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**Using Pictures as a Didactic Support to Enhance
EFL Learners' Writing Skill**
**Case study: Third year Pupils of Middle schools of
"Zoui"**

*Dissertation Submitted to the Department of English in Partial Fulfillment of the
Requirements for the Degree of Master in Language and Culture*

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Khenchela

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Language and Culture

Statement

I hereby certify that this thesis is essentially of my own investigation.

**The various sources to which I am indebted are clearly indicated in
the references, in the text or in the bibliography.**

The candidates:

.....

.....

Director of Studies

Dedication

I dedicate this piece of work to my beloved parents, who supported me and prayed for me in my whole life. I dedicate it to my brothers and my sister, without forgetting the big family. To everyone who was, still and will be a reason for my happiness. To everyone who respects me, loves, helps, supports, collaborates and values my efforts.

To my closest friend, relatives, neighbors, colleagues and all friends.

Thank you all.

Daoud

Dedication

To everyone who respects me, loves, helps, supports, collaborates and values my efforts.

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Undoubtedly, it is impossible to achieve this goal without sacrifice, hard work, great commitment, and without the support of great people. It is difficult to express our great thanks.

Abstract

This research aimed at discussing the importance and effectiveness of the use of pictures in teaching writing. Pictures as visual support could have a great impact on pupils' skills improvement. The teachers' awareness of such strategy could also improve their pupils' performance in writing. The objective of this thesis was to attract the pupils' knowledge of this visual strategy and to demonstrate the extent how such strategy could be beneficial if it is used effectively.

The descriptive method seemed to be adequate for this study. Relying on two kinds of questionnaires which were addressed directly to two populations of one hundred and fifty third year middle schools pupils and ten teachers at 'Zoui', Khenchela.

The research findings were as following;

1-Both teachers and pupils valued the use of pictures in the written section positively.

2-On the same stream, it was found that there was:

- a - Long teaching programs.
- b- Lack of teachers' training courses.
- c -Short period of time.
- d- Absence of motivation.

All these factors hindered the process of teaching and learning at "Zoui" middle schools. In the recommendations, it was agreed that possibly most of these problems that were facing the pupils when producing a piece of writing could be decreased only if pupils got much support of this visual strategy of using pictures.

Also, the Ministry of Education should decrease the length of the program, at the same time increase the training courses because this would help pupils to improve their writing skill and become competent writers.

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List of Abbreviations

1. **EFL:** English as Foreign Language
2. **ESP:** English for Specific Purposes
3. **L1:** Mother tongue (first language)
4. **L2:** The foreign language (second language)
5. **ESL:** English as Second Language

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INTRODUCTION

1. Statement of the Problem:

There are many problematic obstacles primary EFL learners face during their studies, writing skill is one of them. Pictures and visual illustrations take the advantage of helping learners mind navigate the world of writing, at the same time it pushes them to think alone, rely on themselves, create, develop and realize their own ideas and opinions and this will lead them to be good writers.

During the researcher`s teachers internship, which took place last year in 2017 in Mohamed Boussalem Middle School Zoui, Khenchela. It was noticed that the learners faced many problems in EFL classes such as; misunderstanding and misinterpretation of the different written tasks given to them.

This action affected their grades and self-confidence. This is due probably to the use of inappropriate supporting methods. Consequently, middle school learners had a problem in organizing and producing their own ideas and transforming them in a coherent and creative manner.

2. Research Questions:

1. What are the techniques that can be used in educational setting?
2. Are there any particular strategies for effective use of pictures and do teachers reach the exact intention through using pictures as active strategies?
3. How could pictures help to improve students writing skill?

3. Aims of the Study:

Due to the great importance and effectiveness of pictures as a didactic support .It is felt to conduct the current study to investigate the level of awareness of middle school teachers for the use of pictures as a way to improve the writing skill of learners.

4. The Significance of the Study:

This study would be significant for the following reasons:

- 1- Middle schools learners would develop their writing skill efficiently..
- 2- They would communicate and express themselves better in writing skill.
- 3- The teaching sessions would be more meaningful and attractive to explain ideas, plans and complex situations to the pupils.

5. The Implications of the Study:

- 1- As far as all Zoui's middle schools learners are concerned, they can benefit to a certain extend from the same findings. Because all Zoui's middle schools learners study on the same curriculum and have the same objectives.
- 2- Most Algerian middle schools could be inspired as well from this brief experience. If of course, a further research would be carried on the same topic, interesting and significant results would be found and applied to other levels of education.

6. Limitations of the Study:

This study was limited by many factors namely;

1- Only third year middle schools learners at middle schools of Zoui, Khenchela were concerned.

2- In this study, the restrictions of finances and lack of time to investigate pictures as a didactic support in enhancing EFL learners writing skill in a large spectrum rendered the task impossible.

Only a focus will be made on third-year middle school learners in zoui was affordable and possible.

3- Other years and levels of studies were excluded from the survey.

7. Basic Assumption:

The researchers assumed that middle school teachers used pictures as a didactic support to raise their learners writing awareness and push them to think independently and create and develop their own ideas.

8. Research Design and Procedure :

A. Choice of the Method:

In order to draw third year middle school learners and their teachers' attention to the importance of such strategy, the descriptive method was selected to stress the importance and effectiveness of pictures as a visual didactic support in improving EFL learners' writing skill and to attract the teachers' awareness to such strategy.

B. Population:

The third year middle school learners' awareness is valuable and important as a main objective of this investigation; this population will be taken into consideration.

The learners concerned with this research therefore were the Third year pupils at middle schools of Zoui, Khenchela. Enrolled for the academic year 2017/2018, their total number was three hundred and twenty seven (327), distributed on three successive middle schools which were:

- Mohamed Boussalem Middle School (Third year, one hundred and fifteen pupils).
- Ali Saadaoui Middle School (Third year, one hundred and five pupils).
- Meftah Ramdhan Middle School (Third year, one hundred and seven pupils).

C. Learners' sampling:

Because of the lack of time, it was not possible to deal with the whole population of third year classes. So, the questionnaire was administered to a sample of One hundred fifty (150) learners from the whole population randomly.

The totality of the six teachers of English of the third year at middle schools of "Zoui", were all investigated about the above use of the visual teaching strategy of pictures.

D. Data Collecting Tools:

In the methodology of research It is widely recognized that the questionnaire is one of the major research tools to the researchers to investigate a population in a descriptive study, consequently it was opted for it in order to get the results needed.

The structured questionnaire was submitted to the learners, in order to obtain data about their awareness about such strategy. At the same time they were sufficiently aware of the writing process.

The semi-structured questionnaire is submitted to the teachers of English, in order to see their ideas and opinions about such strategy and also their application of it.

E. Piloting:

Piloting the questionnaire was of great importance. Since, it allows the researchers to bring consistency and reliability in learners' questionnaire, by piloting it on ten (10) learners of third year middle school, who showed no difficulty in understanding questions.

CHAPTER ONE: LITERATURE REVIEW

Introduction:

From the following quotation “one picture is worth a thousand words”, they say that the use of pictures have a great impact and influence on pupils’ skills ability. One purpose of using such strategy in the classrooms is the level of pupils, because they are very young and they cannot understand long passage without a help (a didactic one). Normally, pictures are considered as a guideline for pupils to organize their ideas, enrich their memory, raise their awareness to the language and increase their vocabulary.

This chapter is devoted to shed light on the literature governing this concept, and its most basic principles; definitions, history, sources, types of pictures and types of use, strategies for effective use of pictures, importance, function of pictures in the text, teaching writing with using pictures and the advantages and disadvantages of using pictures in writing.

1.1 Definition of Pictures:

There is no agreement on the concept of pictures in education; it is a multifaceted concept which has been discussed from many perspectives Pickett(2001, p.82) wrote: “pictures are images that interact information; learners will need written language to communicate concept, attitudes and facts. Also, they need images as drawings, photographs, graphs, charts and tables to exemplify and encourage written language. In written language, pictures must be suitable to learners and propose, regardless of the subject matter.”

So, pictures are a group of colored points on a flat surface that looks the same as something else. For example, a picture can look the same as a object or a person. Pictures can also be drawings, paintings, or photographs. People who make such pictures are called artists, photographers or painters. It is said that, pictures and diagrams can be used to explain how to do things, and thus a picture is a kind of tool. A moment captured in an image.

In addition, pictures are a tool that can be used to interact and communicate between people; it makes things more clear and easy to be understood.

1.2 History of Pictures:

“Pictures are considered as pedagogical and scholarly materials, they are used to facilitate communication and study about the subject. In many cases appeared that; pictures are the best means to choose the subject, providing the context by which those items can be understood.” (Khol, n.d., p.8)

The making of pictures has a history going back perhaps 100.000 years to an African shell used as a paint palette. Since the last decades, the foundation of the discipline have been used in research and teaching (classrooms). More recently, pictures use has emerged among a wide range of the other fields such as cultural area

studies, foreign language studies, the life sciences, communication, business and political science, while historically pictures appeared in print or slide form.

The purpose for using pictures in classrooms and in the academic contexts are good, they are used to facilitate the academic inquire, courses, to encourage discussion, debate, to make things clear and easily to be understood, pictures can be considered as a tool of illustration.(Kohl & Wagner, n.d., p.8)

1.3 Sources of Pictures:

It is obvious that; there are a multiple cheap and kind of pictures suitable for teachers to use. But before choosing pictures, teachers may face some sort of issues about the reasons behind using pictures, which kind is more appropriate and what is the effective way to apply such strategy.

Moreover, Wright (1989, p.182) Pointed out a list of pictures sources, which are the following In newspaper, aged pictures could be useful to be a source for a lesson, the shape of pictures in newspaper generally pitifully pokey as well as blurred to be used for a large class. There are many ways of using pictures but they should not be related to the text content. A good source of pictures that can be used by teachers is magazines, but teachers should be aware of two main types of magazines general and special. Posters and advertisement in magazines and newspapers could be used for class and group word, whereas, there are explained pictures of hotels and historical areas and wonderful places, cannot be used individually because they are big.

Furthermore, business brochures could be an effective source of publicity used by banks and post offices. In Britain, there are many literally catalogues that could be used only by language teachers for specific purposes. Pictures can differ from a situation to another one according to its purpose and use, for example, greeting cards which are taken for the sake of delivering certain messages to particular people, in

order to greet them and wish well for them. Postcards, which take the form of pictures linked to written message to be created, are used to demonstrate to a particular subject or even places; they could be filed according to their content or topic. (Wright, 1989, p.182.189)

Reproductions of art is another source of pictures, which could be related to painting, drawing and art photographs, those types of art introduce an almost objects, scenes and abstract concept. One of the arts' quality is that its expression and stimulating, so representations of could be stored with each other to be employed for inspiring product. Posters are normally planned for the sake of clarity, they have two main uses; advertising and decorating , a big post may contain one object but indicate a great deal of date. On the other hand, the wall charts that are devoted to illustrate their achievements, this kind can be applied in a school or college, where a teacher tries to work in an instructional setting in addition to other objects being taught on the same place. Normally, wall charts are used to illustrate activities, matching activities and memorizing ideas.

Then, the old children books were full of pictures that may be an effective source of illustration to attract pupils' attention and make them more interested with the lesson, old fashion books contains a unique illustrations to be good source for ESP teachers. Also, there are comics and cartoons are illustrated with a multiple set off pictures, in addition to the narrative texts which are illustrated to special stories.

“It is very clear that teachers and pupils even if they are not a talented artist, they rely on pictures and some kinds of drawing on the board, handouts sheets, flashcards, large paper and playing cards as a source to facilitate the course and avoid misunderstanding. Other teachers may take some pictures from a document and make

copies about them, after taking permission, and this is another kind of illustration and explanation". (Wright, 1989, p.182.189)

1.4 Types of Pictures and Types of Use:

Wright(1989, p.193) Saw that types of pictures and types of use them depending on the purpose and objective of the course; he stated that they are as the following:

The first type is pictures of single objects where teachers may rely on check chart, in order to manipulate thoughts about the specific approaches of using the pictures they select. In the case of special thoughts, a teacher could write it on the back of the picture. Whereas, in general thought, the teacher may file the picture in the general subject file. This kind of pictures used in order to refer to the description of specific subject for the sake of pointing to a single matter such as things like: food, appearance; naming, preferences, countable and uncountable, origin, weight. Clothes: cost, fashion. Cars: naming the manufacture, country of the manufacture; comparisons. Animals: habitat; characteristics; relationship with the people...

In the second type of pictures of one person, teachers may ask pupils to write a small paragraph describing people shown in a document, in order to guess their social situation (age, family, work...) and also their thoughts and feelings shown in the main focus. Whereas, in the third type of pictures of famous people, teachers normally choose pictures of famous persons who are known by pupils; to identify what they have done, doing and what will they do. Also, background, achievements in addition to the physical description.

The fourth type is the pictures from history, which teachers may use it to illustrate historical events. Costumes and scenes, but here the tense used should be the single tense, because they are talking about something happened in the past.

Besides, pictures has a lots of information type, teachers may show it to a group of pupils to describe and identify activities, in which someone describes a parts of the activities and the other pupils decide which part it is. Additionally, drawings could be effectively contributed to the required tasks. In this manner, the picture provide a clear and effective source for both teachers and pupils for doing different tasks, there are a multiple set of pictures, each kind of them have its own specific characteristic and use, and it differs from one to another. But, clearly pictures plays an effective role in simplifying things and a void misunderstanding.

1.5 Other Types of Pictures:

For Eden and Becker (2004, p.35.36) the use of different types of pictures will facilitate teaching and making it very easy for teachers to explain the course, because they illustrate the topic discussed immediately. Maps, drawing, charts, tables and Venn diagram all of them are sorts of pictures that can be used by teacher for presenting any data.

Mind maps, are pictures that have two meanings 'concept maps' or 'semantic organizers'. They aid in covering wide number of data in soft manners. Mind maps are based on the logic of associations, not the logic of time. Both Eden and Becker (2004, p.35) said that" Mind maps are much more effective than lists in motivating our memory and generating thoughts". This means that mind maps are very useful and are effective. As an example, take match activities (true and false ones), where one of the pupils makes a statement true or false and the other pupils decide which it is. Whereas, the memory activities are applied in order to help pupils memorize as much as they can from pictures. Pictures that are taken from news can help us identify the incident, the events and even the setting (time and place)...

Pictures of maps and symbols are normally used in domains of daily life; road, traffic, booklets, holiday brochures.... Those symbols normally help us to have an idea about the purpose, the creation of someone when having a look to such symbols. This kind of pair of pictures is used in matching activities where pupils are asked to pick out differences and similarities between all of them. (Wright, 1989, p.193)

The most useful type of pictures is “sequences of pictures” which are cartoon strips and instruction strips as a series of funny drawing with a little bit passage, these kind is usually applied in newspapers in order to describe a process or a contextualize a story in such cases, pupils may discuss the context and the relationship between the drawing and the words. Subjects could contain: advertising, fashion, holidays and the culture of the foreign country in any learning courses specially in written expression, both pupils and teachers can choose some pictures or sort of pictures because they help in memorizing both grammar and vocabulary.

Lindemann(2009, p.273)States that maps, illustration, time line and Venn diagram are all kinds of picture that could help in explaining data and make it very easy to be understood. As an example, a map is a picture representation of an area; usually include the names of continents, countries and cities, presenting a wide range of data. Illustration could be a photograph or drawing that might be represent data or reinforce an argument. In the other hand, time lines can not include all data, only a series of it. While, a Venn diagram, which is made of two overlapping circles, used to show that two or more sets of data have something shared.

On the same stream, Pickett(2001, pp.95-105) saw that diagrams, tables, photographs, drawings, charts are kind of pictures that could be used to clarify the lesson ambiguity and explain things which are not clear. Normally, a diagram is a

plan consisting of lines and symbols showing the shape and approximate location of items and configuration.

Tables are a systematic grid of words or symbols indicate lots of numbers or percentages that would be confusing in sentence form. Drawings permit teachers to translate the complex thoughts into picture terms the learners could grips.

Charts are usually used in order to summarize large blocks of data, the circle chart, the bar chart, flip chart and flow chart is the most useful chart kinds.

Finally, graphs are used to show the statically trends and patterns, there is three types of it; the pie graph uses both vertical and horizontal bars of approach, and this make it very easy to be understood ,even those who have no background of graphs. The line graphs use one or more lines to describe variations in statics over time or space.

There are a various kinds of pictures; that could be used by teacher for the sake of clarifying the lesson ambiguity and explain what is not understood by learners.

Pictures make things easy for learners and also help them to memorize grammar and vocabulary.

1.6 Strategies for Effective Use of Pictures:

Harmer (2007, p.178) Came with a series of strategies for an effective use of pictures. They are as follow:

A. Communication Games:

Pictures are effective and can be used in different tasks, especially those which continue games. Where, one pupil shows a picture and the classmates have to design the same image without seeing the initial. In other cases, a teacher may divide his pupils into two groups, and then give each group of them some pictures that indicate a divided series in a story, pupils start discussing their pictures. Then, they share the

data they have a look at in their pictures and they try to organize their ideas. And finally understand what story of the pictures together is discussing. For an effective writing, teacher can ask pupils to write a story using at least three or four pictures.

B. Understanding:

Another effective practice of pictures is performance and searching for context, pictures help the context of utterances, it is very easy to evaluate pupils writing understanding by asking them; to choose and select the appropriate pictures which best relate to the topic.

C. Ornamentation:

“Pictures can be used to make a lesson more entertaining. As we can see in modern course books, a reading text will be magazines and newspaper articles indicated by a photo which improves the text, providing readers or pupils a sight of the outside world. In contrast it should be recalled when pictures are interesting to appeal for at least some members of the class. They have at least the more visually oriented power to push pupils for more engagement on the problem”. (Harmer, 2007, p.178)

D. Prediction:

Pictures motivate pupils to follow in the activity, it helps pupils in expecting the coming step of an instruction, or pupils may point at a picture and predicate what it indicates, often they have a look at the passage to know whether it corresponds to what they guess felling on the picture core.

E. Discussion:

“Pictures can be useful for invented application of language, if they are in the book or a wall pictures, cue cards, or flashcards. Teachers may ask pupils to draft a picture description, or tell them to make a dialogue between two in picture, and then show them to stimulate questions as if they were members in painting. Teachers can also make flashcards, wall pictures in different approaches, or take pictures from

magazines and newspaper articles and put them on cards. Teachers should take into consideration the shape and kind of pictures before choosing them, pictures should be clear and related to the topic, it should not be selected randomly.” (Harmer, 2007, p.178)

1.7 The Importance of Pictures:

Writing involves an aspect of imagination, creativity and thought must aid the learner, to be able to construct a reasonable easy more easily. The ancient proverb which said “one picture is worth a thousand word”, pupils at middle schools found it very easy to be understood when presenting a message visually, visual aids can improve every aspect of knowledge. A research described an average learner who uses pictures aids will arrive as a better credible and prepared than an active learner who does not use visual aids.

Blagojevich(2011, p.121) Claim that most of the teachers engage pupils to learn by using illustrations, and give written explanations but this is not enough for those who are learning English, because they may be find it very difficult to understand a written passage because of the use of the ambiguous words, and all of this make pupils feel anxious and this will affect their abilities of writing

Obviously, visuals aids such as photos, drawings, objects and gestures can be helpful when they are paired with written explanation. Those visual strategies make learners rely on pictures to understand the written word. According to Evans(2012) “various visual aids resources enhance writing skills, it help pupils to understand an interpret data. This technique can provide structure and atmosphere for writing and help pupils to focus their thoughts and ideas.”

Moreover, pictures play a vital role in activating and building pupils background knowledge, pupils can make discussion together, share ideas and opinions with their

classmates, and they may also take an idea about someone they never heard about, places they have never been to, raising their own imagination.

In addition, pictures are a kind of visual strategies that are used in classrooms, in order to help learners to understand the passage, by making it more clear and easy.

1.8 Functions of Pictures in the Text:

Both Carney and Levy (2002, p.17) state that pictures act designing in four conventional functions, “decorational”, “representational”, “organizational” and “interpretational” beside to one more unconventional that is “transformational”.

Decorational pictures advocated for the page decoration, it may have no relation with the content of the text. Secondly, the representational one personalizes part a whole content of the text and is considered as the major kind practiced. The organizational pictures, give an effective linguistic outline for the text content, while the interpretational one aid ambiguous passage illustration. Finally, the transformational one contains organized “mnemonic” memory growth elements which are planned to enhance a pupil’s memorization of the text information.

Now, there are a various functions of pictures in a text, testing the representational pictures, which are the most usually sort of illustration practiced, overlap part or outline for the text information, trying to recognize and to introduce the text content, which is attached with an organizational pictures. On the other hand, the interpretational pictures help pupils understand scientific illustrations and text content. But, should not be randomly, there are some conditions that must be taken into consideration; a passage has to be a cause and effect description process, the explanation has to be taking process into account.

Thirdly, effective result parameters that have to be chosen. Lastly, transformational “mnemonic” pictures as a supports to pupils learning form text has wide affection in increasing pupils’ critical learning.

1.9 Teaching Writing with Using Pictures:

Pictures as media of teaching are the best known sensory aids; visualization is necessary for younger pupils, because most activities for the young learners should include movement and involve the senses. A plenty of objects and pictures will be needed to work with.

According to Wright (1989, p.17) the role of pictures in speaking and writing are as follows:

1. Pictures can motivate the students and make them want to pay attention and to take part in this task.
2. Pictures contribute to the context in which the language is being used. They bring the world into the classroom.
3. Pictures can be described as an objective way (‘this is a train’) or interpreted (it is probably a local train) or responded to subjectively (I like traveling by train).
4. Pictures can cue responses to questions or cue substitutions through controlled practice.
5. Pictures can stimulate and provide information to be referred to in conversation, discussion and storytelling.

On the other hand, Morgan(1994, p.1) who gives a brief summary of the benefits of using visual aids (pictures) in the language classroom:

1. They vary the peace of lesson.

2. They encourage the learners to lift their eyes from their books, which makes it easier and more natural for one to speak to another.
3. They allow the teacher to talk less, by demising the importance of the verbal stimuli provided by the teachers' voice, and allow the students to talk more.
4. They enrich the classroom by bringing in topics from the outside world, which are made real and immediate by pictures.
5. They spotlight issues, providing a new dimension of dramatic realism and clarifying facts that might pass unnoticed or be quickly forgotten.
6. A learner with a creative imagination will often find the learning of a new language is easy and enjoyable through the use of pictures, while he finds it difficult to learn just from a textbook and dictionary.
7. They make a communication approach to language learning easier and more natural.
8. They help to teach listening, speaking, reading and writing and allow the teacher to integrate these skills constructively.
9. They inspire imagination in both, the teacher and students' comments, guesses, interpretations and arguments turn newly practical phrases into a lively give and take.
10. They provide variety at all levels of proficiency. A collection of visuals in the various media enters for all ages of learners and all types of groups from beginners to the most advanced and mostly lightly specialized.

Another expert(Shores, 1960, p.189) mentioned the importance and advantages of the use of pictures as an aid:" pictures can stimulate expression, develop understanding, add spice and variety to verbal lesson and provide opportunities for individual or group study. Pictures are besides plentiful, inexpensive and often timely

and carefully documented, they present tremendous potential for extending verbal experience, reducing misinterpretation that result from vagueness, assisting in the organization of learning, showing any process step by step, revealing comparisons and contrast and visualizing quantitative concept.”. So, pictures can substitute objects that can be presented in the classroom. It can be found that the pictures of some things, that simply are not available in the classroom either for physical reasons (a sun set, a busy street cover) or for financial reasons (an expensive wristwatch).

1.10 The Advantages and Disadvantages of Using Pictures in

Writing:

The use of pictures in the writing learning process has many benefits; they can be sum up as follow:

- It will make students interested in writing English, because picture is one of the visual teaching media.
- It will stimulate the students to develop and use their imagination so that they will be able to write well.
- It will improve the students’ motivation in writing, so they can construct their knowledge during writing a text easily by using media.
- It will make the students more easily to explore their ideas (smaldino,2005:9)

As it has been mentioned before, that pictures have importance in teaching writing.

But on the other hand the use of such pictures has two negative sides;

- Students are not able to use oral language skill effectively. In this case, students find difficulties in presenting their writing in front of the classmates.
- They cannot present their ideas, stories communicatively and they do not have a chance to discuss their classmates. So, teachers should give their pupils a chance to practice dialogues and monolog in the piece of writing they do.

- Teachers do not have enough time to teach and evaluate the writing process.

Normally, students have to work by their own; teachers only give some important rules (directions), so teachers do not have enough time to guide them all especially when the class consists of a huge number of pupils.

CONCLUSION:

As demonstrated, pictures as visual support can have a great impact on pupils' skills improvement, and also the teachers' awareness of such strategy will improve their pupils' performance in writing, and this needs raising pupils' knowledge of this strategy, so this strategy is beneficial if it is used effectively.

In the next section of the literature review, we will spotlight on writing skill, the importance of writing skill, writing skill stages and components, and teacher's role in writing.

CHAPTER TWO: WRITING AND TEACHING WRITING

INTRODUCTION:

For those beginner learners, writing is not an easy task in both first and foreign language. Pupils face a lot of problems when they start writing, for that reason teachers choose and use a variety of techniques and methods in order to facilitate the process and make it easy for their pupils to express their opinions and ideas.

This chapter shed the light on writing skill, history of L2 writing, the importance of the writing skill, the basic rules of writing, writing aspect and the writing skill stages and component

2.1 Writing Skill:

Writing is one of the learning skills, it can be considered as an important task in learning a foreign language. It is a mean of communication that a several writers and authors defined it differently.

Harmer(2004, p.31) Claims that:” writing as one of the four skills (listening, speaking and reading) have always formed part of the syllabus in teaching English.”

Writing skills are an important part of communication, the good writing skills allows to communicate the message needed with clarity to a larger audience than through face to face or telephone conversations. “The better you write, the more easily readers will understand you.” Writing is like listening involves a writer (producer) and a reader (receiver), it involves interaction between the writer (encoder) and the reader (decoder). Moreover, communication writing means; the use of orthography in order to construct grammatically correct sentences which communicate a meaning to the reader.

So, the idea that comes from the previous definition is that writing is the means to communicate with the language through a graphic representation of ideas. It is also difficult, sophisticated, social activity and an important skill for language learners as well as native speakers, writing is a process which gives a learner a chance to present their opinions and ideas and translate them into meaningful words, is a kind of interaction and discussion but in a written form rather than the spoken one.

2.2 A brief History of L2 Writing:

When it comes to the history of writing, the eyes are targeted on the history of civilization, the history of how the human being recorded thoughts, opinions and their emotions. Without writing the human being would never have known their history and past life. As it is known, writing firstly dated back to the cavemen when people live in caves and wrote on stones. (Nemouchi, 2008, p.16)

During 1950, the pedagogical classes were dominated by the audio-lingual method which focuses on the oral proficiency, writing, on the other hand, was marginalized and was only seems as means of reinforcing and consolidating language patterns.(Fujieda, 2006)

During the1960, the number of students increased rapidly, in the U.S a huge number of foreign students entered higher education, L1 composition instruction perceived major differences in writing between L1 and L2 learners.

Then, the attention was paid to teaching writing to those who are non-native speakers. As a result of that, teaching writing became the main sub field of L2 studies. Fujede (2006). The importance of teaching writing skill was recognized in 1970 (the appearance of the communication approach).

From the 70th to early 80th (revolution) the ESL writing witnessed real changes. Cognitive factors influenced on the stages of this process where the writer engages on recursive mental stages identified in three broad stages; planning, formulating and revising. Elbow and Zamel (1973-1981,1983)pointed out:” this process tends toward individual development through self-detection entirely on adequate writing procedures rather than on complete product”.

In the 90th, writers became conscious of the social conventions that govern a particular genre and realized that writing serves a range of social goals.

2.3 The Importance of the Writing Skill:

The importance of writing stems from the fact that writing is the primary basis upon which communication, history, record keeping and art is begun. Logically, we are encountered in writing every time (day), whether it is an office memo, restaurant menu or a love letter. Writing is a tool used to give data or opinion, question or even a remark about something.

In fact, life without writing is an imaginable; writing is the main part of life because writing is a part of a creative project; film building, storytelling, a piece of literature...Be sure that without writing the follow of ideas halted shortly beyond the source.

Dance and Jin(2003, p.1) Suggest that both academic and social needs require the student to improve their writing skill. According to (Brindley, 1994, p.151), a written language provides a lot of goals for individuals and even society, because it is not limited only to the interaction of knowledge, even outside classrooms, people need writing the language in order to facilitate communication and make it clear.

On the same stream, Hedges(2005, p.9) claims that writing skill is quite different from the other skills since it allows students to see how well they do, and at the same time allows teachers to assess their students learning growth.

However, in contrast to the material act of speaking, writing seems to be more difficult in the first and even the second language. Its difficulty descends from many factors classified by (Byne, 1988) into three categories; psychological, linguistics and cognitive which overlap to some extent.

On the other hand, Al-Mutawa and Taisser(1989) mentioned that writing is a complex cognitive activity which requires the following elements:

- Complete acquisition of the alphabet.
- Understanding how letters combine to form words and the relationship between the word and its meaning.
- Knowledge of the mechanics of writing: speaking, capitalization, punctuation and other writing convention.
- Mastery of the most frequent rules governing the structure of sentences.
- The ability to combine sentences to build an effective paragraph and combining them to produce essays.
- Formalization with transitions to achieve coherence.

Motivations for writing include publication, storytelling, correspondence, record keeping and diary, writing has been instrumental in keeping history, maintain a culture, dissemination of knowledge through the media and the formation of the legal system. Bell and Burnley(1989, p.36)Explains: “writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of content, format, sentence structure, vocabulary, punctuation, spelling and letter formation. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraphs and texts”.

Smith(2003, p.13) adds: “the writing process has only begun when you write the last word f your first draft. It is in the process of revising and editing that the draft takes shape and becomes a crafted piece of writing”. On the same stream, Hyland (2003, p.27) puts: “while every act of writing is in a sense both personal and individual, it is also international and social, expressing a culturally recognized purpose, reflecting particular kind of relationship and acknowledging an engagement

in a given community”.

It is obvious, that writing is done for many purposes and to release different goals; first, writing is used as a way to help students in learning language system. Second, writing includes and measures learners’ improvement of competency. Thirdly, for the sake of fulfilling EFL learners’ needs (ESP). Fourth, in order to help those anxious and shy learners to express and represent their ideas and opinions silently. So, writing skills are specific abilities which help writers put their thoughts into words in a meaningful form and to mentally interact with the message.

2.4 The Basic Rules of Writing:

Writing is a mean of communication which gives learners a chance to present their opinions, ideas, and feelings by translating them into words and symbols. Good writing requires certain criteria like clarity, coherence, simplicity, and brevity.

A. Clarity:

It is the basic rule in writing; it means avoid ambiguity and misunderstanding of those words that have multiple meanings and interpretations. Clarity makes things easy, without clarity, it is for sure communication will be impossible when people do not understand and get the real meaning of words, how they can interact and discuss each other. Starkey(2004, pp.9-12)saw that; in order to achieve clarity in writing, learners should:

- Eliminate ambiguity by avoiding words or phrases that have more than one possible interpretation.
- Use strong, precise adjectives and adverbs.
- Be concise, this means getting right to the point without unnecessary spinning around, and worthless repetition and wordiness.
- Choice of words, the writer should select the right word.

Both, Kome and Starkey (2000,2004)said that;” learners should take into consideration two main aspects before choosing any word; denotation (the literal meaning of the word) and connotation (the implied meaning of the word).”

B. Coherence:

Kane, Gene and Lea,(2008)Agreed that:“Coherence is an important element in making any piece of writing. Coherence arranges the ideas and links them in a way that makes it easily understood by all”.

Murray and Hughes (2005, p.45)put that a good writer is: “the one who sticks his ideas together as links in the chain, each link connecting the one before it with the one after. If any links are missing, the correction became unclear and the argument structure breaks down.” So, coherence plays a great role in arranging words and sticking them together for the reason of making them clear and understood.

C. Brevity and Simplicity:

It is necessary to convey the maximum data with minimum words, as an example of that, instead of presenting an idea in six sentences, it is better to present and state it in just one meaningful sentence. So, brevity saves the reader’s time and makes communication more easily and effectively. The chosen words should be simple and clear as the saying goes “write to express, not to impress.”

In writing, there is some convention that should be taken into consideration capitalization and punctuation; normally a sentence should begin with capital letters and ends with a full stop punctuation (period, question mark and exclamation period). The more words and brief, the more sentences are meaningful.

D. Writing Conventions:

Harmer(2004, p.255)Saw that the written text could have a number of conventions. There are problems with letter and text construction. Manifested by handwriting, spelling layout, and punctuation.

a. Handwriting:

Many learners, whose native language orthography is very different from English, have big difficulties in constructing and understanding English letters. One of the main individual problems is hand writing. Nevertheless, badly formed letters seems to be ambiguous and may reflect the reader in opposite to the writer, teachers should reinforce learners with problematic handwriting to improve their handwriting.

b. Spelling

Another important feature that should be taken into consideration by both teachers and learners, it involves the good mastery of the language only if the learners express their ideas clearly, concisely and understandably.

For Harmer (2004, p.255) misspelling does not affect the understanding of the written message, but in fact, it affects the readers' judgment. As it is known, a single sound or more correctly, a simple phoneme may have many different spellings and the same spelling may have many different sounds. Teachers need to draw their learners' approaches of pronouncing the letters or combinations of letters or have them do exercise to discover spelling rules. When learners face a problem of new spelling words, teachers should draw their attention to the other words they know with the same kinds of spelling or sounds. A successful way to improve learners' spelling is via reading extensively and also explain to the learners the spelling problems and the reason of them (why this happened); be sure that when learners see and reflect on their copying mistakes, their spelling consciousness is raised.

c. Layout and Punctuation:

Harmer (2004, p.255) claimed that, multiple writing communities cultures forget different punctuation and layout conventions in interactions such as letters, reports and publicity, the differences are non-transferable from one community or language to another; it is clearly seeing different punctuation conventions for the quotation of direct speech which multiple languages use or the way in which commas are used. The successful writer should be; aware of such layouts and modify them when necessary in order to make the message as clearly as possible.

E. Teachers' Role in Writing:

In carrying out a successful writing workshop, careful attention must be given to the proper role and function of the teacher in helping learners' to be creative while expressing themselves more clearly, concisely and accurately.

Hedges(2005, p.62) Saw that teachers should take into consideration their learners abilities, knowledge and the source of problems in order to avoid misunderstanding, lack of confidence and also the failure. So, any teacher before asking a pupil to do a task, he/she should provide him/ her with the important needed data, may also give them an idea about the task and sometimes suggest tips to be followed.

Teachers have multiple activities to do plan, in order to aid student becoming skilled writers and some of them.(Harmer, 2004, p.41)

a. Demonstrating:

Pupils require awareness of writing conventions and genre constraints particular writing sorts, teachers have to be capable to design these characteristics to their heads. Anyway, students know layout, problems or language in order to produce specific written tasks.

b. Motivating and Provoking:

Pupils may have lack of vocabulary, pre-use in creative writing activities.

Teachers should provide their pupils with the subject matter, and introduce illustration. Also, the teacher may ask the pupils to carry activities on the board or may provide the utterance they desire and prefer, to begin and complete writing activities.

c. Supporting:

Pupils need thoughts and materials to complete the written task, at the same time they need some kind of encouragement and guides. Motivation and support play a great role in improving pupils' writing skill; when a pupil start doing a written task, a teacher should come and try to encourage him, give him some needed remarks with interrupting him or makes him afraid, this makes him more interesting.

d. Responding:

The manner teachers reflect toward pupils' written work would be separated into two main categories respond and evaluate. In the process of responding, teachers should look at the information and production of a passage; provide a suggestion for its growth. But, in the process of evaluating learners' work, teachers should not mark or asses the work as a final draft; they may demonstrate the way learners' final draft will be.

e. Evaluating:

When evaluating students' writing for test objectives teachers may follow various ways. First, they would indicate the level they achieve by demonstrating where mistakes take place and marking learners' work. Teachers highlight errors and

provide a correct form in order to learn from mistakes and to take teachers' corrections as a resource.

f. Using Illustration

Barras (2005, p.88) indicated that written expression teachers should select certain kind of materials in order to help their pupils improve their writing skills illustration come to take the advantage of breaking up pages of writing, giving a range and stimulate focus. They are attractive to highlight important points; to enable users to deliver data or thoughts immediately, concisely, precisely, forcefully and quickly. Besides, when planning a composition, teachers should pay attention that their data or thoughts can be presented in words, tables or illustrations determine their objective and pupils need as well.

2.5 Writing Aspects:

Raimes(1983, p.6) Mentioned that there are several things that the writer has to deal with as they produce a piece of writing; they are as shown the diagram below.

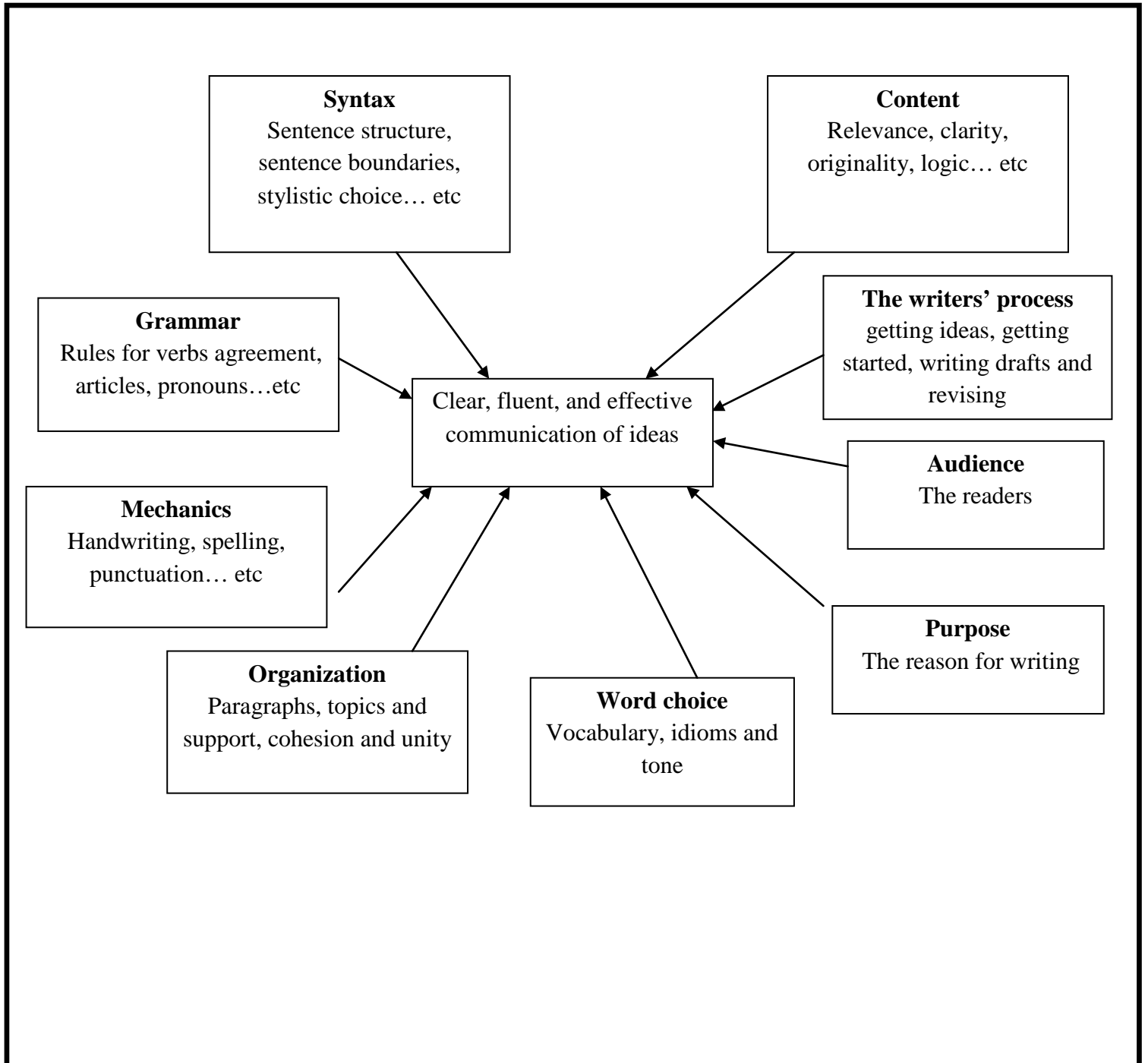


Figure: Producing a Piece of Writing.(Raimes, 1983, p.6)

As teachers have stressed different features of the diagram, combining them with how they think writing is learned, they have developed a variety of approaches to the teaching of writing. They stem from the basic assumptions they write a connected text and not just a reader, and that the process of writing is a valuable learning tool for all of pupils.

2.6 Writing Skill Stages and Components:

Writing skill as any other skill requires stages and components to be followed, writing based on several items; notation, spelling, writing practice. Normally, notation requires students to write down important point spelt by teachers. Writing means translating mental images, thoughts and ideas on a fresh sheet paper.

Writing according to Harmer (2004, p.4) has great number of objectives; it is presented in various forms. Writing has four main components;

A. Planning :

Before starting to write, pupils plan their ideas and writing tasks. There are three types of planning; make outline, a few cue words, or keep their outline in their heads. Before planning to write, pupils should consider three issues; Firstly, they have to write their writing purpose. Secondly, identify the audience they are writing for and finally, pay attention to the organization of information. More experienced writers specify more time to this phase to examine their written production.

B. Drafting:

It means a first version of a piece of writing; pupils require knowing the way to produce strong, coherent introduction that catches the readers' interest; the way to link ideas together that contain enough supporting detail; the way to sum up with a strong ending.

Lindemann (1987, p.26) Saw that drafting stage is the active process pupils usually apply when they write; it focuses more on concentration rather than other aspects. A pause helps the pupils to see their text, check and verify some aspects; it may decrease the writing speed.

C. Editing (reflecting and revising)

Harmer (2004, p.4) Saw that pupils usually need to concentrate on the overall meaning and structure of the draft before looking at detailed features. Then, they need to assess their own work and the classmates' work for the content, clarity, form and style, and mistakes of grammar, punctuation and spelling.

According to Trimmer (1995, p.77) revising stage often related to drafting stage.

Revising stage means scanning, discovering a new vision for the writing produced after drafting. Revising requires reading and editing since it deals with errors related to grammar, spelling or punctuation.

D. Final Version:

Harmer (2004, p.4) Saw that the time students have edited their drafts, which make necessary modifications to be a final version; it can be varied from both initial plan and first draft, pupils may deliver the written passage to their readers

CONCLUSION:

Thoughts and ideas are not only represented by words, but pictures and other sorts of illustration could make it possible to convey data, and represent it clearly, precisely and quickly. This section shed light on writing functions in foreign classes, discuss teachers task in such process. Also, this section included the writing stages and convention. In the end, the authors mentioned; writing and teaching writing and the teachers various roles that could affect pupils writing growth.

In the next chapter, there is a discussion of the findings, data obtained through the questionnaire administered to both third year middle school pupils and their English teachers at Zoui. Khenchela, and as well as suggestions and recommendation for future research

CHAPTER THREE: DATA ANALYSIS AND INTERPRETATIONS

INTRODUCTION:

This chapter was devoted to present and analyze the data, extracted through the use of the teachers and pupils' questionnaires, which were initially designed and administered to provide the thesis with the required statistical results.

3.1 Methodology of the research:

In this research the authors opted for the descriptive method which will permit to investigate third year middle school pupils' use of pictures as a didactic support in enhancing their EFL writing skills and their teachers' awareness of such strategy, moreover to collect the needed data about the subject under investigation. And because of the limited period of time and its requirement of replication, the descriptive approach has been avoided.

A. Population (participants):

For the current study, the researchers dealt with a sample of 150 pupils which are selected randomly from the total population(327) of the third year middle school at Zoui, Khenchela. The middle schools are:

- Mohamed Boussalem Middle School (3rd year, 109 pupils).
- Ali Saadaoui Middle School (3rd year, 105 pupils).
- Meftah Ramdhan Middle School (3rd year, 113 pupils).

Also, all the teachers (6 teachers) of English language at Zoui's, khenchela middle schools are taken into consideration and were the main part of this investigation.

B. Choice of the sample:

The reason behind this purposeful selection of third year middle school learners at Zoui, Khenchela, is to know about their knowledge of the English language, also how they deal with it after at least 3 years of studying it.

C. The questionnaire:

Kumar (2006, p.191) Defined: “a questionnaire is a form which is prepared and distinguished for the purpose of securing responses.”

a. A structured questionnaire:

Is a questionnaire which is rigid with responses, which the respondent tick off such as yes or no or select from a list of options, responses or limited only to what is on the questionnaire.

b. A semi-structured questionnaire:

Is a questionnaire where there are questions, but responses from participants are qualitative and may vary, but everyone gets asked the same questions. It consists of forty one questions, twenty one for the pupils and the remaining twenty are for the teachers.

D. Procedures: Description of the Questionnaire

The questionnaire was distributed on 18/04/2018 to the third year middle school pupils at Zoui, Khenchela. The reason for choosing this period of time is the lack of time and the money in order to afford the price of the copies of papers.

The sample consists one hundred fifty (150) pupils from the total population of the third year middle school pupils at Zoui, Khenchela. (The whole number of this level is: three hundred twenty seven pupils). One of the reasons behind the selection of this level is; that they have been studying English for at least 3 years.

The questionnaire was administered to one hundred fifty (150) pupils in the English session, and they were given an hour to answer it. An initiating paragraph paves the way to forty one (41) questions, all the questions are spread out of three sections; each one aimed to provide specific information.

The following is a description of each section: The following is a description of each section:

E. Data collection and Analysis:

a. Teachers' questionnaire:

Section one: General information

It consists of two questions designed to get general information about the Third Year English teachers' background.

Section two: Teachers views about using pictures as a didactic support in enhancing EFL learners writing skill.

This section contains ten (10) questions about the teachers' knowledge and encouragement of using pictures as a didactic method in teaching writing.

Section three: Evaluating the EFL.

This section is made up of eight questions (08), in order to get data about writing, teaching and also to discover the problems that pupils face when they write.

b. Learners' questionnaire:

Section one: General information

This section contains four (04) questions, designed to get information about the learners' of middle school English, their background knowledge of English language and if they like English language courses or not.

Section two: Pictures in writing

Here, there is ten (10) questions about pupils' difficulties in writing short paragraphs and also the beliefs about pictures as an aid for good writing.

Section three: the writing skill

This section consists of seven (07) questions in order to guess the pupils' awareness of writing skill and the application of the writing process.

Teachers Questionnaire:

Section one: General information

Question one: How long you have been teaching English Language?

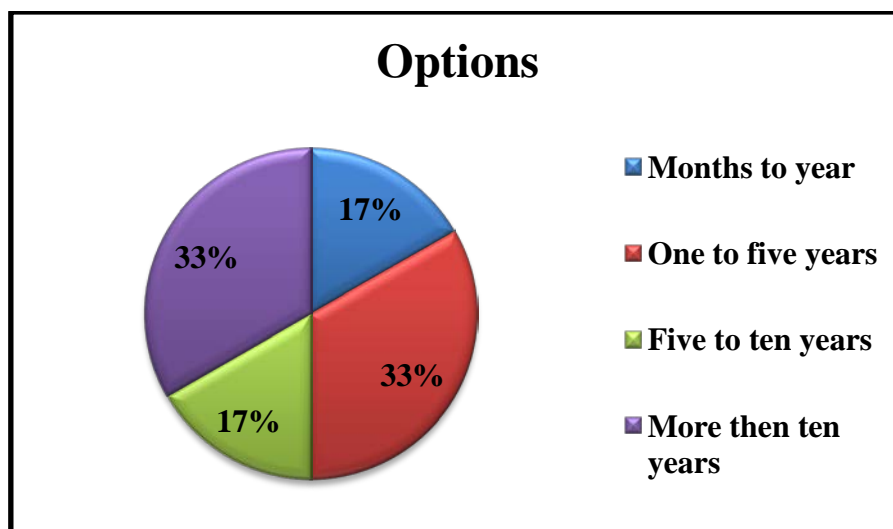


Figure one: Years of English language teaching.

Teachers' answer	Number	Percentage
Months to year	01	17%
One to five years	02	33%
Five to ten years	01	17%
More than ten years	02	33%
Total	06	100%

Table one: Years of English language teaching.

The above figure and table one showed that; thirty three percent (33%) of the teaching staff of English language equally taught English for several years, from five to ten years with a less significant proportion of attaining seventeen per cent from one to five years. Only seventy percent mentioned that they had been teaching English for five to ten years (eight years and four months), and the remaining teachers mentioned that; they had been teaching English language for more than ten years (one for

thirteen years and the second one for eighteen years). This meant that the English teachers had enough background knowledge about pupils and also the most effective methods of teaching

Question two: How many years you have been dealing with the third year pupils as a teacher of English language?

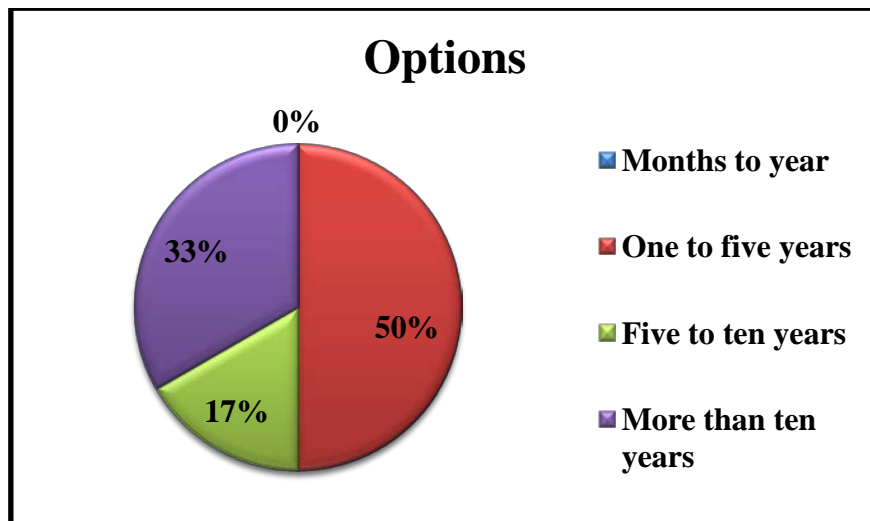


Figure two: Years of dealing with the third year Middle School pupils.

Teachers' answers	Number	Percentage
Months to year	00	0%
One to five years	03	50%
Five to ten years	01	17%
More than ten years	02	33%
Total	06	100%

Table two: Years of dealing with the third year Middle School pupils.

The result showed that the majority of the respondents, thirty three percent (33%) mentioned that they had been dealing with the third year middle school pupils for more than ten years. And the other teachers fifty percent (50%) had mentioned that they had been dealing with such level for one to five years. The last seventeen percent (17%) had been dealing with those third year pupils for five to ten years for at least two years. This calculation procedure made it easy for us to get the needed data.

Section one:

This section exposed that the majority of the respondents have enough background toward English language, and also toward the third year middle school pupils and this will help us to get the needed data easily.

Section two:

Teachers views about using pictures as a didactic support in enhancing EFL learners writing skill.

Question three: Do you have any idea toward using pictures as a didactic support?

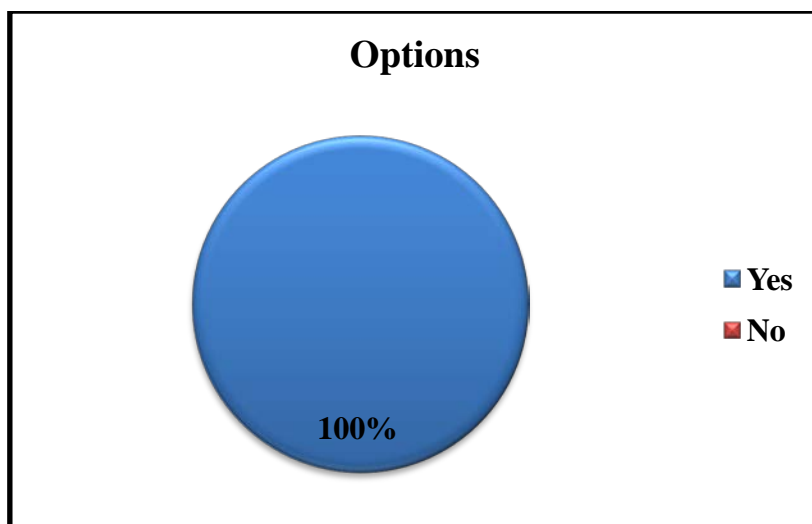


Figure three: Teachers' views toward pictures.

Teachers' answers	number	Percentage
Yes	06	100%
No	00	0%
Total	06	100%

Table three: Teachers' views toward pictures.

From the results shown from the table and the figure above, it was clear that all the teachers had a previous knowledge and a prior awareness of this strategy (pictures) and its application as a didactic support.

Question four: How often you use pictures in the classroom?

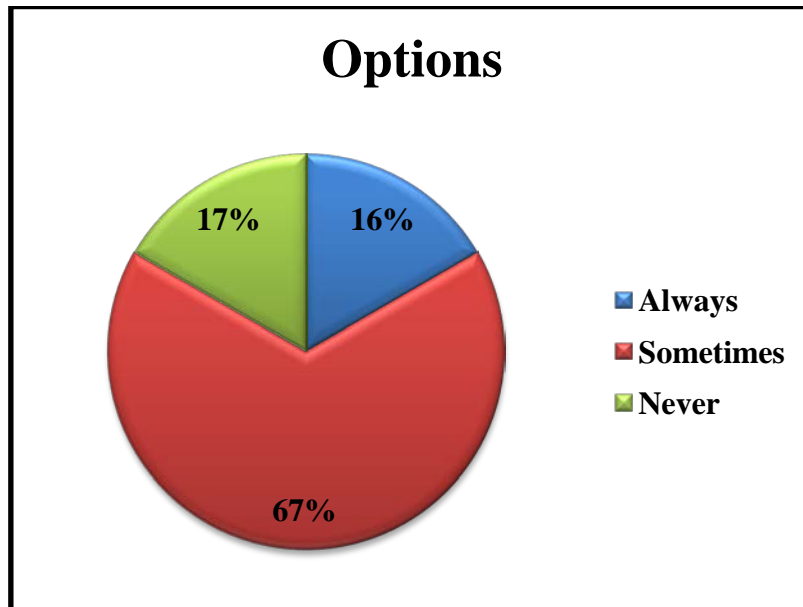


Figure four: Frequency of pictures use.

Teachers' answers	Number	Percentage
Always	01	16%
Sometimes	04	67%
Never	01	17%
Total	06	100%

Table four: Frequency of pictures use.

As seen from figure and table four (04), more than half of the teachers sixty seven (67%) of the whole sample, mentioned that they sometimes used pictures during the course, because of the lack of time and the long program given to them. Moreover, one of the teachers responded with ‘Never’ (17%), because he thought that their explanation during the practice was sufficiently enough. So, they did not use any picture during any course. And the remaining teacher (16%) mentioned that they always used pictures and encouraged the application of such strategy in the classroom.

Question five: Do you encourage the use of pictures in the classroom?

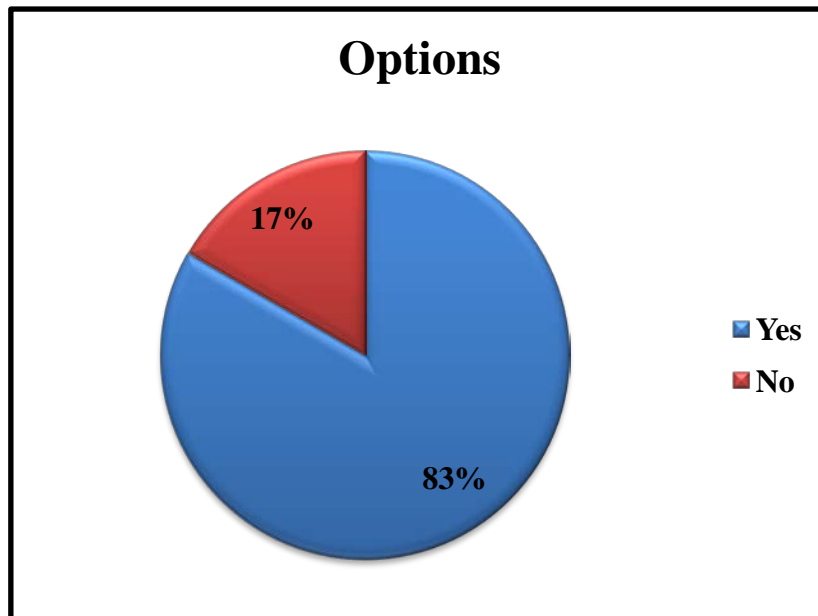


Figure five: The encouragement of using pictures.

Teachers' answers	Number	Percentage
Yes	05	83%
No	01	17%
Total	06	100%

Table five: The encouragement of using pictures.

From the above figure and table five (05), the highest percentage of respondents selected ‘yes’ (83%), they stated that they sometimes or even always encouraged the use of pictures in the classroom. They saw that such strategy would facilitate teaching and made it easy for pupils to understand the topic. And for the remaining teachers (17%) who responded with ‘No’, they probably preferred to explain, use words and gestures instead of pictures.

Question six: Do you think that pictures contribute to the development of the pupils writing skill? If yes, please explain how?

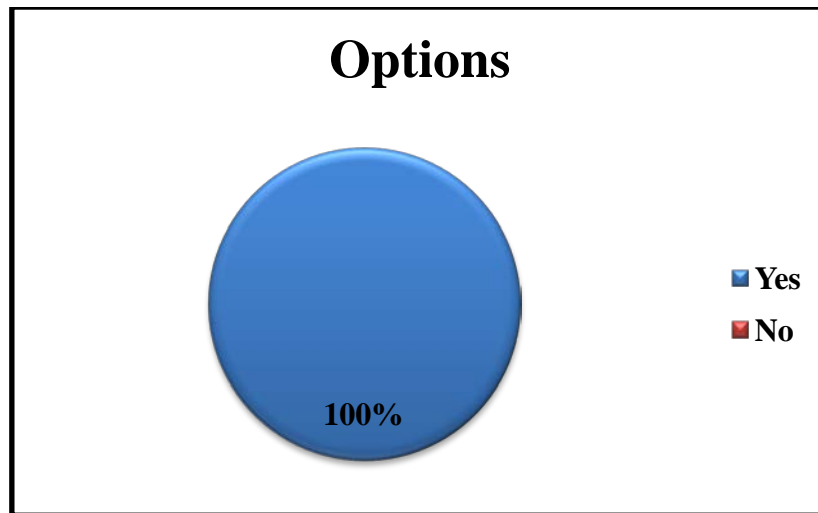


Figure six: Pictures’ contribution to writing skill development.

Teachers’ answers	Number	Percentage
Yes	06	100%
No	00	0%
Total	06	100%

Table six: Pictures’ contribution to writing skill development.

As it was showed in the figure and the table six (06) all teachers agreed that pictures contributed to the progress of EFL's writing skill.

Number	Justifications
02	It is clear that teaching English as a foreign language, needs visual aids in order to attract pupils attention
03	Pictures help in impressing ideas and keeping them in mind
01	Give a chance to the pupils to predict and also provide them with specific ideas to write about different topics.

Table seven: Teachers' justifications.

From the previous justifications of the teachers, it was obvious that the teachers encourage the use of pictures in classrooms.

Question seven: If you find that pictures are related to the teaching of written expressions, do you think that this can make the pupils improve their writing?

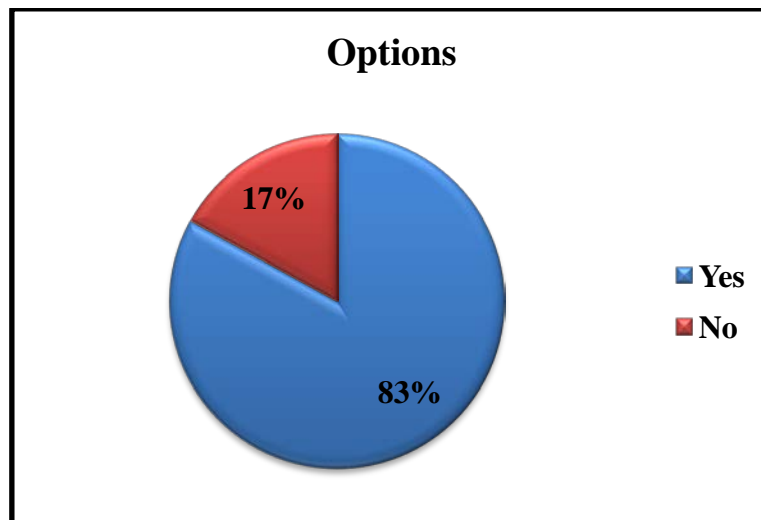


Figure seven: Pictures contribution to the teaching of writing.

Teachers' answers	Number	Percentage
Yes	05	83%
No	01	17%
Total	06	100%

Table eight: Pictures contribution to the teaching of writing.

From the above figure (07) and table five (08), the highest percentage of respondents selected 'yes' (83%), they stated that the pictures are related to the teaching of written expressions, in the classroom. And for the remaining teachers (17%) who responded with 'No', they probably preferred to explain, use words and gestures instead of pictures

Question eight: If you provide the learners with visual aids about any passage, do you believe that they will write effectively?

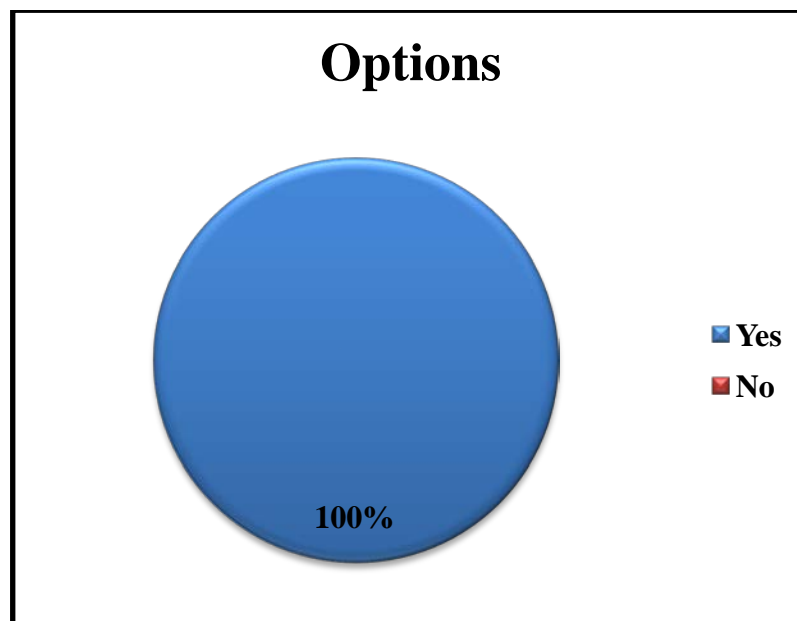


Figure eight: Effectiveness of visual aids in writing.

Teachers' answers	Number	Percentage
Yes	06	100%
No	00	0%
Total	06	100%

Table nine: Effectiveness of visual aids in writing.

The entire population of the sample (100%) agreed with the passage, this means that providing pupils with such visual aids would surely help them to write effectively and easily, because pictures could make pupils identify and recognize the topic.

Question nine: Do you think that providing the learners with pictures reduce their written mistakes?

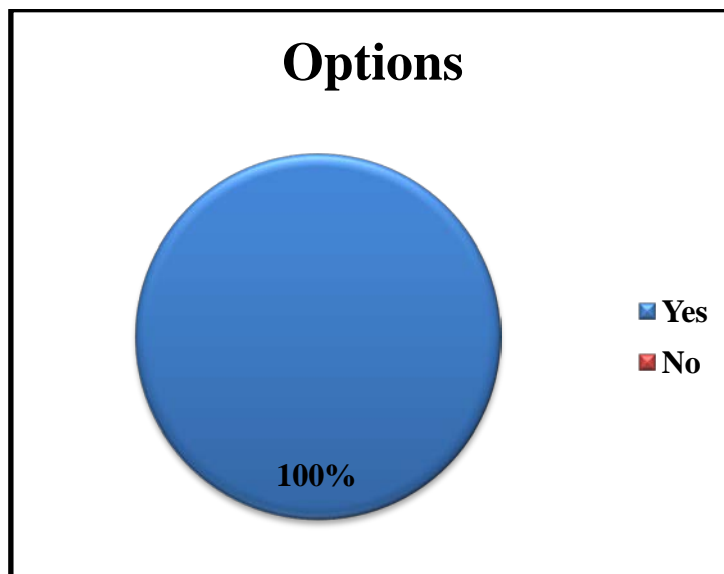


Figure nine: Pictures role in reducing written mistakes.

Teachers' answers	Number	Percentage
Yes	06	100%
No	00	0%
Total	06	100%

Table ten: Pictures role in reducing written mistakes.

Table and the figure ten (10) showed that; the totality of teachers a hundred per cent (100%) agreed with the statement that pictures could reduce written mistakes.

This implication can be considered as a positive attitude towards using pictures during the course.

Question ten: Will this affect their exam marks?

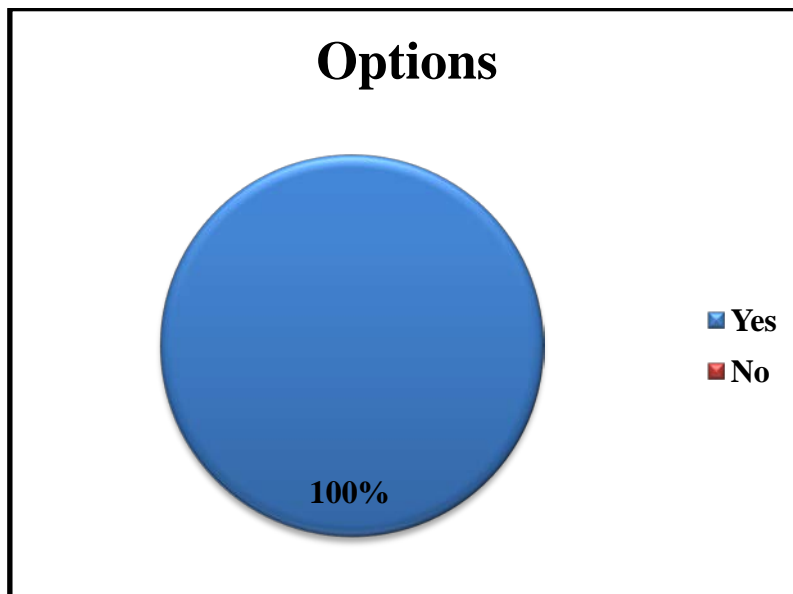


Figure ten: Pictures impact in the exam marks.

Teachers' answers	Number	Percentage
Yes	06	100%
No	00	0%
Total	06	100%

Table eleven: Pictures impact in the exam marks.

Similarly to question ten, this topic indicated a total of a hundred percent (100%) of the teachers were satisfied with the following question which confirmed that, when the teachers provide their pupils with pictures, this will help them to reduce their written mistakes and they will write effectively. Consequently this will lead them to have better marks in the exams.

Question eleven: As a teacher, have you ever attracted any attention of your learners about the use and the benefits of using pictures as a didactic support in order to get a successful writing?

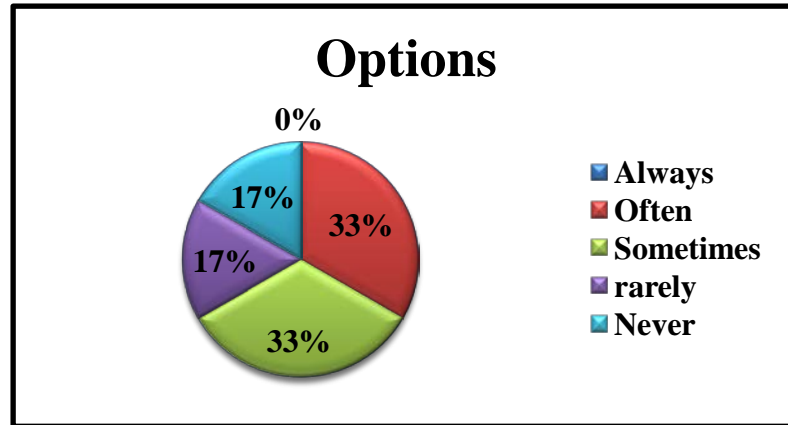


Figure eleven: Raising pupils' awareness to the effectiveness of pictures in writing.

Teachers' answers	Number	Percentage
Always	00	0%
Often	02	33%
Sometimes	02	33%
Rarely	01	17%
Never	01	17%
Total	06	100%

Table twelve: Raising pupils' awareness to the effectiveness of pictures in writing.

This type of question holds overlapped views of the strategy. Thus, teachers were given options to determine how often they raise their pupils' attention of the effectiveness of pictures in writing. The results were stated as follows: Thirty three per cent of the teachers (33%) selected "often", the other thirty three per cent (33%) selected "sometimes" only seventy per cent of them chose "rarely". The same percentage picked and " never". And no one selected "always".

Section two:

In this section, the teachers asked about their views toward using pictures as a didactic in enhancing EFL learners writing skill. The researchers found that most of the teachers are aware about this strategy, at the same time they encourage linking pictures to written expression since it helps to understand the topics and write better.

Question twelve: What is your opinion about the following quotation “one picture is worth a thousand words” ?

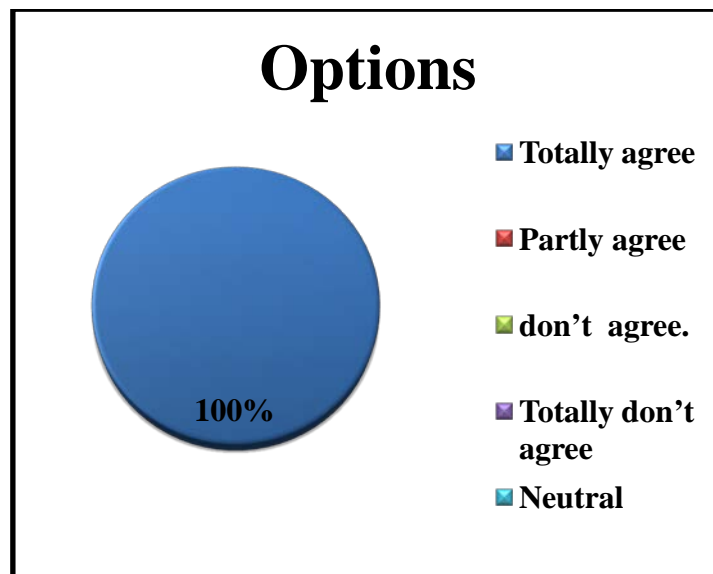


Figure twelve: Teachers' opinions towards pictures.

Teachers' answers	Number	Percentage
Totally agree	06	100%
Partly agree	00	0%
don't agree	00	0%
Totally don't agree	00	0%
Neutral	00	0%
Total	06	100%

Table thirteen: Teachers' opinions towards pictures.

In the figure and the table above, the teachers' selected the option '**totally agree**' which means purely one picture is worth thousand words.

Section three: Evaluating the EFL

Question thirteen: As a teacher do you think that teaching writing skill is a difficult task? If no please, justify your answer.

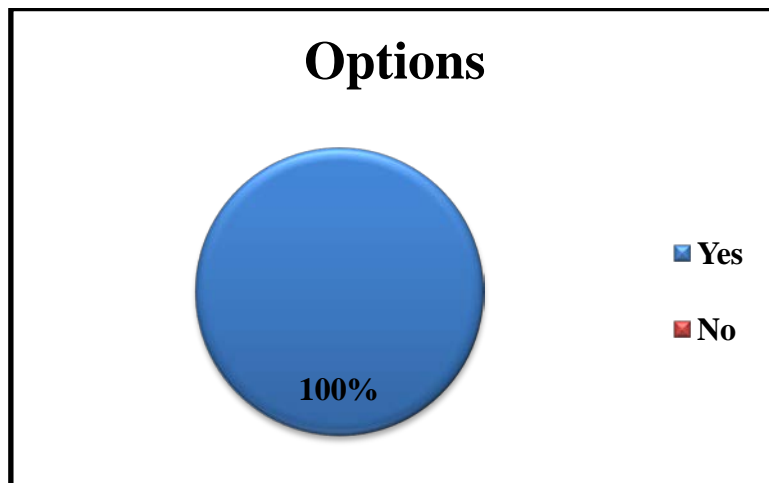


Figure thirteen: Writing skill Difficulties

Teachers' answerers	Number	Percentage
yes	6	100%
No	00	0%
Total	6	100%

Table fourteen: Writing skill Difficulties.

On this question, a hundred percent (100%) responded with 'Yes'. For them teaching writing skill is a difficult task, because pupils do not have enough background (vocabulary). Also, the lack of practicing writing outside classes. On the other hand, teachers needed to make an extra effort in order to control large classes.

Question fourteen: As a teacher of middle school do you think that the curriculum of written expression that you are teaching is complete to improve the writing skill of the learners? If no, please justify.

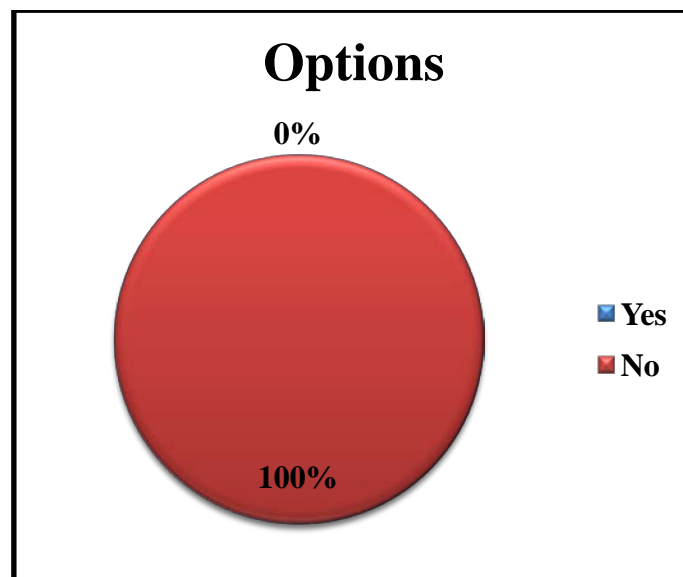


Figure fourteen: Written Expression program and pupils' writing Improvement.

Teachers' answers	Number	Percentage
yes	0	0%
No	6	100%
Total	6	100%

Table fifteen: Written Expression program and pupils writing Improvement.

The figure and the table, showed that a hundred percent (100%) agreed that; the written expression program is not enough in order to improve pupils writing skills.

And that they are suffering from lack of time.

Teachers	Justification
T1	We refer from lack of time to teach each skill alone.
T2	The program itself is not adequate to the pupils' level.
T3	Time given to teach English language in general is not enough.
T4	Because of long program.
T5	Lack of time given to teach written expression
T6	Long program and also our pupils are beginners and do not have enough background (vocabulary)

Table sixteen: Teachers' justification.

From the previous justification, it is clear that most of English teachers' a specially written expression ones, suffer from the time given to teach writing skills and also the long program.

Question fifteen: According to you, do you think that a good English writing is in: **a- correct grammar /b- good ideas. /c- precise vocabulary. /d- spelling. /e- others.**

In this item, teachers select multiple option, most of them are as the following:

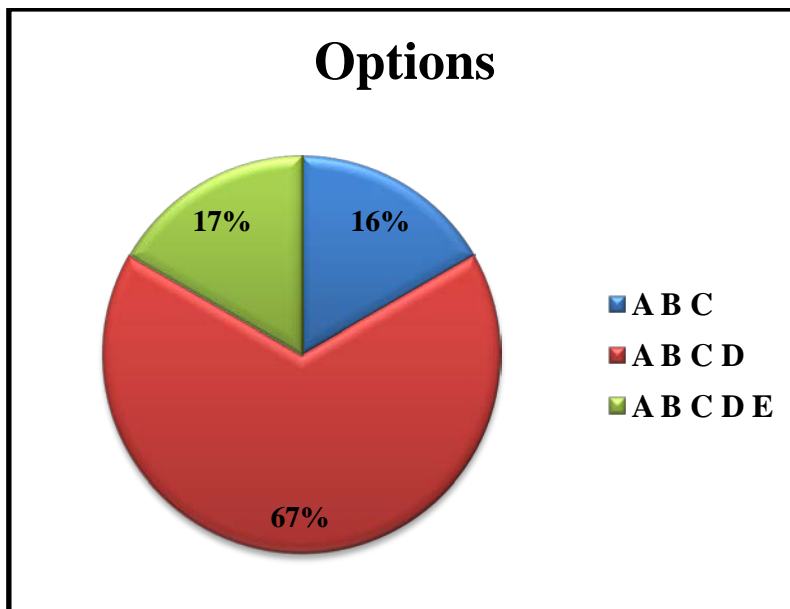


Figure fifteen: Teachers' views towards good writing

Teachers' answers	Number	Percentage
A B C	01	16.%
A B C D	04	67%
A B C D E	01	17%
Total	06	100%

Table seventeen: Teachers' views towards good writing.

As it was mentioned on the figure and the table above, the participants selected more than one option. Sixty seven percent (67%) showed that good writing is correct grammar, good ideas, precise vocabulary and spelling, to write a good paragraph you need to know all of this, but for the remaining percentage (17%) mentioned that;

spelling is not important and that good writing for him means correct grammar, good ideas and precise vocabulary. On the other hand, the last teacher (16%) mentioned another thing which was ‘format’ (style of production).

Question sixteen: Are you satisfied with your pupils’ level of writing? If no, please give the reason why?

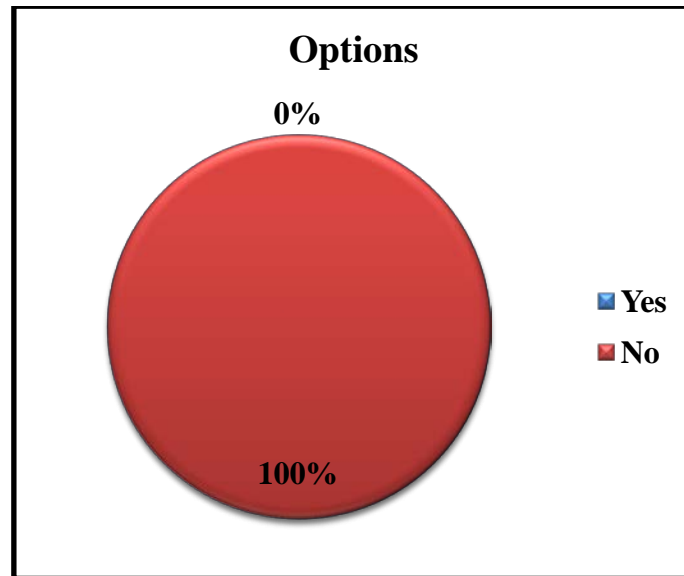


Figure sixteen: Teachers attitudes toward their pupils writing level.

Teachers’ answers	Number	Percentage
yes	0	0%
No	6	100%
Total	6	100%

Table eighteen: Teachers attitudes toward their pupils writing level.

In this question, all teachers answered with 'No', this means that they are not satisfied with their pupils’ writing level.

Teachers	Justification
T1	Pupils are beginners.
T2	The written expression is not a given opportunity.
T3	May be because of the low level of our pupils.
T4	Lack of time (03hours per week).
T5	The time allowed for the written expression section is not enough in comparison with the required tasks.
T6	Pupils do not have enough background about the skill and because of the large classes and short time.

Table nineteenth: Teachers' justification.

All the English teachers are not satisfied with their pupils writing level, they saw that because of the short time given and the long program in addition to the lack of experience.

Question seventeen: Are you satisfied with the time given to the pupils to write a paragraph in the exam? If no, please explain why?

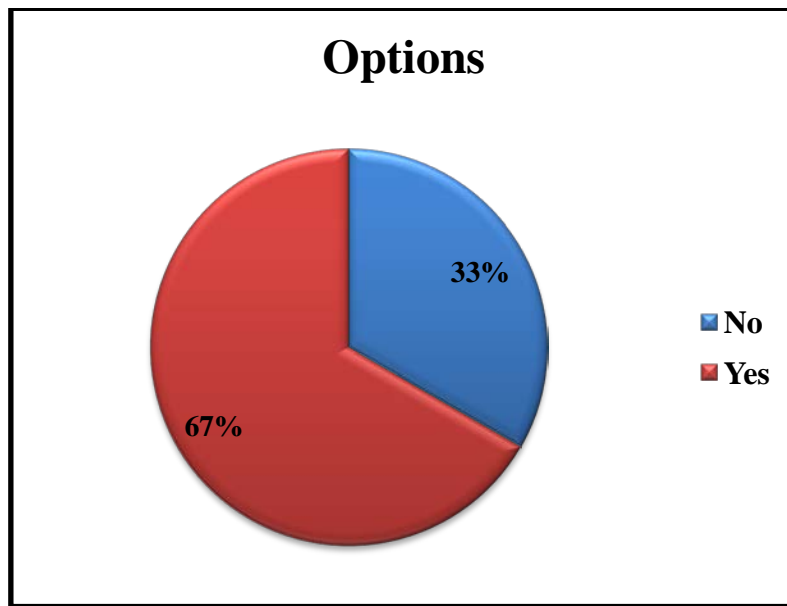


Figure seventeen: Teachers' attitudes toward time given during exams.

Teachers' answers	Number	Percentage
yes	02	33%
No	04	67%
Total	6	100%

Table twenty: Teachers attitudes toward time given during exams.

The majority of the participants (67%) selected 'No', it means that they saw that the time allocated for the written expression during the exams is not enough, and their pupils need more time. Only thirty three percent (33%) responded with 'Yes', they maybe thinks that their pupils are too intelligent.

Teachers	Justification
T1	Time is not enough in comparison with the long questions given to answer.
T2	Pupils feel afraid and do not concentrate on the answer.
T3	Since it is limited, it does not permit pupils to prepare themselves to write.
T4	Short period of time do not leave pupils to write long paragraphs, they just mention ideas briefly.

Table twenty one: Teacher's justification.

The figure and the table above, make it clear that the most of the respondents are; not satisfied with time prepared for written expression section during exams, and they add that it will make them afraid and do not concentrate on their question and answers, and automatically lose marks.

Question eighteen: Which part of the writing process seems difficult for the pupils?

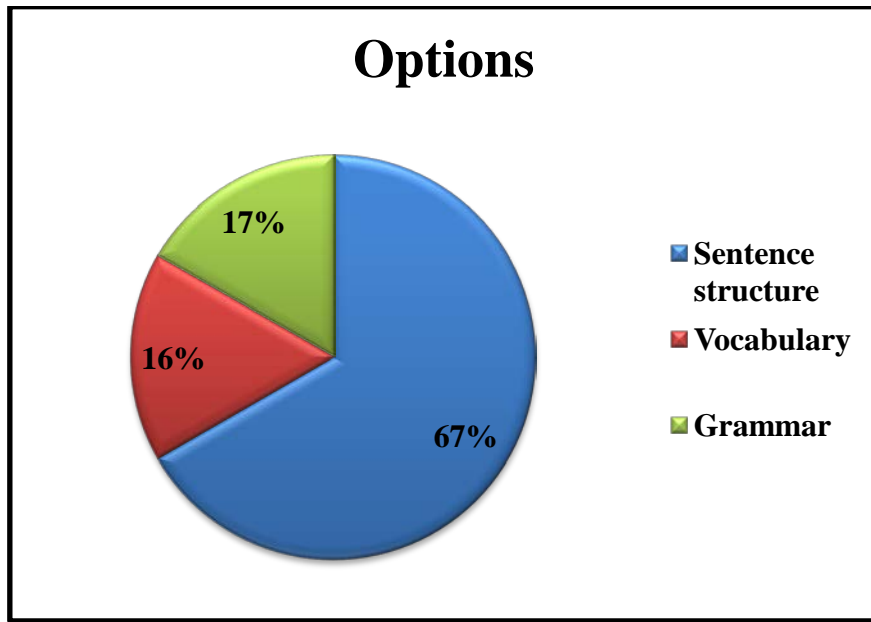


Figure eighteen: Writing difficulties.

Teachers' answers	Number	Percentage
Sentence structure	04	67%
Vocabulary	01	16%
Grammar	01	17%
Total	06	100%

Table twenty two: Writing difficulties.

The majority sixty seven percent (67%) of the respondents selected sentence structure, which means that the pupils are suffering from building a coherent sentence and linking ideas together to prepare a short sentence. The remaining percentage saw that the vocabulary affects the pupils' style of writing. And the last teacher selected grammar.

Question nineteen: Do you think that your pupils have a positive attitude idea concerning their ability to write in English?

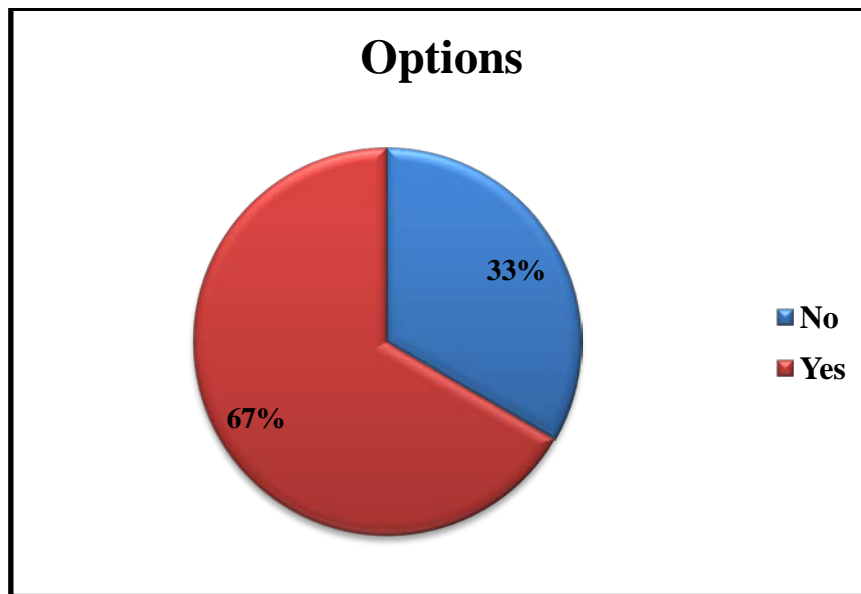


Figure nineteen: Pupils' attitudes toward their writing ability.

Teachers' answers	Number	Percentage
Yes	02	33%
No	04	67%
Total	06	100%

Table twenty three: Pupils' attitudes toward their writing ability.

As observed, in the figure and the table above, the majority of the percentage (67%) selected the option 'no'; this means that their pupils still have a negative idea toward their writing style. Moreover, they saw that they still not competent and they need to improve their writing skill. The remaining thirty three percent (33%) responded with 'yes', maybe they saw that their pupils are excellent ones

Question twenty: What is the reason that makes pupils fail in writing in class rooms:

A-writing is a difficult task? **/B-** the mature of topics. **/C-** lack of motivation. **/D-**

lack of time.

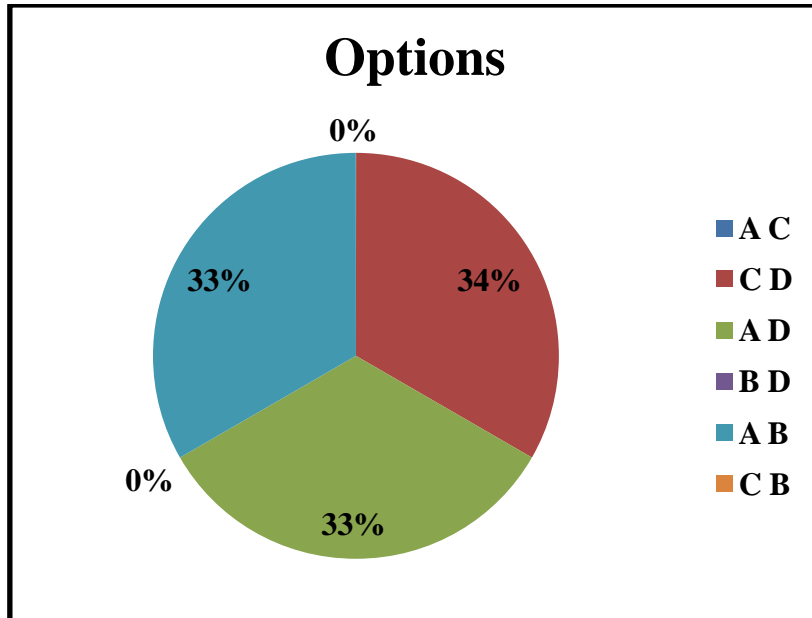


Figure twenty: Reasons of pupils' failure in class.

In this question, most of the teachers select more than one option. So, the results become like this;

Teachers' answers	Number	Percentage
A B	00	0%
C D	02	34%
A C	02	33 %
B D	00	0%
A D	02	33%
C B	00	0%
Total	06	100%

Table twenty four: Reasons for pupils' failure in class.

As demonstrated, in the figure and the table above, first, there was thirty four percent (34%) selected lack of motivation and lack of time. Second, the thirty three percent (33%) selected writing is a difficult task and lack of motivation. Then, the remaining thirty three percent (33%) selected writing is a difficult task and lack of time. This result make it clear, that the pupils need more motivation and enough time in order to write effectively, at the same time teachers should explain the idea to their pupils, that writing is not a difficult task.

Section three

In this section which was designed to get data about writing, teaching and also to discover the problems that pupils face when they write. It was found, that most of the teachers agreed that writing is a difficult task to teach. And that pupils' failure in writing is due to the lack of time. In addition, pupils do not know the way to construct sentences and link ideas in order to build coherent paragraph, also the teachers are not satisfied with the time given during the exams, in a comparison with the long required task that will affect pupils and make them not concentrate on their answers and lose marks.

Learners' Questionnaire

Section one: (04 questions)

Question one: Pupils' Gender.

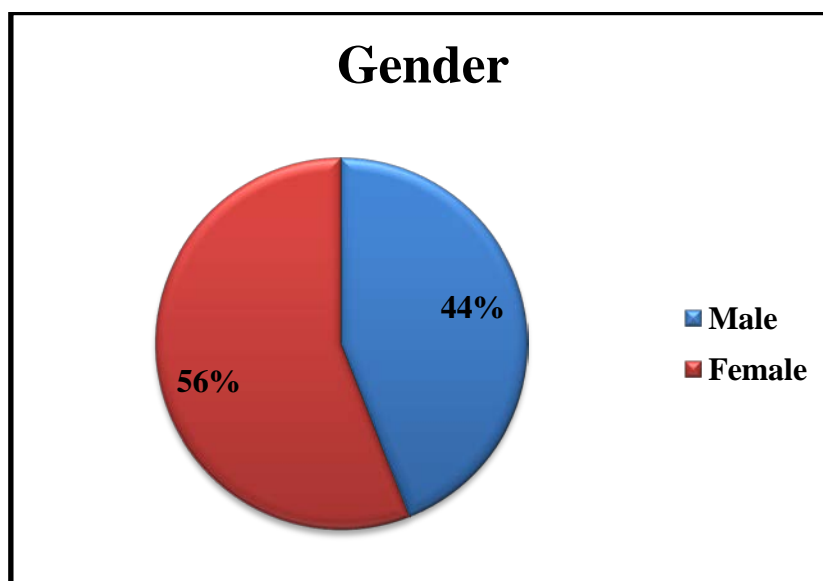


Figure twenty one: Pupils' Gender.

Gender	Male	Female	Total
Number	66	84	150
Percentage	44%	56%	100%

Table twenty five: Pupils' Gender.

The researchers noticed that the fifty six percent (56%) was females and the forty four percent (44%) was males. So, the number of pupils in classes was nearly equal.

Question two: Age.

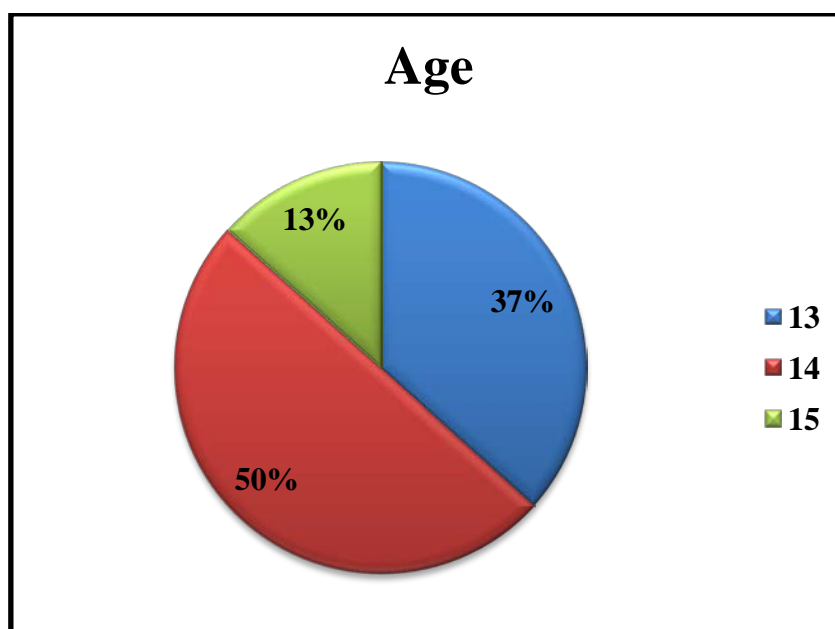


Figure twenty two: Pupils' age.

Age (years)	13	14	15	Total
Number	55	75	20	150
Percentage	37%	50%	14%	100%

Table twenty six: Pupils' age.

In the figure and the table above, the researchers observed that the majority of pupils are aged between thirteen and fourteen years. Whereas, the remaining fourteen percent (14%) was fifteen years old.

Question three: Do you like English courses?

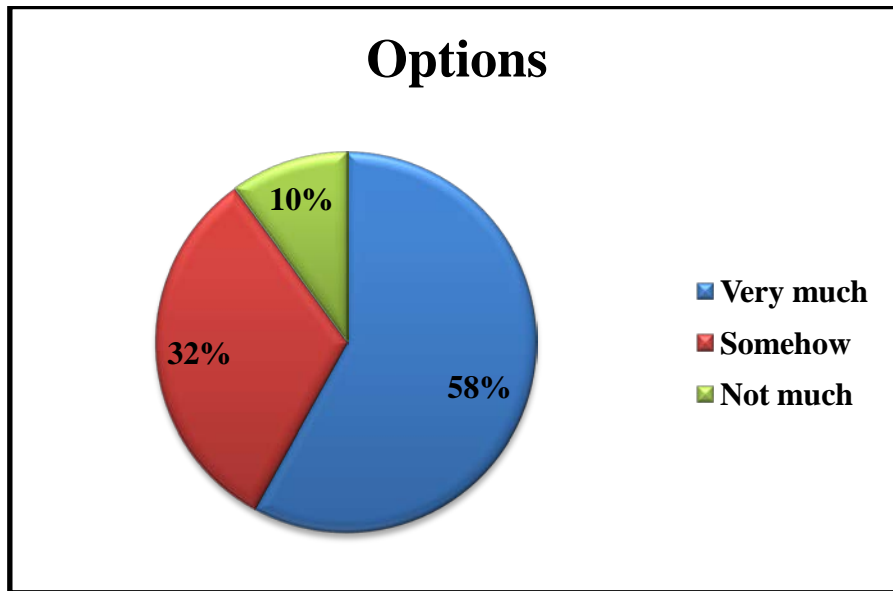


Figure twenty three: Pupil’s attitudes toward English courses.

Pupils’ answers	Number	Percentage
Very much	87	58%
Somehow	48	32%
Not much	15	10%
Total	150	100%

Table twenty seven: Pupil’s attitudes toward English courses.

As it was mentioned before, there was different views' concerning this question. The fifty eight percent (58%) likes the English courses, thirty two percent (32%) have a neutral attitude toward English courses, and the remaining ten percent (10%) have a negative view toward this question. This can be taken as a proof that the majority of pupils like English courses.

Question Four: How is your English level?

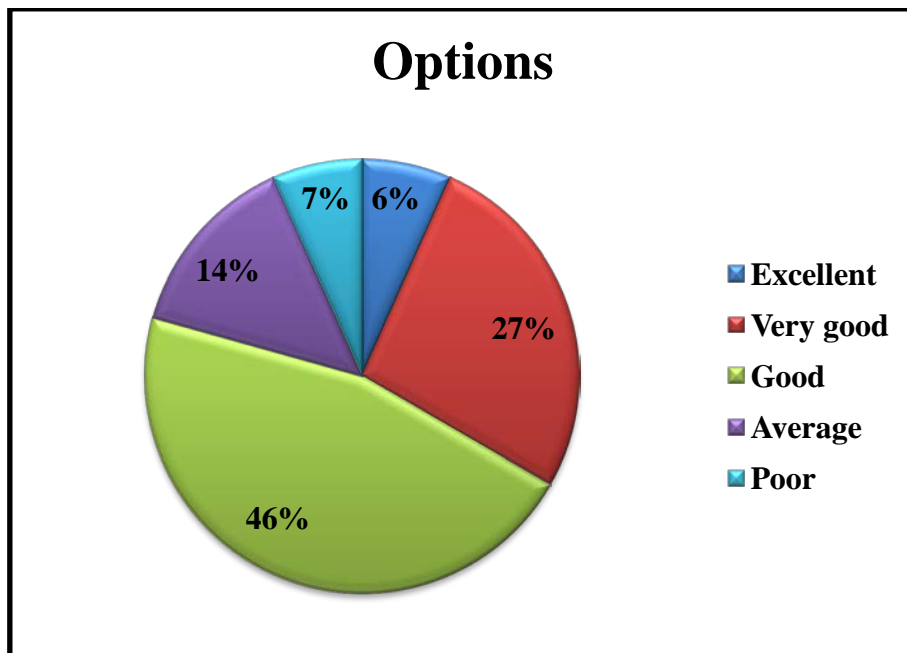


Figure twenty four: Pupil's level of English.

Pupils' answers	Number	Percentage
Excellent	10	6%
Very good	40	27%
Good	69	46%
Average	21	14%
Poor	10	7%
Total	150	100%

Table twenty eight: Pupil's level of English.

In this question, the pupils were asked to identify their level of English. It has been noticed that; the majority of the sample forty six percent (46%) saw that their English level is good, twenty seven percent (27%), said that their very good and the rest of the sample divided as follow: the excellent ones (six percent 6%), fourteen percent (14%) for the average level and few of them which represented seven percent (7%) saw that their level is poor.

Section One:

This section, exposed that the respondents most of them have a positive attitude toward English language and their English level is very good.

Section two: Pictures in writing

Question five: Are you satisfied with teachers' method in teaching written expression?

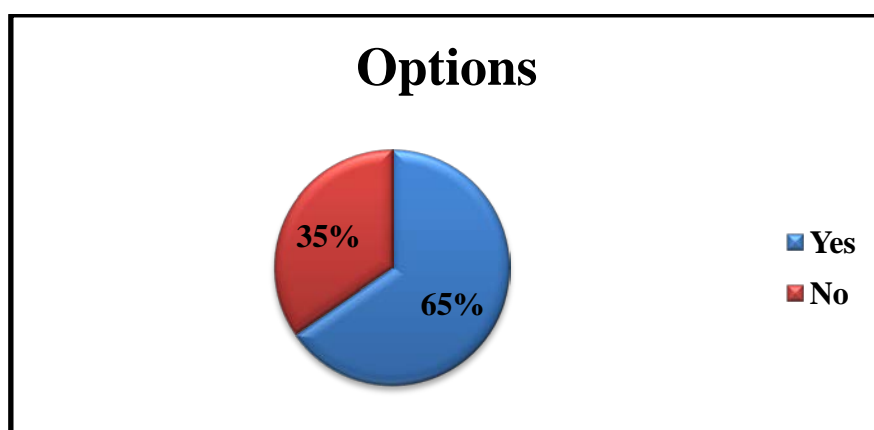


Figure twenty five: Teachers' Actual method.

Pupils' answers	Number	Percentage
Yes	98	65%
No	52	35
Total	150	100%

Table twenty nine: Teachers' Actual method.

As observed, in the figure and the table, the majority of the sample sixty five percent (65%) picked 'yes' option, this means that they are totally satisfied with their teachers actual method in teaching writing expression. Whereas, the rest thirty five percent (35%) responded by 'No'. The authors needed to translate this item because pupils did not understand it, due to the lack of awareness of the concept. But at the

same time, the respondents showed that their teachers' method in teaching written expression is enjoyable and at the same time effective for them.

Question six: Do you think that the long questions create problems and lead you to lose marks?

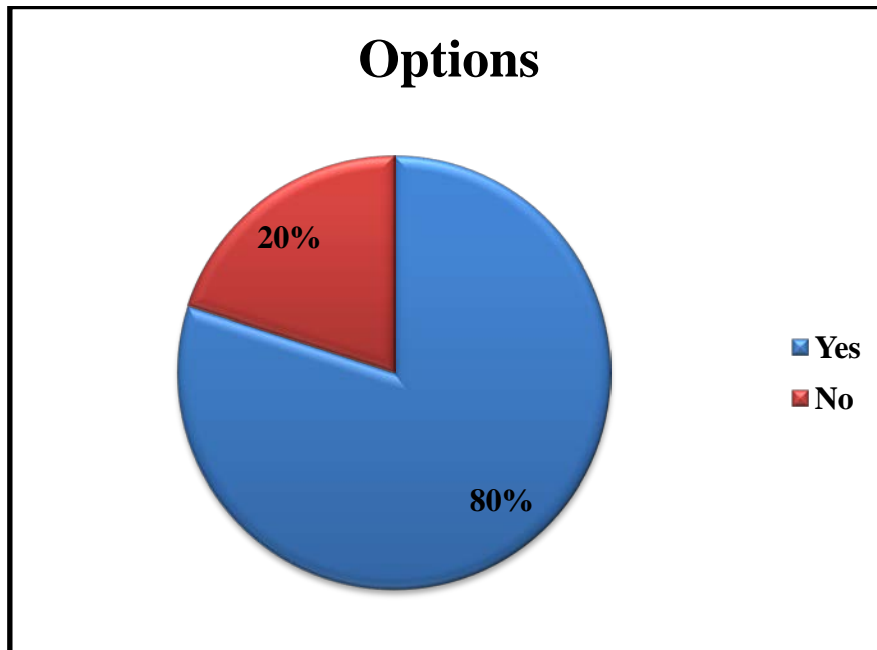


Figure twenty six: Long questions leads to lose marks.

Pupils' answers	Number	Percentage
Yes	120	65%
No	30	35
Total	150	100%

Table thirty: Long questions leads to lose marks.

From the result shown in the figure and the table, the majority of the population (80%) faces difficulties with long questions interpretations, because of the short period of time given to them. And the remaining twenty percent (20%) responded the opposite, maybe because of their high level in English (excellent ones). So, long questions make pupils afraid and do not concentrate on the questions, even if they are very easy, this lead them to lose both time and marks.

Question seven: Do you like using pictures in written expression?

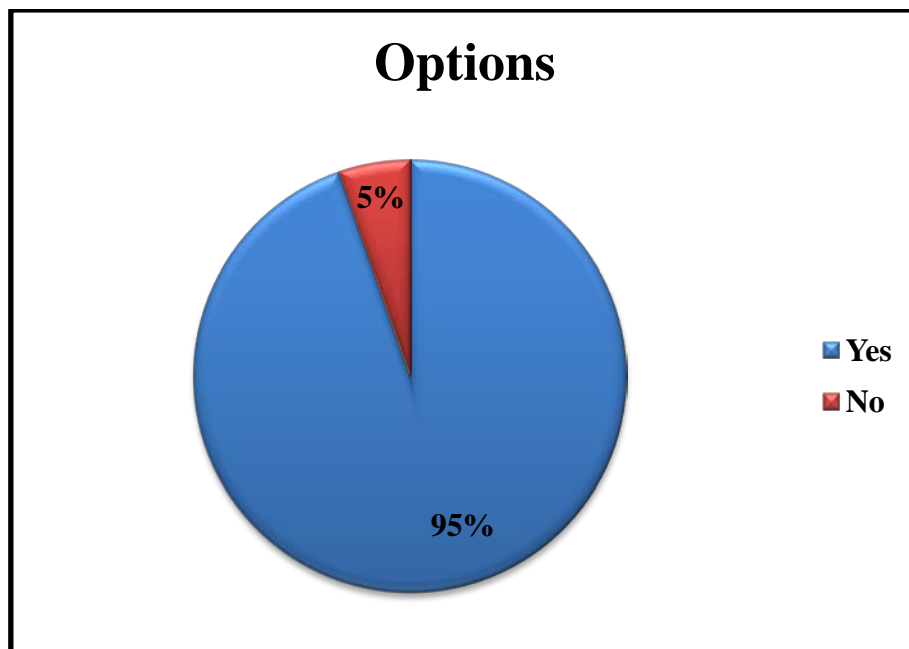


Figure twenty seven: Using pictures in writing expression.

Pupils' answers	Number	Percentage
Yes	142	65%
No	08	35%
Total	150	100%

Table thirty one Using pictures in writing expression.

As demonstrated, in the figure and the table above, the majority of the pupils ninety five percent (95%) preferred to use pictures in written expression. While, the rest of them, five percent (5%) do not prefer to use pictures in written expression section. It is obvious; that the major number of the pupils would like to apply such strategy in the classrooms, since it facilitate this section for them.

Question eight: what do you prefer in writing?

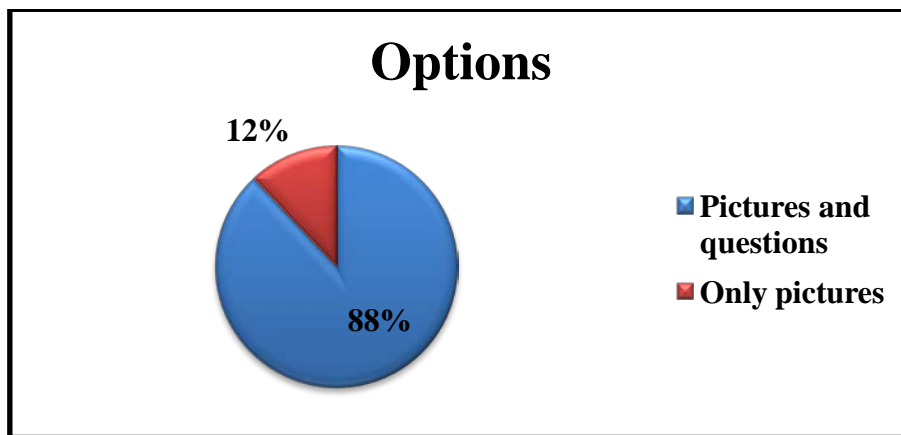


Figure twenty eight: Pupil's preferences in writing Section.

Pupils' answers	Number	Percentage
Pictures and questions	132	88%
Only pictures	18	12%
Total	150	100%

Table thirty two: Pupil's preferences in writing Section.

As noticed, in the figure and the table above, the respondents preferences was; using pictures with writing questions, for the sake of more understanding the topic required to be done. The majority of the sample, eighty eight percent (88%) selected **'pictures and questions'** option, because it facilitate the topic for them. Whereas, the twelve percent (12%) left selected the other option, maybe because they are excellent and do not need any aid to write.

Question nine: Does your teacher use pictures in writing expression session?

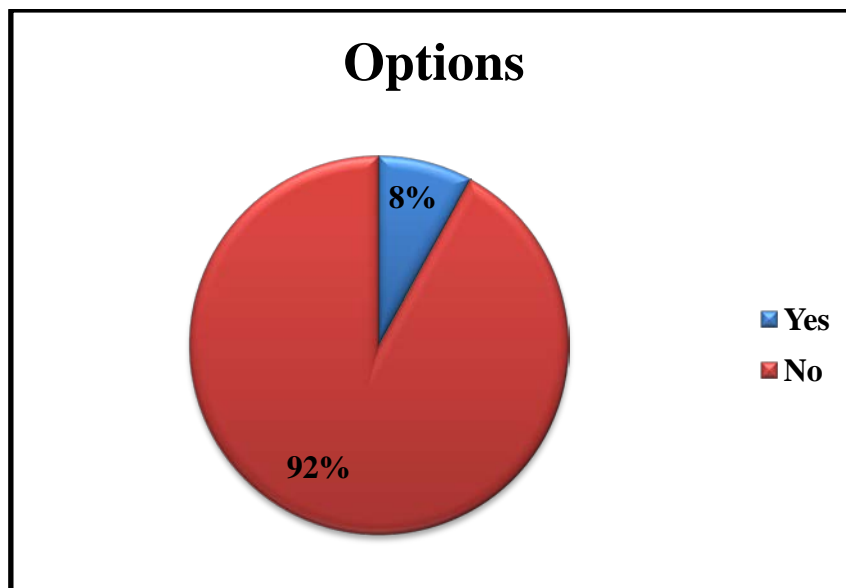


Figure twenty nine: Teachers' use of pictures in writing session.

Pupils' answers	Number	Percentage
Yes	12	8%
No	138	92%
Total	150	100%

Table thirty three: Teachers' use of pictures in writing session

The figure and the table above showed that; the majority of the sample, ninety two percent (92%) selected 'No' option. For the fact that their teachers do not apply such strategy in the classroom, but the remaining eight percent (8%) selected 'yes' option. This could be taken into consideration, that the teachers had a little bit background knowledge concerning such strategy.

Question ten: How do you feel when your teacher use pictures?

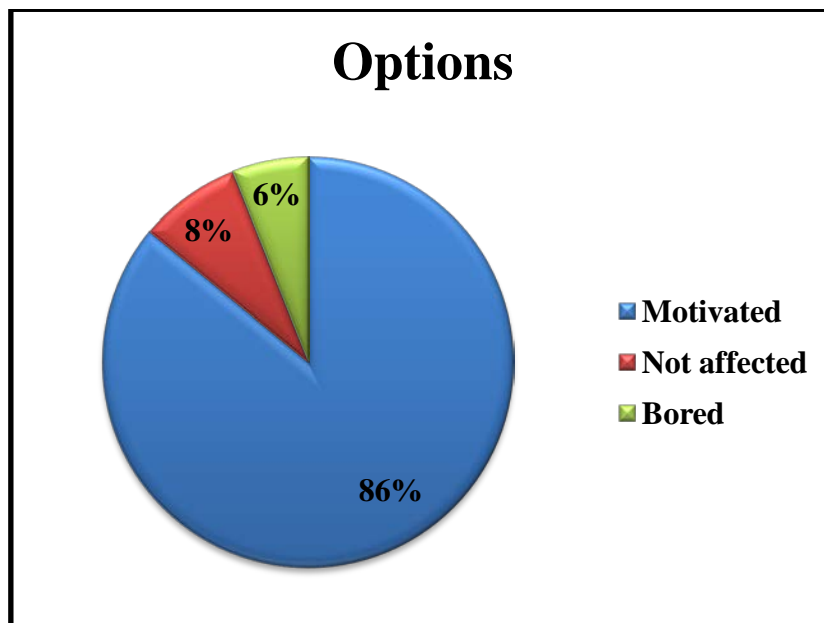


Figure thirty: Feelings of the pupils toward using pictures.

Pupils' answers	Number	Percentage
Motivated	129	86%
Not affected	12	8%
Bored	9	6%
Total	150	100%

Table thirty four: Feelings of the pupils toward using pictures

As it was shown on the above, the majority of the participants eighty six percent(86%) felt motivated. While, eight percent (8%) said that they were " not affected", because they thought that they did not need such strategy, or they did not care about it at all. And the remaining six percent (6%) selected '**Bored**' option, they saw that applying such strategy was an extra thing to do and a waste of time, it was not something needed.

Question eleven: Does pictures helps you to express your ideas in writing?

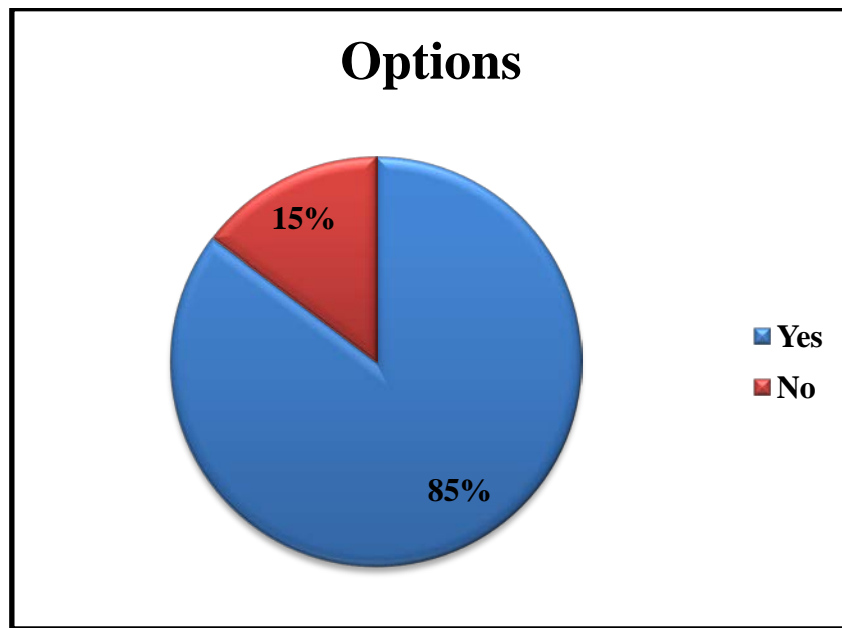


Figure thirty one: Pupil’s beliefs towards the use of pictures.

Pupils’ answers	Number	Percentage
Yes	128	85%
No	22	15%
Total	150	100%

Table thirty five: Pupil’s beliefs towards the use of pictures.

As it was demonstrated in the figure and the table above, the majority of the respondents eighty five percent (85%), had a positive attitude and view towards the use of such strategy in expressing their ideas. However, the fourteen percent (14%) left had a negative attitude, may be because for them it was not necessary to use pictures, or the use of pictures had no benefits.

Question twelve: Do you believe that using pictures help you to organize your ideas?

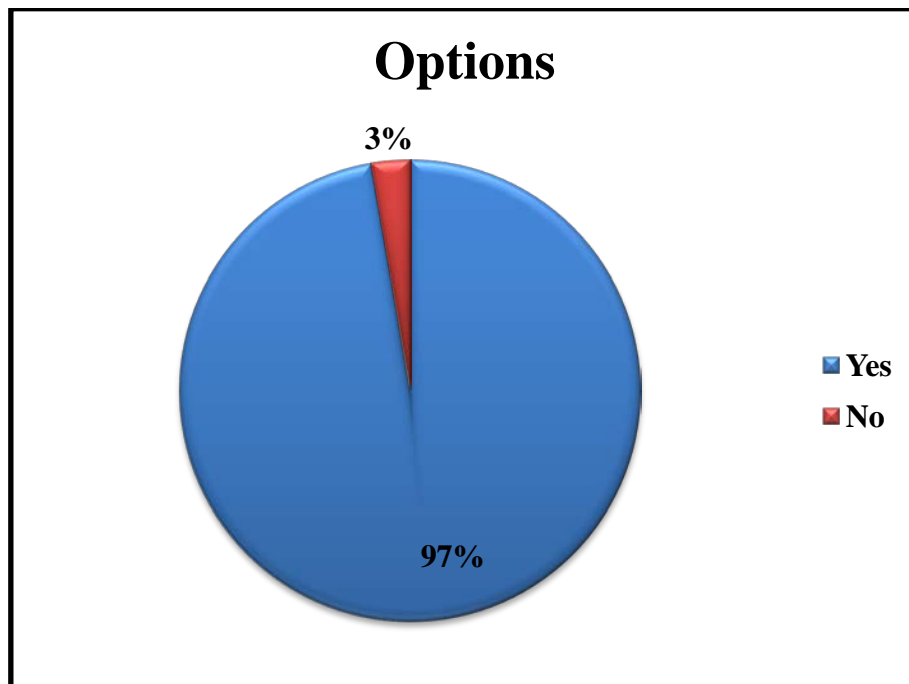


Figure thirty two: Effectiveness of pictures in organizing pupil’s ideas.

Pupils’ answers	Number	Percentage
Yes	146	97%
No	04	3%
Total	150	100%

Table thirty six: Effectiveness of pictures in organizing pupil’s ideas

The figure and the table above showed that the majority of the participants ninety seven percent (97%) responded by ‘yes’, it meant that using pictures help them to organize their ideas and identify their thoughts, for them the use of pictures make it very easy to express their opinions.

Question thirteen: Do you think that, linking pictures with writing explanation, helps you to write good paragraph?

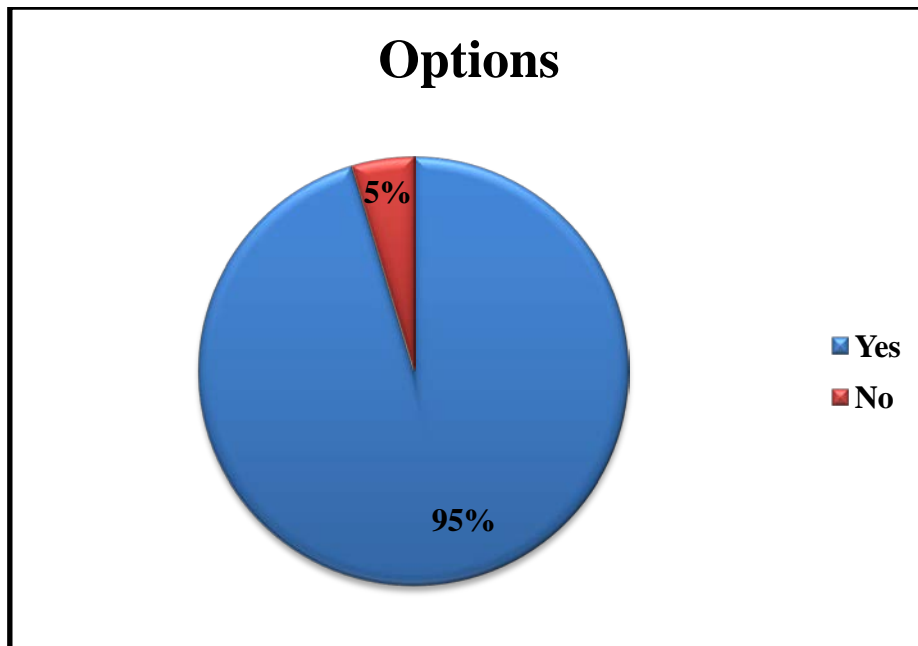


Figure thirty three: Pictures' integration with the written Explanation.

Pupils' answers	Number	Percentage
Yes	143	95%
No	07	4%
Total	150	100%

Table thirty seven: pictures' Integration with the written Explanation.

As the previous question, this question demonstrated that; the majority of the respondents ninety five percent (95%) liked the ideas of linking pictures with the written explanation.

Question fourteen: Do you think that, pictures are a useful technique to improve your writing skill?

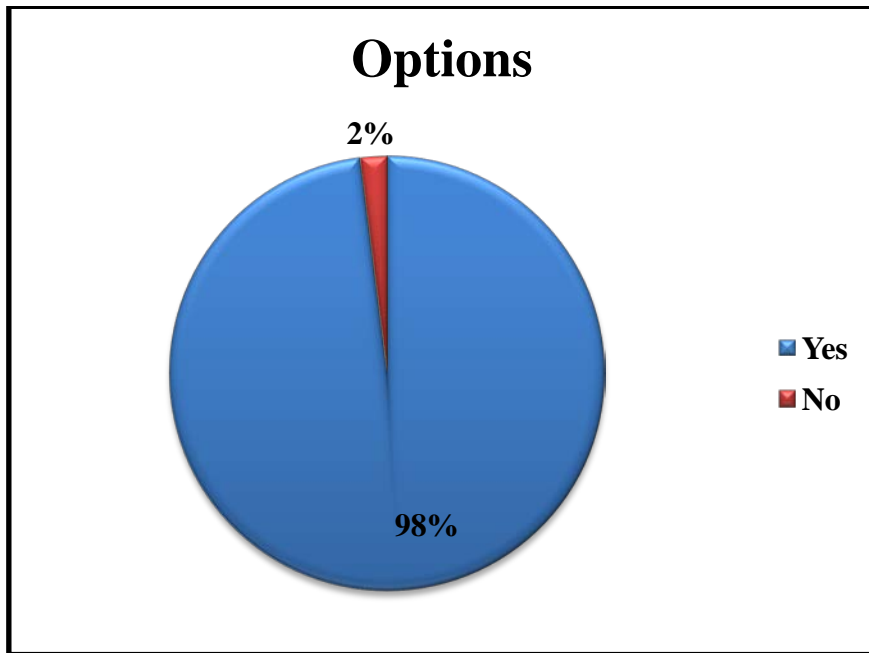


Figure thirty four: Pupil’s views of pictures Integration when writing.

Pupils’ answers	Number	Percentage
Yes	147	97%
No	03	3%
Total	150	100%

Table thirty eight: Pupil’s views of pictures Integration when writing.

As it was shown in the table and the figure above, almost all the sample ninety eight percent (98%) agreed that pictures as a visual didactic strategy helped them to improve their writing skill.

Section two:

This section was designed to collect data about pictures in writing and most of pupils' difficulties in writing short paragraph. We found that; our pupils had a positive attitude toward their teachers' actual method in teaching written expression, also towards the application of using pictures as a didactic support, in order to express their ideas and identify their thoughts. Moreover, the respondents mentioned that; they felt motivated when their teachers apply such strategy with them.

Section Three: The writing skill.

Question fifteen: How many writing expression course do you have?

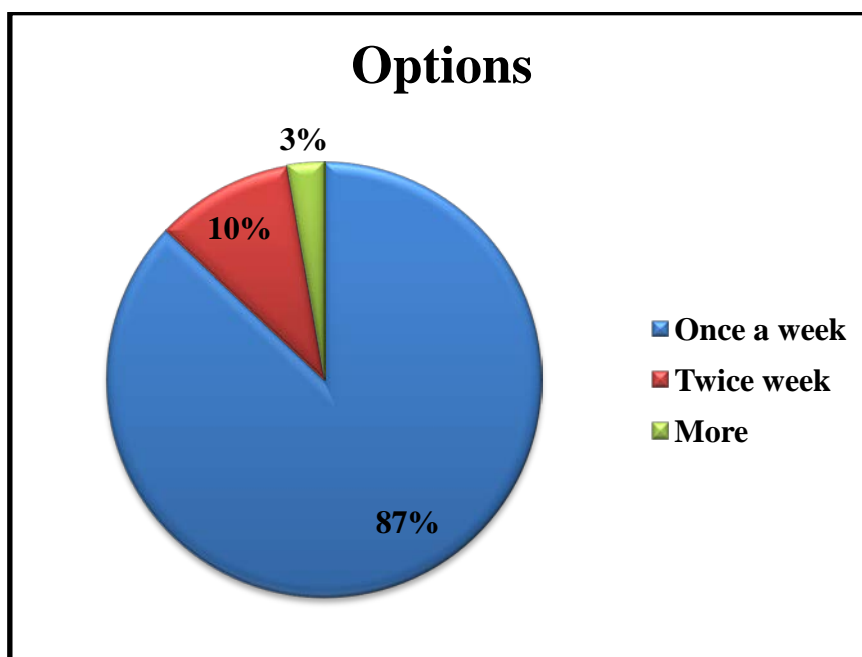


Figure thirty five: Written Expression course.

Pupils' answers	Number	Percentage
Once a week	128	87%
Twice a week	15	10%
More	04	3%
Total	150	100

Table thirty nine: Written Expression course.

Form the result shown in the figure and the table above, the majority of participants eighty seven percent (87%) showed that; they had only one written course per week and that had added significance to their interest of the course. While, ten percent (10%) showed that they had two courses per week, they had an overlap in the written section with the task doing.

Question sixteen: Do you like the written expression course?

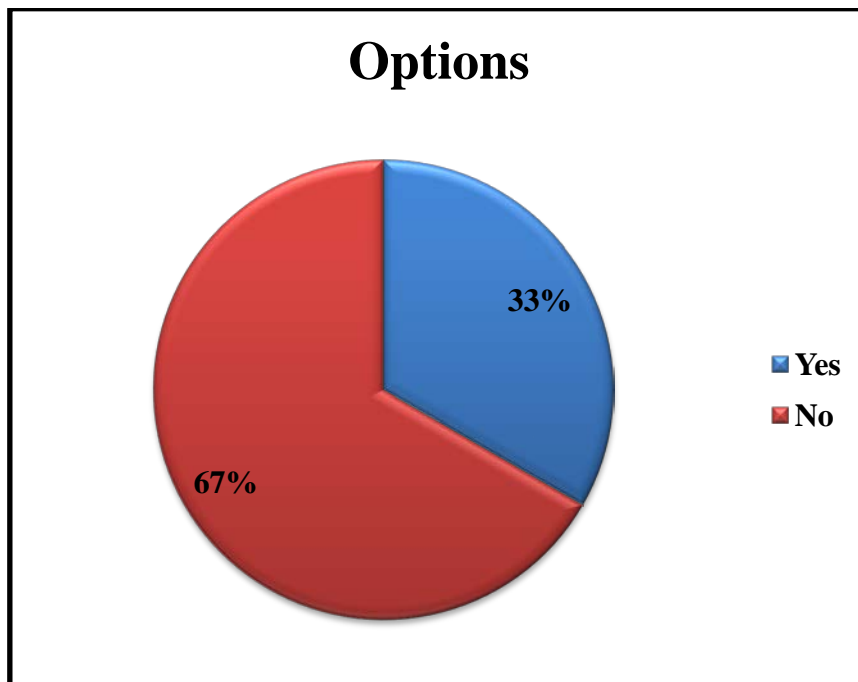


Figure thirty six: Pupils' feelings towards written expression course.

Pupils' answers	Number	Percentage
Yes	50	33%
No	100	67%
Total	150	100%

Table forty: Pupils' feelings towards written expression course.

As it was demonstrated in the figure and the table above, the majority of the sample, sixty seven (67%) responded by 'No', this meant that they had a negative view towards written expression courses, or may be because they hated English language or probably because of the actual methods used and applied by their teachers.

Question seventeen: Do you find that writing paragraph in English?

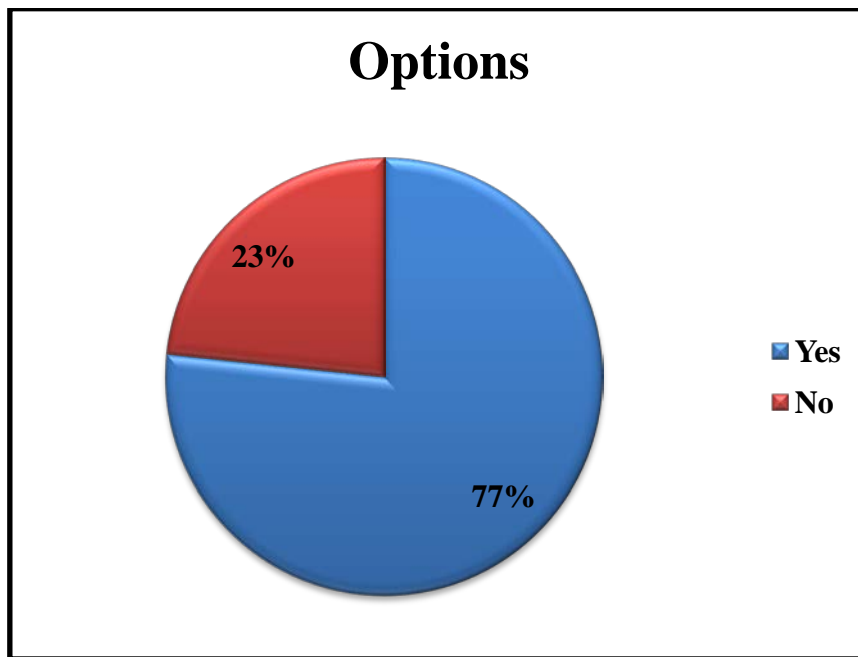


Figure thirty seven: Pupil's level in writing an English paragraph.

Pupils' answers	Number	Percentage
Difficult	115	77%
Easy	35	23%
Total	150	100%

Table forty one: Pupil's level in writing an English paragraph.

As it was observed in the above figure and table, the majority of the participants, seventy six percent (76%) responded by **'difficult'**, may be for the fact they were less able writers, this was probably due to their lack knowledge of English language (dealt with it for only three or four years). And this was not enough to made them competent writers in English. The remaining twenty three percent (23%) responded with **'easy'** maybe because they were the excellent ones.

Question eighteen: Do you have any extra written tasks in English outside school?

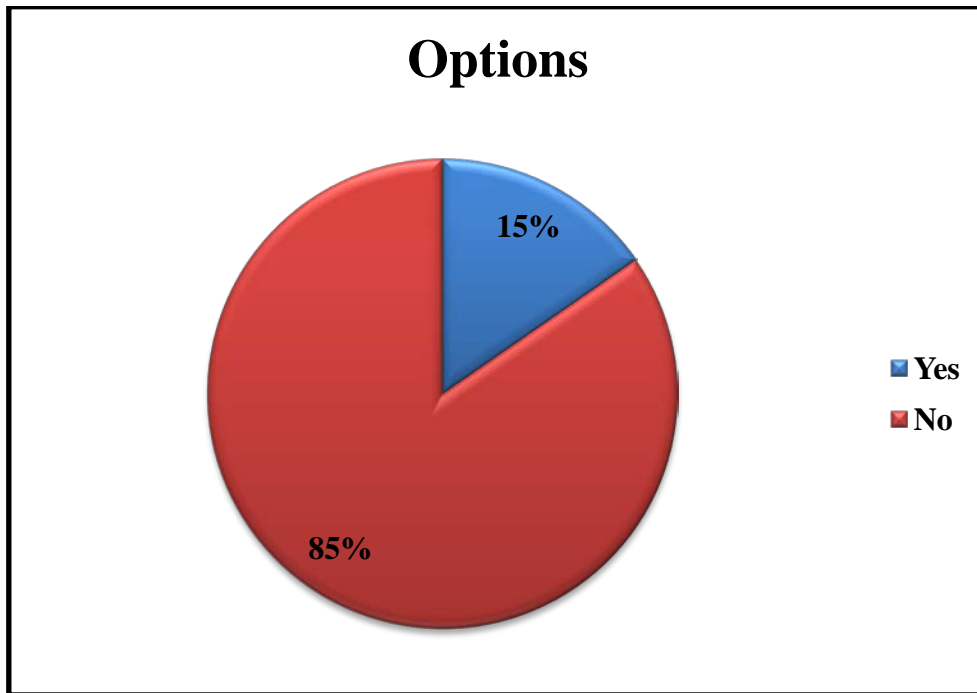


Figure thirty eight: Pupils' written tasks outside the classroom.

Pupils' answers	Number	Percentage
Yes	23	15%
No	127	85%
Total	150	100%

Table forty two: Pupils written tasks outside the classroom.

In the figure thirty eight and the table forty two above, Eighty five percent (85%) of the sample responded with 'no', maybe because of their teachers who did not check if their pupils did their homework or not. The rest of the sample fifteen percent (15%), responded with 'Yes' because they were interested with English or maybe they looked for extra marks.

Question nineteen: If yes, what type of writing?

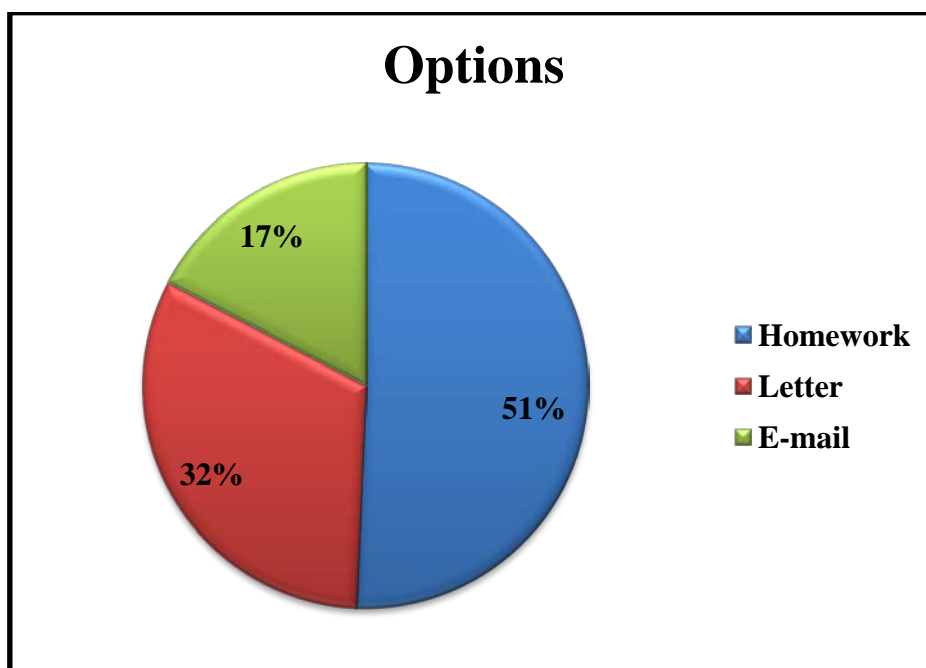


Figure thirty nine: Writing type.

Pupils' answers	Number	Percentage
Homework	76	51%
Letter	48	32%
E-mail	26	17%
Total	150	100

Table forty three: Writing type.

As it was shown on the above, fifty one percent (51%) of the sample marked that most of their writings were homework. The thirty two percent (32%) said that they wrote letters all the time. And the remaining percentage of the sample, seventeen percent (17%) selected '**E-mail**'. Finally, it was noticed that the majority of the teachers asked their pupils to do homework and write short paragraphs, in order to express their ideas and their thoughts.

Question twenty: Are you satisfied with the time allocated for written expression during exams?

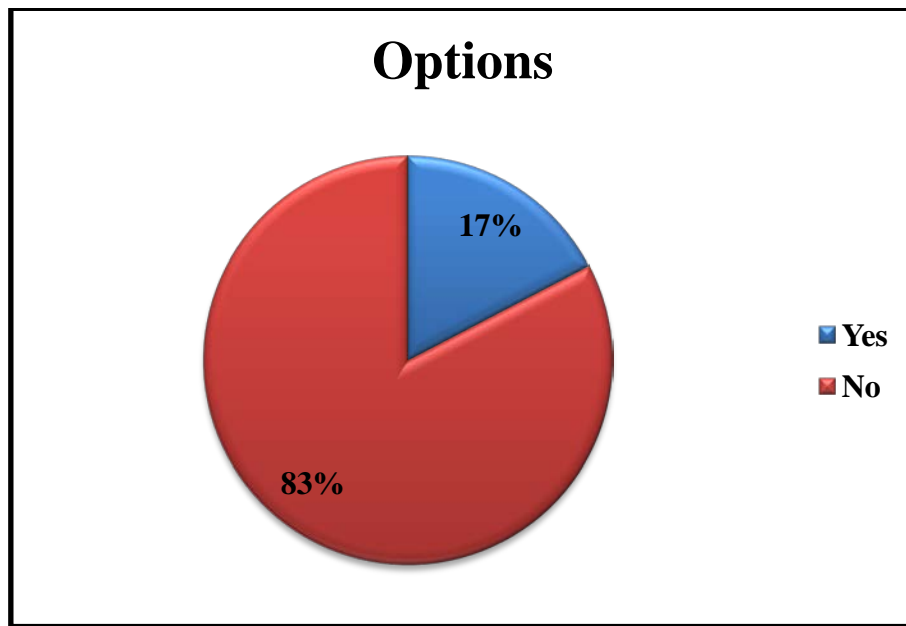


Figure forty: The Efficiency of the exam time.

Pupils' answers	Number	Percentage
Yes	26	17%
No	124	83%
Total	150	100%

Table forty four: The Efficiency of the exam time.

Form the figure and the table above, it was obvious that almost all the respondents, eighty three percent (83%), showed that the time allocated for the exams was not sufficient and that they were not satisfied with it, they needed more time to concentrate in order to write better and take better marks. Whereas, the seventeen percent (17%) declared the opposite , may be because they were competent writers and excellent pupils.

Question twenty one: Is your English teacher...: **A-** A controller / **B-** A guide/
C- A motivator.?

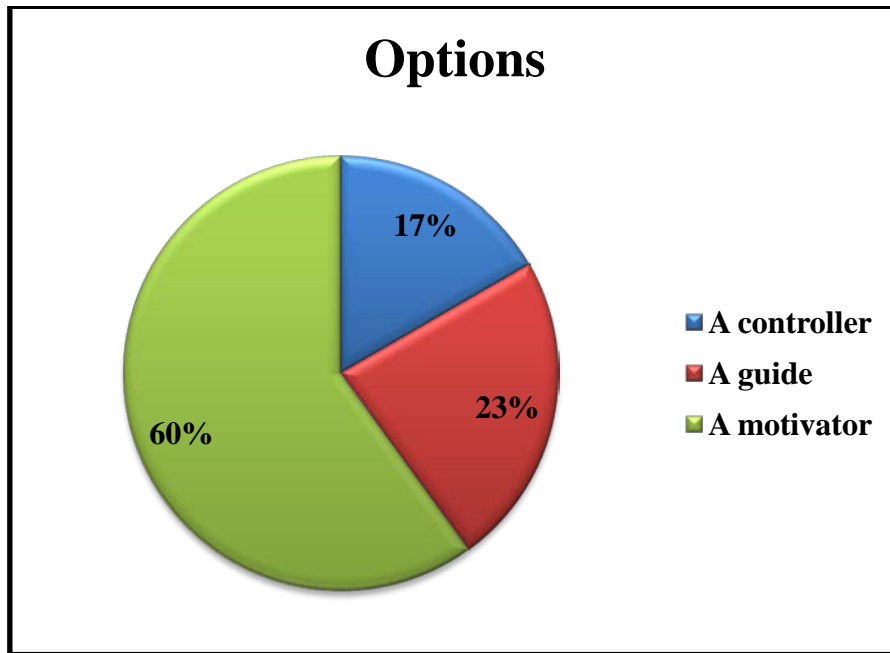


Figure forty one: The teachers Role at the classrooms.

Pupils' answers	Number	Percentage
A controller	25	17%
A guide	35	23%
A motivator	90	60%
Total	150	100

Table forty five: The teachers Role at the classrooms.

The figure and the table showed that; the highest percentage (60 %) of responses of informants agreed on a motivator; they gave an idea that their teachers were motivators of writing at classes. Twenty three (23%) of the sample selected 'a guide'. However, the remaining seventeen percent (17%) selected 'a controller'. From the above result, it was clear that all teachers played different roles during the session, but most of the time, teachers played a role of motivators.

Section Three:

This section was designed to guess the pupils awareness of writing skill, and the application of writing process by teachers; the authors found that the majority of the respondents was not satisfied with the time allocated for the written section during the exams, also they mentioned that they had only one writing course per week, this was not enough for the pupils to improve their style of writing and making them a competent ones. One same stream, the pupils one showed that they did not have any extra written tasks, this depended on their teachers when they did not check if their pupils did the tasks or not. All of this leads one to state that; if English teachers become more motivators and controllers, for sure their pupils will be competent if not excellent writers.

3.2 Results and discussion

In the present study, after describing both teachers and pupils' questionnaire, the interpretation of the questionnaire, demonstrated various answers that the pupils provided about some parts concerning their ideas toward using pictures as a didactic support in order to improve their writing skill.

Furthermore, the pupils' answers showed that they had a positive view toward such strategy and the application of it in classes, so the teachers should not ignore such strategy. From other responses, it was conducted that pupils preferred to integrate this didactic aid since it had a strong impact and influence on their writing skill. Also, they mentioned that motivation would make them more competent writers. So, if English teachers encouraged the use of pictures in writing section, pupils would be highly engaged in the construction of their skills so they would write and perform better, this of course would lead them to get wonderful marks in exams.

From the analysis of the teachers' questionnaire, it was obvious that all teachers agreed on the idea of linking pictures as a didactic support (technique), to improve pupils writing skills specially those beginners. On the second section, it was demonstrated that the teachers were aware of such strategy (pictures) and encouraged it's application in the classes. Whereas, on the third section, most of the teachers showed that teaching writing was a difficult task and need more background and experience. And they were not satisfied with the given time to the written expression section. For them, the lack of time could affect pupils' concentration and lead them to loose marks. Moreover, for them the program was too much long and the allocated time was not enough . So, the teachers should allow sufficient time for practice inside and outside the class, in order to reduce such problem and to feel confidant when they write.

CONCLUSION:

This chapter is considered with getting real data about using pictures as a didactic support in enhancing EFL learners writing skills, the information was gathered through the analysis of both teachers' and pupils' questionnaires and it is submitted to a sample selected randomly. The obtained results showed that writing is a complex activity that needs much time and practice from teachers, so teachers should raise their pupils' awareness to the importance of such strategy in improving their own writing skills. It will be a wonderful idea if teachers' plan training courses regularly and effectively, to reduce pupils' writing problems. As well as to increase their language application, this should help them automatically succeed to write a fine paragraph and get acceptable marks in the exam.

GENERAL CONCLUSION :

According to Cohen and Riel (1983:3), writing is a communicative act, a way of sharing observation, information, thoughts, or idea with ourselves and others. Writing is usually directed to others for a specific purpose. For students, it can provide the opportunity to express themselves through a written form. Writing can also develop the writers' understanding of an issue by organizing their ideas on a piece of paper.

Writing is described as the use of the visual medium to manifest the grapho-logical and grammatical system of the language. It means the activity of creating pieces of written work.

This study is based on an investigation about the different methods used in teaching writing skills for those middle school pupils, and also the need of raising their teachers' awareness about the effectiveness of pictures in improving pupils writing skills and makes them effective writers.

As a first step in this dissertation, or in the first chapter the discussion was about the literary review of pictures; its definitions as a visual aid, types, importance and its sources. In addition, there was a discussion about writing skill on the second chapter included; importance, history, basic rules of writing, writing conventions and the teachers' role in teaching writing skill.

For the field work, two main data collection tools were used; one questionnaire was administered to the third year Middle school pupils and another questionnaire to the English teachers. The questionnaires were aimed to investigate the use of pictures as a didactic support to teach writing in an EFL context and arrived to some results.

The findings from the data analysis showed that teaching writing for those beginners seems to be a difficult task for both teachers and pupils. At the same time, the application of pictures as a didactic support will positively affect the writing

level of pupils and increase it, but teachers show some obstacles such as the lengthy program in comparison to the short period of time of the session and limited training courses that deal with the writing section.

SUGGESTIONS AND RECOMMENDATIONS:

In order to attract both teachers and learners' attention to the importance and effectiveness of pictures as a didactic support in improving EFL learners writing skill, the following recommendations are suggested:

- Teachers should recognize that their teaching methods would determine their pupils' level of improvement.
- Teachers should pay attention more to the their pupils' awareness of such strategy and its effectiveness in improving their writing skills may be by asking them to do written activities outside of classrooms.
- Pupils should be only respective (since they are young and beginners).
- Teachers should take all the responsibility inside the classroom.
- The ministry of education should devote sufficient and enough time for training courses.
- The ministry of education should reduce the lengthy program, because such long and huge program leads the teachers to avoid and forget such important skill and strategy.
- Teachers should also check and be sure that their pupils' practice and do their writing assignments at home.
- Teachers should not forget to choose the appropriate atmosphere for the session, by motivating pupils and making the meson so funny and effective at the same time.
- Teachers should reinforce more training courses in order to facilitate the learning of writing skill and also reach better understanding.
- Teachers should always motivate their pupils to such visual aids (pictures).

- Pupils should precise extra time far from the instruction, with the use of visual aids for better writing.
- Pupils should be provided with enough time when they write a paragraph, because of the limited and the short period of time make pupils less confident and write rapidly of course with a lot of mistakes.

Hopefully, this study give an example of the importance and effectiveness of pictures as a didactic support in improving EFL learners writing skill, and such recommendations would be taken into consideration for better writing improvement.

This study is limited only to a sample of pupils at Middle school at Zoui, Khenchela, and their English teachers, future research may test this topic in other levels, either in secondary school or even universities. Further research on pictures as a didactic support to improve writing skills,

1. The students' awareness of writing skills.
2. The role of teachers in teaching writing skills depending on pictures.
3. Strategies for improving learners' writing skills.
4. The importance of pictures in enhancing students writing skill.
5. Teachers' attitudes towards the use of pictures in writing skill.

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APPENDICES:

APPENDIX ONE: Teacher's questionnaires

Pictures as a didactic support in enhancing EFL learners writing skill.

Dear teachers,

You are kindly invited to answer the following questionnaire to help our survey entitled " Pictures as a didactic support in enhancing EFL learners writing skill."

Mixtures of open-ended and closed-ended questions are included. Your feedback and information are necessary for the research. The more responses we receive, the more accurate is our research.

Thank you for collaboration.

Section one: General information

1. How long have you been teaching English Language?

.....

2. How many years you have been dealing with third year pupils as a teacher of English language?

.....

Section two: Teachers views about using pictures as a didactic support in enhancing EFL learners writing skill.

3. Do you have any idea toward using pictures as a didactic support?

a- Yes

b- No

4. Do use pictures in the classroom?

a- Always

b- Sometimes

c- Never

5. Do you encourage the use of pictures in the classroom?

a- Yes

- No

6. Do you think that pictures contribute to the development of the pupils writing skill? If yes, please explain how?

a- Yes

-No

.....
.....

7. If you find that pictures are related to the teaching of written expression, do you think that this can make the pupils improve their writing?

a- Yes

b- No

8. If you provide the learners with visual aids about any passage, do you believe that they will write effectively?

a- Yes

b- No

9. Do you think that providing the learners with pictures reduce their written mistakes?

a- Yes

b- No

10. Will this affect their exam marks?

a- Yes

b- No

11. As a teacher, have you ever attracted any attention of your learners about the use and the benefits of using pictures as a didactic support in order to get a successful writing?

a- Always

b- Often

c- Sometimes

d- Rarely

e- Never

12. What is your opinion about the following quotation” one picture is worth a thousand words”?

a- Totally agree

b- Partly agree

c- Don't agree

e- Totally don't agree

d- Neutral

Section three: Evaluating the EFL

13. As a teacher do you think that teaching writing skill is a difficult task? If no

Please, justify your answer.

a- Yes

b- No

.....
.....

14. As a teacher of middle school, do you think that the curriculum of written expression that you are teaching is complete to improve the writing skill of the learners? If no, please justify.

a- Yes

b- No

.....
.....

15. According to you, do you think that a good English writing is in:

a- Correct grammar

b- Good ideas

c- Precise vocabulary

d- Spelling

e- Other (please specify)

.....
.....

16. Are you satisfied with your pupils' level of writing? If no, please give the reason

(why?)

a- Yes

b- No

.....
.....
17. Are you satisfied with the time given to the pupils to write a paragraph in an exam? If no, please explain why?

a- Yes **b-** No

.....
.....
18. What part of the writing process seems difficult for the pupils?

a- Sentence structure **b-** Vocabulary **c-** Grammar

19. Do you think that your pupils have a positive idea concerning their ability to write in English?

a- Yes **b-** No

20. What are the reasons that make pupils fail in writing in classrooms?

a- Writing is a difficult task **b-** The nature of topics
c- Lack of motivation **e-** Lack of time

Thanks' for your collaboration and help.

APPENDIX TWO: The pupils' questionnaire:

Pictures as a didactic support in enhancing EFL learners writing skill.

Dear learners (pupils)

You are kindly invited to answer the following questionnaire to help our survey entitled " Pictures as a didactic support in enhancing EFL learners writing skill."

Mixtures of open-ended and closed-ended questions are included. Your feedback and information are necessary for the research. The more responses we receive, the more accurate is our research.

Thanks for your collaboration.

Section one: General information

1. Gender:

a- Male **b- Female**

2. Age:

3. Do you like English lessons?

a- Very much **b- Somehow** **c- Not much**

4. How is your English's level?

a- Excellent **b- Very Good** **c- Good**
d- Average **e- Poor**

Section two: Pictures in writing:

5. Are you satisfied with teacher's method in teaching written expression?

a- Yes

b- No

6. Do you think that long questions create problems and lead you to lose marks?

a- Yes

b- No

7. Do you like using pictures in written expression?

a- Yes

b- No

8. What do you prefer in writing?

a- Pictures and questions

b- Only pictures

9. Does your teacher use pictures in written expression session?

a- Yes

b- No

10. How do you feel, when your teacher use pictures?

a- Motivated

b- Not affected

c- Bored

11. Does pictures help you express your ideas in writing?

a- Yes

b- No

12. Do you believe that using pictures help you to organize your ideas?

a- Yes

b- No

13. Linking pictures with written explanation help you to write good paragraph?

a- Yes

b- No

14. Do you think that, pictures are a useful technique to improve your writing skill?

a- Yes

b- No

Section three: The writing skill

15. How many written expression course do you have?

a- once a week

b- Twice a week

c- More

16. Do you like the written expression course?

a- Yes

b- No

17. Do you find that writing paragraph in English is...

a- Difficult

b- easy

a- Yes

b- No

18. Do you have any extra written tasks in English outside school?

a- Yes

b- No

19. If yes, what type of writing?

a- Homework

b- Letter

c- Email

20. Are you satisfied with the time allocated for written expression during exams?

a- Yes

b- No

21. Is your English teacher...

a- A controller

b- A guide

c- A motivator

Thank you very much.