) have less impress on forecasting usage of language learning strategies.

Gupta and Woldemariam (2011) conducted a ‘study examining the influence of motivation and attitude on the writing strategy use of undergraduate EFL students at Jimma University, Ethiopia’. The students are required to develop their writing skills to meet academic requirements and future demands of writing in professional settings. Data was collected from respondents about their motivation and attitude, writing ability and writing strategy use using questionnaires, proficiency test and interviews ($n = 680, 668$ and $46$ respectively). Analyses and summaries of the data were done using quantitative and qualitative techniques. Results obtained indicated that
undergraduate students with strong motivation demonstrated high level of enjoyment, confidence, perceived ability, and positive attitude towards effective teaching methods of writing, and they were found to have employed writing strategies most frequently. That is, highly motivated students were found to use more writing strategies than less motivated ones. Moreover, students who frequently practiced writing, exerted adequate effort, scored expected grades, and obtained early support and encouragement from significant others were also found to be high writing strategy users. The study also revealed that the majority of the undergraduate students were instrumentally motivated when learning writing. This motive has been found to be one of the main driving forces in developing writing skills of learners in the EFL context.

Gditawi & Ghani (2011) conducted a ‘study investigating motivation, home environment relationship with learning reading and writing in sixth graders in public schools in the Hashemite kingdom of Jordan’. This major goal includes the following items: identifying the level of motivation in sixth graders attending public schools in Jordan, identifying their academic achievements in reading and writing, identifying the influence of motivation on their learning reading and writing, identify the influence of home environment on their learning reading and writing . The sample of the study consisted of 852 students, 460 males and 392 female. The study found out that the mean of motivation is above average (3.91), the mean of reading and writing achievement is above average (11.92). The study also indicated a positive significant correlation between motivation and learning reading and writing. The results have pinpointed the influence of motivation on learning reading and writing. There is also a positive correlation between some factors of home environment and reading and writing skill.

Dayij & Al.gomoul (2011) conducted a study on ‘Teaching and Assessing Writing Strategies for Secondary School Students and Investigating
Teachers’ and Students’ Attitudes towards Writing Practice’. The result of the study revealed that teachers and students hold very highly positive attitudes towards writing in English, although the practice and product of writing at schools is rather cumbersome. This has been projected very strikingly through the percentages of teachers. Students’ responses concerning strategies and techniques adopted by the teachers make it clear that teachers still follow traditional and outdated methods of teaching English writing. Teaching aids have been rarely employed; pair work and group work have almost been neglected. Teachers pay more attention to accuracy on the expense of fluency. Language functions have also been ignored. A high percentage of teachers are reported to correct every simple mistake filling students’ papers in red ink which may cause frustration and negative attitudes towards writing. It is crystal clear that most teachers do not consult the teacher’s book which of- fears very detailed procedures of how to present and correct writing. With regard to writing assessing, it seems that most teachers do not have common analytic criteria to follow. A very high percentage (70%) of teachers grade students’ written works according to previous impression they hold about them. Only few teachers promote students to write well through displaying their good works on a bulletin board. Moreover, rarely have teachers required their students to keep special file of the students’ written works to monitor their progress. Feedback on the students’ weaknesses and strengths has almost been forgotten. These drawbacks concerning strategies and techniques practiced at the governmental schools are accounted to some extent for the students’ low achievement in the writing skill.

Nazim and Ahmad (2012) conducted a study on ‘Developing Writing Skills: A Practical Remedy of Common Writing Problems among Students of Writing Skills Courses at Preparatory Year, Najran University KSA with aims at investigating writing problems among the students of writing skills courses at Preparatory Year, Najran University’. This study specifically was focused on
the problems of conventions, punctuation, capitalization, spelling, and some of the basics of language use (grammar) in writing among the students of writing skills courses at Preparatory Year, Najran University. It was found that the learners frequently repeat the errors regarding conventions, punctuation, capitalization, spelling, and language use, which is a hindrance in developing writing skill at this level and need to be looked very seriously. Therefore, the EFL teachers are advised to pay more attention in their pedagogical applications while teaching writing. It was also recommended a further study in order to measure the effectiveness of the remedial exercises offered in this study.

Ünal & İşeri (2012) conducted a study on ‘Analysis of the Relationship between Reading and Writing Attitudes of Teacher Candidates and Their Academic Achievements through the Structural Equation Model’. The aim of this research was to investigate the impact of teacher candidates' reading and writing attitudes on their academic achievements. The findings of the study were as follows: In the model created for the Hypothesis 1, after the modifications that were predicted by the Amos 6.0 software and were theoretically-acceptable among error terms, the Chi-Square (X²) was found to be 638,043, degrees of freedom (df) was found to be 298 and -thus- the model is statistically significant (P<0.01). The χ²/df value of the model was found to be 2,141; RMSEA value 0.067; NFI value 0.963; CFI value 0.956; GFI value 0.952; AGFI 0.922; and the IFI value was found to be 0.952. According to the goodness of fit results presented in Table 4, RMSEA and CFI values are within the limits of acceptable fit, and the other values are within the limits of good fit. This implies that the model created for the Hypothesis 1 was accepted. In the model created for the Hypothesis 2, after the modifications that were predicted by the Amos 6.0 software and were theoretically-acceptable among error terms, the Chi- be 126,174, degrees of freedom (df) was found to be 70 and -thus- the model is statistically significant (P<0.01). The χ²/df value of the
model was found to be 1,802; RMSEA value 0.056; NFI value 0.925; CFI value 0.964; GFI value 0.943; AGFI 0.902; and the IFI value was found to be 0.965. According to the goodness of fit results presented in Table 4, NFI, CFI and GFI values are 1073 within the limits of acceptable fit, and RMSEA and AGFI values are within the limits of good fit. This implies that the model created for the Hypothesis 2 was accepted. In the model created for the Hypothesis 3, after the modifications that were predicted by the Amos 6.0 software and were theoretically-acceptable among error terms, the Chi- be 121,155, degrees of freedom (df) was found to be 68 and -thus- the model is statistically significant (P<0.01). The χ²/df value of the model was found to be 1,782; RMSEA value 0.055; NFI value 0.941; CFI value 0.973; GFI value 0.941; AGFI 0.896; and the IFI value was found to be 0.973. According to the goodness of fit results presented in Table 4, RMSEA, NFI and GFI values are within the limits of acceptable fit, and CFI and AGFI values are within the limits of good fit. This implies that the model created for the Hypothesis 3 was accepted. It also indicates that the hypothesis that the reading attitude is a significant predictor of the writing attitude is supported; and the reading and writing attitudes do not significantly predict academic achievement and, thus, these hypotheses are rejected.

Areej Al-Shourafa (2012) conducted a ‘study to find the effect of motivation on Jordanian 10th grade student ‘writing skill in English’’. This study aimed to investigate the effect of motivation on English writing skills among Jordanian 10th grade students in Alkarak Directorate of Education during the second semester. The sample of the study consisted of (198) male and female students, which was stratified randomly selected from Alkarak secondary school for boys and Alkarak secondary school for girls. The results of the study indicated that there were statistical significant differences between external and internal motivation due to gender variable. It meant that the males superior to the females with regard to internal and external motivation because females
have less confidence in their ability as they feel that they are less than males or because they have less control over their future. It revealed that there were differences in the level of internal motivation among 10th grade students due to gender variable in favour of males. The results also showed that there were statistical significant differences in the level of extrinsic and intrinsic motivation among 10th grade students due to the level of motivation and that might be because whenever the level of stimulation increase the level of extrinsic and intrinsic motivation will increase also.

**Szilvia Péter-Szarka (2012)** studied the Creative climate as a means to promote creativity in the classroom. The research results underline the fact that individual qualities cannot evolve without a supportive environment, and environmental factors may mobilize and even develop personal creative skills. This paper provides a survey of the international professional literature of the new, environmental approach to enhancing creativity, with a special emphasis on previous organizational psychological findings and their adaptability in a school context.

**Bilal et al. (2013)** investigated the problems faced by the teachers in developing English writing skills’. The main objectives of this study were as follows: (i) To highlight the growth areas of the learners due to which they lag behind in English writing tasks. (ii) To describe the effects of academic background on the learning of English Writing skills. (iii.) To investigate the issues related to classroom environment, which affect the process of teaching English writing skills. (iv.) To highlight the pedagogical dynamics of an ELT classroom. (v.) To suggest remedial measures to improve the linguistic and communicative competence of the learners. The main findings of the study were as follows: (i) At intermediate level, most of the students have poor English language background. (ii.) Proper A/V aids are not available to the teachers. (iii.) Classes are overcrowded. (iv.) Teachers usually follow the traditional approaches for teaching purpose and they are satisfied with their
teaching approach. (v.) Teachers cannot give proper time for writing practice during class because of lengthy syllabus and overcrowded classrooms.

2.3 CONCLUSION

The present study, therefore, intends to address the identified research gaps and thus the objective of the study is to measure the language creativity in relation to their linguistic skills, home environment and school environment among secondary school students. The practical concerns also emphasize the significance of studying how the language creativity of a child is related or affected by its other variables. Thus, all the studies and their findings offer significant insight for the present research and help to consolidate certain issues on which the present study is based. Most of the studies that examine the influence of family and school on language creativity were conducted two decades ago. However, most of newly developed language creativity theories address the importance of social environment influences and such works were mainly formulated on western context. Most of the studies have explored the positive correlation of the home environment and language creativity but very few studies have done on Indian population regarding the relationship between the school environment and language creativity. The research takes off and moves forward in a new direction aiming to provide a comprehensive picture of language creativity in relation to their linguistic skills, home environment and school environment among secondary school students. This chapter starts with introduction and purpose of the review followed by the literature on studies relating to language creativity, linguistic skill, home environment and school environment. The chapter concludes with the inferences of the study and identifies the gap. The ensuing chapter describes the plan and procedure of the study.