

CHAPTER - V

FINDINGS OF THE

STUDY

AND

DISCUSSION

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CHAPTER - V

FINDINGS OF THE STUDY AND DISCUSSION

5.0 INTRODUCTION

This chapter presents the discussion on the findings of the present study. This chapter is divided into two sections 5.1 and 5.2. The section 5.1 presents the findings of the present study. The section 5.2 presents the discussion of findings of the present study.

5.1 FINDING OF THE STUDY

Analytical review of literature and subsequent interaction with the pre service secondary teachers facilitated the process of evolving visual literacy based activity, consequently four visual literacy based activity viz, **Describe and draw, interpreting image, crating image and recall image were evolved.**

1. **Describe and draw** : Five activities were carried out under this title. In the Describe and Image, listening and speaking were observed keeping following components in mind:

TABLE NO. 5.1 COMPONENTS OF LISTENING AND SPEAKING SKILL

Skill	Components			
Listening	Comprehension	Grammar		Vocabulary
Speaking	Fluency	Coherence	Clarity	Confidence

- I. In all the components of the listening skill, A1 reached up to the level of excellent and most of the time A6 reached up to the level of excellent whereas six participants (A2, A3, A4, A5, A7, and A8) reached the level of good and rest of the three (A9, A10 and A11) reached the level of average in the components of listening.

- II. In all the components of speaking skill, A1 and A6 reached the level of excellent whereas five participants (A3,A4,A5, A7 and A8) reached the level of very good and the rest four (A2,A9, A10, A11) reached the level of good.
- III. On the whole, as far as listening and speaking is concerned the performance of the participants was better in speaking skill as compared to listening.
- IV. On the basis of the activity describe and draw it was found that majority of pre service secondary teachers reached up to the level of excellent, very good or good. Investigator also came to know that the activity helped the participants to realize that due to inadequate vocabulary they were not able to narrate image clearly. Therefore, they accepted to refer dictionary on a daily basis in order to enhance the vocabulary. Further, they also accepted that during group activity they were getting good help from each other which was acting as source of motivation to enhance the speaking and listening skill. Only three participants expressed that they did not find any specific advantage from the activity and they did not find this activity interesting too because of following reasons:
- Not good at the basic concepts of English language.
 - Not interested even in English language teaching.
 - Joined this course by force of the family members.
2. **Interpreting image:** Five activities were carried out and all four skills were observed during the implementation of interpreting image.

TABLE NO. 5.2 COMPONENTS OF LISTENING, SPEAKING, READING AND WRITING SKILLS

Skill	Components				
Listening (3)	Comprehension	Grammar			Vocabulary
Speaking(4)	Fluency	Coherence	Clarity	Confidence	
Reading (4)	Fluency	Vocabulary	Activating prior Knowledge	Fluency	
Writing(5)	Grammar	Vocabulary	Mechanics	Fluency	Relevance

- I. In all the components of listening skill, A1 and A6 reached the level of excellent whereas six participants (A2,A3,A4,A5,A7,A8) reached the level of very good and the rest three participants (A9,A10 & A11) reached the level of average.
- II. In all the components of speaking skill, A1 and A6 reached the level of excellent whereas six participants (A2,A3,A4,A5,A7,A8) reached the level of very good and the rest three participants (A9,A10 & A11) reached the level of average.
- III. In all the components of reading skill, A1 and A6 reached the level of excellent whereas four participants (A4,A5,A7,A8) reached the level of very good, two participants reached (A2,A3) the level of good and the rest three participants(A9,A10 & A11) reached the level of average.
- IV. In all the components of writing skill, A1 and A6 reached the level of excellent whereas six participants (A2,A3,A4,A5,A7,A8) reached the level of good and the rest three participants (A9,A10 & A11) reached the level of average.
- V. On the whole, as far as listening, speaking, reading and writing are concerned the performance of the participants was better in speaking and writing skill as compared to listening and reading.
- VI. On the basis of the activity interpreting image it was found that majority of the participants reached the level of good, very good or excellent. Investigator observed that three participants (A1,A6, A8) emerged as the group leader voluntarily. They three were good motivator and they encouraged a lot to the participants during the activity. Investigator revealed that during interpreting image speaking and writing skills got more scope to be enhanced. Investigator also came to know that interpreting image gave good scope to enhance critical thinking too. Participants appreciated selection of the image which encouraged them to find out new words. Some of the participants suggested that the group should be changed in all the activity. All accepted uniqueness of this activity. It makes classroom teaching more interesting. Each participant took part in the activity.

VII. Investigator revealed during group discussion that some of the participants (six participants) opined that interpreting image did not enhance the vocabulary and analysis of opinionnaire also supported the matter. On the other side, remaining participants did not agree with this. Only three participants expressed that they did not find any specific advantage from the activity and they did not find this activity interesting too because of following reasons

- Not able to understand image and without support of co partners it was more difficult to them.
- Not able to narrate image.
- Inadequate vocabulary
- It was difficult to develop write up on image without understanding.

3. **Image completion:** Five activities were carried out and four skills were observed. Components of skills are mentioned in

TABLE NO. 5.3 COMPONENTS OF LISTENING, SPEAKING, READING AND WRITING SKILLS

Skill	Components				
Listening (3)	Comprehension	Grammar			Vocabulary
Speaking(4)	Fluency	Coherence	Clarity	Confidence	
Reading (4)	Fluency	Vocabulary	Activating prior Knowledge	Fluency	
Writing(5)	Grammar	Vocabulary	Mechanics	Fluency	Relevance

- I. In all the components of listening skill, A1 and A6 reached the level of excellent whereas five participants (A3,A4,A5,A7,A8) reached the level of very good, one participant (A2) reached the level of good and the rest three participants (A9,A10 & A11) reached the level of average.
- II. In all the components of speaking skill, A1 and A6 reached the level of excellent whereas five participants (A2,A3,A4,A7,A8) reached the level of very good, one participant (A5) reached the level of good and the rest three participants (A9,A10 & A11) reached the level of average.

- III. In all the components of reading skill, A1 and A6 reached the level of excellent whereas six participants (A2,A3,A4,A5,A7,A8) reached the level of very good and the rest three participants (A9,A10 & A11) reached the level of good.
- IV. In all the components of writing skill, A1 and A6 reached the level of excellent whereas six participants (A2,A3,A4,A5,A7,A8) reached the level of very good and the rest three participants (A9,A10 & A11) reached the level of good.
- V. On the whole, as far as listening, speaking, reading and writing are concerned the performance of the participants was better in speaking and writing skill as compared to listening and reading.
- VI. On the basis of the creating image it was found that those participants who were not comfortable with activity, they got good support from the co partners. It was accepted by the participants that creating image was helpful to enhance LSRW. Besides, it was also helpful to enhance the vocabulary. Further, investigator also revealed that it helped to develop critical thinking too. Images encouraged speaking and listening. It gave a good opportunity to develop discussion. Only three participants expressed that they did not find any specific advantage from the activity and they did not find this activity interesting too because of following reasons:
- It was not interesting at all but took part because of constant motivation of co partner.
 - Did not take part in discussion but listen those conversation carefully
 - Not able to understand half image

4. **Image recall:** Five activities were carried out and two skills were observed. Following components were observed:

TABLE NO. 5.4 COMPONENTS OF READING AND WRITING SKILLS

Skill	Components					
Reading (4)	Fluency	Vocabulary	Activating prior Knowledge	Fluency		
Writing(5)	Grammar	Vocabulary	Mechanics		Fluency	Relevance

- I. In all the components of reading skill, A1 and A6 reached the level of excellent whereas two participants (A7,A8) reached the level of very good, four participants reached the level of good and the rest three participants (A9,A10 & A11) reached the level of weak.
- II. In all the components of writing skill, A1 and A6 reached the level of excellent whereas one participant (A7) reached the level of very good, five participants (A2,A3,A4,A5,A8) reached the level of good and the rest three participants (A9,A10 & A11) reached the level of average.
- III. On the basis of image recall it was found that some of the participants did not like individual activity. They expressed their problem that they could not perform better because they did not get any support here. On the other side some of the students appreciated individual activity because it had given an opportunity to enhance their skill at their own space. This type of information was unusual for the investigator. Through the analysis of the data and with the support of discussion with participants, the investigator revealed that individual activity is not good for the slow learner. Some of the participants accepted that through this activity vocabulary could be enhanced. One participant (A1) did not like very much because it gave preference to writing skill. Some of the participants dislike activity and gave following reasons:
- Not able to recall image.
 - It was difficult without support

Findings Pertaining to LSRW

As far as listening skill is concerned, it was observed during describe and draw, creating image and interpreting image. Investigator noticed that A1 and A6 reached the level of excellent whereas A9, A10 & A11 reached the level of average. A3 reached the level of good in three activities. The rest of all participants reached the level of good twice and the level of very good once.

Investigator noticed different situation in the case of speaking skill. It was also observed during describe and draw, creating image, and interpreting image A1 and A6 reached the level of excellent. Some of the participants (A3, A4, A5, and A8) reached the level of very good in all three activities. A2 & A7 reached the level of very good twice and the level of good once whereas A9, A10 & A11 reached the level of good once and the level of average twice.

The reading skill was observed during interpreting image, creating image and image recall. The findings of the data revealed that A1& A6 reached the level of excellent, A7 reached the level of very good, A8 & A4 reached the level of very good twice and the level of good once. Further, A2 & A5 reached the level of good twice and the level of very good once. On the other side, A9, A10 & A11 reached the level of average twice and the level of weak once.

The writing skill was also observed during interpreting image, creating image and image recall. The findings of the data revealed that A1& A6 reached the level of excellent; A7 reached the level of very good. Furthermore, some of the participants (A2, A3, A4, A5, A8) reached the level of very good twice and the level of good once. The remaining three participants (A9, A10 & A11) reached the level of good twice and the level of weak (Image recall) once.

5.3 DISCUSSION OF FINDINGS

The intent of this study was to understand enhancement of LSRW of English language through visual literacy among pre service secondary teachers. Four activities were developed in the present study: Describe image, interpret image, creating image and image recall. Out of four, two activities were group activity, describe image was pair activity and image recall was individual activity. The findings of the study

suggest that maximum enhancement took place in speaking and writing.. During the process of investigation it was realised that participants had limited experience of listening and reading of English language as compare to speaking and writing. In the process of language learning, listening and reading are considered receptive skills whereas speaking and writing are considered productive skills. The researches in the area of language learning proposed that more effort should be devoted to develop learners' receptive competence than their productive competence (Krashen, 1982). The finding of the present study raises various questions regarding the performance of participants in receptive skills. Basically, the four skills are integrated to each other. But, in the case of the second language, most teachers try to incorporate all four skill areas into their planning, though some teachers may focus more on one set of skills or the other, due to the course and learner objectives (Oxford, 2001). The listening and reading are input process for the language learning. It depends on the teacher, class room situation and the more importantly on students how he or she receives material or information. Schmidt (1990) made a distinction between input (what learners hear) and intake (that part of the input that learners notice). Only intake can serve as the basis for language development. In the simple term, conscious listening and reading is essential for learner of second language to cultivate receptive skills.

The findings of the study also indicated that the performance of the pre service secondary teachers were comparatively better in group and pair activities. During investigation it was observed that average participants were getting good support from the group members. *Research of Davis (1993) also found that students learn best when they are actively involved in the process.* This can be found out in the present study that three participants (A9, A10 &A11) could not perform better in image recall which was an individual activity. Furthermore, in this regard study of Light (2001) indicated that *When students spend time meeting in groups, they are able to achieve a deeper learning themes covered in class as well as develop skills, such as writing and communication.* According to Beebe and Masterson (2003), groups have more information than a single individual. Groups have a greater well of resources to tap and more information available because of the variety of backgrounds and experiences. Thakkar (2012) reveals that the communicative approach is the only approach that has fundamental key aspects like learner centred teaching, activity oriented teaching learning etc. Yaqoob (2007) concluded that the existing literature

teaching methods are traditional and do not develop students creative thinking and other higher-order thinking skills. On the other side collaborative learning approach advocates “a situation in which two or more people learn or attempt to learn something together “and more specifically as joint problem solving (Dillenbourg, 1999, p. 1). The study carried out by Tudge (1992) revealed the collaboration had a strong impact on student performance, the group of less-competent students (those using inferior decision rules) was the only group that improved significantly on pot test. Therefore, finding of the present study and review of the related literature recommend that group activities are comparatively better than the individual activity as far as enhancement of the LSRW is concerned.

It is important to mention that visual materials can create a harmony between the students and the instructional methodology and materials used. The finding of the present study also draws attention toward the same ideas. In the present study, majority of pre service secondary teachers accepted that the images based activity encouraged them to find out new words, encouraged them to share their views during discussion, some of the participants could not actively participate in discussion but they were good listeners. During focused group discussion, majority of participants accepted that this activity had made them realize to enrich vocabulary and motivated them to find out new words. The majority of the participants accepted that this type of activity enhanced not only LSRW but creative and critical thinking too. Visual literacy is one of the key factors to obtain information, build successful learning outcomes and make knowledge. *According to Harif and Hashim (2009), it is due to the increase of the number of images in the world. Images can be used as an affluent input that the students receive. Gass (1997) asserts that ‘second language acquisition is shaped by the input one receives’ (as cited in Fotos, 2000). Studies carried out by Mukherjee and Roy (2003) have found that the use of visual aids to contextualized spoken speech it’s a great help for students, given that they can understand 30% more than without the visual support. Research on effectiveness of the visuals used in the learning environment shows that they can improve learning (Anglin, Vaez and Cunningham, 2004). Visuals can help arising the readers interest, curiosity and motivation (Mayer and Moreno, 1998).*

The other finding of the study is that group activity or pair activity develop leadership quality among students. During the group activity, in the present study, it was not decided that who would become leader of the group. From each group three participant voluntarily accepted the leadership. They also observed the strength of the participants and paid more attention towards mediocre participants. *The leadership is considered to be a part of lifelong learning and a multilayer construct involving skills, attitudes, knowledge, experience and process* (Anderson & Krathwohl, 2001). To enhance leadership it is necessary to pass through various situations and experiences. It depends on an individual's self esteem that up to what level he or she wants to accept leadership in new situations. *The major influence on leadership is from personal experience and self-evaluations. Both of these are used by individuals to achieve new levels of personal leadership* (Boccia & Ackerman, 1997).

One of the findings of the study is that the progress of the participants in the case of listening skill was very slow as compared to other skills (refer all over performance table no. 4.19 to 4.26). Listening is very important skill in the area of language learning. But in the case of second language learning, focus has been shifted to other skills. According to the survey of NCERT (2012), it was seen that teachers consider skill development as an integrated practice; integrated in the sense that they feel listening and speaking are automatically learnt during reading and writing. Listening and speaking do not require separate exercises, games or activities, but can be learnt while practicing reading skills by reading aloud. A uniform pattern of methods of skills development was noticed in sampled schools in the 8 States/UT (Refer chapter one '1.3'). The finding of the present study and the analyses of survey (NCERT (2012) indicates that listening skill should get precedence in the area of second language learning.

The finding of the study indicated that participants were enjoying the given task. Sometimes they laughed; sometimes they had made fun of image. The group work and the pair work had created situations for learning with fun. During group discussion majority of the participants accepted that these activities were making the classroom teaching process more interesting. The traditional methods of teaching English make the teacher authority in the classroom. In such classrooms, learners are

most of the time listeners. Dewey (1938) objected to this kind of spoon feeding of knowledge and pointed out the importance of the learner as the active agent. 'Lerner centered approach' gives wide scope to learner to enhance own capacity. Here, the role of the teacher is pivotal. It is necessary to create a classroom environment where learner explore own ideas to develop own belief. According to Chaudhury (2010), *the communicative skills of the learners can be developed if they are motivated. Hence, teachers should facilitate this process by creating diverse communicative activities, especially intended for pair-work and group- work.* When we teach language, it is necessary to give scope to learner where he or she can enjoy the situation. It should not become dry or one way process.

For the language learning, vocabulary is prerequisite. If a person wants to articulate own ideas, he/she requires sound vocabulary. The finding of the present study indicated the same fact. For the description of images, the pre service secondary teachers were struggling at the initial stages of implementation. They wanted to describe image, but they were lacking in the required vocabulary. The study of Stuart (2005) indicated *that second language readers rely heavily on vocabulary knowledge and the lack of that knowledge is the main and the largest obstacle for second language readers to overcome.* Thus, together these two research finding point to a fact that sound vocabulary is a sine-qua-non for language learning in general and English in particular. Further, it may also be acknowledge that during the process of investigation, as soon as pre service teachers realized their problems of vocabulary, they had increased use of dictionary and showed eagerness to know the English meaning of any object which they come across. The study of Meara (1982) indicated *that teaching vocabulary may be problematic because many teachers are not confident about the best practice in vocabulary teaching and at times do not know where to begin to form an instructional emphasis on word learning. Teaching words is a crucial aspect in learning a language as languages are based on words (Thornbury, 2002). It is almost impossible to learn a language without words; even communication between human beings is based on words. Both teachers and students agree that acquisition of the vocabulary is a central factor in teaching a language (Walters, 2004).*

The finding of the present study shows that three participants could not enjoy activity and findings also revealed little enhancement of the skills in their case. At the entry level test also they were not comfortable. During the group discussion they shared their reasons like: they don't like teaching English, they can't speak English language, they were by forced came into the field of teaching. The investigator observed their performance during the activity. Three facts revealed through the observation. First, they were doing well in group activities. Second, they were lacking in the basic functions of English language. Third, they were not interested in ELT (English language teaching). *Learning a second language requires conscious efforts to learn it and the exposure to the second language in most cases is limited (Bose, 2007). There are so many factors affect the process of learning a second language, including attitude, self-confidence, motivation, duration of exposure to the language, classroom conditions, environment, family background, and availability of competent teachers (Verghese, 2009).* The study of Vibulphol (2004) suggests nine beliefs about language learning instructional practices. Teacher educators should try to enhance pre-service teachers understanding of their own beliefs about language learning in order to promote the instructional practices, the selection of classroom activities and material as well as the teaching approaches should match with curriculum of the school. The beliefs that were found to influence the four pre service teachers teaching approaches in regard to focusing on form such as beliefs about the importance of grammar, beliefs about the difficulty of language skills, and self efficacy in English should be addressed while pre- service teachers are in teachers education programme. Teacher Educators should raise awareness of pre service teachers about their preconceived ideas in these aspects and help refine beliefs that may not accommodate communicative approach.

Conclusion

Learning is continuous process in which various approach, method, technique and material plays very important role. The important question is to make learning process more lucid and comprehensive. The process of research is going on continuously in this regard. The present study is one of the modest steps in that direction. The present study tried to unfurl some of the layers in the area of Visual Literacy. The review of related literature and the finding of the present study indicated

that visual literacy based activity could enhance LSRW of English language. Besides, the present study also revealed that attitude, self-confidence, motivation, duration of exposure, classroom condition, and family background are such factors which may affect process of learning. The finding of the study indicates that group activity or pair activity give better results as compared to individual activity. The investigator also observed that visual images could enhance not only LSRW but also critical thinking too. This type of activity could encourage participant to enrich their vocabulary. The visual literacy based activity makes classroom teaching more interesting in many ways. The present study is carried out among the pre-service secondary teachers with the concept that they are the future teachers of classrooms and they are going to play a very important role. Hence, this experience will help to design their classroom activity as per their requirement of ELL (English language learning)