CHAPTER - IV
DATA ANALYSIS AND INTERPRETATION

4.0   INTRODUCTION

The present study is about enhancement of LSRW among pre service secondary teachers through visual literacy. The present chapter aims at analysis and interpretation of the data collected to find out how far the stated objectives of the study have been realized. The information collected from various sources (presented in chapter III) have been analyzed in three sections.

Section 4.1   Evolving visual literacy based activities

Section 4.2   Understanding the process of enhancement of LSRW

Section 4.3   Study the opinion of pre service secondary teachers

Section 4.1 deals with evolving of visual literacy based activities which gives detailed information about visual literacy activities pertaining to present study. Section 4.2 deals with the understanding of the process of enhancement of LSRW. Section 4.3 presents the opinion of pre service secondary teachers regarding visual literacy based activity and enhancement of LSRW.

During implementation of activity, the investigator discussed various issues to know the opinion of participants. The participants of the present study gave answers or opinion according to their command or competency of the English language. The investigator has not edited their comments to present actual picture. Hence, some sentence may appear grammatically incorrect.

Section 4.1 Evolving Visual Literacy Based Activities

Visual literacy usually begins to develop as a viewer finds his/her own relative understanding of what she/he confronts, usually based on concrete and circumstantial evidence. It eventually involves considering the intentions of the maker, applying systems for thinking and rethinking one's opinions, and acquiring a body of information. In this process image or picture plays significant role.

According to Fransecky and Debes (1972) visual images, similar to those of universal grammar proposed by Chomsky, possess the surface and deep structure. On images, the visual symbols comprise the surface structure while the underlying idea under the images constitutes the deep structures. These structures mirror the representational system in which a language constructs meaning (Hall, 1997).

If we compare the visual to verbal grammar, we can understand that visual images possess the similar sources to those of verbal to create meaning. The meanings of verbal language that commonly consists of ideational, interpersonal, and textual meaning (Halliday, 1994) exist in the visual images as well. Unsworth (2001) argues that visual images possess ideational/representation meaning in terms of informing what happened, who the participants are, what the roles of the participant are, and in what kind of circumstances the event take place in an image. In terms of interpersonal/interactive meanings, visual images construct the interconnection features between speakers and listeners, writer and reader, and viewer and what is viewed. The theories of visual literacy and comments of expert indicate that visual literacy has strong links with communication skills. Ausburn (1978) argues that we live in an era of visual culture, which influences our attitudes, beliefs, values and life-style. Images inundate our environment, be it in the private or public domain, in a variety of different forms and through several channels of communication. Visual literacy allows a person to be able to discriminate and interpret visual actions, objects, symbols that they encounter in the world. Visual literacy encourages an appreciation, comprehension and communication. By understanding the basic principles of visual literacy, people can produce images that communicate in a more efficient ways.

In the present study, the investigator wanted to develop activities of Visual literacy to enhance LSRW in English language. Studies have consistently revealed that teaching with words and visuals demonstrate better outcome rather than teaching with words only or visual only (Jin & Boling, 2010; Mayer, 2003). Therefore, integrating visual literacy activities would support students to obtain the required skill in learning English. Images have played an important role in language teaching. Indeed, for anyone who has been in a language classroom, either as a teacher or a learner, the use of images is taken for granted. The Investigator referred various definition of Visual literacy like: "Visual literacy as the ability to understand and use images, including the ability to think, learn, and express oneself in terms of images"(Braden,1996, p.86). With the support of definitions and references investigator selected following activities:

1.   Describe and draw   2.   Interpreting Images

3.   Creating Images   4**.**   Image Recall

Each activity was carried out five times among pre service secondary teachers in variety.

- **Describe and Draw:** To describe any object or matter, it is necessary to have command over language. It is advisable to do this type of activity quite often to develop language. This activity generates lots of opportunity to develop vocabulary and skills like listening, speaking, seading and writing. This strategy includes tasks in which two students in pair tries to describe image. They discuss about the image and that discussion generates language skills.

- **Interpreting Image:** All types of Interpretationrequire critical thinking. When individual tries to interpret image, either he describes image objectively or he tries to find out implied significance of image subjectively. Here, individuals' own perception is important. In this strategy students are asked to think more deeply about the image in front of their eyes. In reality, here they are asked to look beyond the frame and interact with it on a deeper level- in other words, to make the image their own. It was a group activity.

- **Creating Image:** Here, individual tries to create image with the help of language. In the present activity, incomplete image would be given to participants and they will complete remaining part. Here, students try to trigger their imagination to develop image. It was a group activity.

- **Image Recall:** Howard Gardner's theory of multiple intelligences has established the concept of the 'Visual learner'. For all language users, though, whether 'Visual' or not, words evoke images. By triggering mental images, it is believed that learners retain language items and can then recall them more easily. In fact, those learners who can generate a lot of mental images have been found to perform better in certain memory tasks and achieve better academic results.In the present activity, various images would be shown to participants quickly and participants will recall those images and develop small write up. It is an individual activity.

4.1.1 The Criteria for Selecting Images

The present study is regarding evolving visual literacy based activity to enhance LSRW in English language among pre service secondary teachers. It is mentioned in section 4.1 that four activities were developed viz, describe and draw, interpreting images, creating Image, Image Recall. It was necessary to decide what could be the criteria for selection of image for the present study. The investigator reviewed information. For the classroom teaching when we select images it is necessary to consider size of the image and age group of the students (Rayan, 1993). Teachers may find a photograph online, display it in class, and invite students to create a narrative for the image. The students are instructed to identify certain details of the image, such as the setting, the characters, and what is happening (Aecedo, 2012). The review of related literature gave insight to the Investigator for selecting criteria for the image of the present study and following criteria's was chosen: size of the image, characters of the image, message of the image and geographic background of the image.

4.1.2 Incorporation of Visual Literacy Based Activity with LSRW

Teaching English deals with many aspects that have broadly sorted into four skills: listening, speaking, reading, and writing (Brown, 2007, Harmer, 2007, Nunan, 1999,Snow, 2007). Other aspects that obtain big attention are vocabulary, pronunciation, grammar, and culture (Brown, 2007, Harmer, 2007, Nunan, 1999, Snow, 2007). During teaching these aspects, various factors like first language acquisition, age, human learning, styles and strategies, personality factors, socio cultural factors were studied in order to ensure the success of English language teaching (Brown, 2000, Herrera & Murry, 2005, Nunan, 1999). In addition, approaches and methods to teach English also keep developing starting from grammar-translation method to post-method era (Brown, 2007) to find the most prominent way to teach English. In the present study, the investigator had focused integration of the visual literacy with the enhancement of LSRW in English language.

In the past, English was considered to be a library language in India. So, only reading and writing were given emphasis in English Language Teaching. But with technological advancement and globalization, English has become a world language

linking the different parts of the world. Hence, the skills of Listening and Speaking also have to be strengthened. Language learning is associated with particular area of the brain called the speech centre. Language is a skill and any skill development employs the sensory motor organs.

According to Sajitha (2010), in a classroom of English language, there may be some students who are good at Listening; some may be good at Speaking, some at Reading and others at Writing. When the four skills are tested independently, the integrated purpose of language learning will be fulfilled. Each student will understand in which skill she excels and in which one she requires improvement.

Through the review of literature, the investigator got insight to see the existing competency of pre service secondary teachers before evolving activity for pre service secondary. With the help of IELTs material, the investigator developed components and criteria for each skill. These components are related to the present study only. It cannot be considered as general components for all four skills. For each skill following components were developed:

TABLE 4.1 VARIOUS COMPONENTS OF LSRW

Sr.No	Components of Listening	Components of Speaking	Components of Reading	Components of Writing
1	Comprehension	Fluency	Fluency	Grammar
2	Grammar	Coherence	Vocabulary	Vocabulary
3	Grasping	Clarity	Activating Prior Knowledge	Mechanics
4	Vocabulary	Confidence	Comprehension	Fluency
5	--	--	--	Relevance

The investigator also had taken opinion of experts of English language. The investigator received one question from expert as suggestion 'The meaning of comprehension and grasping is same, then why do you want to put them in different category?' This question was shared with guide and decided to keep comprehension as final component of listening.

TABLE 4.2 FINAL COMPONENTS OF LSRW FOR THE PRESENT STUDY

Sr.No	Components of Listening	Components of Speaking	Components of Reading	Components of Writing
1	Comprehension	Fluency	Fluency	Grammar
2	Grammar	Coherence	Vocabulary	Vocabulary
3	Vocabulary	Clarity	Activating Prior Knowledge	Mechanics
4		Confidence	Comprehension	Fluency
5	--	--	--	Relevance

To observe the enhancement of each pre service secondary teacher, the investigator developed criteria for each component. For example: Fluency is one of the components of speaking. This component was observed on seven criteria: extremely weak, very weak, weak, average, good, very good and excellent. In the present study if the participant reached the level of very good in two components out of three, so overall performance of the participant pertaining to that skill would be very good. The investigator developed sub criteria's for observations of performance.

Example:

Component: Fluency

Criteria: Extremely weak

Sub Criteria: as follows

- 1.1Not able to produce grammatically accurate sentences

- 1.2 Not able to use grammatical range in sentences

- 1.3 Not able to produce range of vocabulary in speech

- 1.4 Not able to maintain logical order of speaking

- 1.5 Not able to maintain spontaneity in speech

- 1.6 Not able to articulate ideas

Likewise, in all the skills' criteria's were set to see the performance of pre service secondary teachers during the activity of Visual literacy. (All criteria and sub criteria have been presented in Appendix No.IX, X, XI, XII). To serve the purpose of the study investigator developed four test in English language. The purpose of the study was to carry out visual literacy based activity to enhance LSRW of English language among the pre service secondary teachers. So, the performance of pre service secondary teachers in the test could give some insight to the investigator for the development of visual literacy based activity. These tests were sent to experts for comments. With the help of experts' feedback, all the tests were modified and implemented to know the prevailing competency among the pre service primary teachers in the area of English language. Information obtained through the test is presented in table no. 4.3, 4.4, 4.5, and 4.6.

TABLE 4.3 THE PERFORMANCE OF PARTICIPANTS DURING ENTRY LEVEL LISTENING TEST

Components of Listening Skill		Code of Trainee										
		A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11
Comprehension	EW									√		
	VW										√	√
	W		√		√							
	A	√		√		√	√	√	√			
	G											
	VG											
	E											
Grammar	EW											
	VW									√	√	√
	W		√		√							
	A	√		√		√	√	√	√			
	G											
	VG											
	E											
Vocabulary	EW									√	√	
	VW											√
	W		√									
	A	√		√	√	√	√					
	G							√	√			
	VG											
	E											

The test on listening had three areas viz., Comprehension, Grammar and Vocabulary. A perusal of table no 4.3 reveals that A9, A10 and A11 were at the level of extremely weak and very weak respectively. A2 & A3 were at the level of weak. The rest of all were at the level of average. A7 & A8 were at the level of good in the vocabulary.

TABLE NO. 4.4 THE PERFORMANCE OF PARTICIPANTS DURING ENTRY LEVEL SPEAKING TEST

Components of Speaking Skill		Code of Trainee										
		A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11
Fluency	EW									√		
	VW										√	√
	W		√		√							
	A	√		√		√	√	√	√			
	G											
	VG											
	E											
Coherence	EW									√	√	√
	VW											
	W		√									
	A	√		√	√	√	√	√	√			
	G											
	VG											
	E											
Clarity	EW										√	√
	VW									√		
	W		√			√						
	A	√		√	√		√	√	√			
	G											
	VG											
	E											
Confidence	EW									√	√	√
	VW											
	W		√									
	A	√		√	√	√			√			
	G						√	√				
	VG											
	E											

The test on speaking had four areas viz., fluency, coherence, clarity and vocabulary. A perusal of table no 4.4 reveals that A9, A10 and A11 were at the level of extremely weak, A2 was at the level of weak and rest of all the participants were at the level of average in the criteria of the speaking skill.

TABLE NO. 4.5 THE PERFORMANCE OF PARTICIPANTS DURING ENTRY LEVEL READING TEST

Components of Reading skill		Scale	Code of Trainee										
			A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11
Components of Reading skill	Fluency	EW									√	√	√
		VW											
		W		√		√							
		A			√		√		√	√			
		G	√					√					
		VG											
		E											
	Vocabulary	EW									√		
		VW										√	√
		W			√	√				√			
		A	√	√			√	√	√				
		G											
		VG											
		E											
	Activating prior knowledg	EW									√	√	√
		VW				√							
		W		√	√								
		A	√				√	√	√	√			
		G											
		VG											
		E											
	Comprehension	EW										√	√
		VW									√		
		W		√	√	√	√						
		A	√					√	√	√			
		G											
		VG											
		E											

The test on reading had four areas viz., fluency, vocabulary, activating prior knowledge and comprehension. A perusal of table no 4.5 reveals that A9, A10 and A11 were at the level of extremely weak. A1, A5, A6, A7 & A8 were at the level of average. A2, A3 &A4 were at the level of weak.

TABLE NO. 4.6 THE PERFORMANCE OF PARTICIPANTS DURING ENTRY LEVEL WRITING TEST

Components of Writing Skill		A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11
Grammar	EW											
	VW									√	√	√
	W											
	A		√		√							
	G	√		√		√		√	√			
	VG						√					
	E											
Vocabulary	EW											
	VW									√	√	
	W					√						√
	A		√		√							
	G			√			√	√	√			
	VG	√										
	E											
Mechanics	EW											
	VW											
	W									√	√	√
	A		√		√			√				
	G	√		√		√	√		√			
	VG											
	E											
Fluency	EW											
	VW									√		√
	W		√	√	√	√			√		√	
	A	√					√	√				
	G											
	VG											
	E											
Relevance	EW										√	
	VW									√		√
	W											
	A		√		√	√			√			
	G	√		√			√	√				
	VG											
	E											

The test on writing had five areas viz., grammar, vocabulary, mechanics, fluency and relevance. A perusal of table no 4.6 reveals that A9, A10, and A11 were at the level of very weak or weak respectively. A10 was at the level of extremely weak in relevance. A2 and A4 were at the level of the average or weak. A1 and A6 were at the level of good or very good. A6 was at the level of average in fluency. In the case of A3, A5, A7 and A8, were at the level of good, average and weak.

Analysis of information regarding the prevailing level of competence on LSRW among the sample students have revealed that A9,A10 & A11 were in the range of weak to extremely weak whereas rest of all A1 To A8 were in the range of weak to good in all the four skills.

Section 4.2 Understanding the Process of Enhancement of LSRW

The present section deals with the process of enhancement of LSRW through visual literacy based activity. Information obtained through the implementation of the activity is presented below.

4.2.1 Name of the Activity: Describe and Draw

Objectives:

1.   To enable the participants to describe image (Speaking Skill)

2.   To enable the participants to understand the description of image (Listening Skill)

Means and Material: Image, blank page, pencil and eraser

Duration: 40 minutes per session

About Activity: The present activity (Describe and Draw) is a pair activity. It was developed with five different images. It was carried out five times in each pair. For the present activity six pairs were formed viz, Pair one (A1,A2), Pair two (A3,A4) ,Pair three (A5,A6), Pair four (A7,A8),Pair five (A9,A10), Pair six (A1,A11). All the pair passed through five different images. The five images were considered as viz, Image A, B, C, D, E, F. Out of which one individual from pair no.1 was repeated in the pair no.6. A1 is paired with A2 and A11. Therefore, it was necessary to change the image when A1 was dealing with A11 to maintain the correctness of the activity. The task of describe and draw activity was carried out in the following manner.

One pair was called 'A' and 'B'. 'A' was shown the image and 'B' was kept in dark. After properly seeing and visualizing image, 'A' described about the image and 'B' was asked to draw a sketch based on his understanding. While drawing his sketch, he was permitted to clarify certain things from 'A' and this clarification was not be in the form of providing any clue. Thus, the sanctity of the description of 'A' was kept intact. In the end, both of them discuss about the image and sketch. The discussion was helping them to become aware of their inadequacy in comprehension and describing image.

In the second activity, the role of 'A' and 'B' were changed. 'B' was shown the image and 'A' was kept in dark. After properly seeing and visualizing image, 'B' described about the image and 'A' was asked to draw a sketch based on his understanding. In the same manner, all five activities were carried out five times with different pairs. Two activities have been presented here in which the performance of the participants pertaining to two images are described in detail. In the subsequent section, the performance of the participants in all the five activities pertaining to different image have be presented in tabular and graphical means as well. The three activities pertaining to other images have been presented in appendix...
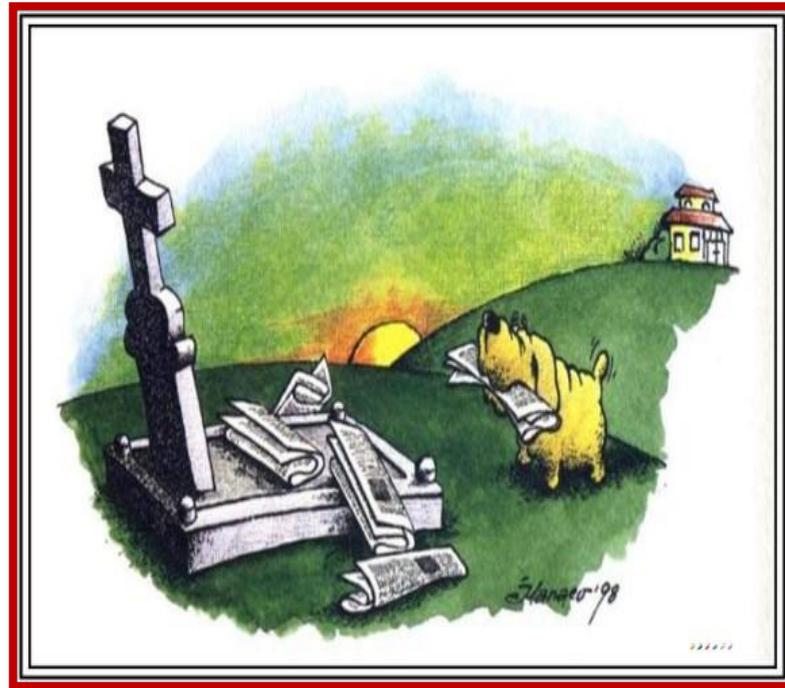
Visualization of Image A:

FIGURE. 4.1 (DESCRIBE AND DRAW)

Source : www.yeeeee.com

Visualization of Image B:

FIGURE. 4.2 (DESCRIBE AND DRAW)

Source : www.dreamstine.com

The purpose of this activity was to observe the listening and the speaking skills of the pre service secondary teachers during the activity. A detail description of activity is given below.

DESCRIPTION OF ACTIVITY

Visualization of Image A

Phase One: Visualization of Image

The investigator called the first pair into the room and explained their role for the activity. A1 was instructed to describe the image to A2. They were given general instructions regarding the activity (refer 4.2 about activity). Five minutes were allotted to A1 to comprehend the image. A1 the asked following questions to Investigator:

A1: *"How to describe image?"*

T (T stands for the investigator): " *Look at the picture carefully, you will get some ideas"*

Phase Two: Description

A detailed conversation of A1 and A2 is presented below:

A1: *'There is one stage... (Rotation of wrist)*

A2: *'hm..... (Nodding)"*

A1: *'There was one group"*

A2: *'hm..... (Nodding)"*

A1: *'They were performing.'*

A2: (asked question with hand movement "where)

A1: *'there was one mountain. On it'*

A2: '*Hm.......'*

A1: *'Other side other group was watching drama.'*

A2: '*Hm.......'*

A1: *'On Mountain they were doing it.'*

A2: *'OK.'*

A1: *'They were doing on long wood'*

A2: *'Hm...'*

A1: *'One group stood up other group fall in valley.'*

A2: *'Remained silent'* ('did not understand' conveyed through the waggling)

A1: *'Explained through hand movements'*

Phase Three: Discussion

A detail description of discussion between A1 and A2

A1: ' *are you able to understand my description?* '

A2: *'No'*

A1: ' *I also realised the same. I cannot recall some words'*

A2: *'It is difficult'*

A1: *'yes it is difficult for three reasons. one proper words, two proper sentence and proper understanding'*

The participants passed through the activity. They discussed their problems regarding the activity. Based on the discussion of the participants, sketch was prepared by A2 presented below.

FIGURE.4.3 SKETCH PREPARED BY A2
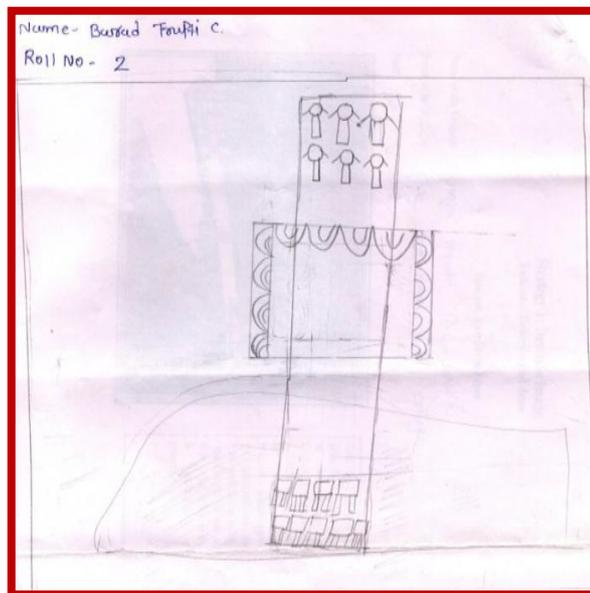
During the pair activity of A1 & A2, the investigator noticed that A1 was good at describing image. A2 was trying hard to understand the description. Good discussion took place between them. They shared ideas, vocabulary and various sentences to develop understanding about the image. The purpose of the activity was to observe their Speaking and listening skills during the activity. The image based activity triggers chat between them.

DESCRIPTION OF ACTIVITY

Visualization of Image B

Phase one: Visualization of Image

The investigator called the first pair again into the room and explained their role for the activity. A2 was instructed to describe the image to A1. They were given general instructions regarding the activity (refer 4.2 about activity). Five minutes were allotted to A2 to comprehend the image.

Phase Two: Description

A detail conversation of A1 and A2 is presented below:

A2: ' I cannot do it.'

A1: 'don't worry. I will help you.

A2: '(Hesitation......)"

A1: ' OK. I will ask you question.'

A2: '(Nodded in positive manner)'

A1: 'What is there in image?'

A2: 'Sun(rising sun was explained with hand movements, mountain also)"

A1: 'Ok.'

A2: ' One cross on (grave was explained through hand movements)

A1: 'Hm....'

A2: ' So many news paper on it'

A1: 'Ok. Anything else in image'

A2: 'one house at the corner'

A2 requested to conclude activity.

Phase Three: Discussion

A detail description of discussion between A1 and A2

A1: 'did not say about dog'

A2: 'Sorry'

A1: 'I did not understand description'

A2: 'sentence and words(with hesitation)'

A1: 'no problem next time we will work hard'

Fig. 4.2.4 shows the sketch prepared by A1.

The participants passed through the activity. They discussed their problems regarding the activity. Based on the discussion of the participants, a sketch was prepared by A1 presented below.

<u>**FIGURE.4.4 SKETCH PREPARED BY A1**</u>
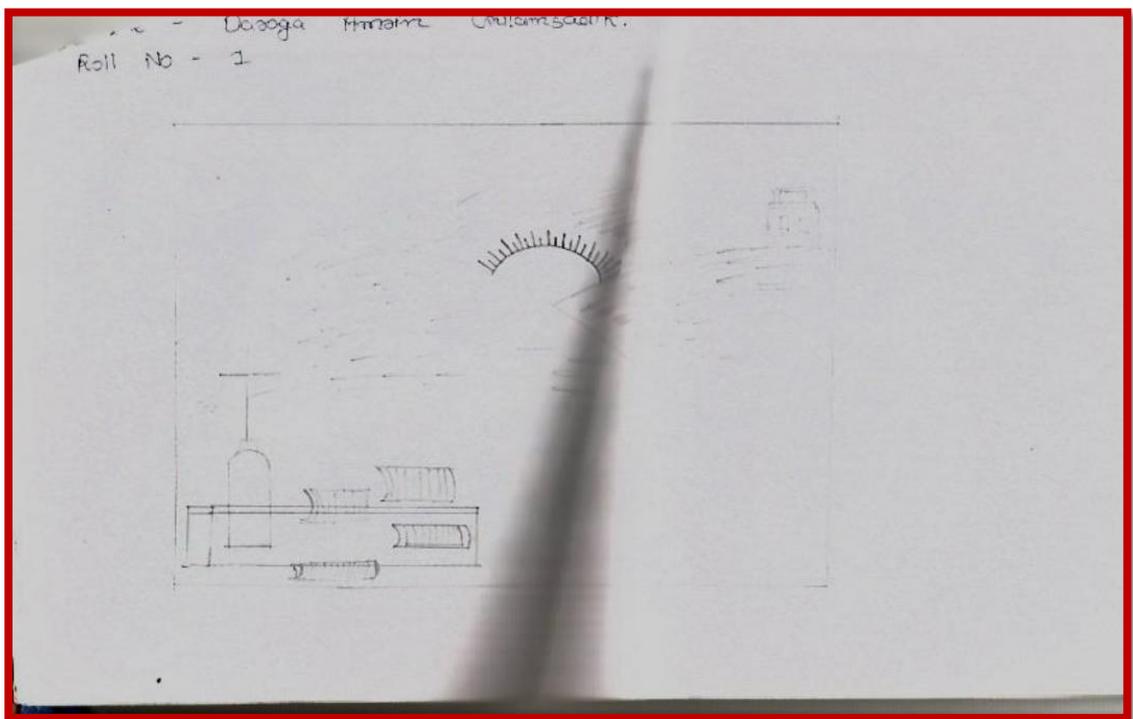
DESCRIPTION OF ACTIVITY

Visualization of Image A

Phase One: Visualization of Image

The investigator called second pair into the room and explained their role for the activity. A3 was instructed to describe image to A4. They were given general instructions regarding the activity (refer 4.2 about activity). First image was given to A3 with the instruction to hide from A4. Five minutes were allotted to A3 to comprehend the image.

Phase Two: Description

A detailed conversation of A3 and A4 is presented below:

A3: 'there is one slope'

A4: 'ok.'

A3: ' On slope one long wood'

A4: 'Hm...'

A3: 'on wood two groups (tried to explain with some gesture)

A4: 'Hm...'

A3: 'One group is dancing'

A4: 'Hm...'

A3: 'the other group is looking'

A4: 'Hm... On wood?(with the gesture of surprise)'

A4: 'how many in one group?'

A3: 'three in dancing group' '(counting) nine in other group'

A4: 'Ok.'

A3 requested to wind up activity.

Phase Three: Discussion

A detail description of discussion between A3 and A4

A4: 'Oh!' (Surprised to see the Image)

A3: ... (Observed the sketch)

A3: ' is there any problem in description?'

A4: 'difficult to understand'

A3: 'difficult to make sentences'

A4: 'something missing in sketch'

A3: 'next time' 'don't worry' (next time they will try better)

The participants passed through the activity. They discussed their problems regarding activity. Based on the discussion of the participants, a sketch was prepared by A4 presented below.

<u>**FIGURE. 4.5 SKETCH PREPARED BY A4**</u>

In the second pair, A3 described the image and A4 drew the image. In this pair the investigator observed that A3 was not comfortable to describe the image due to lack of vocabulary and proper sentences. A4 asked various questions regarding the image to understand. A4 made extra efforts to understand the image. The investigator also noticed that through proper questioning and conscious listening A4 could draw image.

DESCRIPTION OF ACTIVITY

Visualization of Image B

Phase One: Visualization of Image

Investigator called second pair into the room and explained their role for the activity. A4 was instructed to describe image to A3. They were given general instructions regarding activity (refer 4.2 about the activity). The first image was given to A4 with the instruction to hide from A3. Five minutes were allotted to A4 to comprehend the image.

Phase Two: Description

A detailed conversation of A3 and A4 is presented below:

A4: 'there is one dog'

A3: 'Ok.'

A4: 'there is news paper in mouth'

A3: ('listened silently')

A4: 'there is one cross on..........(trying to recall word for grave but could not)'

A3: 'hm...'

A4: 'hm.....(describe grave with actions of hands)'

A3: 'give some details'

A4: 'sun is rising (some actions of hand)'

A4: 'House in the corner"

A4: ' so many newspaper on cross'

A3: 'hm.....'

A4 requested to conclude the description part (with hesitation)

Phase Three: Discussion

A3: 'My drawing is not good'

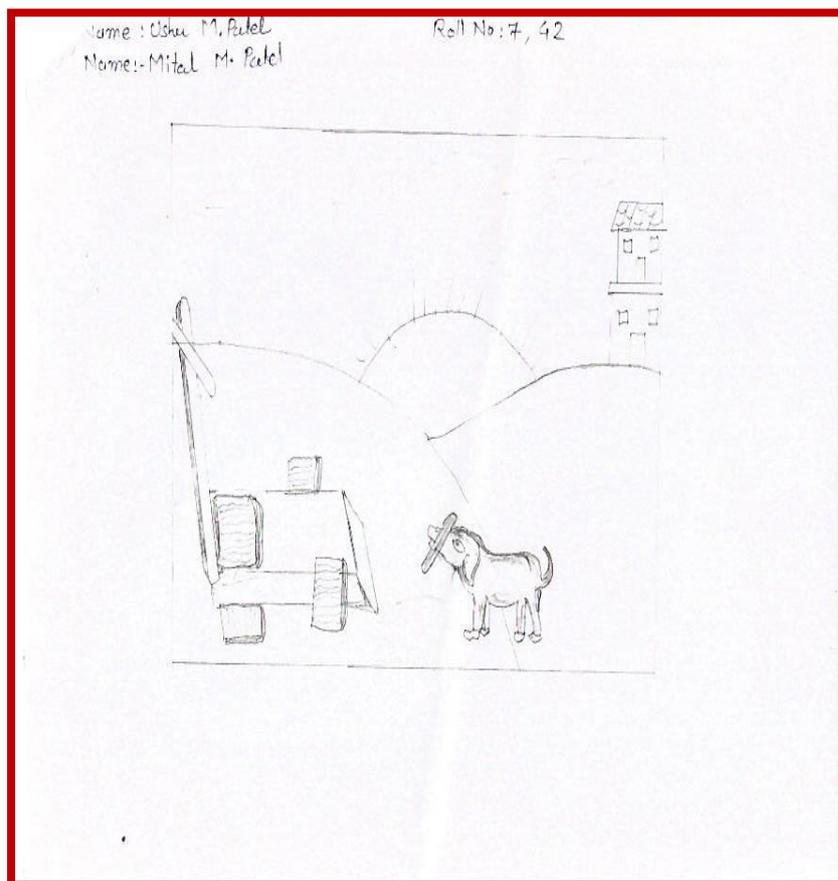A4: 'Need so many words'

A3: 'need so many sentence'

A4: 'need more confidence'

A3: 'yes'

A4: 'need more practice'

The participants passed through the activity. They discussed their problems regarding the activity. Based on the discussion of the participants, a sketch was prepared by A3 presented below.

FIGURE. 4.6 SKETCH PREPARED BY A3

DESCRIPTION OF ACTIVITY

Visualization of Image A

Phase One: Visualization of Image

The investigator called the third pair into the room and explained their role for the activity. A5 was instructed to describe image to A6. They were given general instructions regarding activity (refer 4.2 about activity). Five minutes were allotted to A5 to comprehend the image.

Phase Two: Description

A detailed conversation of A5 and A6 is presented below:

A5: 'There is one long wood'

A6: 'Ok.'

A5: 'It is on................... (described with action of hands)'

A6: 'hm....'

A5: 'on one side people sit to see dance'

A6: 'hm.......'

A5: 'other side people dance'

A6: ' on wood?'

A5: 'yes'

A5: 'It is stage'

A5: 'There is big ...... (Explained curtain with hand movements)'

A6: 'both group on one wood?'

A5: 'Yes'

A5: 'Hm..... (Described with the expression and action regarding the risk for the dancers)

A5 requested to conclude the description.

Phase Three: Discussion

A6 :'Need to describe more'

A5: 'limited words'

A6: 'tried good to describe with action'

A5: 'sentences were not in mind'

A6: 'no problem with practice'

A5: 'ideas came but in Guajarati langauge'

A6: 'we will improve ourself'

The participants passed through the activity. They discussed their problems regarding the activity. Based on the discussion of the participants, a sketch was prepared by A6 presented below.

FIGURE. 4.7 SKETCH PREPARED BY A6
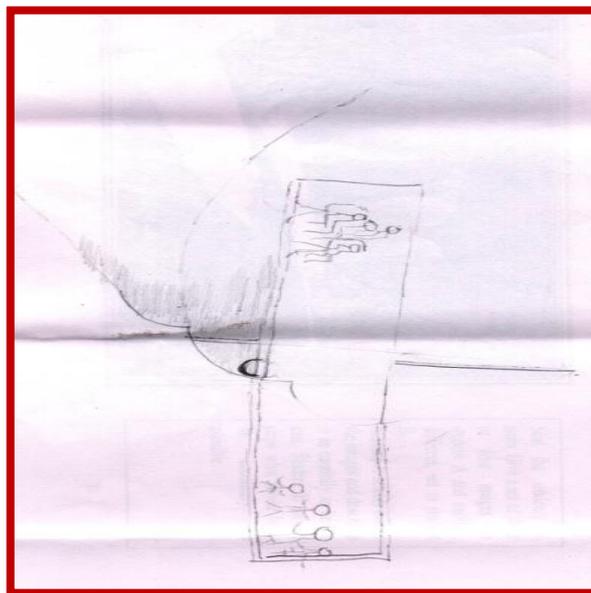
In pair third pair, A5 described and A6 draw. Here, the investigator noticed that A6 was more active and conscious listener. Hence, through the questions and proper listening A6 understand image. A5 was also active participant and trying hard to describe the image with various sentences.

DESCRIPTION OF ACTIVITY

Visualization of Image B

Phase One: Visualization of Image

Investigator called third pair into the room and explained their role for the activity. A6 was instructed to describe the image to A5. They were given general instructions regarding activity (refer 4.2 about activity). Five minutes were allotted to A6 to comprehend image.

Phase Two: Description

A detailedconversation of A5 and A6 is presented below:

A6: There is one cross................(after some churning) cofiin.

A5: "Coffin?"

A6 : ' Used for died people Christi (Christian)'

A6: 'On slope'

A5: 'Hm.....'

A6 : ' Sun is rising"

A6: ' In front of coffin house is there'

A6: 'So many news paper on coffin"

A5: 'Hm...'

A6: 'One paper in the mouth of dog'

A5: ' ok...'

A6: 'Loyalty of dog'

A5: 'Hm...'

A6 requested to conclude description.

Phase Three: Discussion

A5: 'Your description was good'

A5: 'My sketch was not good'

A6: ' We will improve'

A6: ' I like this activity"

A5: 'difficult for me'

A5 : 'need more words and sentence for this activity'

A6: 'Yes it give good practice'

The participants passed through the activity. They discussed their problems regarding the   activity. Based on the discussion of the participants, a sketch was prepared by A5 presented below.

FIGURE. 4.8 SKETCH PREPARED BY A5
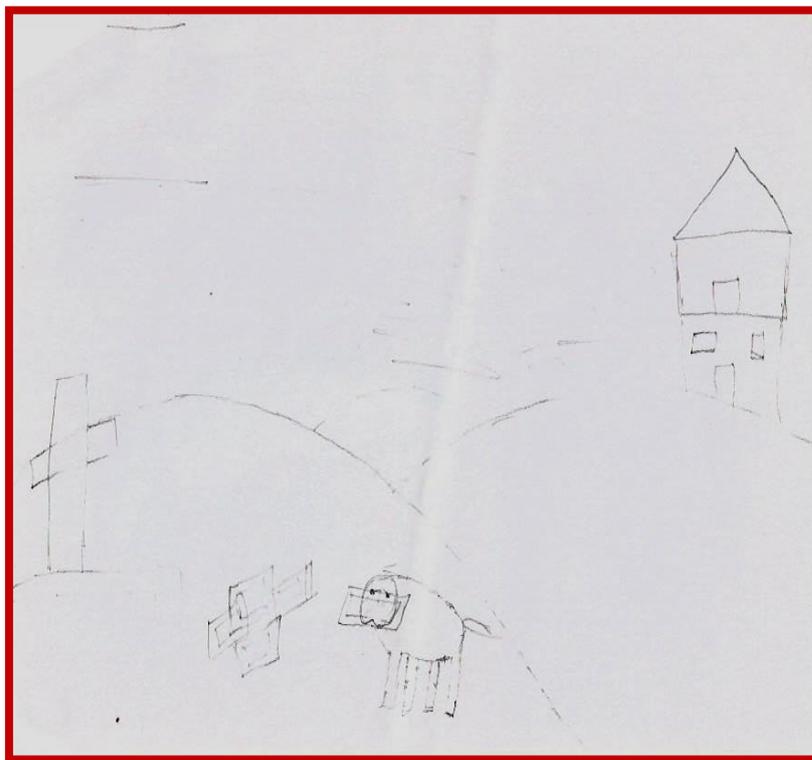
DESCRIPTION OF ACTIVITY

Visualization of Image A

Phase One: Visualization of Image

The investigator called the fourth pair into the room and explained their role for the activity. A7 was instructed to describe the image to A8. They were given general instructions regarding activity (refer 4.2 about activity). First image was given to A7 with the instruction to hide from A8. Five minutes were allotted to A7 to comprehend the image.

Phase Two: Description

A detailed conversation of A7 and A8 is presented below:

A7: 'hm...........'

A7: 'there is one theatre'

A7: ' people are there'

A8: 'Ok....'

A7: 'Actors are doing acting'

A8: ' give some more idea'

A7: ' hm............... (wanted to explain but did not get proper words or sentence)

A7: ' I cannot explain more'

Phase Three: Discussion

A8: 'it was difficult'

A7: ' Yes, it was difficult'

A7 : 'more words needed'

A8: 'preparing sketch is also difficult'

A8: ' more listening practice' (More listening practice is required)

A7: ' more speaking practice also'

A7: 'Feel nervous during activity'

The participants passed through the activity. They discussed their problems regarding the activity. Based on the discussion of the participants, a sketch was prepared by A8 presented below.

FIGURE. 4.9 SKETCH PREPARED BY A8
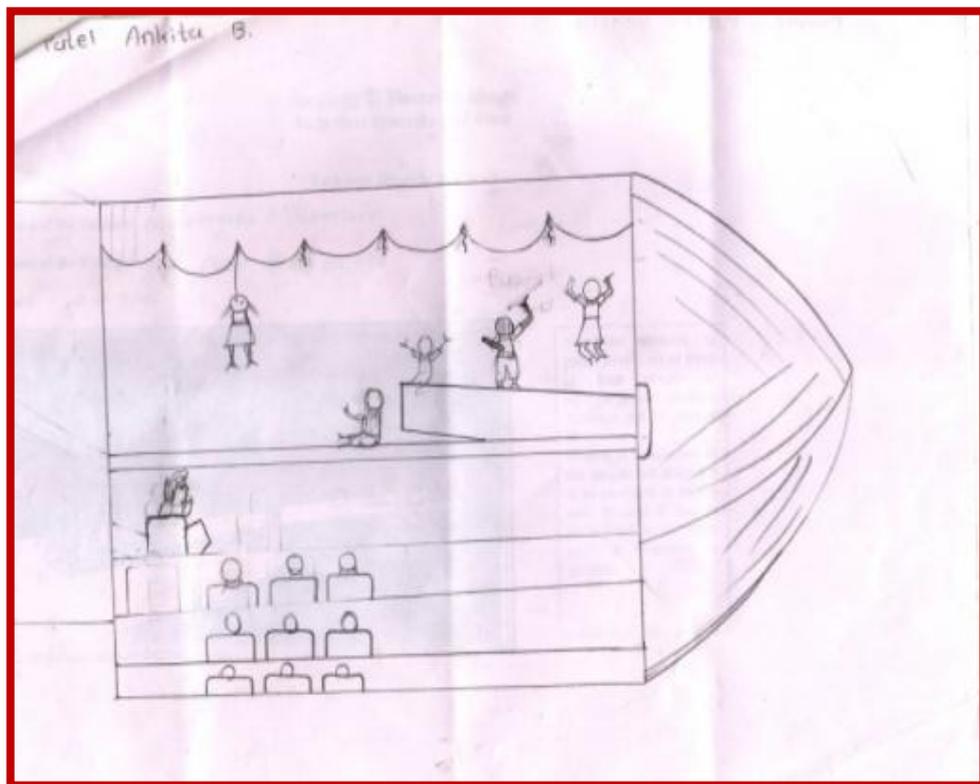
In the fourth pair, the investigator noticed that A7 was not comfortable as the describer and other side A8 was also not very much active listener. Their efforts were limited. A7 was not applying various techniques to make A8 understand. Hence, A8 could not depict original image in portray.

DESCRIPTION OF ACTIVITY

Visualization of Image B

Phase One: Visualization of Image

The investigator called the fourth pair into the room and explained their role for the activity. A8 was instructed to describe image to A7. They were given general instructions regarding activity (refer 4.2 about activity). First image was given to A8 with the instruction to hide from A7. Five minutes were allotted to A8 to comprehend the image.

PHASE TWO: DESCRIPTION

A8: 'there was one cross'

A7: 'Cross?'

A8: ' hm.... (explain with some hand movements)

A8: 'the sun was rising'

A7: 'Hm....'

A8: 'House on slop'

A7: 'near cross?'

A8: 'Far in opposite direction'

A8: ' Dog standing near cross'

A8 requested to conclude description.

PHASE THREE: DISCUSSION

A7: 'it was difficult.'

A8: 'need more speaking practice'

A7: 'need listening alos.'

A8: ' Activity was good for language development'

The participants passed through the activity. They discussed their problems regarding the activity. Based on the discussion of the participants, a sketch was prepared by A7 presented below.

FIGURE. 4.10 SKETCH PREPARED BY A7

DESCRIPTION OF ACTIVITY

Visualization of Image A

Phase One: Visualization of Image

The investigator called fifth pair into the room and explained their role for the activity. A9 was instructed to describe the image to A10. They were given general instructions regarding the activity (refer 4.2 about activity). First image was given to A9 with the instructions to hide from A10. Five minutes were allotted to A9 to comprehend the image.

Phase Two: Description

A detailed conversation of A9 and A10 is presented below:

A9: 'theatre...... (With some hand movements explains that people are watching dance)

A10: 'hm...'

A9: 'dark room'

A10: 'hm..'

A9: ' on big mountain"

A9: 'hm......" (tried to describe but could not)

A9: 'hm......" (tried to describe but could not)

A9: 'hm......" (tried to describe but could not)

A10: 'Try"

Phase Three: Discussion

They could not discuss their problems

The participants passed through the activity. They discussed their problems regarding the activity. Based on the discussion of the participants, a sketch was prepared by A9 presented below.

FIGURE.4.11 SKETCH PREPARED BY A10
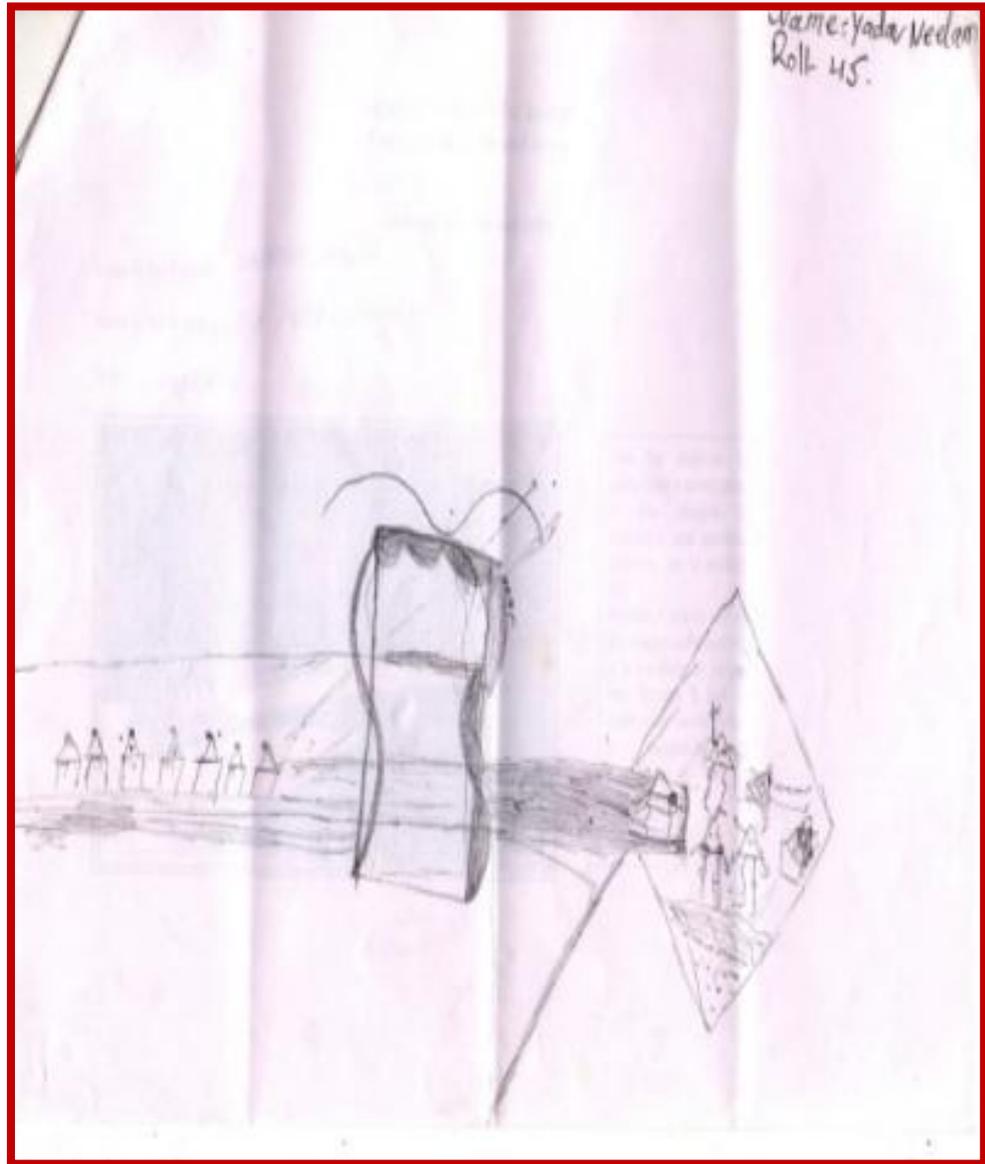
During the activity of fifth pair, the investigator observed that A9 was not comfortable to describe the image. During activity A9 expressed various problems like lack of vocabulary, lack of interest in English language and first experience to deal with the language. On the other side A10 was comparatively trying hard to understand the image. Somehow they finished task.

DESCRIPTION OF ACTIVITY

Visualization of Image B

Phase One: Visualization of Image

The investigator called fifth pair into the room and explained their role for the activity. A10 was instructed to describe image to A9. They were given general instructions regarding activity (refer 4.2 about the activity). First image was given to A10 with the instruction to hide from A9. Five minutes were allotted to A10 to comprehend the image.

Phase Two: Description

A10: 'half sun is there'

A10: 'One cross is there on box. (With some confusion)

A09: 'Hm...'

A10: 'Dog is there with news paper'

A10: 'House near cross."

A9: 'hm..'

A10: 'News paper on box'

A10: 'hm.... (could not explain)'

Phase Three: Discussion

They could not discuss their problems.

FIGURE.4.12 SKETCH PREPARED BY A9
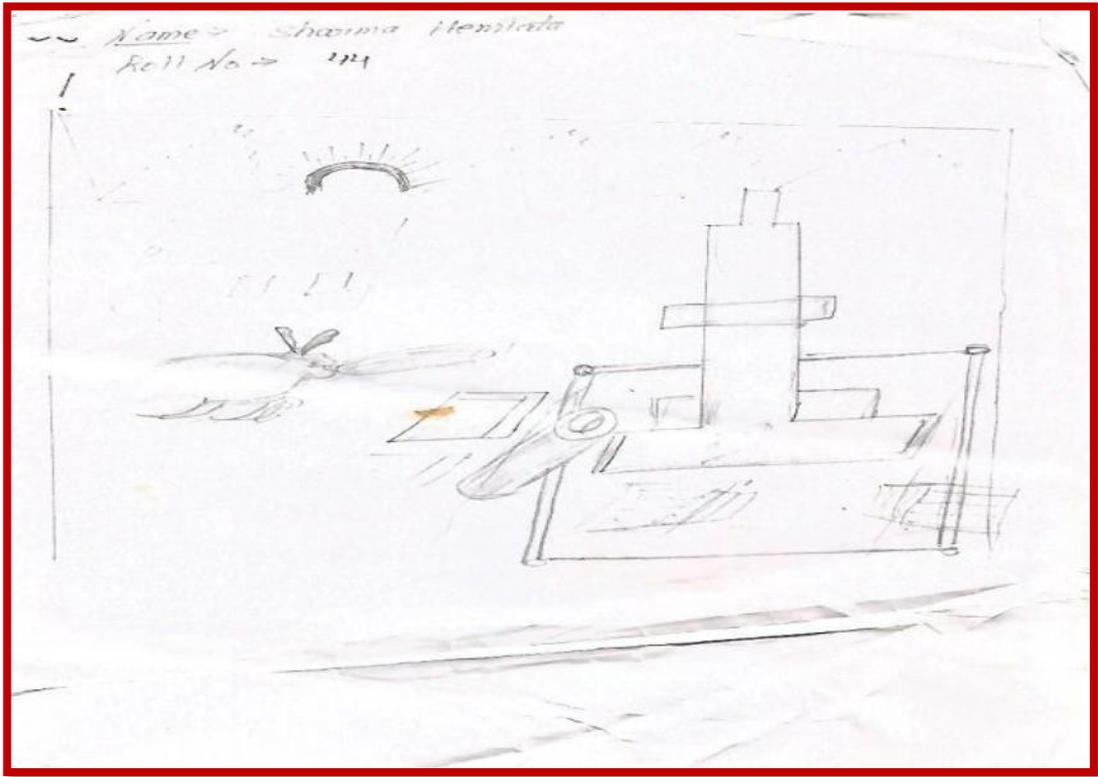
DESCRIPTION OF ACTIVITY

Visualization of image A

Phase One: Visualization of Image

  The investigator called sixth pair into the room and explained their role for the activity. A1 was instructed to describe the image to A11. They were given general instructions regarding the activity (refer 4.2 about activity). First image was given to A1 with the instruction to hide from A11. Five minutes were allotted to A1 to comprehend the image.

Phase Two: Description

A1: *'There is one stage on high hill'*

A11: *'hm....''*

A1: *'There was one group''*

A11: *'hm...''*

A1: *'They were performing on stage.'*

A11: *'hm...''*

A1: *'Other side other group was watching drama.'*

A11: 'Hm.......'

A1: *'On Mountain they were doing it.'*

A11: *'OK.'*

A1: *'They were doing on long wood'*

A11: *'Hm...'*

A1: *'if One group stood up, other group fall in valley.'*

A11: 'Hm...'

A1: *'Explained through hand movements'*

Phase Three: Discussion

A1: I describe the same image second time.

A11: 'It was difficult'

A1: 'Why?'

A11: 'Not understand'

A1: 'But it is helpful for us'

A11: 'more practice of listening'

A1: 'next time we will do better'

    The participants passed through the activity. They discussed their problems regarding activity. Based on the discussion of the participants, a sketch was prepared by A11 presented below.

FIGURE. 4.13 SKETCH PREPARED BY A11
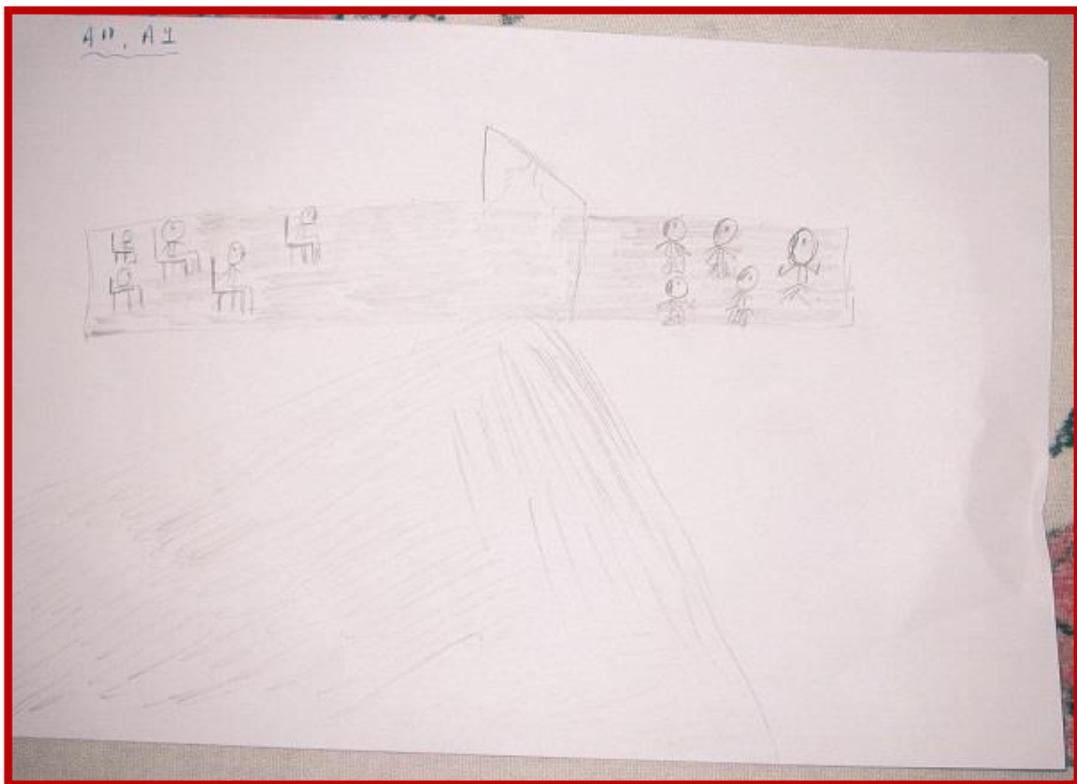
During the activity of sixth pair (A1 & A11), Investigator observed that A11 was not able to comprehend description of the image which was done by A1. A1 tried to make the description very simple to make co partner understand image. Investigator noticed that A11 had not made extra efforts to understand image. The investigator also tried to motivate A11 for the activity. It was also noticed that A1 had applied various techniques to make A11 comfortable and to some extent got success also.

DESCRIPTION OF ACTIVITY

Visualization of Image F

Phase One: Visualization of Image

      Investigator called sixth pair into the room and explained their role for the activity. A11 was instructed to describe the image to A1. They were given general instructions regarding the activity (refer 4.2 about activity). Five minutes were allotted to A11 to comprehend image.

Phase Two: Description

A11: 'big buildings'

A11: 'Three or four'

A1: 'Ok.'

A11: 'hm...(tried to explain something but unable)'

A1: 'how many persons are there?'

A11: '10 to 15'

A11: 'dead body brush in hand'

A1: 'Painter?'

A11: 'All colours........ (tried to explain with hand movement)'

A11: 'People...... (tried but could not explain something)'

A11 requested to conclude activity.

Phase Three: Discussion

A11: 'difficult to speak'

A11: 'more words and sentence need'

A1 : ' Yes it is'

The participants passed through the activity. They discussed their problems regarding the activity. Based on the discussion of the participants, a sketch was prepared by A1 presented below.

FIGURE. 4.14 SKETCH PREPARED BY A1
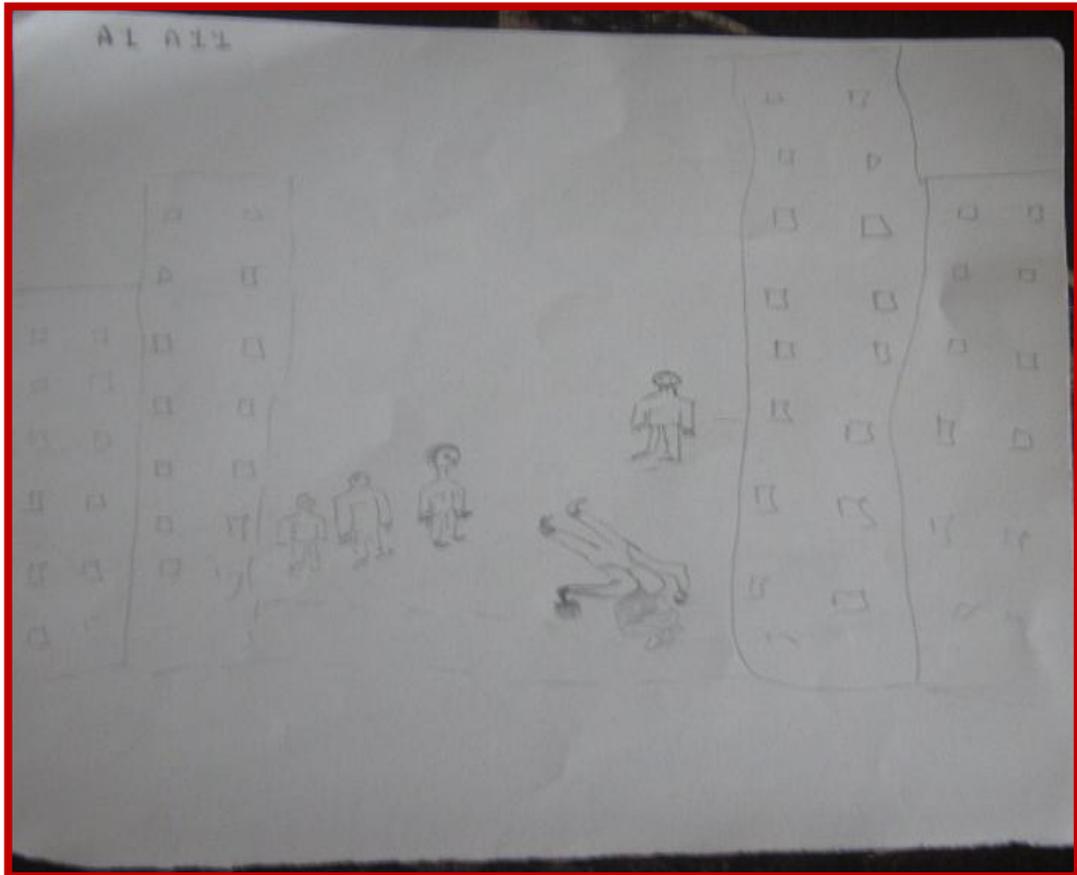
While the activity was going on, the investigator was recording the responses on the developed Rubric's comprising comprehension (listening skill), grammar (listening skill), vocabulary (listening skill), fluency (speaking skill) coherence (speaking skill), coherence (speaking skill), clarity (speaking skill). Table no. 4.8 and 4.9 show the responses pertaining to listening and speaking skills.

TABLE NO. 4.7 PROFILE OF THE PRE SERVICE SECONDARY TEACHERS IN LISTENING SKILL DURING DESCRIBE AND DRAW

		SCALE	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11
Components of listening skill	Comprehension	EW									D1	D1	D1
		VW		D1	D1	D1	D1		D1	D1	D2	D2	D2
		W	D1	D2	D2	D2	D2	D1	D2	D2	D3	D3	D3
		A	D2	D3	D3	D3	D3	D2	D3	D3	D4D5	D4D5	D4D5
		G	D3	D4D5	D4D5	D4D5	D4D5	D3	D4D5	D4D5			
		VG	D4					D4D5					
		E	D5										
	Grammar	EW									D1	D1	D1
		VW		D1	D1	D1	D1		D1	D1	D2	D2	D2
		W	D1	D2	D2	D2	D2	D1	D2	D2	D3	D3	D3
		A	D2	D3	D3	D3	D3	D2	D3	D3	D4D5	D4D5	D4D5
		G	D3	D4D5	D4D5	D4D5	D4D5	D3	D4D5	D4D5			
		VG	D4					D4					
		E	D5					D5					
	Vocabulary	EW				D1					D1	D1	D1
		VW		D1	D1	D1	D2		D1	D1	D2	D2	D2
		W	D1	D2	D2	D2	D3	D1	D2	D2	D3	D3	D3
		A	D2	D3	D3	D3	D4	D2	D3	D3	D4D5	D4D5	D4D5
		G	D3	D4D5	D4D5	D4D5	D5	D3	D4D5	D4D5			
		VG	D4					D4					
		E	D5					D5					

Note : D stands for Describe and Draw

During the implementation of the activity, it was observed three components viz, comprehension, grammar and vocabulary.

Comprehension

The performance of the participants were observed through three components viz, comprehension, grammar and vocabulary. A perusal of table no 4.7 reveals that A1 was at the level of weak in the first activity. A1 was not able to comprehend sentences, not able to comprehend the differences or the similarity of words, not able to comprehend the entire discourse and not able to comprehend the message of the discourse. It was noticed by the end of the fifth activity that A1 could comprehend words, comprehend more than two sentences. A1 could also comprehend the similarity or the difference of the words. Besides, it was also noticed that A1 could comprehend the discourse and message of the discourse. Hence, it can be said that A1 reached up to the level of excellent.

A perusal of table no 4.7 reveals that A6 was also at the level of weak in the first activity. A6 was not able to comprehend the sentences, not able to comprehend the differences or similarity of words, not able to comprehend the entire discourse and not able to comprehend message of the discourse. It was noticed by the end of the fifth activity that A6 could comprehend the words,comprehend the similarity or the difference of words,comprehend sentence,, comprehend more than three and comprehend entire discourse. Hence, it can be said that A6 reached the level of very good.

A9, A10 &A11 were at the level of extremely weak during the first activity. They were not able to comprehend the words,not able to comprehend the similarity or the difference of the words,not able to comprehend sentence,not able to comprehend more than three sentences,not able to comprehend the entire discourse and not able to comprehend the message of the discourse. It was noticed that by the end of the fifth activity they could comprehend the words and comprehend the similarity or the difference of the words. Hence, it can be said that they reached the level of average.

A perusal of table no.4.7 reveals that A2, A3, A4, A5, A7 & A8 were at the level of very weak. They were not able to comprehend the similarity or the differences of the words,not able to comprehend the sentence,not able to comprehend more than three sentences,not able to comprehend the entire discourse &not able to comprehend the message of the discourse. It was noticed by the end of the fifth activity that they could comprehend the words,comprehend the similarity or difference of words,comprehend the sentence &comprehend more than three sentences. Hence, it can be said that they reached the level of good.

Grammar

A similar trend was observed in grammar with some minor variations. A perusal of table no 4.7 reveals that A1 & A6 were at the level of weak in the first activity. They were not able to understand compound or complex sentence, not able to understand pattern of the sentence, not able to catch the tone of the speaker and not able to understand entire message. It was noticed by the end of the fifth activity that they could understand simple sentence, context, compound or complex sentence, tone of the speaker, able to understand the pattern of the sentence and able to understand the entire message. Hence, it can be said that they reached the level of excellent in grammar.

A9, A10 &A11 were at the level of extremely weak during the first activity. They were not able to understand simple sentence, context of the sentence, compound and complex sentence, the tone of the speaker, the pattern of the sentence and entire message of the speaker. It was noticed by the end of the fifth activity that they could understand simple sentence, understand context, understand compound or complex sentence. Hence, it can be said that they reached the level of average in grammar.

A2, A3, A4, A5, A7 & A8 were at the level of very weak. They were not able to understand context of the sentence, compound and complex sentence, the tone of the speaker, the pattern of the sentence and the entire message of the speaker. It was noticed by the end of the fifth activity that they could understand simple sentence, context, understand compound or complex sentence and the pattern of the sentence. Hence, it can be said that they reached the level of good in grammar.

Vocabulary

A similar trend was observed in vocabulary. A perusal of table no 4.7 reveals that A1 & A6 were at the level of weak in the first activity. They were not able to understand the difference of words,not able to comprehend,not able to use the word spontaneously & not able to comprehend the word in particular situation. It was noticed by the end of the fifth activity that they could recognize the spoken words, could pronounce the words, understand difference of the words, able to comprehend, able to use the words spontaneously able to comprehend word in particular situation. Hence, it can be said that they reached the level of excellent in vocabulary.

A9, A10 & A11 were at the level of extremely weak during the first activity. They were not able to recognize word, not able pronounce the word in proper manner. It was difficult for them to comprehend the words. They were not able to apply the words spontaneously as per the requirement of the situation. They were not able to comprehend the word in particular situation. They were not able to understand the differences and the similarity of words. It was noticed by the end of the fifth activity that they could recognize the word and pronounce the word. Besides, they could understand the difference or similarity of words. Hence, it can be said that they reached the level of average.

A2, A3, A4, A7 & A8 were at the level of very weak. They were not able to pronounce the words, not able of understand the difference of words, not able to comprehend, not able to use the word spontaneously & not able to comprehend the word in particular situation. It was noticed by the end of the fifth activity that they could recognize the spoken words, able to pronounce the word, could understand the difference of words, able to comprehend, able to use the word spontaneously. Hence, it can be said that they reached the level of very good.

A5 was at the level of extremely weak. A5 was not able to recognize the spoken the words, not able to pronounce the word, not able to understand the difference of words, not able to comprehend, not able to use the word spontaneously and not able to comprehend word in particular situation. It was noticed by the end of the fifth activity that A5 could recognize the spoken words, able to pronounce the word, able to understand difference of the words and able to comprehend. Hence, it can be said that they reached the level of good.

TABLE NO. 4.8 PROFILE OF THE PRE SERVICE SECONDARY TEACHERS IN SPEAKING SKILL DURING DESCRIBE AND DRAW

Components of Speaking Skill

Fluency

Scale	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11
EW										D1	
VW				D1					D1	D2	D1
W		D1	D1	D2	D1		D1	D1	D2	D3D4	D2
A	D1	D2	D2	D3	D2	D1	D2	D2	D3D4	D5	D3D4
G	D2	D3D4	D3	D4D5	D3	D2	D3	D3D4	D5		D5
VG	D3D4	D5	D4D5		D4D5	D3D4	D4D5	D5			
E	D5					D5					

Coherence

Scale	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11
EW									D1		
VW		D1	D1						D2	D1	D1
W		D2	D2	D1	D1			D1	D3D4	D2D3	D2D3
A	D1	D3D4	D3D4	D2	D2	D1	D1	D2	D5	D4	D4
G	D2	D4D5	D5	D3	D3	D2	D2D3	D3D4		D5	D5
VG	D3D4			D4D5	D4D5	D3D4	D4D5	D5			
E	D5					D5					

Clarity

Scale	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11
EW									D1		D1
VW		D1			D1			D1	D2	D1	D2
W		D2	D1	D1	D2		D1	D2	D3	D2	D3
A	D1	D3D4	D2	D2	D3	D1	D2	D3D4	D4	D3	D4
G	D2D3	D5	D3	D3	D4D5	D23D	D3D4	D4D5	D5	D4D5	D5
VG	D4		D4D5	D4D5	D5	D4	D5				
E	D5					D5					

Confidence

Scale	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11
EW									D1	D1	D1
VW		D1							D2	D2	D2
W		D2	D1	D1	D1	D1	D1	D1	D3	D3	D3
A	D1	D3	D2	D2	D2	D2	D2D3	D2	D4	D4	D4
G	D2	D4D5	D3D4	D3D4	D3	D3	D4	D3D4	D5	D5	D5
VG	D3D4		D5	D5	D4D5	D4	D5	D4D5			
E	D5					D5					

Note : D stands for describe and draw

During the implementation of the activity, The investigator observed four components of speaking skill viz, fluency, coherence, clarity and confidence.

Fluency

A perusal of table no 4.8 reveals that A1 & A6 were at the level average during the first activity. They were not able to maintain the logical order of speaking, not able to articulate the ideas and not able to maintain the spontaneity in speech. It was noticed by the end of the fifth activity that they could produce grammatically correct sentence with the range of functions. They could apply range of vocabulary in their speech. Besides, sometimes they could maintain logical order of the sentence and maintain the spontaneity of the speech. Hence, it can be said that they reached the level of excellent.

A2, A3, A5, A7 & A8 were at the level of weak. They were not able to apply the range of vocabulary to describe image. They were not able to maintain the logical order of speaking as well as maintain the spontaneity in speech. They were not able to articulate the ideas. It was noticed by the end of the fifth activity that they could produce grammatically correct sentences. They could also use the grammatical range in sentences, produce the range of vocabulary too. They could maintain the logical order of speaking and articulate the ideas. Hence, it can be said that they reached the level of very good.

A4, A9 & A11 were at the level of very weak and A10 was at the level of extremely weak in the first activity. They were not able to produce grammatically accurate sentences, not able to use the grammatical range in   sentence while description of image. Besides, they were not able to produce the range of vocabulary and not able to maintain the logical order of speaking during the implementation of first activity. A10 was not able to articulate the idea regarding image. It was noticed by the end of the fifth activity that they could be able to produce grammatically correct sentence, the grammatical range of sentence as well as the range of vocabulary in sentence. They could maintain the logical order of speaking too. A10 was not able to maintain the logical order of speaking. Thus, it can be said that they reached the level of good except A10 who reached the level of average.

Coherence

The second component of speaking skill was coherence. A perusal of table reveals that A1 & A6 were at the level of average during the first activity. They were not able to establish the rapport with co partner. They were not able to maintain the spontaneity and not able to produce the required conversation. It was noticed by the end of the fifth activity that they could express the ideas in a proper words and able to initiate conversation. Besides, they were able to response to continue the conversation and able to establish the rapport with co partner. It was also observed that they were able to maintain the spontaneity as well as produce required conversation. Thus, it can be said that A1 & A6 reached up to the level of excellent.

A9 was at the level of extremely weak during the first activity. Investigator observed that A9 was not able to express the ideas in a proper words or sentences, not able to initiate conversation, not able to give responses to continue the conversation. Besides, A9 was not was not able to establish the rapport with co partner, not able to maintain the spontaneity and not able to produce the required conversation. It was noticed by the end of fifth activity that A9 could able to express ideas in proper words or sentence to some extent, able to initiate conversation and able to give responses to continue the conversation. Thus, it can be said that A9 reached the level of average.

A2, A3, A10 & A11 were at the level of very weak during the first activity. They were not able to initiate conversation, not able to give responses to continue the conversation, not able to establish the rapport with co partner, not able to maintain the spontaneity and not able to produce required conversation. It was noticed by the end of the fifth activity that they could express the ideas in a proper words or sentences, able to initiate conversation, able to establish the rapport with co partner. Thus, it can be said that they reached the level of good.

A4, A5 & A8 were at the level of weak during the first activity. They were not able to give responses to continue the conversation, not able to establish the rapport with co partner, not able to maintain the spontaneity and not able to produce required conversation. It was noticed by the end of the fifth activity that they could express the ideas in a proper words or sentences, able to initiate conversation, able to give responses to continue the conversation, able to establish the rapport with co partner and able to maintain the spontaneity. Thus, it can be said that they reached the level of very good.

A7 was at the level of average in the first activity. It was noticed that A7 was not able to establish the rapport with co partner, not able to maintain the spontaneity and not able to produce required conversation. By the end of fifth activity, Investigator noticed that A7 could express the ideas in a proper words or sentences, able to initiate conversation, able to give responses to continue the conversation, able to establish the rapport with co partner and able to maintain the spontaneity. Thus, it can be said that A7 reached the level of very good.

Clarity

The third component of the speaking skill was clarity. A perusal of table reveals that A1 & A6 were at the level of average during first activity. They were not able to maintain the spontaneity in speech, not able to describe the narration with appropriate grammatical structures and not able to express the ideas in the logical order. It was noticed by the end of the fifth activity that they could find appropriate words to express, able to find appropriate sentences to express thoughts, able to articulate ideas, able to maintain the spontaneity in speech, able to describe narration with appropriate grammatical structures and able to express the ideas in logical order. Thus, it can be said that they reached the level of excellent.

A2, A8 & A10 were at the level of very weak. They were not able to find appropriate sentence to express, not able to articulate ideas, not able to maintain the spontaneity in speech, not able to describe the narration with appropriate grammatical structures and not able to express the ideas in logical orders. It was noticed by the end of the fifth activity that they find appropriate words to express , able to find appropriate sentences to express thoughts, able to articulate the ideas and able to maintain spontaneity in speech. Thus, it can be said that they reached the level of good.

A3, A4 &A7 were at the level of weak. They were not able to articulate ideas, not able to maintain the spontaneity in speech, not able to describe narration with appropriate grammatical structures. Besides, they were not able to express ideas in the logical order. It was noticed by the end of the fifth activity that they could find appropriate words to express, could find appropriate sentences to express thoughts, able to articulate the ideas and able to maintain the spontaneity in speech. Thus, it can be said that they reached the level of very good.

A9 & A11 were at the level of extremely weak during the first activity. They were not able to find the appropriate sentences or words to express thoughts, not able to articulate the ideas, not able to maintain the spontaneity in speech, not able to describe narration with appropriate grammatical structures and not able to express the ideas in logical order. It was noticed by the end of the fifth activity that they could able to find appropriate words and sentences to express thoughts. They could articulate the ideas and able to maintain spontaneity in speech. Thus it can be said that they reached the level of good.

A5 was at the level of very weak in the first activity. It was noticed that A5 was not able to find the appropriate sentences to express thoughts, not able to articulate the ideas, not able to maintain the spontaneity in speech, not able to describe narration with appropriate grammatical structures and not able to express ideas in logical order. By the end of the fifth activity it was noticed that A5 could find appropriate words and sentences, could articulate ideas, could maintain the spontaneity in speech, could describe narration with the appropriate grammatical structures. Thus it can be said that A5 reached the level of very good.

Confidence

The fourth component of the speaking skill was confidence. A perusal of table no. 4.8 reveals that A1 was at the level of average during first activity. A1 was not able to share the ideas in stylish manner. Besides, A1 was not able to add own point of view as well as establish rapport on audience. It was noticed by the end of the fifth chapter that A1 could express ideas without hesitation, maintain the spontaneity. Besides, A1 could speak on topic without prior preparation, share ideas in stylish manner, add point of view and establish the rapport on audience. Thus, it can be said that A1 reached the level of excellent.

A6 was at the level of weak during the first activity. It was noticed that A6 was not able speak on topic without prior preparation, not able to share the ideas in stylish manner, not able of add own point of view, not able to establish the rapport on audience. It was noticed by the end of the fifth activity that could express the ideas without hesitation, maintain the spontaneity. Besides, A1 could speak on topic without prior preparation, share the ideas in stylish manner, add point of view and establish the rapport on audience. Thus, it can be said that A6 reached the level of excellent.

A3, A4, A5, A7 & A8 were at the level of weak during the first activity. They were not able to speak on topic without prior preparation, not able to share the ideas in stylish manner, not able to add own point of view and not able establish the rapport on audience. It was noticed by the end of the fifth activity that they could express the ideas without hesitation, maintain the spontaneity, speak on topic without prior preparation, share ideas in stylish manner, able to add own point of view. Thus it can be said that they reached the level of very good.

A2 was at the level of very weak during the first activity. It was noticed that A2 was not able express the ideas without hesitation, not able to maintain the spontaneity, not able to speak on topic without prior preparation, not able to share the ideas in stylish manner, not able to add own point of view and not able to establish the rapport on audience. It was noticed by the end of the fifth activity that A2 could express ideas without hesitation, able to maintain the spontaneity, able to speak on topic without prior preparation and able to share ideas in stylish manner. Hence, it can be said that A2 reached the level of good.

A9, A10& A11 were at the level of extreemly weak. They were not able to maintain the spontaneity, not able of speak on topic without prior preparation. Besides, they were not able of share ideas in stylish manner, not able to express the ideas without hesitation, not able to add own point of view and not able to establish the rapport on audience. It was noticed by the end of the fifth activity that they could express the ideas without hesitation, able to maintain the spontaneity, able to speak on topic without preparation and able to share the ideas in stylish manner to some extent. Thus, it can be said that they reached the level of good.

In order to obtain comparative picture of the level of performance in speaking and listening skill, data has been presented in a graphical manner.

GRAPH 1 & 2 THE PERFORMANCE OF PARTICIPANTS DURING DESCRIBES AND DRAWS IN THE LISTENING SKILL & SPEAKING SKILL

GRAPH 1 LISTENING SKILL
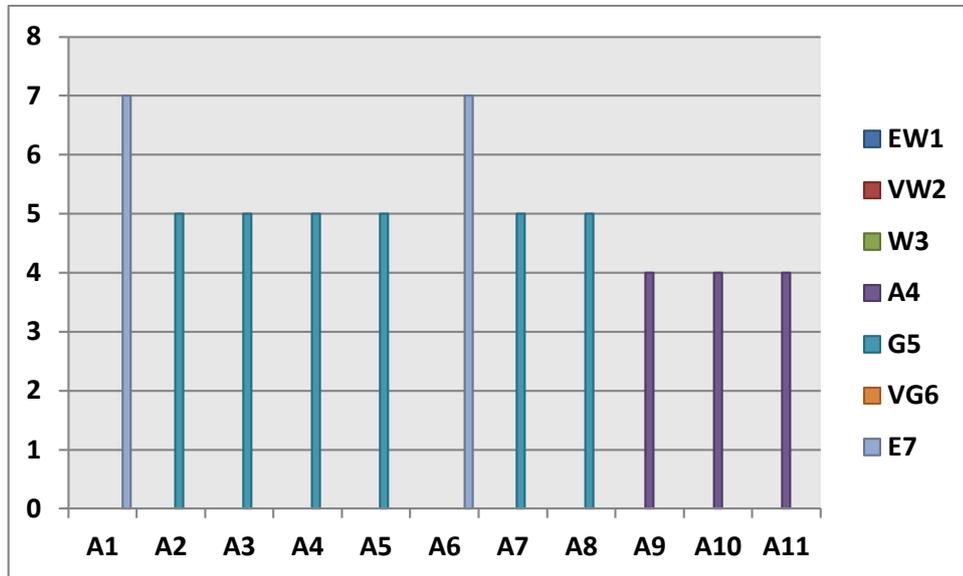
GRAPH 2 SPEAKING SKILL
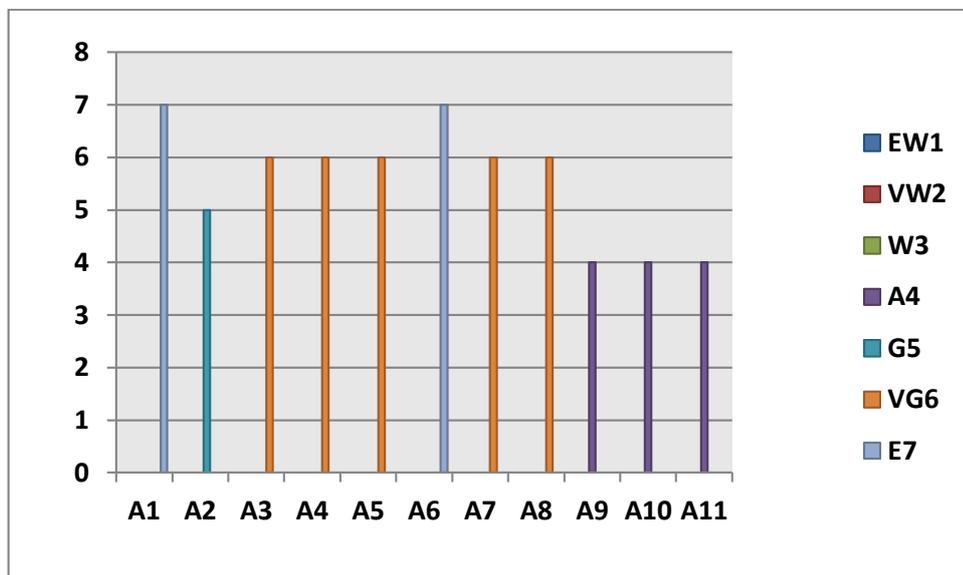
Note: Extremely weak (blue color), Very weak (red color), Weak (green color), Average (purple color), Deep sky blue (good), Orange (very good), sky blue (excellent)

A perusal of graph no 1 & 2 reveals that A1 and A6 reached the level of excellent in the listening skill as well as speaking skill. A9, A10 & A11 reached the level of average in listening skill (graph one). The other side A9, A10 & A11 reached the level of good in speaking skill (graph two). The rest of all the participants reached up to the level of good. Five participants could reach the level of very good in the speaking skill. The graphs are presented here to show which skill got maximum enhancement.

The investigator conducted the group discussion at the end of all the activities of describe and draw. The purpose of the group discussion was to know the opinion of the participants regarding the activities and to find their problems regarding enhancement of LSRW of English language.

Group Discussion at The End of All Five Activities

Name of the Activity: Describe and Draw

In order to get some additional insight into the experience of pre service secondary teachers regarding the visual literacy based activity and enhancement of LSRW in English language teaching, the investigator carried out group discussion.

The investigator asked first question "Do you like teaching? In response to this question eight students accepted that they like teaching. A9, A10 and A11 gave negative answer. They had their own individual reasons. Through interaction with participant's the investigatorrevealed that A9 had joined B.Ed. course by force. A10 and A11 also responded in the same manner. They did not express any zeal for teaching. The investigator asked second question "Do you like English language teaching? In response to this question eight pre service secondary teachers expressed their likeness for English language teaching. A9,A10 and A11 gave following reasons for their dislike:

A9 : " *I cannot speak English language fast*"

A10: *"My basic grammar are not clear"*

A11 : *" I have not interest in English"*

Investigator asked third question "Did you enjoy Describe and Draw?" In response to this question eight pre service secondary teachers expressed their likeness for this activity. A9 could not understand this activity. A10 & A11 found it difficult.

The Investigator asked fourth question "Does it develop your vocabulary of English language?" In response to this question A9, A10 and A11 said that it did not develop their vocabulary of English language. On the other side all eight participant accepted that it developed their vocabulary of English language. Following responses were received:

A1 : *"This activity gave variety of situation which encourages us to find out new words."*

A6 : *"During description, we realized that we did not have sufficient vocabulary to*

narrate picture."

A5 : *"Through the activity, we got inspiration to find out more words."*

Investigator asked fifth question "Have you ever found difficulties in this activities?" In response to this question all the participant shared following difficulties:

It was difficult to narrate picture.

A4*: "Describe and Draw was pair activity. One person will......... narrate (Investigator gave this word) picture withwords and the other person will listen it and draw. Here, sometimes it was very difficult to explain image to our co partner. Those difficulties realise us to improve our vocabulary and narration."*

A8 : *"it was difficult to frame sentences."*

A7 : *"Sometimes it was difficult to understand image. But we developed our skills to understand it."*

The investigator asked sixth question "How Does this activity enhance your Listening and speaking skills of English language?"In response to this questions following responses were received:

A8: *"Describe and Draw gives an opportunity to listen co partners, it was first time that we listen someone so carefully"*

A1: *"Got motivation to find out new words. It gave various situations for speaking"*

A6: "*We started referring new words. Started listening also* "

A7: "*During activity one parson describes and the other draw sketch. Good conversation took place during activity"*

A2: *"It developed our understanding'*

A3: *"It was pair activity. Therefore, our activity partners help gives us strength"*

A5: *"Good for listening and speaking. It was first time that we listening partners…………………."*

Investigator asked next question "does Describe Image differ from other activities of English language? In response to this question all the participant said yes and shared following reasons:

A7: *"This activity gave lots of opportunity to speak. During the narration of the picture, it was sometimes very challenging to describe the particular image to our partner. This activity taught us how to use simple and easy sentences to describe the image."*

A6 : *"This activity gave an opportunity for active participation."*

The investigator asked next question "Does describe and draw make class room of English language more interesting?" In response to this question all the participant said yes and shared following reasons.

A3 : *" During activity we got chance to develop our drawing skill also. Normally students also like drawing based activity."*

A2: *"Images were good (wanted to say attractive, explained with hand movements)"*

The investigator asked next question "Will you suggest some thing to improve Describe Image?" In response to this questions following suggestions were made.

A10: *"Suggested that it is not possible to use in lower classes.*

A6: *"Advised that as per the age group of child images should be changed."*

A7: *"Recommended that teacher should be facilitator during the implementation of the activity.*

Observation of the Investigator

On the basis of analysis of information obtained through the activity describe and draw pertaining to listening and speaking skill, it can be said that the activity describe and draw gave an opportunity to enhance listening and speaking skills. It created new situation where the participants tried to enhance their vocabulary, developed comprehensibility by listening. As a result their ability of drawing and sketching improved. Furthermore, it was also observed that majority of them were quite motivated to learn the skills in the innovative manner.

Besides, the data of graphs revealed that the performances of participants were comparatively better in speaking skill than listening. The data also revealed that three participants (A9, A10, and A11) did not enjoy this activity. During group discussion investigator came to know that they were not interested in English language teaching. Beside, their basic knowledge of English language was not sound. The entry level test result also indicated the same (refer Table no. 4.3 to 4.6).

4.2.2 Interpreting Image:

Information obtained through the implementation of the activity is presented below.

Objectives:

1.   To enable them to listen about image vitally (Listening Skill)

2.   To enable them to speak about image vitally (Speaking Skill)

3.   To enable them to read image vitally (Reading Skill)

4.   To enable them to write about image vitally (Writing Skill)

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Means and Material: Image, note pad, pen

Name of the Activity: Image Analysis

Duration: 40 minutes per session

About Activity:

The present activity (Interpret image) is a group activity. It was carried out five times in each group.For the present activity Three groups were formed viz, Group 1 (A1,A2,A3,A4), Group 2 (A5,A6,A7) , Group 3 (A8,A9,A10,A11). All the groups passed through five different images. The five images were considered as viz, Image A, B, C, D, E. All the three groups passed through five different images. The task of interpreting image was carried out in the following manner.

In the present activity, participants were divided in the group (G1 and G3 contains four members, G2 contains three members). One image was given to them. They were instructed to analyze the image with different angles. They would decide what they wanted to see. Based on the discussion and analysis, they would prepare small write up. At the end of the session, one student from each group would share their analysis. In the same manner, all five activities were carried out five times with three groups. One activity is presented here in which the performance of the participants pertaining to one image is described in detail. In the subsequent section, the performance of the participants in all the five activities pertaining to different image have been presented in tabular and graphical means as well. The four activities pertaining to other images have been presented in appendix...

DESCRIPTION OF THE ACTIVITY

IMAGE A

FIGURE. 4.15 INTERPRETING IMAGE

 G1   The performance of group one: (A1, A2, A3, A4)

A1: *'I will write points'*

A1: *'Start discussion'*

A2*: 'How?'*

A3: *'there is small boy'*

A4: '*Plane is also there'*

A1: '*Dark blue sky is also there'*

A4: 'Rain will come'

A1: 'what is the meaning?'

A1: 'Small paper plane is flying'

A3: 'boy look………. (Not able to get proper a word)

A1: 'feared' (A1 helped A3 to find a word)

A3: 'Yes' (with excitement)

A2: 'Why?'

A4: 'Plane is small'

A1: 'It is a toy'

A3: 'But he ………. (Not getting proper word. They decided to refer proper words from dictionary. They asked permission for it and it was granted. They found English word for "અનુમાન")'

A1: 'he assumed it was big'

A2: 'hm……… (Not getting proper words)

A3: 'Harmful'

A2: 'Yes'

G1

Analysis of the performance of G1 reveals that all participants were not good at the vocabulary except A1 Initially. So, they could not comprehend image in a proper sense. During the activity they realized that without sound vocabulary comprehension was not possible. Therefore, they made some efforts to enhance their vocabulary.

G 2   The performance of group two: (A5, A6, A7)

A6: 'there is one boy.'

A5: 'dark blue sky'

A7: 'boy looks in tension'

A6: 'why?'

A5: 'don't have umbrella'

A7: 'Why toy plane?'

A6: 'toy plane............(trying to think about the significance of the plane)'

A6: 'worried about plane'

A5: 'how?'

A7: 'it will fall on head of the boy'

A6: 'And boy is worried'

A5: 'it is very small'

A7: 'hm.......boy cannot understand it'

A6: 'dark blue sky is also...........(could not continue the sentence)'

A7: 'he think it is very big plane'

A6: 'yes'

A5: 'we all do same'

A7: 'yes'

A6: 'true'

G2

Analysis of the performance of G2 reveals that they were sharing their ideas with each other. A5 & A7 were not getting proper vocabulary to explain their perception. A6 encouraged the group mate for the activity. A5 & A7 were good listeners. They were following instructions carefully.

G 3 The performance of group two: (A8,A9,A10,A11)

A8: 'See the image'

A9: 'listening.....'

A10: 'I don't understand'

A11: 'it is difficult'

A8: 'don't worry............. (Observes the image carefully)'

A9: 'no response '

A10: 'no response'

A11: 'no response'

A8: 'List the item of image '

A9: 'Boy, toy plane and sky'

A7: 'Boy is sad'

A8: 'Why?'

A9: 'hm........... (Confused)'

A9: 'no response '

A10: 'no response'

A11: 'no response'

G3

Analysis of the performance of G3 reveals that A8 performed better comparatively. During the interaction, the remaining participants shared their difficulty regarding listening skill. They could understand the image well. They were lacking in all the components of listening skill like: Comprehension, Grammar, vocabulary.

It was also observed that A1, A6 & A8 had played the role of a group leader. A1 & A6 accepted leadership by choice. They were good motivator and they encouraged other participants too. A8 had taken some time to understand the situation and gradually accepted leadership. The other important thing was that it was not instructed to them to become leader. It happened in a natural way.

During the activity it was noticed that participants were not familiar with listening of English language and hence facing problems in interpreting image properly.

The table no. 4.9 shows the performance of participants pertaining to listening skill during the activities of interpreting image.

TABLE 4.9 PROFILE OF THE PRE SERVICE SECONDARY TEACHERS IN LISTENING SKILL DURING INTERPRETING IMAGE

		Scale	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11
Components of Listening skill	Comprehension	EW		M1	M1	M1	M1		M1	M1	M1	M1	M1
		VW		M2	M2	M2	M2		M2	M2	M2	M2	M2
		W		M3	M3	M3	M3		M3	M3	M3	M3	M3
		A	M1	M4	M4	M4	M4	M1	M4	M4	M4 M5	M4 M5	M4 M5
		G	M2	M5	M5	M5	M5	M2	M5	M5			
		VG	M3					M3					
		E	M4 M5					M4 M5					
	Grammar	EW									M1	M1	M1
		VW								M1	M2	M2	M2
		W		M1 M2	M1	M1 M2	M1 M2			M2	M3	M3	M3
		A		M3	M2 M3	M3	M3		M1 M2	M3	M4 M5	M4 M5	M4 M5
		G	M1 M2	M4 M5	M4 M5	M4 M5	M4 M5	M1 M2	M3 M4	M4 M5			
		VG	M3					M3	M5				
		E	M4 M5					M4 M5					
	Vocabulary	EW		M1	M1	M1	M1		M1		M1	M1	M1
		VW		M2	M2	M2	M2		M2	M1	M2	M2	M2
		W		M3	M3	M3	M3		M3	M2	M3	M3	M3
		A	M1	M4	M4	M4	M4	M1	M4	M3	M4	M4	M4
		G	M2	M5	M5	M5	M5	M2	M5	M4 M5	M5	M5	M5
		VG	M3					M3					
		E	M4 M5					M4 M5					

The performance of the participants were observed through three components viz, comprehension, grammar and vocabulary.

Comprehension

A perusal of table no 4.9 reveals that A1 & A6 were at the level of average in the first activity. They were not able to comprehend more than three sentences, not able to comprehend entire discourse and not able to comprehend message of the discourse. It was noticed by the end of the fifth activity that they could comprehend words, comprehend similarity or difference of words, able to comprehend sentence, able to comprehend more than three sentences. Besides, they could comprehend the entire discourse and the message of the discourse. Thus, it can be said that they reached the level of excellent.

The other participants like A2, A3, A4, A5, A7 & A8 were at the level of extremely weak in comprehension. During the first activity they were not able to comprehend words, sentences, discourse and meaning of the discourse. It was noticed by the end of the fifth activity that they could comprehend words and sentences to large extent. They could comprehend similarity or differences of words. Hence, it can be said that they reached the level of good in fifth activity.

A9, A10 & A11 were at the level of extremely weak in the first activity. During the first activity, they were not able to comprehend words, sentences, discourse and meaning of the discourse. They could comprehend similarity or differences of words. It was noticed by the end of the fifth activity that they could comprehend word and sentence. They could understand the difference or the similarity of words. Hence, it can be said that they reached the level of average.

Grammar

A perusal of table no 4.9 reveals that A1 & A6 were at the level of good in the first activity. They were able to understand simple sentence, context and compound sentence. They were able to understand pattern of the sentence. They were not able to understand tone of the speaker and message. It was noticed by the end of the fifth activity that they could understand the tone of the speaker as well as the message. Hence, it can be said that they reached the level of excellent.

A9, A10 &A11 were at the level of extremely weak during the first activity. They were not able to understand simple sentence, context of the sentence, compound and complex sentence, the tone of the speaker and the entire message of the speaker. They were not able to understand pattern of the sentence. It was noticed by the end of the fifth activity that they could understand simple sentence and compound sentence. To some extent they could understand context too. Hence, it can be said that they reached the level of average.

During the first activity A2, A3, A4, A5 were at the level of weak in grammar. They were not able to understand compound or complex sentences, not able to catch the tone of the speaker and not able to understand the entire message. They were not able to understand pattern of the sentences. It was noticed by the end of the fifth activity that could understand simple sentences, context of the sentences, compound or complex sentences. They could understand pattern of the sentences. Hence, it can be said that they reached the level of good.

During the first activity, A7 was at the level of average in grammar. A7 was not able to understand the pattern of the sentences. They were not able to catch the tone of the speaker and not able to understand the entire message. It was noticed by the end of the fifth activity that A7 could understand simple sentences, context of the sentences, compound or complex sentences, pattern of the sentences. It was also observed that A7 could understand the tone of the speaker. Hence, it can be said that A7 reached the level very good.

During the first activity A8 was at the level of very weak in grammar. A8 was not able to understand the context of the sentence, compound or complex sentences, not able to catch the tone of the speaker, not able to understand the pattern of the sentence and not able to understand the entire message. It was noticed by the end of the fifth activity that could understand simple sentence, context of the sentence, could understand compound or complex sentence and could understand the pattern of the sentence. Hence, it can be said that A8 reached the level of good.

Vocabulary

During the first activity, A1 & A6 were at the level of average in Vocabulary. They were not able to comprehend the words. They were not able to use words spontaneously & comprehend word in the particular situation. It was noticed by the end of the fifth activity that they could recognize spoken words during conversation, able to pronounce words, able to understand the differences of words, able to comprehend words, able to use words spontaneously, able to comprehend word in the particular situation. Hence, it can be said that they reached the level of excellent.

During the first activity, A2, A3, A4, A5, A7, A9, A10, A11 were at the level of extremely weak in Vocabulary. They were not able to recognize spoken words, not able to pronounce words, not able to understand the difference of words, not able to comprehend words, not able to use words spontaneously, not able to comprehend word in particular situation. It was noticed by the end of the fifth activity that they could recognize the spoken words, able to pronounce words, able to comprehend words & able to understand differences of words. Hence, it can be said that they reached the level of good.

During the first activity, A8 was at the level of very weak in Vocabulary. A8 was not able to pronounce words, not able to comprehend words, not able to understand difference of words, not able to use words spontaneously, not able to comprehend word in the particular situation. It was noticed by the end of the fifth activity that A8 could recognize the spoken words, able to pronounce words, able to comprehend words & able to understand difference of words. Hence, it can be said that A8 reached the level of good.

The table no. 4.10 shows the performance of participants pertaining to speaking skill during the activities of interpreting image.

TABLE 4.10 PROFILE OF THE PRE SERVICE SECONDARY TEACHERS IN SPEAKING SKILL DURING INTERPRETING IMAGE

Components of Speaking Skill	Scale	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11
Fluency	EW									M1	M1	M1
	VW									M2M3	M2M3	M2M3
	W		M1	M1	M1	M1		M1	M1	M4	M4	M4
	A	M1	M2M3	M2M3	M2M3	M2M3	M1	M2M3	M2M3	M5	M5	M5
	G	M2	M4	M4	M4	M4	M2M3	M4	M4			
	VG	M3M4	M5	M5	M5	M5	M4	M5	M5			
	E	M5					M5					
Coherence	EW								M1	M1	M1	M1
	VW		M1	M1	M1	M1		M1	M2	M2	M2	M2
	W		M2	M2]	M2	M2		M2	M3	M3	M3	M3
	A	M1	M3	M3	M3M4	M3M4	M1	M3	M4	M4M5	M4M5	M4M5
	G	M2	M4	M4	M5	M5	M2	M4	M5			
	VG	M3	M5	M5			M3	M5				
	E	M4M5					M4M5					
Clarity	EW									M1	M1	M1
	VW		M1	M1	M1	M1		M1	M1	M2	M2	M2
	W		M2	M2	M2	M2		M2	M2	M3	M3	M3
	A	M1	M3	M3	M3	M3	M1	M3	M3	M4M5	M4M5	M4M5
	G	M2	M4	M4	M4	M4	M2	M4	M4			
	VG	M3	M5	M5	M5	M5	M3	M5	M5			
	E	M4M5					M4M5					
Confidence	EW									M1	M1	M1
	VW		M1	M1	M1	M1		M1	M1	M2	M2	M2
	W		M2	M2	M2	M2		M2	M2	M3	M3	M3
	A	M1	M3	M3	M3	M3	M1	M3	M3	M4M5	M4M5	M4M5
	G	M2	M4	M4	M4	M4	M2	M4	M4			
	VG	M3	M5	M5	M5	M5	M3	M5	M5			
	E	M4M5					M4M5					

Interpreting Image covers four areas in speaking skill viz, fluency, coherence, clarity and confidence.

Fluency

A perusal of table no. 4.10 reveals that A1 & A6 were at the level of average during the first activity. They were not able maintain the logical order of speaking, not able to the articulate ideas, not able to maintain the spontaneity in speech. It was noticed by the end of the fifth activity that they could produce grammatically correct sentences, use grammatical range in sentences, able to produce range of the vocabulary. Besides, they could maintain the logical order of speaking, articulate the ideas & maintain the spontaneity in speech. Hence, it can be said that they reached the level of excellent.

A perusal of table no. 4.10 reveals that A2, A3, A4, A5, A7, A8 were at the level of weak during the first activity. They were not able to use the range of vocabulary in sentence, not able maintain the logical order of speaking, not able to articulate the ideas, not able to maintain the spontaneity in speech. It was noticed by the end of the fifth activity that they could produce grammatically correct sentence, use grammatical range in sentence, use the range of vocabulary in sentence, able to articulate ideas & maintain the logical order of speaking. Hence, it can be said that they reached the level of very good.

A perusal of table no. 4.10 reveals thatA9, A10, A11 were at the level of extremely weak during the first activity. They were not able to produce grammatically correct sentence, not able to use the grammatical range in the sentence, not able to use the range of vocabulary in sentence, not able to articulate the ideas, not able to maintain the logical order of speaking, not able to maintain the spontaneity in speech. It was noticed by the end of the fifth activity, that they could produce grammatically correct sentence, use grammatical range in sentence, use the range of vocabulary in sentence with support of co partner. Hence, it can be said that they reached the level of average.

Coherence

A perusal of table no. 4.10 reveals that A1 & A6 were at the level of average during the first activity. They were not able establish rapport with co partner, not able to maintain spontaneity and not able to produce required conversation. It was noticed by the end of the fifth activity that they could express ideas in a proper words, initiate conversation, give responses to continue the conversation. Besides, they were able to establish rapport with co partner, maintain spontaneity and able to produce required conversation. Hence, it can be said that they reached the level of excellent.

A perusal of table no. 4.10 reveals that A9, A10, A11 were at the level of extremely weak during the first activity. They were not able to express the ideas in a proper the words or sentences, not able to initiate conversation, not able to give responses to continue the conversation, not able to establish the rapport with co partner. Besides, they were not able to maintain the spontaneity and not able produce the required conversation. It was noticed by the end of the fifth activity that they could speak consistently, could speak logically as per the given situation, and could express ideas in a proper words with the support of co partners. They could not maintain the spontaneity as well as   produce required conversation. They could not establish the rapport with co partner. Hence, it can be said that they reached the level of average.

A perusal of tableno. 4.10 reveals that A4 & A5 were at the level of very weak during the first activity. They were not able to initiate conversation, not able to give responses to continue the conversation, not able to establish the rapport with co partner, not able to maintain the spontaneity & not able to produce required conversation. It was noticed by the end of the fifth activity that they could express ideas in a proper words or sentences, could initiate conversation, could responses to continue the conversation and able to establish rapport with co partner. But, they were not able to maintain the spontaneity as well as produce required conversation. Hence, it can be said that they reached the level of good.

A perusal of table no.4.10 reveals that A2, A3 & A7 were at the level of very weak during the first activity. They were not able to initiate conversation, not able to give responses to continue the conversation, not able to establish rapport with a co partner, not able to maintain the spontaneity and not able to produce required conversation. It was noticed that by the end of the fifth activity that they could express ideas in a proper words and sentence, able to initiate conversation, able to give responses to continue the conversation, able to establish the rapport with co partner, able to maintain the spontaneity. But , they were not able to produce required conversation. Hence, it can be said that they reached the level of very good.

A perusal of table no.4.10 reveals that A8 was at the level of extremely weak during the first activity A8 was not able to express ideas in a proper words or sentences, not able to initiate conversation, not able to give responses to continue the

conversation, not able to establish the rapport with co partner. Besides, A8 was not able to maintain the spontaneity and not able produce required conversation. It was noticed by the end of the fifth activity that A8 could express ideas in a proper words or sentences, able to initiate conversation, able to give responses to continue the conversation, able to establish the rapport with co partner. But, A8 was not able to maintain the spontaneity and produce required conversation. Hence, it can be said that A8 reached the level of good.

Clarity

A perusal of table no.4.10 reveals that A1 & A6 were at the level of average during the first activity. They were not able to maintain the spontaneity in speech, not able to describe narration with appropriate grammatical structures and not able to express the ideas in logical order. It was noticed by the end of the fifth activity that they could find appropriate sentence to express thoughts, able to express idea in the logical order, able to articulate ideas, able to maintain the spontaneity in speech, able to describe narration with appropriate grammatical structures. Hence, it can be said that they reached the level of excellent.

A perusal of table no.4.10 reveals that A2, A3, A4, A5, A7, A8, were at the level of very weak during the first activity. They were not able find appropriate sentences to express thoughts not able to articulate the ideas, not able to maintain the spontaneity in speech, not able to describe narration with appropriate grammatical structures, not able to express ideas in the logical order. It was noticed by the end of the fifth activity that they could appropriate words to express thoughts, able to find appropriate sentences to express thoughts, able to articulate the ideas, able to maintain the spontaneity in speech, able to describe narration with appropriate grammatical structures. But, they were not able to express ideas in the logical orders. Hence, it can be said that they reached the level of very good.

A perusal of table no.4.10 reveals that A9, A10, A11 were at the level of extremely weak during the first activity. They were not able to find appropriate words and sentences to express thoughts, not able to articulate the ideas, not able to maintain the spontaneity in speech, not able to describe narration with appropriate grammatical structures and not able to express ideas in the logical order. It was

noticed By the end of the fifth activity that they could find appropriate words or sentences to express thoughts, able to articulate the ideas. But, they were not able to, not able to maintain the spontaneity in speech, not able to describe narration with appropriate grammatical structures and not able to express ideas in the logical order. Hence, it can be said that they reached the level of average.

Confidence

A perusal of table no.4.10 reveals that A1 & A6 were at the level of average during the first activity. They were able to express the ideas without hesitation, able to maintain the spontaneity, able to speak on topic without prior preparation. But, they were not able to share ideas in stylish manner and establish rapport on audience. Besides, they were not able to add point of view. It was noticed by the end of the fifth activity that they could express the ideas without hesitation, maintain spontaneity, speak on topic without prior preparation, able to add point of view, share ideas in stylish manner, establish the rapport on audience. Hence, it can be said that they reached the level of excellent.

A perusal of table no.4.10 reveals thatA2, A3, A4, A5, A7, A8 were at the level of very weak during the first activity. They were not able to maintain the spontaneity, not able to speak on topic without prior preparation, not able to add point of view, not able to share ideas in the stylish manner, not able to establish the rapport on audience. It was noticed by the end of the fifth activity that they could express the ideas without hesitation, maintain the spontaneity, speak on topic without prior preparation, share the ideas in stylish manner and able to add own point of view. But, they were not able to establish the rapport on audience. Hence, it can be said that they reached the level of very good.

A perusal of table no 4.10 reveals that A9, A10, A11 were at the level of extremely weak during the first activity. They were not able to express the ideas without hesitation, not able to maintain the spontaneity, not able to speak on topic without prior preparation, not able to add point of view, not able to share the ideas in stylish manner, not able to establish the rapport on audience. It was noticed by the end of the fifth activity they could express the ideas without hesitation, maintain the spontaneity, and speak on topic without prior preparation with support of the co

partners. But, they were not able to share the ideas in stylish manner, not able to f add point of view, not able to establish the rapport on audience. Hence, it can be said that they reached the level of average.

G1

Four participants were involved in this group. In this group, A1 reached up to the level of excellent in the components of speaking skill. The other three participants also did well and reached up to the level of good. Through the observation and interaction, investigator noticed that gradually they understood how to interpret image.

G2

Three participants were involved in this group. During interpretation of image they were sharing their ideas with each other. In this group A6 reached up to the level excellent in all the components of speaking skill.

G3

Four participants were involved in this group. Out of four participants, A8 perform better comparatively. During the interaction, remaining participants shared their difficulty regarding listening skill. They could understand image well. They were lacking in all the components of speaking.

The investigator noticed during the activity that they had tried to describe what they had seen in the image. Before the beginning of the second activity, Investigator gave some instruction and explained certain points which they kept in their mind. From the second activity they had taken initiatives. Group one and Group two applied those instructions, but group three could not apply that instruction.

The table no. 4.11 shows the performance of participants pertaining to reading skill during the activities of interpreting image.

Components of Reading skill		Code of Trainee										
	Scale	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11
Fluency	EW			M1						M1	M1	M1
	VW		M1	M2	M1	M1		M1	M1	M2	M2	M2
	W		M2	M3	M2	M2		M2	M2	M3	M3	M3
	A	M1	M3	M4	M3	M3	M1	M3	M3	M4M5	M4M5	M4M5
	G	M2	M4M5	M5	M4	M4	M2	M4	M4M5			
	VG	M3			M5	M5	M3M4	M5				
	E	M4M5					M5					
Vocabulary	EW									M1	M1	M1
	VW		M1	M1		M1			M1	M2	M2	M2
	W		M2M3	M2	M1	M2		M1	M2	M3	M3	M3
	A	M1	M4	M3	M2	M3	M1	M2M3	M3	M4M5	M4M5	M4M5
	G	M2	M5	M4M5	M3	M4	M2M3	M4	M4M5			
	VG	M3M4			M4M5	M5	M4	M5				
	E	M5					M5					
Activating prior knowledg	EW			M1						M1	M1	M1
	VW		M1	M2	M1				M1	M2	M2	M2
	W		M2	M3	M2	M1		M1	M2	M3	M3	M3
	A	M1	M3	M4	M3	M2	M1	M2	M3	M4	M4	M4
	G	M2	M4	M5	M4	M3	M2	M3	M4	M5	M5	M5
	VG	M3M4	M5		M5	M4M5	M3	M4M5	M5			
	E	M5					M4M5					
Comprehension	EW									M1	M1	M1
	VW		M1	M1	M1	M1			M1	M2	M2	M2
	W		M2	M2	M2	M2		M1	M2	M3	M3	M3
	A	√	M3	M3	M3	M3	M1	M2	M3	M4M5	M4M5	M4M5
	G	M1	M4M5	M4M5	M4	M4M5	M2M3	M3M4	M4M5			
	VG	M2M3			M5		M4	M5				
	E	M4M5					M5					

Note: "M" Stands for Interpreting Image

Interpreting image covers four areas in reading skill viz, fluency, vocabulary, activating prior knowledge and comprehension.

Fluency

A perusal of table no. 4.11 reveals that A1 & A6were at the level of average during the first activity. They were able to recognize word, able read text correctly, able to read text quickly. But, they were not able to read text with expression, not able t to construct meaning from the words and not able to comprehend the message. It was noticed by the end of the fifth activity that they could read text accurately, able to read text quickly, able to read text with the expression, able to recognize the words, able to construct meaning from the words and able to comprehend the message. Hence, it can be said that they reached the level of excellent.

A perusal of table no. 4.11 reveals that A4, A5, A7 were at the level of very weak during the first activity. They werenot able to read text accruately, not able to read text quickly, not able to read text with the expression, , not able to construct meaning from the words and not able to comprehend message. It was noticed by the end of the fifth activity that they could read text accurately, able to read text quickly, able to read text with expression, able to recognize the words, able to construct meaning from the words. But, they were not able to comprehend message. Hence, it can be said that they reached the level of very good.

A perusal of table no. 4.11 reveals that A2 & A8 were at the level of very weak during the first activity. They were not able to read text accurately, not able to read text with the expression, not able to construct the meaning from the words and not able to comprehend the message. It was noticed by the end of the fifth activity that they could able to recognize words, read the text accurately, read text quickly, able to read text with expression,. But, they were not able to construct the meaning from the words and not able to comprehend the message. Hence, it can be said that they reached the level of good.

A perusal of table no. 4.11 reveals that A9, A10, A11 were at the level of extremely weak during the first activity. They were not able recognize the words, not able to read text quickly, not able to read the text quickly, not able to read the text with expression, not able recognize the words, not able to construct meaning from the words and not able to comprehend message. It was noticed by the end of the fifth activity that they could read recognize the words, read the text accurately, read the text quickly, able to read text with the expression. Hence, it can be said that they reached the level of average.

A perusal of table no.4.11 reveals that A3 was at the level of extremely weak during the first activity. A3 was not able not able to recognize the words, not able to read the text quickly, , not able to read text with the expression, not able recognize words, not able to construct meaning from the words and not able to comprehend the message. It was noticed by the end of the fifth activity that A3 could able to recognize the words, read the text accurately, read the text quickly, read the text with expression,. Hence, it can be said that A3 reached the level of good.

Vocabulary

A perusal of table no.4.11 reveals that A1 & A6 were at the level of average during the first activity. They were not able to add the words, not able to use the words and not able to construct the meaning from the words. It was noticed by the end of the fifth activity that they could recognize the word, could read word accurately, could read word with proper pronunciation, able to add words, able to use words and able to construct meaning from the words. Hence, it can be said that they reached the level of excellent.

A perusal of table no. 4.11 reveals that A9, A10& A11, were at the level of the extremely weak during the first activity. They were not able to recognize the word, not able to read word accurately, not able to read word with proper pronunciation, not able to add words not able to used words not able to use words, not able to construct the meaning from the words. It was noticed by the end of the fifth activity that they could recognize words, able to read the word accurately, able to read with proper pronunciation. But, they could not add the words, could not use the words and not able to construct the meaning from the words. Hence, it can be said that they reached the level of average.

A perusal of table no.4.11 reveals that A2, A3 & A8, were at the level of very weak during the first activity. They were not able to read the word accurately, not able to read the word with proper pronunciation, not able to add the words not able to use words not able to use the words, not able to construct the meaning from the words. It was noticed by the end of the fifth activity that they could recognize the word, read word accurately, read the word with proper pronunciation, able to add words. Hence, it can be said that they reached the level of good.

A perusal of table no. 4.11 reveals that A4 & A7 were at the level of weak during the first activity. They were not able to read the word with proper pronunciation, not able to add words, not able to use the words, not able to construct the meaning from the words. It was noticed by the end of the fifth activity that they could recognize the word, read word accurately, could read word with proper pronunciation, able to add words, able to use words. Hence, it can be said that they reached the level of very good.

A perusal of table no.4.11 reveals that A5 was at the level of very weak during the first activity. A5 was not able to read the word accurately, not able to read the word with proper pronunciation, not able to add the words not able to used words not able to use words, not able to construct the meaning from the words. It was noticed by the end of the fifth activity that A5 could recognize the word, read word accurately, could read word with proper pronunciation, able to add words, able to use words. Hence, it can be said that A5 reached the level of very good

Activating Prior Knowledge

A perusal of table no. 4.11 reveals that A1 & A6 were at the level of average during the first activity. They were not able organize the narration, not able to add information and not able to comprehend the image. It was noticed by the end of the fifth activity that they could recall the words, recall theinformation based on image, able to read the image, able to add the information, and able to comprehend the image. Hence, it can be said that they reached the level of excellent.

A perusal of table no. 4.11 reveals that A3, A9, A10, A11 were at the level of extremely weak during the first activity. They were not able to read recall the words, not able to recall the information based on image, not able to read the image, not able to read image, not able to organize the narration, not able to add information and not able to comprehend image. It was noticed by the end of the fifth activity that they could recall words, recall the information based on imaged, read image, organize narration. But, they were not able to add information and comprehend image. Hence, it can be said that they reached the level of good.

A perusal of table no.4.11 reveals that A2, A4, A8 were at the level of very weak during the first activity. They were not able to recall the information based on image, not able to read the image, not able to organize the narration, not able to add information, not able to comprehend the image. It was noticed by the end of the fifth activity that they could recall the words, recall the information based on the image, read the image, organize the narration, add the information. But, they were not able to comprehend the image. Hence, it can be said that they reached the level of very good.

A perusal of table no.4.11 reveals that A5 & A7 were at the level of weak, during the first activity. They were not able to read the image, not able to organize the narration, not able to add the information, not able to comprehend the image. It was noticed by the end of the fifth activity that they could recall the words, recall the information based on image, read the image, able to organize the narration, able to add the information. But, they were not able to comprehend the image. Hence, it can be said that they reached the level of very good.

Comprehension

A perusal of table no.4.11 reveals that A1 was at the level of good during the first activity. A1 was able to comprehend the elements of the image, the characters of image. Besides, A1 was able to classify the elements of image and able to comprehend the message of the image. But, A1 was not able to identify the topic and draw inferences. It was noticed by the end of the fifth activity that A1 could identify the topic as well as able to draw the inferences. Hence, it can be said that A1 reached the level of excellent.

A perusal of table no. 4.11 reveals that A2, A3, A5, A8 were at the level of very weak during the first activity. They were not able to classify the elements of image, not able to comprehend the message of image, not able to identify the topic and not able to draw the inferences. It was noticed by the end of the fifth activity that they could comprehend the elements of image, comprehend the characters of image, classify the elements of image and comprehend the message of image. Hence, it can be said that they reached the level of good.

A perusal of table no. 4.11 reveals that A9, A10, A11 were at the level of extremely weak, during the first activity. They were not able to comprehend the element of image, not able to comprehend the characters of image, not able to classify

the elements of image. Besides, they were not able to comprehend the message of image, not able to identify the topic and not able to the draw inferences. It was noticed by the end of the fifth activity that they could comprehend the elements of image, could comprehend the characters of image, able to classify the elements of the image. Hence, it can be said that they reached the level of average.

A perusal of table no. 4.11 reveals that A4 was at the level of very weak during the first activity. It was observed that A4 was not able to comprehend the characters of image, not able to classify the elements of image, not able to comprehend the message of image, not able to identify the topic and not able to draw the inferences. It was noticed by the end of the fifth activity that A4 could comprehend the elements of image, could comprehend characters of the image, could classify the elements of image, could comprehend message of the image, could identify topic. Hence, it can be said that A4 reached the level of very good.

A perusal of table no.4.11 reveals that A6 was at the level of average during the first activity. A6 was not able of comprehend the message of image, not able to identify the topic and not able to draw the inferences. It was noticed by the end of the fifth activity that A6 could identify the topic as well as able to draw the inferences. Hence, it can be said that A6 reached the level of excellent.

A perusal of table no.4.11 reveals that A7 was at the level of weak during the first activity. A7 was not able to classify the elements of the image, not able to comprehend the message of image, not able to identify the topic, not able to draw the inferences. It was noticed by the end of the fifth activity that A7 could comprehend elements of the image, could comprehend the characters of image, could classify the elements of image, could comprehend message of the image, could identify the topic of image. Hence, it can be said that A7 reached the level of very good.

G1

Four participants were involved in this group. In this group, A1 reached up to the level of excellent in the components of reading skill. The other three participants also did well and reached up to the level of good. Through the observation and interaction, the investigator noticed that gradually they understood how to interpret image.

G2

Three participants were involved in this group. During interpretation of image they were sharing their ideas with each other. In this group A6 reached up to the level excellent in all the components of reading skill.

G3

Four participants were involved in this group. Out of four participants, A8 perform better comparatively. During interaction, remaining participants shared their difficulty regarding reading skill.. They could understand image well. They were lacking in all the components of reading.

The table no. 4.12 shows the performance of participants pertaining to writing skill during the activities of interpreting image

TABLE 4.12 PROFILE OF THE PRE SERVICE SECONDARY TEACHERS IN WRITING SKILL DURING

		Scale	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11
Components Writing Skill	Grammar	EW				M1					M1		M1
		VW		M1	M1	M2	M1		M1	M1	M2	M1	M2
		W		M2	M2	M3	M2	M1	M2	M2	M3	M2	M3
		A	M1	M3	M3	M4	M3	M2	M3	M3	M4	M3	M4
		G	M2	M4	M4	M5	M4	M3	M4	M4	M5	M4 M5	M5
		VG	M3	M5	M5		M5	M4	M5	M5			
		E	M4 M5					M5					
	Vocabulary	EW									M1	M1	M1
		VW		M1	M1	M1	M1		M1	M1	M2	M2	M2
		W		M2	M2	M2	M2	M1	M2	M2	M3	M3	M3
		A	M1	M3	M3	M3	M3	M2	M3	M3	M4	M4	M4
		G	M2	M4	M4	M4	M4	M3	M4	M4	M5	M5	M5
		VG	M3	M5	M5	M5	M5	M4	M5	M5			
		E	M4 M5					M5					
	Mechanics	EW			M1				M1	M1	M1	M1	M1
		VW		M1	M2	M1	M1		M1	M2	M2	M2	M2
		W		M2	M3	M2	M2		M2	M3	M3	M3	M3
		A	M1	M3	M4	M3	M3	M1	M3	M4	M4	M4	M4
		G	M2	M4	M5	M4	M4	M2	M4	M5	M5	M5	M5
		VG	M3	M5		M5	M5	M3	M5				
		E	M4 M5					M4 M5					
	Relevance	EW									M1	M1	M1
		VW			M1	M1	M1		M1	M1	M2	M2	M2
		W		M1	M2	M2	M2	M1	M2	M2	M3	M3	M3
		A		M2	M3	M3	M3	M2	M3	M3	M4	M4	M4
		G	M1	M3	M4	M4	M4	M3	M4	M4	M5	M5	M5
		VG	M2 M3	M4 M5	M5	M5	M5	M4	M5	M5			
		E	M4 M5					M5					

Interpreting Image

Note: M stands for interpreting image

Interpreting image covers five areas in writing skill viz, grammar, vocabulary, mechanics, and relevance.

Grammar

A perusal of table no.4.12 reveals that A1was at the level of average during the first activity. A1 was not able to apply the proper punctuation, not able to express the ideas based on the image and not able to describe the image with grammatical range in sentence. It was noticed by the end of the fifth activity that A1 could describe image with proper simple sentences, could describe the image with correct functions, able to convey the tone in writing. Beside, A1 could use the required punctuation marks, could express the ideas based on image and could describe the image with grammatical range in the sentence. Hence, it can be said that A1 reached the level of excellent.

A perusal of table no.4.12 reveals that A2, A3, A5, A7, A8 were at the level of very weak during the first activity. They were not able to describe the image with correct functions, not able to convey the tone in writing, not able to use the required marks not able to express the ideas based on image and not able to describe the image with grammatical range in the sentence. It was noticed by the end of the fifth activity that they could describe the image with simple sentence, able to describe image with correct functions, able to convey the tone in writing, able to use the required punctuation marks and able to express the ideas based on image. Hence, it can be said that they reached the level of very good.

A perusal of table no. 4.12 reveals that A9, A11, A4 were at the level of extremely weak during the first activity. They were not able to describe the image with simple sentences, not able to describe image with correct functions, not able to convey the tone in writing, not able to use the required punctuation marks, not able to express the ideas based on image. It was noticed by the end of the fifth activity that they could describe the image with simple sentences and correct functions. They could also convey the tone in writing and could use required punctuation marks. Hence, it can be said that they reached the level of good.

A perusal of tableno.4.12 reveals that A10 was at the level of veryweak during the first activity. It was observed that A10 was not able to describe the image with correct functions, not able to convey the tone in writing, not able to use the required punctuation marks not able to express the ideas based on image and not able to

describe image with grammatical range in sentence. It was noticed by the end of the fifth activity that A10 could describe image with simple sentences and correct functions. A10 could also convey the tone in writing and could use the required punctuation marks. Hence, it can be said that A10 reached the level of good.

A perusal of table no.4.12 reveals that A6 was at the level of weak during the first activity. It was observed that A6 was not able to convey the tone in writing, not able to use required punctuation marks, not able to express the ideas based on image. Besides, A6 was not able to describe image with grammatical range in the sentence. It was noticed by the end of the fifth activity that A6 could describe the image with proper simple sentences, could describe image with correct functions, able to convey the tone in writing. Beside, A6 could use the required punctuation marks, could express the ideas based on image and could describe image with grammatical range in sentence. Hence, it can be said that A6 reached the level of excellent.

Vocabulary

A perusal of table no.4.12 reveals that A1 was at the level of average during the first activity. A1 was dealing with limited vocabulary, repeating the word again and again and not able to understand the difference of words. It was noticed by the end of the fifth activity that A1 could use the required word, express the ideas in proper words, able to change the word as per the grammatical requirement, could apply required vocabulary and able to understand the difference of words. Hence, it can be said that A1 reached the level of excellent.

A perusal of table no. 4.12 reveals that A2, A3, A4, A5, A7, A8, were at the level of very weak, weak during the first activity. They were not able to express ideas in proper words, not able to change the word as per the grammatical requirement. Besides, they were dealing with limited vocabulary and repetition of the words. They were not able to understand the difference of words. It was noticed by the end of the fifth activity that they could use required the word, express the ideas in proper words, able to change the word as per the grammatical requirement, could apply the required vocabulary. Hence, it can be said that they reached the level of very good.

A perusal of table no.4.12 reveals that A9, A10, A11 were at the level of extremely weak during the first activity. They were not able to use the required word, not able to express the ideas in proper words, not able to change the word as per the grammatical requirement. Besides, they were dealing with limited vocabulary and repetition of words was observed. They were not able to understand the difference of words. It was noticed by the end of the fifth activity that they could use required word, express the ideas in proper words, change the words as per the grammatical requirement and apply the required words. Hence, it can be said that they reached the level of good.

A perusal of table no.4.12 reveals that A6 was at the level of weak during the first activity. A6 was not able to change the word as per the grammatical requirement, dealing with the limited vocabulary, repetition of the words and not able to understand the difference of words. It was noticed by the end of the fifth activity that A6 could use required word, express the ideas in proper words, able to change the word as per the grammatical requirement, could apply required the vocabulary and able to understand the difference of words. Hence, it can be said that A6 reached the level of excellent.

Mechanics

A perusal of table no.4.12 reveals that A1 & A6 were at the level of average during the first activity. They were not able to use relevant punctuation mark, not able to use correct spelling, not able develop presentation of ideas through writing. It was noticed by the end of the fifth activity that they could produce legible handwriting, express the ideas in proper sentences, describe image with proper functions, able to use relevant punctuation mark, able to use correct spelling and able to develop presentation of ideas through writing. Hence, it can be said that they reached the level of excellent.

A perusal of table no.4.12 reveals that A2, A4, A5, A7 were at the level of very weak during the first activity. They were not able to express the ideas in proper sentences, not able to describe image with proper functions, not able to use relevant punctuation mark, not able to use correct spelling and not able to develop presentation of the ideas through writing. It was noticed by the end of the fifth activity that they could produce legible handwriting, express the ideas in proper sentences, describe image with proper functions, able to use relevant punctuation mark, able to use correct spelling. Hence, it can be said that they reached the level of very good.

A perusal of table no. 4.12 reveals that A3, A8, A9, A10, A11 were at the level of extremely weak during the first activity. They were not able to produce legible handwriting, not able to express the ideas in proper sentences, not able to describe image with proper functions, not able to use relevant punctuation mark, not able to use correct spelling and not able to develop presentation of ideas through writing. It was noticed by the end of the fifth activity that they could produce legible hand writing , express the ideas in proper sentences or words, able to describe image with proper function, able to use relevant punctuation mark. Hence, it can be said that they reached the level of good.

Relevance

A perusal of table no.4.12 reveals that A1 was at the level of good during the first activity. A1 not able to apply relevant functions and not able to produce the relevant content. It was noticed by the end of the fifth activity that A1 could produce relevant vocabulary, able to articulate the ideas in written form, able to classify the information in written form, able to deal with exercise, able to apply relevant functions, able to produce relevant content. Hence, it can be said that A1 reached the level of excellent.

A perusal of table no.4.12 reveals that A2 was at the level of weak during the first activity. A2 was not able to classify information in written form , not able to deal with the exercise, not able to apply the relevant functions and not able to produce relevant content. It was noticed by the end of the fifth activity that A2 could produce relevant vocabulary, able to articulate the ideas in written form, able to classify the information in written form, able to deal with the exercise, able to apply relevant functions. Hence, it can be said that A2 reached the level of very good.

A perusal of table no,4.12 reveals that A3, A4, A5, A7, A8 were at the level of very weak, during the first activity. They were not able to articulate ideas in written form, not able to classify the information in written form , not able to deal with exercise, not able to apply relevant functions and not able to produce relevant content. It was noticed by the end of the fifth activity that they could produce relevant vocabulary, able to articulate the ideas in written form, able to classify the information in written form, able to deal with the exercise, able to apply relevant functions. Hence, it can be said that they reached the level of very good.

A perusal of table no.4.12 reveals thatA6 was at the level of weak during the first activity. A6 was not able to classify the information in written form, not able to deal with exercise, not able to apply relevant functions, not able to produce relevant content. It was noticed by the end of the fifth activity that A6 could produce relevant vocabulary, able to articulate the ideas in written form, able to classify the information in written form, able to deal with the exercise, able to apply relevant functions, able to produce relevant content. Hence, it can be said that A6 reached the level of excellent.

A perusal of table no.4.12 reveals that A9, A10, A11 were at the level of extremely weak during the first activity. They were not able to produce relevant vocabulary, not able to articulate the ideas in written form, not able to classify the information in written form , not able to deal with exercise, not able to apply relevant functions and not able to produce relevant content. It was noticed by the end of the fifth activity that they could produce relevant vocabulary, articulate the ideas in written form, able to classify the information in written form, able to deal with exercise. They could do this with the support of co partners. Hence, it can be said that they reached the level of good.

G1

Four participants were involved in this group. In this group, A1 reached up to the level of excellent in the components of writing skill. The other three participants also did well and reached up to the level of good. Through the observation and interaction, the investigator noticed that gradually they understood how to interpret the image.

G2

Three participants were involved in this group. During interpretation of the image they were sharing their ideas with each other. In this group A6 reached up to the level excellent in all the components of writing skill.

G3

Four participants were involved in this group. Out of four participants, A8 perform better comparatively. During the interaction, remaining participants shared their difficulty regarding writing skill. They could understand the image well. They were lacking in all the components of writing.

In order to find out the progress of the students in all four skills (LSRW)l a graph was plotted which is presented below:

Note: Number like "EW-1", "VW-2" are symbolic. It has been used to develop graph. The colours are used as symbol of various levels of the performances. For example: Sky blue stands for Excellent. Detailed information was given in the chapter three. Same meaning can be understood for all the four graphs.

GRAPH 3 THE PERFORMANCE OF PARTICIPANTS DURING INTERPRETING IMAGE IN THE LISTENING   SKILL
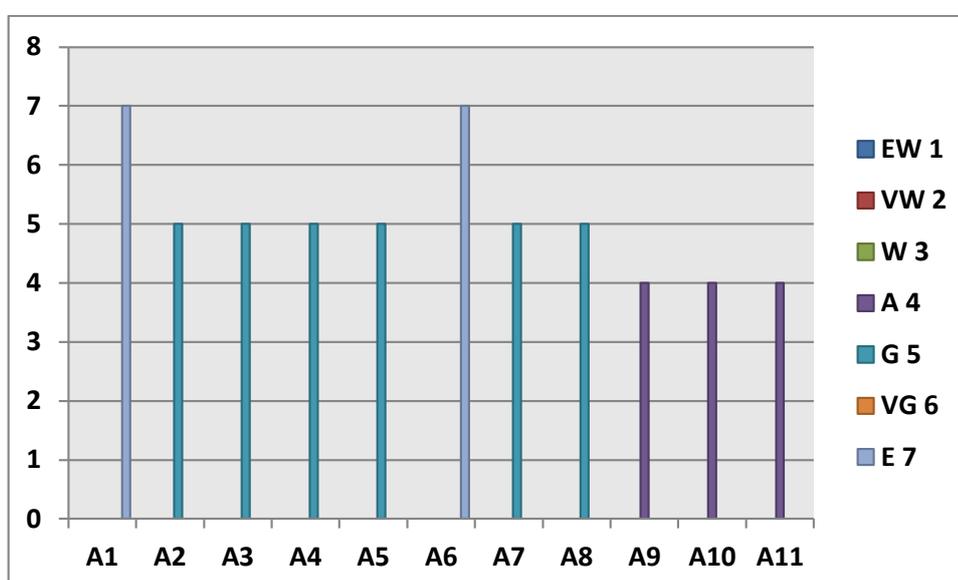
A perusal of graph no. 3 reveals that A9, A10 and A11 could reach up to the level of average. A1 and A6 could reach up to the level of excellent. The rest of all the participants could reach up to the level of good. During the implementation of activity, it was found that A9, A10 and A11 that they did not comprehend any instructions which were given by A8.

GRAPH 4 THE PERFORMANCE OF PARTICIPANTS DURING INTERPRETING IMAGE IN THE SPEAKING SKILL
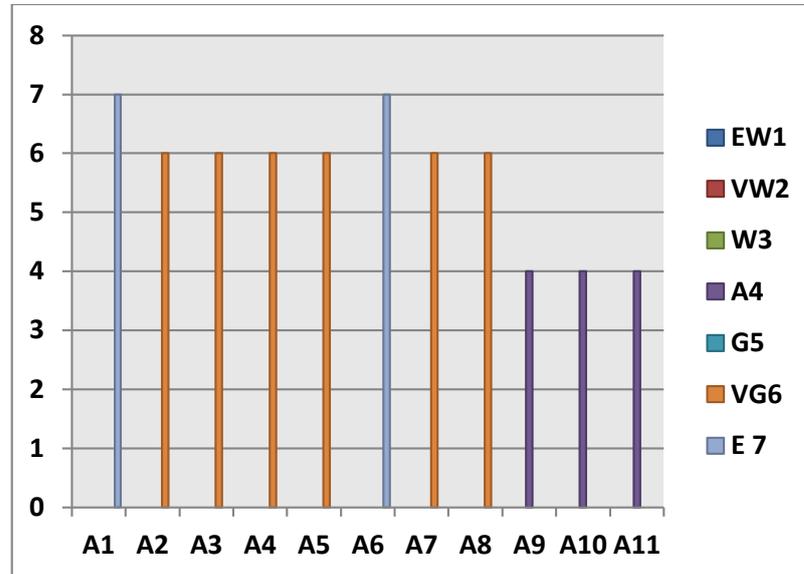
A perusal of graph no. 4 reveals that A9, A10 and A11 could reach up to the level of average. A1 and A6 could reach up to the level of excellent. The rest of all the participants could reach up to the level of very good.

GRAPH 5 THE PERFORMANCE OF PARTICIPANTS DURING INTERPRETING IMAGE IN THE READING   SKILL
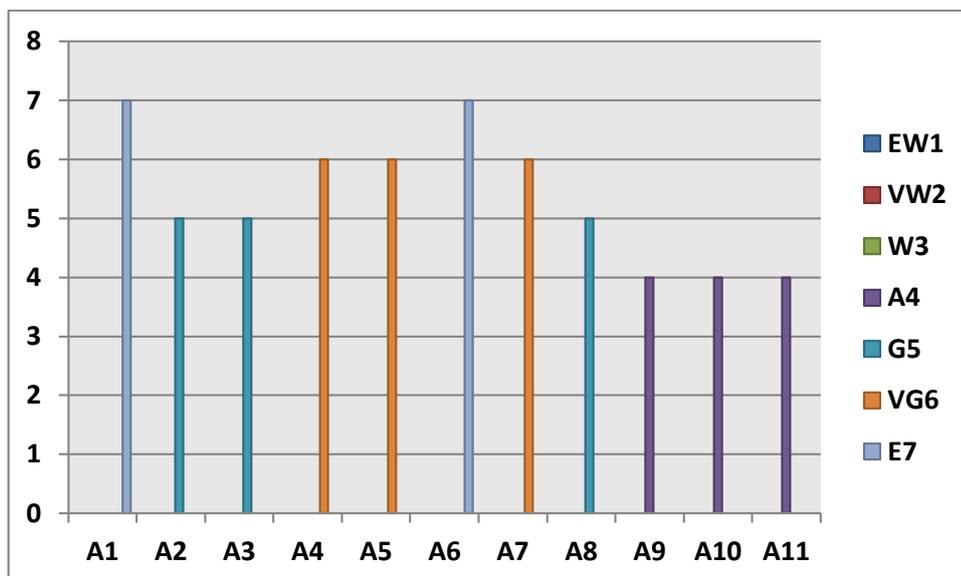
A perusal of graph no. 5 reveals that A9, A10 and A11 could reach up to the level of average. A1 and A6 could reach up to the level of excellent. The rest of all the participants could reach up to the level of very good or good.

GRAPH NO. 6 THE PERFORMANCE OF PARTICIPANTS DURING INTERPRETING IMAGE IN THE WRITING SKILL
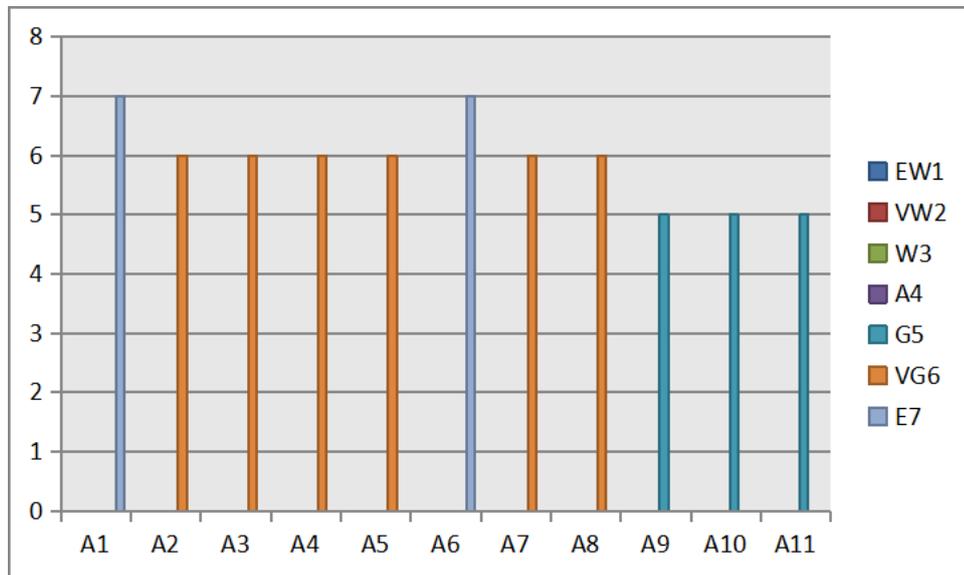
A perusal of graph no. 6 reveals that A9, A10 and A11 could reach up to the level of good. A1 and A6 could reach up to the level of excellent. The rest of all the participants could reach up to the level of very good .

On the whole graph no.3, 4, 5, 6 reveals that majority of students have reached the level of very good in speaking and writing skill.

Group Discussion about Interpreting Image

In this activity, students were divided in the group of three. One image was given to them. They were supposed to analyze the image with different angles. Based on the discussion and analysis, they wrote small write up. At the end of the session, one student from the each group read and described their analysis. Then the discussion was carried out in the following manner.

"Did you enjoy Interpreting images?" In response to this question eight pre service secondary teachers expressed their likeness for this activity. Three pre service secondary teachers gave following reasons for their dislikes.

A11: *"I can not understand image and not able to interpret image without support of my partners"*

A10: *"I cannot narrate the image."*

A9: *"I cannot take part actively because lack of vocabulary. I did it with support only"*

The investigator asked next question "Does it develop your Vocabulary of English language?" In response to this question majority of pre service secondary teachers replied positively.

A1: *"During discussion lots of words come in the mind. Our partners also play a very important role.*

A3: *"Images give direction to find out vocabulary"*

A5: *"It encouraged us to refer dictionary"*

A6: *"It motivated us to find out English name of various situation or thing"*

A8: *" Images generate vocabulary"*

A9, A10 and A11 could not find any enhancement of vocabulary. They accepted that sometimes interpretation became difficult but at any situation they did not find any enhancement of vocabulary.

The investigator asked next question "Have you ever found difficulties in this activities? Out of eleven pre service secondary teachers eight did not find any difficulties. Three pre service secondary teachers found this activity difficult.

A9: *"I could not understand image most of the time"*

A10: *"I could describe the image but could not understand interpretation."*

A11: *"I could describe the image but difficult to write one write up."*

The investigator asked next question "Does this activity enhance your LSRW of English language? Three pre service secondary teachers said no. Eight pre service secondary teachers said yes. They gave following reasons:

A1: *"all the basic skill of English language enhanced through interpreting image."*

A6: *"Speaking and writing got more scope to get enhanced"*

A7*: "With the help of image good discussion takes place which enhance all the*

Skills"

A5: *"It gives good scope for sharing of ideas and listening ideas of others"*

The investigator asked next question "Does interpreting image differ from other activities of English language?"In response to this question all the participant accepted that interpreting image was quite different from other activity gave following reasons.

A7: *"Interpreting image encouraged them to think critically"*

A4: *"Interpreting image gave good scope to exchange ideas with partner"*

A5: *"Iimage analysis developed their creativity."*

The investigator asked next question "Does Interpreting image make Class room teaching of English language more interesting?" All the pre service secondary teachers agreed with this statement.

A7*: "This activity made us actively involved."*

A1: "*Images were really thought provoking which made us to think critically."*

A5: *"It was group activity so, we got an opportunity to interact with each other."*

A2: *"It gave an opportunity to express our ideas in English language"*

The investigator asked next question "Will you suggest some suggestions to improve Interpreting Image" In response to this question following suggestions were made:

A7: *"Interpreting image could give good speaking practice"*

A5: *"The group should be changed in all the activity"*

A6*: "Such activities should be introduced in our school syllabus"*

On the basis of the analysis of information obtained through the activity interpreting image pertaining to listening, speaking, reading and writing skill, it can be said that the activity interpreting image gave an opportunity to enhance all four skills. The discussion revealed that interpreting image was helpful to enhance vocabulary. According to the participants, it gave direction of thinking. With the help of the image they could generate vocabulary in particular direction. It was also observed that majority of the participants did not find any difficulty except three participants (A9, A10, and A11). During discussion participants also accepted that this activity gave them opportunity to exchange ideas. During sharing of ideas, they passed through language experiences.

Besides, it was also found during group discussion that they could not understand image without support of co partner. Thus, the group activity gave them opportunity for LSRW. Two suggestions commented from the discussion: (1) the group should be changed in all the activities. (2) Such activities should be introduced in school syllabus.

4.2.3 Creating Image

Information obtained through the implementation of the activity is presented below..

Activities of Creating Image

Objectives:

1.   To enable them to listen about image vitally (Listening Skill)

2.   To enable them to speak about image vitally (Speaking Skill)

3.   To enable them to read about image vitally (Reading Skill)

4.   To enable them to write about image vitally (Writing Skill)

Means and Material: Image, note pad, pen

Name of the Activity: Creating image

Duration: 40 minutes per session

About Activity:

The present activity (Creating image) was a group activity. It was developed with five different images. It was carried out five times in each group. For the present activity three groups were formed. All the three groups passed through five different images.The five images were labeled viz, A, B, C, D, E, F. The task of creating image was carried out in the following manner.

In the present activity, participants were divided in the three group viz, G1 (A1,A2,A3,A4),G2(A5,A6,A7) & G3 (A8,A9,A10,A11). One incomplete image was given to them. With the help of discussion they would complete the image. One such activity is presented here in which the performance of the participants pertaining to one image is described in detail. In the subsequent section, the performance of the participants in all the five activities pertaining to different image have been presented in tabular and graphical means as well. The four activities pertaining to other images have been presented in appendix...

First Image of the Present Activity

<div align="center">

IMAGE A

FIGURE. 4.16

</div>
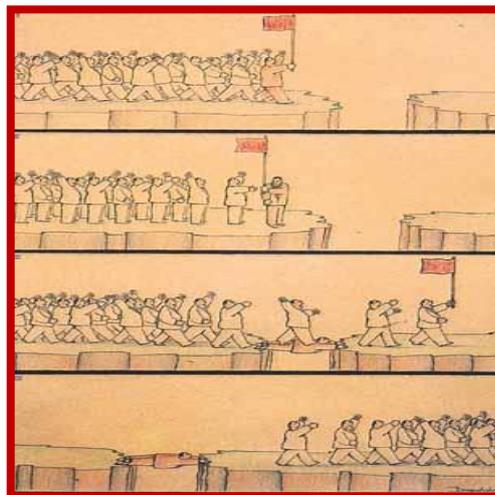
Source : www.stockfreeimage.com

Description of the Activity: Group one (A1,A2,A3 ,A4)

First of all, the participants observed image very carefully. They collected ideas individually. A3 wrote all the ideas. Each participant shared their views. A2: *"They are going for Andolan" (participants referred dictionary and find out synonyms "protest")*

A3: *"protest? Why?"*

A2: *'They need something'*

A1: *'Yes'*

A4*: "together we get solutions"*

A1: *"They are going for something good. Problems come in their way. They discuss*

about problem. One members gives idea. We should use flat piece of wood

to cross this. (Participants referred dictionary and found out word "plank")

During the activity it was observed that they had listened the views of group members. They developed understanding about image gradually. They also applied their imagination regarding image. They found new words also. They used simple sentences for discussion. They tried to comprehend image with various angel also. As a result of their collective effort they prepared following sketch to complete image.

Performance of Group One (A1, A2, A3, A4)

FIGURE.4.17 SKETCH PREPARED BY PRE SERVICE SECONDARY TEACHERS
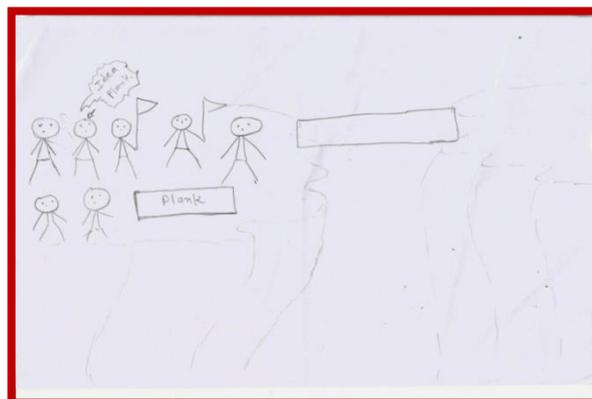
Description of the Activity: Group Two (A5,A6,&A7)

During this activity the investigator observed that from the very beginning A6 took leadership. A6 decided to observe the image carefully. A5 wrote all the views in note book.

A5: *"They are on 'yatra' (they referred dictionary and found a word pilgrimage"*

A7: *"How to reach next side?"*

A6: *" Difficult to get rope"*

A7: *"It can make"*

A8: *'How?'*

A7: *'With branches'*

A6: *" Good idea"*

During activity it was observed that all three participants were active. A6 emerged as motivator. A5 and A7 also performed well. They began to use the dictionary to know the exact word in English. Second thing they try to converse with each other. They all were good listener too. They used simple sentences with each other to develop clarity among them. They also tried to understand the image with different angel. . As a result of their collective effort they prepared following sketch to complete image.

The Performance of Group Two (A5,A6,A7)

FIGURE 4.18 SKETCH PREPARED BY PRE SERVICE SECONDARY TEACHERS
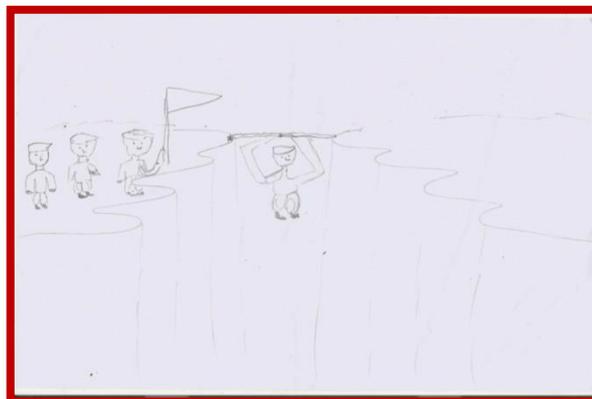
Description of the Activity: Group Three (A8,A9,A10 & A11)

The Investigator observed that A8 emerged as group leader. During discussion they observed image very carefully.

A8: *"They are freedom fighters"*

A8: *"I will write discussion points who will draw a sketch"*

A8: *'(No one replied) friends it is group activity and I need your support"*

A9: *"I"*

A8: "*Lets complete image"*

A8: *"They demand something"*

A9: *" Andolan*" (referred dictionary to get the co*rrect word in English.)*

A10: "*How to go next side?"*

A11: *"Can they jump?"*

A8: "*Good idea! They can jump."*

A8: "*let's complete image. (*Gave instruction to A9 to complete image*)*

During activity it was observed that A8 played very active role. The other participants were good listener but could not express their ideas. They were trying hard to take part in the discussion. They referred dictionary also to find out some word.   . As a result of their collective effort they prepared following sketch to complete image.

The Performance of Group Three (A8,A9,A10,A11)

FIGURE 4.19 SKETCH PREPARED BY PRE SERVICE SECONDARY TEACHERS
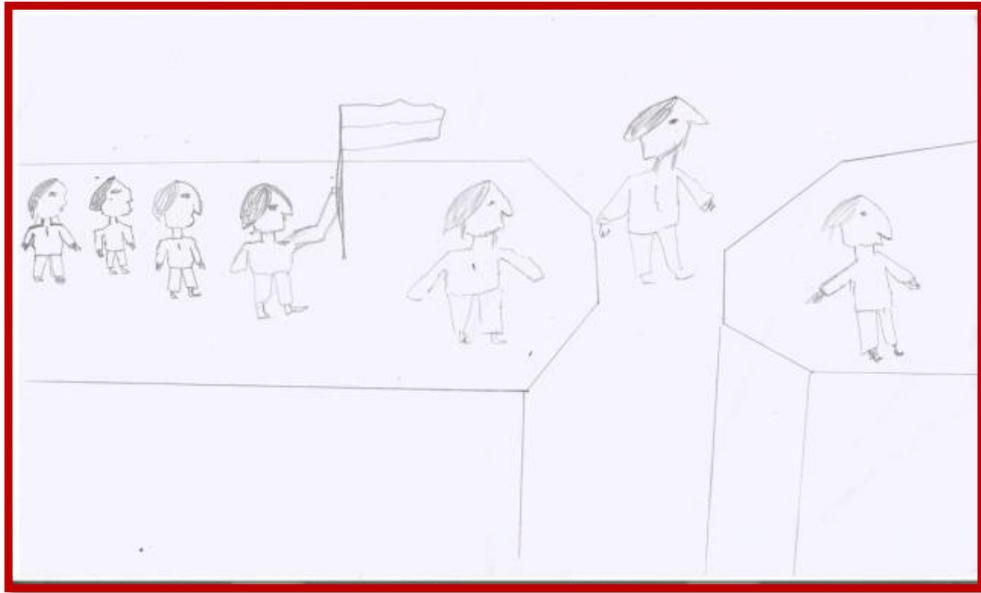
The following table shows the progress of participants pertaining to listening skill during the five activities of creating image.

TABLE 4.13 PROFILE OF THE PRE SERVICE SECONDARY TEACHERS IN LISTENING SKILL DURING CREATING IMAGE

COPONENTS OF LISTENING SKILL

COMPREHENSION

SCALE	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11
EW									T1	T1	T1
VW		T1		T1	T1		T1		T2	T2	T2
W		T2	T1	T2	T2		T2	T1	T3	T3	T3
A		T3	T2	T3	T3		T3	T2	T4	T4	T4
G	T1	T4	T3T4	T4	T4	T1T2	T4	T3	T5	T5	T5
VG	T2T3	T5	T5	T5	T5	T3T4	T5	T4T5			
E	T4T5					T5					

GRAMMAR

SCALE	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11
EW			T1		T1				T1	T1	T1
VW		T1	T2	T1	T2		T1	T1	T2	T2	T2
W	T1	T2	T3	T2	T3	T1	T2	T2	T3	T3	T3
A	T2	T3	T4	T3	T4	T2	T3	T3	T4T5	T4T5	T4T5
G	T3	T4	T5	T4	T5	T3	T4	T4			
VG	T4T5	T5		T5		T4T5	T5	T5			
E											

VOCABULARY

SCALE	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11
EW			T1						T1	T1	T1
VW		T1	T2	T1	T1				T2	T2	T2
W		T2	T3	T2	T2		T1	T1	T3	T3	T3
A		T3	T4	T3	T3		T2	T2	T4T5	T4T5	T4T5
G	T1	T4	T5	T4	T4	T1	T3	T3			
VG	T2T3	T5		T5	T5	T2T3	T4T5	T4T5			
E	T4T5					T4T5					

Note: T stands for Creating Image

During the implementation of activity, the investigator observed three components viz, Comprehension, Grammar and Vocabulary in listening skill.

Comprehension

A perusal of table no. 4.13 reveals that A1& A6 were at the level of good in comprehension. They were able to comprehend the words and sentences. Besides, they were able to comprehend similarity and difference of words. They were able to comprehend more than three sentences. But they were not able to comprehend entire discourse and message of the discourse. It was noticed by the end of the fifth activity that they could comprehend discourse and message of the discourse too. Hence, it can be said that they reached the level of excellent.

A perusal of table no.4.13 reveals that A2,A4,A5,A7 were at the level of very weak in comprehension. They were not able to comprehend sentences. Besides, they were not able to comprehend similarity or difference of words and not able to comprehend more than three sentences. It was noticed by the end of the fifth activity that they could comprehend words, sentences, similarity and difference of words, more than three sentences and entire discourse. They could not understand the message of the discourse. Hence, it can be said that they reached the level of very good.

A perusal of table no.4.13 reveals that A3 & A8 were at the level of weak in comprehension. They were not able to comprehend words and sentences. Besides, they were not able to comprehend similarity or difference between words. It was noticed by the end of the fifth activity that they could comprehend words, sentences, similarity and difference of words, more than three sentences and entire discourse. They could not understand message of the discourse. Hence, it can be said that they reached the level of very good.

A perusal of table no. 4.13 reveals that A9,A10,A11 were at the level of extremely weak in comprehension They were not able to comprehend words and sentences. They were also not able to comprehend more than three sentences. Besides, they were not able to comprehend discourse and message of the discourse. By the end of the fifth activity they could comprehend words, sentences, similarity and difference of words and more than three sentences with the support of co partners. Hence, it can be said that they reached the level of good.

Grammar

A perusal of table no.4.13 reveals that A1 & A6 were at the level of weak in grammar. They were not able to understand compound or complex sentence, not able to understand the pattern of sentence, not able to catch the tone of speaker, not able to understand entire message. They were able to understand simple sentence and context of the sentence. It was noticed by the end of the fifth activity that they could understand simple sentence, context of the sentence, could understand compound and complex sentence, able to understand pattern of the sentence, could catch the tone of the speaker. Hence, it can be said that they reached the level of very good.

A perusal of table no.4.13 reveals that A2, A4, A7, A8 were at the level of very weak in grammar. They were not able to understand the context,not able to understand compound or complex sentence,not able to understand pattern of the sentence,Not able to understand pattern of the sentence, not able to understand the entire message. It was noticed by the end of the fifth activity that they could understand simple sentence, context of the sentence, could understand compound and complex sentence, able to understand pattern of the sentence, could catch the tone of the speaker. Hence it can be said that they reached the level of very good.

A perusal of table no.4.13 reveals that A9, A10 & A11were at the level of extremely weak, in grammar. They were not able to understand simple sentence, not able to understand the context,not able to understand compound or complex sentence,not able to understand the pattern of the sentence,Not able to understand pattern of the sentence, not able to understand the entire message. It was noticed by the end of the activity that they were not able to understand pattern of the sentence, not able to catch the tone of speaker, not able to understand the entire message. Hence, it can be said that they reached the level of average.

A perusal of table no.4.13 reveals that A3 & A5were at the level of extremely weak, in grammar. They were not able to understand simple sentence, not able to understand the context,not able to understand compound or complex sentence,not able to understand pattern of the sentence,not able to understand the entire message. It was noticed by the end of the activity that they were able to simple sentence, able to understand the context, able to understand compound and complex sentence, able to understand the pattern of the sentence. Hence, it can be said that they reached the level of very good.

Vocabulary

A perusal of table no.4.13 reveal that A1 & A6were at the level of good in Vocabulary. They were able to recognize spoken words, able to pronounce words, able to comprehend words, able to understand the difference of words. But, they were not able to use word spontaneously and not able to comprehend word in particular situation. It was noticed by the end of the fifth activity that they could recognize the spoken words, able to pronounce the words, able to comprehend the words, able to understand the difference of words, able to use words spontaneously, able to comprehend word in particular situation. Hence, it can be said that they reached the level of excellent.

A perusal of table no.4.13 reveals that A2, A4, A5, were at the level of very weak in Vocabulary. They were not able to pronounce the words, not able to comprehend the words, not able to understand difference of words, able to use the words spontaneously, not able to comprehend the word in particular situation. It was noticed by the end of the fifth activity that they could recognize the spoken words, able to pronounce words, able to understand the difference of words, able to comprehend the words & able to use words spontaneously. Hence, it can be said that they reached the level of very good.

A perusal of table no.4.13 reveals that A3 was at the level of extremely weak in Vocabulary. A3 was not able to recognize the spoken words, not able to pronounce words, not able to comprehend the words, not able to understand the difference of words, not able to use the words spontaneously, not able to comprehend the word in particular situation. It was noticed by the end of the fifth activity that A3 could recognize spoken words, could pronounce the words, could understand the difference of words and could comprehend the words. Hence, it can be said that they reached the level of good.

A perusal of table no.4.13 reveals that A7 & A8 were at the level of weak in Vocabulary. The investigator observed that they were not able to comprehend the words, not able to use the words spontaneously, not able to understand the difference of words, not able to comprehend word in particular situation. It was noticed by the end of the fifth activity that they could recognize the spoken words, could pronounce

the words, could comprehend words, could use words spontaneously and could understand the difference of words. Hence, it can be said that they reached the level of very good.

A perusal of table no.4.13 reveals that A9,A10,A11were at the level of extremely weak, in Vocabulary. They were not able to recognize the spoken words, not able to pronounce the words, not able to comprehend words, not able to understand the difference of words, not able to use words spontaneously, not able to comprehend word in particular situation. It was noticed by the end of the fifth activity that they could recognize spoken words, could pronounce words and understand difference of words. Hence, it can be said that they reached the level of average.

G1

Four participants were involved in this group. In this group, A1 reached up to the level of excellent in the components of listening skill. The other three participants also did well and reached up to the level of very good.

G2

Three participants were involved in this group. During image completion, they were sharing their ideas with each other. In this group A6 reached up to the level excellent in all the components of listening skill. The rest of all, reached up to the level of good or very good.

G3

Four participants were involved in this group. Out of four participants, A8 perform better comparatively. During interaction, remaining participants shared their difficulty regarding listening skill.. They could understand image well. They were lacking in all the components of listening skill. Only A7 reached up to the level of very good. .

The following table shows the progress of participants pertaining to speaking skill during the five activities of creating image.

TABLE 4.14 PROFILE OF THE PRE SERVICE SECONDARY TEACHERS IN SPEAKING SKILL DURING CREATING IMAGE

COMPONENTS OF SPEAKING SKILL		SCALE	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11
	FLUENCY	EW											
		VW									T1	T1	T1
		W		T1	T1	T1	T1		T1	T1	T2	T2	T2
		A	T1	T2	T2	T2	T2	T1	T2	T2	T3	T3	T3
		G	T2	T3	T3	T3	T3	T2	T3	T3	T4T5	T4T5	T4T5
		VG	T3	T4T5	T4T5	T4T5	T4T5	T3	T4T5	T4T5			
		E	T4T5					T4T5					
	COHERENCE	EW									T1	T1	T1
		VW				T1			T1		T2	T2	T2
		W					T2		T1	T2	T3	T3	T3
		A	T1	T1	T1	T1	T3	T1	T2	T3	T4T5	T4T5	T4T5
		G	T2	T2	T2	T2	T4T5	T2	T3	T4T5			
		VG	T3	T3	T3	T3		T3	T4T5				
		E	T4T5	T4T5	T4T5	T4T5		T4T5					
	CLARITY	EW									T1	T1	T1
		VW					T1				T2	T2	T2
		W		T1	T1	T1	T2		T1	T1	T3	T3	T3
		A	T1	T2	T2	T2	T3	T1	T2	T2	T4T5	T4T5	T4T5
		G	T2	T3	T3	T3	T4T5	T2	T3	T3			
		VG	T3	T4T5	T4T5	T4T5			T3	T4T5	T4T5		
		E	T4T5					T4T5					
	COFIDENCE	EW									T1	T1	T1
		VW					T1				T2	T2	T2
		W		T1	T1	T1	T2		T1	T1	T3	T3	T3
		A	T1	T2	T2	T2	T3	T1	T2	T2	T4T5	T4T5	T4T5
		G	T2	T3	T3	T3	T4T5	T2	T3	T3			
		VG	T3	T4T5	T4T5	T4T5			T3	T4T5	T4T5		
		E	T4T5					T4T5					

Note: T stands for Creating Image

During the implementation of activity, the investigator observed four components viz, fluency, coherence, clarity and confidence in listening skill.

Fluency

A perusal of table no. 4.14 reveals that A1 & A6 were at the level of average during the first activity. They were not able maintain the logical order of speaking, not able to articulate the ideas, not able to maintain the spontaneity in speech. It was noticed by the end of the fifth activity that could produce grammatically correct sentence, grammatical range in sentence, use the range of vocabulary in sentence, able to articulate the ideas, maintain the logical order of speaking, maintain the spontaneity in speech. Hence it can be said that they reached the level of excellent.

A perusal of table no.4.14 reveals that A2,A3,A4,A5,A7,A8 were at the level of weak during the first activity. They were not able to produce the range of vocabulary in speech, not able to maintain the logical order of speaking, not able to articulate the ideas, not able to maintain the spontaneity in speech. It was noticed by the end of the fifth activity they could produce grammatically correct sentence, grammatical range in sentence, use the range of vocabulary in sentence, able to articulate the ideas and maintain logical order of speaking. Hence, it can be said that they reached the level of very good.

A perusal of table no.4.14 reveals that A9,A10,A11 were at the level of very weak during the first activity. They were not able to use grammatical range in sentence, not able to use the range of vocabulary in sentence , not able to articulate the ideas, not able maintain logical order of speaking, not able to maintain the spontaneity in speech. It was noticed by the end of the fifth activity that they could reach could produce grammatically correct sentence, grammatical range in sentence, use the range of vocabulary in sentence and able to articulate ideas. Hence, it can be said that they reached the level of good.

Coherence

A perusal of table no.4.14 reveals that A1,A2,A3,A4,A6 were at the level of average during the first activity. They were not able to establish rapport with co partner, not able to maintain the spontaneity and not able to produce required conversation. It was noticed by the end of the fifth activity that they could express ideas in a proper words or sentences, could initiate conversation, give responses to continue the conversation, could establish the rapport with co partner. Besides, they could maintain the spontaneity as well as produce required conversation. Hence, it can be said that they reached the level of excellent.

A perusal of table no.4.14 reveals that A9, A10, A11 were at the level of extremely weak during the first activity. They were not able express the ideas in a proper words or sentences, not able to initiate conversation, not able to give responses to continue the conversation, not able to establish the rapport with co partner, not able to maintain the spontaneity, not able to produce required conversation. It was noticed by the end of the fifth activity that they express the ideas in a proper words or sentences with the support of co partner, able to initiate conversation with support of co partner, able to give responses to continue the conversation with support of co partners. Hence, It can be said that they reached the level of average.

A perusal of table no.4.14 reveals that A7 was at the level of weak during the first activity. A7 was not able to give responses to continue the conversation, not able to establish the rapport with co partner, not able to maintain spontaneity, not able to produce required conversation. It was noticed by the end of the fifth activity that A7 could express ideas in proper words or sentences, could initiate conversation, give responses to continue the conversation, could establish the rapport with co partner. Besides, A7 could maintain spontaneity. Hence, it can be said that A7 reached the level of very good.

A perusal of table no.4.14 reveals that A5 & A8 were at the level of very weak during the first activity. They were not able to initiate conversation, not able to give responses to continue the conversation, not able to establish the rapport with co partner, not able to maintain the spontaneity, not able to produce required conversation. It was noticed by the end of the fifth activity that they could express ideas in a proper words or sentences, could initiate conversation, give responses to continue the conversation, could establish the rapport with co partner. Hence, it can be said that they reached the level of good.

Clarity

A perusal of table no.4.14 reveals that A1&A6 were at the level of average during the first activity. They were not able to find appropriate words or sentence to express thoughts, not able to articulate the ideas. It was noticed by the end of the activity that they could find appropriate sentence and words to express thoughts, able to articulate ideas, able to express idea in logical order, able to maintain the spontaneity in speech and able to describe the narration with appropriate grammatical structures. Hence, it can be said that they reached the level of excellent.

A perusal of table no.4.14 reveals that A2,A3,A4,A7,A8 were at the level of weak during the first activity. They were not able to articulate ideas, not able to maintain the spontaneity in speech, not able to describe narration with appropriate grammatical structures, not able to express the ideas in logical order. It was noticed by the end of the activity that they could find appropriate sentence and words to express the thoughts, able to articulate ideas, , able to maintain the spontaneity in speech. Hence, it was noticed by the end of the fifth activity that they could reach the level of very good.

A perusal of table no.4.14 reveals that A9,A10,A11 were at the level of extremely weak during the first activity. They were not able to find appropriate words to express thoughts , not able to find appropriate sentences to express thoughts, not able to articulate ideas, not able to maintain the spontaneity in speech, not able to describe narration with appropriate grammatical structures, not able to express ideas in logical order. It was noticed by the end of the fifth activity that they could find appropriate sentence and words to express thoughts, able to articulate ideas. Hence, it can be said that they reached the level of average.

A perusal of table no.4.14 reveals that A5 was at the level of very weak during the first activity. A5 was not able to find appropriate sentences to express thoughts, not able to articulate the ideas, not able to maintain the spontaneity in speech, not able to describe narration with appropriate grammatical structures, not able to express ideas in logical order. It was noticed by the end of the fifth activity that A5 could find appropriate sentence and words to express thoughts, able to articulate ideas, able to maintain the spontaneity in speech. Hence, it can be said that A5 reached the level of good.

Confidence

A perusal of table no. 4.14 reveals that A1 & A6 were at the level of average during the first activity. They were not able not able to share the ideas in stylish manner, not able add own point of view, not able to establish the rapport with audience. It was noticed by the end of the fifth activity that they could express the ideas without hesitation, maintain the spontaneity, speak on topic without prior preparation, able to add own point of view, share the ideas in stylish manner, establish the rapport with audience. Hence, it can be said that they reached the level of excellent.

A perusal of table no.4.14 reveals that A2,A3,A4,A7,A8 were at the level of weak during the first activity. They were not able to speak on topic without prior preparation, not able to share the ideas in stylish manner, not able to add own point of view, not able to establish the rapport on audience. It was noticed by the end of the fifth activity that they could express the ideas without hesitation, maintain spontaneity, speak on topic without prior preparation, share the ideas in stylish manner and add own point of view. Hence, it can be said that they reached the level of very good.

A perusal of table no.4.14 reveals that A9,A10,A11 were at the level of extremely weak during the first activity. They were not able to express the ideas without hesitation, the maintain spontaneity, not able to speak on topic without prior preparation, not able to share ideas in stylish manner, not able to add own point of view, not able to establish rapport on audience. It was noticed by the end of the fifth activity that they could speak on topic without prior preparation, they could express the ideas without hesitation with the support of co partners and they could maintain spontaneity. Hence, it can be said that they reached the level of average.

A perusal of table no.4.14 reveals that A5 was at the level of very weak during the first activity. They were not able to maintain spontaneity, not able to speak on topic without prior preparation, not able to share ideas in stylish manner, not able to add own point of view, not able to establish the rapport on audience. It was noticed by the end of the fifth activity that A5 could express ideas without hesitation, maintain spontaneity, able to speak on topic without prior preparation and able to share ideas in stylish manner. Hence, it can be said that A5 reached the level of good.

G1

Four participants were involved in this group. In this group, A1 reached up to the level of excellent in the components of speaking skill. The other three participants also did well and reached up to the level of very good.

G2

Three participants were involved in this group. During image completion, they were sharing their ideas with each other. In this group A6 reached up to the level excellent in all the components of speaking skill. The rest of all, reached up to the level of good or very good.

G3

Four participants were involved in this group. Out of four participants, A8 perform better comparatively. The rest of all, reached up to the level of very weak or average.

The following table shows the progress of participants pertaining to reading skill during the five activities of creating image.

TABLE 4.15 PROFILE OF THE PRE SERVICE SECONDARY TEACHERS IN READING SKILL DURING CREATING IMAGE

COMPONENTS OF READING SKILL		SCALE	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11
	FLUENCY	EW									T1	T1	T1
		VW									T2	T2	T2
		W			T1	T1	T1		T1	T1	T3	T3	T3
		A		T1	T2	T2	T2	T1	T2	T2	T4T5	T4T5	T4T5
		G	T1	T2	T3	T3	T3	T2	T3	T3			
		VG	T2T3	T3	T4T5	T4T5	T4T5	T3	T4T5	T4T5			
		E	T4T5	T4T5				T4T5					
	VOCABULARY	EW									T1	T1	T1
		VW				T1	T1				T2	T2	T2
		W		T1	T1	T2	T2		T1	T1	T3	T3	T3
		A		T2	T2	T3	T3	T1	T2	T2	T4T5	T4T5	T4T5
		G	T1T2	T3	T3	T4T5	T4T5	T2	T3	T3			
		VG	T3T4	T4T5	T4T5			T3	T4T5	T4T5			
		E	T5					T4T5					
	ACTIVATING PRIOR KNOWLEDGE	EW									T1	T1	T1
		VW									T2	T2	T2
		W		T1	T1	T1	T1		T1	T1	T3	T3	T3
		A		T2	T2	T2	T2	T1	T2	T2	T4T5	T4T5	T4T5
		G	T1	T3	T3	T3	T3	T2	T3	T3			
		VG	T2T3	T4T5	T4T5	T4T5	T4T5	T3	T4T5	T4T5			
		E	T4T5					T4T5					
	COMPREHENSION	EW											
		VW									T1	T1	T1
		W		T1	T1	T1	T1		T1	T1	T2	T2	T2
		A		T2	T2	T2	T2	T1	T2	T2	T3	T3	T3
		G	T1T2	T3	T3	T3	T3	T2	T3	T3	T4T5	T4T5	T4T5
		VG	T3T4	T4T5	T4T5	T4T5	T4T5	T3	T4T5	T4T5			
		E	T5					T4T5					

Note: T stands for Creating Image

During the implementation of activity, the investigator observed four components viz, fluency, Vocabulary, Activating prior knowledge, and comprehension in listening skill

Fluency

A perusal of table no.4.15 reveals that A1 was at the level of good during the first activity. A1 was not able to construct the meaning from the words and not able to comprehend message. It was noticed by the end of the fifth activity that A1 could read text accurately, read text quickly, read text with expression, could comprehend the message, recognize the words and construct the meaning from the words. Hence, it can be said that A1 reached the level of excellent.

A perusal of table no.4.15 reveals that A2 &A6 were at the level of average during the first activity. They were not able to recognize the words, not able to comprehend the message, not to construct the meaning from the words. It was noticed by the end of the fifth activity that they could read the text accurately, read text quickly, read text with the expression, could comprehend the message, recognize the words and construct the meaning from the words. Hence, it can be said that they reached the level of excellent.

A perusal of table no.4.15 reveals that A3, A4, A5, A7, A8 were at the level of weak during the first activity. They were not able to, not able to read the text with expression, not able to recognize the words, not able to comprehend the message and not able to construct the meaning from the words. It was noticed by the end of the fifth activity that that they could read text accurately, read the text quickly, read the text with expression, could comprehend message, recognize the words. Hence, it can be said that they reached the level of very good.

A perusal of table no.4.15 reveals that A9,A10,A11 were at the level of extremely weak during the first activity. They were not able to read the text accurately, not able to read the text quickly, not able to read the text with expression, not able to recognize the words, not able to comprehend message and not to construct meaning from the words. It was noticed by the end of the fifth activity that they could read text accurately, could read text quickly and read text with expression with the support of co partners. Hence, it can be said that they reached the level of average.

Vocabulary

A perusal of table no.4.15 reveals that A1 was at the level of good during the first activity. A1 was able to recognize the word, able to read word accurately and able to read word with proper pronunciation. But, A1 was not able to use the word and not able to construct the meaning from the words. It was noticed by the end of the fifth activity that A1 could recognize the words, could read the word accurately, read word with proper pronunciation, able to add the words, able to use the words and able to construct the meaning form the words. Hence, it can be said that A1 reached the level of excellent.

A perusal of table no.4.15 reveals that A2, A3, A7, A8 were at the level of weak during the first activity. They were not able to read word with proper pronunciation, not able to use the word, not able to add words, not able to construct the meaning from the words. It was noticed by the end of the fifth activity that they could recognize the words, could read the word accurately, read the word with proper pronunciation, able to add the words, able to use the words. Hence, it can be said that they reached the level of very good.

A perusal of table no.4.15 reveals that A4, A5 were at the level of very weak during the first activity. They were not able to read the word accurately, not able to read the word with proper pronunciation, not able to the use word, not able to add the words, not able to construct the meaning from the words. It was noticed by the end of the fifth activity that they could recognize the words, could read the word accurately, read word with proper pronunciation, able to add the words, able to use words. Hence, it can be said that they reached the level of good.

A perusal of table no.4.15 reveals that A6 was at the level of average during the first activity A6 was able to recognize the word, able to read the word accurately and able to read the word with proper pronunciation. But, A6 was not able to use the word, add word and construct the meaning from word. It was noticed by the end of the fifth activity that A6 could recognize the words, could read the word accurately, read the word with proper pronunciation, able to add words, able to use words and able to construct the meaning form the words. Hence, it can be said that A6 reached the level of excellent.

A perusal of table no.4.15 reveals that A9,A10,A11 were at the level of extremely weak during the first activity. They were not able to recognize the words, not able to read the word accurately, not able to read the word with proper pronunciation, not able to add the word, not able to use the word and not able to construct the meaning from the words. It was noticed by the end of the fifth activity that they could recognize word, could read word accurately and read word with proper pronunciation. Hence, it can be said that they reached the level of average.

Activating Prior Knowledge

A perusal of table no.4.15 reveals that A1 was at the level of good during the first activity. A1 were able to recall the words based on images, able to recall the information based on image, able to read the image, able to organize the narration, but not able to add information and not able to comprehend the image. It was noticed by the end of the fifth activity that A1 could recall words based on images, could recall information based on image, could read the image, could organize the narration, could add the information and could comprehend image. Hence, it can be said that A1 reached the level of excellent.

A perusal of table no.4.15 reveals that A2, A3, A4, A5, A7, A8 were at the level of weak during the first activity. Investigator observed that they were not able to read the image, not able to organize narration, not able to add information not able to comprehend image. It was noticed by the end of the fifth activity that they could recall words based on images, could recall information based on image, could read image, could organize narration, could add information. Hence, it can be said that they reached the level of very good.

A perusal of table no.4.15 reveals that A6 was at the level of average during the first activity. A6 was not able to comprehend image, not able to organize the narration, not able to add information. It was noticed by the end of the fifth activity A6 could recall words based on images, could recall information based on image, could read image, could organize narration, could add information and could comprehend image. Hence, it can be said that A6 reached the level of excellent.

A perusal of table no.4.15 reveals that A9, A10 &A11 were at the level of extremely weak during the first activity. They were not able to recall the words based on images, not able to recall the information based on image, not able to read the image, not able to organize narration, not able to add information and not able to comprehend image. It was noticed   by the end of the fifth activity that they could recall words based on images, could recall the information based on image, could read the image and able to organize narration. Hence, it can be said that they reached the level of average.

Comprehension

A perusal of table no.4.15 reveals that A1 was at the level good during the first activity. A1 was able to comprehend the elements of the image, able to comprehend the characters of the image, able to classify the elements of image, able to comprehend the message of image. But, A1 was not able to identify the topic and not able to draw the inferences. It was noticed by the end of the fifth activity that A1 could comprehend the elements of the image, could comprehend characters of the image, could classify the elements of image, could identify the topic, could comprehend message of the image, could draw the inferences. Hence, it can be said that A1 reached the level of excellent.

A perusal of table no.4.15 reveals that A2, A3, A4, A5, A7, A8 were at the level of weak during the first activity. They were not able to classify the elements of image, not able to not able to identify the topic, not able to comprehend the message of the image, not able to draw the inferences. It was noticed by the end of the fifth activity that they could comprehend the elements of the image, could comprehend characters of the image, could classify elements of image, could identify topic, could comprehend message of the image. Hence, it can be said that they reached the level of very good.

A perusal of table no.4.15 reveals that A6 was at the level average during the first activity. A6 was not able to comprehend the message of the image, not able to identify the topic and not able to the draw inferences. It was noticed by the end of the fifth activity that A6 could comprehend the elements of the image, could comprehend the characters of the image, could classify the elements of image, could identify the topic, could comprehend message of the image, could draw the inferences. Hence, it can be said that A6 reached the level of excellent.

A perusal of table no.4.15 reveals that A9, A10, A11 were at the level of very weak during the first activity. They were not able to comprehend characters of the image, not able to identify the topic, not able to classify the elements of image, not able to comprehend message of the image, not able to draw the inferences. It was noticed by the end of the fifth activity they could comprehend elements of the image, could comprehend characters of the image, could classify the elements of image and able to comprehend message of the image. Hence, it can be said that they reached the level of good.

The following table shows the progress of participants pertaining to writing skill during the five activities of creating image.

TABLE 4.16 PROFILE OF THE PRE SERVICE SECONDARY TEACHERS IN WRITING SKILL DURING CREATING IMAGE

		Scale	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11
COMPONENTS OF WRITING SKILL	GRAMMR	EW											
		VW									T1	T1	T1
		W							T1	T1	T2T3	T2T3	T2T3
		A		T1	T1	T1	T1	T1	T2T3	T2T3	T4T5	T4T5	T4T5
		G	T1	T2T3	T2T3	T2T3	T2T3	T2T3	T4T5	T4T5			
		VG	T2T3	T4T5	T4T5	T4T5	T4T5	T4					
		E	T4T5						T5				
	VOCABULARY	EW											
		VW											
		W									T1	T1	T1
		A		T1	T1	T1	T1	T1	T1	T1	T2T3	T2T3	T2T3
		G	T1	T2T3	T2T3	T2T3	T2T3	T2T3	T2T3	T2T3	T4T5	T4T5	T4T5
		VG	T2T3	T4T5	T4T5	T4T5	T4T5	T4	T4T5	T4T5			
		E	T4T5						T5				
	MECHANICS	EW											
		VW											
		W									T1	T1	T1
		A		T1	T1	T1	T1	T1	T1	T1	T2T3	T2T3	T2T3
		G	T1	T2T3	T2T3	T2T3	T2T3	T2T3	T2T3	T2T3	T4T5	T4T5	T4T5
		VG	T2T3	T4T5	T4T5	T4T5	T4T5	T4	T4T5	T4T5			
		E	T4T5						T5				
	RELEVANCE	EW											
		VW											
		W									T1	T1	T1
		A		T1	T1	T1	T1	T1	T1	T1	T2T3	T2T3	T2T3
		G	T1	T2T3	T2T3	T2T3	T2T3	T2T3	T2T3	T2T3	T4T5	T4T5	T4T5
		VG	T2T3	T4T5	T4T5	T4T5	T4T5	T4	T4T5	T4T5			
		E	T4T5						T5				

Note: T stands for Creating Image

During the implementation of activity,the investigator observed four components viz, Grammar, Vocabulary, Mechanics, and Relevance in writing skill.

Grammar

A perusal of table no.4.16 reveals that A1 was at the level of good during the first activity. A1 was able to describe the image with proper simple sentences, able to describe the image with correct functions, able to convey the note in writing, able to use required punctuation marks. But, A1 was not able to express the ideas based on image and not able to describe image with grammatical range in sentence. It was noticed by the end of the fifth activity, that A1 could describe the image with simple sentence, could describe the image with correct functions, could convey the tone in writing, could use the required punctuation marks, could express the ideas based on image and could describe the image with grammatical range in sentence. Hence, it can be said that A1 reached the level of excellent.

A perusal of table no.4.16 reveals that A2, A3, A4, A5 were at the level of average during the first activity They were not able to use required punctuation marks, not able to express the ideas based on image, not able to describe image with grammatical range in the sentence. It was noticed by the end of the fifth activity that they could describe image with simple sentence, could describe image with correct functions, could convey the tone in writing, could use the required punctuation marks, could express the ideas based on image. Hence, it can be said that they reached the level of very good.

A perusal of table no.4.16 reveals that A6 was at the level of average during the first activity. A6 was not able to use the required punctuation marks, not able to express the ideas based on image, not able to describe the image with grammatical range in sentence. It was noticed by the end of the fifth activity that A6 could describe image with simple sentence, could describe the image with correct functions, could convey the tone in writing, could use the required punctuation marks, could express ideas based on image and could describe the image with grammatical range in sentence. Hence, it can be said that A6 reached the level of excellent.

A perusal of table no.4.16 reveals that A7,A8 were at the level of weak during the first activity. They were not able to convey the tone in writing, not able to use the required punctuation marks, not able to express the ideas based on image and not able to describe image with grammatical range in sentence. It was noticed by the end of the fifth activity that they could describe the image with simple sentences, could describe image with correct function, could convey the tone in writing, could use required punctuation mark. Hence it can be said that they reached the level of good.

A perusal of table no.4.16 reveals that A9, A10, A11 were at the level of very weak during the first activity. They were not able to describe the image with simple sentences, not able to describe the image with correct functions, not able to convey the tone in writing, not able to usethe required punctuation marks, not able to express the ideas based on image and not able to describe image with grammatical range in sentence. It was noticed by the end of the fifth activity that they could describe image with simple sentences, to some extent with support of co partner could describe image with functions and able to convey the tone in writing. Hence, it can be said that they reached the level of average.

Vocabulary

A perusal of table no.4.16 reveals that A1 was at the level of good during the first activity. A1 was able to use the required word, able to express the ideas in proper words, able to change word as per the grammatical requirement and able to apply required vocabulary. But, A1 was repeating words again and again and not able to understand the difference of words. It was noticed by the end of the fifth activity that A1 could use required word, could express ideas in proper words, change the word as per the grammatical requirement. A1 could apply required word without repetition, could understand difference of words. Hence, it can be said that A1 reached the level of excellent.

A perusal of table no.4.16 reveals that A2, A3, A4, A5, A7, A8 were at the level of average during the first activity. Investigator observed that they were not able to understand the difference of words, they were dealing with limited vocabulary, and they were repeating words again and again. It was noticed by the end of the fifth activity that they could use the required word, could express the ideas in proper words, change word as per the grammatical requirement. A1 could apply required word without repetition. Hence, it can be said that they reached the level of very good.

A perusal of table no.4.16 reveals that A6 was at the level of average during the first activity. A6 was not able to understand the difference of words, they were dealing with limited vocabulary, and they were repeating words again and again. It was noticed by the end of the fifth activity that A6 could the use required word, could express ideas in proper words, change the word as per the grammatical requirement. A6 could apply required word without repetition, could understand the difference of words. Hence, it can be said that A6 reached the level of excellent.

A perusal of table no.4.16 reveals that A9, A10, A11 were at the level of weak during the first activity. They were not able to use required word, not able to express the ideas in proper words, not able to change word as per the grammatical requirement, they were dealing with limited vocabulary, they were repeating words again and again, not able to understand difference of words. It was noticed by the end of the fifth activity that they could use required word, could express ideas in proper words, change word as per the grammatical requirement with the support of co partner, apply required vocabulary. Hence, it can be said that they reached the level of good.

Mechanics

A perusal of table no.4.16 reveals that A1 was at the level of good during the first activity. A1 was able to produce legible hand writing, able to use the punctuation marks, able to express the ideas in proper sentences, able to describe image with proper functions. But A1 was not able to use the correct spelling, not able to develop presentation of ideas through writing. It was noticed by the end of the fifth activity that A1 could produce legible hand writing, could use punctuation marks, could use correct spelling, could express the ideas in proper words or sentences, could describe image with the proper functions and could develop presentation of ideas through writing. Hence, it can be said that A1 reached the level of excellent.

A perusal of table no.4.16 reveals that A2, A3, A4, A5, A7, A8 were at the level of average during the first activity. They were not able to use correct spelling, not able to use relevant punctuation marks, not able to develop presentation of ideas through writing. It was noticed by the end of the fifth activity they could produce legible hand writing, could use punctuation marks, could use correct spelling, could express ideas in proper words or sentences and could describe image with proper functions. Hence, it can be said that they reached the level of very good.

A perusal of table no.4.16 reveals that A6 was at the level of average during the first activity. A6 was not able to use correct spelling, not able to use relevant punctuation mark, not able to develop presentation of ideas through writing. It was noticed by the end of the fifth activity that A6 could produce legible hand writing, could use punctuation marks, could use correct spelling, could express ideas in proper words or sentences, could describe image with proper functions and could develop presentation of ideas through writing. Hence, it can be said that A6 reached the level of excellent.

A perusal of table no.4.16 reveals that A9,A10,A11 were at the level of weak during the first activity. They were not able to use correct spelling, not able to develop presentation of ideas through writing, not able to describe image with proper functions and not able to use relevant punctuation mark. It was noticed by theend of the fifth activity they could produce legible hand writing, could use punctuation marks, express ideas in proper sentences and describe image with proper function with the support of co -partner. Hence, it can be said that they reached the level of good.

Relevance

A perusal of table no.4.16 reveals that A1 was at the level of good during the first activity. A1 was able to produce relevant vocabulary, able to apply relevant functions, able to deal with exercise, able to classify information in written form. But, A1 was not able to articulate ideas in written form and not able to produce relevant content. It was noticed by the end of the fifth activity that A1 could produce relevant vocabulary, could apply relevant functions, deal with exercise, classify information in written form, able to articulate the idea in written form and able to produce relevant content. It can be said that A1 reached the level of excellent.

A perusal of table no.4.16 reveals that A2, A3, A4, A5, A7, A8, were at the level of average during the first activity. They were not able to articulate the ideas in written form, not able to classify the information in written form and not able to produce relevant content. It was noticed by the end of the fifth activity that they could produce relevant vocabulary, could apply relevant functions, deal with exercise, and classify the information in written form, able to articulate idea in written form. It can be said that they reached the level of very good.

A perusal of table no.4.16 reveals that A6 was at the level of average during the first activity. A6 was not able to articulate ideas in written form, not able to classify information in written form and not able to produce relevant content. It was noticed by the end of the fifth activity that A6 could produce relevant vocabulary, could apply relevant functions, deal with exercise, classify the information in written form, able to articulate idea in written form and able to produce relevant content. It can be said that A6 reached the level of excellent.

A perusal of table no.4.16 reveals that A9, A10, A11 were at the level of weak during the first activity. They were not able to deal with exercise, not able to classify information in written form, not able to articulate idea in written form, not able to produce relevant content. It was noticed by the end of the activity that they could produce relevant vocabulary, could apply relevant functions, deal with exercise, classify information in written form. Hence, it can be said that they reached the level of good.

Note:7 stands for excellent, 6 stands for very good, 5 stands for good, 4 stands for average, 3 stands for weak, 2 stands for very weak, 1 stands for extremely weak

GRAPH NO. 7THE PERFORMANCE OF THE PARTICIPANTS DURING CREATING IMAGE IN THE LISTENING SKILL
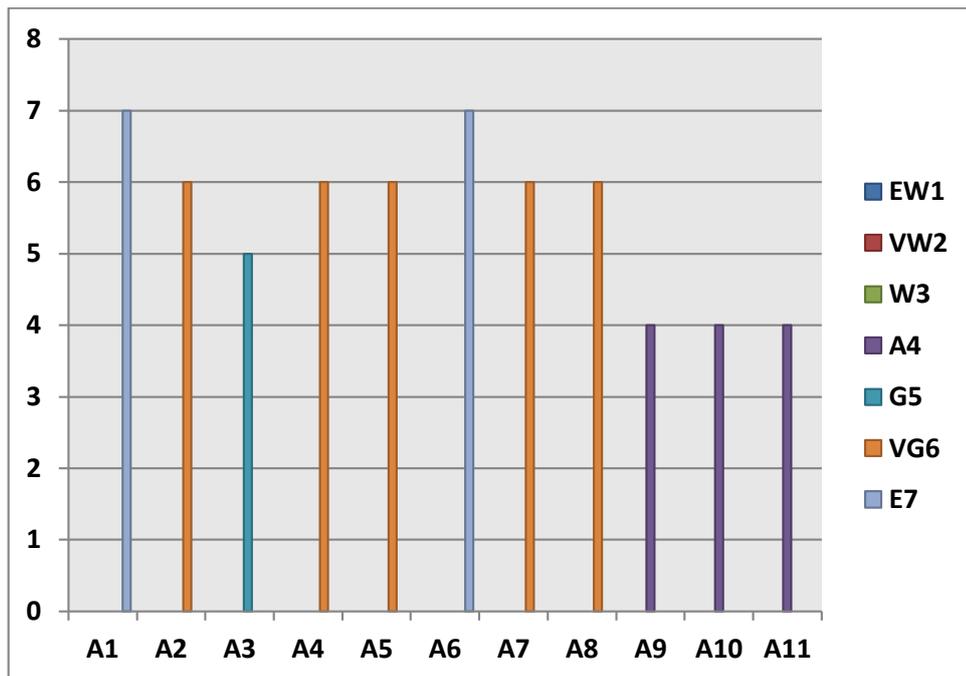
A perusal of graph no.7 reveals that A1 and A6 could reach up to the level of excellent. A9, A10 and A11 could reach up to the level of average. A3 could reach up to the level of good. The rest of all the participants could reach up to the level of very good.

GRAPH NO. 8THE PERFORMANCE OF THE PARTICIPANTS DURING CREATING IMAGE IN THE SPEAKING SKILL
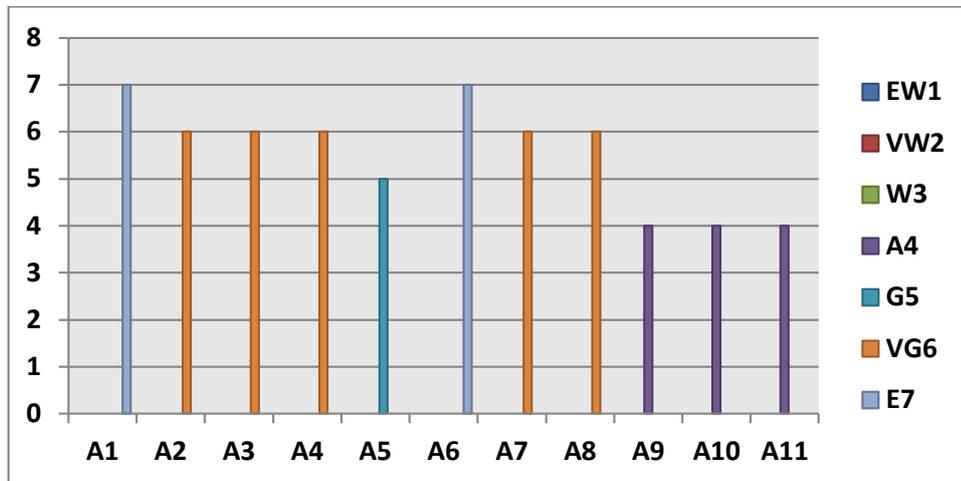
A perusal of graph no. 8 reveals that A9,A10 and A11 reached up to the level of average. A6 and A1 could reach up to the level of excellent. A5 could reach up to the level of good. The rest of the other participant could reach up to the level of very good in speaking skill during creating image.

GRAPH NO. 9THE PERFORMANCE OF THE PARTICIPANTS DURING CREATING IMAGE IN THE READING SKILL
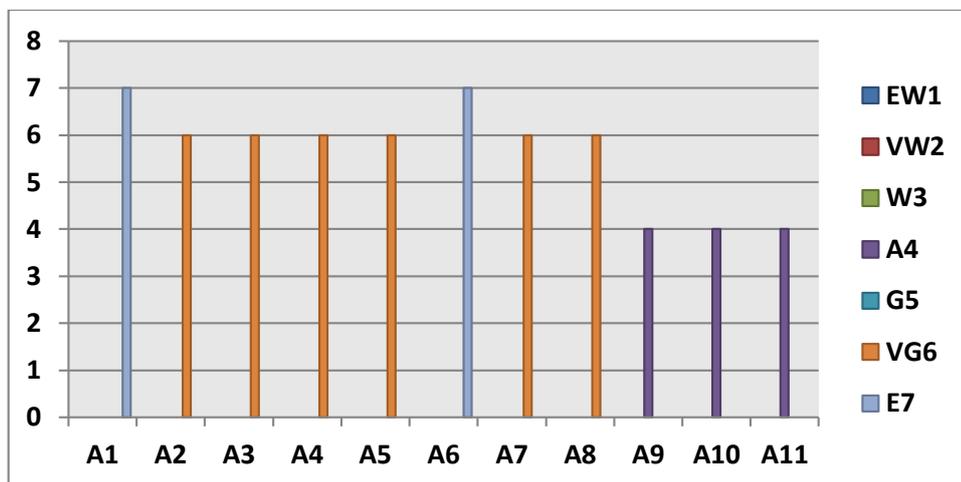
A perusal of graph no. 9 reveals that A A9, A10 and A11 reached up to the level of average. A6 and A1 could reach up to the level of excellent. The rest of the other participant could reach up to the level of very good in reading skill during creating image.

GRAPH 10 THE PERFORMANCE OF THE PRE SERVICE SECONDARY TEACHERS DURING IN WRITING SKILL CREATING IMAGE
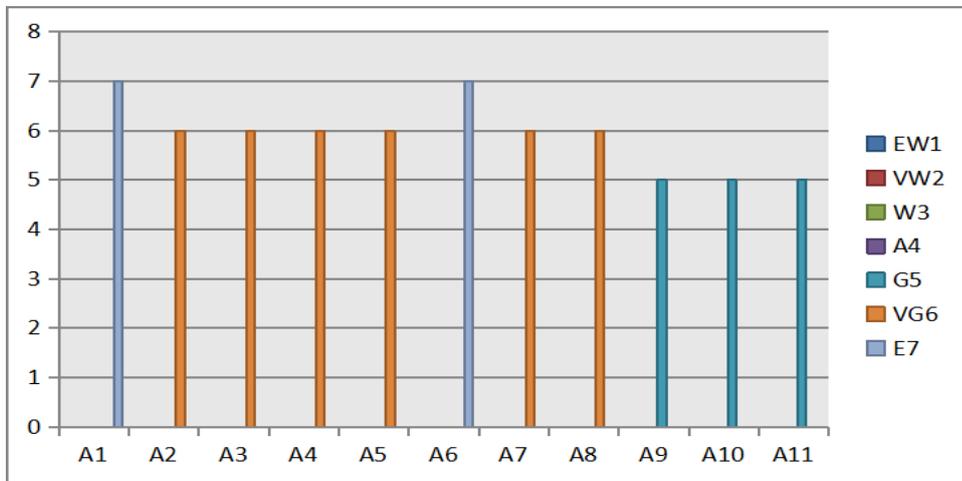
A perusal of graph no 10 reveals that A9,A10 and A11 reached up to the level of average. A6 and A1 could reach up to the level of excellent. The rest of the other participant could reach up to the level of very good in writing skill during creating image.

Group Discussion

Here, students were divided in the group of three. They were given one image which was half completed and remaining part of the image was completed by students. Students would generate discussion and try to complete the image with their own perception. At the end all the group would discuss their ideas. The investigator began with the introductory question "Did you enjoy creating image?" In response to this question, All 11 participant accepted that they had enjoyed creating image. Further the investigator asked "Does it develop your Vocabulary of English language? In response to this question eight pre service secondary teachers accepted that creating image activity developed their vocabulary. Three pre service secondary teachers did not agree with this. They could not give proper reasons for it. Further the investigator asked, 'Have you ever found difficulties in creating image?' In response to this question, eight pre service secondary teachers said that they had not found any difficulty in creating image. Three pre service secondary teachers found various difficulties.

A9: *"I am not understand half image, so it was difficult in discussion my group members.*

A10: *" I did not find it interesting, my partners gave good support"*

A11: *" I can not took part in discussion , I listened it carefully"*

The investigator further asked "Does this activity enhance your LSRW of English language?" In response to this question all the participants said that this activity enhanced their LSRW of English language they gave following reasons.

A7 : *" Creating image was group activity ,gave us chance to speak, to listen, to read and to Write"*

A1 : *"Creating image gave opportunity to talk in group."*

A2 : *" It gave motivation to think in English language"*

Investigator further asked "Does creating image differ from other activities of English language?"

A1 *"It was helpful to develop critical thinking."*

A3 *"It was different because gave scope for discuss and share ideas with each other"*

The investigator further asked "Does creating image make class room English of English language more interesting?" Most of the participants agreed. They gave following responses

A1: " Here, we got chance to speak about image"

A8: " Images inspire us"

A5: "Develop our vocabulary"

A6: " All participant took active participation"

A4: " this activity we share ideas of each other ,give lots of confidence to develop speaking skill."

The investigator further asked some feed back to improve activity but no one could give proper answer.

The Observations of the Investigator:

On the basis of the analysis of the information obtained through the activity crating image pertaining to all four skills, it can be said that the activity crating image gave an opportunity to enhance all four skills. The investigator observed that group one and group two did all the five activities satisfactorily. The group three tried their level best and did all the activity satisfactorily but they passed through more problems. This activity was helpful to enhance vocabulary. It gave good an opportunity to interact with co partners. This activity also reinforced participants to think in English. The investigator also came to know that it built their confidence also to share view with co partners.

The data of the graph revealed that the performance of participants was better in speaking skill comparatively. The pre service secondary teachers accepted that the images had given them good jerks to think in particular direction. The discussion also indicates that the group activity gives more encouragement. Besides, three participants did enjoy this activity and they gave various reason for it.

4.2.4 Image Recall

1.   Image Recall

Objectives:

1.   To enable them to read image vitally (Reading Skill)

2.   To enable them to write about image vitally (Writing Skill)

Means and Material: Image, note pad, pen

Name of the Activity: Image Flash

Duration: 40 minutes per session

About Activity:

The present activity (Image recall) was an individual activity. It was developed with a set of images. It was carried out five times among the participants. In each activity two to three images were shown to the participants very quickly (Like flash cards). The task of image recall carried out in the following manner.

It was an individual activity. It was assigned in group but they were instructed to perform individually. Along with the images, four directions were given to participants viz, theme of the image, Characters of the image, Location of the image and your point of view. All the participants were instructed to prepare small write up. Two things were very much important for the present activity viz, quick observations and note making because once the image was shown to participants, it was not shown again. In the same manner, all five activities were carried out five times.

In the subsequent section, the performance of the participants in all the five activities pertaining to different image have been presented in tabular and graphical means as well. One activity is presented here. The four activities pertaining to other images have been presented in appendix...

Set of images: First image

FIGURE 4.20 IMAGE RECALL

FIGURE 4.21   IMAGE RECALLFIGURE 4.22 IMAGE RECALL

> **Directions of thinking:**
> - **Theme of the image**
> - **Characters of the image**
> - **Location of the image**
> - **Your point of view**

Source : www.photobucket.com

The following table shows the progress of participants pertaining to reading skill during the five activities of image recall.

TABLE 4.17 PROFILE OF THE PRE SERVICE SECONDARY TEACHERS IN READING SKILL DURING IMAGE RECALL

		SCALE	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11
COMPONENTS OF READING SKILLS	**FLUENCY**	EW									R1	R1	R1
		VW									R2R3	R2R3	R2R3
		W									R4	R4	R4
		A		R1	R1	R1	R1		R1	R1	R5	R5	R5
		G	R1	R2	R2R3	R2R3	R2R3	R1	R2R3	R2R3			
		VG	R2R3	R3R4	R4R5	R4R5	R4R5	R2R3	R4R5	R4R5			
		E	R4R5	R5				R4R5					
	VOCABULARY	EW									R1R2	R1R2	R1R2
		VW									R3R4	R3R4	R3R4
		W		R1R2	R1R2	R1R2	R1R2				R5	R5	R5
		A		R3R4	R3R4	R3R4	R3R4		R1	R1			
		G	R1R2	R5	R5	R5	R5	R1R2	R2R3	R2R3			
		VG	R3R4					R3R4	R4R5	R4R5			
		E	R5					R5					
	ACTIVATING PRIORKNOWLEDGE	EW									R1R2	R1R2	R1R2
		VW									R3R4	R3R4	R3R4
		W		R1R2	R1R2	R1R2	R1R2				R5	R5	R5
		A		R3R4	R3R4	R3R4	R3R4		R1	R1			
		G	R1R2	R5	R5	R5	R5	R1R2	R2R3	R2R3			
		VG	R3R4					R3R4	R4R5	R4R5			
		E	R5					R5					
	COMPREHENSION	EW									R1R2	R1R2	R1R2
		VW									R3R4	R3R4	R3R4
		W		R1R2	R1R2	R1R2	R1R2				R5	R5	R5
		A		R3R4	R3R4	R3R4	R3R4		R1	R1			
		G	R1R2	R5	R5	R5	R5	R1R2	R2R3	R2R3			
		VG	R3R4					R3R4	R4R5	R4R5			
		E	R5					R5					

Note: R stands for image recall

During the implementation of the activity, the investigator observed four components, of reading viz, fluency, vocabulary & activating prior knowledge and comprehension.

Fluency

A perusal of table no.4.17 reveals that A1 & A6 were at the level good during the first activity. They were able to read the text accurately, able to read the   text quickly, able to read text with the expression and able to recognize the words. But, they were not constructing meaning from the words and comprehend message. It was observed by the end of the fifth activity, they could read the text accurately and quickly. They could read text with expression. They could recognize words and construct meaning form it. They could comprehend message. Hence, It can be said that they reached the level of excellent.

A perusal of table no.4.17 reveals that A2 was at the level of average during the first activity. A2 was not able to recognize the words, not able to comprehend the message and not to construct the meaning from the words. It was observed by the end of the fifth activity that A2 could read the text accurately and quickly. Besides, A2 could read the text with expression, able to recognize the words and construct the meaning form the words, could comprehend message. It can be said that A2 reached the level of excellent.

A perusal of table no.4.17 reveals that A3, A4, A5, A7, A8 were at the level of average during the first activity. They were not able to comprehend the message, not able to recognize the words and not able to construct the meaning from the words. It was observed by the end of the fifth activity that they could read text accurately and quickly. Besides, they could read text with expression, able to construct meaning from the words and recognize words too. Hence, it can be said that they reached the level of very good.

A perusal of table no.4.17 reveals that A9, A10, A11 were at the level of extremely weak during the first activity. They were not able to read the text accurately, not able to read text quickly, not able to read text with expression, not able to recognize words , not able to comprehend message and not able to construct the meaning from the words. It was observed by the end of the fifth activity that they could read text accurately and quickly. They could read text with expression. Hence, it can be said that they reached the level of average.

Vocabulary

A perusal of table no.4.17 reveals that A1& A6 were at the level of good during the first activity. They were able to recognize word, able to read word accurately, able to read the word with proper pronunciation. They were able to add words too. But, they were not able to use the word and construct meaning form the word. It was observed by the end of the fifth activity that they could recognize words, could read word accurately and could read word with proper pronunciation. Besides, they could use word, add words and construct meaning too. Hence, it can be said that they reached the level of excellent.

A perusal of table no.4.17 reveals that A2, A3, A4, A5 were at the level of weak during the first activity. They were not able to read word with proper pronunciation, not able to use word, not able to add words and not able to construct meaning from the words. It was noticed by the end of the fifth activity that they could recognize the word, could read word accurately and read word with proper pronunciation. They could add word too. Hence, it can be said that they reached the level of good.

A perusal of table no.4.17 reveals that A7 & A8 were at the level of average during the first activity. They were not able to add words, not able to use the word and not able to construct the meaning from the word. It was observed by the end of the fifth activity that they could recognize the words, read word accurately, could add words, read word with proper pronunciation and could use the word. Hence, it can be said that they reached the level of very good.

A perusal of table no.4.17 reveals that A9, A10, A11 were at the level of extremely weak during the first activity. Investigator observed that they were not able to recognize the word, not able to read word accurately, not able to read the word with proper pronunciation, not able to use the word, not able to add words and not able to construct the meaning from the words. It was noticed by the end of the fifth activity that they could not read word with proper pronunciation, not able to use word, not able to add words and not able to construct meaning from the words. Hence, it can be said that they reached up to the level of weak.

Activating Prior Knowledge

A perusal of table no.4.17 reveals that A1 & A6 were at the level of good during the first activity. They were able to recall words based on images, able to recall information based on image, able to read image, able to organize the narration. But, they were not able to comprehend the message and add information. It was noticed by the end of fifth activity that they could recall words based on images, recall information based on image, read image, organize narration , comprehend message and add information. Hence, it can be said that they reached the level of excellent.

A perusal of table no.4.17 reveals that A2, A3, A4, A5 were at the level of weak during the first activity. They were not able to read image, not able to organize narration, not able to add information and not able to comprehend message. It was noticed by the end of the fifth activity that they could recall words, recall information based on image , could organize narration and could read image. Hence, it can be said that they reached the level of good.

A perusal of table no.4.17reveals that A7 &A8 were at the level of average during the first activity. They were able to recall words, able to recall information based on image. But, they were not able to organize the narration and not able to add information. They were not able to comprehend the image. It was noticed that by the end of the fifth activity that they could recall the words based on images, could recall information based on image, could read image, and could organize the narration. Hence, it can be said that they reached the level of very good.

A perusal of table no.4.17 reveals that A9, A10, A11 were at the level of extremely weak, during the first activity. They were not able to recall the words based on images, not able to recall the information based on image, not able to read the image, not able to organize the narration, not able to add the information. They were not able to comprehend image. It was noticed that by the end of the fifth activity that they could recall words based on images, could recall information based on image. But, they could not read image, organize narration comprehend image and add information. Hence, it can be said that they reached the level of weak.

Comprehension

A perusal of table no.4.17 reveals that A1 & A6 were at the level of good during the first activity. They were able to comprehend elements of the image, able to comprehend characters of the image, able to identify topic, able to comprehend image. But, they were not able to identify topic and draw inferences. It was noticed by the end of the fifth activity that they could comprehend elements of the image, could comprehend characters of the image, could identify topic, could comprehend image, and could draw inferences. Hence, it can be said that they reached the level of excellent.

A perusal of table no.4.17 reveals that A2, A3, A4, A5 were at the level of very weak during the first activity. They were not able to identify the topic, not able to classify the element of the image, not able to comprehend image, not able to draw inferences. It was noticed by the end of the fifth activity that they could comprehend elements of the image, could comprehend characters of the image, classify the element of the image. Hence, it can be said that they reached the level of good.

A perusal of table no.4.17 reveals that A7, A8 were at the level of average during the first activity. They were not able to comprehend image, not able to identify topic of the image, not able to draw inferences. It was noticed by the end of the fifth activity that they could comprehend elements of the image, could comprehend characters of the image, could identify topic. They could classify the elements of the image too. Hence, it can be said that they reached the level of very good.

A perusal of table no.4.17 reveals that A9, A10, A11 were at the level of extremely weak, during the first activity. They were not able to comprehend the elements of the image, not able to comprehend the characters of the image, not able to identify the topic, not able to comprehend the image, not able to classify the element of the image, not able to draw the inferences. It was noticed by the end of the fifth activity that they could able to comprehend elements of the image and characters. Hence, it can be said that they reached the level of weak.

The following table shows the progress of participants pertaining to writing skill during the five activities of Image recall.

TABLE 4.18 PROFILE OF THE PRE SERVICE SECONDARY TEACHERS IN WRITING SKILL DURING IMAGE RECALL

SCALE			Code of Trainee										
			A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11
Components of Writing skill	GRAMMAR	EW									R1	R1	R1
		VW									R2R3	R2R3	R2R3
		W		R1	R1	R1	R1			R1	R4R5	R4R5	R4R5
		A		R2R3	R2R3	R2R3	R2R3	R1	R1	R2R3			
		G	R1	R4R5	R4R5	R4R5	R4R5	R2R3	R2R3	R4R5			
		VG	R2R3					R4	R4R5				
		E	R4R5					R5					
	VOCABULARY	EW									R1R2	R1R2	R1R2
		VW		R1	R1	R1	R1				R3	R3	R3
		W		R2R3	R2R3	R2R3	R2R3			R1	R4R5	R4R5	R4R5
		A		R4	R4	R4	R4		R1	R2R3			
		G	R1	R5	R5	R5	R5	R1	R2R3	R4R5			
		VG	R2R3					R2R3	R4R5				
		E	R4R5					R4R5					
	MECHANICS	EW									R1	R1	R1
		VW									R2R3	R2R3	R2R3
		W		R1	R1	R1	R1			R1	R4R5	R4R5	R4R5
		A		R2R3	R2R3	R2R3	R2R3		R1	R2R3			
		G	R1	R4R5	R4R5	R4R5	R4R5	R1	R2R3	R4R5			
		VG	R2R3					R2R3	R4R5				
		E	R4R5					R4R5					
	RELEVANCE	EW									R1	R1	R1
		VW									R2R3	R2R3	R2R3
		W		R1	R1	R1	R1			R1	R4R5	R4R5	R4R5
		A		R2R3	R2R3	R2R3	R2R3		R1	R2R3			
		G	R1	R4R5	R4R5	R4R5	R4R5	R1	R2R3	R4R5			
		VG	R2R3					R2R3	R4R5				
		E	R4R5					R4R5					

Note: R stands for image recall

Grammar

A perusal of table no.4.18 reveals that A1 was at the level of good during the first activity. A1 was able to describe image with simple sentences, able to describe the image with correct functions, able to convey the tone in writing and able to use required punctuation marks. But, A1 was not able to express ideas based on image and not able to describe image with grammatical range in sentence. It was noticed b y the end of the fifth activity that A1 could describe image with simple sentence, able to describe image with correct functions, able to convey the tone in writing, able to use required punctuation marks, able to express ideas based on image and able to describe image with grammatical range in sentence. Hence, it can be said that A1 reached the level of excellent.

A perusal of table no.4.18 reveals that A6 was at the level of average during the first activity. A6 was not able to use required punctuation marks, not able to express ideas based on image and not able to describe image with grammatical range in sentence. It was noticed by the end of the fifth activity that A6 could describe image with simple sentence, able to describe image with correct functions, able to convey the tone in writing, able to use required punctuation marks, able to express ideas based on image and able to describe image with grammatical range in sentence. Hence, it can be said that A6 reached the level of excellent.

A perusal of table no.4.18 reveals that A2, A3, A4, A5 & A8 were at the level of weak. They were not able to use required punctuation marks, not able to convey the tone in writing, not able to express ideas based on image and not able to describe image with grammatical range in sentence. It was noticed by the end of the fifth activity that they could describe image with simple sentences or proper functions, use required punctuation marks and express ideas based on image. A7 could go one step ahead by describing image with grammatical range in sentence. Hence, it can be said that they reached the level of good and A7 reached the level of good.

A perusal of table no.4.18 reveals that A7 was at the level of average during the first activity. A6 was not able to use required punctuation marks, not able to express ideas based on image and not able to describe image with grammatical range

in sentence. It was noticed by the end of the fifth activity that A7 could describe image with simple sentence, able to describe image with correct functions, able to convey the tone in writing, able to use required punctuation marks, able to express ideas based on image. Hence, it can be said that A7 reached the level of very good.

A perusal of table no.4.18 reveals A9, A10, A11 were at the level of extremely weak during the first activity. They were not able to describe image with proper functions, to use required punctuation marks, not able to express ideas based on image, not able to convey the tone in writing, not able to describe image with grammatical range in sentence and Not able to articulate idea in writing. It was noticed by the end of the fifth activity that they could use required punctuation marks,express ideas based on image and describe image with grammatical range in sentence. Hence, it can be said that they reached the level of weak.

Vocabulary

A perusal of table no.4.18 reveals that A1 & A6 were at the level of good during the first activity. They were able to use required word, able to express ideas in proper words, able to change word as per the grammatical requirement, they were not dealing with limited vocabulary, but, they were repeating words again and again and not able to understand difference of words. It was noticed by the end of the fifth activity that they could use required word, could express ideas in proper words, change word as per the grammatical requirement, they were dealing with rich vocabulary; they were not repeating words again and again   and   they could understand difference of words. Hence, it can be said that they reached the level of excellent.

A perusal of table no.4.18 reveals that A2,A3,A4,A5 were at the level of very weak during the first activity. They were not able to express ideas in proper words, not able to change word as per the grammatical requirement, they were dealing with limited vocabulary, they were repeating words again and again. It was noticed by the end of the fifth activity that they could use required word, could express ideas in proper words, change word as per the grammatical requirement. Hence, it can be said that they reached the level of good.

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A perusal of table no.4.18 reveals that A7 was at the level of average during the first activity. A7 was not able to understand difference of words, they were dealing with limited vocabulary, A7 were repeating words again and again. It was noticed by the end of the fifth activity that A7 could   A7 could reach the level of very good. Investigator observed that A7 could use required word, could express ideas in proper words, change word as per the grammatical requirement, with rich vocabulary. Hence, it can be said that A7 reached the level of very good.

A perusal of table no.4.18 reveals that A8 was at the level of weak during the first activity. A8 was were dealing with limited vocabulary, repeating words again and again, not able to change word as per the grammatical requirement and not able to understand difference of words. It was noticed y the end of the fifth activity that A8 could use required word, could express ideas in proper words, change word as per the grammatical requirement and apply required vocabulary. Hence, it can be said that A8 reached the level of good.

A perusal of table no.4.18 reveals that A9,A10,A11 were at the level of extremely weak during the first activity. Investigator observed that they were not able to use required word, not able to express ideas in proper words, not able to change word as per the grammatical requirement, they were dealing with limited vocabulary, they were repeating words again and again and they were not able to understand difference of words. It was noticed by the end of the fifth activity that they could use required word and could express ideas in proper words but, could not change word as per the grammatical requirement, they were dealing with limited   vocabulary, they not   repeating words again and again, could not understand difference of words. Hence, it can be said that they reached the level of weak.

Mechanics

A perusal of table no.4.18 reveals that A1& A6 were at the level of good during the first activity. They were able to produce legible hand writing, able to use punctuation marks, , able to express ideas in proper words or sentences, but not able to develop presentation of the ideas through writing and not able to use correct spelling. It was noticed by the end of the fifth activity that they could produce legible

hand writing, could use punctuation marks, could use correct spelling, could express ideas in proper words or sentences, describe image with proper function and could develop presentation of leas through writing. Hence it can be said that they reached the level of excellent.

A perusal of table no.4.18 reveals that A2,A3,A4,A5 & A8 were at the level of weak during the first activity. They were not able to use punctuation marks, not able to use correct spelling, not able to express ideas in proper words or sentences, not able to develop presentation of leas through writing. It was noticed by the end of the fifth activity they could produce legible hand writing, could use punctuation marks, could use correct spelling, could express ideas in proper words or sentences, describe image with proper function. Hence, it can be said that they reached the level of very good.

A perusal of table no.4.18 reveals that A7 was at the level of average during the first activity. Investigator observed that A7 was not able not able to use punctuation marks, not able to use correct spelling, not able to express ideas in proper words or sentences, not able to develop presentation of ideas through writing. It was noticed by the end of the fifth activity they could produce legible hand writing, could describe image with proper functions, could use punctuation marks, could use correct spelling, could express ideas in proper words or sentences. Hence, it can be said that A7 reached the level of very good.

A perusal of table no.4.18 reveals that A9, A10, A11 were at the level of extremely weak, during the first activity. They were not able to produce legible hand writing, not able to use punctuation marks, not able to express ideas with proper functions, not able to use correct spelling, not able to express ideas in proper words or sentences, not able to develop presentation of leas through writing. It was noticed by the end of the fifth activity that they could produce legible hand writing, could express ideas in proper words or sentences but could not use punctuation marks, could not use correct spelling, , could not develop presentation of leas through writing. Hence, it can be said that they reached the level of weak.

Relevance

A perusal of table no.4.18 reveals that A1&A6 were at the level of good during the first activity. They were able to produce relevant vocabulary, able to apply relevant functions, able to deal with exercise, able to classify information in written form. But, they were not able to articulate idea in written form and not able to produce relevant content. It was noticed by the end of the fifth activity that they could produce relevant vocabulary, able to apply relevant functions, able to deal with exercise, able to classify information in written form, able to articulate idea in written form and able to produce relevant content. Hence, it can be said that they reached the level of excellent.

A perusal of table no.4.18 reveals that A2, A3, A4, A5 & A8 were at the level of weak during the first activity. They were not able to deal with exercise, not able to classify information in written form, not able to articulate idea in written form and not able to produce relevant content. It was noticed by the end of the fifth activity that they could produce relevant vocabulary, apply relevant function, able to deal with exercise and able to classify information in written form. Hence, it can be said that they reached the level of good.

A perusal of table no.4.18 reveals that A7 was at the level of average during the first activity. A7 was not able to classify information in written form, not able to articulate idea, and not able to produce relevant content. It was noticed by the end of the fifth activity, that A7 could produce relevant vocabulary, able to apply relevant functions, able to deal with exercise, able to classify information in written form, able to articulate idea in written form. Hence, it can be said that A7 reached the level of very good.

A perusal of table no.4.18 reveals that A9, A10, A11 were at the level of extremely weak, during the first activity. They were not able to produce relevant vocabulary, not able to apply relevant functions, not able to deal with exercise, not able to classify information in written form, not able to articulate idea in written form and not able to produce relevant content. It was noticed by the end of the fifth activity that they could produce relevant vocabulary and apply relevant function. But, they were not able to deal with exercise , not able to classify information in written form, not able to articulate idea in written form and not able to produce relevant content. Hence, it can be said that they reached the level of weak.

In order to find out the progress of students in speaking and listening skill a graph was plotted which is presented below:

Note:7 stands for excellent, 6 stands for very good, 5 stands for good, 4 stands for average,3 stands for weak, 2 stands for very weak and 1 stands for extremely weak.

GRAPH 11 READING SKILL IN IMAGE RECALL
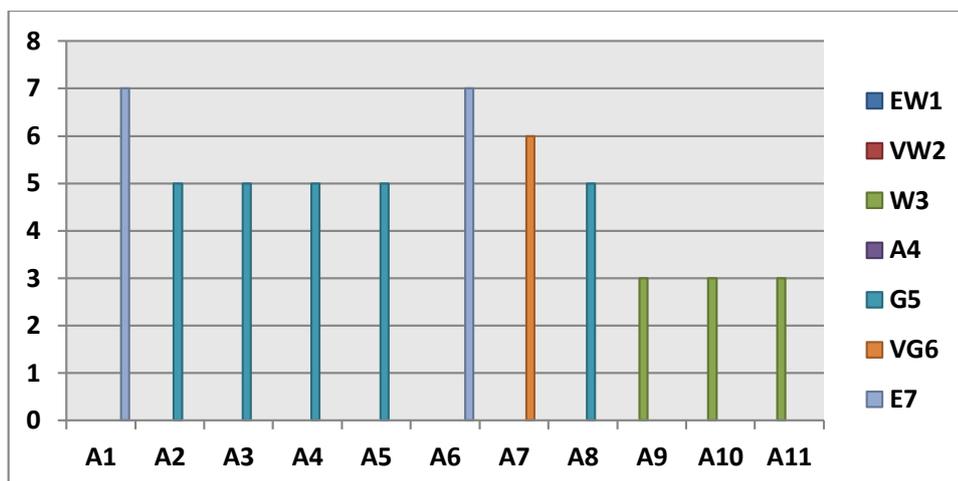
A perusal of graph no. 11 reveals that A9, A10 and A11 could reach up to the level of weak. A7 could reach up to the level of very good. A1 and A6 could reach up to the level excellent. The rest of all the participants could reach up to the level of good.

GRAPH NO.12 WRITING SKILL IN IMAGE RECALL
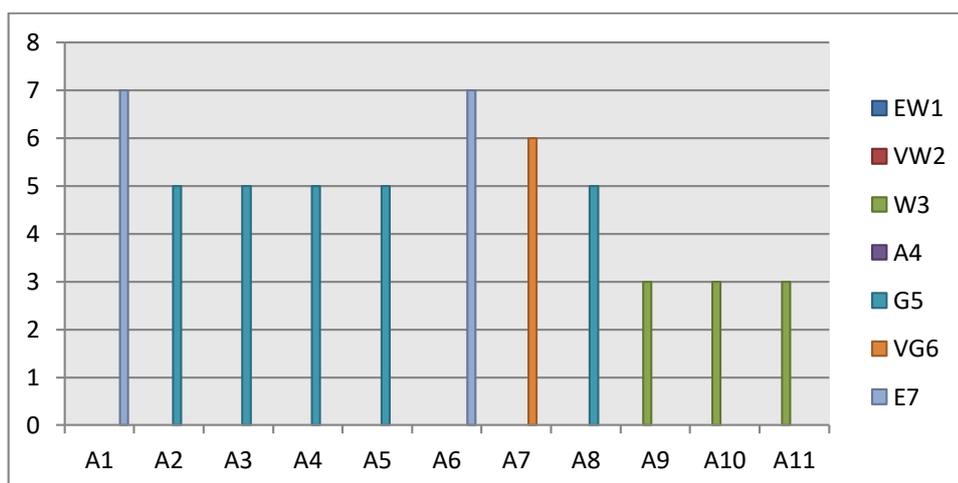
A perusal of graph no. 12 reveals that A9, A10 and A11 could reach up to the level of weak. A7 could reach up to the level of very good. A1 and A6 could reach up to the level excellent. The rest of all the participants could reach up to the level of good.

Group Discussion Regarding Activity

In this activity, the Investigator showed various images very quickly. All students observed those images in short span and they tried to recall the image and write something about it. It depends on how they observed those images. Each student individually tried to narrate observations. At the end of the session all the students shared their perception. The investigator asked following questions during group discussion.

The investigator asked first question "Did you enjoy Image Recall?" Six pre service secondary teachers said that they enjoyed image recall. Three preservice secondary teachers said it was satisfactory. Three pre service secondary teachers said that they did not enjoy image recall. They gave following reasons:

A9 "It was alone activity. I do not getting support from other group members"

A10 "it was difficult for me because very fast"

A11 "I could not remember the image."

The investigator asked second question "Did Image recall develop your vocabulary of English language? In response to this question following answers were received:

 A1 : *'yes'*

A6: '*This activity encourages us to find out more words."*

A1 : *" Image recall gave us variety of situation to use vocabulary"*

A2 : *"Image recall encouraged us to narrate our observation in written form wherein*

  vocabulary plays important role."

A3 : *"Vocabulary played important role"*

A4 : *" It gave us good practice of Brain Storming"*

A5, A7 and A8 did not give any reply regarding this question.

The investigator asked further question 'did you ever find difficulties in these activities? In response to this question following answers were received:

A9 : " I cannot recall image fast"

A10 : " I was not able to narrate whatever I saw"

A11 : " Difficult without the support of other members"

The investigator also asked "which skills gets maximum enhancement?" "All the pre service secondary teachers said that during the implementation of image recall only writing skill could be enhanced. Investigator also asked "How does this activity differ from other activity? They did not find newness in this activity.

The investigator asked "how does image recall make Class room English language more interesting?" In response to this question variety of answer received.

According to A9, A10 and a11, image recall was not group activity. So, we could not take support from other participants which were not good for us.

A6 : *"Image recall made classroom teaching more interesting because it gave each participant scope to enhance individual skills as well as Imagination."*

A1 : *"Image recall gave more preference to writing skill which I did not like.'*

A4 : *"Instead of individual activity, group activities are always good for the*

   participants.

The investigator invited some suggestions regarding the activity. In response to this question following suggestions were made:

A3 : *"In Image recall timing is very important. In my view, simple image should be taken during this activity. Itis difficult to recall complex Image.*

A7 said *"Proper guidance should given to the student before conducting this activity"*

A4: *'Image based activity gives us encouragement to apply English language'*

The Observations of Investigator

On the basis of the analysis of the information obtained through the activity image recall pertaining to reading and writing skill, it can be said that the activity image recall gave an opportunity to enhance all reading and writing skills. The discussion revealed that image recall was helpful to enhance vocabulary. According to the participants, it gave direction of thinking. It gave an opportunity for brainstorming too. The difference of opinion was found between A1 and A6 pertaining to image recall. A1 stated that image recall gave preference to writing skill only which was not good whereas A6 recommended that image recall made classroom teaching more interesting because it gave each participant scope to enhance individual skills as well as imagination. On the other side, some of the participants said that they could not perform better because it was individual activity. They could not get help of co partners. During group discussion it was stated that selection of image also played important role in activity. Through the observation, it was also noticed that as compared to group or pair activity, individual activities are more difficult for mediocre students.

Overall Performance of Participants

In the present study, each participant passed through four activities viz, describe and draw, image recall, creating image and image analysis. According to the nature of activity, skills were observed during the implementation. In the previous section analysis of performance of all the sample participants teachers have been presented. In this section, the overall performance of each sample participants pertaining to listening, speaking, reading and writing during the implementation of all four activities viz. **Describe and draw, Interpreting image, Creating image and Image recall** have been presented between table 4.19 and 4.29.

TABLE NO. 4.19 THE PERFORMANCE OF A1 IN LSRW DURING THE IMPLIMENTATION OF ALL FOUR ACTIVITIES

PARTICIPANTS	ACTIVITY & CODE		LISTENING							SPEAKING							READING							WRITINGING						
			EW	VW	W	A	G	VG	E	EW	VW	W	A	G	VG	E	EW	VW	W	A	G	VG	E	EW	VW	W	A	G	VG	E
A1	IMAGE RECALL (IW)	R1																			√								√	
		R2																			√								√	
		R3																				√								√	
		R4																				√								√	
		R5																					√								√
	DESCRIBE & DRAW	D1			√								√																	
		D2				√								√																
		D3					√							√																
		D4						√							√															
		D5							√							√														
	CREATING IMAGE	T1					√						√								√								√	
		T2					√							√							√								√	
		T3				√								√								√								√	
		T4				√										√						√								√	
		T5							√							√						√								√
	INTERPRETIG IMAGE	M1			√								√								√							√		
		M2					√							√							√								√	
		M3						√							√						√								√	
		M4						√							√							√								√	
		M5							√							√						√								√

202

From table no.4.19 it can be observed that A1 has shown consistent improvement in all the four skills. However, looking at individual skill, A1 progressed form good to excellent in reading and writing skill. Moreover, A1 progressed from average to excellent in speaking and weak to excellent in listening respectively. In the case of listening A1 reached the level of excellent but starting point was weak. During interaction with Investigator, A1 stated that "*got motivation to find out new words. It gave various situations for speaking".* This statement indicates that the activities gave an opportunity to find out new words for new situations. Besides, it gave good environment to enhance speaking skill too. In the same direction one more statement uttered by A1 "*during discussion lots of words come in the mind. Our partners also play a very important role".* This statement indicates the importance of partner in the group activities. About creating image A1 said *"Creating image gave an opportunity to interact in group".* On the other side, about image recall A1 said "*Image recall gave more preference to writing skill which I did not like.'* Image recall was individual activity and during this activity only writing and reading skills were observed. This statement indicates that pair work and group work were comparatively more convenient as compare to the individual activity. The investigator also observed that A1 played the role of group leader during the pair work or the group work.

TABLE NO. 4.20 THE PERFORMANCE OF A2 IN LSRW DURING THE IMPLIMENTATION OF ALL FOUR ACTIVITIES

PARTICIPANTS	ACTIVITY & CODE		LISTENING							SPEAKING							READING							WRITINGING						
			EW	VW	W	A	G	VG	E	EW	VW	W	A	G	VG	E	EW	VW	W	A	G	VG	E	EW	VW	W	A	G	VG	E
A2	IMAGE RECALL (IW)	R1																	√							√				
		R2																	√							√				
		R3																		√								√		
		R4																		√								√		
		R5																				√							√	
	DESCRIBE & DRAW	D1		√								√																		
		D2			√								√																	
		D3				√								√																
		D4				√									√															
		D5					√								√															
	CREATING IMAGE	T1		√									√							√								√		
		T2			√									√						√									√	
		T3				√									√						√								√	
		T4					√									√					√									√
		T5						√								√						√								√
	INTERPRETIG IMAGE	M1	√									√							√							√				
		M2		√									√							√							√			
		M3			√									√							√							√		
		M4				√									√							√							√	
		M5					√									√							√							√

204

From Table no. 4.20 it can be observed that A2 has shown the improvement in all the four skills. However, looking at individual skill, A2 progressed form weak to good in reading and weak to very good in writing respectively. Moreover, A2 progressed from very weak to good in listening and very weak to very good in speaking respectively. Hence, it can be said that A2 crossed maximum five levels in speaking. During the interaction with the Investigator, regarding image recall, A2 stated*"Image recall encouraged to narrate our observation in written form. Vocabulary played important role."* This statement indicates that the participants have understood the importance of vocabulary to learn the language. Regarding describe and draw, A2 stated*"images were eye catchy"* Further A2 said "*It developed our understanding".* In the context of the language learning it can be concluded that the images triggers thinking process in the mind of the participants which encourage them to find out new the word and discussion generates better comprehension. Regarding creating image, A2 stated *"it gave motivation to think in English language."* These statements of the participant indicate that visual literacy based activity some or other way enhances LSRW.

A perusal of table no 4.20 reveals that A2 reached the level of very good in reading and writing during group activity. Further, in the individual activity, A2 reached the level of good. It indicates that the performance can be improved in group or pair activity. Further, a perusal of table no.4.20 reveals that A2 reached the level of very good maximum time in speaking and writing. The performance of A2 indicates two trends: A2 could perform better in the group activities; Second, maximum enhancement took place in Speaking skill and writing skill.

TABLE NO.4.21 THE PERFORMANCE OF A3 IN LSRW DURING ALL FOUR ACTIVITIES

PARTICIPANTS	ACTIVITY	CODE	LISTENING							SPEAKING							READING							WRITINGING						
			EW	VW	W	A	G	VG	E	EW	VW	W	A	G	VG	E	EW	VW	W	A	G	VG	E	EW	VW	W	A	G	VG	E
A3	IMAGE RECALL (IW)	R1																	√							√				
		R2																	√							√				
		R3																	√								√			
		R4																		√							√			
		R5																	√									√		
	DESCRIBE & DRAW	D1		√								√																		
		D2			√								√																	
		D3				√								√																
		D4					√							√																
		D5					√							√																
	CREATING IMAGE	T1	√									√									√							√		
		T2		√									√						√										√	
		T3			√								√							√									√	
		T4				√								√								√								√
		T5					√								√					√										√
	INTERPRETIG IMAGE	M1	√									√							√								√			
		M2		√									√								√						√			
		M3			√									√							√								√	
		M4				√									√							√							√	
		M5					√									√				√										√

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From table no.4.21 it can be observed that A3 has shown the improvement in all the four skills. However, looking at individual skill, A3 progressed from extremely weak to good in listening and weak to very good in speaking respectively. Moreover, A3 progressed from very weak to good in reading and weak to very good in writing respectively. During interaction with the Investigator, regarding image recall, A3 stated "*In the narration of image, vocabulary played important role*" This statement indicates that it is necessary to have sound vocabulary to deal with such activity. Besides, this activity encourages participants to enhance vocabulary too. Further, A3 said, "*In Image recall timing is very important, simple image should be taken during this activity. It is difficult to recall complex Image.*" This statement indicates that simple image gives more opportunity to enhance language. On the other way, complex image may create confusion in the mind of participants. A3 could reach up to the level of good in listening skill and very good in speaking skill. About describe and draw A3 stated "*It was pair activity. Our activity partner's help gives us strength.*" This statement indicates that motivation of co partners play very important role during such activity. Further, A3 says "*during activity we got chance to enhance our drawing skill also. Normally students also like drawing based activity.*" Investigator also came to know that apart from the basic skills, participants enjoyed sub skills like drawing and sketching.

The intent of the present study was to see the role of image in the enhancement of LSRW. During group discussion participants shared their views regarding the activity which supported the investigator to reach at the final discussion of the study. A3 stated "*it was different because it gave scope to discuss and share ideas with each other*" This statement indicates that speaking skill get preference during this activity. Added further, "*Images give direction to find out vocabulary.*"

A perusal of table no 4.21 reveals that A3 reached the level of very good in reading and writing during group activity. Further, in the individual activity, A3 reached the level of good. Further, a perusal of table no.4.21 reveals that A3 reached the level of very good maximum time in speaking and writing. The performance of A3 indicates two trends: A3 could perform better in the group activities; Second, maximum enhancement took place in Speaking skill and writing skill.

TABLE NO 4.22 THE PERFORMANCE OF A4 IN LSRW DURING THE IMPLEMENTATION OF ALL FOUR ACTIVITIES

A4			EW	VW	W	A	G	VG	E	EW	VW	W	A	G	VG	E	EW	VW	W	A	G	VG	E	EW	VW	W	A	G	VG	E
	IMAGE RECALL (IW)	RI																		√							√			
		R2																		√							√			
		R3																			√							√		
		R4																			√							√		
		R5																				√							√	
	Describe & Draw	D1		√									√																		
		D2			√									√																	
		D3				√									√																
		D4					√									√															
		D5					√									√															
	Creating Image	T1		√									√								√								√		
		T2			√									√							√									√	
		T3				√									√							√								√	
		T4					√									√							√								√
		T5						√								√							√								√
	Image Analysis	K1	√									√							√									√			
		M2		√									√								√								√		
		M3			√									√							√								√		
		M4				√									√								√								√
		M5					√									√								√							√

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From table no.4.22 it can be observed that A4 has shown the improvement in all the four skills. However, looking at individual skill, A4 progressed from very weak to good in listening and weak to very good in speaking respectively. Moreover, A4 progressed from weak to good in reading and weak to very good in writing respectively. During interaction with Investigator, regarding the image recall, A4 revealed *"It gave us good practice of Brain Storming."* This statement indicates that the image based activity encourage the participants critical thinking and during this churning lots of opportunity comes for language to be enhanced. Further, A4 says *"Instead of individual activity, group activities are always good for the participants."* Through this statement the investigator came to know that the participants give preference to group activity or pair activity. About describe and draw A4 stated*"Describe and Draw was pair activity. One person would narrate picture through words and the other person would listen it and draw. Here, sometimes it was very difficult to explain details of image to our co partner. Those difficulties made us realize to improve our vocabulary and narration."* This statement indicates that visual literacy based activities are able to create situation where the participants takes initiatives to enhance the components of basic skills of language learning.

About creating image A4 stated , *"Through this activity we share views of each other which give lots of confidence to develop speaking skill."* This statement draw our attention towards one fact that during language teaching learning process it is necessary to create situation where lots of sharing takes place.

About interpreting image A4 stated *"interpreting image gives good scope to exchange ideas with partner."*A perusal of table no 4.22 reveals that A4 reached the level of very good in reading and writing during group activity. Further, in the individual activity, A4 reached the level of good. Further, a perusal of table no.4.22 reveals that A4 reached the level of very good most of the time in speaking and writing. The performance of A4 indicates two trends: A4 could perform better in the group activities; Second, maximum enhancement took place in Speaking skill and writing skill.

TABLE NO.4.23 THE PERFORMANCE OF A5 IN LSRW DURING THE IMPLEMENTATION OF ALL FOUR ACTIVITIES

PARTICIPANTS	ACTIVITY & CODE		LISTENING							SPEAKING							READING							WRITINGING						
			EW	VW	W	A	G	VG	E	EW	VW	W	A	G	VG	E	EW	VW	W	A	G	VG	E	EW	VW	W	A	G	VG	E
A5	IMAGE RECALL (IW)	R1																	✓							✓				
		R2																		✓						✓				
		R3																		✓							✓			
		R4																			✓						✓			
		R5																			✓							✓		
	DESCRIBE & DRAW	D1		✓								✓																		
		D2			✓								✓																	
		D3				✓								✓																
		D4					✓								✓															
		D5					✓								✓															
	CREATING IMAGE	T1		✓							✓									✓								✓		
		T2			✓								✓								✓								✓	
		T3				✓								✓								✓							✓	
		T4					✓								✓								✓							✓
		T5						✓								✓							✓							✓
	INTERPRETIG IMAGE	M1		✓								✓							✓								✓			
		M2			✓								✓								✓								✓	
		M3				✓								✓							✓							✓		
		M4				✓									✓							✓							✓	
		M5					✓									✓						✓								✓

From table no.4.23 it can be observed that A5 has shown the improvement in all the four skills. However, looking at individual skill, A5 progressed from very weak to good in listening and very weak to very good in speaking respectively. Moreover, A5 progressed from weak to good in reading and weak to very good in writing respectively. During interaction with Investigator, regarding image recall, A5 did not give any response to the questions. Regarding describes and draw A5 stated *"Through the activity, we got inspiration to find out more words."* Again, it has been indicated that visual literacy based activity (specifically pair and group activity) gives an opportunity to enhance the vocabulary. Further A5 added, "Good for listening and speaking." About creating image also A5 expressed the same opinion "Develop our vocabulary".

During group discussion, A5 stated , *"it gives good scope for sharing of ideas and listening ideas of others"*. This statement indicates about the enhancement of listening and speaking skill. Further A5 says *"it encouraged us to refer dictionary".* Hence, it can be assumed that these activities encourage the participants to refer more words to understand images and interact in a more comprehensive way with co partners. One more important issue was raised by A5 during the focused group discussion "it *was group activity so; we got an opportunity to interact with each other."*The investigator also noticed the inclination of the participants for group or pair activity. Besides, A5 said, *" image analysis developed their creativity."*

A perusal of table no 4.23 reveals that A5 reached the level of very good in reading and writing during group activity. Further, in the individual activity, A5 reached the level of good.   Further, a perusal of table no.4.23 reveals that A5 reached the level of very good most of the time in speaking and writing. The performance of A5 indicates two trends: A5 could perform better in the group activities; Second, maximum enhancement took place in Speaking skill and writing skill.

TABLE NO. 4.24 THE PERFORMANCE OF A6 IN LSRW DURING THE IMPLEMENTATION OF ALL FOUR ACTIVITIES

PARTICIPANTS	ACTIVITY & CODE		LISTENING							SPEAKING							READING							WRITINGING						
			EW	VW	W	A	G	VG	E	EW	VW	W	A	G	VG	E	EW	VW	W	A	G	VG	E	EW	VW	W	A	G	VG	E
A6	IMAGE RECALL (IW)	R1																			√							√		
		R2																				√						√		
		R3																				√							√	
		R4																					√						√	
		R5																					√							√
	DESCRIBE & DRAW	D1			√								√																	
		D2				√								√																
		D3					√								√															
		D4						√								√														
		D5							√							√														
	CREATING IMAGE	T1					√						√							√							√			
		T2					√							√						√								√		
		T3						√							√							√							√	
		T4						√								√						√								√
		T5							√							√							√							√
	INTERPRETIG IMAGE	M1				√							√								√							√		
		M2					√							√									√					√		
		M3						√							√								√						√	
		M4						√								√								√						√
		M5							√								√							√						√

From table no.4.24 it can be observed that A6 has shown the consistent improvement in all the four skills. However, looking at individual skill, A6 progressed from average to excellent in listening and speaking respectively. Moreover, A6 progressed from average to excellent in reading and writing respectively. During interaction with the Investigator, regarding image recall, A6 stated, "*Image recall made classroom teaching more is interesting because it gave each participant scope to enhance individual skills as well as Imagination.*" It was an individualistic perception. Further A6 accepted that 'This *activity encourages us to find out more words.*" A6 shared very critical view about describe and draw. A6 stated, "*During description, we realized that we did not have sufficient vocabulary to narrate picture.*" Further, A6 added "*we started referring new words*" This statement indicates that visual literacy based activity creates self awareness among the participants to explore more reading or more situation through which they get more experience of language. Further, A6 appreciates describe and draw too. A6 said, "this activity gave an opportunity for active participation." The participants are the pre service secondary teachers in the present study. Therefore, it was necessary and expected that they should understand teaching learning process and give their feed back to improve the present activity. A6 gave a useful advice "as per the age group of child the images should be changed."

About crating image A6 said, "All participants took active participation" During group discussion investigator came to know through A6 "*speaking and writing got more scope to get enhanced*". Further added, "*it motivated us to find out English name of various situations.*" Suggestions are made to introduce such activities in our school syllabus.

A perusal of table no 4.24 reveals that A6 reached the level of excellent all the four skills. Further, a perusal of table no.4.24 reveals that A6 was consistent in the performance. The second important fact was whether group activity or individual, the performance of A6 was not affected much. The performance of A6 indicates one trend: Those who are good at the basic skills, their performance never affect with the type of the activity.

TABLE NO. 4.25 THE PERFORMANCE OF A7 IN LSRW DURING THE IMPLEMENTATION OF ALL FOUR ACTIVITIES

PARTICIPANTS	ACTIVITY & CODE		LISTENING							SPEAKING							READING							WRITINGING						
			EW	VW	W	A	G	VG	E	EW	VW	W	A	G	VG	E	EW	VW	W	A	G	VG	E	EW	VW	W	A	G	VG	E
A7	IMAGE RECALL (IW)	R1																		√							√			
		R2																			√							√		
		R3																			√							√		
		R4																				√								√	
		R5																				√								√	
	DESCRIBE & DRAW	D1		√									√																		
		D2			√									√																	
		D3				√									√																
		D4					√									√															
		D5					√									√															
	CREATING IMAGE	T1		√									√								√							√			
		T2			√									√							√									√	
		T3				√									√							√								√	
		T4				√										√						√								√	
		T5						√								√							√							√	
	INTERPRETIG IMAGE	M1	√									√								√							√				
		M2		√									√									√						√			
		M3			√									√								√							√		
		M4				√									√								√							√	
		M5					√								√								√								√

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From table no.4.25 it can be observed that A7 has shown the improvement in all the four skills. However, looking at individual skill, A progressed from very weak to good in listening and from weak to very good in speaking respectively. Moreover, A6 progressed from average to very good in reading and from average to very good in writing respectively. During the interaction with the investigator, regarding image recall, A7 stated, *"Proper guidance should be given to the student before conducting this activity."* This statement indicates that proper orientation is always essential for introducing new activity. As data indicates that A7 could perform better in the speaking skill during describe and draw. A7 gives various reasons for it. First, *"Sometimes it was difficult to understand image. But gradually we developed our skills to understand it."* Second, *"during activity one parson describes and the other draw sketch. Good conversation took place during activity"* Third, *"this activity gave lots of opportunity to speak. During narration of the picture, it was sometimes very challenging to describe particular image to our partner. This activity taught us how to use simple and easy sentences to describe image."* Fourth, *"teacher should be facilitator during the implementation of the activity."* Once again it has been proved that describe and draw is useful to enhance speaking skill. Second, pair activity or group activities are effective to enhance skills of language. Regarding creating image also A7 expressed the positive response, *"Creating image was group activity which gave us ample of opportunity to speak, to listen, to read and to write"*.

In the group discussion, A7 accepted, *"with the help of image good discussion takes place which enhance all the Skills"* Further, *"interpreting image encouraged them to think critically"*, *"this activity made us actively involved"*, *"Interpreting image could give good speaking practice."*.

A perusal of table no 4.25 reveals that A7 reached the level of very good in reading and writing during group activity. Further, in the individual activity, A7 reached the same level of very good. Further, a perusal of table no.4.25 reveals that A7 reached the level of good or very good in all the skill and in all type of activity.

TABLE NO. 4.26 THE PERFORMANCE OF A8 IN LSRW DURING THE IMPLEMENTATION OF ALL FOUR ACTIVITIES

PARTICIPANTS	ACTIVITY & CODE		LISTENING							SPEAKING							READING							WRITINGING						
			EW	VW	W	A	G	VG	E	EW	VW	W	A	G	VG	E	EW	VW	W	A	G	VG	E	EW	VW	W	A	G	VG	E
A8	IMAGE RECALL (IW)	R1																		√							√			
		R2																			√							√		
		R3																			√							√		
		R4																				√							√	
		R5																				√							√	
	DESCRIBE & DRAW	D1		√								√																		
		D2			√									√																
		D3				√									√															
		D4					√									√														
		D5					√									√														
	CREATING IMAGE	T1			√						√										√							√		
		T2				√							√									√							√	
		T3					√							√								√							√	
		T4						√						√									√							√
		T5						√								√							√							√
	INTERPRETIG IMAGE	M1	√										√						√							√				
		M2		√										√						√								√		
		M3			√										√						√							√		
		M4				√										√							√						√	
		M5					√									√							√							√

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From table no.4.26 it can be observed that A8 has shown improvement in all the four skills. However, looking at individual skill, A8 progressed from very weak to good in listening and weak to very good in speaking respectively. Moreover, A8 progressed from average to very good in reading and weak to very good in writing respectively. During interaction with Investigator, regarding describes and draw, A8 stated , "*Initially it was difficult to frame sentences.*" This statement indicates that this type of activity gives them practice to deal with basic aspects of language learning. This type churning builds their capacity to deal with language to express their ideas. Further A8 said, "Describe and Draw gives an opportunity to listen to co partners." It indicates that how enhancement of listening takes place during this activity.

About crating image A8 stated , "Images inspire us to think." This statement indicates that images play the role of spur to enhance basic components of language skills. According to A8, *"Images generate vocabulary."* The majority of the participants accepted that this type of activities is helpful to enhance vocabulary. Regarding image recall A8 did not give any response. A perusal of table no. 4.26 reveals that A8 reached at the level of very good in speaking skills during the all three activities.

TABLE NO. 4.27 THE PERFORMANCE A9 IN LSRW DURING THE IMPLEMENTATION OF ALL FOUR ACTIVITIES

PARTICIPANTS	ACTIVITY & CODE		LISTENING							SPEAKING							READING							WRITINGING						
			EW	VW	W	A	G	VG	E	EW	VW	W	A	G	VG	E	EW	VW	W	A	G	VG	E	EW	VW	W	A	G	VG	E
A9	IMAGE RECALL (IW)	R1															√							√						
		R2															√							√						
		R3																√							√					
		R4																√							√					
		R5																	√							√				
	DESCRIBE & DRAW	D1	√							√																				
		D2		√							√																			
		D3			√							√																		
		D4				√							√																	
		D5				√									√															
	CREATING IMAGE	T1	√							√	√							√								√				
		T2		√							√							√										√		
		T3			√								√						√								√			
		T4				√							√					√											√	
		T5				√							√							√									√	
	INTERPRETIG IMAGE	M1	√							√							√							√						
		M2		√							√							√							√					
		M3			√							√							√							√				
		M4				√							√							√							√			
		M5				√							√							√								√		

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From table no.4.27 it can be observed that A9 has shown little improvement in all the four skills. However, looking at individual skill, A9 progressed from extremely weak to weak in reading and writing skills during image. Image recall was individual activity. During the group activity, A9 could progress at the level of very good in the same skill (Reading and Writing). During all the activity, starting point was extremely weak, very weak or weak. During interaction with the investigator, regarding image recall, A9 stated , "It was individual activity. I did not get support from other group member." Further, *"I cannot recall image fast".*

During group discussion, the investigator asked various questions about describes and draw. The investigator could better understand the participants through their responses. Through discussion the investigator came to know that A9 joined this course by family pressure. A9 did not like teaching of English language because "could not speak in English language." A9 could not understand activity. In view of A9, it did not enhance vocabulary too. Investigator noticed that A9 avoided various question and decided to keep mum. Through the discussion, investigator reached at the conclusion that personal belief of the participant about subject plays very important role during the activity.

During creating image, A9 could reach up to the level of good in Listening skill, level of average in the speaking, reading and writing skills. About activity A9 said *"I am not understand half image, so it was difficult to take part in discussion with my group members.* During this discussion also A9 avoided answers.

During image analysis also, A9 could reach up to the level of average in all the skills. About activity A9 said "*I could not understand image most of the time."* Further A9 said "*I cannot take part actively because lack of vocabulary. I did it with support only".* A9 could not find any enhancement of vocabulary.

TABLE 4.28 THE PERFORMANCE OF A10 IN LSRW DURING THE IMPLEMENTATION OF ALL FOUR ACTIVITIES

PARTICIPANTS	ACTIVITY & CODE		LISTENING							SPEAKING							READING							WRITINGING						
			EW	VW	W	A	G	VG	E	EW	VW	W	A	G	VG	E	EW	VW	W	A	G	VG	E	EW	VW	W	A	G	VG	E
A10	IMAGE RECALL (IW)	R1															√							√						
		R2																√						√						
		R3																√							√					
		R4																	√						√					
		R5																	√									√		
	DESCRIBE & DRAW	D1	√							√																				
		D2		√							√																			
		D3			√							√																		
		D4				√							√																	
		D5				√									√															
	CREATING IMAGE	T1	√							√								√								√				
		T2		√							√								√									√		
		T3			√							√							√									√		
		T4				√							√							√									√	
		T5				√								√						√									√	
	INTERPRETIG IMAGE	M1	√							√							√							√						
		M2		√							√							√							√					
		M3			√							√							√							√				
		M4				√							√							√							√			
		M5				√							√							√								√		

From table no.4.28 it can be observed that A10 could reach up to the level of weak in the reading and writing skill. During group discussion, A10 said *"I was not able to narrate whatever I saw."* Further A10 said, "It was difficult for me because very fast." According to A10, image recall was not group activity. So, we could not take support from other participants which were not good for us (statement edited by the Investigator). These answers indicate again that individual activities are not very helpful to mediocre participants.

A10 could reach up to the level of average in the listening skill and level of good in the speaking skill during the implementation of describe and draw. During the group discussion the investigator came to know that A10 is not interested in teaching. Regarding activity A10 said, *"My basic grammar not clear"* Further A10 said it *is not possible to implement in lower classes."* Investigator noticed that A10 was not interested in teaching and also accepted that basic concepts of English language are yet not clear.

A10 could reach up to the level of average in the listening skill and the level of good in speaking, reading and writing skills during the implementation of creating image. During focused group discussion, A10 avoided all the answers except *"I did not find it interesting but my partners gave good support."*

A10 could reach up to the level of average in listening, speaking, reading and the level of good in writing skill during the implementation of activity. During group discussion A10 said, *"I could describe the image but could not understand interpretation."* Further A10 said "I cannot narrate the image." A10 could not find any enhancement of vocabulary. Hence, this discussion indicates that they need support to deal with such activity. It can be concluded that to carry out such activity group task plays very important role.

A perusal of table no.4.28 also reveals that A10 could reach the level of weak in reading and writing in the individual activity. Moreover, A10 could reach the level of average or good in the same skills in pair or group activity.

TABLE NO. 4.29 THE PERFORMANCE OF A11 IN LSRW DURING THE IMPLEMENTATION OF ALL FOUR ACTIVITIES

PARTICIPANTS	ACTIVITY & CODE		LISTENING							SPEAKING							READING							WRITINGING						
			EW	VW	W	A	G	VG	E	EW	VW	W	A	G	VG	E	EW	VW	W	A	G	VG	E	EW	VW	W	A	G	VG	E
A11	IMAGE RECALL (IW)	R1															√							√						
		R2															√							√						
		R3																√							√					
		R4																√							√					
		R5																	√									√		
	DESCRIBE & DRAW	D1	√								√																			
		D2		√								√																		
		D3			√								√																	
		D4				√								√																
		D5				√								√																
	CREATING IMAGE	T1	√							√	√						√										√			
		T2		√							√							√										√		
		T3			√								√							√								√		
		T4				√							√							√									√	
		T5				√								√						√									√	
	INTERPRETING IMAGE	M1	√							√							√							√						
		M2		√							√							√							√					
		M3			√							√							√							√				
		M4				√							√							√							√			
		M5				√							√							√								√		

From table no.4.29 it can be observed that that A11 could reach up to the level of weak in the reading and writing skill. About Image recall, A11 said "I could not recall the image." Further A11 said "*It was difficult to think about image without the support of other members."* According to A11, image recall was not group activity. So, we could not take support from other participants.

A11 could reach up to the level of average in the listening skill and the level of good in the speaking skill during the implementation of describe draw. During focus group discussion, A11 said. "*I have not interest in English."* According to A11, describe and draw did not enhance vocabulary. During discussion investigator felt that A11 was not interested to give answers of the questions.

A11 could reach up to the level of average in the listening, reading and writing skills during the implementation of creating image,. Only in the speaking skill A11 could reach up to the level of good. During group discussion, A11 said *"I can not took part in discussion I listened it carefully."* According to A11, creating image did not enhance vocabulary. During discussion, A11 did not take part in the discussion.

A11 could reach up to the level of good in the listening skill, the level of average in speaking skill, the level of weak in the reading skill and the level of average in the writing skill during the implementation of Interpreting image. During group discussion, A11 said *"I could describe the image but difficult to write one write up."* Further A11 said *"I cannot understand image and not able to interpret image without support of my partners."* This statement indicates that A11 can comprehend the image but not able to narrate in words. The important matter which was accepted by A11 was that without support A11 could not perform better.

A perusal of table no.4.29 also reveals that A11 could reach the level of weak in reading and writing in the individual activity. Moreover, A11 could reach the level of average or good in the same skills in pair or group activity.

At the very beginning of the study, the investigator carried out entry level test to know the prevailing level of the participants. Hence, at the final stage of the study once again the investigator carried out exit level test to see the level of the participants.

Level of Pre-service Secondary Teachers after Activity

In the present study, the investigator carried out one test among the pre service secondary teachers at the beginning of the study. The purpose of the study was to see the enhancement of LSRW in English language through visual literacy among the pre service secondary teachers. Hence, the investigator carried out one more test at the end of all the activities. In the following four tables (table no. 4.30 to 4.34) two signs of the correct marks are given. The red colour sign stands for the performance of participants at the entry level test and green colour sign stands for the performance of the participants at exit level test.

Note: √stands for Entry level test. √stands for exit level test

TABLE 4. 30THE PERFORMANCE OF PARTICIPANTS DURING EXIT LEVEL LISTEING TEST

Components of listening skill		Code of Trainee										
		A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11
Comprehension	EW									√		
	VW										√	√
	W		√		√							
	A	√		√		√	√	√	√	√	√	√
	G			√	√	√			√			
	VG		√					√				
	E	√					√					
Grammar	EW									√	√	√
	VW											
	W		√		√					√	√	√
	A	√		√		√	√	√	√			
	G		√	√	√	√			√			
	VG							√				
	E	√					√					
Vocabulary	EW									√	√	
	VW											√
	W		√							√	√	√
	A	√		√	√	√	√					
	G		√	√	√	√	√	√√	√√			
	VG	√										
	E											

A perusal of table no. 4.29 reveals that A1 &A6 were at the level of average during the entry level test and reached the level of excellent in exit level test. Further, A9, A10& A11 were at the level of extremely weak or very weak and reached the level of weak or average. The rest of all the participants were at the level of average or weak and reached the level of good or very good. Thus, in the listening skill overall improvement of at least two higher level was observed.

TABLE 4.31 THE PERFORMANCE OF PARTICIPANTS DURING EXIT

TABLE 4.31 THE PERFORMANCE OF PARTICIPANTS DURING EXIT LEVEL SPEAKING TEST

Components of Speaking skill		Code of Trainee										
		A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11
Fluency	EW									√		
	VW										√	√
	W		√		√							
	A	√		√		√	√	√	√			
	G		√		√					√	√	√
	VG			√		√		√	√			
	E	√					√					
Coherence	EW									√	√	√
	VW											
	W		√									
	A	√		√	√	√	√	√	√	√	√	√
	G											
	VG		√	√	√	√		√	√			
	E	√					√					
Clarity	EW										√	√
	VW									√		
	W		√			√						
	A	√		√	√		√	√	√			
	G				√	√		√	√	√	√	√
	VG		√	√			√					
	E	√										
Confidence	EW									√	√	√
	VW											
	W		√									
	A	√		√	√	√			√			
	G						√	√	√	√	√	√
	VG		√	√	√	√		√				
	E	√					√					

A perusal of table no. 4.30 reveals that A1 and A6 were at the level of average during the entry level test and reached the level of excellent in exit level test. Further, A9,A10 & A11 were at the level of extremely weak or very weak and reached the level of average or good. The rest of all the participants were at the level of average in most of the components during the entry level test and reached the level of very good in the most of the components of exit level test of speaking. Thus, in the speaking skill overall improvement of at least two higher level was observed.

TABLE 4.32 THE PERFORMANCE OF PARTICIPANTS DURING EXIT LEVEL READING TEST

Components of Reading Skill		Code of Trainee										
		A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11
Fluency	EW									√	√	√
	VW											
	W		√		√							
	A			√		√		√	√	√	√	√
	G	√	√		√		√					
	VG			√		√		√	√			
	E	√					√					
Vocabulary	EW									√		
	VW										√	√
	W			√	√				√	√	√	
	A	√	√			√	√	√				√
	G		√	√	√	√		√	√			
	VG											
	E	√					√					
Activating Prior Knowledge	EW									√	√	√
	VW				√							
	W		√	√								
	A	√			√	√	√	√	√	√	√	√
	G		√	√		√						
	VG							√	√			
	E	√					√					
Comprehension	EW										√	√
	VW									√		
	W		√	√	√	√					√	√
	A	√					√	√	√	√		
	G		√	√	√	√		√	√			
	VG											
	E	√					√					

A perusal of table no. 4.31 reveals that A1 &A6 were at the level of average during the entry level test of reading and reached the level of excellent during the exit level test of reading. Further, A9, A10 & A11 were at the level of extremely weak during the exit level test of reading and reached the level of average during the entry level test of reading. The rest of the all participants were at the level of weak or very weak during the entry level test of reading and reached the level of good or very good during the exit level test of the reading. Thus, in the reading skill overall improvement of at least two higher level was observed.

TABLE 4.33 THE PERFORMANCE OF PARTICIPANTS DURING EXIT LEVEL WRITING TEST

Components of Writing skill		A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11
Grammar	E W											
	VW									√	√	√
	W											
	A		√		√					√	√	√
	G	√		√		√		√	√			
	VG		√	√	√	√	√	√	√			
	E	√					√					
Vocabulary	EW											
	VW									√	√	
	W					√						√
	A		√		√							
	G		√	√	√		√	√√	√√	√	√	√
	VG	√		√		√						
	E	√					√					
Mechanics	EW											
	VW											
	W									√√	√√	√√
	A		√ √		√√			√√				
	G	√ √		√ √		√√	√√		√√			
	VG											
	E											
Fluency	EW											
	VW									√		√
	W		√	√	√	√			√		√	
	A	√					√	√		√	√	√
	G					√			√			
	VG		√	√	√			√				
	E	√					√					
Relevance	EW										√	
	VW									√		√
	W											
	A		√		√	√			√	√	√	√
	G	√		√		√	√	√	√			
	VG		√	√	√			√				
	E	√					√					

A perusal of table no. 4.33 reveals that A1 & A6 were at the level of weak to very good during the entry level test whereas they could reach the level of excellent in the exit level test. Furthermore, it was also found A9,A10 & A11 were at the level of very weak to average during the entry level test and they reached the level of weak or average during the exit level test. A8 reached the level of good whereas rest of all the participants reached the level of very good. They all were at the level of weak to good during entry level test. Thus, in the writing skill overall improvement of at least two higher level was observed.

The present study was about the enhancement of LSRW in English language through visual literacy among the pre service secondary teachers. The study is carried keeping three objectives in the mind: first, to evolve visual literacy based activity, to carry out activity and to collect the opinion of the pre service secondary teachers regarding the activity. The following section present the opinion of the pre service secondary teachers.

Section 4.3 Study the Opinion of Pre-service Secondary Teachers

In the present study, data triangulation technique was used to analyze the opinion of participants. The analyzed data of an activity and its related skills have been presented in tabular form.

TABLE 4.34 OPINION OF THE PARTICIPANTS REGARDING DESCRIBE AND DRAW

1	DESCRIBE AND DRAW	SD	D	U	A	SA
1	Describe Image gives an opportunity to listen our co partner				6	5
2	Describe Image gives limited scope for discussion	3	8			
3	Describe Image gives an opportunity to enhance our reading skill.	6	5			
4	Describe Image gives limited scope to enhance our vocabulary	9	2			
5	Describe Image is enjoyable activity.		3			8
6	It was very simple activity to carry out.	4	7			
7	Describe Image gives an opportunity to enhance our writing skill.				4	7
8	Describe Image is not unique activity.	8	3			
9	Describe Image gives an opportunity to enhance comprehension, fluency etc.				10	1
10	Describe Image does not make classroom teaching interesting.		8		3	

Note: SD stands for Strongly Disagree , D stands for Disagree, U stands for uncertain, A stands for agree (Agree), SA stands for strongly agree. It is applicable to all the remaining tables (Table no.4.34 to 4.37)

A perusal of table no. 4.34 reveals that describe image was interesting activity for class room teaching. Three pre service secondary teachers did not agree with this statement (refer interview). It gave an opportunity to enhance speaking and listening. During this activity, there was no scope for writing and reading. This activity enhances vocabulary too. Pre service secondary teachers also found uniqueness in describe image.

TABLE NO. 4.35 OPINION OF PARTICIPANTS REGARDING INTERPRET IMAGE

2	INTERPRET IMAGE	SD	D	U	A	SA
1	Interpret Image makes English language learning more Enjoyable		3			8
2	Interpret Image gives an opportunity to enhance thinking in English language		3			8
3	Interpret Image gives limited scope to reading skill	3	8			
4	Interpret Image gives us opportunity to develop our speaking competency		3			8
5	Interpret Image does not enhance our writing skill.		3		8	
6	Interpret Image develops our listening skill.				6	5
7	Interpret Image gives an opportunity to generate discussion		8		3	
8	Images were not thought provoking which generate analyses	6	5			
9	Interpret Image generates an opportunity to develop vocabulary		5		6	
10	Interpret Image was difficult activity to carry out		8			3

A perusal of table no. 4.35 reveals that out of eleven participants, three participants found it difficult to carry out in the classroom and rest of all did not find it difficult to carry out. Regarding enhancement of vocabulary, six participants agreed with the statement and five participant denied that interpret image generates vocabulary. During group discussion except three participants all the participants gave positive comment about enhancement of vocabulary. Majority of the participants accepted that it gave an opportunity to generate discussion. All eleven participants agreed with the statement that this activity enhances listening skill. In the reading and writing skill, the investigator received different opinion. Majority of participants accepted that through this activity reading and writing could be enhanced, but three participants did not agree with this. Eight participants found present activity enjoyable and three did not find enjoyable.

TABLE NO. 4.36 OPINION OF PARTICIPANTS REGARDING CREATING IMAGE

3	CREATING IMAGE	SD	D	U	A	SA
1	Creating Image does not give an opportunity for speaking	5	6			
2	Creating Image is an usual type of activity		3		8	
3	Reading skill gets limited scope in this activity.	5	6			
4	Creating Image creates environment for speaking		3		8	
5	Creating Image gives better opportunity to enhance listening skill		3		8	
6	Creating Image is difficult to carry out in classroom		8		3	
7	Creating Image gives an opportunity to generate new vocabulary		8		3	
8	Creating Image gives an opportunity to discuss with group members				7	
9	Creating Image makes classroom teaching dull	7	4			
10	Creating Image makes classroom teaching more interactive	3			5	3

A perusal of table no. 4.36 revealed that majority of the pre service secondary teachers agreed with the statement that creating image makes classroom teaching more interactive. As far as LSRW is concerned, all the pre service secondary teachers accepted that all four skills gets an opportunity to be enhanced. Out of 11 participants, eight have accepted that that activity was helpful to enhance vocabulary and three disagree with the statement. Out of eleven participants, eight participants did not find any difficulty and three participant found it difficult to carry out in the classroom.

TABLE NO. 4.37 OPINION OF PARTICIPANTS REGARDING IMAGE RECALL

4	Image recall	SD	D	U	A	SA
1	Image Recall is irrelevant for listening skill				5	6
2	Image Recall gives an opportunity to generate new vocabulary	1	2		1	7
3	Except Speaking all other skills can be developed through this activity	8	3			
4	Image Recall is not for beginner in English language				5	6
5	Image Recall is passive activity as compare to others				9	2
6	Image Recall is not suitable to writing skill	5	6			
7	Thorough this activity comprehension of English text becomes more continent.				5	6
8	Reading skill gets limited scope in this activity.	6	5			
9	Image Recall is not very much different from other activity.				3	8
10	Image Recall makes class room teaching more interesting	2	1		3	5

A perusal of the table no. 4.37 revealed that all the pre service teachers accepted that image recall was irrelevant for listening skill. In the matter or vocabulary development, 8 pre service secondary teachers accepted that image recall could enhance vocabulary and 3 pre service secondary teachers did not agree with this. Majority of the pre service secondary teachers accepted that image recall made classroom teaching more interesting. Additionally, they also found image recall to be a routine activity. As far as LSRW was concerned, only reading and writing got an opportunity to be enhanced. According to them image recall was passive activity as compare to other activities.

Observations

On the basis of the analysis of information obtained through four activities viz, image recall, describe and draw, interpreting image and creating image pertaining to listening, speaking, reading and writing, it can be observed that these activity gave an opportunity to enhance all four skill. It was also found that nature of activity plays important role. Through the analysis of performance and discussion with the participants, it can be said that group or pair activities were appreciated by participants. One more thing can be added that mediocre participants were more comfortable with the group or pair activity. Those participants who were good at the basics skills, they were conformable with both the activities (Individual or group activity).

The analysis of the performance also revealed that maximum enhancement had taken place in speaking and writing skill out four skills. According to the participants, the images were motivating factor to enhance skills. Besides, the investigator also observed that apart from the basic skill, participants learned various other skills too. They got direction for the thinking process with the support of the images. The element of the images encouraged them to enrich their vocabulary. They started referring dictionary to comprehend the image better. They also realized where they were lacking during the activity.

All the participants accepted by the end of all the activity that sharing of the ideas was good activity to enhance any language. They also stated that through images they developed critical thinking. They appreciated and accepted innovative atmosphere to learn language.

Out of eleven participants, three participants did not enjoy the activity. They were not able to cop up with the activities. They could perform the level of average or good in the group activities. They were not able to perform in the individual activity. In the support of co partners they could take some initiative but, individually they were not able to cop up. The investigator found out various reasons for their performance. First, they were not interested in teaching as well as English language

teaching. Secondly, they were doing this course by force or family pressure. Third, they were dealing with English subject first time. Through the interaction with the investigator, participants revealed that they had dropped English subject during secondary and higher secondary board examination. Hence, investigator could not observe remarkable enhancement in the case of this participants.

4.4 CONCLUSION

The present chapter has described analysis of the data pertaining to listening, speaking, writing and reading skills during four activities viz. Describe and draw, interpreting image, image recall and creating image.The subsequent chapter presents finding and discussion based on present analysis.