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***USING VISUAL AIDS AS A MOTIVATIONAL TOOL
IN TEACHING WRITING***

Case Study: Third year Middle School in Chadlia Oumrani

**Dissertation Submitted to the Department of English in Partial Fulfillment in the
Requirement of the Master Degree in English Didactics**

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List of abbreviation and acronyms:

Cs: Concluding sentence

EFL: English as Foreign Language

ELT: English Language Teaching

ESL: English as Second Language

Ss: Supporting sentence

TS: Topic Sentence

VA: Visual aids

Abstract:

Since many approaches ,strategies, and methods in language teaching have developed from year to year and been implemented unsuccessfully by teachers in learning process, the idea that teachers should consider the new strategy in language teaching has arisen in language learning. One of which is through using media as the one way to help pupils learn the English effectively and easily. In order to check the general situation in the teaching center, different questionnaires were handed to teachers and students from the third year classroom in Middle School. In reference to the teaching writing through visual aids, this dissertation attempt to explore more the theoretical framework of using the visual aids in teaching writing’s ESL pupils.

Key words: visual aids, teaching writing, Teaching-learning process

المخلص

رغم إن العديد من المناهج والاستراتيجيات والأساليب تطورت من عام إلى آخر في مجال التعليم , بالإضافة إلى أن استخدامها من طرف المعلمين لم يكن فعالا كفاية إلا أن فكرة النظر في ابتكار أساليب جديدة باتت قائمة ومن هذه الأساليب :استخدام الوسائل البصرية لمساعدة التلاميذ على تعلم اللغة الانجليزية بشكل فعال و سهل.

من اجل التحقق من الحالة العامة في هذا المجال، تم تسليم استبيانات و أسئلة مختلفة للمعلمين والتلاميذ من الصف الثالث متوسط.

في إشارة إلى تدريس الكتابة من خلال الوسائل البصرية، تحاول هذه الأطروحة استكشاف المزيد من النظريات

والفعاليات اثر استخدامها

Introduction to the Study

Introduction

This research has been conducted to test the impact of using visual aids in English as a second language (ESL) classroom on learners' writing proficiency. This chapter covers the statement of the problem and the aim of the study along with its significance. It also includes the research questions and the hypotheses proposed by the researchers as well as the used methodology, which consists of a research design, the participants and the data collection tools. Finally this chapter ends by the data collection procedures.

Statement of the Problem

Teaching English nowadays can be a challenging task for many teachers. They work hard to find the effective teaching methods, approaches, tools and techniques to satisfy the learners' needs. Writing, in specific, is one of the four language skills; it is complex skill since it is related to the mental system. In order to develop it, effective materials can be used in ESL classrooms.

Writing English is one of the most presentational skills that any ESL learner should master in order to write effectively and share thoughts with others. Many ESL learners attempt to find the most effective tools or techniques which could help them to achieve their goals.

By putting visual aids under the use in writing expression lessons we are trying to investigate whether they enhance learner's writing or not.

Aim of the study

The purpose of this study is to cast an eye on the impact of visual aids as a motivational tool on the improvement of ESL learners writing proficiency.

We are trying firstly to test the effectiveness of visual aids on ESL learner's writing abilities and secondly is to figure out the most effective ones.

Significance of the Study

Most ESL learners struggle to produce the target language and find it difficult to write it effectively with others when exchanging ideas and opinions.

Most known materials like visual aids are available and varied, but if teachers are not able to get them into the classroom and make an efficient use of them, learners will not benefit from such useful aids. For some Algerian teachers including those in Chadlia Oumrani Middle School, the use of visual aids is available but not wide. We believe that if we put visual aids under the use as teaching tools to teach writing skill in ESL classroom, learner's writing proficiency may significantly improve. Thus the visual aids will enhance their hand writing, accuracy and will enrich their vocabulary.

Further, they may improve their learning stimulus, motivation, self-confidence.

Moreover, adopting the visual aids as teaching tool in ESL classroom could help the teachers to gain time. So this study will provide recommendations for schools to integrate the visual aids as a motivational tool for teaching English as a second language.

Research Questions

Many ESL learners do whatever they could to become proficient writers of the language. This study aims to explore whether visual aids will significantly help learners to enhance their writing proficiency.

Based on the previous information, it investigates the following research questions:

Question one:

Will visual aids significantly enhance ESL learner's writing proficiency?

Question one aims to investigate whether visual aids are important to enhance learner's writing abilities including vocabulary, coherent expressions.

Question two:

What are the most effective and important visual aids that facilitate writing?

Question two aims to show the best and the most effective visual aids that help and facilitate the process of teaching and learning, in another word, for teachers and learners toward writing skill.

Hypotheses

According to S. Kingen (2000), visual aids play a vital role in the ESL classroom. They provide learners with the chance to write about the fact, logic and increase their

vocabulary. They are also enjoyable in which they offer learners a safe comfortable environment.

Based on these findings and in a order to answer the research questions above, we hypothesize that:

Hypothesis One

Visual aids will significantly improve ESL learner's writing skill.

Hypothesis Two

The most effective visual aids can be pictures, videos, charts.

Method

Study design

This study was carried out a quantitative research including a questionnaire and an interview. It consists of two main sections. The independent section is the visual aids and the dependent section is ESL learners writing proficiency, including vocabulary, coherent expressions.

For the purpose this study data were collected after the questionnaire proposed to third year middle school pupils (n=30) and interview with third year middle school teacher (n=1).Both were used in order to collect data and test the validity of our hypotheses.

Instruments

In this research data were collected based on a questionnaire and an interview.

S.J.Thomas (2004) argues that results of questionnaires can be used for many purposes including the following: identifying needs and determining opinions attitude and beliefs.

Participants

This study was conducted with third year pupils of English at Chadlia Oumrani Middle school Ben Mhidi. The participants were aged from 12 to 13 years old. The total sample consists of 30 pupils 20 girls and 10 boys. They were randomly chosen, all the participants studied English as a foreign language .The other sample was an experienced middle school teacher.

The Scope of the study:

Although this research was carefully prepared, it has its limitation. THE STUDY WAS CARRIED OUT WITH THIRD YEAR MIDDLE SCHOOL LEARNERS_for one hour (1 hour), and with third year teacher from the same Middle School for thirteen minutes (30 minutes) which is not a sufficient periods for the questionnaire and the interview. It would have been better if this study lasted a bit longer. Both participants have a limited time to participate, which might have influenced the results drawn from this study

Conclusion:

To round off, many ESL learners struggle to master the writing skill. They face a lots of problems in order to write prop Chadlia Oumrani Middle school Ben Mhidi. This

research attempts to find out whether visual aids help ESL learners improve their proficiency in writing. The present chapter introduces the major steps of this research including questions, hypotheses, participants and the used methodology of gathering data. The research conducted to third year Middle School learners at Chadlia Oumrani, Ben Mhidi. Finally, the scope of the study is that it was conducted in short period.

Literature review (writing & visual aids)

Introduction

The need of different techniques for teaching language leads teachers to use some technological tools which help them to facilitate learning and serve their learner's needs.

This chapter is concerned with the use of visual aids in teaching writing skills. It provides definitions of writing skills and its importance as well as the ways to develop writing. In addition, it contains the concept of visual aids, types and reasons .It also speaks about the use of the visual materials to support the student's writing skill's development and learning how to write paragraphs and essays by using pictures and videos.

At the end, this chapter also mentions the benefits of using the visual aids in teaching writing.

Part One: Writing

Definition of Writing:

Writing began at the time when man learned how to communicate his thoughts and feelings by means of visual signs, understandable not only to himself but also to all other persons more or less initiated into a particular system. In the beginning; picture served as a visual expression of man's ideas in a form to great extent independent of speech which expressed his ideas in an auditory form. As I.J.Gelb (1963; p 12) said in his book "A study of writing": "writing is clearly a system of human intercommunication by means of conventional visible marks."

According to the quotation of Amy Joy:

"Anyone who says writing is easy isn't doing it right".

The writing skill is among the most complex human activities that involves a range of skills and tasks because by writing, students needs frequent activities to write and to apply the stages or the writing process, which focuses on specific tasks just like Zamel stated: "writing, because it allows us to represent to ourselves our learning, our ways of making meaning, teaches us the most profound lesson about how we read, write and use language, about what it means to know". (1992.p 481)

Generally, writing skills involves the development of the design idea, the capture of mental representation of knowledge and of experiences with subjects. It can be said as a mean of communication where written form used to express the writer's purpose based on his experiences .Therefore, writing is not simply drawing a range of orthographic symbols, but actually it involves a complex process. When students write, they have to use certain grammatical rules in organizing facts or expressing ideas or even opinions.

In a simply words, Lado (1961.p248) gave the definition of writing as: “the ability to use the language and its graphic representation productively in ordinary situation”

(1961.p248).

The importance of writing:

Writing is a difficult skill, for both native and non-native speakers because writing should have multiple balance aspects such as content, organization, purpose, vocabulary, punctuation, spelling, and mechanics like capitalization. Most pupils find that writing is difficult because they are expected to create written products that demonstrate the mastery of all elements above in a new language .As I.J.Gelb. (1963) mentioned: “The importance of writing can easily be realized if one tries to imagine our world without writing. Where should we be without books, newspapers, and letters? What would happen to our means of communication if we suddenly lost the ability to write and to our knowledge if we had no way of reading about the achievements of the past? Writing is so important in our daily life “

Pupils will write a phrase, clause and a sentence correctly when they know the word order. After that, by using sentences; that can transmit a message using writing system of some purposes. i.e.: to give, to inform and to record a piece of information providing pleasure to another reader and to express an ideal feeling.

Considering how important is writing in everyday life, it is necessary especially at schools, students will get knowledge about how to write effectively and how they transmit their ideas by a way or another, it has also opened the door for people to communicate to others over long distances. To support the ideas above Ramelan states

that: “writing is a very important as a part of man’s culture because it can he/she used to preserved thoughts, ideas, and also speech sounds “(1992; p9).

Ways for developing writing skills:

There are many reasons why you might need to improve writing skills as well as to write essays in English for university, writing letters or even in exams. Whatever the reason is, having a good writing is not something easy to achieve .As one reviewer pointed out:” It is more difficult to write clearly. It takes time and a good deal for efforts. Every time read one of my papers I find ways to improve it.That means I read my papers over and over again until I’m nearly bored to tears”. Here are some ways to improve it:

Write in English Everyday

According to S. Kerrigan (2014)” Writing is a teachable /learnable skill that people should learn about it more”. This is the most important step to improve learners writing skills, starts by thinking about theme, for example: writing a diary or few lines of a story. This might be difficult at first but the more we continue, the easier it becomes. Learning to write is a thinking process, so being aware of what we are doing is an essential part of the process that becoming a skilled and proficient writer.

Use a dictionary:

Using a dictionary is actually a great way to improve your vocabulary and practice by using words and phrases that you’ve heard. Also, when you learn about words, the more you know, the good writing will be easy.

Try to read regularly:

According to Samuel Johnson (1897p309): “what is written without efforts is in general read without pleasure “.

So, reading is useful in many fields ,it is a great way to get an idea of the different styles in writing and how to use words appropriately by reading some books ,articles ...etc.

Expand your vocabulary and improve your grammar:

To express yourself clearly, you need to a good vocabulary and particular grammar. For example : in vocabulary, when you learn new words ,try to learn all forms and meanings of that words and try to understand when and how you use theme .As Zinsser (2006;p6)explained:” The secret of good writing is to strip every sentence to its cleanest components .Every word that serves no function ,every long word that could be a short word , every adverb that carries the same meaning that’s already in the verb, every passive construction that leaves the reader unsure of who is doing”(2006;p6)

Master your spelling (the importance of the talk):

According to Carlos Fuentes (2012): “writing is a struggle against silence”
So, spelling enables students to develop their understanding of an idea, situation or event. Also, the talk encourages them to share, control and organize their ideas to listen and consider the views and ideas of others.

Keep it simple and stylish:

As M.Arnold (1822) stated:” Have something to say and say it clearly as you can, that is the only secret to style “

Style is about the way a writer chooses to express him or herself .When we read something, we should hear the authentic voice of the writer .In addition, the students

must write a simple words and clauses that can be more understanding and clear for all readers.

Engagement and motivation for effective writing:

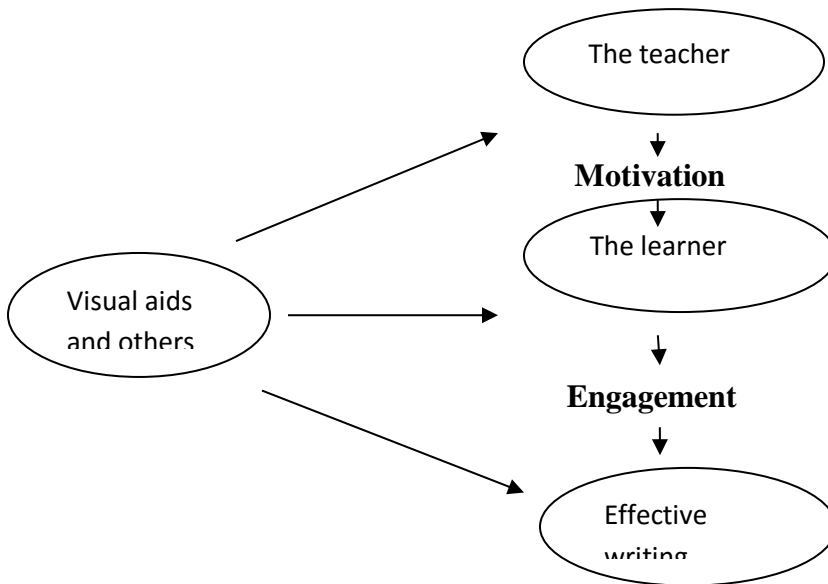


Figure 1: Engagement and motivation for effective writing

Engagement and motivation are fundamental for an effective writing and good writers. For this to be possible ,teachers and students need to have high expectations of success .Teachers demonstrate to their pupils ,through both, their actions and their comments , that they believe a pupil’s success in writing is not just important ,but also attainable . Boscolo and Gelati ,(2007) add that “ For students to be engaged and motivated about writing they also need to develop a sense of competence about their writing and their abilities to write well along with a sense that writing is meaningful”.(Boscolo, Gelati, 2007).

It is important that there are opportunities and learning environment through which pupils are able to master writing lessons and writing tasks with an expectation that they will be able to complete the task successfully and become stronger and more proficient writers as a result. Also, teachers must believe that pupils can and will become an effective writers.

Engagement and motivation allow students to make connections between what they know and what are interested in , it helps theme to understand the relevance of their writing without anxiety and provide opportunities for real life writing.

Part two: Visual aids

Definition of Visual Aids:

According to Merriam Webster (known dictionary): “something you look at such a film or a chart that is used to make something easier to understand “

As an explanation, visual aids are non-verbal materials appealing to the sense of sight. They are used in teaching process to provide visual stimulus which reinforce what pupils are learning.

A visual is any pictorial representation that is used by the writer to clarify, explain, and support an idea. Visuals are integral part of every effective document .Choosing the right visual to support an idea is very important, because it gives the correct image.

Types of visual aids:

The most frequently used visual aids in teaching is the blackboard / whiteboard , it is probably the most common ones ,while it is very significant ,teachers find themselves facing challenges in presenting materials . So, teachers provide very useful visual aids such as: flash cards, postcards, relia .and magazine photos, to collect a file of those materials for easy access. These can be useful for discussion, illustrating grammar points, description .As Holt (1995).Provides the following teaching aids:”

1-Relia: clocks, maps, manual of driving.

2-Flash cards: pictures, words and signs

3-Pictures and photographs: magazines, drawing.

4-Coloral index cards: to teach word order in sentences and to illustrate question and answer format “

The first use of visual aids was in 1911, there are numerous visuals that you can’t count, in our research, and we have organized them into two lists:

Writing to fact

Using real objects: writing could be better and easy if we relate it to the fact, something which is totally real. S. kingen (2000) argues that “Pair writing tasks with concrete activities that students have enjoyed examining real objects, visiting real places, meeting real people”

The learners can see and sometimes they can touch or handle the object. The point here is to gain time for the teacher and develop the imaginative thinking for the learner, requiring learners to complete sentences (in writing or orally), and by using real objects or pictures ,because the teacher has limited time for each lesson, the slower learner may not be able to keep up with the lesson.(Ehlers,2002)

Using maps and pictures: maps and pictures actually express reality eg: Algeria is situated in the north of Africa.eg: a picture of a dog will describe a dog and gives information about a dog, his name his behavior and how he looks like...etc. Middle School learner has a fresh mind and response more to the fact, so they can simply write about something that is already known.

Writing to logic:

Using graphs, charts: these visual tools express logic, learners will write about something which is logically appears. Graphs and charts emphasize a task and give more logic information about it, eg: the more you eat the more you get fat. The learners can see the progress and the percentage, all they need is few words to write the analysis.

Using tables: tables are efficient for presenting detailed data in a small amount of space. A table displays content arranged in vertical columns and horizontal rows ,this make data comparison easy, tables usually show exact numerical data .this tool is used largely and especially in the middle school.(krizan,Marrier,Logan,Williams,2008;p337)

Reasons of using visual aids:

- They save time and add interest.
- It allows for different learning style.
- To make points memorable.

- Pupils can study well when they are inspired properly through different visual aids.
- It provides direct experience to the learner.
- It helps to increase the vocabulary for the pupils.
- Visual aids provide complete example for conceptual thinking.

The use of visual aids to facilitate learner's writing skills:

Today ,English language has put an important role for people to survive in this world ,especially for pupils in school education that mainly face a lot of difficulties in writing skills .That it is caused by some reasons like ineffective teaching ,pupil's lack of motivation and concentration. Into solving this problems, teachers can determine a new way such as using media as a facilitator tool .Concerning with Communicative Language Teaching (CLT) is an approach that it allows pupils to use English language communicatively in nature .In this approach, teachers are demanded to use some media including audio and visual aids in classes in order that the teaching –learning process becoming more interesting and enjoyable.

As some researchers in “The International Journal of Education & Arts “(2005; p2) suggested that: “The use of visual art is beneficial because it serve mainly as a motivational entry-point to reading and writing “

So ,according to the researchers saying, the use of visual aids can be useful for teaching writing .Through this visual materials ,pupils can be active in learning and it help teachers explain the lessons easily . Writing could be better and easy if they relate it to the fact and something which is totally real as S. kingen (2000) mentions:” Pair writing tasks with concrete activities that pupils have enjoyed examining real objects, revising real places, and meeting real people “.

Learning writing paragraphs and essays by using videos and pictures

Learning how to write is not an easy task , learners start to write by words , sentences , paragraphs than essays and to move from step to another pupils should master some learning concepts when they write .Also , they should be careful in selecting and combining words appropriately to express they ideas in a correct English grammar. So the learner can write a paragraph only after he has acquired certain grammatical rules.

Teachers provide many ways to improve pupil's writing, one of this ways is the visual aids. For example: using pictures is associated with teaching vocabulary to young learners (using flashcards) .However, college learners can also benefit from visual stimulus, so photos and pictures were used to illustrate the meaning of phrasal verbs and collocation .Also, using picture in teaching writing provides the pupils with the chance of being creative and using their imagination, they can produce a sentence from any picture.

Baralt, Pennesti, and Selvandin give an example of using word clouds as a visual tool in writing activities, they used a web tool called wordle which performs statistical text analyses and organizes it by word frequency. It shows which words are used the most in a given text with a visually appealing way. By using this tool Baralt, Pennesi and Selvandin were able to enhance learner's essay writing skills and to promote their lexical creativity. This was a valuable tool to help learners improve their writing.

Some motivating techniques

Teaching and learning are complex processes since they are related to the mind and the mental system. When it comes to middle school learners, something visual and

touchable is required. The lack of the stimulus may paralyze their thinking. So, some techniques may motivate them. Away from using tables, charts, and all these things which actually focuses on the ideas. The researchers are trying to do something different and zero in the form. The research focuses on the paragraph since it is the most important part in writing, because it is a group of related and ordered grammatical sentences and if learners master writing a paragraph, they can write essays and even books because the latter is a group of related paragraphs. The main features of the paragraphs that must contains a topic sentence, supporting sentences and concluding sentence, let us turn it to a visual aid and take the tree as an example, the tree has a root, branches and fruits, you can't get the fruits without a root, as well as the paragraph, it can't stand correctly without a topic sentence.

If learners are conscious about all these things, they may be motivated to write the correct form of paragraphs. Here is a simple diagram that more illustrates the idea:

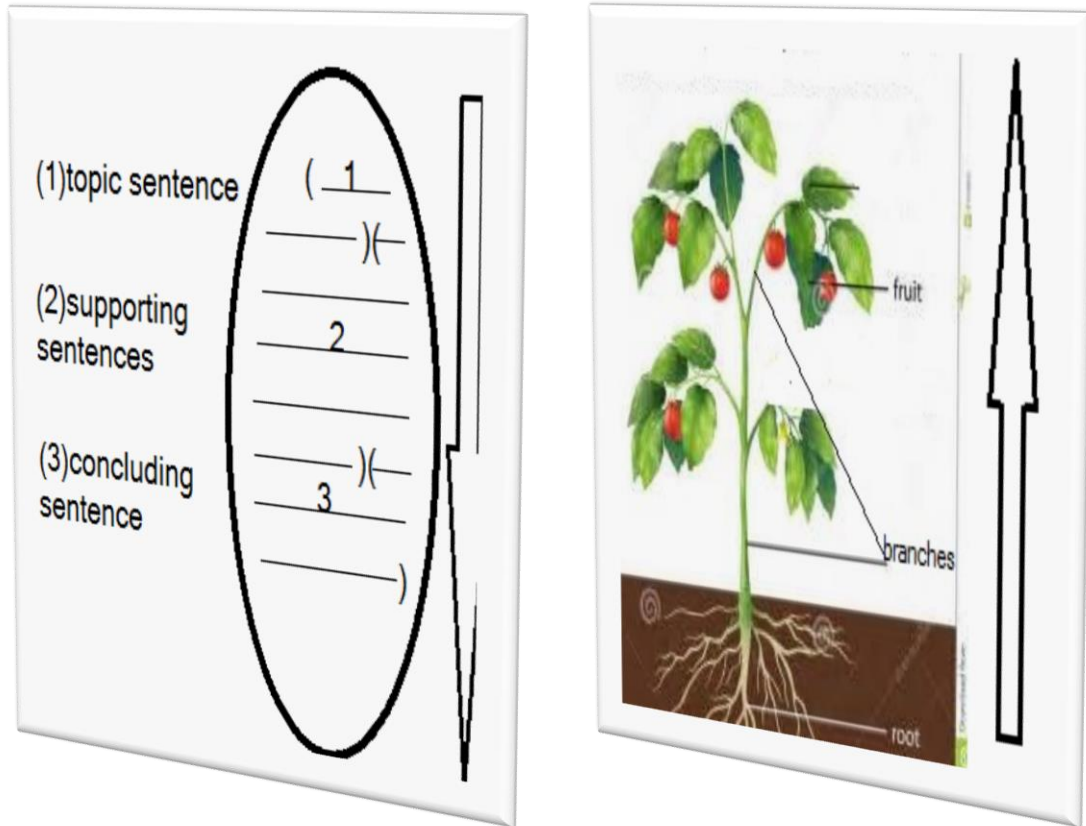
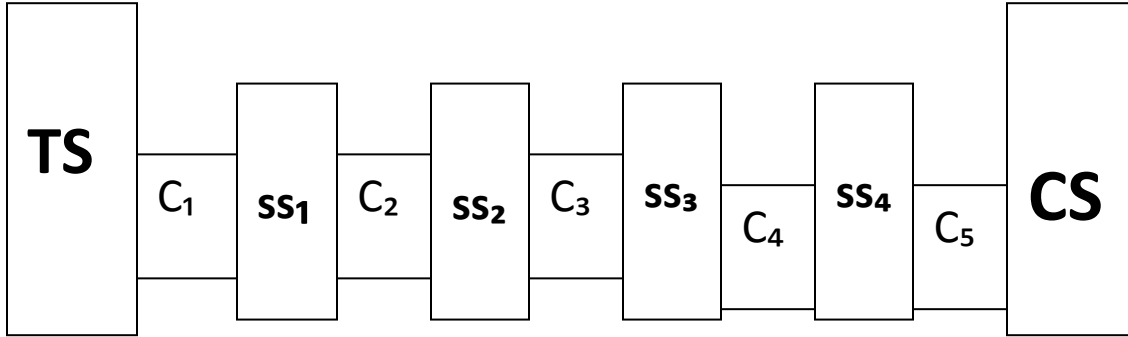


Figure 2: the illustration of the paragraphs

Using Mechanics

ESL Middle School learners struggle to find those appropriate conjunctions and mechanics which are necessary to write coherent paragraphs , this is why the research propose a simple technique to teach them how they can relate sentences from the topic sentence to the concluding sentence using an illustrated ,simple diagram of a bridge to write a coherent , ordered paragraphs. The diagram bellow support the previous:



TS: Topic sentence

C: conjunction:

Ss: supporting sentence:

Cs: concluding sentence:

Figure 3: the illustration of the sentences by using mechanics

The Benefit of using visual aids in Teaching Writing:

Helps students understand and remember concepts more easily:

When you present a concept using visual aids, you are giving your learners something they can associate with that concept. Later , when they try to recall it, all they have to do is bring up the image you used .Visual aids also help you to present clearly the lessons .

Reduces teacher's talking time:

As G.K.Kharate, V.H.Patil and N.L.Pale (2007; p44) argued that “A picture is worth of thousand words “, visual aids allow you to explain the meaning behind various vocabulary and structures without explanation. In addition, you can ask prompting questions about your visual aids to boost pupils talking time and lead them to answer.

Provides a touch point you can refer back to throughout the lesson:

Visual aids are not only putting the new language out there, they also helping pupils to remind the language and to create more .For example: If your learners made an error with the target grammar or they used a different words .you can direct them back to the visual aids as if to say “try and say it like we practiced it earlier “.

Make the class more dynamic and funny:

Visual aids add some motivation and engagement to your lessons and it help learners to enjoy.

Improve classroom success:

Showing the learners images can boost their understanding for a topic. For example: it can be though for pupils to understand the concept of where a place is located just by hearing their teacher describe it. Showing learners a map will improve their success.

Bringing visual elements into your classroom can also push them to develop their reading abilities, also it inspire creativity and deeper thinking as well.

Expand the scope of what can be learned:

They are so many information a teacher can give to his pupils, the visual aids greatly expand what kinds of information a teacher can pass on to his pupils.

Conclusion:

The process of teaching English second language to young learners is something very demanding .Teacher takes responsibility to make them interested in language learning especially in writing skills.

The teachers apply wide range of methods, techniques and aid to develop student's motivation and to make learning easier and more pleasant.

The aim of this chapter was to present some useful information about visual aids and possibilities of their application in teaching writing for young learners.

Method

Introduction

It has been shown that visual aids are one of the most important teaching writing facilities. This is clearly ascertained from the positive reaction of teachers regarding this tactic. This research is tending to clarify and show the effectiveness of visual materials in teaching writing skill. Hence, this chapter introduces the research participants and the description of data collection tools along with the data collection procedures and it ends by a conclusion for this chapter.

Participants:

The study was conducted at Chadlia Oumrani Middle School-Ben Mhidi during the 2016-2017 academic year. Participants were 12 to 13 years old.30 pupil, 10 of them were males (33%) and 20 of them were females (67%).

The sample consists of 30 pupils selected from third year Middle School (exactly 3AM1 class).Papers were distributed on them as questionnaires and they were asked to answer on the same given paper. In addition to the participating pupils, one female teacher took a part in this study.

Data collection tools:

The researchers used two different tools: a questionnaire for pupils and an interview for teachers. The questionnaire is the most common instrument used for collecting data

For pupils, this questionnaire contains three parts: The first part is personal information which pupils will answer about their gender and their age in the first question. The second part is the pupil's knowledge in which pupils are asked some questions according to the topic of the research in the questions(2.3.4.5.6.7.8).The third part is pupil's opinions which concerning the use of visual aids in classroom(question:9).

For teachers, the interview is used as a tool for collecting data, this interview contains four parts and each part is consisted of two or more questions.

Part one, under the title of background information (question 1&2), and part two about the teacher experience (question 3, 4, 5, 6). The third part which is the most effective visual aids in classrooms (7, 8, 9). The last part untitled teacher's personal contribution and advice.

Data collection procedures

As noticed earlier, this study was carried out at Chadlia Oumrani middle school in Ben-Mhidi. Participants were third year pupils who took a written questionnaire during

one session. We have previously asked the teacher to give us half an hour from the session, we distributed the copies on them and, she stood at the back of the class and let us do our work, without any problem or disturbance. We felt we are controlling the class, as if we are the real teachers.

The pupils were delighted to answer, they faced few troubles in writing so we tried to more illustrate and explain to them

For the teacher, an interview was made with her, we sit in the teacher's room alone far from noise, we started asking and she was answering kindly and briefly, and she explained every single part, she was happy to make this interview.

Conclusion

This chapter covers the methodology of the study. It introduces the research institution Chadlia Oumrani Middle School-Ben Mhidi along with the participants who are the third year pupils.

They were randomly selected to take part in this study. A sample of 30 pupils: 10 boys and 20 girls accepted to participate in this research.

For the purpose of this study, a quantitative research with a questionnaire for pupils and an interview with the teacher were used to confirm the proposed hypotheses.

Results

Introduction

The aim of this study is to test the effectiveness of using visual aids in ESL classroom and also attempts to figure-out the most effective ones, including their vocabulary and coherent expressions. This chapter presents the questionnaire and the interview results. By proposing the questionnaire to pupils and making the interview with the teacher, the researchers aim to evaluate the proposed hypothesis and answering for following research questions: (1) will visual aids significantly enhance ESL learner's writing proficiency? And (2) what are the most effective and important visual aids to facilitate teaching writing?

The current chapter is divided into two main sections; the first section presents the questionnaire results made on the pupils, which is divided into three parts. The second section presents the interview results made on the teacher and the latter is divided into four parts.

The Questionnaire Results:

Part one: Personal information

A) Age: about 12 to 13 years

B) Gender: 10 boys (33%) and 20 girls (67%)

Part two: Pupil's knowledge

A) Do you know what visual aids are?

Yes	No
93%	07%

Table 01: the knowledge about visual aids

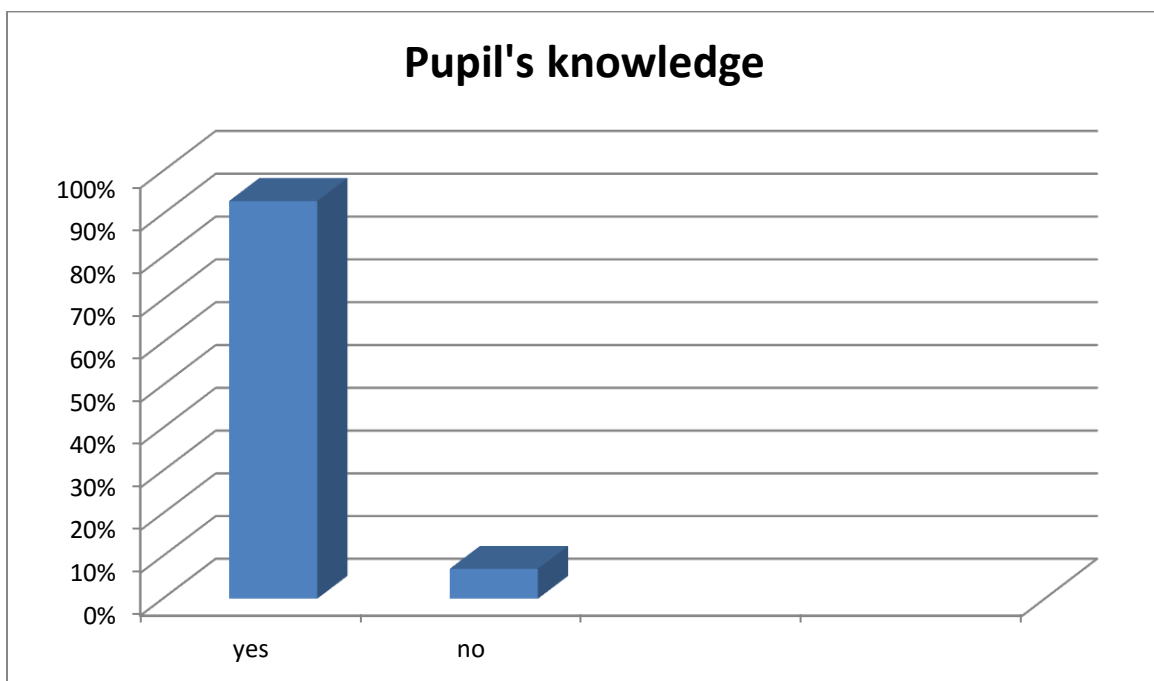


Figure 01: pupil's knowledge

There are pupils who know what visual aids are and others don't, the data analysis shows that 93% of them are familiar with this term and about 07% of them don't have any idea.

b) What kind of visual aids do you prefer?

-pictures

tables

-maps

charts

What kind of visual aids do you prefer?	PICTURES	MAPS	TABLES	CHARTS
	56%	07%	30%	07%

Table 02: types of visuals favored by pupils

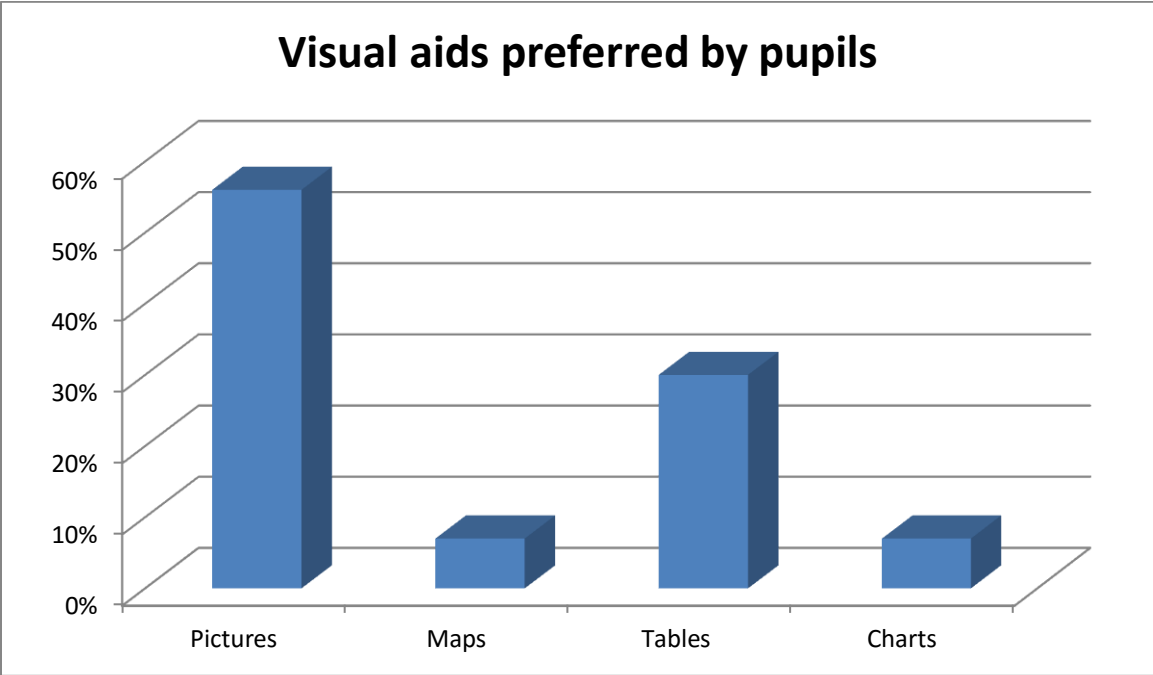


Figure 02: visual aids preferred by pupils.

The collected data demonstrates that most preferred visual aids for most pupils is pictures under a percentage of 56%, however the percentage decreased for tables under a percentage of 30%. Just few pupils have chosen maps and charts, the percentage is 07% for both.

c) Would you like to see pictures on the board?

Yes

No

Yes	No
97%	03%

Table 03: the role of the pictures

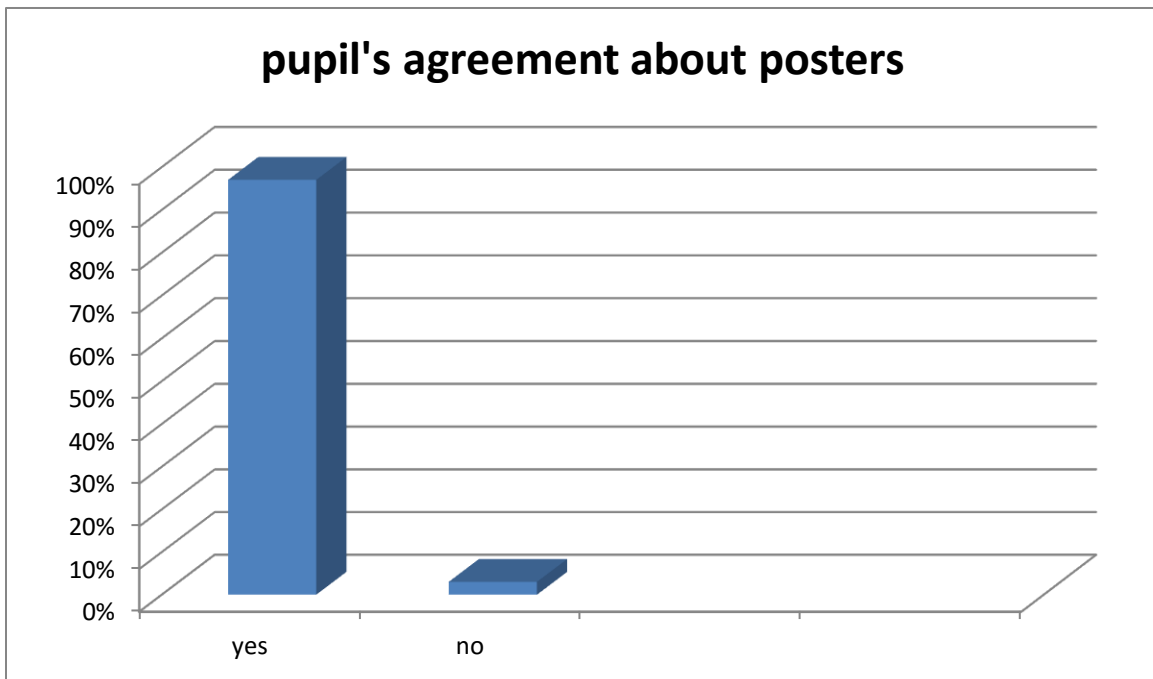


Figure 03: pupil's agreement about posters.

The graph above shows that approximately the whole class agree about posters however only 03% disagree about this idea.

d) Can sounds, maps, pictures and other helpers make it easier for you to write?

-Always - sometimes - seldom
 -Rarely - never

Can sounds, pictures, and other helpers make it easier for you to write?	always	sometimes	seldom	rarely	never
	67%	17%	10%	03%	03%

Table 04: pupil's opinions about the mentioned visual aids.

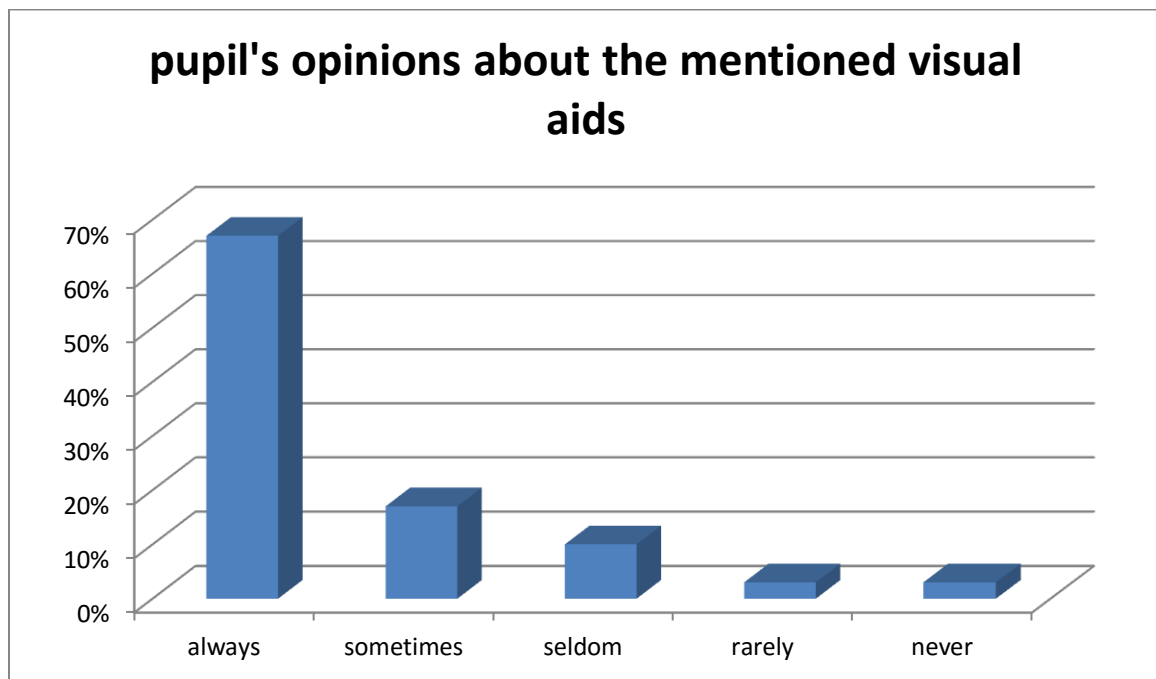


Figure 04: pupil's opinions about the mentioned visual aid

Data analysis shows that 67% of pupils always response positively to these equipment. However, 17% of them claimed that it is sometimes helpful for them. And the rest of the class, about 16% don't consider it as a helpful tool.

E) If your teacher presents you real objects (laptop, photo...) can you write about them?

A-Yes, it's easy to write about them

b- No, it's difficult to write about them

c- Sometimes

If your teacher presents you with real objects can you write about them?	YES	No	Sometimes
	73%	7%	20%

Table 5: pupils' opinion about using real objects to write

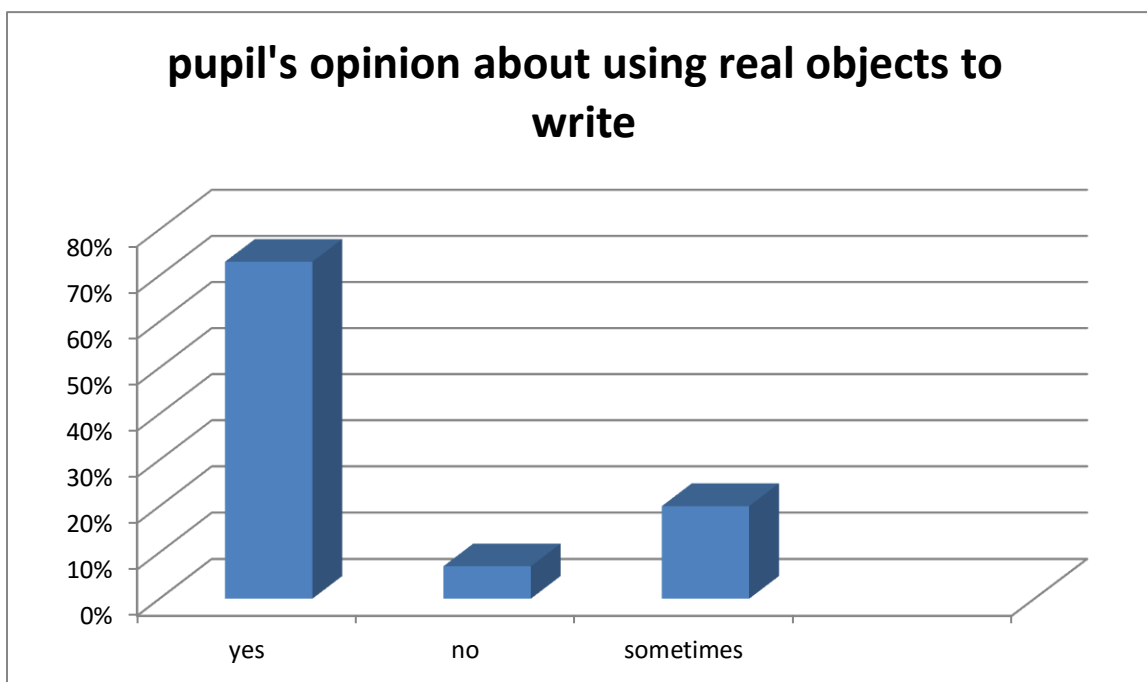


Figure 05: pupil's opinion about using real objects to write

According to collect data, 73% of the class agree that they can write when teacher presents them with real objects. 20% of them said it sometimes and only 07% claimed that they found it difficult to write about the real objects presented by teacher.

Yes

No



Do pictures, maps and other visual aids helps you to develop your vocabulary?	yes	no
	90%	10%

Table 07: pupil's opinion about the help of visual aids in vocabulary

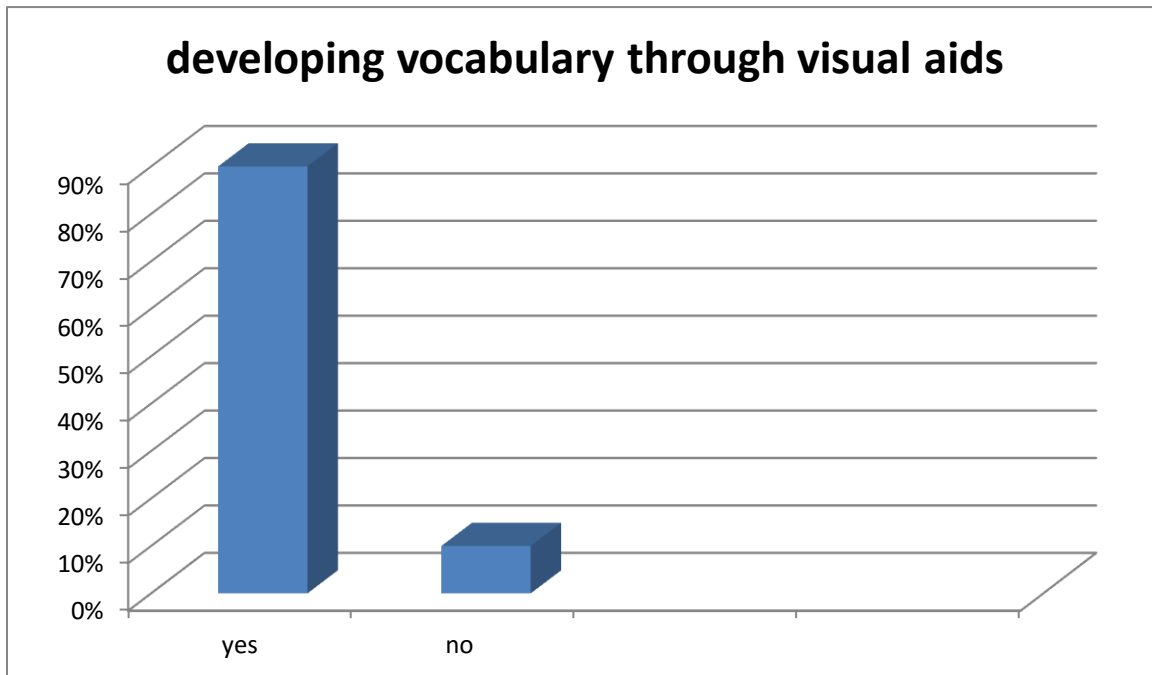


Figure 07 : Developing vocabulary through visual aids

Pupil's vocabulary should be developed and the visual aids is the most vital tool to develop it , the percentage distributed in the graph below shows the results: most pupils agree that visual aids helps them to develop their vocabulary and only a small percentage said no ,it don't.

Part three: pupil’s opinion about the use of visual aids

H) Do you think writing with the visual aids is?

Easy

Ok

Difficult

Do you think writing with the help of visual aids is :	Easy	Ok	Difficult
	70%	20%	10%

Table 08: The nature of writing with visual aids

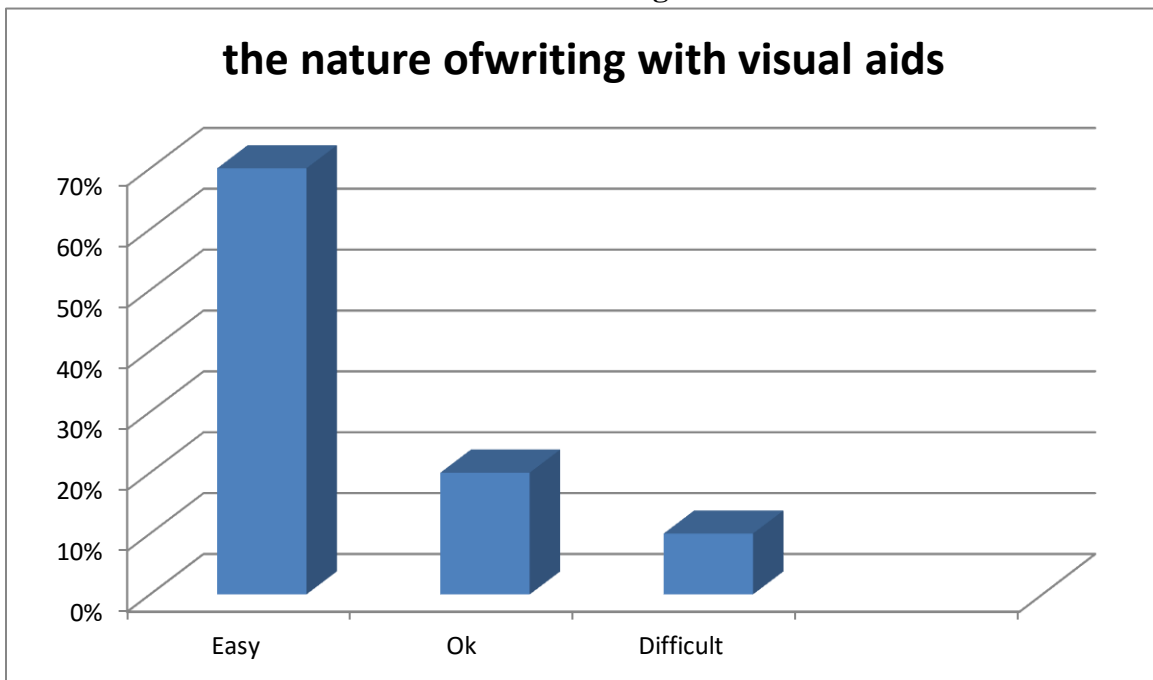


Figure 08: The nature of writing with visual aids

The above data shows that visual aids is always working as a motivation for pupils to write under the percentage of 87%, and 07% of pupils claimed that it sometimes helps them, however only 03% of them said it rarely motivate them or it depends on the lesson and the case. No one of pupils said it never motivate them.

Interview analysis:

Part One: Back ground information

It is shown that the interviewee teacher is competent since she had a good and long experience in teaching writing skill for middle school pupils.

Part Two: teacher's experience

It is shown in this part that the visual aids are largely used by the majority of the teachers, and they agree on this idea since they have noticed that pupils respond more with lessons that includes the use of visual aids and that they effects pupil's writing abilities and their writing are getting better.

Part Three: most effective visual aids in classrooms

It is agreed in this part that pictures , data shows, and flash cards are used by teachers in classrooms as a motivational tool for teaching writing but the interviewee teacher her claimed that most effective and used ones are pictures which as they claimed that it attracts pupil's attention and makes the class more enjoyable and funny.

And also that those visual aids helps to transmit the message effectively. Motions play a big role in the success of the teacher when presenting lessons, this will attract the attention and it would work for long term. Furthermore, visual aids increase pupil's involvement in the lesson.

Part Four: teacher's personal contribution and advice

It is remarked that the teacher contributes in the classroom even with the use of this own money only to provide his classroom by the maximum amount of V.A.,and certainly they advise us future teachers to use the methodology in teaching

Conclusion:

The findings may be served as guidelines for teachers when implementing visual aids in teaching as they want their pupils to fully concentrate on the lesson and to provide a friendly and interesting atmosphere since pupils enjoy lessons that include the use of visual aids. Furthermore; the implementation of visual aids is less time consuming .As a result, the teachers will have more time to create enjoyable classroom activities and conduct an effective teaching writing.

Discussion

Introduction

This chapter includes a discussion of the results obtained from this study. It then moves to the judgment of the hypothesis. The chapter ends with some suggestions and recommendations for teachers and learners.

Discussion of results

The results showed in the previous chapter answer research questions 1&2 which are as follows:

Q1- *will visual aids significantly enhance learner's writing proficiency?*

Q2 - *what are the most effective and important visual aids that facilitate teaching-learning process?*

This research has shown that the use of visual aids is very effective in teaching writing skill. It was also seen that the majority of pupils agree on this idea during learning process because it plays the role of motivator, and a sign of enjoying the lessons presented by teachers. The research also found out that the vocabulary of most pupils is getting higher and increasing each time the teacher uses visual aids.

The findings of this research have shown the most preferred visual aids for pupils such as: pictures and data shows, and that these visual aids are making it easier for pupils to write. (In question 1, 2, 3). It has been also noticed that most of teachers used visual aids during their lessons and that they can see that the most effective ones are pictures and data shows. It was also seen that pictures, motions and colors and reliable tools to transmit the message effectively and that they affect pupil's abilities through writing process.

Discussion of the hypothesis

From the questionnaire and the interview we discuss that visual aids improved learner's writing proficiency, including their vocabulary and coherent expressions. This finding validate hypothesis one of the present study, which insured that visual aids would significantly improve ESL learner's writing proficiency. Finding further showed that the most effective V.A is pictures where the majority of the pupils and the interviewed teacher find it enjoyable, simple and helpful. This observation validates hypothesis two

which showed that pupils and teachers find them the most useful ones in improving writing abilities.

Recommendations:

For teachers:

- Based on the findings and conclusions thereof, it is recommended that; besides textbooks and whiteboards, teachers should also use pictures, videos, magazines and flashcards in teaching of English writing skills.
- Teachers need to be sensitive to pupil's understanding of the video. When half of them do not understand the content of the video, teachers have to pause and explain.
- The use of visual brainstorming and story boarding can be employed to enhance the development of pupil's writing skills; this would captivate learner's interests.
- Writing should be explored more in classes and as homework.
- Teachers must use visual aids as many as possible in their classrooms.
- The teacher should practice and develop sufficient graphical objects so that he can clearly illustrate an object in natural history, such as: a map for Geography or an action situation picture for language work.
- Needs analysis: to know and to learn how to analyze their learners needs, helping them to design suitable materials for their courses.
- Develop their critical thinking help them analyze related documents appropriate to the field they are teaching.

For learners:

-Using simple visual graphics is a great way to illustrate the major topics that will be taught. These visual aids help the pupils see what they are learning and facilitate the concept to them.

-Giving learners work books allows them to take notes during the training sessions. It encourages them to draw if it will help them recall the concepts.

- Learners need to be trained how work collaboratively in groups.

- Learners must search, read and practice the writing skills.

-Learners must use their imagination.

-“Providing a model as the students are taken through the task verbally eliminated ambiguity and gives the messaging in more than one way. Students are than able to complete the rest of the worksheet.”(Echevarria, Vogt, Short.2010; p102)

Conclusion:

To round off, this research indicates that learners may study in different ways and teachers should do many possibilities to support the needs of all pupils. Visual aids are largely used in the Middle School, they are important to both teachers and learners, fortunately such materials are available and not expensive so that the teacher can cover. This visual tool can break the language barrier that separates learners from teachers.

This research focuses on the importance of the teacher’s relationship with the learners and suggests key strategies for making an impact and to do it so, an effective

visual aids take a part in both motivating and developing the ability to use much materials. Also, it shows that visual can increase pupil's English vocabulary and improve their coherent expressions.

The questionnaire and the interview have been made to test the effectiveness of the visual aids in teaching writing skills , they show that pictures are the most useful and popular visual aids which are the great way to show learners the overall concept and the minute details of a topic.

Concluded that is used as a significant tool by the majority of teachers and the response is immediately from the part of learners. The resources time, money, support is not totally available in the administration but the teachers can hardly make them in their side. The research concluded that Middle School learners are in need to use such kinds of equipment to increase their vocabulary and develop their thinking abilities, otherwise how they are going to write?

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Appendices:

Pupil's questionnaire:

Dear pupils, you are kindly requested to answer the following questions. Your answers are very important to my research; the answer is by putting a tick in front of the appropriate answer and thank you previously.

Part one : personal information.

a- Age :.....

b- Gender : male

Female

Part two : pupil's knowledge.

a- Do you know what visual aids are?

Yes

No

b- What kind of visual aids do you prefer?

Pictures

Maps

Tables

Charts

c- Would you like to see pictures on the board?

Yes

No

d- Can sounds, maps, pictures and other helpers make it easier for you to write?

Sometimes

Always

Seldom

Rarely

Never

e- If your teacher present you real objects (lab top, phone.....etc.), can you write about them?

Yes, it is easy to write about them

No, it's easy to write about them

Sometimes

f- Do visual aids motivate and encourage you to write?

Always

Sometimes

It depends

Rarely

Never

J- Do pictures, maps and other visual aids help to develop your vocabulary?

Yes

No

Part three: pupil's opinion about visual aids

H-Do you think writing with the help of visual aids is:

Easy

Ok

Difficult

Teacher's Interview:

An interview was directed to Madem BOUKHAMLIA SOUAD a Third year teacher at Chadlia Oumrani Middle School, she has briefly and kindly answered as following:

Part one: back ground information

Question one:

How many years have you been teaching writing in middle school?

Answer one:

I have been teaching writing since 2007 about 10 years.

-How was it?

-It was a good experience.

Part two: teacher's experience

Question three:

Do you use visual aids in teaching or not?

Answer three:

Yes of course, I always use them, and I think it is largely used by the majority of the middle school teachers of course if it is available.

Question four:

Well, why do you think it is largely used?

Answer four:

I think it is largely used because, since pupil's minds are fresh and their response and interaction would be better by the use of visual aids.

PART THREE: Most effective visual aids in classroom

Question

What kind of visual aids do you use most?

Answer five:

Personally, I use the pictures, and the data shows and flash cards sometimes....

Question six:

Which one do you think is the most effective?

Answer six:

The pictures are colored; they attract their attention and make them enjoy the lessons.

Question seven:

Do motions, pictures colors and other effects be required to transmit the message effectively?

Answer seven

Yes, certainly, since they are young, pupils like to see colors on the pictures, motions also helps to transmit the message effectively because they attract pupil's attention and makes them more involved in the lessons.

