

**CHAPTER - I**  
**THEORETICAL**  
**AND**  
**CONCEPTUAL**  
**ORIENTATION**

# CHAPTER - I

## THEORETICAL AND CONCEPTUAL ORIENTATION

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Sr. No.	Topic	Page No.
1.1	Introduction	1
1.2	Importance of English Language Teaching	2
1.3	Status of English Language at School Level in India	3
1.4	Status of English Language Teaching at School Level in Gujarat	6
1.5	Status of English Language Teaching During Teacher Training Programme	7
1.6	Method and Approaches for English Language Teaching	8
1.7	Nature of English Language Teaching	11
1.8	LSRW in English Language Teaching	12
1.9	The Scope of ELT (English Language Teaching) Classrooms	13
1.10	Definition of Visual Literacy	15
1.11	Principles of Visual Literacy	16
1.12	Theoretical Aspect of Visual Literacy	16
1.13	The activities of Visual Literacy	18
1.14	Visual literacy and English Language Teaching	20
1.15	Rational of the Study	21
1.16	Statement of the Problem	24
1.17	Research Questions of the Study	24
1.18	Objectives of the Study	24
1.19	Explanation of the Terms	24
1.20	Delimitation	25
1.21	Organization of the Thesis	25

# CHAPTER - I

## THEORETICAL AND CONCEPTUAL ORIENTATION

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### 1.1 INTRODUCTION

English language is widely used, spoken, learnt and taught by people around the world. The people of our country use this language as an official language. English language is necessary to access knowledge in the field of the science and technology. It is necessary to upgrade our knowledge in the fields like science, technology, education, medicine, politics, laws, foreign affairs, and business. Hence, English has become the convenient medium of acquiring knowledge and to acquire knowledge is the chief mission of education. Across the globe, several nations have made English an official language or chosen as a medium of instruction for colleges or schools, one of the most obvious reasons will be educational.

English language has acquired the status of a global language and majority of the people treat it as a world language. It is not an easy process. This status can be achieved when it is recognized in every country. The use of English language has become need because if a person wants to be in touch with the latest thinking and research, it is possible through the knowledge of English 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 disagree’. 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.

## **1.2 IMPORTANCE OF ENGLISH LANGUAGE TEACHING**

Once the language was part of the great cultural or religion is not sufficed to be entitled as a global language. To have enriched vocabulary, flexible structure of grammar, part of the great culture, it was medium of great literature; these factors may encourage a person to learn particular language. 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 incidents also played very important role in the widespread of English language: Industrial revolution and advancement of science and technology. These two phenomena 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 has become means of acquiring advance knowledge.

The other important aspect of this language is flexibility to meet the requirements. English language has become a global means of communication. The use of English language is inevitable in the areas like science, technology, business, aviation, and internet. These are the factors which make English language a global language.

The liberalization of the Indian economy has brought more situations where to learn English has language become indispensable. Earlier the importance of English language was limited to teaching, civil services and the field of medicine. Now, entire new range of the fields is available where English language is a must. The students of India are always in demand at other countries. Therefore, they prepare for the exams like TOEFL or IELTS. If youngsters are proficient in English language speaking, they get easy job at call centres. The areas like marketing and finance where proficient speakers of English language get an easy opportunity. Therefore, in the area of ELT, professional publishers like Oxford and Cambridge, taking more interest in India to provide their material and training to meet this requirement. Former Chief Minister of Gujarat, Honourable Mr. Narendrabhai Modi had launched special programme for English language teaching (SCOPE) to meet the demand of English language speakers in Gujarat. The class room teachers, an important stakeholder in this process, seek method and means to make English teaching more meaningful.

### **1.3 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.

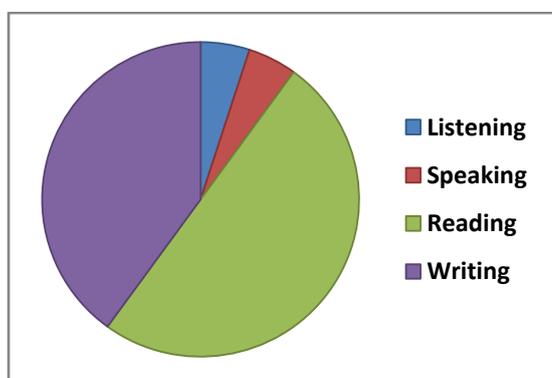
An inclusive society is the foundation for a knowledge society. Language is significant not only as a medium of instruction or communication but also as a determinant of access. At the present, efficiency in English language is the most important determinant of access to higher education, employment possibilities and social opportunities. National Knowledge Commission (NKC) therefore recommends the teaching of English along with the L<sub>1</sub> 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 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](http://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).

## **1.4 STATUS OF ENGLISH LANGUAGE TEACHING AT SCHOOL LEVEL IN GUJARAT**

Two types of schools cater formal education in Gujarat. Type one, where medium of instruction is vernacular and all subjects are taught in vernacular language except English language which is taught through English language. Type two, where medium of instruction is English and all the subjects are taught in English language except vernacular subjects. 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.

## **1.5. 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.

## **1.6 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 emphasis 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.

## 1.7 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

These are the traditional methods. The late 20<sup>th</sup> 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.

## **1.8 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.

## **1.9 THE SCOPE OF ELT (English Language Teaching) 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.

### **1.10 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.

### **1.11 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.

### **1.12 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.)

### **1.13 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(1978) had done notable studies in this area. 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.

#### **1.14 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 (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.

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. 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.

### **1.15 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- cantered 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. 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.

## **1.16 STATEMENT OF THE PROBLEM**

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

## **1.17 RESEARCH QUESTIONS OF THE STUDY**

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

## **1.18 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 opinions of the pre service Secondary Teachers towards evolved visual literacy activities

## **1.19 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.

## **1.20 DELIMITATION**

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 as subjects during academic year (2012-2013).

## **1.21 ORGANIZATIONS OF THE THESIS**

The thesis is divided into six chapters. The chapter one deals with the theoretical & conceptual orientations of the study. It deals with the policy initiatives on English language teaching and its role in the conceptual development, on rationale and objectives of the present study. The chapter two provides overview of the review related research work done in the area of English language teaching and Visual literacy. The Chapter three explains the methodological details of the present study. It deals with the reasons for conducting the study through case study methods. The choice of case study school, sample data collection and methods and data analysis procedures have been described.. The analysis and interpretation of the data are presented in the chapter four. The chapter five discusses the findings of the study and the chapter six presents the summary and conclusion of the study.