

CHAPTER - VI

SUMMARY

AND

CONCLUSION

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Sr. No.	Topic	Page No.
1.1	Introduction	1
6.1	Introduction	249
6.2	Importance of English Language Teaching	250
6.3	Status of English Language at School Level in India	251
6.4	Status of English Language at School Level in Gujarat	254
6.5	English Language Teaching During Teacher Training Programme	255
6.6	Method and Approaches for English Language Teaching	256
6.7	Nature of English Language Teaching	259
6.8	LSRW in English Language Teaching	260
6.9	The Extensive Possibilities of ELT Classrooms	262
6.10	Definition of Visual Literacy	263
6.11	The Principles of Visual Literacy	264
6.12	Theoretical Aspect of Visual Literacy	265
6.13	The Activities of Visual Literacy	266
6.14	Visual Literacy and English Language Teaching	268
6.15	Rational of the Study	271
6.16	Statement of the Problem	273
6.17	Objectives of the Study	273
6.18	Explanation of the Terms	273
6.19	Scope of the Present Study	274
6.20	Methodological Orientation	274
6.21	Research Design	276
6.22	Sample of the Study	278
6.23	Data Collection Method	278
6.24	Process of Data Collection	284
6.25	Data Analysis	286
6.26	Discussion	289
6.27	Suggestions for Further Research	295

CHAPTER - VI

SUMMARY AND CONCLUSION

6.1 INTRODUCTION

English language is widely used, spoken, learnt and taught by people around the world. The people of our country use this language as official language. English language primarily used in the fields of science, technology, education, medicine, politic, courts, foreign affairs, and business. English is the medium of acquiring a great deal of the world's knowledge, particularly in such domain as science and technology. An access to knowledge is the chief mission of education. If we examine as to why several nations have in recent years made English an official language or chosen it as their chief foreign language in schools and colleges, one of the most obvious reasons will be always educational.

A unique phenomenon about this language is that it has acquired the status of a global language and most of us treat it as a world language. A language is said to achieve a global status when it is recognized in every country. In fact, English language has not been received by every country and their people in a positive manner, but the dominant view about this language is that a person is more likely to be in touch with the latest thinking and research in their subject of interest by learning English than by learning any other language.

In a global consultation exercise initiated by British Council in 1995, people involved in ELT in around 90 countries were asked to react to a series of statements concerning the role and future of English language. Five point scale responses were used from 'strongly agree' to 'strongly disagrees'. Nearly 1400 professionals returned the opinionnaires. One of the statements in the opinionnaire was: 'The global market for English language teaching and learning' will increase over the next 25 years'. Over 93 percent respondents agreed or strongly agreed. Certain other statements as follows (Crystal, 1997):

- English will retain its role as the dominant language in world media and communication. 94 per cent participants agreed or strongly agreed.

- English is essential for progress as it will provide the main means of access to high-tech communication and information over the next twenty-five years. 95 participants per cent agreed or strongly agreed.
- English will remain the world's language for international communication for the next twenty-five years. 96 percentage participants agreed to strongly agreed.

India is only of many countries in South and South East Asia, at present, to exploit its English-speaking colonial heritage and connect to the global economy.

6.2 IMPORTANCE OF ENGLISH LANGUAGE TEACHING

No language is entitled as a global status because of its structural properties, or because of the size of its vocabulary, or because once upon a time it was a vehicle of great literature or because once it was related with a great cultural or religion. These factors alone can inspire a person to learn a language of course, but none of them alone, or in combination can ensure the widespread of a language. In fact, a language achieves an international status for a chief reason: the political power of its speakers. The history of a global language is rooted in the successful victories of its soldier/speakers. And English is not different from it. Apart from the military power, economical power facilitates to maintain and expand the international status of a language. In the fast growth of English language, this factor has been quite instrumental (Crystal, 1997). Two historical incident also played very important role in the widespread of English language: Industrial revolution and advancement of science and technology. This two phenomenon took place in Britain and United States of America where English language is used as mother tongue. The theory and literature of science and technology were published in English language. Gradually, English language became means of acquiring advance knowledge.

As a global means of communication, English language has inevitably changed in order to suit specific needs (Crystal, 1997).The primacy of some English speaking countries is a key factor for wide spread of the English language throughout the globe, which has now become the most prominent international language in communication, science, technology, business, aviation, and other areas including the internet. This is why it has been referred to most of us as a global language.

The liberalization of the Indian economy presented all kinds of reasons to learn the English language. While earlier in the century students who had specialized in English joined either teaching or the civil services, now a whole new spectrum of job opportunities opened up. There are now call centres that need trainers to equip their employees with communication skills, there are multinationals which have been recruiting marketing staff who needed to be taught spoken English, there are medical transcription centres which need efficient translators and reporters. Those desirous of immigration to the West needed professional help for clearing tests like the IELTS. Hence, the avenues where ELT came to be required in India are unlimited today. Now, Countries where English is learnt as a foreign or second language are now paying more attention to the ways in which English can be taught/ learnt more effectively. Former Chief Minister of Gujarat, Honourable Mr. Narendrabhai Modi had launched special programme for English language teaching (SCOPE). The classroom teacher, an important stakeholder in this process, seeks methods and means to make English language teaching more meaningful.

6.3 STATUS OF ENGLISH LANGUAGE AT SCHOOL LEVEL IN INDIA

English is taught as a second language in India. It has been learnt through formal education. The status of this language is different. India is multilingual country. Hence, languages enhance in communities through the social participation (Lave, 1991). In the case of English language, situation is different. It did not come from communities through social participation. It has been taught in the school through formal education. Secondly, it has been learnt as per the need. Intensity of the need plays important role for the enhancement of the language. English language has been taught in variety across India. English-medium schools of varying standards exist in most cities and towns. Some of these schools insist that students must speak in English within the school premises. In other schools, English is taught as a subject within the curriculum. At university level, the usage of English becomes more intense. It is the medium of instruction and examination in all the prestigious institutes of technology, institutes of medical sciences, agricultural universities, and university departments of engineering and technology.

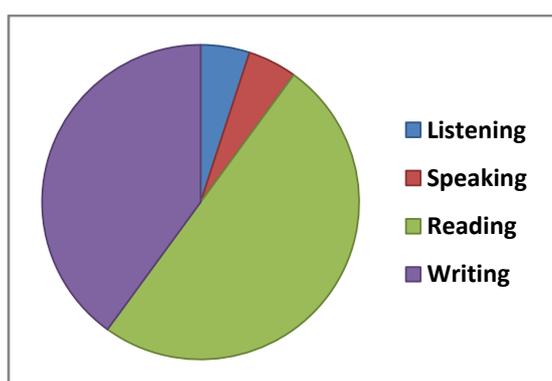
An inclusive society is the foundation for a knowledge society. Language is significant not only as a medium of instruction or communication but also as a determinant of access. At the present, efficiency in English language is the most important determinant of access to higher education, employment possibilities and social opportunities. National Knowledge Commission (NKC) therefore recommends the teaching of English along with the L₁ of the child starting from Class I. Further, NKC has also focused on the need to reform the pedagogy of English language teaching and learning to reduce the disproportionate emphasis on grammar and focus on creating meaningful learning experiences for the child. The language learning is contingent on the environment, all available media including audio visual and print should be used to supplement traditional teaching methods (NKC, 2007). To satisfy the requirement of English language and prepare good teachers of language, it is necessary to acquire knowledge about the process of language and literacy acquisition. There is need for reflective teachers who have deep understanding of language learning. Particularly, in the case of English language teaching, teacher should understand his/her role in the broader sense where students come from multilingual background. Discussions about ELT and ELTE curricula in India today (e.g. NCF 2005, NCF for Teacher Education 2009) suggest a desire to change aspects of the status quo in English classrooms.

NCERT (2012) carried out a study to ascertain the status of teaching English at the primary level in different states, to analyze the curriculum and textbooks of English, to find out how the training programmes (both pre-service and in-service) are organized for teachers teaching English and to get an idea of the classroom processes adopted by teachers and subsequently to make suggestions for improvement in teaching of English. From each state 2 to 4 districts were sampled with due representation of different geographical regions of the state. In all 154 schools were sampled from 21 sampled districts. Information on various aspects of teaching of English was obtained through (i) analysis of syllabi, training materials and textbooks using common guidelines for analysis; (ii) observation of training programmes (both pre-service and in-service) and (iii) observation of transaction process in classrooms and discussions with teachers. Finding of the study indicated that Children could not read and write simple and short sentences in English. In all the states, it was seen that the teachers made little or no conscious effort to develop skills of listening and speaking. At level II (Classes III, IV, V), opportunities were not provided to children to listen to sounds of spoken English or to speak in English. Emphasis was more on reading and writing skills and they felt that listening and speaking get covered in reading and writing. Most of the training programmes were not organised according

to the needs of the teachers. Also, the resources were not utilized properly. The textbook is used in more than 90% of classrooms for being read by the teacher and making children listen. Reading books to children for motivation, reading pictures with words, story reading to develop reading habits were seen to be missing. Children were able to recite and sing poems, songs, rhymes and enact small plays. They enjoyed stories and poems. But they were not able to narrate experiences, exchange ideas and carry out brief conversation in English.

An ideal programme for teaching-learning of English as a second language would involve content for all the above mentioned four skills. Yet, it is observed that somehow the reading and writing skills are given more importance over the other two skills. Language is the best learnt through the development of four skills – the skills of speaking, listening, reading and writing. 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 which is being presented in the following chart (NCERT, 2012):

FIGURE 6.1: DISTRIBUTION OF SKILL DEVELOPMENT IN SAMPLED SCHOOLS



	Percentage
Listening	5%
Speaking	5%
Reading	50%
Writing	40%

Source: 'Teaching of English at Primary level In Government Schools.' Report prepared by Dr. Usha Dutta (NCERT) and Dr. Neeru Bala (TSG,SSA,EdCIL). Retrieved from www.ncert.nic.in/departments/nie/del/.../pdf/english_primary_level.pdf

Very few teachers made efforts to develop the four skills – the skills of speaking, listening, reading and writing with equal emphasis on all in all the eight states as manifested in this chart (NCERT, 2012).

6.4 STATUS OF ENGLISH LANGUAGE AT SCHOOL LEVEL IN GUJARAT

Two types of schools cater formal education in Gujarat. Type one, where medium of instruction is vernacular, all subjects are taught in vernacular language. English language has been taught as one of the subjects. Type two, where medium of instruction is English and all the subjects are taught in English language. English language is introduced from the STD three in type one. During third and fourth STD, students are just reinforced to learn English language with some basic content. The policy makers are still in dilemma to make it compulsory from the STD one. The people of Gujarat pass through the dilemmatic situation for ages. One side, people understand importance of English language and they know very well that all the competitive exams are conducted in English language. The other side vernacular medium schools are pessimist towards English language teaching. Their efforts are not suffice. The studies revealed that there were lack of good English teacher, little knowledge of linguistic, no good methods were practiced, lack of the knowledge of how languages were acquired and learned, lack of resources like authentic material and software (Patel & Jain, 2008). The policy makers and higher authorities have taken various initiatives. Modified communicative approach has been adopted for English language teaching. Now, text of English language has been developed keeping activity based learning. It is considered unanimously that a set of two skills, listening and speaking, best developed through songs, stories, questions and answers, and relevant audio visual material. For developing reading skills, 'Picture reading' (Describing a picture), Loud reading and silent reading are identified as learning methods. Regarding the difference between learning languages at home and at school, the home environment was seen as encouraging, free and inspiring. The school could add two new dimensions to these, an opportunity to learn by interacting with a larger number of children, and an opportunity to learn correct use of language from the teacher. Creating a fear-free environment was possible through activities like storytelling, songs and acting, and allowing children to talk about things and ask questions, or by starting a story and letting children develop it (GCERT, 2004). Hence, nature of English language teaching has been changed in last decade. It has been understood that in the language classroom various teaching learning materials are needed. It is necessary to give wide range of techniques, task, and activities to the students to enhance LSRW in English language. The role of teacher is also very important. All teachers have to explore various techniques to satisfy the need of students.

6.5 ENGLISH LANGUAGE TEACHING DURING TEACHER TRAINING PROGRAMME

Those who want to become teacher of English language, join B.Ed course with English subject. They get training for teaching English language as subject. So, they have been taught method and content. They get English as a subject for teaching on the basis of their subjects at graduation. Normally, they are Bachelor of Arts with major English. During graduation the students of English don't get chance to understand the concept of English language teaching. In three years, they learn only the literature of English. A few institutions or universities offer ELT as one of the subjects during graduation. At Post Graduation level also it is offered as an optional subject. So, during graduation students just get experience of English language and literature. Then they go for B.Ed. programme in which they study English language teaching throughout the year. Some studies indicate attention towards the ground reality of B.Ed. course in the area of English language teaching. In one of the important studies in pre service teacher training in India, Bose (1989) had advised that the vague and ambitious objectives of the BEd (English) courses could not reflect the needs of the trainees. The studies by Natarajan (1999), Ray (2008) and Venkanna (2010) at the EFLU, Hyderabad and Shillong campuses were replications of the doctoral research by Bose (1989). Some of their observations provide a glimpse of the (English) programmes in Indian universities: Bose (1989) and Venkanna (2010) note that the syllabi are theory-oriented and considering the B.Ed (English) syllabi of three universities in Assam, Ray (2008) states that practice teaching in the Bed programmes is done in a ritualistic manner. According to Bose (1989), in the Madras University B.Ed syllabus 'the teaching of spoken English' is confused with teaching the trainees spoken English in order to develop their own speech (p. 59). Natarajan (1999) notes that even after ten years of this observation by Bose (1989), the aim of units on spoken English still remains unchanged. Both Natarajan (1999) and Venkanna (2010) present the salient features and shortcomings of the Madras University B.Ed, syllabus and those of the AP Govt. B.Ed (English) respectively. The former study concludes that the B.Ed course is inadequate in meeting the challenges posed by the high school syllabuses, whereas the latter states that there is a mismatch between the teacher

education syllabus and the secondary-school education in AP. Amritavalli (2007) recommended that All teachers who teach should have basic proficiency in English and teachers should have the skills to teach English in ways appropriate to their situation and levels, based on their situation and levels, based on knowledge of how languages are learnt. So, during B.Ed. programme they should be trained with various aspects of English language. They should be given proper experience of practice teaching. They have been encouraged to teach English language with various technique and teaching aids.

In the case of second language such as English, most students hardly acquire even the basic proficiency level after 6-10 years of exposure. Various factors are responsible for this fact. First, teachers are not very fluent in this language. Second, teachers teach this subject with translation. So, students understand everything in Mother tongue. Third, English language has been taught as subject in school not as skill. Fourth, teachers apply their convenient method in classroom without taking care of its productivity (Murali, 2009). In Gujarat, Department of Education has taken various innovative initiations but ground reality is so varied that it is difficult to get a common solution. Before 2003, Structural approach was prevailing in which teaching of structures was preferred. Since 2003, the Government of Gujarat has adopted Modified Communicative approach in which communicative aspect has been emphasized. The role of teacher is different now; he or she is facilitator and motivator.

6.6 METHOD AND APPROACHES FOR ENGLISH LANGUAGE TEACHING

The methods and approaches of teaching a language change with the change of status of that particular language. As a result, to overcome limitations and shortcomings of one method or an approach, another method or approach comes into existence. Method, approaches and techniques are the instruments in the hands of a teacher to implement the programme of teaching a language to achieve the objectives of language teaching and to develop language abilities and skills in pupils in satisfactory manners. The methods and approaches of teaching English are as follows:

➤ ***The Grammar –Translation Method***

The Grammar-translation method was used to teach Greek-Latin and then it became the principal method of teaching classical languages and gradually it got transferred to the realms of teaching other languages. The Grammar-translation method is mainly a book-oriented method of learning the second language. The text occupies a very important place in it. It provides all the reading material and a specific graded vocabulary.

➤ ***Direct Method***

As a reaction to the Grammar-translation method, a method called Direct Method was evolved. It was also known as Reformed method, Psychological Method, Natural Method. But it is popularly known as Direct method. The Direct method aims at familiarising the learners with the language directly the same way as they learn their mother-tongue. The advocates of the Direct-method plead that the learner should be helped to learn a foreign language as a child learns his mother tongue. This method advocates the teaching of a foreign language as a mother tongue is learnt and as it does not permit intervention of any other language, even mother-tongue; it forbids the use of mother-tongue in teaching.

➤ ***Dr. West's New Method/ Reading Method***

Dr. Michael West was exponent of Reading method. He had observed situation of English language teaching in India. He carried out some small scale research too. On the basis of experience, he had recommended Reading skill as a key skill for English language teaching in Indian context. According to Dr. West, Indian children should first be taught how to read English. The teacher should engage them in purposeful silent reading. This would increase the student's power of comprehension. The West's method emphasises three important elements: (1) reading, (2) readers with selected vocabulary and (3) judicious use of the mother tongue.

➤ ***Bilingual Method***

This method was invented by Prof. C.J. Dodson (1967/1972) of Wales. He claimed this method to be very effective in teaching a foreign language. His claim was not simply theoretical but was based on his own experiments on pupils. The term

bilingual method means the method that uses two languages. Those two languages are the mother-tongue and a foreign language which is the target language for the learners. The use of mother tongue is restricted only to explain language terms. This method is used during the early stage of learning.

➤ ***Structural Approach***

The structural approach visualises the programme of teaching in its completeness and so clearly states that the teacher of English language should arrange the basic structure and their order of frequency. This would make the structural approach scheme of structures. For this it will be necessary to grade the structures according to their difficulty level value. It would also be necessary to arrange them in logical progression. For class-room teaching purposes the structures must also be arranged keeping in view the scope for their use in the context of learners' needs. The structural approach concentrates on the teaching of structures i.e. pronouns, prepositions, auxiliary verbs, conjunctions, relative pronouns, demonstratives, distributive adjective and adverbs. Arrangements of language are of great importance. The structure must be arranged in the order of teaching following the principles of easy to complex. The scheme of working in this approach emphasises the importance of oral work in the classroom as it recognised the importance of speech in the process of language learning. It also lays stress on the presentation of every structure creating appropriate meaningful situations in the classroom. The structures are graded in the syllabus and this approach advocates the linking of a new structure with the previously learnt structures to make the learning process a complete whole.

➤ ***Communicative Approach***

Since mid 1970s British and American proponents have come out with the Communicative approach that aims to make communicative competence the goal of language and to develop procedure for the teaching of the four language skills. Emphasis in the area of language teaching has shifted from teaching the form of language to teaching functions of a language. The classroom language is controlled by the 'task' on hand and is not predetermined. The role of teacher is changed. A teacher is available as a facilitator.

6.7 NATURE OF ENGLISH LANGUAGE TEACHING

One of the most significant developments in recent years is that language teachers apply their own solutions to solve class room problems. They develop their own method too. Studies of classroom events however have demonstrated that teaching is dynamic, interactive process in which the teachers 'method' is the cumulative result of activities and processes that evolve over a long period of time (Call ,1967: Dunkin and Biddle, 1974: Swaffar, 1982). It is the result of continuous churning among student, teacher and instructional programme.

English language has been introduced either as a medium of instruction or as one of the subjects in India. In the English medium schools where medium of instruction is English, students get maximum experience of the language. The majority of schools where medium of instruction is vernacular language, English is taught as one of the subjects. Now, it is necessary to understand when English language is introduced as a second language, the methods of teaching may differ. According to Sharma (2001), following are the traditional methods of teaching English as a second language:

- Translation Method
- Grammar Method
- Bilingual Method
- Programme Instruction Strategy
- Language laboratory strategy

Aforesaid methods are traditional methods. The late 20th century has witnessed the widespread adoption of communicative language teaching in many countries English as a foreign language. The multilingual country like India has also adopted communicative approach for English language teaching. The class room of English language has become more activity based with the introduction of Communicative approach. A grammar teaching has become more functional. Recent English curriculum's in the course of study shows a departure from past practices that emphasized grammatical mastery to a functional, communication oriented teaching

approach and emphasized the development of students listening and speaking skills in classrooms. Brown (2002) describes the practices to be used in classroom such as: Firstly, a significant amount of pair work and group work is conducted, secondly, authentic language input in real life context is provided, and thirdly, students are encouraged to produce language for genuine and meaningful communication. Hence, classrooms of English language are looking forward to introduce new approaches, strategies and techniques to enhance basic competency of students. The communicative approach advocates for the enhancement of basic skills of English Language: Listening, Speaking, Reading and Writing.

6.8 LSRW IN ENGLISH LANGUAGE TEACHING

The proficiency in the four skills: listening, speaking, reading and writing, is prime concern in the process of language leaning. Among these four skills, both listening skill and reading skill are called as receptive skills or passive skills and the other two skills, namely speaking skill and writing skill are called as productive skills or active skills. It is very important to note that there is a close link between all the above skills. In other words, every skill in its own way is interconnected in order to achieve the overall objective of communication.

➤ ***Listening***

Listening to the sounds of the language enables one to recognize them, to distinguish between them and also recognize the use of stress and right intonation in sentences. Listening is the skill of putting together all the foreign sounds, analyzing them and making sense of them as words and phrases. Listening helps one to get the idea of what's going on, but more importantly it teaches pronunciation skills. All language production depends on what is heard. So listening is very important. Training in listening is necessary to enable one to comprehend the speech of people of different backgrounds and regions.

➤ ***Speaking***

After listening, one tries to repeat what is heard, speaking is the production skill during the course of learning a language. It is not just producing freehand sentences and word order. Pronunciation and accent work in the sounds of the target

language have to be practiced to make effective communication. Speaking skills are essential to make one aware of rule of speaking in English and its contribution to their success. Developing speaking skill enables one to express oneself fluently and appropriately in social as well as professional contexts. Speaking skill can be developed through working on the following:

- Oral practice
- Describing objects/situations/people
- Individual/group activities
- Extempore, debate, group discussion, public speaking etc.

➤ ***Reading***

Reading implies to see the spoken language depicted symbolically in print. Reading is the comprehension skill. It seems a very simple task. In any target language, the essence of this skill is in training one to spot patterns. Reading a lot brings one in tune with the way sentences are built in a language and exercises given with a text are the most useful as one can work on them for becoming fluent. Reading skill can be enhanced using the prescribed text for detailed study, reading and answering questions using unseen passage etc.

➤ ***Writing***

The skill of writing is one of the most effective tools of communication. It helps to develop imaginative and critical thinking abilities, and is often the sign of education. It involves the ability to write *effectively* and *creatively*. Writing is more permanent than speaking, and requires more careful organisation. It is also less spontaneous because it involves a process, from organising ideas in the mind to setting the final document on paper. Like speaking, writing can be both formal and informal, depending on its purpose.

6.9 THE EXTENSIVE POSSIBILITIES OF ELT CLASSROOMS

Language learning is a complex phenomenon comprising the skills of listening, speaking, reading and writing; in fact it involves more of ‘doing’ and ‘practicing’ in order to ‘know the language’. According to Dale’s (1960) research, the least effective method involves learning from information presented through verbal symbols, i.e., listening to spoken words. The most effective method involves direct, purposeful learning experiences, such as hands-on or field experience. A direct purposeful experience represents reality or the closest things to real, everyday life.

Listening and reading skills are ‘receptive skills’ as they lead to reception of information. Speaking and writing are known as ‘productive skills’. Listening and speaking are aural-oral skills as they demand exercise of the auditory and speech organs, whereas reading and writing involve visual and psychomotor organs. Thus, language skills not only overlap each other, but they are also interrelated skills, which involve the use of the sensory organs. Acquisition of these skills depends on the physiological and cognitive maturity of a learner; hence they cannot be acquired all at one time. In the acquisition of the native language, the child follows the L-S-R-W sequence, last two usually being acquired at school. The sequence is further reinforced by ‘inputrich’ theoretical methodologies, which aim at exposure to the language in meaningful situations so as to trigger the formation of a language system in the mind. Inputs from textbooks and materials from other sources expose a learner to the functioning of a language in different spheres and at different levels. A supportive linguistic environment is an important factor in the acquisition of English as a second language. Therefore, it is important that classroom activities should provide sufficient motivation and scope to practice the language. For effective second language teaching we need to (i) analyze the learners’ background their needs, learning styles and their attitudes towards English as a second language and (i) to evolve a method of teaching that would be beneficial to the learners.

It would be hard to imagine a language-teaching context without the presence of flashcards, wall charts, downloaded photos, board drawings etc. Amritavalli (2007) advocated *that* success in second-language learning appears to correlate with two sets of variables vested in the learner: ‘motivation and attitude’ and ‘unconscious acquisition’. In India, generations of successful learners of English have been remarkable for their autonomy. Earlier generations had habits of reading extensively.

Subsequent generations have had access to visual/aural media, and film. According to Gardner's (1991) theory of Multiple Intelligences has several implications for teachers in terms of classroom instruction. The theory states that all seven intelligences are needed to productively function in society. Educators, therefore, should think of all intelligences as equally important. This is in great contrast to traditional education systems, which typically place a greater emphasis on the development and use of verbal and mathematical intelligences. Thus, the Theory of Multiple Intelligences implies that educators should recognize and teach to a broader range of talents and skills. A second implication is that teachers should structure the presentation of material in a style that engages most or all of the intelligences. For example, when teaching about the revolutionary war, a teacher can show students battle maps. The crux of the matter is to involve learner in teaching learning process. The language class rooms have wide scope to use visual aids and theories advocate this type of intervention. Hence, visual literacy is one of the available options which can be used in language classrooms. How does visual literacy can influence the LSRW of English language? Which type of activity can be developed? What is the opinion of pre students regarding activity? These questions indicate the scope of visual literacy in the classroom of English language. Through the proper research these scopes can be understood.

6.10 DEFINITION OF VISUAL LITERACY

The concept of visual literacy was crystallized by John Debes (1968, 1969, 1970), but as Jonassen and Fork noted, "Visual literacy is eclectic in origin" (1975, p. 7). Debes; (1970) may or may not have coined the term visual literacy, but indeed provided its longest definition:

‘Visual literacy refers to a group of vision competencies a human being can develop by seeing at the same time he has and integrates other sensory experiences. The development of these competencies is fundamental to normal human learning. When developed, they enable a visually literate person to discriminate and interpret the visible actions, objects, and/or symbols, natural or man made, that he encounters in his environment. Through the creative use of these competencies, he is able to communicate with others. Through the appreciative use of these competencies, he is able to comprehend and enjoy the masterworks of visual communication (p. 14).’

Braden and Hortin (1982) also offered a shorter definition than that of Debes's. They refined Hortin's own earlier definition (Hortin, 1980a) and came up with this definition:

‘Visual literacy is the ability to understand and use images, including the ability to think, learn, and express oneself in terms of images (p. 169).

In the light of definitions, Visual literacy can be described as activity in which participants try to analyze image with own perception. Through this exercise, participants enhance various competences like listening, speaking, writing, reading and critical thinking. During this process, image or any visual item tries to trigger thinking process of participants.

6.11 THE PRINCIPLES OF VISUAL LITERACY

To understand the concept of visual literacy it is necessary to understand the principles of Visual literacy: (1) Visual language abilities develop prior to, and serve as the foundation for, verbal language development (2) Development of visual languaging abilities is dependent upon learner interaction with objects, images, and body language (3) The level of visual language development is dependent upon the richness and diversity of the objects, images, and body language with which the learner interacts and upon the degree of interaction(4) The level of visual language development is facilitated by direct learner involvement in the process and equipment used to create objects, visual images, and body language(Reynolds,1985, P.39:50).

The principles of visual literacy consider visual language ability as pre requisite for verbal language development. At the initial stage of language learning, all children either listen or observe a person who speaks something to them. For the enhancement of language, it is necessary to pass through various situations again and again. They try to understand source of the voice and try to see how it has been spoken. The same theory is applicable to second language learning. With the support of images, they get prompt to think in a particular direction. The images motivate to speak something. They may simply narrate picture and then they try to relate image with their personal experience. This mental exercise with image gives wide scope for the enhancement of language.

6.12 THEORETICAL ASPECT OF VISUAL LITERACY

At the initial stage, the definitional controversy has been so much a part of visual literacy that Cassidy and Knowlton wrote a major paper in 1983 entitled “Visual Literacy, a Failed Metaphor?” and in 1994 Moore and Dwyer included in their book a chapter titled “Visual Literacy: The Definition Problem” (Seels, 1994). Various scholars of the field were trying to understand visual literacy with different approaches. Jhonson (1977) was trying to understand nature of visual literacy, Hocking (1978) was exploring the wider issue of the parameters of visual literacy and Braden and Horting (1982) also explored the boundaries of the field.

Baca (1990) did the most recent and most comprehensive Delphi study in which visual literacy professionals collectively helped identify what is and what is not a part of visual literacy. After years of churning about the nature of visual literacy, Baca found that “there is a great deal of agreement regarding the basic tenets of visual literacy among the scholars who study it’. Baca listed 186 accepted constructs of visual literacy. From the 186 constructs, they shortlisted six core constructs of visual literacy: “Visual literacy refers to the use of visuals for the purposes of **communication, thinking, learning, constructing meaning, creative expression and aesthetic enjoyment**”.

Hortin has also done the most intensive study of the theoretical foundations of visual literacy. His dissertation (Hortin, 1980) was subtitled an investigation of the Research, Practices, and Theories of Visual literacy. In that document, he has agreed with Jonassen and Fork (1975), emphasizing the eclectic nature of the visual literacy. Hortin has portrayed visual literacy as a confluence of thought-incorporating linguistics, art, psychology, philosophy, and more. Johnson (1977) wrote in his doctoral dissertation ‘ *I was disappointed to discover that visual literacy is really nothing more than a ‘confluence of theories.’*

Minneapolis was the first American city to adopt a citywide program for teaching visual literacy skills across the curriculum, based on the assumption that to do so would develop creative and critical thinkers (Lacy, 1987). An 81- page curriculum document written by Lyn Lacy was published and distributed throughout the city. Regarding the teaching of thinking, the Minneapolis guidelines say that visual literacy and thinking:

1. Should both be taught throughout the curriculum
2. Should both be taught in relation to content
3. Should initially both be taught in sequential order but, once learned, neither are always used consciously and in sequence thereafter
4. Should both be taught as processes in themselves, so that students understand what they are doing and can apply processes elsewhere

The visual literacy movement has been tied to the field of education from the outset. While the research on visualization has demonstrated that visual skills can be taught (Winn, 1982), there has been no standard approach to teaching visual skills. Although visual skills and visual literacy instruction in the schools is the exception rather than the rule, in several instances visual literacy courses have been introduced. Dake (1982) reviewed 50 visual literacy curricula representing all education levels and concluded that the programs surveyed do not show a consistent relationship between visual literacy theory and research and the structure of the curricula. While he gathered and published information about 19 of the curricula, including evaluation information, no conclusive research conclusions can be drawn. (All of the programs were considered to be "successful," but evaluation evidence was more anecdotal than empirical.)

6.13 THE ACTIVITIES OF VISUAL LITERACY

Visual literacy, the ability to read and understand pictures, suggests various activities or strategies which can be applied in classroom. Visual literacy is the ability to discriminate and interpret visual actions, objects, symbols, and other images. Pupils use all their senses to learn. Through visual imagery, children identify numbers and letters, find meaning in concepts and ideas, develop critical-thinking skills, and so much more. Higgins had done notable studies in this area (1978). Visual literacy is an important skill that can be used across the curriculum. The studies were based on her own model which posits that ‘..... Picture interpretation consists of two related and interdependent forms of behavior: observation and inference drawing’. In the experiment with 95 fifth-and sixth grade students, Investigator found that picture

interpretation ability correlated highly with only one factor: operational facility, a characteristic that reflects Piaget's operational stages. She set out to determine whether children can be taught to draw inferences from pictures. Investigator found that many children in the 4-7 years old range gather information that the picture were not intended to convey.

Visual literacy is associated with art class rooms where they are taught to learn how to observe a painting, interpret and read. They classify various elements from the image like colour, composition, and more. The contemporary society is in need of visual literacy because various information is communicated visually. It is more important than ever that our students learn what it means to be visually literate. All artists create image with the purpose and expect that observer should get the implied meaning of image. Visual literacy is about analyzing and creating messages. Image can be used to influence students and it is upon educators to learn how to teach with and about image.

In 2003, the North Central Regional Educational Library prepared a list of specific visual literacy objectives for use by educators that incorporates analysis, interpretation and creation of visuals. The list specifies that visually literate students (Tillman, 2014):

- Understand basic elements of visual design, technique and media
- Are aware of emotional, psychological, and cognitive influences in perceptions of visuals
- Comprehend representational, explanatory, abstract, and symbolic images
- Are informed viewers, critics, and consumers of visual information
- Are knowledgeable designers, composers, and producers of visual information
- Are effective visual communicators
- Are expressive, innovative thinkers and successful problem solvers

Two major approaches have been suggested for developing visual literacy skills (Heinich, 1999). The first is to help learners read or decode visuals through practicing analysis techniques. Decoding involves interpreting and creating meaning from visual stimuli. The second is to help learners write or encode visuals as a tool for communication. Sinatra (1986) compares the creation of visual messages to writing word messages, in that visual messages have a combination of objects, space, light, angle, and mood to suggest a particular message or effect just as the writer uses words, sentences, and paragraphs to achieve a particular style. The use of visual literacy ideas and strategies to enhance verbal learning is important (Flattley, 1998; Sinatra, 1986). Because visual literacy precedes verbal literacy in human development, it is the basic literacy in the thought processes that are the foundations for reading and writing. The literature suggests that using visual elements in teaching and learning yields positive results. For the use of Visual enhancements most effectively, teachers should possess skills which include the language of imagery as well as techniques of teaching visually; therefore, guidance in the area of visual literacy for instructors is necessary.

All the definitions of visual literacy give preference to images or pictures as important material. With the help of images or pictures various activities can be developed for classroom teaching. Language classroom has immense possibilities to use images. Through the review of related literature investigator observed that visual literacy strategies could be helpful to enhance LSRW in English language.

6.14 VISUAL LITERACY AND ENGLISH LANGUAGE TEACHING

Lots of information is packed in a small image or picture. The humour, fun and satire in images provide opportunities for learners to look beyond, immerse in some of the issues, evolve discussion and become much more sophisticated interpreters of current events. To observe images, work in group, brainstorm about image, discuss and present the point of view, these all activity gives immense opportunity to enhance basic skills of language. It makes classroom more thought provoking as well as interesting. Investigator wants to explore this situation among pre service secondary teachers. Seels, B. (1994) had made attempts to define three domains of visual literacy: Visual thinking, Visual learning and Visual

communication. These three domains of Visual literacy can play important role for the enhancement of listening, speaking, reading and writing skills of English language. English language is taught to students to develop expressive as well as comprehensive skill and with the help of visual literacy, various activities can be developed.

English in India today is a symbol of people's aspirations for quality in education and a fuller participation in national and international life. The opening up of the Indian economy in the 1990s has coincided with an explosion in the demand for English in our schools because English is perceived to open up opportunities (Das, 2005). The visible impact of this presence of English is that it is today being demanded by *everyone* at the very *initial* stage of schooling. English has been taught in India since ages in teacher- centered classrooms using Grammar-translation method and Structural approach. Often this teaching has not resulted in development of language skills and the students have been unable to effectively express themselves in English (Amritavalli, 2006). Most of the human languages involve mental and cognitive processes. A number of researchers (Prabhu 1987, Krashen 1985, Elley and Mangubhai 1983) in English language have stressed that language is acquired when attention is focused not on language form, but on the meaning of messages. Moving specifically into the area of literacy acquisition, a number of researchers have stressed the need for a balance of explicit skills instruction and a strongly meaningful language-learning environment (Adams 1990; Snow, Burns and Griffin 1998; Stanovich 2000). "There is at least one characteristic that is common to every *successful* language-learning experience we have ever known, and that is that the learner is exposed one way or another to an adequate amount of the data of the language to be learned" (Rutherford 1987: 18). The reference to "adequate data" suggests that a single textbook presented over a year is inadequate. The emphasis should shift from mastery learning of this limited input to regular exposure to a variety of meaningful language inputs.

Schools have traditionally placed primary emphasis on textual literacy. Our pedagogy and academic training often focus on words and texts as the source of knowledge. To train students to see critically should be an essential component of a liberal education. That will require not only re-envisioning our curricula and teaching practices but also supporting faculty, librarians, and others in learning to both value and use visual representations in working with students. Language evaluation need

not be limited to “achievement” with respect to particular syllabi, but must be reoriented to measurement of language proficiency. The role of teacher is very important here. All students expect that their teacher should be expert of particular subject. In terms of English language also it is expected that each teacher should be fluent in speaking. He should be good at all the basic skill of LSRW. It expected from the teacher of English that they should provide environment in which students can enhance their language. Here, teacher’s competency is prerequisite. It is essential that teacher should be equipped with modern concept of langue acquisition.

The classroom of English language is always open for various methods and approaches. It is now more convenient to use innovative ideas during classroom teaching with the adoption of modified communicative approach. In addition, ICT, computer assisted programmes and visual aids have also provided wide scope to make teaching leaning process more meaningful. In this direction Visual literacy can play prominent role in the enhancement of LSRW in English. According to Richard Sinatra, there are multiple literacies of which visual and verbal are prominent. There is two-way trafficking between the literacies: one can influence the other. Visual literacy can sharpen the language used in the oral and written literacy’s while the verbal literacies can directly affect how we perceive visual experience. As an example of this cross-over, Murray (1978) has suggestwd that the process of writing has three phases: prevision, vision, and revision. Any demonstrated interaction between visual and verbal literacy argues that visual literacy cannot be ignored in the educational process.

In present study investigator focuses enhancement of English language through visual literacy among pre service teachers. Investigator has also found that no study has been done by actually implying visual literacy as a concept in language literacy so, that has also persuaded the investigator to take up the study. Pre service secondary teachers are future teachers. It is essential that they should understand English language and English language teaching with some innovative activities of visual literacy. Generally, English language teachers use visual aids like flash cards, charts and matchstick drawing etc. As it has been mentioned earlier that English language is skill, and for the enhancement of skill various innovative activities can be used. So, visual literacy based activity may bring opportunity for the enhancement of LSRW in English language.

6.15 RATIONAL OF THE STUDY

The opening up of the Indian economy in the 1990s has coincided with an explosion in the demand for English in our schools because English is perceived to open up opportunities (Das, 2005). The visible impact of this presence of English is that it is today being demanded by *everyone* at the very *initial* stage of schooling. English has been taught in India since ages in teacher- centered classrooms using Grammar-translation method and Structural approach. Often this teaching has not resulted in development of language skills and the students have been unable to effectively express themselves in English (Amritavalli, 2006). Most of the human languages involve mental and cognitive processes. A number of researchers (Prabhu 1987, Krashen 1985, Elley and Mangubhai 1983) in English language have stressed that language is acquired when attention is focused not on language form, but on the meaning of messages. Moving specifically into the area of literacy acquisition, a number of researchers have stressed the need for a balance of explicit skills instruction and a strongly meaningful language-learning environment (Adams 1990; Snow, Burns and Griffin 1998; Stanovich 2000). “There is at least one characteristic that is common to every *successful* language-learning experience we have ever known, and that is that the learner is exposed one way or another to an adequate amount of the data of the language to be learned” (Rutherford 1987: 18). The reference to “adequate data” suggests that a single textbook presented over a year is inadequate. The emphasis should be shifted from mastery learning of this limited input to regular exposure to a variety of meaningful language inputs.

In the teaching learning process, it is necessary to see the nature of the subjects too. Accordingly approaches and methods also change to teach particular subject. In the case of language, an approach and method are different relatively. Other subjects like mathematics, science and social science give information to students. In the classroom where English has been taught as a second language, situation is different because here objective of teaching is different. When any language is taught to students, it is expected that the students should be able to listen, speak, write and read language in day to day life spontaneously. The language teaching is a skill based subjects. All the four skills of the students should be enhanced through the process of teaching learning. If expected results are not achieved, then it is essential to change

our approach or method for teaching language. Now, the focus of language teaching in India as well as Gujarat has been shifted. Language teaching has always been, and remains, more of an art than a science. That is to say, it is largely intuitive and dependent on the personal abilities and convictions of the teacher. Most of the teacher's success is the result of such qualities as enthusiasm, intelligence, and love for the students. (Clifford, 1976). In the area of English language teaching, teachers use various teaching-aids as well as activities. They think continuously to make teaching learning process more interesting and meaningful. It is expected from the teacher of English to give various situations in the classroom which can enhance all the basic skills of the students.

The classroom of English language is always open for various methods and approaches. Language classrooms are not alike. The conditions for learning differ in terms of the physical environment, the age and motivation of the students, the amount of time available for learning, and many other variables. Classroom also differs in terms of the principles that guide teachers in their language teaching methods and techniques. It is now more convenient to use innovative ideas during classroom teaching with the adoption of modified communicative approach. Designers of communicative language teaching programmes have sought to replace some of the characteristics of structure-based instruction with those more typical of natural acquisition contexts. In communicative and content-based instruction, the emphasis is on the communication of meaning, both between teacher and students and among the students themselves in group or pair work. In addition, ICT, computer assisted programmes and visual aids have also provided wide scope to make teaching learning process more meaningful. In this direction Visual literacy can play prominent role in the enhancement of LSRW in English. According to Richard Sinatra (1986), there are multiple literacy's of which visual and verbal are prominent. There is a two-way trafficking between the literacy's: one can influence the other. Visual literacy can sharpen the language used in the oral and written literacy's while the verbal literacy can directly affect how we perceive visual experience. As an example of this cross-over, Murray (1978) suggests that the process of writing has three phases: prevision, vision, and revision. Any demonstrated interaction between visual and verbal literacy argues that visual literacy cannot be ignored in the educational process.

In the present study investigator focuses enhancement of English language through visual literacy among pre service teachers. During review of related literature, Investigator reviewed three studies of visual literacy: Atkin(2006), Martha(2007), Mostafa (2008). All three studies were survey by nature. Therefore, Investigator thought to employ visual literacy as one of the classroom activities for English language teaching. Generally, English language teachers use visual aids like flash cards, charts and matchstick drawing etc. It is necessary to carry out certain activities with the help of images to enhance LSRW of English language. It is also essential to observe: How images influence basic skills? What does participant think during such an activity? What are other factors which may emerge during activity? These questions encourage investigator to carry out this study. As it has been mentioned earlier that English language is skill, for the enhancement of skill various innovative activities can be used. So, visual literacy based activity may bring opportunity for the enhancement of LSRW in English language.

6.16 STATEMENT OF THE PROBLEM

Enhancement of LSRW in English language through Visual Literacy among Pre Service Secondary Teachers

6.17 OBJECTIVES OF THE STUDY

- To evolve the visual literacy activities for the enhancement of LSRW of English language among pre service Secondary Teachers.
- To study the process of visual literacy activities for the enhancement of LSRW of English Language among pre service Secondary Teachers.
- To study the opinion of the pre service Secondary Teachers towards evolved visual literacy activities

6.18 EXPLANATION OF THE TERMS

➤ ***LSRW***

LSRW refers to listening, speaking, reading and writing. These are the basic competency of English language which needs to be enhanced during English language teaching.

➤ ***Visual Literacy***

The basic idea of the present study is to enhance LSRW of English language through visual literacy. Hence, Visual literacy means to analyse image through various activities in the present study. The images play the role of stimulus among pre service secondary teachers to enhance LSRW of English language. Four visual literacy based activities are developed: describing images, interpreting images, creating Images, recall images in the present study. Visual literacy refers to analyses of images to enhance LSRW of English language in the present study.

➤ ***Pre service Secondary Teachers***

Pre service Secondary teachers refer to those teachers, who join Bachelor of Education degree to become certified teacher in school.

6.19 SCOPE OF THE PRESENT STUDY

The present study is delimited to pre service secondary teachers admitted to Shri. S. R. Patel B.Ed. College, Surat, Gujarat and opted English method subjects during academic year (2012/2013).

6.20 METHODOLOGICAL ORIENTATION

The methodological orientation of the study was guided by the nature of research questions:

1. Which different visual literacy activities can be developed to enhance LSRW of English language among Pre service Secondary Teacher?
2. How far the visual literacy activities can help in the enhancement of LSRW of English language among Pre Service Secondary Teachers?

Through these questions, investigator has introduced three terms: visual literacy activities, LSRW of English language and Pre Service Secondary Teachers.

With the help of following definition let us try to understand visual literacy:

“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).

“Visual literacy is the ability to decode, comprehend, and analyze images in order to construct meaning from visual representations of ideas and concepts” (Burns, 2006).

These definitions indicate that visual literacy is ability to comprehend images through analysis. During this process various other skills can be enhanced like thinking, learning and decoding. Images play the role of stimuli to generate new ideas among individuals.

In present study investigator has developed Visual literacy based activities to enhance LSRW of English language among pre service secondary teachers. Enhancement of any skill can never take place over night. To understand this phenomenon it is necessary to observe this process continuously. It was requirement of study that investigator should have face to face interaction with pre service secondary teachers and spending longer duration time. The nature of research question guided the investigator to arrive at a decision on the choice of methodology. Hence present study employs ‘Case study’ as a research strategy.

6.20.1 Case Study as a Research Strategy

Every type of empirical research has an implicit, if not explicit, research design. In the most elementary sense, the design is the logical sequence that connects the empirical data to a study’s initial research questions and, ultimately, to its conclusions. In the word o f Nachmias & Nachmias (1992) “*guides the investigator in the process of collecting, analyzing, and interpreting ovservation. It is a logical model of proof that allows the researcher to draw inferences concerning causal relation among the variables under investigation.*”

In the case study, Investigator examines particular group or event or programme. It is responsibility of investigator to identify what is to be studied. For example, it might be the study of specific phenomenon. It can be major and significant or it can be a small event. A case study can also be about a person. A case study can also be about a process.

Once a particular case has been identified, it is up to the investigator to establish additional parameters (Lichtman, 2011):

- A case study can target a particular aspect of the whole or it can look at many dimensions.
- It can cover many years or be limited to a short time
- It can look at many individuals connected with the case or at just a few or even one individual

6.20.2 Situating the Present Study

The purpose of the study was to observe the enhancement of LSRW in English language through Visual literacy among pre service secondary teachers. The visual literacy based activity was developed to see the process of enhancement during the implementation of activity. The present study was carried out keeping three objectives at the centre which are stated in chapter 1, section 1.8. These research objectives necessitated the need to interact and engage with group of pre service secondary teachers for a longer duration. Hence, to serve the purpose of the study, Shri.S.R.Patel B.Ed. College was selected where investigator was working as a lecturer. Investigator started his work since August, 2012.

6.21 RESEARCH DESIGN

Yin (1998) describes a research design as a ‘logical sequence that connects that empirical data to a studies initial research question and ultimately to its conclusions.’ The logical sequence is the essential aspect of a research design. In this study the logical sequence evolves or unfolds over a period of time. In the initial stages of my work I entered the research setting with a tentative research questions and conceptual framework derived form the literature review on visual literacy based studies. In this sense pre-field work, fieldwork and post field work are interrelated and overlap substantially. This has been described in detail in the figure 3.1

I have been teaching methods of English language teaching for eight years in college of education. During practice teaching, I observed that use of visual add make classroom teaching more energetic. I have been observing this effect for continuous

six years during practice teaching. My interest made me to review the relevant literature in the area of visual aids and visual learning. Through this churning, I came to know about visual literacy. I discussed this topic with the experts of English language teaching and all encouraged me to carry out this study. From the earlier stage of the study, it was felt that qualitative data obtained through the interaction with pre service secondary teachers would provide understanding the ways through which the enhancement of LSRW skills takes place through the activity of Visual literacy. The need to understand the enhancement of LSRW skills through visual literacy activity, investigator carried out present study. In the figure 3.1 research design has been described.

6.21.1 Selecting the Case Study

For the purpose of this study Shri. S.R.Patel B.Ed. College, was selected. Hence, sample of the study was purposive. The nature of the study required to interact and engage with group of pre service secondary teachers for long duration. Investigator was working as Asst. Prof. in the same institute. It was the second criteria for selecting the case.

I have been teaching methods of English language for last eight years. Throughout this years I used to interact with trainee regarding methods of English language teaching. During method classroom, normally we generate discussion regarding innovative practices in teaching learning methods. For the present study, Shri. S.R.Patel B.Ed College was the convenient place wherein implementation of activity and interaction with pre service secondary teaches could took place.

6.21.2 Gaining Access to the Case Study

As it has been mentioned earlier Investigator is lecturer of English language in Shri.S.R.Patel B.Ed College. Hence, as sample of the study, Investigator selected pre service secondary teachers who opted English as their main subject of the same college. To carry out this study in the college Investigator had taken permission from the Principal and Management.

6.21.3 Ethical Procedure

The nature of the present study required me to spend substantial time (6 months) in a college, interacting with a group of pre service secondary teachers on day-to- day basis. This necessity requires me to be honest to one self and others. Accordingly I sought permission of Principal of the college and staff to conduct research. I expressed my research intentions and provided as much information as possible about the study. I also told them clearly that, what I am going to do with all the information, I collect from the school. However, with pre service secondary teachers I did not share details of the investigation due to my belief that they might be more cautious about present research and I would not get genuine data regarding my work.

6.22 SAMPLE OF THE STUDY

As per the requirement of the objective of the present study, investigator has adopted purposive sample technique. The purpose of the study is to enhance LSRW in English language through visual literacy among pre service secondary teachers. The present study is Case study where large group is not required. In proposed study investigator wanted to observe process of enhancement of the skill during implementation of visual literacy based strategies. So, it was necessary for investigator to spend maximum time with the pre service secondary teachers. That was possible in his own institute where he was working as lecturer. Hence, during first semester and second semester of the academic year 2012-13, those students who opt English method as subject, would consist as sample for the proposed study.

6.23 DATA COLLECTION METHOD

A ‘bricolage’ of qualitative research methods was employed to gather data in relation to the purpose of the study. A bricolage will connect the parts of the whole, stressing the meaningful relationships that operate in the situation and social world being studied (Weinstein & Weinstein,1991). Table 3.1 illustrates the bricolage of qualitative research methods selected for the present study.

TABLE 6.1 BRICOLAGE OF QUALITATIVE RESEARCH METHODS

Data Collection Methods	Purpose of Methods	Data Source	Information Provided by Data
Entry level and Exit level test of LSRW	To see the enhancement of LSRW Through	Pre service secondary teachers	Visual literacy
Focused Group Interview	Investigation of identified key concept	Pre service secondary teachers	To see the response regarding Visual literacy based activity
Observations	Firsthand experience of Classroom pedagogy	Participation of Pre service secondary teachers	Classroom context details
Field notes	Contextualization of data and personal reflection	Physical setting; participating teachers; investigator	Description setting, actions and conversations
Document Analysis	Pedagogical intentions	Pre service secondary teachers performance during activity	Pre service secondary teachers out comes
Opinionnaire	To cross examine the data	Pre service secondary teachers	To know the concept of Pre service secondary teachers

The present study passes through three stages. The first stage is to develop visual literacy based activity. Investigator evolves entry level test and activities to enhance LSRW. During that process analysis of the entry level test becomes guiding information to evolve activity. The second stage is to observe the process of the implementation of the activity. Here, field notes, observations and discussion of the participants become the source of the information. The last stage of the study is to know the opinion of the pre service secondary teachers regarding the activity. Therefore, opinionnaire becomes the source of information. Table no. 3.1 gives detail ideas about the source of the information of the present study.

6.23.1 Test of LSRW

The Investigator prepared Test based on Listening, Speaking, Reading and Writing at the entry level. Investigator wanted to see their existing potential at aforesaid skills. After completing all the activities investigator conducted one more test to see their enhancement in English language. These tests were reviewed by the experts of English language. Investigator received their feedback and made same possible changes.

6.23.2 Group Discussion

The qualitative research interview attempts to understand the world from the subject's points of view, to unfold the meaning of their experiences, to uncover their lived world prior to scientific explanations. Interview research may appear a simple and straightforward task. It seems quite easy to obtain a sound recorder and ask someone to talk about his or her experiences regarding some interesting topic or to encourage a person to tell his or her life story. Kvale & Brinkman (2009) says "*It seems so simple to interview, but it is hard to do well. Research interviewing involves a cultivation of conversational skills that most adult human beings already possess by virtue of being able to ask questions*".

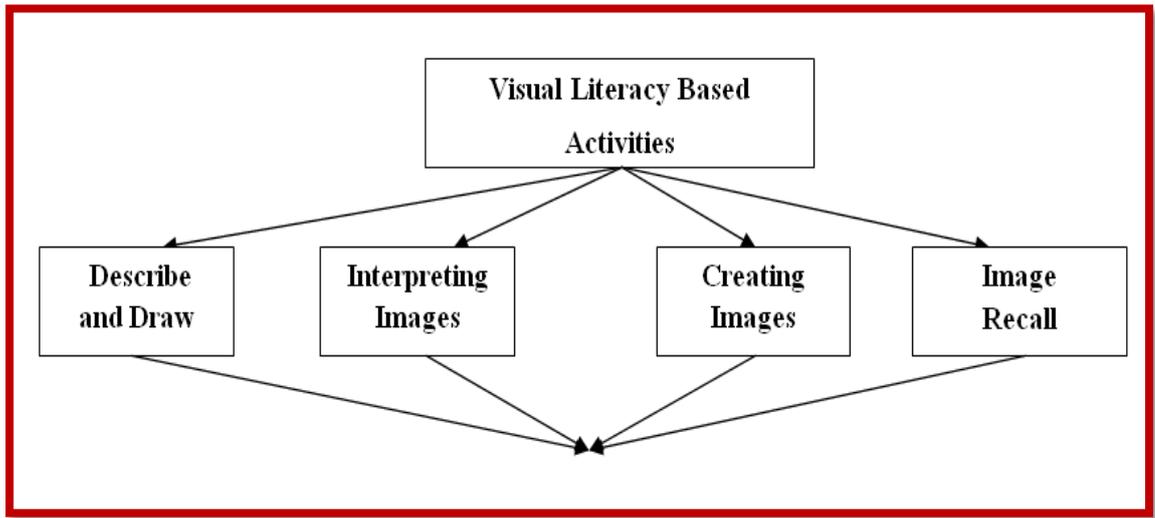
Group discussions are also described as organized group discussion which is focused around a single theme. (Krueger, 1986). It involves informal discussion amongst individuals about specific topics relevant to the concerned situation (Beck, Trombetta and Share, 1986). The techniques envisage a permissive climate, which facilitates fostering a range of opinions about the issues/topic/theme. The goals of focus group discussion are not to build consensus but to elicit a range of opinions from individuals about the issue.

In the present study investigator decided to carry out group discussion to find out the perception of pre service secondary teachers regarding visual literacy based activities. Interviews were carried out after completions of each round of five activities.

➤ ***Construction of Questions for Group Discussion***

Lazarsfeld (1954) identifies three principles of question construction in the context of social research: specification, division, and tacit assumption. Specification refers to the focus of each question; division is concerned with appropriate wording and sequencing of questions, while tacit assumption is determining the true meaning intended by participants' responses. In the present study investigator wanted to see enhancement of LSRW with the help of visual literacy based activity among pre service secondary teachers. Investigator developed questions keeping following areas in the mind:

FIGURE 6.2 AREAS FOR CONSTRUCTING QUESTIONS FOR THE GROUP DISCUSSION



The Investigator wanted to know the perception of the participant regarding activity and LSRW skills. Hence, fig. 3.2 gives detailed idea about the questions of the interview. Investigator will construct question for the interview based on activity and its relation with the LSRW.

➤ ***Interview Schedule***

It was anticipated that each interview would evolve into a somewhat unique form, a clear list of issues to be explored. Investigator wanted to know the process of enhancement and opinion of pre service secondary teachers regarding visual literacy based activity. Accordingly Investigator identified the following areas to prepare questions for interview:

- Interest area in teaching, their view regarding English language teaching
- Difficulties during activity
- How does it influence various aspect of English language like: vocabulary, fluency etc..

From this list of issues, possible questions were developed. All questions were discussed with the subject experts and subsequently the questions were modified and finalized.

6.23.3 Observation Schedule

Observation is the process of gathering open-ended, firsthand information by observing people and places at research site. It gives an opportunity to record information as it occurs in a setting, to study actual behaviour, and to study individuals. However, as it was unrealistic that every aspect of each activity could be noted, a number of issues central to the study were identified and these became the focus of observations:

- Among four skills (LSRW) which skill get maximum enhancement and what are reasons behind?
- Nature of interactions regarding activity (Among pre service secondary teachers)
- All four activities (Which activity gives wide scope for the enhancement of LSRW? Why?)
- Other aspects of the language like vocabulary, grammar, comprehension

These focus issues were written at the top of the investigators notebook to act as a continual reminder of the most pertinent data to be gathered, nonetheless, attempts were also made to record anything that was felt to be relevant to the study.

6.23.4 Field Notes

As recommended by Burns (2000), observations were recorded through brief field notes, taken on the spot, with time references. Field notes are the observer's record of what he or she has seen, heard, experienced and thought about during and observation session. They contain descriptive and a reflective aspect. The former describes what's seen and latter provides investigators ideas about the description (Gay, 2000). Four activities were carried out viz. Describe and draw, interpreting image, creating image and image recall pertaining to listening, speaking reading and writing in the present study. Initially, investigator noted down everything about the performance of participants, their reflections, their problems, and their behaviour and as the research progressed, field notes become more selective.

6.23.5 Document Analysis

All sample participants passed through four activities. According to the nature of activities, they were instructed to developed write up, conduct group discussion, draw image, complete half image etc. The investigator collected various documents during the activity in different forms (like sketch, images, small write up). The analysis of those documents revealed relevant information for the study.

6.23.6 Opinionnaire

Investigator had made attempts to obtain keeping in mind the objectives of the study for construction of an opinionnaire. In the present study, Investigator carried out activities. Hence, opinionnaire has been divided into four parts. To frame statements for the opinionnaire, investigator kept following points in consideration:

- Four skills Listening, Speaking, Reading and Writing
- Components of the skills like comprehension, vocabulary, fluency etc.
- Level of the difficulties
- Enhancement of skills

The investigator had prepared 40 statements based on mentioned areas. It was given to the experts and colleague. The investigator kept one or two negative statements in the first draft of the opinionnaire. The investigator received one comment from the colleague “you should keep 50% negative statements.” The suggestions were then discussed with the guide and certain corrections were made in the statements.

6.24 PROCESS OF DATA COLLECTION

The data for the present study was collected through observation, group discussion, opinionnaire and document analysis from variety of sources (refer table no.3.1) the data were collected during fieldwork in three stages.

- Stage 1 : Evolving visual literacy based activities
- Stage2 : Understanding the process of enhancement of LSRW
- Stage 3 : Study the opinion of pre service secondary teachers

6.24.1 Evolving Visual Literacy Based Activities

The data for this stage were collected during June (2012). The data were collected for the period of 20 days. I wanted to develop Visual literacy based activity for pre service secondary teachers to enhance LSRW of English language. Therefore, it was necessary to observe my participants for the study. These data were recorded as a field notes. These field notes were read on day-today basis. The data generated various possibilities and issues, which need to be given importance for preparing the activity. The review of related literature indicated that it was necessary to see the level of pre service secondary teachers at the entry level. Hence, I prepared four test based on LSRW in English language. An analysis of result and interaction with participants, paved my ways to prepares activities. Initially I had difficulties in recording the data, as I found too many events taking place simultaneously. But gradually I could be able to classify the data with the help of three concurrent activities of data collection and data analysis activities viz., data reduction, data display and conclusion drawing and verification that concerns the present study.

6.24.2 Understanding the Process of Enhancement of LSRW

The activities were implemented among the pre service secondary teachers between August(2012) to March (2012). The data were collected through various sources at this stage. According to the nature of activity, three types of activities were carried out: individual work, pair work and group work. The major source of data collection was interaction with participants, their performance in the activity, observation of investigator and responses of participants during focus group discussion. Investigator maintained field notes to record data. This observation provided me an insight as to how each group has conducted a particular activity among themselves and in relation to each other. The observations usually varied about 60 to 90 minutes in a given day.

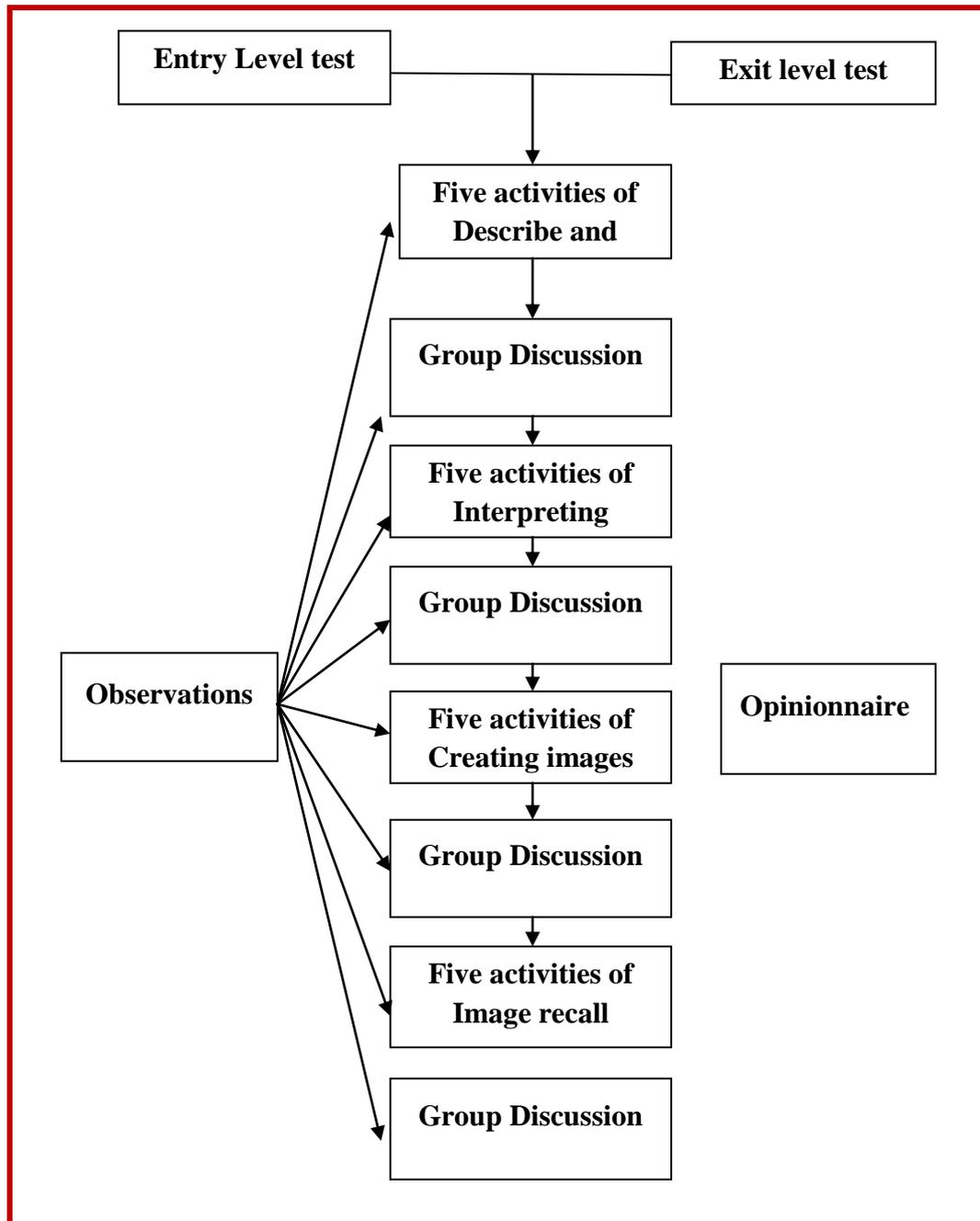
I had difficulties in giving equal attention to all the groups. While paying attention to one group the other group might not have got the attention. This was made up partially by talking to them during group discussion. I used to ask general questions regarding activity at the end of the session.

6.24.3 Study the Opinion of Pre-service Secondary Teachers

In the present study, third objective of the study was to know the opinion of pre service secondary teachers regarding the activity. To serve the purpose investigator carried out group discussion (refer 3.5) and opinionnaire. It was administered among pre service secondary teachers to know their opinion about activities. During group discussion also same questions, in different form, were asked to participant to triangulate data.

Fig. 3.3 gives detail plan of the data collection through the source of data. Throughout the study observations would be the one of the sources of data collection. During the preparathion of the activity, to know the prevailing competency of the participants, entry level test will be conducted. The analysis of test guided Investigator to develop activity. At the end of the study also investigator conducted test to see the enhancement of the participants. After each activity, group discussion was the important source of the data collection. The opinion of the participants was the last source of information which told the opinion of the participants about activity.

FIGURE 6.3 : PROCESS OF THE DATA COLLECTION



6.25 DATA ANALYSIS

The data analysis was done during fieldwork and post field work. The data interpretation would direct investigator regarding the enhancement of LSRW through the visual literacy based activity. The data analysis describes the units of analysis, procedure adopted for data analysis and the techniques adopted for established validity of qualitative data.

➤ ***Units of Data Analysis***

Investigator carried out present study to observe enhancement of LSRW in English language through visual literacy activity among pre service secondary teachers. Investigator carried out activities among pre service secondary teachers to see the influence of visual literacy based activity. Through the variety of sources, investigator wanted to know their opinion regarding this activity. It became apparent that individual is not the most useful unit of analysis. Thus, for this study the analysis of social events and products that involve the discussion between two or more participants became the necessary part of analysis.

➤ ***Procedure of Data Analysis***

The data analysis was done in three stages

Stage1: Evolving visual literacy based activities

Investigator developed four test of English language to see the level of participants. It could be helpful to investigator to develop activity. So, analysis of their performance would guide to develop activities

Stage Two: Understanding the process of enhancement of LSRW

In the second stage implementation of activity took shapes. During the implementation, investigator collects information with help of field note and observation. The data analysis consists of reading and re-reading the field notes.

➤ ***Coding Categories***

Coding is the process of marking segments of data with symbols, descriptive words, or category names. Here is how Miles and Huberman (1994,p.56) explain it: “*Codes are tags or labels for assigning units of meaning to the descriptive or inferential information compiled during study* a study. Codes usually are attached to ‘chunks’ of varying size-words, phrases, sentences, or whole paragraphs... They can take the form of a straightforward category label or a more complex one.” In table 3.1 and 3.2, Investigator described coding of activities and students respectively.

TABLE 6.2 CODE OF THE ACTIVITY

Activity one : Describe and draw	Activity Two: Interpreting images	Activity Three: Creating Images	Activity Four: Image Recall
D1	M1	T1	R1
D2	M2	T2	R2
D3	M3	T3	R3
D4	M4	T4	R4
D5	M5	T5	R5

TABLE 6.3 CODE OF THE STUDENTS

Name of the Students	Code
1. Daroga Amrin	A1
2. Barod Trupti	A2
3. Mittal .M Patel	A3
4. Patel Vrunda	A4
5. Patel Usha	A5
6. Patel Neha	A6
7. Vashi Nilam	A7
8. Patel Ankita	A8
9. Yadav Nilam	A9
10. Sharma Hemlata	A10
11. Mittal .V.Patel	A11

Stage 3 Study the opinion of pre service secondary teachers

Investigator collected opinion of the pre service secondary teaches through interview and opinionnaire.

➤ ***Establishing Validity of Qualitative Data***

In the present study Triangulation was used as a validity procedure, where investigator search for convergence among multiple and different sources of information to form themes or categories in a study (Cresswell & Miller, 1990). In the triangulation procedure, researcher provides corroborating evidence collected through multiple methods such as observation, interviews and documents to locate major or minor themes.

➤ ***Challenges of Case Study Research***

The case study as a methodology offers numerous challenges to the researchers during the fieldwork. In the initial stages it was difficult to record data as too many events were taking place. After sometimes I could able to adjust, observe and record the pupil's activities. Another problem was that during the video grapy, trainees were becoming cautious and it was distracting too. Then, I gave them some orientation regarding their behaviour. Gradually, they got used to the video shooting. Sometimes, they started discussing their personal problem, during the activity. It difficult situation to bring back towards particular activity.

6.26 DISCUSSION

Discussion of Findings of the Study

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 sowed 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).

6.27 SUGGESTION FOR FURTHER RESEARCH

The present study has identified a need for further study of visual literacy teaching within four main domains- educational policies, professional development, pre service training and the efficacy of visual literacy.

A large-scale investigation into teachers' theoretical and practical construction of visual literacy teaching may produce findings that can be generalised and used as the basis for the development of visual literacy educational policies.

Furthermore, future research could be directed at developing, implementing and evaluating visual literacy professional development programs. A variety of approaches to visual literacy professional development could be trialled and the structure, content and implementation of these approaches evaluated.

An analysis of pre-service visual literacy teaching-learning programs may well encourage a re-conceptualization of pre service teachers' professional literacy education.