

CHAPTER - II

RELATED

LITERATURE : A

REVIEW

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CHAPTER - II

REVIEW OF RELATED LITERATURE

2.0 INTRODUCTION

This chapter examines the relevant research literature which underpins and supports this study. The chapter has been categorised into following five sections, each of which presents theory and research that is relevant to address the aims of the study. The organization of the five sections has been done on three headings viz, scope of the studies, methodology used in the studies and the findings. This is made to develop a holistic perspective of the nature and findings of these studies.

- Research on English language Teaching
- Research on Visual literacy
- Research on LSRW in English language
- Research on pre service secondary teachers
- Research on English language teaching in India

2.1 RESEARCH ON ENGLISH LANGUAGE

The review of literature in this section comprises twelve (12) studies on English language teaching. The world is passing through the advancement of information and technology. The modern devices like computer and internet play important role in the areas of teaching and learning . On the same line, Carey (2002) carried out study to examine the pedagogical practice of pronunciation modification and to add a computer-based pedagogy to the growing body of literature on the subjects. Noytin (2006) also conducted research to see the potential of the internet to support students English language development. All language learning includes learning of basic skills of Listening, Speaking, Reading and Writing. Lim (2010) explored students' experiences with a web-based, data- driven writing assistance environment to help Korean EFL writers with their grammar and vocabulary.

English as a foreign language is a compulsory subject in various countries. Various approaches and methods are adopted by policy makers as well as teachers. Communicative approach is one of them. Pasassung (2003) carried out research to study teaching English in an 'Acquisition poor environment'. The communicative approach has been introduced as a panacea for all the woes of EFL (English as a foreign language) teaching and learning in Indonesia. These changes in curriculum and methodology implemented without any attention to the local-cultural, social and economic, and linguistic-context in which EFL are taught and learned in Indonesian secondary schools. This study aims to fill this lacuna. Likewise Thakkar (2012) also developed and implemented strategy to enhance Communicative approach for English language teaching among the students teachers. The students are at the centre of education system. It is necessary to understand their opinion, perception and attitude. Yang (2010) carried out study to know the attitudes of Chinese college students towards English language. Jean (2010) explored the teaching experiences and perceptions of five graduates of five- year pro teacher education programme at the university classrooms in large districts in public schools of Florida in order to understand the reality that such teachers might face. In addition, it examined their perception about the continuities and discontinuities of their university preparation and their teaching realities. Crosson (2010) investigated students' understanding regarding an academic writing of English language learners from Spanish-speaking background in fifth grade.

It has been mentioned earlier that English is foreign language in various countries. Therefore, researchers apply various ideas to make teaching learning procedure more lucid and comprehensive for students. Yaqoob (2007) conducted study to investigate the application of cognitive teaching tools, strategies and techniques through cognitive teaching model to develop creative thinking and other higher order thinking skills among students of literature at master's level. On the other side, Berna (2010) explored use of English language among learners to interact with each other in the context of a collaborative graphic organizers task.

Foreign language teaching learning process is complex phenomenon. It is necessary to know the quality issues in English language teaching and other related fields. Hughes (2007) investigated quality issues in English language teaching in southern Spain. Antonio (2010) conducted study to describe a teacher's professional learning intervention in the form of a study group as a site for the professional development of in – service English as foreign language Mexican teachers. It is

concerned with exploring and describing the ways in which the study group contributed to the professional development of the participating teachers as they examined material of practice collaboratively.

In terms of research techniques, as per the requirement of the study varied techniques have been used. Carey (2002) adopted qualitative methods of action research and quantitative research methods of speech science. Yang (2010) and Lim (2010) also adopted the concurrent embedded strategy of mixed method. Some of the investigators applied qualitative approach to their studies. Pasassung (2003) carried out ethnographic study. Noytin (2006) also adopted ethnographic investigation. Jean (2010) applied qualitative methodology of in-depth interviewing from a phenomenological philosophical perspective. Thakar (2012) applied developmental cum experimental study. Yaqoob (2007) carried out survey in the first phase and experiment in the second phase. Hughes (2007) also carried out survey to examine quality issues in English language teaching. Crosson (2010) carried out two empirical studies and one integrative piece. Through the review, the investigator came to know that when we apply new technique or approach among students, observation, interaction and continuous participation give wide opportunity to understand actual teaching learning process.

In terms of selection of the sample, the investigator observed wide variation. Carey (2002) carried out study among teachers and student, Pasassung (2003) conducted study among Indonesian secondary schools, Noytin (2006) carried out study among University students, Yaqoob (2007) had selected students of literature at Master's level, Hughes (2007) carried out study among secondary school instruction in southern Spain, Antonio (2010) conducted study among in-service English as foreign language Mexican teachers, Berna (2010) carried out study among six adult English language learners from different cultural and language, Yang (2010) selected college students of China, Jean (2010) carried out study among five graduates of the five-year Pro teacher education programme at the university classroom, Crosson (2010) carryout investigation among students in fifth grade, Thakar (2012) carried out study among pre service secondary teachers and Lim (2010) conducted study among Korean University students'. For the purpose of data collection, questionnaire and interview schedule has been invariably used by many researchers. A brief discussion of finding of these studies is presented below.

The study of Carey (2002) reveals that the method of instruction does not have the sophistication to address the complexity of pronunciation modification. The teachers and the students have inability to view the internal movement of the articulators and to analyze the corresponding acoustic effects. Inability to perceive the difference between their phonological system in contrast with that of English. The study of Thakar (2012) reveals that the communicative approach is the only approach that has fundamental key aspects like learner centred teaching, activity oriented teaching learning etc. The study of Lim (2010) revealed that the most of the students had difficulty with grammar and vocabulary in English writing. They positively perceived e4writing, as it provided individualized help on their problems with grammar and lexis. Overall, the students showed improvement in accuracy from the pre-test to the post test, and observations suggested that e4writing was probably related to this improvement. Noytin (2006) revealed that the internet was potentially a powerful resource for teaching English language. Yaqoob (2007) concluded that the existing literature teaching methods are traditional and do not develop students creative thinking and other higher-order thinking skills. Phase II concluded that the application of cognitive teaching strategies and techniques through cognitive teaching model could help develop creative thinking and other higher-order thinking skills of the students of literature. The study of Antonio (2010) revealed two shifts in the teachers patterns of participation. The first shift reflects changes in the identities teachers adopted as the study group evolved. These changes indicate a movement from playing the roles of critics and redesigners of materials of practice to adopting the role of formulators a concern with grammar – oriented forms of language to value meaningful language in use. The study of Berna (2010) revealed that English language learner interact in a collaborative graphic organiser task, and it has implications for adoptions in using graphic organisers in collaborative tasks as tools for English language learners linguistic and academic development. The study of Yang (2010) revealed that on the one hand the students acknowledge that the Chinese government has attached much importance to English education while the other hand, they revealed concerns about this ‘ Utilitarian’ type of education, since most of the students focus solely on obtaining high score in English subject.

2.2 RESEARCH ON VISUAL LITERACY

In the present study, the investigator wanted to observe enhancement of LSRW in English language through visual literacy based activities. Therefore, it was necessary to find out studies on visual literacy. Investigator reviewed three studies in this section. Investigator tried a lot to get studies on visual literacy but did not come across relevant studies except three studies. Atkin (2006) conducted study to illuminate the key features of visual literacy as a course of study and a dynamic teaching and learning domain, as well as to identify teachers' rationale and motivation for instigating educational change within their literacy teaching to encompass the teaching of visual literacy. Martha (2007) carried out survey to understand attitudes toward application of visual literacy among Kansas Secondary, English language arts teachers. Mostafa (2008) also carried out survey to discover teachers' attitudes towards understanding of, and use of visual literacy concepts through a survey of the secondary English language teachers in Egypt.

In terms of research techniques, Atkin (2006) adopted ethnography, with a bricolage of qualitative research methodologies employed to examine the unit of analysis: each participating teacher's conceptual and practical construction of visual literacy teaching. Case study was used as the vehicle for communication with the reader. Martha (2007) and Mostafa (2008) carried out survey techniques in their respective studies. In terms of selection of the sample, teachers were selected as sample of the study.

The study of Atkins (2006) demonstrates that layered, multidimensional sets of conditions must be in existence for the practical enactment of a successful visual literacy program. Additionally, if the practical enactment of visual literacy curriculum is to be successful, a change in teachers' personal vision of literacy is necessary. Finally, it is advantageous that teachers take an integrated and flexible approach to pedagogical choices and include visual literacy learning experience from each of Luke and Freebody's (1999) four sets of literate practices. The study of Martha (2007) reveals that training alone, however, is not enough to insure that teachers use visual materials and instruct their students in visual literacy. Both preparatory institution and school districts must help English/ language arts teachers

realize they will need to modify their teaching style to incorporate visual literacy concepts into the classroom in order to optimize student learning. In fact, method to assess visual literacy has received little attention from most professionals. In English Language Arts classrooms, assessing visual literacy often consists of providing a visual prompt to which students respond in writing. While this type of assessment has some legitimacy, it does not get at the heart of visual literacy, which includes viewing, interpreting, and creating images. The study of Mostofa (2008) concluded that, while teachers preparatory institutions were doing a better job of training prospective teachers how to instruct their students so that the students will develop visual literacy, the majority of English language teachers still do not have a clear understanding of how to integrate visual literacy instruction with the more traditional literacy's taught in English language classrooms in the past. Moreover, schools have done little to train teachers already in the profession to incorporate visual literacy instruction with traditional literacy instruction. In fact, because most teachers have gained knowledge in how to instruct their students in visual literacy through self-study or discussion with colleagues, the English language teachers' knowledge of methods for visual literacy instruction varies widely.

2.3 RESEARCH ON LSRW IN ENGLISH LANGUAGE

In the process of language learning, four basic skills of listening, speaking, reading and writing play very important role. Investigator reviewed 13 studies to develop understanding in this area. Abdulmajid (2000) investigated the reading strategies employed by five Malaysian ESL readers pursuing undergraduate degrees in Business at an American University. Cook (2001) conducted study to explore the growth characteristics of Michigan State University's English language placement listening and reading comprehension tests. Abdulaziz (2002) carried out this study to examine the possible effect that the authenticity of texts may have on the test-taking strategies used in answering reading comprehension tests. Ramsbothan (2002) carried out this study to trace the development cognitions and use of cognitive processing strategies in oral reading and writing tasks within the context of reading recovery, an early intervention programme designed for first grade students at risk for failure in beginning reading. Kennell (2002) conducted study to examine and compare a method for increasing the reading rate of English as second language students. Mei-hui (2002)

carried out present study to identify changes in the concept of reading in English and in the use of reading strategies for ESL students before and after ELS reading instruction. Bicais (2004) conducted qualitative study to examine English learners access to school writing practices and , in particular, how peer talk make writing meaningful. Trace (2005) investigated the value of suing a bilingual education teaching technique as a possible remediation for ESL students who could not read. Lizette (2007) explored the areas of reading comprehension and vocabulary instruction of English learners at the intermediate level (level3) of English language acquisition in third and fourth grade. The purpose of the study was to identify effective practices in reading comprehension instruction in order to increase student achievement for Hispanic English learners. Thornton (2008) carried out study to determine the effects of reading fluency instruction on African American males' oral reading fluency and reading attitude scores and to find out if there were differences in effects of this instruction on African American males oral reading fluency and reading attitude scores and to find out if there were differences in effects of this instruction on African American Males as compared to African American females. Lopez (2010) carried out study to evaluate the effectiveness of secondary reading instructional programme that incorporates the five essential elements of reading instruction as outlined in the recommendations by The national Reading Panel (2000) in a multi-strategy approach. Malinda (2010) carried out quasi-experimental study to examine teacher's awareness of the five essential components of reading instruction, teachers of the five essential components, teacher's use of professional journals, and teacher's implementation of best practices in the context of a professional development intervention model called Reading and Meeting Workshops.

In terms of research technique, Abdulmajiid (2000) adopted qualitative approach, Cook (2001) applied growth model study using a tow level hierarchical liner modelling (HLM), Ramsbothan (2002) applied qualitative case study methodology, Kennell (2002) applied experimental design, Mei-hui (2002) & Bicais (2004) also applied qualitative approach for the study, Trace (2005) also applied experimental design, Lizette (2007) carried out survey, Thornton (2008) employed a quantitative non-experimental research design, Lopez (2010) & Malinda (2010) applied experimental design.

Abdulmajid (2000) carried out study among Malaysian readers pursuing undergraduate degrees in Business at American University, Cook (2001) conducted study among 308 students coming from 28 different countries are sampled. Students' sex, age, academic intent, nationality and length of study at the English language Centre are obtained and used in statistical analyses. Abdulaziz (2002) conducted a study among two hundred sixteen adult male Saudi Arabian Students taking English as foreign language, Ramsbothan (2002) conducted a case study among tow first grade students. In the study of Kennell (2002), 36 students were sampled at the centre for intensive English studies. Mei-hui (2002) carried out study among six students. Bicais (2004) carried out a study among fourth and fifth grade students. Lizette (2007) carried out a study among English learner at the intermediate level. Thornton (2008) carried out a study among 65 African American Male and Female students. Malinda (2010) carried out study among teachers.

The study of Abdulmajid (2000) revels various problems in reading for academic purposes experienced by these ESL readers. The study of Cook (2001) provides a glimpse of growth trend on English as a second language listening and reading comprehension tests used for placement and achievement purposes at an American University. Abdulaziz (2002) reveals that linguistic and cultural differences between different groups of EFL learners have to be re-examined and should be taken into greater account. Ramsbotham (2002) reveals that there is strong tendency for beginning literacy cognitions and strategies to appear in writing before they emerge in reading for two at risk, first grade learners during Reading Recovery lessons. The finding of the Kennel's study I (2002) shows while reading extensively without tapes befitted the high-proficient students more than the low proficient students, reading extensively with tapes greatly benefited both the low and high-proficient students. The study of Mei-Hui (2002) reveals that the feasibility of reshaping ESL learners' conception of reading in English and enhancing their ability to use reading strategies with greater flexibility through effective reading instruction. The study of Bicais (2004) shows that children spontaneously create learning spaces while they talked with peers, and allowed students to respond to peers in a variety of ways. By designing spaces for children to interact while writing and fostering children's understanding of writing practices, teachers may promote dialogue that bridges school discourse and multiple linguistic and cultural resources. The study of

Trace (2005) conforms the hypothesis that learning to read in the native language at any time during the second language education can facilitate learning to read in that second language. The study of Lizette (2007) reveals that EL students benefit from free voluntary reading, a variety of grouping for instruction, reading comprehension instruction and class discussions about literature. Thornton (2008) reveals that modified fluency Oriented Reading Instruction Resulted in statistically significant differences in pre test and post test scores for oral for oral reading fluency and reading attitude for African American Males also added that there was a statistically significant differences in the pre test to post test oral reading fluency scores for all subjects.

2.4 RESEARCH ON PRE SERVICE SECONDARY TEACHERS

Investigator reviewed seven studies in present section. Rani (2003) conducted a study to develop the oral communicative efficiency of B.Ed. trainees in the target language and the influence of locality, educational qualification, medium of instruction and socio-economic status on the oral communicative efficiency of the trainees. Tennent (2003) conducted research to describe the experiences and perceptions of computer-based technologies from the perspective of academic staff and graduates from two pre service teacher education courses in Queensland university. Vibulphol (2004) carried out study to investigate beliefs about language learning of pre-service EFL teachers in Thailand. Gormley (2005) investigated the efficacy of an instructional training module focused the alphabetic principle and more specifically, the speech sounds of English on letter sound knowledge of pre service teachers enrolled in elementary or special education teacher certification programs. Duffy (2005) conducted study to explore the relationship between primary school teachers (PST's) dispositions toward reflection or conceptual thinking and their levels of reflective thinking. Virginia (2006) conducted study to examine the perspectives and instructional practices to two new English teachers who have been prepared to teach academic literacy in a pre-service programme dedicated to improved instruction for English learners. Chiang (2010) carried out this study to examine how pre service teachers learning about learning theories influences their beliefs about learning within the context of learning theory course. This study identified the beliefs and knowledge pre service teachers have constructed about how people learn, and how these teachers

make sense of multiple learning theories in relation to their beliefs about learning. Thomas (2010) carried out this study to explore the experiences of elementary school teachers who have or has had ELLs in their classroom. Second, the study explored if professional development, was needed in schools with a low density population of ELLS.

In terms of research technique, the study of Rani (2003) was experimental in nature, Tennent (2003) conducted research in two phases using a repeated cross-sectional longitudinal design. The study of Vibulphol (2004) was divided into two phase: a survey phase and a qualitative study phase. Gormley (2005) applied quantitative approach for study. Duffy (2005) & Chiang (2010) adopted mixed model approach. Thomas (2010) adopted qualitative approach for the study. In terms of the sample of the study, Except Thomas (2010), all the researchers carried out their studies among pre service secondary teachers. Thomas (2010) carried out study among 9 elementary mainstream teachers who were teaching or who taught ELLs.

The study of Rani (2003) reveals significant difference between oral communicative efficiency in English of B.Ed. trainees before and after treatment. There was no increase in the percentage scores obtained by the trainees in the question item, frame questions and repeat the dialogue in the post test. The mean scores of trainees who had studied in English medium were higher. The study of Tennent (2003) reveals that both group were significantly more likely than their earlier counterparts to report that pre service teachers were adequately or well prepared in the use of technologies. The study of Vibulphol (2004) suggests nine beliefs about language learning instructional practices. Teacher educators should try to enhance pre –service teaches understanding of their own beliefs about language learning in order to promote the instructional practices, the selection of classroom activities and material as well as the teaching approaches should match with curriculum of the school. The beliefs that were found to influence the four pre service teachers teaching approaches in regard to focusing on form such as beliefs about the importance of grammar, beliefs about the difficulty of language skills, and self efficacy in English should be addressed while pre- service teachers are in teachers education programme. Teacher Educators should raise awareness of pre service teachers about their preconceived ideas in these aspects and help refine beliefs that

may not accommodate communicative approach. The study of Duffy (2005) reveals both significant and non-significant statistical findings. A correlation test finds no significant relationship between PSTs' dispositions toward reflection and their levels of reflective thinking. However, a correlation test found a significant relationship between PSTs' conceptual levels and their levels and their levels of reflective thinking. The study of Chiang (2010) reveals that pre service teachers to become more aware of their learning to their students leaning. Furthermore, in an effort to help all students learn, pre service teachers believe that teacher, parents, the school and the educational system need to work together. The study of Thomas (2010) identified three themes (a) a lack of professional development in teaching strategies for ELL (English language learning) (b) English to speakers of other languages (ESOL) teachers was the major contributors in ability to teach ELLs and (c) a need for more professional development on courses related specifically to ELLs strategies.

2.5 RESEARCH ON ENGLISH LANGUAGE TEACHING IN INDIA

Investigator reviewed around thirteen studies in this area. Chopra (1994) examined bilingual methods in the teaching of English Structures across levels of Intelligence and Socio-Economic status.” Kaile (1987) conducted study to comprehend intelligence and creativity as predictors of scholastic achievement in mother-tongue and foreign language at different levels Socio-Economic status. Ubon (1985) explored the needed competency to be developed in the teachers' training programe for the primary school English teachers. Bawa (2001) carried out evaluative study of English to secondary stage students in Union territory, Chandigarh. Somasundaram (2009) explored effectiveness of communicative task in developing reading comprehension skills among the college students in China and India. Vasanthi (2010) explored the effectiveness of computer mediated learning on achievement in English grammar among the students of class VIII. Sharma (2012) conducted study to see the effects of computer based multimedia instruction on achievement in English language, attitudes and social skills of class V students in relation to their cognitive style. Rajkhowa (2012) carried out study to explore methods of teaching English for developing teaching competence of the secondary

school teachers of Assam. Sindhu (2013) explored effects of computer based multimedia instructional strategy on achievement and retention in English in relation to computer anxiety and self – concept. Ranjan (2014) carried out study to see English language proficiency of college students of Punjab in relation to socio economic background and medium of instruction in School. Ebenezersamraj (2010) carried out study to see the effectiveness of selected teaching strategies in Enhancing Learning of English grammar at higher secondary Level.

Investigator reviewed samples and research design of the studies. Chopra (1994) conducted experiment among 150 students of ninth standard. English structures were taught with three different methods and approaches: programmed instruction, bilingual method and direct method. Kaile (1987) carried out survey among 712 students of 10th (462 boys and 250 girls, age range 15 years 7 months to 16 years 11 months, mean age 14 years' and 10 months). The study of Ubon (1985) consisted 450 subjects classified as : 64 experts of English, 90 primary teachers, 82 principals, 96 pre service teachers trainee, 60 students fifth grade, and 58 parent. Investigator applied various tools for data collection like : English Proficiency Test for the Teachers, Achievement Test for the Students , Questionnaire-cum-Opinionnaire for the Teachers and Questionnaire-cum-Opinionnaire for the other group of Evaluators. Bawa (2001) carried out survey among secondary teachers of English subject. Somasundaram (2009) carried out comparative study. Since the study was a comparative study between Indian students and Chinese students at college level, the sample was taken from both countries at college level. The students studying in R.V.S. College of Arts and Science, Coimbatore, India and students of Huai Hua University, Huai Hua, China were chosen as the sample for the present study. Vasanthi (2010) conducted experiment among students of standard VIII. Sharma (2012) also conducted experiment among students of class. V. Rajkhowa (2012) carried out survey among secondary teachers. The study of Sindhu (2013) was initiated on a random sample of 400 students of class IX of English medium rural and urban schools of Amritsar District. It was experimental in nature. A pre –test and post-test factorial design was employed. Ranjan (2014) carried out survey among college students. Ebenezersamraj (2009) conducted experiment among 64 students of higher secondary school and junior college.

Through the review investigator noticed that majority of the investigators carried out either survey or experiment. The other interesting thing which investigator noticed that majority of the studies were carried out among secondary teachers or students of various standards.

Finding of the study is one of the important aspects of the research. Investigators carried out various researches across the world. New researchers review their findings to get new insight. Sometimes findings of the others' study support conclusion of the study. Sometimes they differ too. Moreover, one research gives lots of ideas to other investigators. That is the main purpose of reviewing of the study. The study of Chopra (1994) is very much significant for teachers, administrators and principals because in this study the investigation has been made to see the effectiveness of various teaching methods to be employed by the teachers while teaching their classes. The teacher of English teachers must teach their classes with different teaching methods because in most of the schools, a class is of average ability and the students have different intelligence and belong to different places of residence and also have different socio-economic status. The study of Kaile (1987) revealed that high SES students have generally been found to be low on achievement motivation. In spite of having a lot of practice in speaking English fluently at home, they may be careless regarding spelling and grammatical rules in their written English and, thus, the association of their intelligence and creative abilities with achievement in English is unfavoured. If this group of students is not taken care of and guided properly, it may become an under-achiever group. The study of Ubon (1985) recommended that the administrators should be aware of assigning the teachers over-loaded work by assigning too many subjects at a time or assigning heavy extra-curricular activity jobs. The administrators and the concerned educators should provide academic and moral support to help the teachers for preparing lessons and instructional materials; for performing and administering the teaching-learning activities; and, for evaluating the programme. There should be some effective intensive in-service teacher training programmes provided in order to help the teachers improve their competencies for implementing the English syllabus. The study of Bawa (2001) draws attention towards usage of audio-visual aids, mass media for English language teaching. Finding of the study shows that 45.54% schools have adequate equipments and audio-visual aids for teaching of English. The remaining 54.46% teachers feel that

audio-visual aids and equipment for the teaching of English are inadequate in the secondary/senior secondary schools of Union Territory Chandigarh. The study of Somasundaram (2009) has proved the supremacy of the task based communicative approach over the traditional method of teaching to develop reading comprehension skills in English among college students of China and India. In the present scenario, the teachers who are shaping the destiny of the nation in the classroom should take note on the recent development in education in general and educational technology in particular. The modern teachers of English cannot remain in isolation or following outmoded traditional teaching methods. Based on the requirements of the learners and the society, the teachers have to adopt newer approaches, methods and techniques to improve the achievement of the students in enhancing the reading comprehension skills in English. The task based communicative approach helps the teacher to achieve optimum result in teaching of English. The investigator emphasizes the fact that reading comprehension skill plays a vital role in scholastic achievement. It has also provided evidence that practice through task based communicative approach plays an important role in developing reading comprehension skills in English among college students.

In the twenty first century, advancement of information and technology, computers and internet also play very important role in the teaching learning process. The study of Vasanthi (2010) concluded that Computer Mediated Learning (CML) in learning English Grammar is effective in enhancing the achievement of the students of standard VIII. Moreover the study has proved the significant difference on the Achievement in the different units in English Grammar when compared with Traditional Method of Instruction. Further the present study also revealed that Knowledge and Understanding in the Learning Objectives had also improved significantly. Moreover it is proved that CML package is effective in learning English Grammar irrespective of Sex, Community, Parents' Qualification, Occupation, Income and Nature of study. The study of Sharma (2012) also revealed the finding that students retained better through computer-based multimedia instruction than traditional instruction. The study of Sindhu (2013) also revealed the same finding that the performance in English of computer based multimedia instructional strategy group was found to be significantly higher than that of group taught through conventional teaching strategy.

English has been taught as second language in India. From the very beginning, elite class people of India used to speak English language. After independence, urge of English language was felt by various segment of the society. Therefore, it is always burning question “Which method is good for teaching English?” The study of Rajkhowa (2012) made some suggestions in this regard. The teachers should use a combination of different methods to teach English. Most teachers who enter the profession do not have the necessary competence in English and would therefore need more sustained help to improve these skills than it was necessary in the past. Furthermore, even those teachers who had the benefits of pre-service and in-service training are not always aware of the latest techniques in teaching or the need to make use of more suitable, relevant and varied materials including teaching aids in the classroom. The Teacher Education Institutes should develop the resources in the form of audio- visual aids and handbooks of micro lessons related to core teaching skills in the context of Indian classrooms and teaching- learning situations. Subsequently, these materials can be used by student teachers of different educational institutions to understand and learn the teaching skills and develop their teaching competencies. New techniques and strategies to serve our needs and suit our purposes will have to be developed but more important than all these is that there should be a shift at the level of teachers’ attitude, his awareness of role as the facilitator and his understanding of how effective learning can be facilitated. The study of Ebenezersamraj (2009) revealed that traditional methods have not yielded the desired result. Investigator also added that new strategies such as storytelling and conversation passages play important role to enhance learning of grammar and tenses.

Language learning is skill based learning. It cannot be taught by rules but it can be taught through practice in real situation. The study of Ranjan (2014) revealed that the extent of development of skills of English language need also be related to the impact of an English language development instruction to ascertain whether it can effectively accelerate the acquisition of English language proficiency. Majority of findings showed that English language instruction lead to a rise in the level of English Language skills.

2.6 SOME OBSERVATIONS AND IMPLICATIONS

Investigator reviewed studies in the five areas: Research on English language Teaching, Research on Visual literacy, Research on LSRW in English language, Research on pre service secondary teachers and research on English language teaching in India. In the first section, Investigator reviewed studies on English language. The review of studies in this section revealed that in the field of English language computer based pedagogy, application of internet and computer assisted language learning have been applied and gave better results.

In most of the countries, English has been taught as a second language. Various approaches and methods have been used across the globe. The application of cognitive teaching tools was also used among students of literature at Masters Level. Communicative approach is one of them and studies revealed that it gave better result. Besides, it was also recommended that changes in curriculum and methodology should be implemented considering to the local-cultural, social and economic, and linguistic-context.

Some of the investigators tried to examine quality issues in English language teaching. Some of the investigator tried to examine attitude of learners towards English language. The studies revealed that classroom interactions can be one of the most effective techniques to teach English. Through reviews investigator came to know that for language learning four basic skills are very much important. The important question is how it can be enhanced? Furthermore, it is also necessary to know the experience of learner when some new methodology is introduced. For any new intervention, it is necessary to see the level of students. But the available studies have not adequately dealt upon this aspect.

In the second section Investigator reviewed three studies. The second section focused reviewing the studies related to visual literacy. The study of Atikin (2006) revealed that the practical enactment of visual literacy curriculum was to be successful and a change in teacher's personal vision of literacy is necessary.. The study of Martha (2007) revealed that assessing visual literacy using traditional paper and pencil testing made little sense. Moreover, schools have done little to train teachers to incorporate visual literacy. Through the review investigator got insight to

carry out study among pre service secondary teachers. Moreover, investigator understood studies at descriptive level may not tell much about. Hence, number of case study should be carried out to understand phenomenon in reality.

Investigator explored the area of LSRW in English language in third section. The majority of investigators tried to understand reading skills. During review investigator noticed that most of the studies were trying to understand one or two skills. Investigator did not find any study in which all four skills were observed. Through the review of this section, investigator got insight to observe all four skills during the present study. Second important point which investigator noticed that majority of the studies were in qualitative in nature. Language teaching learning process is live process which takes place in real situation. Majority of investigators wanted to observe this enhancement in real situation. Therefore, they adopted qualitative approach.

Investigator explored area of pre service teachers in the forth section. The majority of investigator tried to understand how language learning took place among pre service teachers. Through the review investigator reviewed topic like communicative efficiency, computer based teaching, perspective of students regarding language teaching, speech sound, reflective thinking and experience of elementary teachers. In terms of research method, as per the requirement of the study, investigators have adopted research methods. The studies revealed some of the reasons which cause poor language (English) learning viz, a lack of professional development in teaching strategies, a need for more professional development on courses related specifically to ELL(English language learning)strategies. Through this study investigator got insight to carry out something with pre service secondary teachers.

Investigator explored the area of English language teaching in the context of India to understand ground reality. Investigator reviewed around thirteen studies with various topics. The finding of study revealed that teachers must teach their classes with different teaching methods to satisfy the need of students who come from various backgrounds. The finding of studies also revealed that application of audio visual aids, computer assisted programmes and task based communicative approach gave better results in the area of English language teaching. The finding of the studies

revealed that in the process of English language learning, enhancement of skills (LSRW) depends on English language instruction programme. Through the review of literature investigator critically examined the methodologies of various studies (India and abroad). The review revealed that teaching learning can be observed appropriately in natural environment. Through the review of studies investigator also realized various method and innovative ideas are required when foreign language is taught. It is necessary to understand liking of learners. The review of studies revealed that use of audio visual aid is still limited in Indian classrooms. For the language classrooms, computer assisted programmes are effective.

2.7 IMPLICATIONS OF THE RELATED LITERATURE FOR THE PRESENT STUDY

When new foreign language teaching methods and textbooks are introduced, they are often said to be based on the latest research in psychology, linguistics, or pedagogy. Teachers are told that they will be able to teach more effectively. In many cases the new approaches are prescribed for immediate implementation in a school or region. Sometimes, the new materials come with opportunities of extensive training in their implementation. Sometimes, they are simply ordered and distributed to teachers who have to do their best to use them effectively. Teachers have seen many different approaches over fifty years. Ideas drawn from research and theory in second language acquisition are also valuable in helping teachers evaluate claims made by proponents of various language teaching methods (Lightbown & Spada, 2010). The previous researches give various ideas to new researchers. The review of studies also reveals that majority of the studies, in the area of LSRW, are limited in their scope. During review, investigator realised that only one or two skills (reading and writing) cannot give comprehensive picture of language learning. To observe the enhancement, it is necessary to consider all four skills together. The other important aspect which is very much important in language learning area in the case of foreign language is natural implementation and natural observation. When new methods, activities or approach are applied to classroom, it is necessary to observe the implementation of activity and reaction of participants at various levels. This type of exercise gives more comprehensive feedback about new activity. For this type of study qualitative approach (case study) is more suitable.

Teachers play a very important role during classroom teaching. Whether they teach or provide facility, their role is very much important. In the language classroom, their competency plays very important role. Therefore, in the present study pre service secondary teachers were chosen as sample of the study. Hence, they can understand activities and share their experiences.

The review also reveals that in the area of visual literacy comprehensive work is required. The study of Martha (2007) reveals that assessing visual literacy using traditional paper and pencil testing makes little sense. Moreover, schools have done little to train teachers to incorporate visual literacy. The present study tries to meet these requirements.

During teacher training programme, each pre service secondary teacher passes through various experiences. These experiences develop their understanding about teaching learning process. It is necessary to understand their experience. Furthermore, it is also necessary that as language teachers, when they are going to deal with foreign language, they should get exposure with all the basic skills of language learning: listening, speaking, reading and writing. The review of studies also reveals that audio and visual materials are used during language teaching in limited manner. Therefore, investigator wanted to see how visual literacy based activity could enhance LSRW of English language, What could be the feedback of pre service secondary teachers and Which skill does get maximum enhancement during implementations? These questions encouraged investigator to carry out present study.