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The Impact of Using Visual Aids on Improving EFL Learners' Writing Skills: The Case of 4th Year EFL Students of Ali Ibn Abi Talib Middle School Ghardaia

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Dedication

This work is dedicated to my mom and dad. Without your love and support, I would not have been able to achieve this.

To my siblings. Thank you for being there for me and helping me throughout this journey.

Amal B

This work is dedicated to:

The soul of my father

My mother

My husband

and to my dear angel "Batoul"

Soumaia K

Acknowledgment

In the name of Allah, the merciful. Praise be to Allah and may the blessings and peace of Allah be upon the most honored of messengers our master Muhammad and upon all his family and companions.

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Abstract

The present study examines the effect of using visual aids on improving pupils' writing skills at middle school. To achieve this end, thirty-seven (37) pupils of fourth-year level were chosen from the population of Ali Ben Abi Taleb Middle School in Ghardaia as participants of this study. The group was selected for the purpose of conducting an experiment on the effect of the independent variable "using visual aids" on the dependent variable "teaching writing skill". The data gathering tools that were used to carry this investigation were, a pretest, a posttest, and a teachers' questionnaire. Firstly, a pretest which consisted of an activity about writing a paragraph about a favorite teacher was administered to the selected group. Then, it has received treatment as the experiment procedure requires but with different teaching techniques, i.e., the selected group was taught through using different kinds of visual aids. After the treatment period (two weeks), a post-test comprising an activity about writing a letter to the freedom fighter Zohra Drif was administered to the same group. After collecting and analyzing the required results, we have deduced that visual aids have a positive effect on teaching writing regarding the pupils' best performance in the post test. In addition, we realized that there was a significant difference between pre-test and post-test results. So, we can validate our hypothesis and conclude that visual aids enhance the teaching of writing skills because they increase memorization, acquisition, and comprehension.

Key words: visual aids, writing skill, middle school pupils, experiment, Ali Ibn Abi Taleb, Ghardaia.

TABLE OF CONTENTS

List of Acronyms

EFL: English as Foreign Language

LMD: License, Master, Doctorate

AVA: Audiovisual Aids

KSA: Knowledge, Skills, Attitudes

F.W: Frame Work

Q-Q: Quantile-Quantile

IQR: Interquartile Range

List of tables

List of figures

General Introduction

General Introduction

Statement of the Problem

Applied Linguistics provides methods and strategies for developing solutions to real-world language teaching and learning problems. Thus, one of the most pressing issues in education is the impediment to learners' creativity in developing writing skills. Writing is an important skill that can be used across all areas of life. It is the ability to communicate ideas, thoughts, and emotions effectively and efficiently. Writing also allows for the development of critical thinking and problem-solving skills. Learners often find difficulty in developing effective writing skills, due to the lack of creative thinking and the inflexibility of the traditional writing process. This can lead to learners feeling overwhelmed and discouraged, as they are unable to express themselves with the same level of creativity that other learners may possess.

Therefore, we assume that providing visual aids, such as pictures or diagrams, can help learners better understand the writing process and increase their creative expression. Visual aids are those instructional devices which are used in the classroom to encourage learning and make it easier and motivating (Shabiralyani *et al*, 2015, p. 227). For instance, using a graphic organizer to brainstorm ideas or illustrating a process with a diagram.

In the Algerian context researches focused mainly on using visual aids/audiovisual aids on improving other skills. For instance, studies conducted by Lomri (2016) investigated the impact of using the audiovisual aids to improve students' speaking skill. In addition, Touati (2013) investigated the impact of using audio-visual aids in EFL classrooms as a medium to enhance the listening skill. Besides, Makhloufi (2014) tackled the effectiveness of using visual

1

Aids 'Flashcards' in teaching new vocabulary to pupils of middle school. Indubitably, this research has been conducted in a different and narrower context; first at the middle school and second it deals only with visual aids and not audiovisual aids (AVA).

Aims of the Study

The current study attempts to explore the impact of using visual aids as improving tools in enhancing learners' writing skills. Therefore, the present work concerns 4th year middle school learners, a choice made for the raison that pupils in this phase prepare for four years to a great challenge in their BEM exam that allows them to have access to high school. To investigate this issue, the study will be carried out at Ali Ibn Abi Talib Middle School in Ghardaia. More importantly, the objective of this research is to experiment whether the use of visual aids will have an impact on improving learners' writing skills.

Research Questions and Hypothesis

Dealing with the topic of the impact of visual aids on writing skills raises the following questions:

- Question 1: To what extent do visual aids enhance writing skills of 4th year middle school learners at Ali Ibn Abi Talib Middle School?

- Question 2: What are the perceptions and feedback of 4th year middle school teachers regarding the use of visual aids in improving their writing skills?

- Question 3: What are the different types of visual aids that can be used to enhance writing skills?

To answer the previous questions, the following hypotheses are raised:

- Hypothesis 1: Visual aids significantly enhance the writing skills of 4th year middle school learners at Ali Ibn Abi Talib Middle School.

- Hypothesis 2: 4th year middle school teachers have positive perceptions and feedback regarding the use of visual aids in improving the writing skills of their students.

- Hypothesis 3: There are various types of visual aids (Flashcards, pictures, ID card, diagrams… etc.) that can be effectively used to enhance the writing skills of 4th year middle school learners at Ali Ibn Abi Talib Middle School.

Research Techniques and Methodology

This study adopts the mixed method approach methodology. This means that the research uses both the quantitative and the qualitative methods for the collection and the analysis of the data. Adding to that a pre-experimental, pretest-posttest one group research design, where it employs a variety of data collection tools: a pretest and a posttest, before and after an intervention on a sample of 37 subjects from a population of 216 4th year EFL students of Ali Ibn Abi Talib middle school Ghardaia-Algeria; and teachers' questionnaire submitted around different middle schools in Ghardaia state. The data was analyzed quantitatively and qualitatively.

The Structure of the Thesis

The traditional-simple model is used in this dissertation. It consists of an introduction, three chapters, and a conclusion. The general introduction presents the statement of the problem,

aims and significance of the research, research questions and hypotheses, research techniques and methodology, and structure of the dissertation. The first chapter tackles "The literature review" divided into two sections. It entails reviewing the most important literature relevant to the study. The second chapter, "Research Design". It describes the research design and the research instruments. The third chapter, "Data Analysis and Discussion," analyses and discusses the data collected from the research tools. Finally, the general conclusion provides an overall summary of the various points addressed throughout the research, as well as the research's limitations and future research directions

1. CHAPTER ONE: The Literature Review

1.1. Section One: The Writing Skills

1.1.1. Introduction

Writing skills are essential for effective communication. They are important in virtually all areas of life, including academics, business, and personal life. Writing skills include the ability to form and communicate thoughts, ideas, and facts in a clear and concise manner. Good writing skills allow you to express yourself in a meaningful and organized way. Developing strong writing skills requires practice and dedication. This includes knowing grammar and punctuation rules, being able to express ideas clearly and logically, and having an understanding of the audience. It is important to be aware of one's own strengths and weaknesses in writing. This can help target areas where improvement is necessary and provide a sense of confidence when writing.

1.1.2. Defining Writing Skill

Many scholars and researchers defined writing in different ways, Crystal (2006, p. 257) for instance states that "writing is a way of communicating which uses the system of visual marks made on some kind of surface. It is one kind of graphic expression". This definition demonstrates that the ability to write is a series of symbolic graphs put together to create a text that can be understood and is a crucial communication tool. According to Reimer (2001, p. 6) writing is the process by which thoughts are converted into written communication in the form of a letter. Achieving good writing skills can be a very difficult task. It requires practice and dedication to develop good writing skills. Writing involves more than just forming sentences. It

requires a mastery of grammar, punctuation, and vocabulary. It takes time to learn how to write effectively, and to be able to express complex ideas in a clear and concise way. According to Jozef (2001, p. 5) writing is a sophisticated activity that involves more than just visual marks. He states that "writing is among the most complex human activities. It involves the development of a design idea, the capture of mental representation of knowledge, and of experience with subjects."

1.1.3. The Nature of Foreign Language Writing

Due to many reasons related to education, business, and personal needs, the ability to write in a second language is becoming increasingly important in our global community. As a result, the importance of writing instruction is growing, and the focus of language instruction is shifting more and more toward communicative goals and contexts.

According to Weigle (2002, p. 15), "The nature of the writing ability can be explained from different perspectives. Firstly, writing can be compared with other productive skills like speaking and reading. Secondly, it can be studied as a social and cultural phenomenon, and lastly, writing can be defined as a cognitive activity." Different explanations are possible for the nature of writing ability. Writing can first be contrasted with other productive skills like speaking and reading. It can also be studied as a social and cultural phenomenon. Finally, writing can be characterized as a cognitive activity.

1.1.4. Writing Vs Other Skills

1.1.4.1.　　　Writing Vs Speaking

According to River and Temerly (1978, p. 263) writing and other skills, notably speaking and reading, are closely related. Writing is a controlled method of communication and an important instrument in academic learning as opposed to speaking. Additionally, since written issues are permanent while spoken topics are transient, they can be discussed for a very long period. Moreover, Weigle (2002, p. 15) stated that it is essential for students to study writing and speaking in order to improve their language skills. Some argue that writing is more essential than speaking, while others argue that speaking is more vital than writing. Others say that written language is more useful than spoken language since it allows for more accurate expression.

1.1.4.2.　　　Writing Vs Reading

Reading and writing have a close link. In-depth reading gives pupils a solid foundation and aids in the expansion of their style, ideas, and correctness. According to Thomas (1976) as cited in Flippo and Coverly, (2000, p. 15) "a significant relationship existed between writing achievement and the amount and variety of reading experience." The volume and diversity of reading experience was found to be highly connected to writing success.

Reading has taken precedence over writing in recent years. For instance, Foggart as cited in Tribble (1996, p. 11) noted that in Britain throughout the 18th and 19th centuries "it is desirable that the majority should read in the way they can be given instructions and can be educated into a particular idea. Although reading is considered a passive activity and writing is a productive one, these two language abilities are complementary and may be closely cultivated.

ology, writing on the other hand assume the giving instructions and the formation of views about society"

Krashen as cited in Eisterhold (1990, p. 88-101) believes that the development of writing talents takes place through intelligible information with a minimal filter, and that a significant amount of reading that is motivated by interest or enjoyment is another source of writing competence. The proof that there is a connection between reading and writing is the result of associational study, which is made by Stotskey (1983, p. 42) that comes out with the following ideas:

- There are links between reading ability and writing ability. Better writers are also better readers.
- There are relationships between writing quality and reading experience. Better writers read more than less skilled ones. There is a link between reading ability and the level of grammatical complexity in writing. Better readers tend to write in a more natural way than weaker readers.

1.1.4.3. Writing Vs Listening

According to Maru et al. (2020, p. 222-226) Integrating writing with listening can be an alternative. Listening is considered a perceptual skill that enables students to process information. By listening, students are able to perceive meanings of information, process them, and respond to them in both written and spoken form. There are benefits and challenges related to integrating writing and listening; a communication skill and a decoding skill; knowledge is taken in and then produced. The development of material to adjust with these purposes seems to be bridged by carrying out a systematic review of the studies or experiences previously done in

order to gain perspective and breakthroughs for EFL practices and later students' success in the higher education world.

1.1.5. Approaches to Teaching the Writing Skill

Writing is an important skill for students and is essential for their academic success. Teaching writing skills is an important part of any curriculum, and there are different approaches that can be used to do so, from which are the product and the process writing approach.

1.1.5.1. The Product Writing Approach

The product approach is a traditional approach. According to Gabrielatos (2002, p. 5) the product approach is "A traditional approach in which students are encouraged to mimic a model text, usually presented and analyzed at an early stage" this approach is used to build a basic understanding and familiarity with the language and structure of the text, which encourages students to produce their own versions of it. It also gives them a better understanding of the conventions of a genre and how to effectively use them in their own writing. Richards (2003) as cited in Rekibi (2016, p. 29-30) made another suggestion for how the product strategy could be described. Who claims that the first step in teaching writing with this method is familiarization because the focus is on the study of model text to make students aware of the text features:

- Familiarization, certain grammar and vocabulary are usually taught through a text.
- Controlled writing, learners frequently use substitution tables to modify fixed patterns.
- Guided writing, learners just imitate model texts.
- Free writing, learners use their developed patterns to write an essay, Letters...
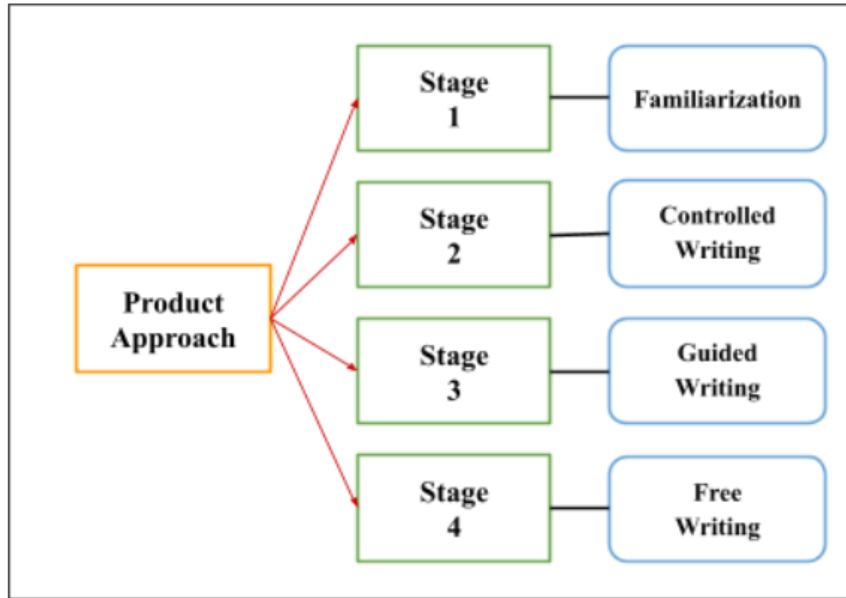
Figure 1. The product writing approach diagram (Source: Steele, 2004 as cited in Thulasi et al., 2015, p. 36)

1.1.5.2.   The Process Writing Approach

According to Stanley (1993) as cited in Durga & Rao (2018, p. 3) "The process approach treats all writing as a creative act which requires time and positive feedback to be done well. In process writing, the teacher moves away from being someone who sets students a writing topic and receives the finished product for correction without any intervention in the writing process itself". According to Rog & Kropp (2004, p. 12-19) the writing process approach is comprised of:

Pre-writing stage: The most difficult and time-consuming step of writing is the pre-writing stage. Before writing, several decisions must be made, such as what to write about, what shape it will take, who might read it, and why they should. RAFTS is an acronym that stands for Role, Audience, Format, Topic, and Strong Verb. The role of the writer, the audience

that will read the writing, the format of the writing, the topic of the writing, and the strong verb are the aim of the writing.

Drafting: Drafting is the stage during which a writer implements his or her plan. The writer expresses his thoughts on paper or on the computer in the form of phrases and paragraphs. The emphasis is on getting thoughts down; mechanics and spelling are secondary concerns at this point. Drafting is the opportunity for the writer to begin transforming ideas into words, creating the foundation on which to build a narrative.

Revising: Revision is the act of adding, removing, shifting, or modifying content in order to improve the message of the work. It can occur at the word, phrase, paragraph, or entire-text level. Reworking a piece of writing does not always imply that it is flawed, and published authors are constantly attempting to improve their work.

Editing: The practice of fixing spelling, grammar, punctuation, and other mechanical errors in writing is known as editing. It is often confused with revision and proofreading, which are two distinct procedures. In most educational contexts, editing entails just addressing the mechanics of the writing. These mechanics can be checking for accuracy and consistency in style, formatting, and documentation rather than rearranging paragraphs, adding phrases, or changing the conclusion. Experienced writers typically revise and edit at the same time, however beginner authors should separate the two processes.

Publishing: Publishing The last stage of the writing process is to create a finished text that is tidy, easy to read, and free of errors. Publishing is just sharing a work with an audience, whether it's reading it aloud to a friend, posting it on the bulletin board, or printing it on the computer, rich with graphics and title page.
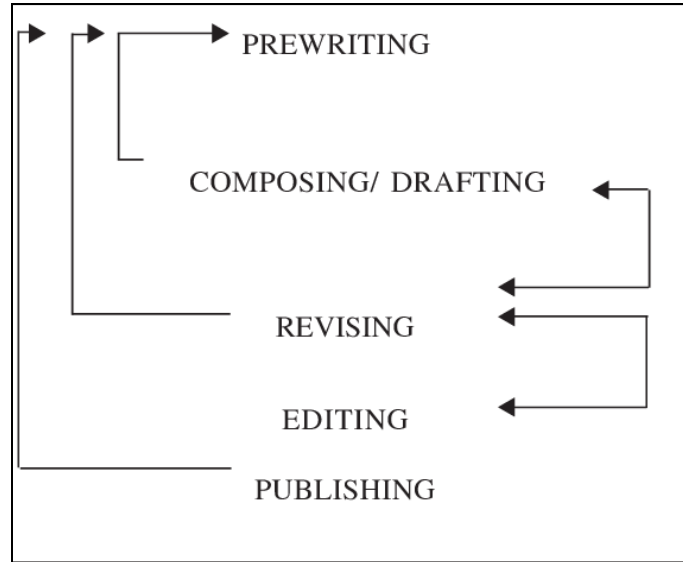
Figure 2. Dynamic and unpredictable model of process writing (Nordin, 2017, p. 77).

1.1.6. Strategies For Teaching the Writing Skill

According to Harmer (2007, p. 118-120) there are ways and strategies to help learners develop their writing skill from which we mention:

Instant writing: Instant writing exercises may be utilized with both kids and teenagers, as well as people who are reluctant writers. Students are asked to reply to a teacher's request instantly during instant writing exercises. For example, give pupils partial sentences to finish (e.g., "My favorite relative is" or "I will never forget the time I..."). Right now, we can ask students to write two sentences about a specific topic. We can give them three words and tell them to put them into a sentence as quickly as possible. Instant writing is designed to make students comfortable when writing, and also to give them time to think before saying the sentences they have written aloud.

Using music and pictures: Music and pictures are excellent stimuli for writing and speaking. For instance, we can play a piece of music and have the students imagine and then

write out the film scenario they believe it may accompany (this can be done after they have seen a film screenplay model). We can dictate the first sentence of a story and then have the students complete the story based on the music we play to them. We can then dictate the first sentence again and have them write a different story (because the music they hear is very different). They might then read one of their tales to the class, and the students must determine which music snippet inspired it. Pictures offer a wealth of possibilities.

Newspapers and magazines: The many types of text available in newspapers and magazines provide a variety of opportunities for genre research and writing within that genre. As an example, we can assign students to read a variety of articles and ask them to analyze how headlines are formed and how articles are often organized. They then compose an essay about a real or imagined news topic that tempers their curiosity. At higher levels, we can get students to look at the same story as told by several types of publications. We can even request that they write especially for one of the two.

Brochures and guides: We can have students examine several brochures (for example, a town, entertainment venue, health club or leisure complex) to analyze how they are put together. They can then write their own brochure or town guide, using this analysis to help them. Young learners may enjoy writing brochures.

Poetry: Many professors enjoy having their pupils compose poetry because it allows them to express themselves in ways that other genres may not. However, because many students will be unfamiliar with this type of writing, we will need to provide models to assist them write (at least at first). We can ask them to write lines about someone they like with instructions such as write about this person as if they were a kind of weather. We can give them models of real

poems to imitate. Poetry writing is more appropriate for older learners since it allows them to be more creative than other activities.

Collaborative writing: Students benefit from constructing texts together. For instance, we may have them construct a letter on the board, with each line written by a different kid (with assistance from the class, the group, and/or the instructor). We can set up a narrative circle in which each kid in the group writes the opening line of a story (which we dictate to them) on a sheet of paper. They must then compose the following statement. They then hand their documents to the person sitting next to them. They write the next sentence of the story they now have in front of them. They then pass the paper to the next student and again write the next sentence of the (new) story they have. At the end, when the papers are returned to their original owners, those students write the conclusion.

1.1.7. Defining Creative Writing

1.1.7.1.   Defining Creativity First

According to Akhlagh (2021, p. 34) ''The word 'creativity' is the nominal form of the English word, 'to create', meaning to bring something new into being. The word is derived from the hypothesised Indo-European root, ker, kere (to know), via the Latin, creare (to make or grow).'' Rothenberg (1990, p. 5) defines creativity as the production of something unique and valuable. Moreover, the Oxford Dictionary defines creativity as "the use of imagination or original ideas to create something; inventiveness."

Many scholars and researchers defined creative writing in different ways. Harper (2015, p. 1) for instance states that "Creative writing is the action of writing creatively, informed by the

human imagination". In other words, creative writing is often regarded as an expressive kind of writing in which the writer is free to build stories and narratives that are expressive. It is an art form in which the writer can utilize their imagination to produce a one-of-a-kind work of art. It has also been mentioned that writing creatively refers to both the process and the end products that result from such processes as "creative writing" is generally used to describe the tasks we complete (Harper, 2010, p. 2). For instance, creative writing can include anything from writing a short story or poem, to creating a fictional character or world, to writing a biography about a real person.

1.1.8. Critical Thinking and Creative Writing

Several scholars and researchers have defined critical thinking, including Jaffar (2004, p. 15), who stated that critical thinking helps us recognize flawed logic and challenge assumptions. Since it also helps us identify reliable facts and reach well-reasoned conclusions. Moreover Ennis (2015, p. 32) argues that critical thinking is reasonable reflective thinking focused on determining what to believe or do. In doing so, he emphasizes the need for careful consideration of evidence, logical reasoning, and the ability to recognize and evaluate assumptions. Now the relationship between critical thinking and creative writing is linked, as Earnshaw (2014, p. 47) said that "Connecting critical thinking and creative writing provides mutually energizing ways of approaching literary production." This is because creative writing necessitates the writer's ability to think critically and make judgments regarding the direction of their work. This relationship is like two sides of the same coin, where one cannot exist without the other. One side provides a structure for the other to exist, and the two are complementary and necessary for a successful outcome.

1.1.9. Difficulties In Writing Skill

1.1.9.1.   Spelling

Whiters (1872, p. 6) states that poor spelling is one of the most significant obstacles every learner faces, which adversely affects their abilities in reading and writing. A similar conclusion was made by Westwood (2008, p. 59-60) where he acknowledged that spelling proficiency poses a challenge for some students, since they feel discouraged by their inability to spell the words they need to complete their school tasks. He also suggested that students must be able to accurately recall the correct spelling of a word from their cognitive device and distinguish it from other words that may appear or sound similar. However, he argued that poor spelling can be caused by perceptual or cognitive weaknesses, insufficient instruction, lack of interest, or poor-quality teaching.

1.1.9.2.   Grammar

The majority of individuals hold the misconception that grammar has the same definition for the same people. However, this notion is not always true in practice (Carroll & Wilson, 2010, p. 1). It has also been said by Katz & Watzinger-Tharp (2009, p. 4) that "Students, instructors, teacher trainers, and linguists all use the word "grammar," but they usually are referring to a range of concepts and constructs". This means that different people may have a different understanding of what grammar actually is, and it can be hard to know which approach to take when teaching it. It is a complex and multifaceted subject, and understanding it requires deep language and linguistic knowledge. However, there are also many people who believe that grammar is not nearly as complex as it is made out to be. Simply put, Barton (1999, p. 10)

defines grammar as the process by which we order language by arranging words, phrases, and sentences in a manner that makes sense to the audience for whom we are communicating.

According to Katz and Watzinger-Tharp (2009, p. 4), the main issue with grammar is not whether it should be taught, but rather how teachers should learn about grammar and then establish what it means to teach it to students. They contended that grammar teaching is frequently accomplished through the use of implicit rather than explicit strategies. Therefore, the structured input activities developed by Lee and Van Patten (2003, p. 142) will assist students in focusing on and internalizing a specific grammatical structure.
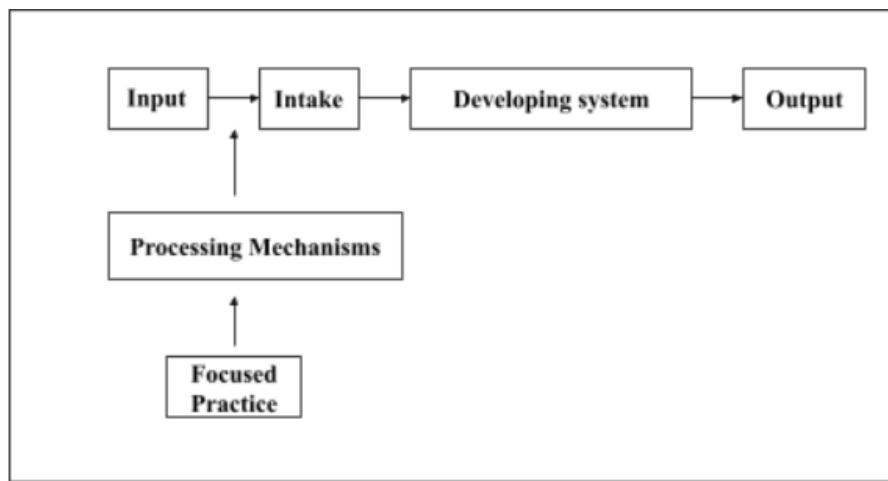
Figure 3. Processing-oriented grammar instruction (Source: Lee and Van Patten, 2003, p. 142)

1.1.9.3. Vocabulary

According to Stahl (2005, p. 21) stated "Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world." In other words, knowing the meaning of a word is not enough. To really understand the word, one must understand how it is used in different contexts and how it interacts with other words. Macintyre & Deponio (2003, p. 68) stated that students who have difficulty with

vocabulary can have difficulties with comprehension, especially when it comes to more abstract vocabulary. As children with dyslexia, they may have difficulty finding the right words, so they may use long descriptions.

1.1.9.4. Punctuation

According to Seely (2013, p. 263) "Punctuation is a set of conventions that make it easier to read written English." In fact, punctuation rules are nothing more than convention-agreed ways to divide a text into sections that will be understandable to a reader. The purpose of punctuation is to make reading smoother, by alerting readers to pauses, changes in tone, or the end of a sentence. It helps to make the text easier to follow, as it creates a visual cue for the reader to understand the intent of the writer. The problem with punctuation is that it can be difficult to use correctly. It is important to use the correct punctuation marks in order to make your writing clear and easy to understand. Incorrect punctuation can lead to confusion and misinterpretation. For instance, the difference between a comma and a period can completely change the meaning of a sentence by altering its structure. For example, the sentence "Let's eat Grandma" without a comma can be interpreted as a request to eat one's grandmother, while with a comma it would mean "Let's eat, Grandma", a polite invitation. Thus, proper punctuation is essential for clear communication.

1.1.9.5. First Language Interference

Gonzalez (2004, p. 6) conducted an interview about second language learning and cultural adaptation, she found that the interviewee must first think in her native language in order to be able to write in English. First language interference can cause errors in the target language. Especially in writing, causing barriers to express ideas clearly. It can also lead to incorrect use of

grammar, syntax, and word choice. Furthermore, Djedelbert Lao (2017, p. 42) revealed in a study regarding first language interferences into English writing skills that there are four levels of linguistics where first language interferences are found. Those levels are phonology, morphology, syntax, and semantics. In addition, mental processes and students' first language are also factors that affect English writing skill. The interference of L1 is a difficult challenge to many students. So, in order to successfully write in English, students had to become familiar with the language and use the conventions and style of the language, which often means setting aside their own culture and language in order to write effectively (Shen, 1988 as cited in Weigle, 2002, p. 37).

2.1. Section Two: Visual Aids

2.1.1. Introduction

Visual aids are an essential tool for anybody attempting to convey a message or illustrate an idea. They may be used to break down complicated concepts or ideas into readily consumable portions in a range of circumstances, from school presentations to corporate meetings. Visual aids exist in a variety of forms and can be employed depending on the occasion.

2.1.2. Definition of Visual Aids

Generally, scholars share the same definition of visual aids as materials or tools used to convey information quickly and clearly. "A visual aid is any material or device which conveys an impression and which may assist through other sensory channels to make a presentation more perceptible and effective in accomplishing the desired result (reaction in the learner)." (*Seeing is Believing*, 1950, p. 17). Moreover, Budinski (2005, p. 22) said that visual aids are "Materials or demonstrations presented to an audience in an oral presentation to support or enhance a verbal message."

2.1.3. Types of Visual Aids

There are several types of visuals to use in the classroom. These include flashcards, slides, handouts, pictures and gestures.

Flashcards: Chien (2015, p. 111) defined flashcards as "sets of cards that bear information, they usually have words on one side and pictures or definitions on the other side." Additionally, flashcards are easy to utilize, they can be used to effectively encourage student

engagement and support learning and to reinforce memorization of key terms, facts, and concepts. (Gelfgren, 2012, p. 1)

Slides: According to Eline (2007, p. 7) Slides programs provide an effective way to present information and ideas visually. It may be customized for different groups and presentations, and the slide sequence can be quickly backed up or advanced. Slides are easy to transport and ship, and can be duplicated economically.

Handouts: Handouts are a very effective way to share information quickly and efficiently. They can be printed or distributed electronically, and they provide a visual aid for understanding complex ideas or topics. According to Smith (2019, Unit 35), handouts can be useful if your information is too detailed to fit on a slide or if you want your audience to have a complete record of your findings. Distribute partial handouts at critical points to emphasize missing facts and urge participants to fill in the blanks.

Pictures: According to the Merriam-Webster dictionary, a picture is "a design or image made on a surface (as by painting, drawing, or photography)." The Oxford English Dictionary also defines a picture as a painting or drawing that shows a scene, a person, or an object.

Gestures: According to Ishino & Stam (2011, p. 3) "Gestures convey information about culture, discourse, thought, intentionality, emotion, intersubjectivity, cognition, and first and second language acquisition." Language alone cannot express complex ideas and thoughts, but gestures can. In educational settings, gestures may be employed in at least three different ways. The first step would be for teachers to analyze their gestures to ensure they are not expressing thoughts that might lead to student confusion. Teachers can even consider how they wish to

demonstrate their concepts with their hands and then intentionally perform these motions throughout courses. (Goldin-Meadow, 2017, as cited in Freitas & Andrade Neto, 2023, p. 9)

2.1.4. The Importance of Visual Aids in The Learning and Teaching Process

Education's most crucial component is teaching and learning. To engage their students in active learning, teachers employ a variety of strategies. As time goes on, new methods and techniques are introduced in the field of education, and teachers now employ a variety of tools to facilitate effective learning. Students are more engaged by visual aids, and teachers can more easily explain concepts thanks to them. Burton, cited in Shabiralyani et al (2015, p. 226), thinks that "visual aids are those sensory objects or images which initiate, stimulate, and support learning". Moreover, Kinder, cited in Shabiralyani et al (2015, p. 226), describes visual aids as "any devices which can be used to make the learning experience more real, more accurate, and more active". Visual aids are tools that make a topic or lesson clearer or simpler to comprehend. The use of visual aids in education is crucial. They are the best tools to facilitate and enhance the learning process.

2.1.5. Visuals and Writing

Visual writing uses symbols and pictures to represent words, rather than words alone. It is a way of conveying meaning quickly and powerfully, often with less effort than writing the words (Friedmann, 2014, p. 14). Visual writing can be used to communicate complex ideas in a simple format. It is also useful for those who may have difficulty understanding written language or those who need a way to quickly process information.

2.1.6. Aspects of Teaching with Visual Aids

Based on the TEFL Handbook (1985, p. 96), visual aids can contribute to the learning of English by explaining and reinforcing the following:

Demonstrating the meaning of new terms and structures: For instance, a teacher can demonstrate the meaning of a phrasal verb by using a simple hand gesture to illustrate the motion of the verb.

Cueing class responses and generating discourse: For example, the teacher can use flashcards with pictures of animals to promote a more interactive learning environment and help students engage in discussion with their peers.

Bringing interest and color to the lesson: Visual aids can spark enthusiasm in the classroom and create an environment that is conducive to learning.

Linking foreign (American, English,) culture to the classroom activities: Visual aids can help to bridge the gap between cultures and give students an understanding of different perspectives. For instance, in a lesson about food, a teacher may use pictures of different cuisines from different countries to demonstrate the diversity of food around the world.

2.1.7. Conclusion

In conclusion, visual aids are an important part of teaching. They can help students to better understand and remember the material they are being taught, as well as make learning more fun. Visual aids also help to keep learners engaged in the lesson, as they provide a visual representation of the topic at hand. From helping to explain abstract concepts to reinforcing key points, visual aids are a valuable asset in any teacher's toolkit.

2.   CHAPTER TWO: Research Design

2.1.   Introduction

This chapter focuses on providing the research method and tools. It depicts the instruments and techniques utilized in data collection and analysis that were designed to carry out this investigation.

2.2.   Research Methodology

The current study employs a mixed-method approach to data collection and analysis, relying on a combination of qualitative and quantitative methodologies to better address the research issue. The questionnaire data and the pretest and posttest data are typically used and analyzed quantitatively and qualitatively.

2.2.1.   Research Design

This research was conducted using a one-group pretest-posttest design. It is a type of experimental research design used by researchers to determine the effect of a treatment or intervention on a specific sample. According to Mertens (2005, p. 129) the pretest posttest design is better in use as it can reveal a difference between scores before and after the intervention as the pretest posttest design shows a difference in scores from one group only, which may be useful in situations where there is no possibility of a control group because the school would not allow differential service provision. Borg and Gall (1989) cited in (Mertens, 2005, p. 130) stated that the one group pretest posttest design is appropriate when attitudes, behavior, or knowledge are unlikely to change without an experimental treatment. The nature of our work necessitates

the use of this pre-experimental design since it is the most appropriate method for estimating the effect of modifying the independent variable, utilizing visual aids, on the dependent variable, which is writing skills. In this type of research, the sample is selected through a nonrandom assignment, where the researchers can choose one experimental group to examine the effect of an intervention or a treatment. Before and after the intervention, two measuring tests are used in the evaluation procedure. See figure 4 below.

One of the factors influenced the researchers' decision to use this design is that it enables you to do the experiment with just one group rather than two. The latter is useful when you do not have complete control over the equipment, such as when conducting it in elementary or secondary schools, where strict rules and educational curriculum must be followed.
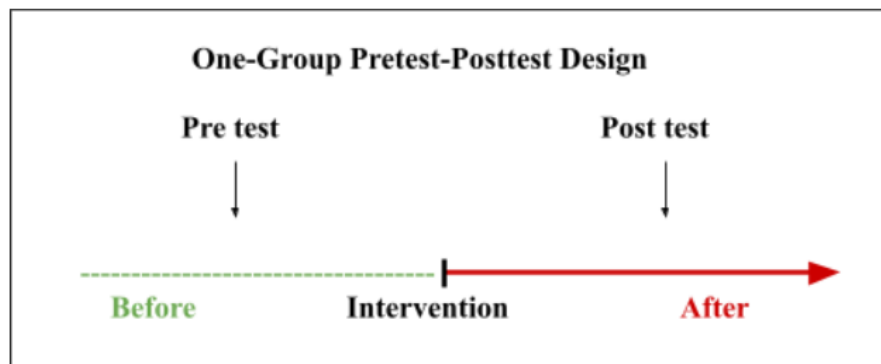

Figure 4. One-Group Pretest-Posttest Design (Source: Choueiry, 2021).

2.2.2.   Research Variables

Our current study "The Impact of Using Visual Aids on Improving EFL Learners' Writing Skills" includes two main variables which are:

1. **Independent Variable:** The independent variable of this study is the visual aids.

2. **Dependent Variable:** The dependent variable of this study is improving writing skills.

2.2.3.   Setting and Participants of The Study

The present work concerns 4th year middle school learners. Thus, 37 subjects from a population of 216 4th year EFL students of Ali Ibn Abi Talib middle school Ghardaia-Algeria are chosen as participants for the experiment and a questionnaire presented to 15 teachers around different middle schools in Ghardaia state.

2.2.3.1.   Duration

The duration of this study was two weeks; pupils have been asked to answer the pre-test task on the 19th February 2023. The duration of the pre –test is approximately half an hour. The total number of treatment sessions was four sessions, each lasted for an hour. The treatment sessions were taught to pupils over two weeks, i.e., from the 19th of February to the 27th of February. Then, pupils took the post-test in the first week of March.

2.2.4.   Procedures and Instruments of Data Collection

In the attempts to answer the research questions, three main research tools were used. A pretest, a posttest and a questionnaire of thirteen (13) items administered to 15 teachers.

2.2.4.1.   The Pretest

A pretest is a prior test used to examine the performance of a variable usually before a treatment or an intervention. Participants were pre-tested by writing a descriptive paragraph of 8 to 10 lines, which was inspired by a lesson from the students' educational textbook in which they discussed their favorite teachers, what they learned from them, and how those things that they

learned influenced their lives and personalities. Students were given 30 minutes to complete the test without knowing why it was handed to them.

2.2.4.2.   The Posttest

A posttest is a follow-up test designed to assess the impact of an independent variable on a dependent variable through a treatment or an intervention. Participants were post-tested by writing a formal letter to Algerian freedom fighter Zohra Drif, which was inspired by a lesson from the students' educational textbook, in which they tell her about their emotions and feelings after reading about her story, as well as the important lessons they have learned from her. Pupils were given 30 minutes to complete the test with no explanation as to why it was provided to them.

Both tests had the same level of difficulty and were evaluated in the same way.

2.2.4.3.   Teachers' Questionnaire

"A questionnaire is essentially a structured technique for collecting primary data." (Bieske, 2002, p. 3) Thus, the purpose of this questionnaire is to collect data exploring the effectiveness of using visual aids in learning English as a foreign language, as well as to obtain teachers' perspectives on these aids' effectiveness in developing the writing skills of EFL learners.

The current questionnaire was issued to (15) fourth year middle school English teachers via snowball sampling. The teachers were asked to answer the questionnaire from a link made by google forms. This questionnaire contains thirteen questions ranging from general information

about the participants to information about the current subject, which is the use of visual aids in improving the writing skills of EFL learners.

The first two questions are about the participants' gender and degree, the third question is about whether teachers have any struggle with their students' difficulties when writing, and the fourth question is about what kind of difficulties students face in writing skills. The fifth question was about whether teachers use visual aids while teaching, the sixth question is on how often teachers use them, and the seventh question is on how do you use visual aids in the class, the eighth question inquires whether there are any difficulties when using visual aids in your courses, the ninth question concerns whether visual aids help in gaining time, the tenth question inquires which type of visual aids do teachers prefer to use when teaching writing. The eleventh question inspect how teachers consider visual aids effective in improving the writing skill of their students, the twelfth question inquest whether visual aids help students developing their abilities to master some aspect of writing skills like; organization of ideas, understanding of concepts, and critical thinking, and the final question inquires, finally the last question is about the advantages of using visual aids.

2.3.   Conclusion

The research design outlined in this chapter has provided a comprehensive overview of the methods and techniques that will be employed in this study. It has established the scope of the project, described the research methodology to be used, and outlined how the data that will be collected and analyzed. This research design is well-suited to answering the research questions posed in this study and will help to ensure that the results of this study are accurate and reliable

3. CHAPTER THREE: Data Analysis and Discussion

3.1. Introduction

This chapter is devoted to the data analysis and discussion of the data collected from the previously mentioned data collection tools. The data is evaluated to identify whether there is an effect between the different variables. The data were analyzed using SPSS version (23.0.0.2) and R program version (4.2.2) in order to support or refute hypotheses regarding the relationships between the variables. The chapter is split into two sections. The first section deals with the pretest and posttest data analysis and for the second section, it focuses on the data gathered from the questionnaire distributed to teachers. Finally, the chapter will be concluded with the findings and recommendations for further research.

3.2. The Pre-Test and Post-Test Results

3.2.1. Descriptive Statistic

Descriptive statistics in SPSS provide basic information about the data set, such as the mean, median, range, standard deviation, and variance.

Table 1. Descriptive statistics of pre-test and post-test data.

	Mean	Median	Variance	Std deviation	Minimum	Maximum
Pre-test	1.324	1.277	0.572	0.756	0.5	3.0
Post-test	2.419	2.000	2.104	1.4506	0.5	6.0

The scores of 37 students were measured and analyzed using descriptive statistics. The mean score was 1.324 and 2.419 (SD = 0.75 and 1.45) for pre-test and post-test respectively. The

median score was 1 and 2 for pre-test and post-test respectively, indicating that half of the students had scores above this value and half had scores below it.
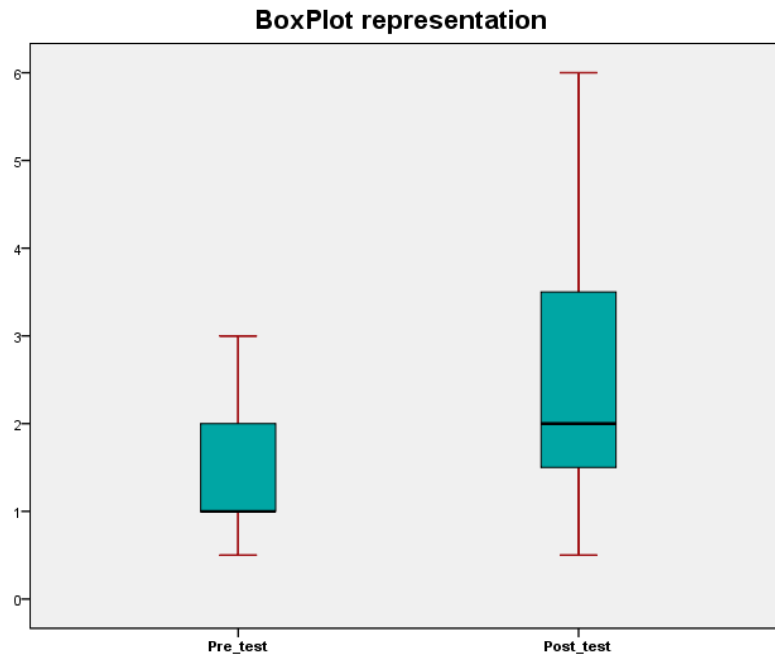
Figure 5. Pre and post-test Boxplot.

The box plot shows that the distribution of both the pre-test and post-test is positively skewed, with a median value of 1 and 2 and an IQR between 1 and 2, and 1.5 and 3.5 for pre-test and post-test respectively. It is to be noted that there are no outliers beyond the whiskers, indicating the absence of extreme values in the dataset. Thus, the box plot shows that there is a significant difference in the distribution of score between pre-test and post-test.

3.2.2. The Shapiro-Wilk Test of Normality

Non-normal distributions, also known as skewed distributions, are a type of probability distribution that does not exhibit a symmetrical pattern when graphed. This means that the mean, median, and mode values will be unequal. As Sainani (2012, p. 1001) explains, "non-normal

distributions may lack symmetry, may have extreme values, or may have a flatter or steeper "dome" than a typical bell. There is nothing inherently wrong with non-normal data; some traits simply do not follow a bell curve." Skewed distributions are usually caused by outliers or by the presence of extreme values. These distributions are often found in real-world data sets, and understanding them is important for accurate data analysis and interpretation. Moreover, the Shapiro-Wilk Test determines if the data follows a normal or non-normal distribution. The latter is made to come up with which type of test is used to compare between the two tests' data and to investigate whether there is a significant difference between them.

Table 2. Shapiro-Wilk test of normality.

	Statistics	df	Sig.
Pre-test	0.854	36	0.000
post-test	0.913	36	0.007

The table above shows us the statistics of 0.854 and 0.913 and a P-value (Sig.) of 0.000 and 0.007 for the pre-test and post-test respectively. The null hypothesis H0 states that since p-value<α, (0.000 and 0.007< 0.05) we reject the H0. It is assumed that the data is not normally distributed. In other words, the difference between the data sample and the normal distribution is big enough to be statistically significant.
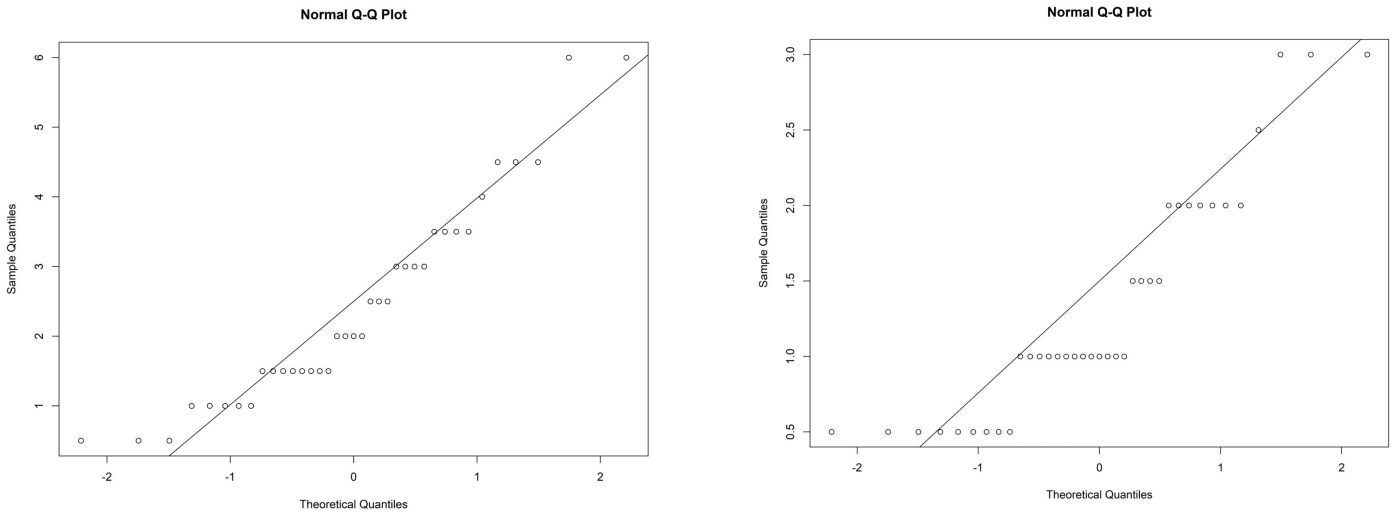
Figure 6. Pre-test and post-test quantile-quantile (q-q) plots.

The QQ plots above show the non-normal distribution of the pre and post-test data. We can notice that the data points do not follow a linear path. The points are located far away from the line of reference, indicating that the distribution is not normal. This means that both tests are positively skewed to the right. Which means that the mean is greater than the median and that there are more extreme values located on the right-hand side of the distribution. This is confirmed by the fact that the right tail is longer than the left tail.

3.2.3. Wilcoxon Signed Rank Test for Paired Data (One Sample)

According to Oyeka & Ebuh (2012, p. 172) Wilcoxon signed rank test is similar to the parametric t test, it is used when data is not regularly or normally distributed. Moreover, it is used to compare two sets of related data (Usually before and after) to determine if the difference between them is statistically significant. The programming language for statistical computing R is used to analyze the data.
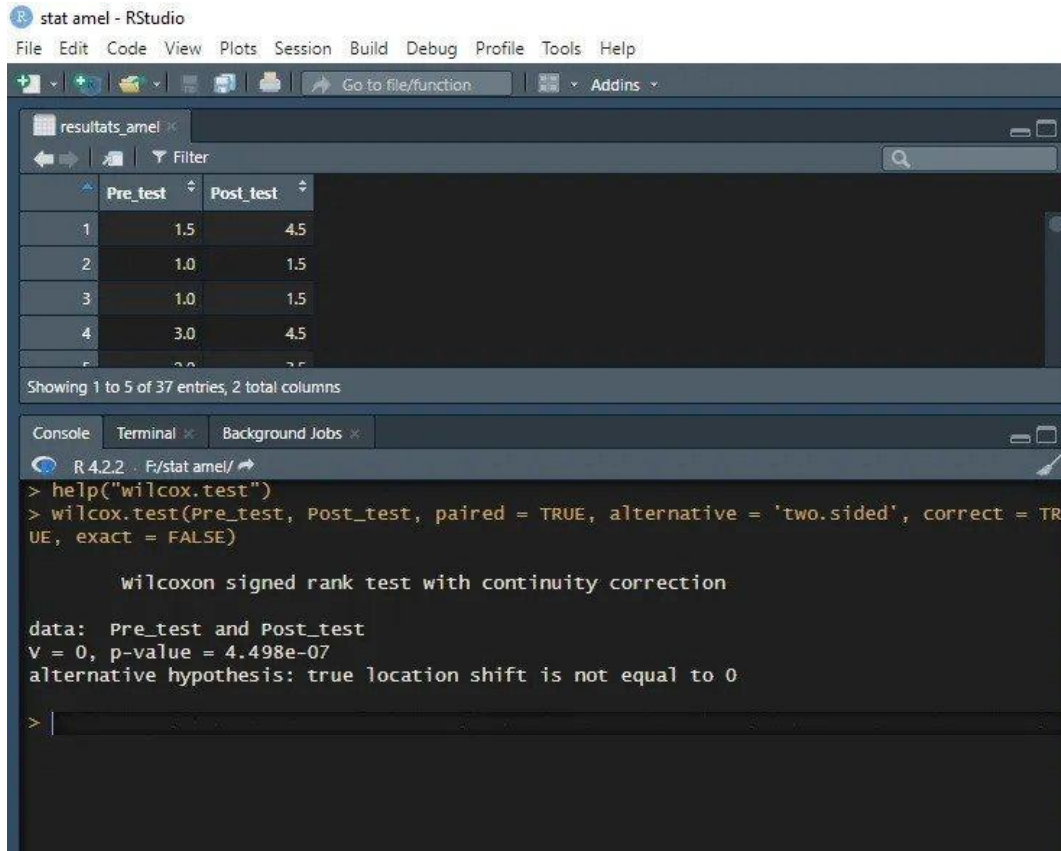
Figure 7. Wilcoxon signed rank test results in R.

The image above shows data manipulation and analysis in the R coding program. We can see that the p-value of 4.498e-07 obtained from the Wilcoxon signed-rank test indicates the probability of observing such an extreme or more extreme difference in the pre-test and post-test scores, assuming the null hypothesis is true. Since the p-value is very small (less than 0.05 or 0.01), we can reject the null hypothesis and conclude that there is a statistically significant difference between the pre-test and post-test scores of the 37 students. In other words, there is evidence to suggest that the intervention the students received had an effect on their test scores.

3.2.4. Analysis of The Pre and Post-Test Content

Content analysis involves examining the text for elements such as syntax, semantics, and other elements in order to uncover meaning. In our research, we have dealt with a pre-test where pupils' writing skills were tested in half an hour without implementing visual aids. They were asked to write descriptive paragraphs about their favorite teachers. After that, the same group of pupils were post tested, they were asked to write a letter to the famous figure Zohra Drif using visual aids. Here is a sample of one of the 37 students her name is Naioua Chahd:
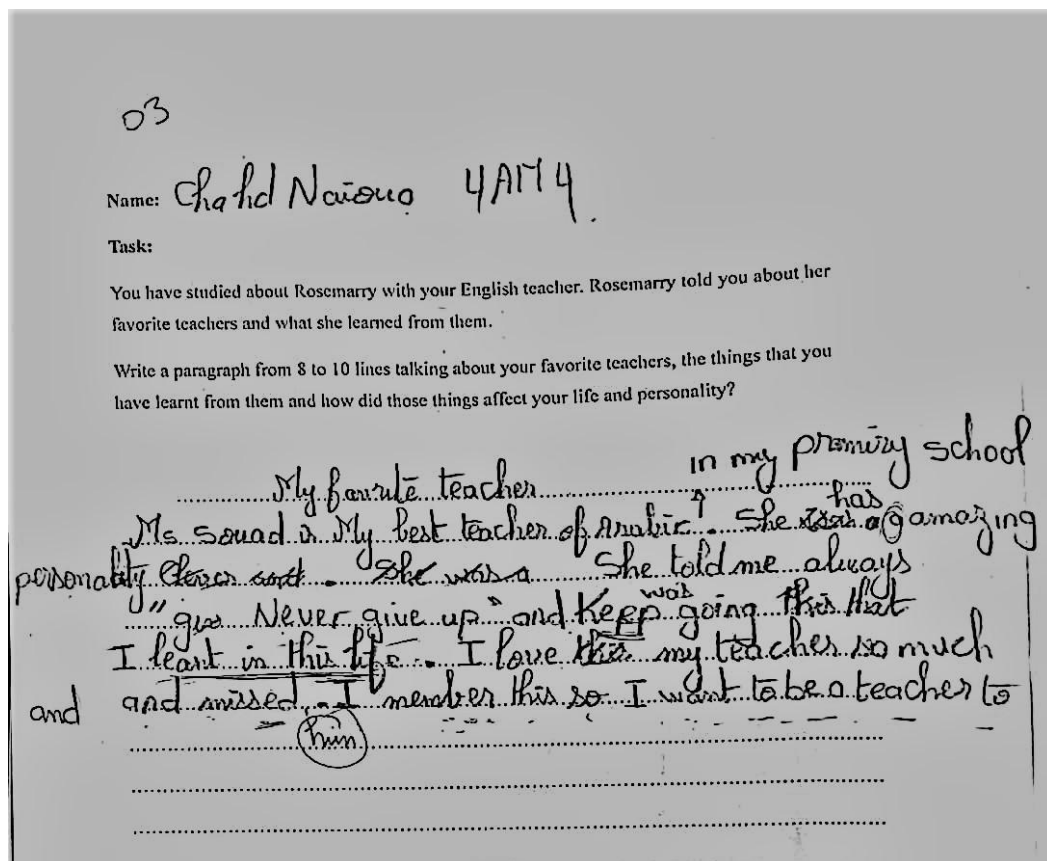
Figure 8. Pre-test sheet sample.

The picture above shows a paragraph written by the student in the pretest. There are a few errors in her writing that we can see. There are some missing commas and erroneous verb

tenses. There are also some misspelled words and, most significantly, no ordered thoughts. So far, the paragraph seems right for a fourth-year middle school student.
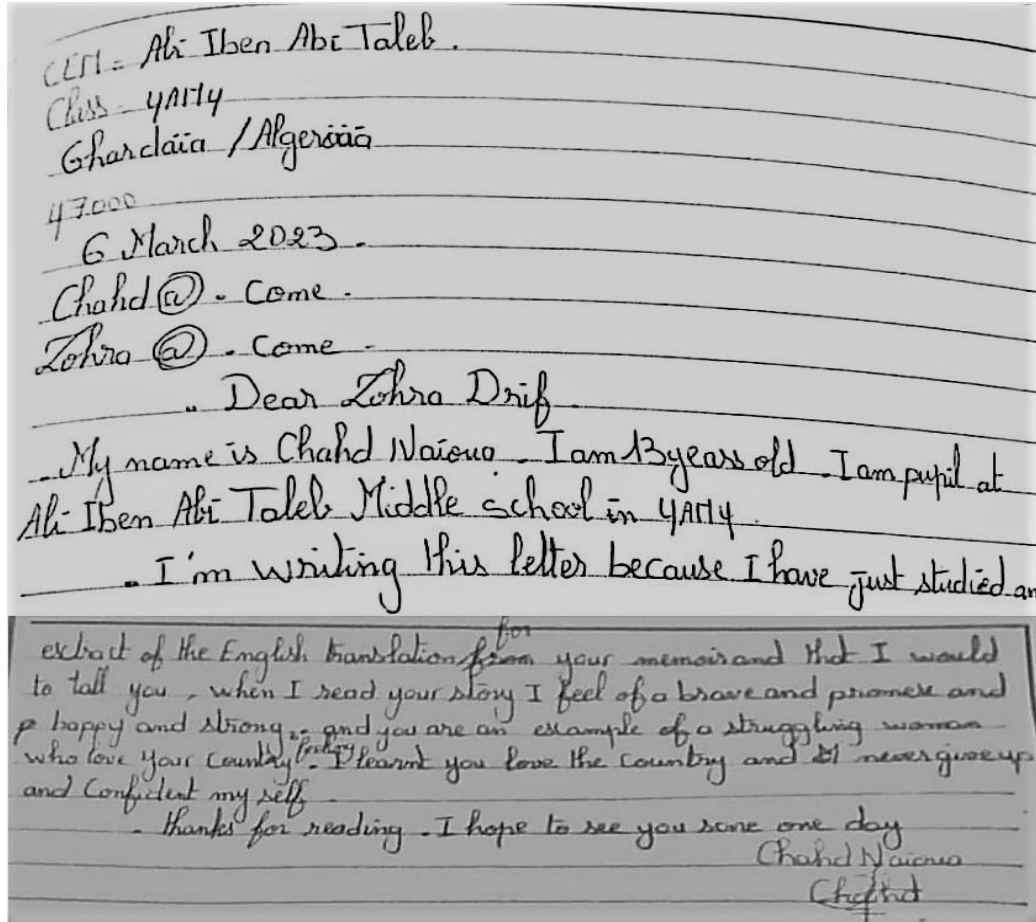
Figure 9. Post-test sheet sample.

The picture above shows a paragraph written by the same student in the posttest. We can notice that there are some improvements. The student has improved their writing skills and the paragraph is more structured and coherent. The student also used a wider range of vocabulary and improved her creativity. Furthermore, the student's grammar has also improved, and there are fewer mistakes than in the pretest. The student demonstrated a clear improvement in her writing ability.

After the use of visual aids, we can notice that:

- The ideas were more organized.

- More ideas added.

- Less grammatical mistakes.

- Less spelling mistakes.

- More creativity.

Though the implementation of visual aids in our experiment had an effective role in improving learners' writing skill, they still remain not the perfect strategies.

3.3. The Questionnaire Results

3.3.1. Teachers' Gender
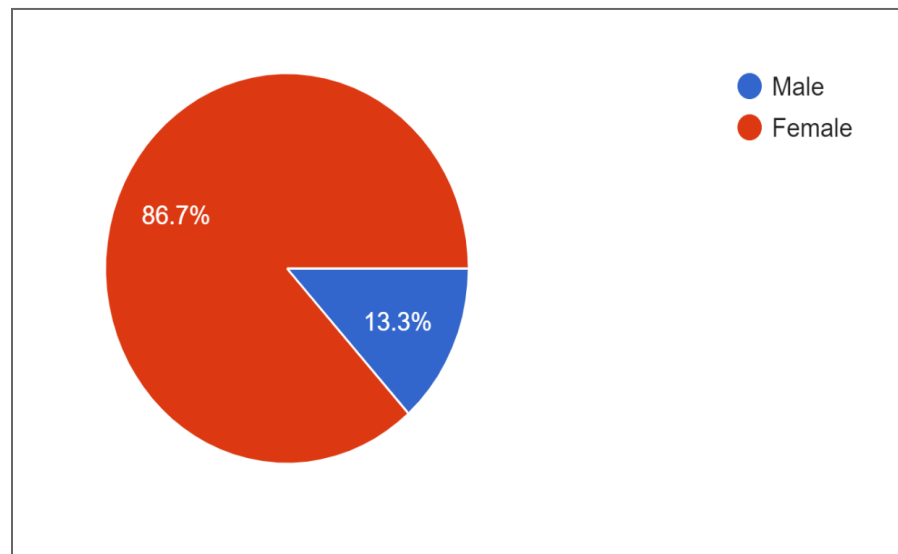
Figure 10. Pie chart illustrating teachers' gender.

According to the responses, the sample consists of two male 13.3%, and thirteen females 86.7%. The purpose of this question is only to collect demographic information to better understand the respondents.

3.3.2. Teachers' Degree
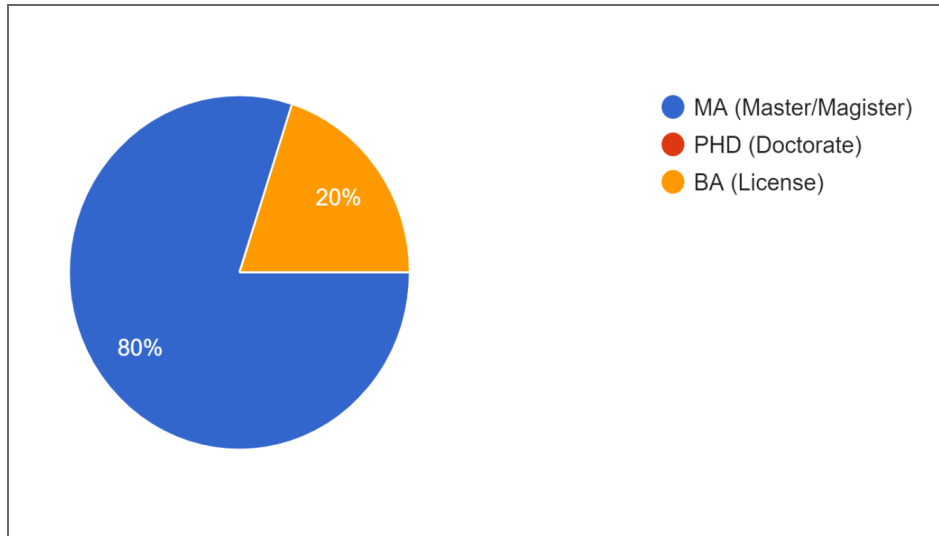
Figure 11. Pie chart illustrating teachers' degree.

According to the pie chart above, most teachers have Master/ Magister degree with a percentage of 80%. The second-highest percentage is for teachers with a Bachelor degree at 20%. As for PHD (Doctorate) it was 0%.

3.3.3. Student Difficulty Rate in Writing
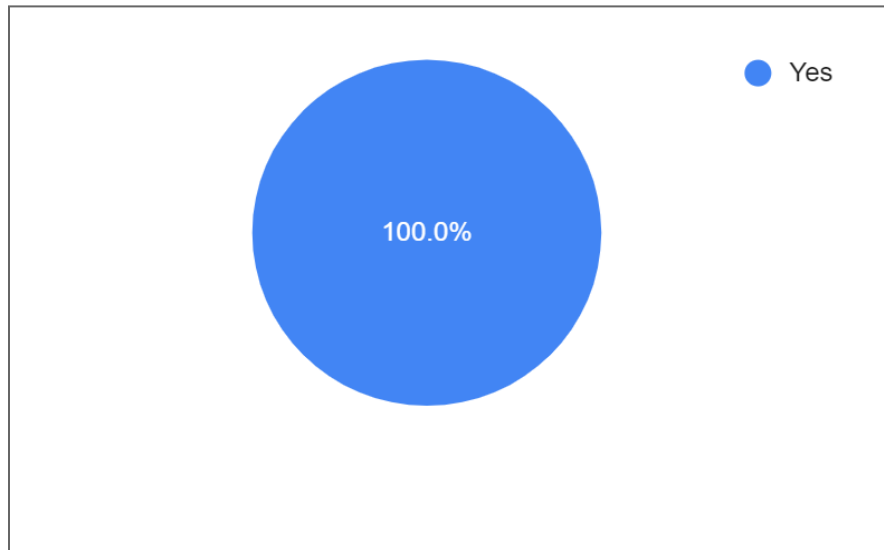
Figure 12. Pie chart about Students' difficulty rate in writing.

As the pie chart above illustrates, 100% of teachers struggle with their students' difficulties with writing skills.

3.3.4. Student Difficulties

Teachers were asked about the difficulties students' face when writing. Answers show that all the respondents agreed about the following difficulties:

- **Misunderstanding of the topic.** Learners may not understand the topic well which will make it difficult for them to write easily. Some of the definitions to quote are: "My pupils may not be able to write since they misunderstood the topic." and "Lack of my learners' topic comprehension"

- **Lack of vocabulary.** Learners have a poor amount of vocabulary that will make it hard for them to write. Here are some of the teachers' answers: "They can't express their ideas

due to their poor amount of vocabulary", "Wrong selection of words" and "Students are unable to express themselves verbally because they lack a wide range of words."

- **Incorrect use of grammar, punctuation and capitalizations.** Most of the learner's face problems related to grammar (Tenses, punctuation, capitalizations…etc.) when writing. Some definitions we quote: "bad use of tenses" and "No capitalization"

- **Disorder of ideas.** When students write, their ideas may get disorganized, resulting in an incomprehensible piece of writing. Teachers' answers were as follows: "Disorganized of ideas", "Their paragraphs are usually a mess" and "Learners' paragraphs are not well organized"

3.3.5. Visual Aids Usage Among Teachers
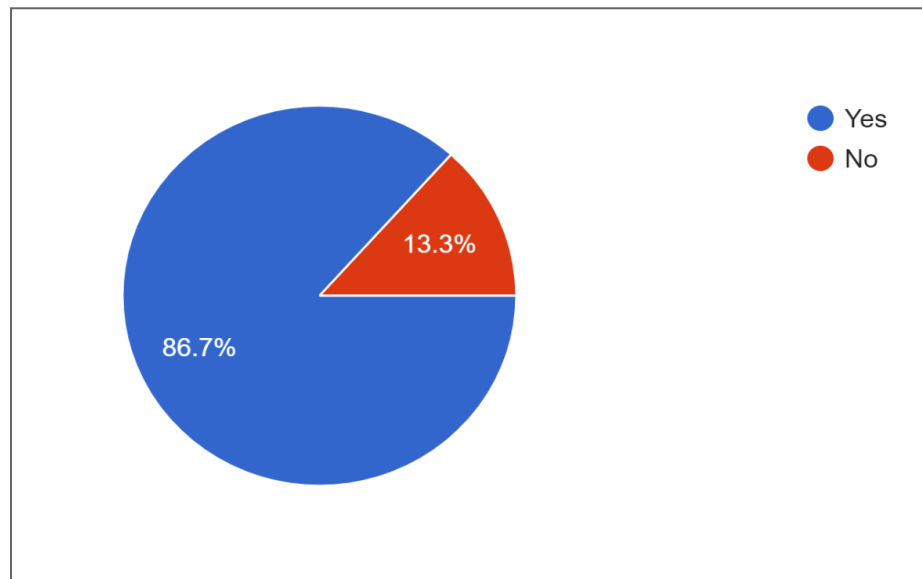
Figure 13. Pie chart showing visual aids usage rate among teachers.

Teachers were asked whether they use visual aids or not and 86.7% of them answered with yes while 13.3% of them do not use them.

3.3.6. Visual Aids Usage Frequency in Classroom
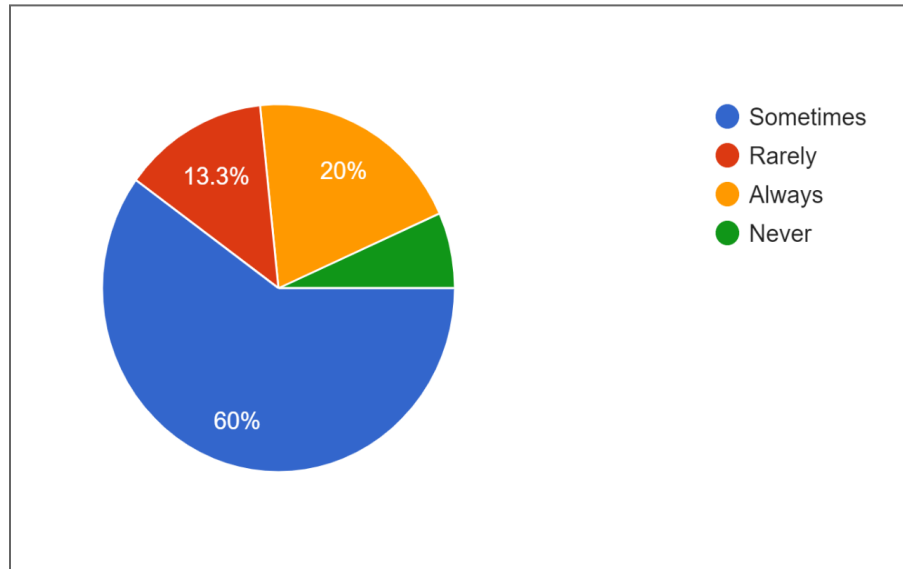
Figure 14. Pie chart illustrating Visual aids usage frequency in classroom.

According to the pie chart, 60% of teachers often or sometimes use visual aids, while 20% always employ them. Visual aids are rarely used by the rest at a rate of 13.3% or never utilized at all. The purpose of this question is to understand how often teachers use visual aids in their classrooms. And whether they make them a part of their teaching or not

3.3.7. The Way Visual Aids Are Used

Teachers were asked about the way they use visual aids in the classroom and most said they rely heavily on sticking visuals like pictures, diagrams... etc. on the board or wall. Some of the definitions to quote are "By posting them on the board", "in the white wall" and "Stick them in the white board". Others said they use projectors and screens to show videos or slides. "Using Data show", "Presentation". Some teachers also create handouts with visuals and hand them over to help students better understand the topics being taught. Some of the definitions to quote are "By supplying them with handouts", "Using paper handouts" and "data shows, handouts".

3.3.8. Visual Aids and Usage Difficulty
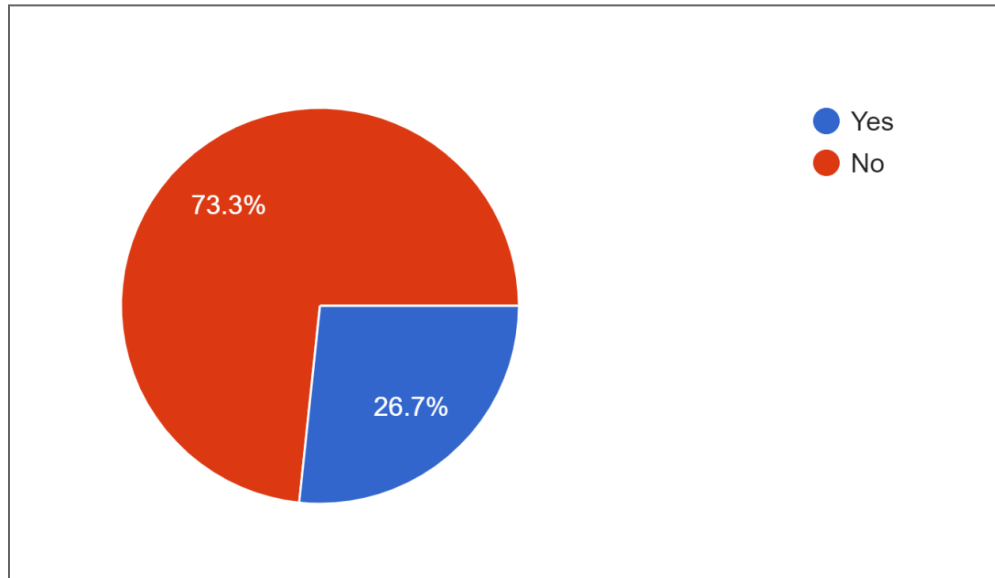
Figure 15. Pie chart showing visual aids difficulty rate.

The figure above illustrates that 73.3% of teachers admit that they often do not find it difficult to use visual aids in the classroom. On the other hand, 26.7% of teachers consider it difficult to use visual aids because they require a lot of preparation and require a lot of time, especially handouts and PowerPoint presentations.

3.3.9. Visual Aids and Time Gaining
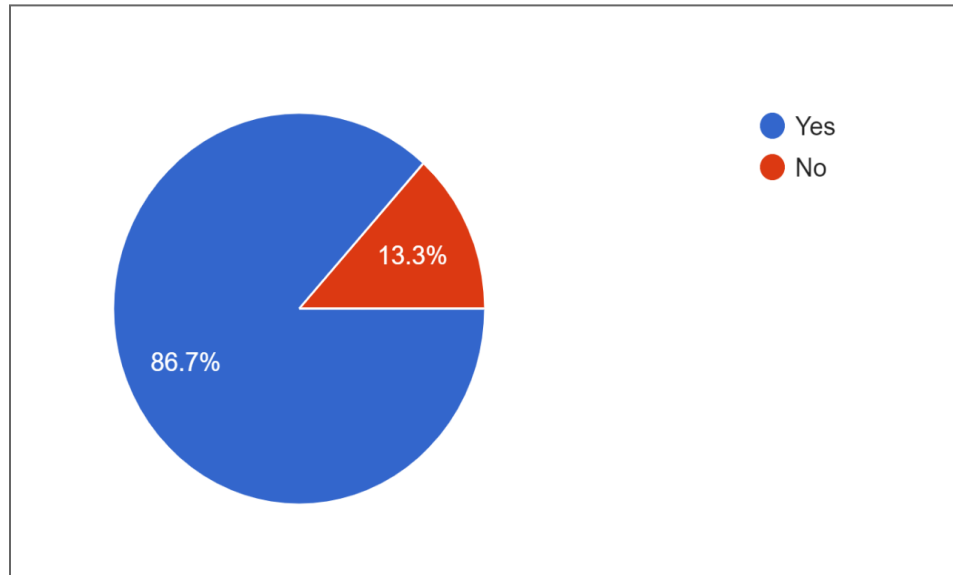
Figure 16. Pie chart showing visual aids rate in gaining time.

As many as 86.7% of teachers say visual aids are helpful in gaining time, while the rest believe that visual aids take time due to inadequate organization and planning, which makes them feel it takes more time.

3.3.10. Type of Visual Aids Used
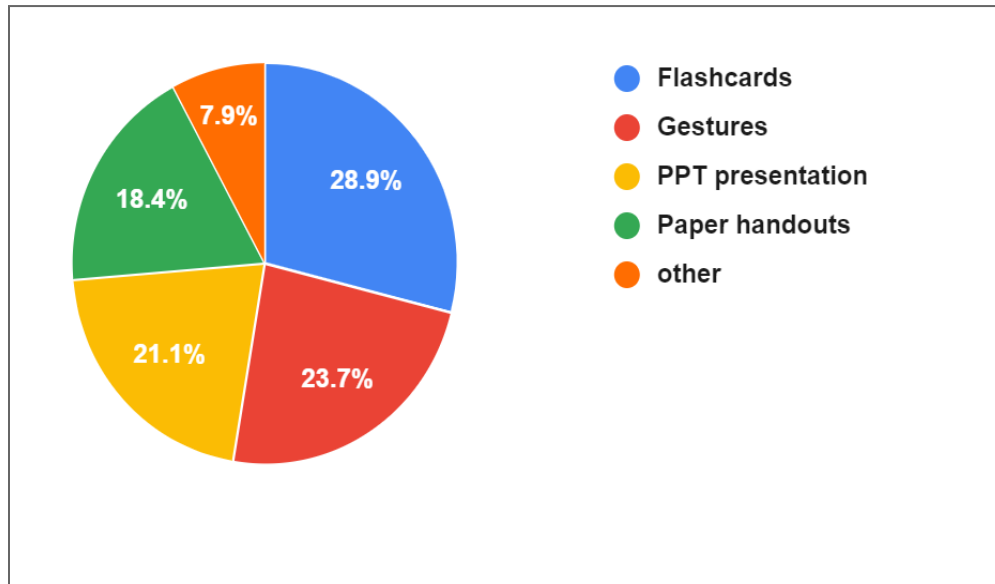
Figure 17. Pie chart illustrating types of visual aids used among teachers.

The pie chart above shows the visual aids used most by teachers in the classroom. Flashcards were the most used among teachers with 28.9%. Gestures were the second most used with 23.7%. PowerPoint presentations were third with 21.1%. And paper handouts were the least used with 18.4%. The other visual aids mentioned by teachers like fruits and vegetables were used less than 10% each.

3.3.11. Visual Aids Effect on Writing Skills

Teachers who answered consider visual aids effective in improving students' writing skills mainly by:

- **Memorization and familiarity with expressions and statements.** Visual aids help students remember and understand what they learn. By memorizing and becoming familiar with specific expressions and statements through visuals, students can use them

when writing to form better and more accurate sentences. Some of the definitions quoted are: "In my opinion visual aids can help students in writing, they can remember", "they help students memorize vocabulary, be familiar with a variety of expressions and statements" and "Yes. They help students memorize the information better"

- **Motivation for generating ideas.** Visual aids can stimulate students' creativity by providing them with external sources of inspiration. It can help make the writing process more enjoyable and motivating, which can improve students' writing skills. Some definitions cited are: "They provide some help in explaining the writing task and generating ideas; however, they are not always essential" and "They boost students' motivation to write and express. Students will remember the details they've participated in"

- **Awareness and consideration of the topic.** Visual aids provide students with an understanding of the topic that they may not have been able to get from just reading or listening. Seeing the material in a visual form can help them remember it better and make the learning process more effective. Additionally, it helps them to become more aware of the topic and consider it from different angles, which can help improve their writing skills. Some of the definitions quoted are: "They make learner aware about what are they writing and they put them directly on the topic"

3.3.12.   Visual Aids Impact on Writing Skill Aspects
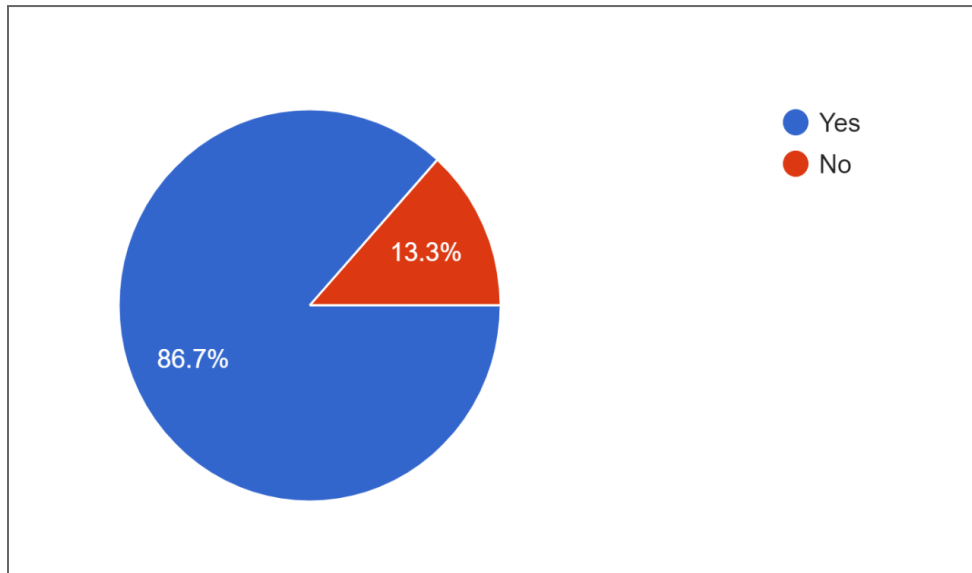
Figure 18. Pie chart showing visual aids impact rate on writing skill aspects.

The above pie chart shows that 86.7% of teachers agree that visual aids help students develop some writing skill aspects like organization of ideas, understanding of concepts, and critical thinking. However, the rest of the teachers have a different opinion. They believe that visual aids can be distracting and students should focus on developing writing skills through reading and writing.

3.3.13.   Visual Aids Advantages

According to teachers, visual aids have many advantages in any type of classroom setting. As they can help with comprehension "Best comprehension and concentration", "good understanding" and "Understand thoroughly, meet the goal of the lesson rapidly". They also help to convey a message in a more effective way than words alone. Some definitions to quote "They help teachers to convey the message easily" and "To make the idea clearer for them". Teachers said that visual aids help with saving time where they said "It saves time and effort to explain the

lessons" and "Gain time very effectively with a lot of practice" Visual aids can also help students develop their vocabulary and increase their imagination, allowing them to explore the meaning of words and concepts in a creative way. "They help students to develop their vocabulary, expose students to a variety of expressions and statements and increase their imagination" Furthermore, visual aids can help to develop the four skills of language learning, which are speaking, listening, reading, and writing. By showing pictures and diagrams, students can gain a better understanding of the material, which can help them to better utilize all four of these skills. Some of the definitions we quote are: "They are helpful for me and my students in developing language skills quickly and in. A funny way" and "Improving their abilities of speaking, listening, writing, reading". Overall, using visual aids in the classroom is a great way to engage and assist students in their learning experience.

3.4. Findings and Recommendations

As a result of our investigation into the effect of visuals on writing skills, we have come to the following findings and recommendations.

3.4.1. Findings

- Through the analysis of the data, we realized that visual aids can have a strong impact on the quality of writing.

- Visual aids can make abstract concepts easier to understand and can provide an extra layer of detail and understanding about a particular subject.

- Visual aids are seen as effective resources by fourth-year middle school teachers for improving students' writing skills. Visual aids, they said, helped students

understand and visualize concepts, stimulated their imagination, and increased their engagement and motivation during writing tasks.

- Research has shown that the use of visual aids can lead to better comprehension of the material and improved writing skills overall.

- Visual aids can be used in a variety of ways to help improve writing skills. They can be used to provide context and background information about a topic, to give examples of a concept, to illustrate a point, or to make connections between ideas.

- In addition to and understanding, visual aids can also help and provide context to enhance the reader's experience.

- Using visuals can help to break up the text and make it more visually appealing and easier to follow. This in turn can help to improve the overall quality of writing.

3.4.2. Recommendations

- When using visual aids to improve writing skills, it's important to make sure that the visual aids are relevant and helpful.

- Visual aids should be chosen carefully to ensure that they are appropriate for the topic being discussed and that they add value to the writing.

- When using visual aids, learners' learning styles should be taken into consideration during learners' process of writing.

- Learners' levels, class time and lesson type are essential elements to be considered carefully when choosing the appropriate visual aids on teaching how to write.

- Schools should not only rely on textbooks and give instructors access to a variety of visual materials, giving both digital and physical, may help them incorporate visuals into their writing lesson.

3.5. Conclusion

In conclusion, the chapter on Data Analysis and Discussion has provided a comprehensive overview of the data collected. It has discussed the importance of data analysis and identified the various tools and techniques used to analyze data. It has also examined the different types of data analysis, and how to interpret the results. The chapter has also highlighted the importance of analyzing data in order to make informed decisions.

General Conclusion

General Conclusion.

The current study examined the effect of using visual aids on improving the writing skill of one group of Ghardaia middle school, mainly Ali Ben Abi Taleb middle school. Throughout the analysis of the findings collected from the teachers' answers and the experiment made, it was concluded that the contribution of visual aids (pictures, handouts, slides, gestures and flashcards) to teaching writing skills to pupils led to a significant writing improvement.

Using visual aids inside the classroom helps them to be involved in the lesson more actively , teachers will have more time to construct enjoyable classroom activities mainly in the class work by sharing answers and drilling, trying to participate, working on the vocabulary and pronunciation as well. The findings revealed that using flashcards showed significant improvement on the post-test, after the treatment. Their scores on the post-test outscored the ones on the pre-test, before the treatment. Consequently, through rejecting the null hypotheses. We can claim, therefore, that using visual aids is a supportive and fruitful way to improve learners' writing skill on one hand, and to raise pupils' motivation, comprehension, memorization, and acquisition on the other hand.

We deduced from the analyzed data that there was a significant difference between the scores on the pre-test and the post-test conducted to the same group of learners. Their pieces of writing were clearer and more organized after applying visual aids. That is why, it was corroborated and confirmed that teaching how to write through visual aids would lead to a better understanding, memorization, and acquisition than the traditional method. Hence, working with visual aids enhances the learner's writing process.

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Appendices

Appendix A

Teacher's Questionnaire

Dear teachers

For the preparation of a master dissertation, this questionnaire is designed to explore the impact of using visual aids on improving writing skills among fourth year middle school students. We are interested in learning more about the frequency of visual aid use in the classroom, the types of visual aids used, and the impact of these visual aids on student writing skills.

Please tick the choices in the boxes or write your information when necessary.

1-Specify your gender:

- Male
- Female

2- What is your degree?

- BA (License)
- MA (Master/ Magister)
- PHD (Doctorate)

3- Do your students face any difficulties when writing?

   Yes
- No

4- What kind of difficulties they may face?
…..
....

5- Do you use visual aids in your teaching?

   Yes
- No

6- How often do you use them?

- Sometimes
- Rarely
- Always
- Never

7- How do you use the visual aids in the class?

…..
....

8- Do you find any difficulties when using visual aids in your courses?

- Yes
- No

9- Do visual aids make you gain time?

- Yes
- No

10- What type of visual aids do you prefer to use when teaching writing?

- Flashcards

- Gestures

- Paper handouts

- PowerPoint presentation

- Other

11- How do you consider visual aids effective in improving the writing skill of your students? Justify?

………………………………………………………………………………………………
………………………………………………………………………………………………

12- Do visual aids help your students develop their abilities to master some aspect of writing skills like; organization of ideas, understanding of concepts, and critical thinking?

- Yes
- No

13- What are the advantages of using these visual aids?

Appendix B

The Pre and Post Tests

Pre-test:

Task:

You have studied about Rosemarry with your English teacher. Rosemarry told you about her favorite teachers and what she learned from them.

Write a paragraph from 8 to 10 lines talking about your favorite teachers, the things that you have learnt from them and how did those things affect your life and personality?

Post-test:

Task:

The legendary freedom fighter Zohra Drif, had a memory with her French friend Roselyn. Her childhood story affected you a lot.

Write her a formal letter in which you tell her about:

➢ Your feelings when you read her story.
➢ She is an example of a struggling woman who loves her country.
➢ The lessons you learnt from her.

Appendix C

Writing Assessment Rubrics

CRITERIA	INDICATORS		
	GOOD	FAIR	POOR
Relevance (02pts)	• All the ideas are related to the topic: national landmarks. (01pt.) • Format: correct web article. (01pt.) (02pts.)	• Some ideas are related to the topic. (0.5pt.) • Format: partly correct. (0.5pt.) (01pt.)	•Very little reference to the topic. • Format: incorrect. (0.5pt.)
Coherence (01.5pts.)	• Ideas are well organised. • Introduction/ topic sentence. • Supporting sentences. (including 3 or more pieces of information about the landmark). • Conclusion/ closing sentence. • All sentences are linked correctly. (01.5pts.)	• Some ideas are organised • Introduction/ topic sentence. • One or two supporting sentences (including 2 pieces of information). • No conclusion/ no closing sentence. • Some sentences are linked correctly. (01pt.)	• Ideas are not organised/ difficult to follow. • Only the name of the landmark. • No conclusion/ no closing sentence. • Sentences are not linked correctly. (0.5pt.)
Correct use of language (01.5pts.)	• Correct use of tense: Simple present tense/ the passive voice. • Different grammatical items: Adjectives / Comparatives / Superlatives • Appropriate vocabulary related to touristic attractions. (01.5pts.)	• Only some verbs are correctly conjugated. • Use of some grammatical items (only a few adjectives). • Inappropriate vocabulary. (01pt.)	• Incorrect use of tense. • Incorrect use of grammatical items. • Very limited vocabulary. (0.5pt.)
Excellence (01pt.)	Creativity and originality (bright ideas, varied vocabulary items, good paper presentation, legible handwriting…)		

Appendix D: The Intervention Sessions and Lesson Plans

Session One

Level: 4th Year AM   **Visual Aids:** Pictures and flashcards

Objective: By the end of the lesson my learners will be able to write short paragraphs about their

favorite teacher.

Time	F.W	Procedure	Objective
3 min	**Warm up**	*Teacher greets her learners and asks one of them to write the date. * Teacher interacts with her learners.	**To make learners speak English in the classroom**
27 min	**Preparation**	* Teacher gives her learners a task to do. (Pre-test) * Teacher explains the task and asks her learners to start writing. * Teacher gives time "25 minutes" to write	**To activate learners' prior knowledge**
15 min	**Presentation**	* Teacher tells learners to stop writing, collect the answers and asks them to follow her. * Teacher sticks a set of pictures on the board and asks learners to express. * Teacher asks learners: ➢ What do these pictures represent? (Personality features) ➢ Would you talk about your personality features? (I am ……) * Teacher sticks pictures of a teacher and a school. Then asks: ➢ Who used to be you favorite teacher at primary school * Learners give their answers (Names of their favorite teachers) * Teacher asks: ➢ What kind of person is he/she? (He/she is……..)	**Learners speak English Express their ideas orally**
10 min	**Practice**	* Teacher asks learners to rewrite about their favorite teacher. (Do the same task again)	**To practice writing**

5 min	Produce	* Teacher checks learners' paragraphs and asks one or two of her learners to read their paragraphs.	**Presenting their pieces of writing**

Task: Write about your favorite teacher in primary school describing his/her personality using these pictures.

school

Teacher

strong

© stellaELM

kind

© stellaELM

generous
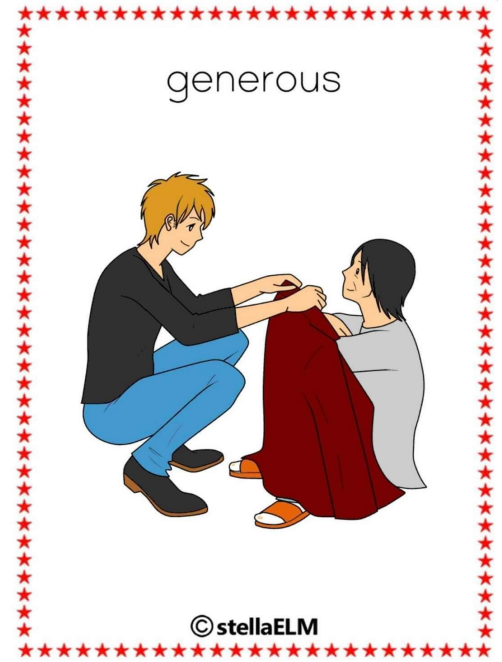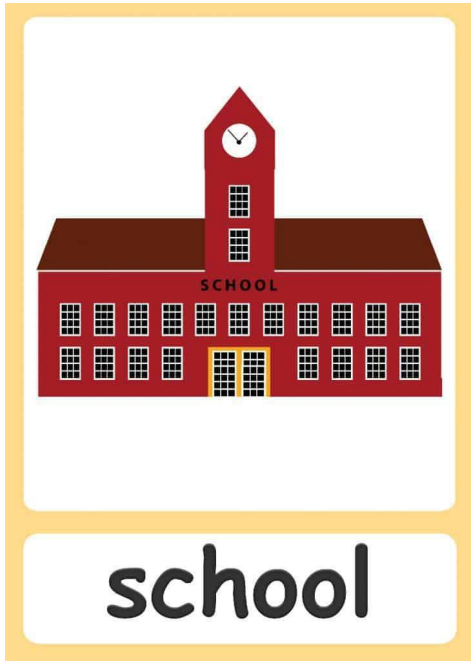
© stellaELM

patient

©stellaELM

unselfish

©stellaELM

brave

©stellaELM

polite

©stellaELM

talkative

©stellaELM

quiet

©stellaELM

Session Two

Lesson plan

Level: 4th Year AM   **Visual Aids:** ID Card, Pictures, Textbook

Objective: By the end of the lesson, learners will be able to write an article about Zohra Drif's childhood school memories, personality and life experiences using the present and past simple.

Time	F.W	Procedure	Objective
3 min	**Warm up**	*Teacher greets her learners and interacts with them to set suitable climate	**To make learners speak English in the classroom**
5 min	**Lead in**	*Teacher shows learners a picture of Zohra Drif and tries to interact with them about her by asking them questions like: * What does this picture represent? * What is her nationality/ occupation? * Where was she born? Teacher asks her learners to fill in Zohra Drif's ID Card.	**To activate learners' prior knowledge**
10 min	**Pre-writing**	*Teacher presents and explains the target situation **Situation of integration:** To commemorate the 1st of November, your teacher of English and History asked you to search the net and write an article in which you talk about Zohra Drif's personality, childhood and school memories and life experiences focusing on her fight against colonialism. * Teacher invites two or three learners to read then checks learners' comprehension by asking: What are you asked to do? * Teacher asks learners to fill in the missing information in the **KSA chart at page 86**.	**To present the target situation**

20 min	**During writing**	**1. Drafting** * Teacher invites her learners to study the layout of the article and what they should write in each paragraph. * Teacher invites her learners to develop their ideas and write them. * Teacher guides and helps using the worksheet. **2. Editing** * Teacher helps learners to find out and correct typological errors and mistakes in grammar, style and spelling. * Learners rewrite. * Teacher asks learners to check, revise and correct. * Teacher invites her learners to have peer correction before presenting their works.	**To present the layout** **To provide learners with required guidances** _____ **To engage learners in self assessment and correction**
15 min	**Post writing**	**Publishing** * Teacher asks some of her learners to present their works in front of their classmates to be assessed. * Teacher selects the best work with fewer mistakes to be written on the board. * Teacher asks learners to copy down the article in their copybook.	**To present the article**

Title:

Introduction: Biographical information

Development: Childhood memories shock and sudden awareness

impact of her personality and life.

Conclusion: Thanking Zohra Drif and other freedom fighters.

The article layout

Zohra Drif

Algerian lawyer

Full name: Zohra Drif-Bitat
Nationality: Algerian
Occupation: Militant, Lawyer and vice president
Place and date of birth: December 28, 1934 in Tiaret, Algeria

Personality: Active, excellent student, punctual, unafraid, brave

Food & Clothes: Long dresses and traditional food (Rechta, Dobara, Couscous, Herira...etc)

School: French primary school

University of law in Algiers

Activities during the Algerian revolution:

- Joined FLN in 1954

- Placed a bomb in the French Milk Bar Café (September 30th, 1956)

- She got arrested in 1975

Best friend: Roselyne Garcia

Zohra Drif's bio card

KNOWLEDGE	SKILLS	ATTITUDES
▪ Lexis related to the description of personality (adjectives and their antonyms) *Punctual, Active* ....(1)...........	▪ Reporting on significant historical events	▪ Valuing human experience and its role in shaping character, personality and dreams
▪ Lexis related to the description of great historical figures ....(2)...........	▪ Narrating significant childhood and school memories and experiences	▪ Valuing a common historical heritage and a national collective memory of suffering and struggling against colonialism
▪ Lexis related to personal experiences, emotions and feelings ....(3)...........	▪ Describing personality in relation to the influence of other persons and/or the impact of historical events, childhood memories and experiences	▪ Valuing the role played by national historical figures in the fight against colonialism
▪ Phrasal verbs ....(4)...........	▪ Expressing personal feelings and emotions	▪ Raising awareness of the influence of other people on one's character, personality and dreams
▪ Superlative of superiority ....(5)...........	▪ Expressing similarities and differences (comparison and contrast)	▪ Raising awareness of the importance of memory in shaping the identity of a nation
▪ Comparison and contrast markers ....(6)...........	▪ Seeking biographical and historical information on the web using relevant keywords	▪ Raising awareness of the importance of safeguarding national identity
▪ Use of the past tenses in a narrative ....(7)...........	▪ Analysing web information and selecting reliable sources and documents	
▪ The present perfect tense with time markers ....(8)...........		

KSA chart

Session Three

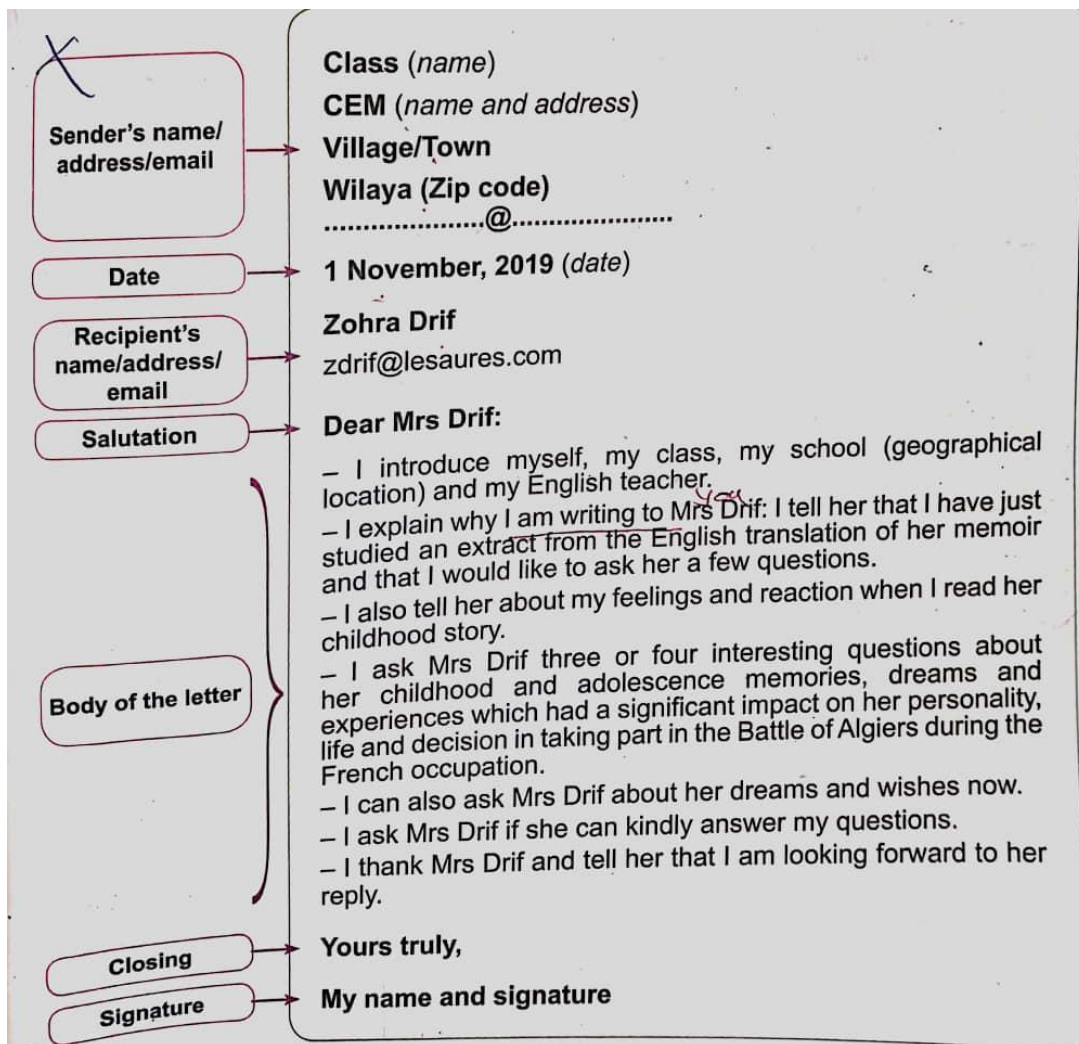**Lesson plan**

Level: 4th Year AM **Visual Aids:** ID Card Pictures, Textbook

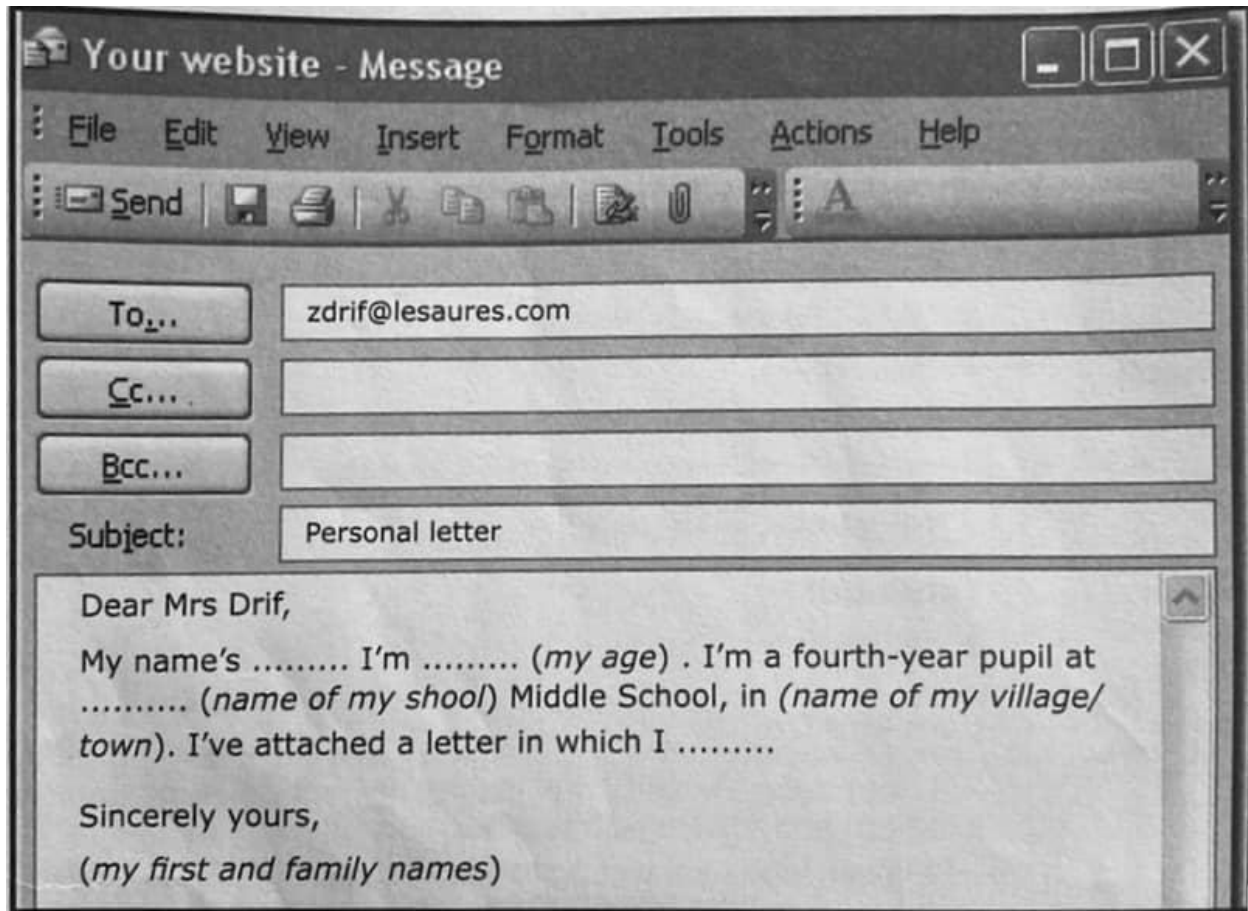**Objective:** By the end of the lesson, my learners will be able to write a formal letter to Zohra Drif and ask her questions using present, past simple, past, present perfect....

Time	F.W	Procedure	Objective
5 min	**Warm up**	* Teacher greets her learners and interacts with them to set a suitable climate. * Teacher interacts with learners about Zohra. What did they know about her?	**To make learners speak English in the classroom**
10 min	**Pre writing**	*Teacher asks learners to open their books on **P87**. * Teacher presents the target assessment situation **task 01 P87.** * Teacher invites 2 or 3 learners to read. * Teacher checks learners' comprehension by asking them the following questions: **What are you asked to do?** Teacher asks her learners to underline the key words and explain to them.	**To present the target situation**
20 min	**During Writing**	* Teacher invites learners to study the layout. **Task 01 P87** * Teacher explains it to them 1. **Drafting** * Teacher invites learners to work individually in order to check what they have retained from **sequence 2.** * Learners start writing the letter. * Teacher guides and helps. 2. **Editing** * Teacher helps learners to find and correct typological errors and mistakes in grammar, spelling and style. * Learners rewrite by considering their teacher's advice. * Teacher invites learners to have peer correction before presenting their work.	**To provide learners with the required guidance** ——— **To engage learners in self-assessment and peer correction**

15 min	Post writing	**3. Publishing** * Teacher invites her learners to present their personal letters in front of their classmates to be assessed. * Teacher selects the best letter to be written on the board * Teacher invites learners to look for any mistakes. * Learners are asked to copy down on their copy books.	**To present the letter**

Sender's name/ address/email → Class (*name*)
CEM (*name and address*)
Village/Town
Wilaya (Zip code)
.....................@.....................

Date → 1 November, 2019 (*date*)

Recipient's name/address/ email → Zohra Drif
zdrif@lesaures.com

Salutation → Dear Mrs Drif:

Body of the letter →
– I introduce myself, my class, my school (geographical location) and my English teacher.
– I explain why I am writing to Mrs Drif: I tell her that I have just studied an extract from the English translation of her memoir and that I would like to ask her a few questions.
– I also tell her about my feelings and reaction when I read her childhood story.
– I ask Mrs Drif three or four interesting questions about her childhood and adolescence memories, dreams and experiences which had a significant impact on her personality, life and decision in taking part in the Battle of Algiers during the French occupation.
– I can also ask Mrs Drif about her dreams and wishes now.
– I ask Mrs Drif if she can kindly answer my questions.
– I thank Mrs Drif and tell her that I am looking forward to her reply.

Closing → Yours truly,

Signature → My name and signature

Formal letter layout Task 01 P87

Your website - Message

File   Edit   View   Insert   Format   Tools   Actions   Help

Send

To...   zdrif@lesaures.com

Cc...

Bcc...

Subject: Personal letter

Dear Mrs Drif,

My name's .... I'm .... (*my age*) . I'm a fourth-year pupil at
.... (*name of my shool*) Middle School, in (*name of my village/
town*). I've attached a letter in which I ....

Sincerely yours,
(*my first and family names*)

Email layout

الملخص

تتناول الدراسة تأثير استخدام الوسائل البصرية على تحسين مهارات الكتابة لدى تلاميذ الطور المتوسط. و لتحقيق هذا الغرض، تم اختيار سبعة و ثلاثون (37) تلميذا من السنة الرابعة متوسط من متوسطة علي ابن أبي طالب بغرداية كعينة للدراسة. اختيار المجموعة كان لغرض إجراء تجربة لمعرفة مدى تأثير استخدام الوسائل البصرية (المتغير المستقل) على تحسين مهارة الكتابة (المتغير التابع). وكانت أدوات جمع البيانات التي تم استخدامها، الاختبار الأولي، والاختبار البعدي للتلاميذ، واستبيان موزع للأساتذة. أولاً، الاختبار الأولي يتضمن نشاط حول كتابة حول الاستاذ المفضل لديهم. بعد ذلك تم البدء في التجربة باستخدام تقنيات الوسائل البصرية ودمجها في دروس الكتابة. بعد أسبوعين من المعالجة، تم تقديم اختبار بعدي للمجموعة نفسها وذلك بكتابة رسالة الى المجاهدة زهرة ظريف. وفقا لتحليل نتائج الاختبار البعدي، تبين أن اداء التلاميذ تحسن مقارنة بنتائجهم في الاختبار الأولي و منه نستنتج ان استخدام الوسائل البصرية يؤثر إيجابيا على تدريس مهارة الكتابة. من خلال تعزيز الحفظ و الفهم.

الكلمات المفتاحية: **الوسائل البصرية، مهارة الكتابة، تلاميذ الطور المتوسط، التجربة، علي ابن أبي طالب، غرداية.**