

## Effectiveness of pictorial narrative technique in improving the English language competencies among teacher trainees

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### Abstract

This study aims to highlight the importance of improving the English Language Competence among the Teacher trainees. It also advocates the effectiveness of Pictorial narrative technique to improve the Language skills of the soon to be teachers. Pictures are effective in enabling the individuals to open up their imagination and descriptive skills along with it. This study has been done on a set of teacher trainees and has been proven to be quite effective. Experimental method was adopted to find the effectiveness of 'Picture narrative technique'. A booklet containing pictures related to 'Active vocabularies' and 'sentence structures' was developed by the investigator.

**Keywords:** English language, competencies, teacher trainees, ELT, picture narration

### 1. Introduction

The role of the teacher is becoming more significant and demanding day by day. Teachers are expected to use a wide variety of methods, tools and approaches and to tailor them to the learners' needs. They are required to possess varied competencies and skills necessary to create a positive classroom environment and work collaboratively with other stakeholders within and outside the school in order to provide timely support to learners. Every student has the right to develop Language competencies gradually at every stage of their school life, linking the curricular expectations. Teacher trainees, who are the soon to be teachers need to have mastery over the English Language. Only when one is sound enough in vocabulary, Grammar and Descriptive skills he/she will be able to communicate with confidence to the students. Students usually view the teacher as their role model. Being a teacher trainee, it is highly essential for him/her to be fluent enough in English Language. Only when the teacher has a mastery over Language, it can be expected from the students. Hence it is highly demanded from a teacher trainee to boost up the English Language competencies.

It was identified that the teacher trainees need to improve their Language skills with the help of classroom interactions. It was also noticed that they need to enrich their Grammar, vocabulary and descriptive skills, when it comes to oral communication. Hence, this study was taken up aiming at improving the English Language Competencies of Teacher trainees through 'Pictorial Narrative Technique'. It was conducted upon 30 Teacher training students of DIET, Salem.

### 2. Objectives

#### This study was taken up to

1. Enable the teacher trainees make use of the appropriate active vocabularies.
2. Enable the teacher trainees understand the structure of simple sentences.

3. Help them make use of the sentence structures in their own sentences.
4. Enable the students speak descriptively on a given picture.

### 3. Implemented method

#### 3.1. Pre-test

In order to evaluate the level of the teacher trainees in their Language skills, a Pre-test Questionnaire was prepared and conducted, in which the average Mean score of the students is 38.88%

#### 3.2. Strategies used

A 'Booklet' was developed by the researcher, which contains pictures related to 'Active vocabularies' and 'Sentence structures'. The teacher trainees were helped to narrate incidents and stories related to the pictures given, at various instances. Finally, they were able to describe the given pictures on their own and were also able to narrate stories on their own using the pictures, with appropriate structures and vocabulary.

The trainees were given pictures of words, which are used in our day-to-day situations. They were made to guess the words and their related vocabulary too. The pictures were selected in order to make them speak about them. The sets of pictures were also grouped under a topic, so as to enable the them to recall relevant words. It comprised of Nouns, Verbs, Adjectives and Adverbs which are covered in their textbooks too. In this way, 'Active vocabulary' was practiced among the students. They were made to see the pictures and say the words.

The teacher trainees were taught basic Sentence structures in the SVO pattern and it was reinforced with the help of Substitution drills. By teaching the simple sentence structures, students were able to frame their own sentences with the help of pictures shown to them. As the three verb forms were taught to them, they were able to form sentences in three forms of the Verb in the shown picture. Similarly, the trainee teachers were given enough practice to frame

sentences using the shown pictures. They were encouraged to narrate incidents as shown in the picture as per their imagination.

**3.3. Post-test**

After the implementation of the strategies, a Post-test was administered by the investigator, in which the average Mean score of the teacher trainees is 75.84%

**Table 1:** Mean Scores of the Teacher trainees in Pre-test and Post-test

	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>
Pre-test	30	16	60	38.88
Post-test	30	64	84	75.84

**4. Findings of the Study**

The data analysis of the Mean scores of the Pre-test and the Post-test enabled the investigator to arrive at the following findings:

1. The present study has paved way for improving the English Language competence among teacher trainees.
2. It is found that the trainees, after being given the interventions, are able to narrate stories in English on their own with the help of pictures.
3. They are also able to make use of active vocabulary in their own sentences.
4. They are able to read through the given pictures, understand and describe them fluently in English on their own.
5. There is a significant difference between the Mean score of the Pre-test and the Post-test.
6. It is found that the Pre-test Mean score, which was 38.88 has increased to 75.84 in the Post-test Mean score with a Mean difference of 36.8
7. The result depicts that 'Pictorial narrative technique' plays a vital role in improving the English Language Competence among the Teacher trainees.

'Picture narrative technique' can be used in an English classroom to develop speaking skills among students of any grade. Pictures are quite effective in bringing out the oral skills. Hence this study proves effective among the teacher trainees. Pictures act as an aid for them to have a safe practice in the target language. Only when the teacher trainees develop their communicative skills and descriptive skills can they become competent English teachers in the near future. The present school system paves way for the school children to attain the expected Learning Outcomes in English. Hence its significant for the teacher trainees to equip themselves in building up their English Language Competencies. This study recommends the use of 'Pictorial narrative technique' in order to develop the Language skills.

**5. References**

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