



Enhancement of Speaking Skill in English Language Through visual activities Among Pre service Secondary Teachers

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A B S T R A C T

The classrooms of English language are always open for the activity and teaching learning material. In 21st century, people are becoming visual. Therefore, learning style of students has become more visual. English language has been taught to develop communication skills of students. In communication, Speaking has its own importance. Various methods we apply in the ELT classrooms to encourage our students to speak in English. In this paper, author has tried to apply visual activity to enhance Speaking skills among pre service secondary teachers.

Introduction

English, being an international language, is taught all over the world either as the first language (hereafter will be referred to as L₁) or the second one (hereafter will be referred to as L₂). English is taught as the L₁ as well as the L₂ in India. The objectives of L₁ are broadly related to the all-round development of a child namely social, emotional, cultural, mental and intellectual development while those L₂ are limited, related to the development of skills like reading, writing, speaking and listening (Sharma 2001:p.198).

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 time, 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. Given that 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 create good teachers of language, it is necessary to accept knowledge about the process of language and literacy acquisition. There is need for reflective teachers who have deep understanding of language learning and the English – multilingual classroom. In the present research Investigator tried to observe enhancement of speaking language in English language through visual activities among pre service secondary teachers.

English language and Visual activity

It would be hard to imagine a language-teaching context without the presence of flashcards, wall charts, downloaded photos, board drawings etc. It is observed that any teaching can be made more effective with the use of teaching-aids. Here nature of subject also plays significant role. It has been focused again and again that English language is one of the skills. For the enhancement of skill, activities and teaching-aids can be more suitable way of teaching. Seels, B. (1994) had made attempts to define three domains of visual activity:: Visual thinking, Visual learning and Visual communication. These three domains of Visual activity can play important role for the enhancement of listening, speaking, reading and writing skills of English language.

The Present Scenario of English Language and English language Teaching at colleges of Education in Gujarat

Students take admission with English subject in B.Ed programme. They get training for teaching English language as subject. So, they have been taught method and content. They get English as subject for teaching on the basis of their subjects at graduation. Normally, they are Bachelor of Arts with major English. During graduation 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 kept as optional subject. So, during graduation students just get experience of English language and literature. Then they go for B.Ed. program in which they study English language teaching through out the year. Here, one fact should be accepted that English language and English language teaching is interwoven.

Amritavalli (2006) 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.

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 programs and visual aids have also provided wide scope to make teaching learning process more meaningful. In this direction Visual activity 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 activity can Sharpe 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) suggest 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.

Research Question

Which different visual activities can be developed to enhance speaking skill of English language among Pre service Secondary Teacher?

Statement of the Problem

Enhancement of speaking skill in English language through Visual activities among Pre
Service Secondary Teachers

Research Objective

- To evolve the visual activities for the enhancement of speaking skill of English language among pre service Secondary teachers.
- To study the process of visual activities for the enhancement of speaking skill of English Language among pre service secondary teachers.

Delimitation of the Study

- This study was delimited to one-year fulltime pre-service secondary teacher education program.

- This study was delimited to the pre-service secondary teachers admitted to Shri. S. R. Patel B.Ed. College and opted English method subjects during and academic year (2012/2013)
- The study was also delimited to following activities of visual literacy: describe image, interpret image

Methodology of the Study

This study was qualitative in nature. In present study investigator adopted Case study design. Under the case study design, group was considered as Case.

Sample

The sampling technique for the present study was purposive sampling. Investigator had decided to use purposive sampling technique because present study was Case study wherein large group was not required.

Tools for Data Collection

In Present study investigator adopted following tools for data collection.

Observation

The observation was carried out by the investigator during the implementation of the activities with the help of videography and field notes.

Field notes

Field note were maintained by the investigator to record the data regarding what had been observed.

Interview

Interviews were conducted to find out the opinions of students regarding their experiences during the program and feedback about the visual literacy activities.

Data Analysis

During the implementation of activity investigator observed following findings.

In the present study investigator developed two activities:

1. Describe image

2. Interpret Image

Table 1

Describe image				Interpret image			
Task 1	Task 2	Task 3	Task 4	Task 1	Task 2	Task 3	Task 4

1. Pre service secondary teachers were enjoying activity and during the activity they were totally involved.
2. It was observed that they had a limited vocabulary to describe image. Therefore, sometimes they find it difficult to describe image.
3. During implementation of activity they were generating healthy discussion.
4. Gradually they were enhancing their fluency in speaking.
5. It was observed that through this activity they could develop critical thinking.
6. Through this activity they started thinking regarding how to speak correct English language.
7. They had taken initiation to find out maximum words to describe image in proper sense.
8. In the activity of interpretation of image, they could not perform as per the expectation initially.
9. In the first two tasks they used to describe only observed things. Then investigator provided orientation about their role. Gradually they performed better.
10. In the task of Interpret image they did not enjoy much. Sometimes it was observed that it became burdensome.
11. During Videography they used to become conscious initially. Later on they were comfortable.
12. Through the activity, all the participants were getting equal opportunity to speak in English language. But those students whose basic understanding of English language is weak , they could not perform as per the expectation
13. They were getting maximum opportunity to speak in thought provoking imgs. Simple images they were not able to speak much

Conclusion

In present study, investigator had focused on enhancement of speaking skill in English language through visual activity among pre service teachers. Investigator had also found that

in class room various pictures had been shown to students and teacher asks some basic questions which is not suffice. With the help of visual activity, it is necessary to develop activity which can encourage our students for peer learning. They should get chance to interact with each other. Teacher has to play role of observer. Investigator also noticed that some more studies implying visual activity as a concept in language literacy should be carried out to see its effect on other skills like listening writing and reading.

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