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## Pictures as a Didactic Support in Enhancing EFL Learners' Writing Skill

A Case Study of Fourth Year Pupils at Zaghez Djelloul Middle School at  
El- Alia Biskra.

Dissertation submitted to the department of foreign languages as  
partial fulfillment for the Master Degree in Sciences of Languages

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June 2013

## **Dedication**

*I dedicate this piece of work 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 family, closest friend, relatives, neighbors, colleagues and all friends*

## **Acknowledgment**

*This research work is the result of the inspiring and thoughtful guidance and supervision of my guide **Miss. Khouni Warda**. With her endless care, I was able to complete this study and learn more through my research.*

*I am highly indebted to **Dr. Chelli Saliha** for her goodness and **Mrs. Guettal Imane** for her soft sense.*

*Also I do not forget all the members of the department of foreign languages at Mohamed Kheider university of Biskra.*

*My sincere gratitude is extended to my respectful teacher **Abdelhak Hammoudi**.*

*Also I thank **Mrs. Graoui** for her effort and I wish to her good health.*

*Special thanks are due to all teachers and colleagues at the English Section, at the University of Mohamed Kheider of Biskra.*

## **Abstract**

Writing in any language seems to be one of the most challenging and complex tasks for language learners to master and specifically for foreign language learners. It is an awkward skill that requires considerable effort and practice on the teachers' part to raise their pupils' writing level through the application of certain methods and techniques to help the process flow. Writing is considered as one of the most problematic obstacles pupils' face among the four skills, because it is new and complex for them as middle school pupils. It is a needed skill to be constructed for the sake of assessment, especially for those of graduation (fourth year). The aim of this research work is to discuss the importance and effectiveness of pictures as a didactic support in improving EFL learners writing skill and to know about teacher's awareness of such strategies. Therefore, making teachers aware of the effective methods of teaching writing that help them overcome the difficulties their pupils face when they write and produce appropriate written paragraphs. To achieve this objective, it is hypothesized that if teachers use pictures as an aid in written expression section, students' level in writing will increase. On the basis of the latter, few questions are stated: How could visual aid be important in educational settings? How could pictures be helpful in students writing improvement? Do teachers reach the exact intention through using pictures as an active strategy? In this respect we relied on two questionnaires given for both teachers and pupils from Zaghez Djelloul Middle School of El- Alia Biskra where we investigated the hypothesis. The feedback that we come with through these questionnaires reveals that both teachers and students value the use of pictures in the written section positively, but long programme, lack of training courses and lack of time and motivation hinder the process flow. Pupils problems of writing skill will possibly decrease only if they get such support (pictures). Moreover, the government should decrease the length of the program as well as increase training courses.

## **List of Abbreviations**

1. EFL : English as Foreign Language
2. ESP : English for Specific Purposes
3. LMD: License. Master. Doctorate
4. N.A : No Answer
5. T : Teacher

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## **General Introduction**

### **1. Aim of the Study**

The aim of this research is to discuss the importance and effectiveness of pictures as a didactic support in improving English language learners writing skill and to investigate teacher's awareness of such strategies. Finally, to give recommendations about students involvement through using pictures.

### **2. Statement of the Problem**

All researchers agreed that the results of using certain materials with one inspired purpose to develop independent writers through fun and creative activities as well as to improve motivation and performance of struggling writers were extremely positive at all levels. In this respect, Pictures come to take the advantage of helping pupils' minds navigate the world of writing. But the goal does not end here. Pictures could be used to push pupils to think independently, create, develop and organize their ideas, and then become good writers.

Due to the difficulty of the writing skill, all EFL learners face many issues to produce at least short and appropriate paragraph. One of the main problems is the misunderstanding and misinterpretation of the required tasks that lead them to lose marks and drawn in lack of writing performance. All that may be due to the ignorance of the appropriate supporting methods.

Teachers of English especially in middle schools concentrate on the four skills construction. Thus, written expression is concerned as an essential part of the instruction, in addition to the mark that is assigned to. In this respect, some teachers use specific support materials to improve their pupils' knowledge. Consequently, middle school pupils had a problem in organizing and producing their ideas to put them in a creative manner; when teachers apply on them a visual strategy which is showing them an exemplar of pictures about several matters to imagine the situation directly. Here, we recognize the effectiveness as well as the need of pictures as a visual support and its vital role in improving EFL learners writing skill.

For all these reasons, it would be necessary to prove such systematic strategy to enhance English language learners writing skill.

### **3. Research Questions**

For the sake of casting the light on this study, we state the following questions:

- ❖ What are the types of pictures that can be used in educational settings?
- ❖ Are there particular strategies for effective use of pictures and do teachers reach the exact intention through using pictures as an active strategy?
- ❖ How could pictures be helpful in students writing improvement?

### **4. Hypothesis**

On the basis of the previous questions, the following hypothesis is put forward:

If teachers use pictures as an aid in written expression section, students' level in writing will increase.

### **5. Research Methodology**

#### **5.1. Research Method**

This research will be conducted through the descriptive method as it is the appropriate one for this study also for the lack of time and permission. As we know, the majority of teachers are afraid of criticism in using records and other experimental instruments. Otherwise, the study normally occurs in natural setting but unfortunately, many of them show an artificial setting which will weaken the honesty of the study.

## **5.2. Research Sample**

Since it is not possible, to deal with all fourth year classes (because of the lack of time). We have to take a representative sample to be given the questionnaire. So, the participants of this study will be as follows:

- ❖ All teachers of English (four) of fourth year at Zaghez Djelloul Middle School in El- Alia Biskra to know whether they use such strategy or not.
- ❖ Two classes of Fourth Year at Zaghez Djelloul Middle School in El- Alia Biskra to look for their involvement and reflection in using pictures. Since Written expression is main part of the exam which takes more than one third of the whole mark (eight points). And the exams of the graduation will be in written not oral form.

## **5.3. Research Tools**

The data of this study will be gathered through using structured Questionnaire for the students in order to know their awareness about such strategy also because they are not aware enough about the writing process. And we will use semi-structured Questionnaire for teachers to see their opinions and applications of this strategy.

## **6. Structure of the Dissertation**

The present research will be mainly divided into three main chapters. Chapter one and two will be devoted to the literature review and the chapter three will be about the analysis of the obtained feedback of the teachers and pupils questionnaires. Chapter one is devoted to the pictures in writing. It provides a description of pictures, history of pictures, its types, and its importance, the purposes behind using visuals, strategies for effective use of pictures, functions of pictures in text. Second chapter is about writing and teaching writing. It summarizes writing skill, writing skill stages, functions of written language, importance of writing skill, writing conventions and teachers' roles in writing.

The last chapter of the proposed research will be normally an investigation of EFL teachers' awareness about using pictures as methods to teach writing as well as pupils' attitudes towards such effective strategy.

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**Pictures in Writing**

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# Chapter One

## Pictures in Writing

### Introduction

It is known that “one picture is worth thousand words”, from this quotation we notice that the use of pictures could give a virtual impact on pupils’ skills proficiency and ability. One purpose of using such strategy is that the level of young pupils is not yet advanced to understand long phrases and sentences without a didactic aid. Moreover, pictures are considered as a guidelines for pupils to organize their ideas sequencely, include the topic required to do; also it could enrich their memorization in which they could compose and store a wealth vocabulary. Consequently, pictures save sufficient time to express their ideas effectively. Thus, in this respect, this chapter will be organized as follows; definitions of pictures, history of pictures, sources of pictures, types and types of use of pictures, importance of pictures, functions of pictures in text, and strategies for effective use of pictures.

### 1.1. Definition of Pictures

Pickett and other researchers give different definitions of pictures depending on the situation and use. About pictures Pickett et al. write:

*Pictures are images that interact information. Learners will need written language to communicate concepts, attitudes, and facts. Also they may 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 purpose, regardless of the subject matter.*

(Pickett et al. 2001, 82)

From this quotation we conduct that pictures make writing suitable to communicate or interact in academic and educational settings, which include interpretation and clarification of certain data in a term of drawings, charts, and so on; and the way they differ in interpretation depend on the manner and the sort they are presented.

But what is cited in some web sites is that pictures could be described. Firstly, as an image or resemblance; a representation, either to the eye or to the mind by its

likeness, and bring vividly to mind some other things. Secondly, a form of entertainment that enacts a story by a sequence of pictures giving the illusion of continuous movement. Thirdly, an illustration used to decorate or explain a text like in dictionaries (<http://www.brainyquote.com/words/pi/picture202820.html>).

## **1.2. The History of Pictures in Education**

According to Wagner and Kohl (2011:8), pictures are essential pedagogical and scholarly materials. They are the only objects whose meaning cannot be adequately conveyed through media or other words. Pictures could themselves be the object of commentary or critique. In other instances, pictures are used to facilitate the study of communication about the objects they point or document. In many cases, pictures act as the best or only means to choose an object, providing the context or documentary evidence by which those items can be understood. In other examples, pictures are essential for comparison or contrast of various items, or for other evaluative purposes.

Pictures are extensively used in research and teaching. For example, in the arts and art historical fields, pictures are the foundation of the discipline and have been widely and heavily used in the classroom since the last decades of the nineteenth century and early twentieth century. More recently, picture use has emerged among a wide range of other fields such as cultural and area studies, foreign language studies, the life sciences, communications, business, and political science. While pictures historically appeared in print or slide form, now pictures in digital format are ubiquitous in teaching and research.

Teaching, research and scholarship, the purposes for which pictures are used in the academic contexts are unquestionably public goods. In the classroom, in the scholar's office, or in the study areas, pictures are used to facilitate academic inquiry and criticism; to encourage robust discussion, debate and discourse; and to illustrate and enlighten Wagner and Kohl (2011:8).

### **1.3. Sources of Pictures**

As it is known, there are different types of readable and cheap of pictures reliable for teacher. Moreover, contributing pictures to class collection is an enjoyment task for pupils. Many teachers may face various issues about the reasons behind using pictures, which type of picture material is appropriate. What is the effective way to apply this visual depend on its sources. Wright (1989: 182) listed the following sources of pictures:

In newspaper, pictures are not copied in good manner but aged pictures could be useful to be a source such as, Cartoon strips. The shape of pictures in newspaper generally pitifully pokey as well as blurred to be used for a large class. However, they are normally existing and relating with text that could assume specific tasks. There are many ways of using pictures whether they are removed from or linked to a text. Magazines are the main source of large and good quality of pictures material to be used by teacher. They should be aware of two types of magazine (general and specialist) to be illustrated and be representative in good manner. As with newspaper, pictures in magazines could be removed. Advertisement and publicity contains direct marketing mail, posters and advertisement in magazines and newspapers because of its large size. It could be used for both class and group work. The Holiday brochures are generally plenty explained pictures of hotels however most of them are about places; historical areas or beautiful places. These pictures are normally big to be used individually (Ibid).

Business brochures introduce services that are offered to be known by the customers and the public. This type of pictures could be effective source of publicity used by banks and post offices. Generally, general catalogues are amazing source of pictures. For instance, in Britain there are many literally catalogues that contains different pictures of any kind of objects as well as specialist catalogues that could be used only by language teachers for specific purposes. In calendars there are big pictures to be seen by large number classes. It is useful to preserve calendar dates. Pictures as in Greeting Cards could take many shapes according to the use and the purpose. For instance, greeting cards which are taken for the sake of delivering certain messages to particular people and they are widely used for greeting and wishing well to people. In which picture and the text are accompanied together. This

source of pictures (Postcards) takes the form of pictures linked to written message to be created. They are usually used to demonstrate to particular subjects or even places. Thus, it holds two main merits such as the size which is unified. Also one benefit of postcards pictures is that they could be filed according to their content or topic, for instance, transport, art, or even people Wright (1989:182:189).

This source of pictures (Reproductions of Art) could be incorporated and related purely to the following art types; Painting, drawing and art photographs are delivered on postcards, greeting cards, calendars, in books and as separate reproductions provided in shops and galleries. Painting, miniature and art photography introduce an almost objects, scenes and abstract concepts. The representations may then be filed under these. Therefore, the major quality of art is that it is expressive and stimulating, and so representations of art could possibly stored with each other to be employed for inspiring product. Posters are planned for the sake of clarity mainly with overloud classes to be seen by every member. They have two essential uses such as advertising or decorating. Normally, a big poster may contain single object but indicate a great deal of data. Wall charts are devoted to institutions' use to illustrate their achievements. If the teacher tries to work in any instructional setting such as, college or school where other subjects are taught it would be good idea to apply a wall charts for well course planning since. Moreover, wall charts are largely applied to illustrate activities, matching activities and memorizing (Ibid).

We may find pictures in instructions in which reader follow certain steps of a process for doing something. Otherwise, they can be used in sequencing activities. Old children' books are composed of rich illustrations that may purely be effective source of illustrations to attract pupils' attention. Old school books could incorporate unique illustrations to be good source for ESP teachers. To a great extent, comics and cartoon strips are illustrated. They are series of pictures that are often linked to a narrative text. In different publications stories are illustrated with a large number of photographs. Family Photographs and slides may be used by teachers as well as students in the class through bringing them from home; to interpret the content of each photograph or slide (Ibid).

A Coursebook contains illustrations used by students when they do a particular course of study. These illustrations can often be used in ways which the author does not suggest. Teachers and students sometimes rely on pictures and some kind of drawings on the board, the overhead projector, large paper, flashcards, group playing cards, handouts sheets, or college sheets. Absolutely, it is very useful if the teacher is a talented artist or if there is a talented artist in the class (student). Whereas, it is not necessary to be artistically talented in order to create pictures or any other type of drawings. A photographic copy of a document made on a photocopier. Pictures if they are in copyright could be photocopied but under certain conditions as permission. Schools could take the permission to make to copy schemes in some countries. In other countries permission should be obtained from the copyright holder. But, the process of photocopying can be done by teachers, for instance, teacher can take some related documents and objects as an aid in lesson planning an explanation Wright (1989:182:189).

#### **1.4. Types of Pictures and Types of Use**

According to Wright (1989: 193), types of pictures and types of use of pictures can be classified according or depending on the purpose and the objective of the lesson as follows:

Teachers may rely on the check-chart in order to manipulate thoughts about specific approaches of using pictures they select. In the case of special thoughts, to keep the picture teachers could write it on the back of the picture or on an envelope. But in the case of general thoughts, teachers may file the picture in the general subject file. This type of pictures (Pictures of Single Objects) usually used to refer to description of specific subject for the sake of pointing to a single matter such as, things: Food, appearance; naming; preferences; comparing foods of the same type; countable and uncountable; cost; origin; containers; weight; how to cook; good or bad for health. Clothes: appearance; naming; preferences; suitably; cost; fashion, Cars: naming the manufacturer; country of manufacture; performance; appropriacy for different kinds of people; appearance; cost; comparisons. Animals: appearance; naming; habitat; characteristics; rarity; relationship with people; comparison.

Everyday objects: naming; possession; cost; usefulness; purpose and appropriateness; unusual uses; comparisons. Gifts: naming; preference for self and for others; appropriateness; cost Wright (1989:193).

In this type of pictures (Pictures of one person), teachers could ask their students to describe people shown in the documents required to treat such as to guess their social situation (age, family, work, other concerns), also to guess their thoughts and emotions shown in the illustrated picture. In these sorts of pictures the situation of the person is the main focus. So that to demonstrate to actions which are important in themselves. Whereas, in advertisement matters, we observe that pictures used to show single person but just as models to sale their products. It is obvious that the wide range of pictures (Pictures of Famous People) applied by the teachers of language generally used to be on famous people description who are known by students as to identify; reason for fame; achievement; evaluation of what they have done, are doing, will do. Character; background (origin, influence, struggles, etc.), physical description; like, dislike, admire. This sort of pictures (Pictures from History) could be used like other pictures for illustrating a sequence of historical events as, scenes, costumes and objects but in this matter the appropriate tense is past tense forms (Ibid).

What is special in this sort of pictures (Pictures with a lot of Information) is that they illustrate full of information. They may show group of people practicing varies activities., or it may be a landscape or cityscape showing lots of objects, buildings, etc. the shape of these sorts of pictures make them particularly suitable for almost tasks. Here, students will be asked to 'Describe and identify' activities in which someone describes parts of the picture and other students decide which part it is. Also, 'Matching' activities, for example, true/false games in which someone makes a statement which is true or false and other students decide which it is. Another way, 'Memory' activities in which students try to remember as much as they can of picture. Pictures of the news often employed to make the reader identify the incident, the events may be occurred, the setting the person whom to talk to. They are usually connected to captions and articles, and it is normally a good thought to retain the passages even if they will not be read in detail. Texts could be read for gist and then linked up with one of a number of parallel pictures (Ibid).

Traditionally, fantasy pictures used to cut out of old kids' books. They usually treat everyday activities, for example, eating, sleeping, running, etc. even if the characters are from the world of fantasy. Often, it is enjoyable to teach the words for these main or essential concepts via an unusual or exiting or entertaining picture. These sorts of pictures could be applied in storytelling. This sort of pictures (pictures of maps and symbols) seems to be used in almost domains of daily life as, in the road; traffic booklets, holiday brochures, etc. These symbols used to make the one think of the purpose, the task, the reaction when having a look at these symbols and maps. These sorts of pictures (Pairs of Pictures) are very effective; they take the form of similar pair pictures; therefore, they are used in matching activities rather than identical one through which students will be asked to state differences and similarities between them all. There are pictures linked to a short piece of text or articles in old books, cartoons, newspaper, advertisements. In some cases, students may face difficult to read such captions that contain the most important pieces of information about something, or general information without details. They may also keep the texts and gluing them on an independent piece of card Wright (1989:193).

(Sequences of Pictures) Cartoon strips and instruction strips are the most useful types of pictures that are short series of funny drawings with small amount of writing which is usually published in a newspaper. The strips could be used to contextualize a story or describe a process. Teachers could use strips to help students to hold the meaning and that by asking them several questions so that to check their understanding. For instance, intermediate and advanced students may discuss the context and the relationship between the drawing and the words. They may also use them to stimulate and guide writing. Otherwise, teachers could divide and give pictures to different students who exercising a story or process. Related pictures are pictures which are connected to each other to be treated as separate pictures or used in mini-dialogue. Whereas, teachers may use related pictures as a basis for required tasks in almost skills. Therefore, subjects could contain: advertizing, fashion, holidays, and the culture of the foreign country. For instance, holiday catalogues could be preserved complete and used as authentic material instead pictures as separate. Teachers may ask their students to search for the wanted sort of information to select and design a holiday: the choice of the appropriate place, money paid, times

spent. This type of pictures seems to be the appropriate in different ‘grouping’ and ‘ordering’ activities Wright (1989:193).

In any learning courses specifically in written expression, students and teachers could draw pictures and certain sorts of drawings that could effectively contribute to the required tasks, for this objective, pictures provide a clear and direct available source of pictorial material for the exercises. Student and teacher drawings could mirror their individuality and immediacy of special quality. And this fact makes such sorts of pictures more suitable rather than others especially for personal expression (Ibid).

### **1.5. Other Types of Pictures**

According to Emden and Becker (2004:35:36), the use of different sorts of pictures would help teacher in lesson plan and explanation and even memorization because they illustrate the topic discussed immediately. Teachers have various options for presenting data. Maps, drawings, photographs, charts, tables, time lines, Venn diagram, diagrams, that are all sorts of pictures that indicate information. If a pupil encounters one sort of picture by itself he could use his active skills to contextualize its meanings and that help him to understand how data is organized.

Mind maps are picture organizations of relationships. They, usually have two meanings ‘concept maps’ or ‘semantic organizers’, are literally pictures of individual’s thoughts. Mind maps aid in conveying wide number of data in soft manners. They could convey information of relationships in ways that other conveyances could not. Mind maps are based on the logic of associations, not the logic of time as in a list. Besides, the basic questions; Why? What? Where? Who? How? When? These are effective as major branches in a mind map. Emden and Becker (2004:35) write: “Mind maps are much more effective than lists in motivating our memory and generating thoughts”. It means that mind map as a sort of pictures is useful than list since they reduce lengthy sentences and motivating memorization of vocabulary and grammar.

Learning express (2009:273) indicate that Maps, Illustration, Time lines, Venn diagrams are other kinds of pictures that could help students to understand the

tasks given by their teacher. First, a map is a picture representation of an area. There are a lot of sorts of maps, and they can be used to present a wide range of information. Maps usually include the names of continents, countries, and cities. Second, an illustration could be a photograph or a drawing. It might be simple or complicated, realistic or cartoonish. It might represent data, reinforcing an argument, or tell a joke. A comic is a self-contained illustration with no accompanying text. Other illustrations are attached to written content. Third, a time line indicates scripts organized by date. Time lines cannot indicate every possible date, so they show a series of dates. The units are often years, but they could also be months. Finally, a Venn diagram is made of two overlapping circles. It is used to indicate that two or more sets of data have something shared.

Pickett et al. (2001:95:105), state that Diagrams, Photographs, Tables, Drawings, Graphs, Charts, are other sorts of pictures, in one way or in other, they could help clarify the lesson ambiguity. A diagram is a plan, sketch, or outline, consisting primarily of lines and symbols planned to demonstrate or simplify a process, object, or area, or to illustrate the relationship among the parts of a whole. Diagrams are particularly valuable for showing the shape and approximate location of items and configurations. They are also effective in explaining a concept. Diagrams are indispensable in modern construction, engineering, and manufacturing. But, in the case of the absence of an object or a model, teacher would be able to use photographs. They will effectively impact, the photograph cost is minimal, and the results would be dramatic.

Tables and drawings are other sorts of pictures. Tables are an excellent means of presenting large amounts of data. A table is a systematic grid of words or symbols. The data is arranged in columns and rows. They are an efficient way for users to indicate lots of numbers or percentages that would be confusing in sentence form. A table usually has labels across the top, or the side, or both. Drawings, sketches, and other sorts of drawings are inexpensive to apply and would be created to illustrate teacher points exactly. They are more than compensate for what they may lack in realism. Drawings permit the teacher to translate complex thoughts into picture terms the learners could immediately grasp (Ibid).

Pickett et al. (2001:95:105), claim that Chart which is a visual aid that sums up a large amount of information, often in list form. Charts are specifically useful for summarizing large blocks of data. Frequently used kinds of charts are the circle chart, the bar chart, flip chart and the flowchart. The circle chart 'or pie chart' is a circle representing 100 percent. It is divided into segments, or slices, that represent amounts or proportions. The bar chart, also called the column chart or bar graph, is one of the simplest and most useful pictures, since it allows the clear comparison of amounts. A bar chart composes of one or more vertical or horizontal bars of equal width, scaled in length to represent amounts. The flowchart indicates the flow or series of related actions. It describes events, procedures, activities, or factors and shows how they are connected. This is quite helpful in interacting, clarifying information in more detail, or recording ideas generated. Flip charts are cheap, easy to revise. Various colors can be used, aiding interest and picture impact. Flip charts are more informal than other pictures because they are usually hand written.

Lastly, graphs as a sort describe numerical information in easy readable form. Graph is a visual aid used to show statistical trends and patterns. Learners usually have trouble in grasping a problematic chain of numbers. Teacher can ease their difficulty via using graphs to show statistical genres and patterns. There are three types of graphs; the pie graph is best simple, suited distribution patterns of illustrating. Because a pie graph is used to dramatize relationships among the parts of a whole, teacher should maintain the number of various segments in the graph as small as possible. The bar graph is a graph that uses vertical or horizontal bars of a specifically fine approach that shows comparisons among two or more items. It has also the benefit of being easily understood, even by people who have no background in reading graphs. Line graph is a graph that uses one or more lines to describe variations in statistics over time or space (Ibid).

### **1.6. Importance of Pictures in Teaching**

As an ancient proverb tells, "one picture is worth a thousand words". People find a message more interesting to catch more easily, and make it longer when it is presented visually. Indeed, when appropriately used, visual aids can improve every

aspect of knowledge. A research described an average learner who uses picture aids will arrive as better credible and prepared than an active learner who does not use visual aids. The same research stated that visual aids may increase the persuasiveness of learning tasks. Visual aids can even help to develop teacher's interest, attention and confidence in the performance as a whole.

Blagojevich (2011:121), claim that in many ways teachers engage pupils to learn. They use illustrations, teach specific routines, and give written explanations. Some young learners, especially whom are learning English, need extra aids. They may not understand what is being written if the passage is unclear, or uses ambiguous words. Learners may become feel anxious or confused. These feelings can affect a pupil's ability to learn, write, and feel confident as a member of the classroom community. Visual supports, such as photos, drawings, objects, gestures, and print and environmental cues, can be helpful, if they are paired with written explanations. They help pupils catch on what to do, learn new skills, and feel integrated. Visual strategies are considerate of various learners. They encourage pupils who are 'visual learners' base on the picture as a cue for understanding the written word. Some pupils may need additional time to shape what is being written and come up with a response. Visual supports give extra prompts to help learners understand the task. The supports maintain on view as a reminder of what was required.

Wright (1989:2) suggests that motivating learners to grow up and making them capable to be integrated as well as widen the use of foreign languages is the interest of language teacher. Language teachers think that pupils need to carry on speech or dialogue without interruption. They relate competency with the development of conversation. So, they take two roles, teacher and communication teacher. In order to build knowledge and prepare a learning condition, teacher should have much resource in classroom and these resources should contain pictures. Since speech is the presentation of the intended meaning but visual aids play an essential role in influencing and providing much data. Thus, the source of knowledge should be visual through which students could recall and memorize what they have seen more than what they hear and read from the teacher. To present a data or information they need pictures as a method through which they could introduce place, object or

even people. Pictures as visual aid can contribute to attract and motivate, and present a sense of the deep structure of the language of particular source or condition for learning.

### **1.7.Functions of Pictures in Text**

Carney and Levin (2002:17) state that, propose researches on the effects of pictures on pupils' text designing and found many advantages for pictures as text adjuncts. Specifically, pictures act text designing in four conventional functions: 'decorational', 'representational', 'organizational', and 'interpretational' beside to one more unconventional that is 'transformational'. Precisely, decorational pictures advocated for the page decoration, it may have or have no relationship to the text content. By contrary, representational pictures personalize part or whole text content and are the major applicable sort of illustration that commonly practiced. Organizational pictures give an effective linguistic outline for the text content. Interpretational pictures aid ambiguous passage illustration. Lastly, transformational pictures that contain organized 'mnemonic' memory growth elements which are planned to enhance a pupil's memorization of text information. Here, information is usually recoded to make it more concrete and then related by way of a meaningful, interactive illustration.

Recently, researchers provide us with diverse functions of pictures in texts. Starting with, "Representational Pictures" which overlap part or the whole text content. They are certainly the major shared sort of visual text adjunct. Researchers investigate the way various genres of designing representational pictures involved pupils' memorization of text content. And organizational pictures give a linguistic outline for the text information. Researchers tried to recognize the extent to introduce the text content attached with an organizational picture. Consequently, they introduce visual data on a computer screen. Also, a huge number of work investigations showed that interpretational pictures as clarifiers of hard items. In this respect, the use of adjunct explanations simplifies pupils' understanding of scientific illustrations. They proposed conditions that must be taken into consideration for visual explanations' effectiveness; firstly, the passage has to be a cause-and-effect

description process; secondly, the explanations have to be logically taking process into account; thirdly, effective result parameters that have to be chosen. Finally, Pictures researchers have indicated that adjunct transformational ‘mnemonic’ pictures as supports to pupils’ learning from text has wide affection in increasing pupils’ critical learning Carney and Levin (2002:17).

### **1.8.Strategies for Effective Use of Pictures**

For effective use of pictures, teachers need to motivate their pupils to follow the following strategies that Harmer (2007:178) came with.

#### **1.8.1. Communication Games**

Definitely pictures are effective for different communication tasks, specifically where they are provided with a game. As to describe and to draw tasks where one pupil shows a picture and a paired classmate has to design the same image without seeing the initial. Teachers may also organize a class into groups and provide each group with different picture that indicates a divided series in a story. The time that individuals of every group have discussed their picture, teacher takes them apart. Then sharing the data they have a look at in their pictures, they have to understand what story of the pictures together are discussing. For creative writing, teachers could ask pupils to create a story using at least three pictures, for instance, cue cards in front of them. They could ask them to have a dialogue about a certain item, and at different steps during the dialogue, they have to select a card and bring whatever that card indicates into the dialogue (Ibid).

#### **1.8.2. Understanding**

One of the major effective practices of pictures is to the performance and searching for context. A simple manner to convey the context of the utterances is to have its picture. Similar to the manner, it is simple and clear to evaluate pupils’ writing understanding through telling them to choose the picture which best relates to the topic (Ibid).

### **1.8.3. Ornamentation**

Different sorts of pictures sometimes are used to make the work more entertaining. In almost modern coursebooks, for instance, a reading text will be indicated by a photograph which is not strongly necessary, in the same manner as in magazine and newspaper articles. The reason for this is clearly that pictures improve the text, providing readers or pupils a sight of the outside world. Some materials designers and teachers aim to this use of pictures since they consider it gratuitous. 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: 178).

### **1.8.4. Prediction**

Pictures are essential to get pupils' expectation of the coming step of an instruction. Therefore pupils could point at a picture and tend to predict what it indicates, after they have a look at the passage to know whether it corresponds to what they guess relying on the picture core. This application of pictures is extremely powerful and has the credit of motivating pupils to follow in the activity (Ibid).

### **1.8.5. Discussion**

Pictures can be useful for invented application of language, if they are in a book or on wall pictures, cue cards, or flashcards. Teachers would ask pupils to draft a picture description; they would also tell them to create the dialogue between two people in a picture, or in a specific interacted task, and show them to stimulate questions as if they were the characters in a well known painting.

Teachers may make flashcards, wall pictures, and cue cards in varied approaches. They may take pictures from magazines and put them on card. Also they may buy reproductions, photographs, and posters from shops or may photocopy them from different sources. The selection and application of pictures is very much a matter of personal taste, but teachers should take into account three qualities they need to have when they are to reinforce pupils and be structurally effective. They

require being useful not just for the objective in hand but also for the classes they are being used for. The main essential function of pictures is that they should be visible. In which the whole class members bearing in mind the place they will sit to catch or pick the required data. Finally, teachers will save hours of gathering pictures to avoid their misunderstanding when they are initially applied Harmer (2007: 178).

### **Conclusion**

By concluding, we notice that pictures as visual support can have a great impact on pupils' skills improvement if they are used effectively as well as if they get wider application in educational curriculum. Moreover, teachers' awareness of such strategy will improve and ameliorate their pupils' performance in writing and that requires teachers to raise their pupils' knowledge of such effective strategy.

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## **Chapter Two**

### **Writing and Teaching Writing**

#### **Introduction**

For beginning level pupils, writing fluently is a matter of necessity rather than option. It is obvious that writing is not an easy task to learn in both first and foreign language, pupils face a various problems for fully master. In an instruction, writing serves either as evidence or a medium for successful learning and teaching since it determines the extent of the latter's feedback. Thus, teachers set a particular techniques and methods to facilitate the process. This chapter sheds the light on writing and teaching writing process, writing functions and strategies, the importance of this skill in foreign language writing classes. At last, the role of the teacher in writing instruction.

#### **2.1. The Writing skill**

The writing skill in foreign language learning is considered to be an important means of communication, thus there are several definitions suggested by famous authors and writers.

Swales and Feak (1994:34) declare that writing is a combination of mental and social process that requires formulation of stored utterances on fresh paper or on other material, eventually, on computer screen. Writing skills involve two areas; the first, acquiring both alphabetic and non- alphabetic writing system. Then, choosing proper vocabulary and grammar to build appropriate sentences and next sequencing them into paragraphs. Before writing, pupils should state their texts' objective and its effect on readership in advance so that they select the appropriate form. Those are features indicate that writing is not just 'natural innate' ability but it is an acquisition via long period of practice and instruction.

According to Turki (2013:2), writing is the competence of knowing the conventions of compositing rules, for instance, punctuation, logic organization of paragraphs, knowledge of the grammar and the context of English and interprets

knowledge that means, knowing intention of individual's writing. But Daniels (1996: 3) sees that writing is representative language in textual meaning through using signs or symbols (i.e. writing system). Harmer (2004: 31) also claims that writing as one of the four skills of listening, speaking and reading has always formed part of the syllabus in teaching English. However; it can be used for a variety of purposes ranging from being merely back up for grammar.

Teaching for major syllabus stand in its own right where mastering the ability to write effectively is seen as a key objective for learners. Another definition say that writing is the act of forming letters and characters on paper, wood or other material in order to record the thoughts which characters and words express or of communicating them to others by using visible signs. ([www.google.com](http://www.google.com) /www brainy –quote. Com)

The Oxford Word Power dictionary (1999:854) defines writing as words that have been written or printed; the way person writes or it is the book or the style in which somebody writes. Nigel and Durant (1993:04) also define writing as a tool and resource of thinking such as maps, diagrams or numerical calculation. Also it is [transferable skill] i.e. a tool you carry with you beyond intellectual problems. Writing helps the writer to organize and manage his ideas in to sequences or systems. Wearmouth (2009:116) claims that writing differs from other skills, for the fact that, people are usually involved in both private and public activity. It is private since the process of written composition is naturally individual; however, it is public so that most writing has its objectives. Writing process is limited and more durable; its resources available are fewer for interaction, in addition to the language which acts to be standardized.

For Nunan (1989:35), writing competently and effectively is one of the most incredible macroskills to master whatever this language is. Some pupils yet learn to write proficiently and effectively. Researchers believe that writing is totally complicated cognitive task that require the learner to know various variables simultaneously; content, format, structure, punctuation and spelling to construct and arrange data cohesively and coherently. Recently, researchers have attached the nature of writing into two main approaches. Firstly, 'the product approach to writing' which emphasis on final result of the process of composing of texts. Product

approach teachers will take into account the form and context of the final product. The focus in class will be rewriting passages from exemplars of different types.

But, process approach to writing pioneers emphasis more on the materials by which the whole passage is created as on final product itself. For them, Successful writing requires; the knowledge of morphology; considering spelling and punctuation; Using syntax and semantics system; obeying cohesion and coherence; revising the previous steps; choosing the best format. In order to get a good piece of writing, writers or learners should go through many stages and they should apply many of writing strategies which are called « the writing process », this process begins with prewriting strategies and finishes up with publishing the final version.

Smith (2003:13) adds, the writing process has only began when you write the last word of your first draft .It is in the process of revising and editing that the draft takes shape and becomes a crafted piece of writing .Writing is an art, and like any good artists, good writers continue to work on a piece .until it has the desired impact. Harmer (2004:12) sees, writing process as a way of looking at what people do when they compose written text. It is recursive and they may involve many changes of direction while the writer chops and changes between the four main processes.

## **2.2. Importance of the Writing Skill**

Writing plays an effective role in measuring learning dimensions so that it takes the highest degree in any instruction or learning matters.

Graham and Perin (2007:9) think that writing as one of the four skills requires essential focus in major contexts of human life since it is an evidence of one's learning assessment that makes it compulsory task should be mastered. In almost life situations as, academic settings, the workplace, and the society require in one way or another writing skill, and each situation makes various needs. Fluent individuals link their writing to the situation smoothly. In an instruction, writing has two main tasks. In one hand, writing is based on the application of planning, evaluating, and revising text strategies to achieve certain objectives. In other hand, it is a tool that determines

students' knowledge; it serves as a medium for learning items, for the fact that these tasks are extremely related.

Daane and Jin (2003:1) suggest that both academic and social needs require students to improve their writing skill. For instance in EFL classes, writing skills are immediately taught for the sake of assessment. In other fields as social science, humanities, and science classes, writing fluently is a basic process for students' knowledge demonstration and expression. Outside of the classroom as a citizen, it is necessary to master writing for expressing, persuading, establishing, supporting, thoughts; writing is increasingly high valued by prospective workers.

According to Brindley (1994:151), written language provides a number of goals for both individuals and for society as a well, and it is not limited to the interaction of knowledge. Writing is mainly private, since it has mental tasks in illustrating and improving ideas. Otherwise, written language comes with the credit of detaching thoughts. For large societies, written language acts the mission of storing maintain and record both knowledge and instruction. Thus it aids cultural movements. This sort of writing is generally public and conveyed to an audience. These points are relevant both to the systems of study and to evaluation, because they indicate that linguistic structures could not be examined or evaluated their objectives independently. The various functions of written language are an essential subject for language content and element of a contextualization of the way society works.

Hedge (2005:9) claims that writing skill is little different from other skills since it allows students to see how well they do. Moreover, it allows teachers to assess their students' learning growth. English language teachers may ask their students to write in the classroom for many purposes. First, writing is used as a way to help students in learning language system. Second, writing indicates and measures learners' improvement of competency. Third reason of using such skill could be ESP matter (learning writing for the sake of fulfilling EFL learners' needs). Fourth objective is that to permit anxious pupils to express their ideas silently without any sense of interruption. Also, writing strengthens individuality and creativity so that to reinforce self-expression. Writing is a conscious skill which requires special treatment of the language being used. Writing is considered as the most required task

in almost all matters of education since it contributes to the development of one's cognitive ability and raises self-esteem and confidence.

According to Ratcliffe (1990:2), writing skill in almost areas of studying and learning considered as the most challenging task required much interest and more training to be a bit mastered. Indeed, writing is especially needed because it necessitates a very deep and powerful type of learning to take place. The time pupils make the effort to express their ideas of the subject that they are studying, then it may be said that they are learning. Writing is an important means of communication; it is probably the skill that is most needed in academic communities. A great deal of the work carried out in the academic world is done through the medium of writing. Students keep written records of lectures, do written homework, write summaries and reports, and sit for written exams in almost all their modules. In addition, writing remains the most practical means through which the proficiency level of language learners is assessed. Their mastery of the form, the grammar and the context of the target language is clearly manifested in their written production. Writing is the process of communicating messages in an appropriate manner. Producing a piece of writing obviously involves competence in a number of connected stages. It is not possible to produce a piece of writing without the mastery of the written form of the language, in addition to the good organization of ideas in order to convey a communicative message.

### **2.3. 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, composing where the learner makes use of the elements of the language. Normally, notation requires students to write down important points that are uttered by the teacher. In other words, writing is a process of translating the mental images and thoughts on a fresh sheet of paper. Before we write down a word, a phrase, or a sentence, we first think of it. So, language shapes thoughts via the production of written text. When we do the process of writing we organize our ideas in a logical manner.

For Harmer (2004:4), writing has great number of objectives it is presented in various forms. Of course , the process of writing may be reflected by the information ,item, the sort of writing as , novels, essays, letters, reports, or shopping lists, and the medium it is written in ,pen and paper, computer word files, live chat, etc. in all of these situations it is demonstrated that the process has four main components:

### **2.3.1. Planning**

Before starting to write or tape, students plan their writing tasks. They have three types of planning; make outline. A few cue words. Or keep their outline in their heads. The time students decide to plan a written task they should consider three major issues. Firstly, they have to draw their writing purpose. Secondly, identify the audience they are writing for. Thirdly, pay attention to the organization of information. The ripeness and the depth of the final draft could be identified in relation to the length of the planning stage. Less proficient writers often devote very little amount of time to this stage and focus more on spelling, instead of organization and arrangement. However, more experienced writers specify more time to this phase to examine their written production. For numerous researchers, the planning stage is a simple preparatory stage necessary to introduce information. Other professionals in the field have suggested that the written production is only the visible part of the planning (Ibid).

### **2.3.2. Drafting**

A draft can take the form of the first version of a piece of writing. Students require knowing the manner they will organize what they have learned about any topic or assignment into a well formed block. In lengthy writing assignments, they require to know the way to produce strong, focused introduction that catches the reader's interest; the way to link paragraphs' ideas in logical connection that contain enough supporting detail; and the way to sum up with a strong ending(Ibid).

According to Lindemann (1987:26), drafting stage is the active immediate process students usually apply when they write. This stage focuses more on the

concentration rather than other aspects. Furthermore, pauses help students to scan their text to check and verify some aspects; they also aid them plan subsequent thoughts. The pauses during drafting stage may decrease mostly the writing speed, so that to allow the production and maturation of thoughts.

### **2.3.3. Editing (Reflecting and Revising)**

Harmer (2004:4) sees that, as soon as students have edited their draft, they 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 content, clarity, form and style, and mistakes of grammar, punctuation and spelling through individual and group skills. Normally, students have independent responsibility for the accuracy of their work, but they should know the way to support each other progress.

According to Trimmer (1995:77), revising stage often related to drafting stage. The revising stage is the process of scanning, discovering a new vision for the writing produced after drafting. In other meaning, it is the stage in which students correct mechanical errors and accommodate substantial modifications in their writing. Revising normally requires both reading, and editing (proofreading) since it deals with errors related to grammar, spelling or punctuation.

### **2.3.4. Final Version**

According to Harmer (2004: 4), the time students have edited their draft, they make necessary modifications which are considered to be, to invent their final version. It can be varied from both initial plan and first draft, due to editing process modifications. Here, students may deliver the written passage to their readers.

## **2.4. Writing Conventions**

According to Harmer (2004:255), written text could have a number of conventions. Apart from differences in grammar and vocabulary, there are problems

of letter, word, and text construction, manifested by handwriting, spelling, and layout and punctuation.

#### **2.4.1. Handwriting**

Many students whose native language orthography is very varied from English have difficulty constructing English letters. Such students should get special drilling. Handwriting is a individual problem. Students should not all be predicted to use precisely the same format. Nevertheless badly formed letters may reflect the reader in opposite to the writer, something that is not desirable if the work is the product of some imaginative activity or, more seriously, work that is going to be evaluated in a test or exam. Teachers should reinforce students with problematic handwriting to improve their handwriting Harmer (2004:255).

#### **2.4.2. Spelling**

Spelling is one of the features which require much consideration by both teachers and students if they are to treat writing task for the fact that it is an aspect many EFL teachers focus on in judging students' work. It involves the good mastery of the language only if the students express their ideas clearly, concisely and understandably.

For Harmer (2004: 255), although misspelling does not often prevent the understanding of a written message, it can adversely affect the reader's judgement. Often bad spelling is perceived as a lack of education or care. One of the reasons that spelling is hard for students of English is that the correspondence between the sound of a word and the manner it is spelt is not always obvious. A single sound or more correctly, a single phoneme may have many different spellings and the same spelling may have many different sounds. When students work on various phonemes, teachers need to draw their attention to the common spellings of those phonemes. Also they should get them to look at various approaches of pronouncing the same letters or combinations of letters or have them do exercise to discover spelling rules. When students come across new words teachers may ask them the other words they

know with the same kinds of spelling or sounds. The best ways to aid students improve their spelling is via reading extensively. Teachers can also draw their attention to spelling problems and explain the reason they happen. Copying from written models is one way to do this; when students see and reflect on their copying mistakes, their spelling consciousness is raised.

### **2.4.3. Layout and Punctuation**

Harmer (2004:255) claims that, various writing communities' cultures obey various punctuation and layout conventions in interactions such as letters, reports, and publicity. These are frequently non-transferable from one community or language to another. Such differences are easily seen in the different punctuation conventions for the quotation of direct speech which different languages use, or the way in which commas are used instead of/as much as full stops in certain languages, while comma 'overuse' is frowned on by many writers and editors of English. Some punctuation conventions are frequently a matter of personal style, violation of well-established customs makes a piece of writing look awkward to many readers. Newspaper articles are laid out in quite particular methods, and certain kinds of small ads in magazines follow conventional styles. To be successful as writers in our own or another language, we need to be aware of these layouts and modify them when appropriate to get our message across as clearly as we can.

### **2.5. Teachers' Role in Writing**

Written expression teachers are considered as the most important component of good learning environment.

Graham and Perin (2007: 22) Modern writing instruction recognizes that students need to write clearly and for a large range of real-life purposes. Therefore, flexibility may be now the major prized goal of writing instruction since the fully fluent writer could adapt to various situations, styles, and purposes for writing. Writing is also produced in various styles, such as sentences, lists, outlines, paragraphs, essays, letters, and books.

Hedge (2005: 62) claims that, teachers should take into consideration their pupils' needs and sources of problems that lead to the lack of confidence and failure. Teachers before asking pupils to do the task, they should provide them with information and task information because they look for necessary guidelines to finish the task. Another important component which should be provided is the language; pupils need specific language related to the task they are required to do through introducing some phrases, parts of sentences, or words. Otherwise, teachers should provide their pupils with idea about the topic and sometimes suggest and propose tips to be followed. Some teachers prefer to dictate a half sentence or even something more substantial. The last and the most important aid teachers could rely on to carry the task is patterns and schemes since they are effective ways to help students in writing, especially for those who have lack of vocabulary and grammar.

Harmer (2004: 41) Teachers have various activities to plan in order to aid student becoming skilled writers,. Truly students may have obstacles in performance or it is hard for them to find manners and tools to introduce their interest. Here are some activities that teachers have to do before, during, and after student writing.

### **2.5.1. Demonstrating**

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

### **2.5.2. Motivating and Provoking**

Pupils may face lack of vocabulary, precisely in creative writing activities. Here the teacher could involve students to generate thoughts, provide them with the subject matter, and introduce illustrations. Sequencing time creating entertainment and reinforcing approaches of getting students involved in certain writing activity. Teachers may ask students to carry activities on the board. They may also provide them utterances they desire to begin and complete writing activity (Ibid).

### **2.5.3. Supporting**

It is extremely linked to the teacher's task as a guide and motivator to support pupils. Pupils require much aid and encouragement as soon as they need thoughts and materials to complete written activity. While students are writing in class, teachers should definitely motivate and prepare them to face every available issue Harmer (2004: 41).

### **2.5.4. Responding**

The manner teachers reflect toward students' 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 suggestion for its growth. But in the process of evaluating student's work, teachers should not mark or assess the work as a final draft; they may demonstrate the way student final draft will be (Ibid).

### **2.5.5. 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 students' work. And that If test making functions as learning matter rather than grading students' sheets. In the process of evaluating students' sheets, teachers highlight errors and provide correct form in order to learn from their mistakes and to take teachers' corrections as a resource (Ibid).

### **2.5.6. Using Illustrations**

According to Barras (2005:88), written expression teachers should state certain materials to help their pupils learning growth. Illustrations 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. Illustrations should be

integrated as part of the composition for its merits. Moreover, they could complete teachers' writing. It is preferable to put them before or above the written text. Besides, when planning a composition, teachers should pay attention that their data or thoughts can be presented in words, tables or illustrations to determine their objective and pupils needs as well.

## **Conclusion**

It is usual to convey one's thoughts using words alone. In other subjects, pictures and other sorts of illustrations could make it possible to convey information and ideas that could not be presented adequately in words alone: clearly, precisely and quickly either without words or using fewer words than would otherwise be needed. Thus, in this chapter we explore writing skill by which we state writing functions in foreign classes. By doing so, it becomes necessary to discuss teachers' task in such process. In addition the chapter includes writing stages and conventions. Lastly, the major focus of this chapter is writing and teaching writing. Therefore, providing pupils with appropriate materials or procedures is teachers' role that would affect pupils' writing growth.

**Chapter Three**  
**Data Analysis**

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## **Chapter Three**

### **Data Analysis**

#### **Introduction**

It is known that writing as one of the most important four skills that cannot be developed in isolation unless we strengthen it with particular aids mainly visual aids (pictures). Otherwise, it is a skill which requires a more interest from teachers. So the latter's role is actually promoted to more than just teaching the skill for the sake of grading. It becomes necessary for almost if not all instructional matters. And that lead teachers to search for most effective techniques to facilitate the flow of writing process. Thus, in the two previous chapters we give small description of the effectiveness of pictures as didactic support in enhancing EFL learners' writing ability. It is useful to identify pupils' attitudes and preferences toward their teachers' teaching method. In addition, it is important to elicit teachers' method of teaching writing. This is done through the administration of two questionnaires: one administered to the learners and the other to the teachers.

#### **3.1. Teachers' Questionnaire**

##### **3.1.1. Aim of the Questionnaire**

The Teachers' Questionnaire aims at finding out the teachers' attitudes towards the writing skill and the method used in teaching writing section. Also it is designed to gather information about how teachers help in ameliorating their pupils' writing skill through the use of pictures. So that to know their problems in teaching writing.

##### **3.1.2. Description of the Teachers' Questionnaire**

The Teachers' questionnaire consists of 29 questions. Most of the questions are close-ended: teachers are invited to tick the correct answer and only six questions

are opened in which the informants are asked to provide justifications. It is divided into three main sections as follows:

**Section One:** General information (Item1- Item 3) it is to get idea about teachers' experience and training courses that they normally practice with fourth year classes.

**Section Two:** Pictures in writing (Item 4- Item 13) it is about the teachers' knowledge and encouragement of using pictures as a didactic method in teaching writing.

**Section Three:** Teaching the writing skill (Item 14- Item 29). This section is consisted of questions to gain information about writing, teaching and pupils' problems in writing skill. Teachers are asked to identify the extent to which writing is an important to be taught.

### 3.1.3. Administration of the Questionnaire

The questionnaire was given to all teachers (four) of fourth year in Zaghez Djelloul Middle School at El- Alia Biskra. Teachers spend one week to hand us back the treated questionnaires. Teachers cheerfully and honestly respond to this questionnaire.

### 3.1.4. Analysis of Questionnaire

#### Section One: General Information

#### Item 1: What is your Qualification?

- a- License
- b- Magister
- c- Others

Qualifications	License	Magister	Others
Number	3	0	1
Percentage	75	0	25

**Table.3.1. Teachers' Qualifications**



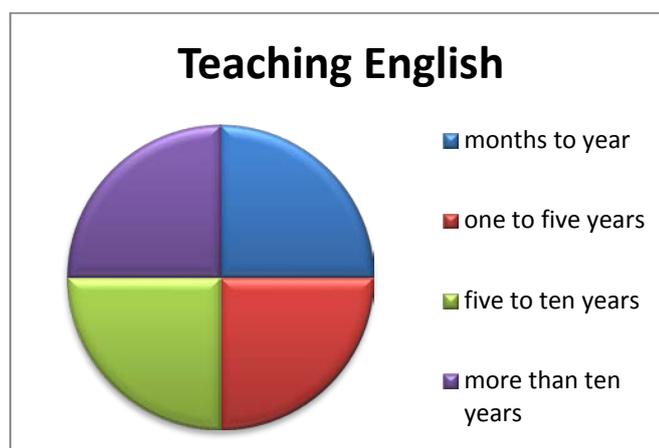
**Figure.3.1. Teachers' Qualification**

Table 3.1 indicates that almost all teachers have the same qualification which is license degree except one who has other qualification.

**Item 2: How long have you been teaching English at middle school?**

Years	Months to year	One to five years	Five to ten years	More than ten years
<b>Number</b>	1	1	1	1
<b>Percentage</b>	25	25	25	25

**Table.3.2. Years of English Teaching**



**Figure.3.2. Years of English Teaching**

The results in the Table3.2 above show that the same percentage (25%) given to the four options provided by the questioned teachers; the first one has been

teaching English for months to year (3 months). The second has been teaching English for one to five years (3 years). The same result with the teacher who has been teaching English for five to ten years (6 years). And one teacher has been teaching English for more than ten years (29 years).

**Item 3: How many Training Courses do you have?**

All teachers say that they have three training courses per week since they follow the same program especially for this level since they have qualification exam at the end of the term. Here are: Grammar, Spelling and Vocabulary. Also, they show that the amount of time allotted to written expression section is not enough to cover all aspects and that is related to long program.

**Section Two: Pictures in Writing**

**Item 4: Do you know pictures as didactic aids?**

- a- Yes
- b- No

Options	Yes	No
Number	4	0
Percentage	100%	0%

**Table.3.3. Teachers’ Awareness about Pictures**



**Figure.3.3. Teachers’ Awareness about Pictures**

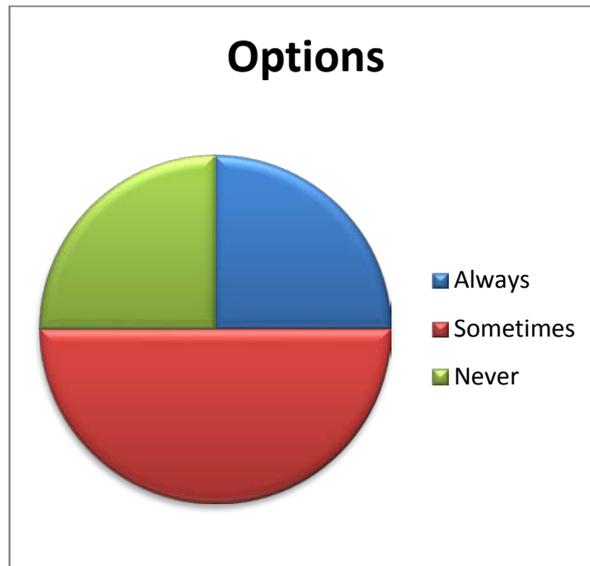
From the results shown in the Table above it is clear that all teachers have a previous knowledge or in exact meaning prior awareness of this strategy (pictures) as didactic support in an instruction.

**Item 5: Do You Use Pictures?**

- a- Always
- b- Sometimes
- c- Never

Options	A	B	C
Number	1	2	1
Percentage	25%	50%	25%

**Table.3.4. Frequency of Pictures Use**



**Figure.3.4. Frequency of Pictures Use**

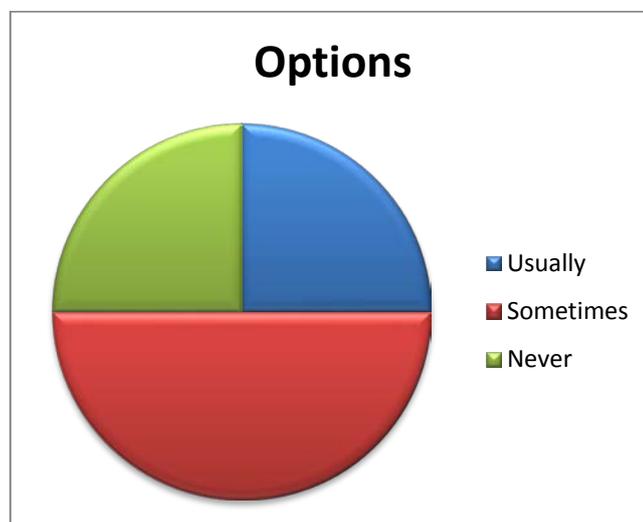
Two teachers which translates (50%) of the whole sample respond with ‘Sometimes’. They use pictures; because of the lack of time. The other two teachers get conflicted in the answer; the first tells he always use pictures and that is related to his hobby as an artist as well as experienced also he could organize time to treat his pupils’ issues. And the other one does not use them at all because of the lack of experience (four months).

**Item 6: How often do you encourage the Use of Pictures in Class?**

- a- Usually
- b- Sometimes
- c- Never

Options	Usually	Sometimes	Never
Number	1	2	1
Percentage	25%	50%	25%

**Table.3.5. Frequency of Pictures Use Encouragement**



**Figure.3.5. Frequency of Pictures Use Encouragement**

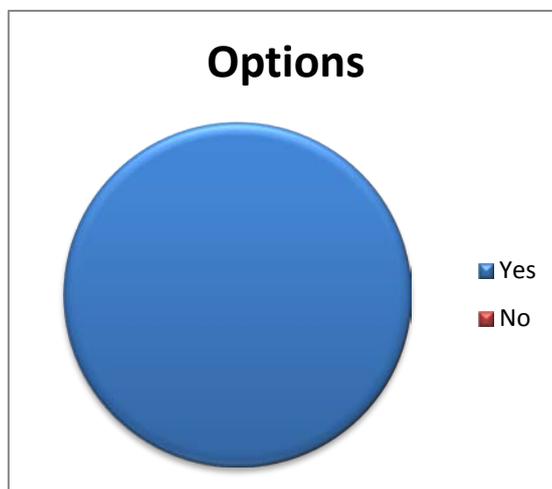
The highest percentage of respondents selects ‘Sometimes’ (50%). They sometimes encourage the use of pictures in class; they think that their explanation during the practice is sufficient so they do not need any other support. However, (25%) of the informants usually encourage the use of such strategy in the classroom; as it is mentioned before, the respondent enjoy practicing his hobby in the teaching process. But (25%) respond with never; maybe she is not aware of such strategy.

**Item7: Does picture contribute to the development of the writing skill?**

- a- Yes
- b- No

Options	Yes	No
Number	4	0
Percentage	100%	0

**Table.3.6.Pictures Contribution to Writing Development**



**Figure.3.6.Pictures Contribution to Writing Development**

All teachers agree on the idea that pictures play essential role to contribute EFL writing skills development. But unfortunately, long program, crowded classes and lack of time do not permit to widen pictures use.

**Item 8: If “Yes”, please explain how?**

Number	Justifications
<b>T1</b>	As we know, teaching English as a foreign language needs visual aids mainly pictures in order to clarify the situation, and attract the pupils’ attention.
<b>T2</b>	Because the picture express many words and help to keep these words in the mind with their form.
<b>T3</b>	The use of pictures helps pupils to predict and provides them with specific ideas to write about certain topics

**Table.7. Teachers’ Justifications**

Teachers are asked to justify their answers for what reason do they think that pictures contribute to the development of the writing skill. In the different justifications we notice that teachers encourage the use of pictures for the reason that teaching English as foreign language requires visual aids particularly pictures to

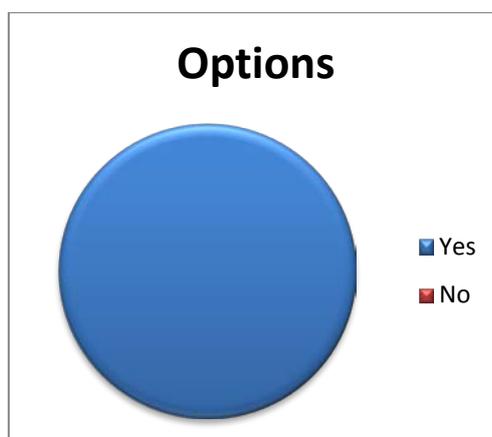
illustrate needed context and gain pupils' interest (T1). Other reason is that pictures could take the advantage of constructing and memorizing concepts as well (T2). And the third teacher thinks that the use of pictures could help pupils imagine the situation and the topic asked to write about (T3). Only one teacher does not justify.

**Item 9: If picture is related to the teaching of written expression, will this contribute to make the pupils improve their writing?**

- a- Yes
- b- No

Options	Yes	No
Number	4	0
Percentage	100%	0%

**Table.3.8.Pictures Contribution to the Teaching of Writing**



**Figure.3.7.Pictures Contribution to the Teaching of Writing**

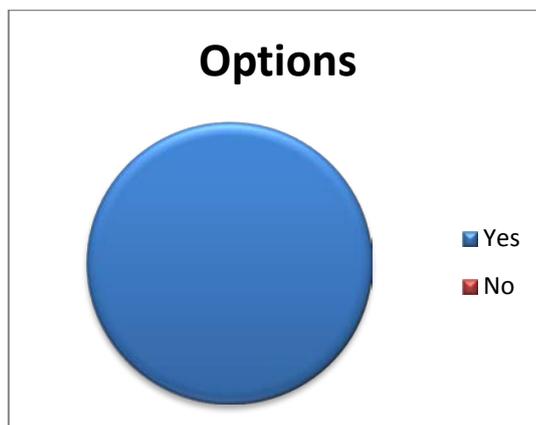
As it is shown in the figure above all teachers (100%) choose 'Yes' option which means when relating pictures to the teaching of written expression this will contribute to make pupils improve their writing.

**Item 10: Is providing students with information through visual aids about the topic they are required to write is beneficial?**

- a- Yes
- b- No

Options	Yes	No
Number	4	0
Percentage	100%	0%

**Table3.9.The Effectiveness of Visual Aids in Writing**



**Figure.3.8.The Effectiveness of Visual Aids in Writing**

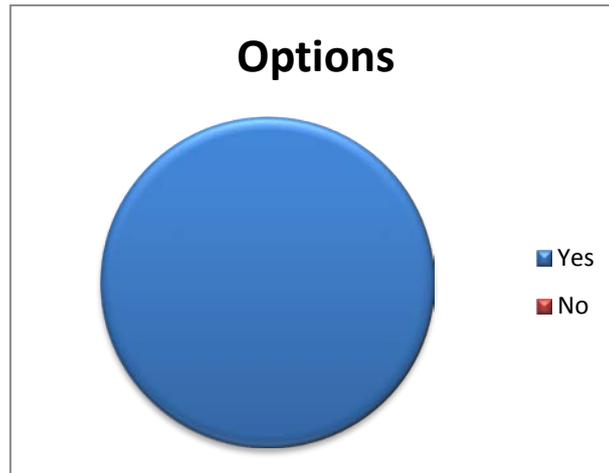
The results of this question indicate that all respondents (100%) agree on the point of the effectiveness of pictures as visual aids. So providing pupils with visual aids about the topic they are required to write is beneficial. Because, pictures could make pupils identify and recognize the topic. They are considered as a guide for pupils to write down their ideas.

**Item 11: If pupils are helped by pictures to reduce their problems with writing will this improve their marks in exam?**

- a- Yes
- b- No

Options	Yes	No
Number	4	0
Percentage	100%	0%

**Table.3.10.Pictures Role in Reducing Writing Problems and Improving their Exam Marks**



**Figure.3.9.Pictures Role in Reducing Writing Problems and improving their exam marks**

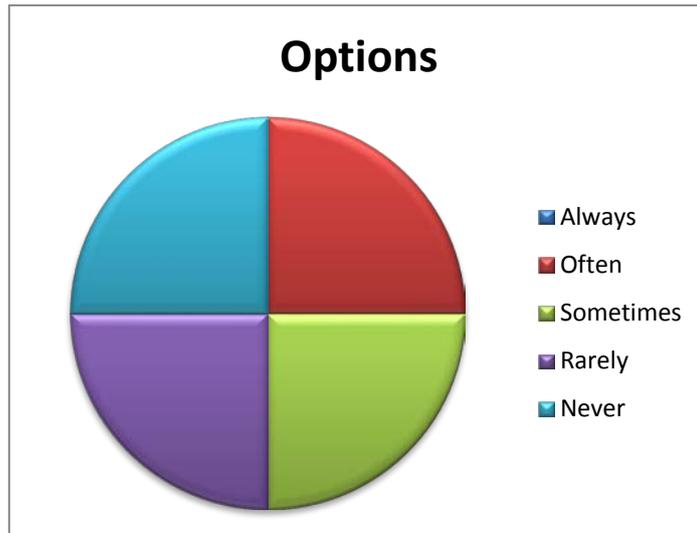
The results in the table above demonstrate that all teachers (100%) have a positive sight about such strategy in which they hypothesize if pupils are helped by pictures to reduce their problems with writing this will improve their marks in exams.

**Item 12: Have you ever paid your students’ attention that using pictures as didactic support is significant for successful writing?**

- a- Always
- b- Often
- c- Sometimes
- d- Rarely
- e- Never

Options	A	B	C	D	E
Number	/	1	1	1	1
Percentage	/	25%	25%	25%	25%

**Table.3.11.Raising Pupils’ Awareness of the Significance of Pictures in Writing**



**Figure.3.10.Raising Pupils' Awareness of the Significance of Pictures in Writing**

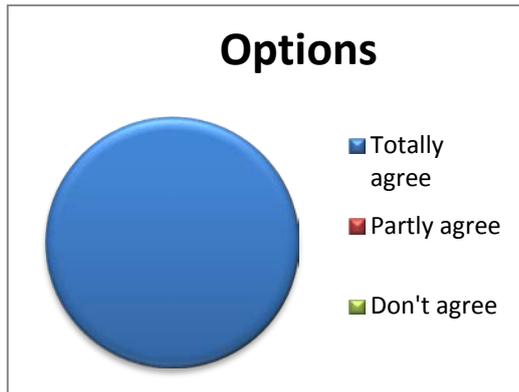
This question holds overlapped views of the strategy. Thus, teachers are given the following options to determine their extent to how often do they raise their pupils' attention of the effectiveness of using pictures for successful writing. Therefore, results are stated as follows; (25%) of the informants select 'Often. (25%) choose 'Sometimes'. (25%) respond with 'Rarely. And the last (25%) answer by 'Never'.

**Item 13: Do you think that 'one picture is worth thousand words'?**

- a- Totally agree
- b- Partly agree
- c- Don't agree
- d- Neutral

Options	A	B	C	D
Number	4	/	/	/
Percentage	100%	0	0	0

**Table.12.Teachers' Thoughts towards Pictures**



**Figure.3.11. Teachers' Thoughts towards Pictures**

All teachers choose the option 'Totally agree' which means purely one picture is worth thousand words. (100%) of the informants believe that the picture could compensate words and utterances.

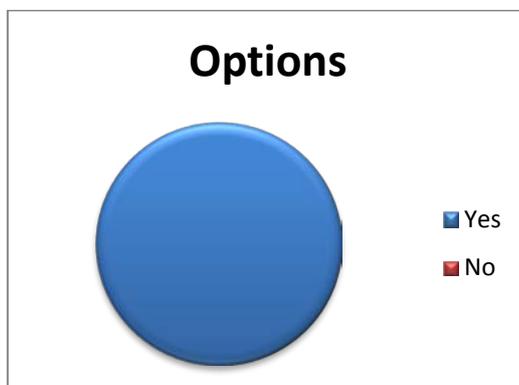
### Section Three: Teaching the Writing Skill

#### Item 14: Writing is a difficult task?

- a- Yes
- b- No

Options	Yes	No
Number	4	0
Percentage	100%	0%

**Table.3.13. Writing Difficulty**



**Figure.3.12. Writing Difficulty**

Tables 3.13, reveals that all teachers (100%) describe writing as difficult task to teach. And that may be due to its nature or for the poor level of pupils also the lack of motivation from both parts (teachers and pupils).

**Item 15: Please, justify?**

Options	Justifications
T1	Teaching writing is difficult for the pupils because they have not enough background (vocabulary). Pupils do not practice writing outside the class.
T2	Teacher has to make extra efforts in order to control large classes, pupils' works and help them to improve them.
T3	Because it needs efforts from the teacher and pupils, it needs enough time

**Table.3.14.Teachers' Justifications**

This question claims at knowing teachers' justifications for the item 14 "writing is difficult task to teach". Here justifications are stated:

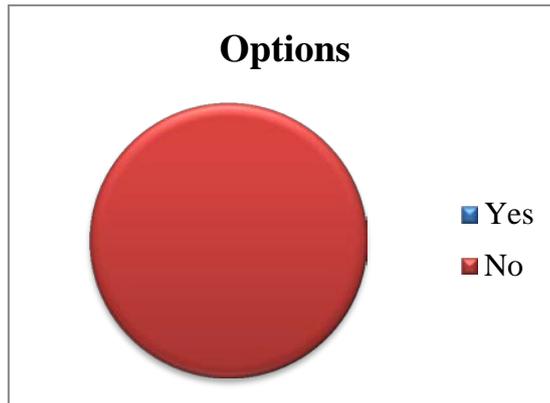
- ❖ "Teaching writing is difficult for pupils because they have not enough background (vocabulary). Pupils do not practice the language outside the class" (T1).
- ❖ "Teacher has to make extra efforts in order to control large classes, pupils' works and help them to improve them" (T2).
- ❖ "Because it needs efforts from the teacher and pupils, otherwise it needs enough time" (T3).

**Item 16: Do you think the 'Written Expression' program you are teaching is enough for your pupils' writing improvement?**

- a- Yes
- b- No

Options	Yes	No
Number	0	4
Percentage	0%	100%

**Table.3.15.Written Expression' Program and Pupils Writing Improvement**



**Figure.3.13. Written Expression' Program and Pupils' Writing Improvement**

The results of Table3.15 show that all teachers (100%) believe that Written Expression program they are teaching is not enough for their pupils' writing improvement.

**Item 17: If 'No', please justify?**

Options	Justifications
<b>T1</b>	As teachers, we haven't enough time to teach such skills and the program itself is not adequate to the pupils' level.
<b>T2</b>	Time given to English language teaching in general and written expression specially is not enough.
<b>T3</b>	Because of time.
<b>T4</b>	Long program in a very limited time

**Table.3.16. Teachers' Justifications**

This question claims at knowing teachers' justifications for the item 16 "do you think the 'Written Expression' program you are teaching is enough for pupils writing improvement". Here justifications are stated:

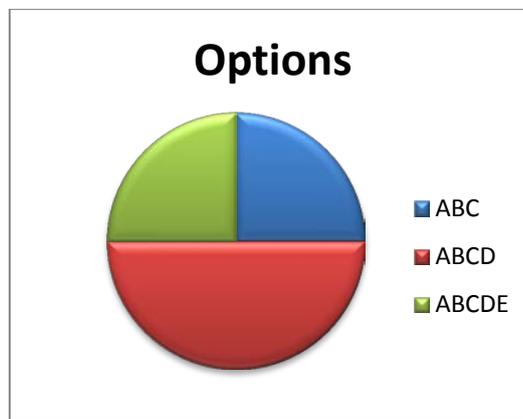
- ❖ "As teachers, we haven't enough time to teach such skill and the program itself is not adequate to the pupils' level" (T1).
- ❖ "Time given to English language teaching in general and written expression specially is not enough" (T2).
- ❖ "Because of time" (T3).
- ❖ "Long program in a very limited time" (T4).

**Item 18: In your opinion what is good writing: (you can tick more than one box)**

- a- Correct grammar.
- b- Good ideas
- c- Precise vocabulary
- d- Spelling
- e- Others, please specify

Options	ABC	ABCD	ABCDE
Number	1	2	1
Percentage	25%	50%	25%

**Table.3.17. Teachers' Description of Good Writing**



**Figure.3.14. Teachers' Description of Good Writing**

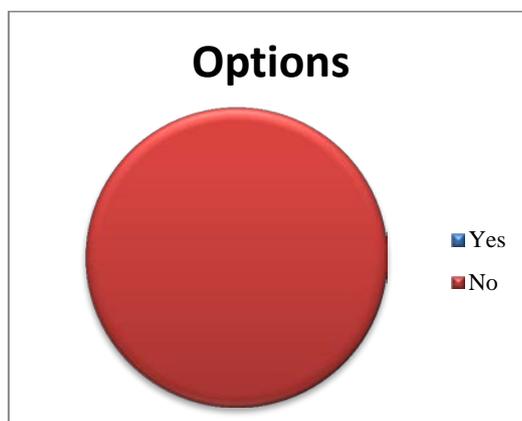
As it is revealed in table above, the majority of teachers (50%) see that good writing is correct grammar, good ideas and precise vocabulary and spelling. (25%) show that good writing is correct grammar, good ideas and precise vocabulary. Only one teacher (25%) proposes another component which is 'Format' (Style of production).

**Item 19: Are you satisfied with your pupils' level of writing?**

- a- Yes
- b- No

Options	Yes	No
Number	0	4
Percentage	/	100%

**Table.3.18. Teacher Attitude towards Pupils' Level in Writing**



**Figure.15. Teacher Attitude towards Pupils' Level in Writing**

All teachers (100%) say that they are not satisfied with their pupils' level of writing. May be written training courses are not sufficient to contribute pupils' writing progress.

**Item 20: If 'No', please explain why?**

Responses	Justifications
<b>T1</b>	Because of pupils level and the difficulties in the program (time is not enough) 3 hours per week
<b>T2</b>	The written expression is not given opportunity
<b>T3</b>	Because pupils' level is very low
<b>T4</b>	Time allotted for written section is not sufficient in comparison to the required tasks.

**Table.3.19. Teachers' Justifications**

Since all teachers answer with no to the previous question (Item19) they give different explanation for their responses although it seems alternative. The informants' justifications are divided as follows:

- ❖ Because of pupils level and the difficulties in the program (time is not enough) 3 hours per week (T1).
- ❖ The written expression is not given opportunity (T2).
- ❖ Because it is pupils' level is very low (T3).
- ❖ Time allotted for written section is not sufficient in comparison to the required tasks.

**Item 21: Do you think that the time given to pupils is sufficient to write a paragraph in an exam?**

- a- Yes
- b- No

Options	Yes	No	N.A
Number	1	2	1
Percentage	25%	50%	25%

**Table.3.20. Teachers' Opinion about the Time Given during the Exam**



**Figure.3.16. Teachers' Opinion about the Time Given during the Exam**

Responses to the question whether the time given to pupils to write a paragraph in the exam is sufficient show that (50%) of the informants respond by 'No'. However, (25%) respond by 'Yes'. Only one teacher doesn't response.

**Item 22: If ‘No’, please explain why?**

<b>Responses</b>	<b>Justifications</b>
<b>T1</b>	Time is not sufficient when we compare it with the long questions decided for these levels
<b>T2</b>	Because it is limited, and does not permit the pupils themselves to prepare themselves to write.

**Table.3.21.Teachers’ Justifications**

Teachers who respond with ‘No’ are asked to justify their selection. Results stated above demonstrate that:

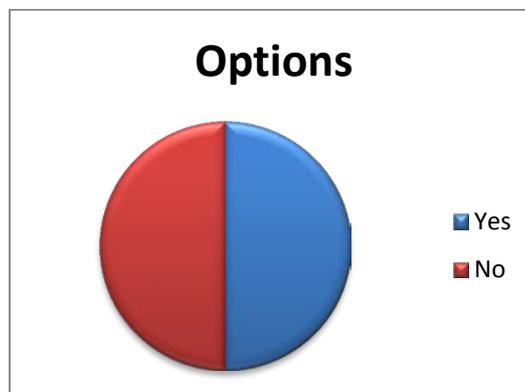
- ❖ Time is not sufficient when we compare it with the long questions decided for these levels (T1).
- ❖ Because it is limited, and does not permit the pupils themselves to prepare themselves to write (T2).

**Item 23: Are the pupils motivated to write?**

- a- Yes
- b- No

<b>Options</b>	<b>Yes</b>	<b>No</b>
<b>Number</b>	2	2
<b>Percentage</b>	50%	50%

**Table.3.22.Pupils’ Motivation in Writing**



**Figure.3.17.Pupils’ Motivation in Writing**

The table above show the same percentage for both ‘Yes’ and ‘No’ options. The first (50%) believe that their pupils are motivated to write. The second (50%) believe on the opposite

**Item 24: Do you give your pupils writing assignments at home?**

- a- Yes
- b- No

Options	Yes	No
Number	4	0
Percentage	100%	/

**Table.3.23.Giving Assignments at Home**



**Figure.3.18.Giving Assignments at Home**

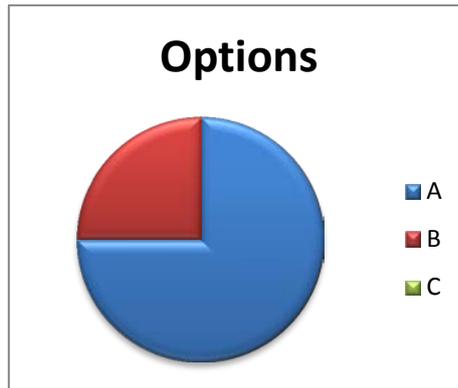
As it is expected all teachers give their pupils written assignments to do at home (100%). At the end of each course teachers ask pupils to do a practice in the class and complete it at home.

**Item 25: What part of the writing process seems difficult for the pupils?**

- a- Sentence structure
- b- Vocabulary
- c- Spelling

Options	A	B	C
Number	3	1	/
Percentage	75%	25%	/

**Table.3.24.Writing Difficulties**



**Figure.3.19.Writing Difficulties**

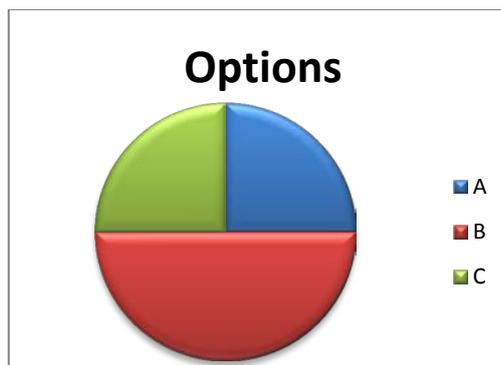
It is clear as it is shown in the figure above that (75%) of the whole respondents agreed on the first option (A); the majority of pupils face problems of sentence structure. Only one teacher selects (B); pupils have lack of vocabulary.

**Item 26: When you correct the pupils' papers, do you observe any type of problems between questions required and their writing?**

- a- Understanding
- b- Knowledge
- c- Other problems

Options	A	B	C
Number	1	2	1
Percentage	25%	50%	25%

**Table.3.25.Pupils' Problems in Writing**



**Figure.3.20.Pupils' Problems in Writing**

Half of the sample (of four teachers) which translates (50%) indicates that their pupils' writing problems are derived from the lack of knowledge of the language they are asked to write with. Whereas, (25%) say that their pupils have

difficulty of understanding the topic required to write about. The last teacher relates his pupils' issues in writing to other matters.

**Item 27: Please Specify?**

<b>Responses</b>	<b>Justifications</b>
<b>T1</b>	The problem pupils face in writing a paragraph is the lack of vocabulary and ideas related to the topic
<b>T2</b>	Because of the huge number, pupils have less convention in the class so they have less understanding
<b>T3</b>	Problems of hand writing as well as the way they use information.
<b>T4</b>	Pupils' negative attitude towards the language studied (English)

**Table.3.26.Teachers' Justifications**

To justify their answers teachers' explanation could be summed up as follows:

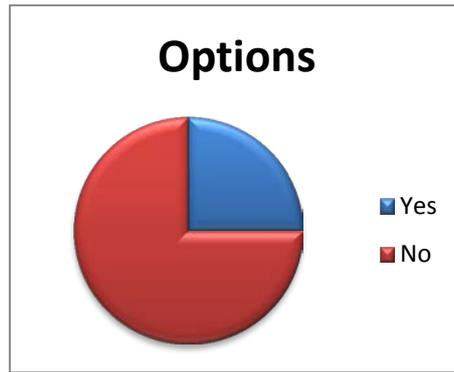
- ❖ The problem pupil's face in writing a paragraph is the lack of vocabulary and ideas related to the topic (T1).
- ❖ Because of the huge number, pupils have less convention in the class so they have less understanding (T2).
- ❖ Problems of hand writing as well as the way they use information (T3).
- ❖ Pupils' negative attitude towards the language studied (English) (T4).

**Item 28: Do you feel that your pupils have positive image of their ability to write in English?**

- a- Yes
- b- No

<b>Options</b>	<b>Yes</b>	<b>No</b>
<b>Number</b>	1	3
<b>Percentage</b>	25%	75%

**Table.3.27.Pupils' Attitude towards their Writing Ability**



**Figure.3.21.Pupils’ Attitude towards their Writing Ability**

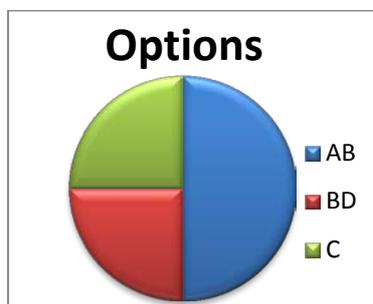
The figure above illustrates teachers’ responses to the question (do you feel that your pupils have positive image of their ability to write in English?). The highest percentage allotted to those who respond with ‘No’. However, just (25%) respond with ‘Yes’.

**Item 29: Do you think that pupils’ failure to write in the classroom is because?**

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

Options	AB	BD	C
Number	2	1	1
Percentage	50%	25%	25%

**Table.28.Reasons for Pupils’ Writing Failure in Class**



**Figure.3.22.Reasons for Pupils’ Writing Failure in Class**

Responses to the question asking teachers for the main reasons related to their pupils’ failure to write indicate that (50%) of respondents choose (AB) “Writing is difficult task” and “The nature of topics”. In contrast to (25%) who respond with

(BD) “The nature of topics” as well as “Lack of time”. But (25%) answer by (C) “Lack of motivation.

## **3.2. The Pupils’ Questionnaire**

### **3.2.1. Aim of Pupils’ Questionnaire**

For the sake of exploring EFL pupils’ needs and diagnose their learning issues and solve their writing skill problems such as, misunderstanding and disorganizing ideas. We prepare these questionnaires seeking for gathering data about their attitudes as well as giving them the opportunity to identify and express their ideas, preferences and beliefs toward writing in EFL context precisely with the aid of pictures. The aim of this questionnaire is to gain a thorough understanding of how pupils perceive their writing skill. Pictures as a didactic support come to take the advantage of ameliorating EFL pupils’ writing ability and to shed the light on the importance of pupils’ awareness about such effective strategy in writing process. In this section, we will see the results of pupils’ questionnaire to check the validity of the research hypothesis.

### **3.2.2. Description of Pupils’ Questionnaire**

The questionnaire consists of 28 closed questions (Yes/No) and multiple choices divided into three sections as follows:

**Section one:** General information (Item1-Item4) it is to get idea about how pupils view English as foreign language. This section is devoted to see whether they like English course and to check their level in writing English.

**Section two:** Pictures in writing (Item 5- Item17) it is about the teachers’ used method in teaching writing, pupils’ difficulties in writing short paragraph and their beliefs about pictures as an aid for good writing.

**Section three:** The writing skill (Item18- Item 28). This section is composed of questions seeking the information about pupils’ awareness of writing skill and the application of writing process and teachers’ role in motivating pupils’ to write good passage and for pupils to determine their objectives.

### **3.2.3. Administration of Pupils’ Questionnaire**

The questionnaire was given to eighty (two classes) fourth year pupils in Zaghez Djelloul Middle School at El- Alia Biskra. Pupils answered the questionnaire in classrooms, and this number of pupils constitutes the sample of this research. The

administered questionnaire discusses an issue that is shared by almost all pupils; it does not need a large number of pupils to be analyzed, the majority of fourth year pupils face the same difficulties in writing since they are beginning level learners of EFL.ARABIC

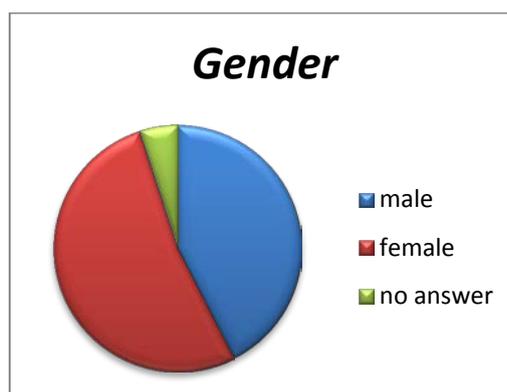
### 3.2.4. Analysis of Pupils' Questionnaire

#### Section One: General Information

##### Item 1: Pupils' Gender

Gender	Male	female	N.A
Number	34	42	4
Percentage	42.5	52.5	5

**Table.3.29.Pupils' Gender**



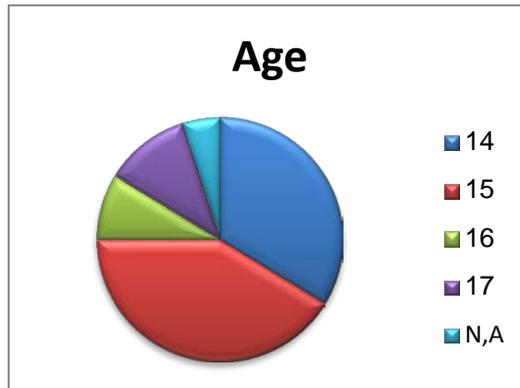
**Figure.23.Pupils' Gender**

Forty two of the questioned participants are females and thirty four males and four of them do not provide answer. We observe that the number of pupils in classes is nearly equal.

##### Item 2: Pupils' Age

Age (years)	14	15	16	17	N.A
Number	27	33	7	9	4
Percentage	33.75	41.25	8.75	11.25	5

**Table.3.30.Pupils 'Age**



**Figure.3.24.Pupils' Age**

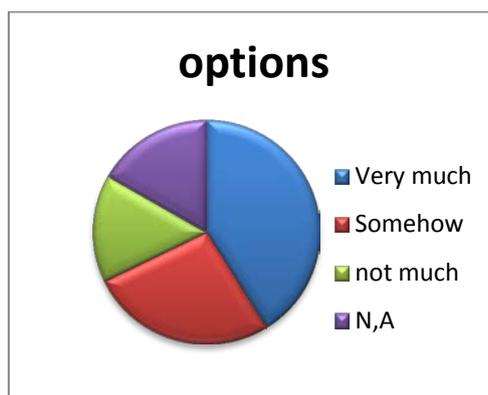
From the results; we notice that the majority of pupils are aged between fourteen and fifteen years and the rest are between sixteen and seventeen. But we have four pupils with no answer.

**Item 3: Do you like English course?**

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

Options	A	B	C	N.A
Number	37	24	14	15
Percentage	46.25	30	17.5	18.75

**Table.31. Pupils' Attitude towards English**



**Figure.25.Pupils' Attitude toward English**

There are different views about the extent they like English course. We conduct that there is a diverse views about the love of course (46.25%) like English

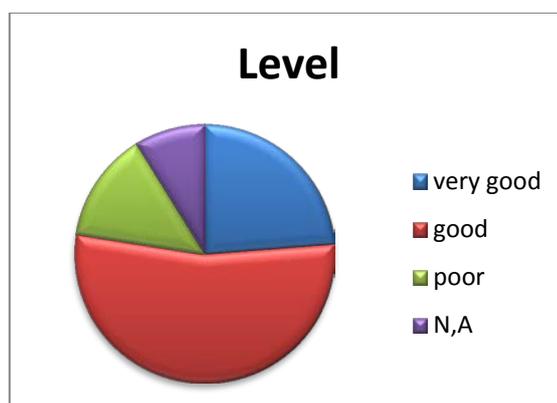
course. and (30%) have a neutral attitude towards English. However, (17.5%) have a negative view a bit. (18.75%) of the participants do not answer at this question at all.

**Item 4: Your level of English is:**

- a- Very good
- b- Good
- c- Poor

Level	A	B	C	N.A
Number	19	43	11	7
Percentage	23.75	53.75	13.75	8.75

**Table.3.32.Pupils’ Level of English**



**Figure.3.26.Pupils’ Level of English**

This item aims at knowing pupils’ level in English. They are asked to identify their actual level in English: very much, good, or poor. As far as, the results obtained, we notice that nearly the quarter of the whole sample say that their level is very good (23.75%). But most of them think that their level of English is good (53.75%). This indicates that they know or acquire some English rules. Few of them (13.75%) view their level as poor. (8.75%) do not answer.

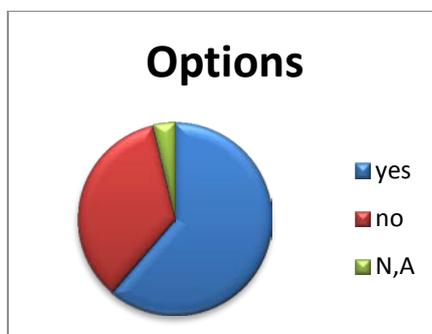
**Section Two: Pictures in Writing**

**Item 5: Do you like your teacher’s actual method in teaching written expression**

- a- Yes
- b- No

Options	Yes	No	N.A
Number	49	28	3
Percentage	61.25	35	3.75

**Table.3.33.Teachers’ Actual Method**



**Figure.3.27.Teachers’ Actual Method**

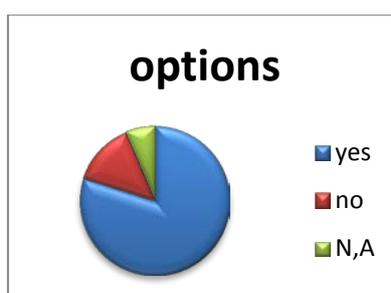
Most of the pupils respond with ‘Yes’. They like their teachers’ actual method in teaching written expression. It is about (35%) of them respond by ‘No’ and this is a fine number of pupils if we compare it with the latter. Three learners do not respond. We notice that although we translate the question pupils do not understand this is due to the lack of awareness of the concept.

**Item 6: Do long questions cause you to lose marks in examination?**

- a- Yes
- b- No

Options	Yes	No	N.A
Number	64	11	5
Percentage	80	13.75	6.25

**Table.3.34.Long Questions Equal Marks Lose**



**Figure.3.28.Long Questions Equal Marks Lose**

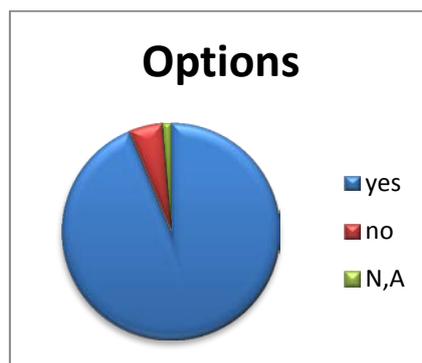
Pupils are asked to show their problems with long examination questions that in one way or in other lead to lose marks. From the results, the majority or in other words almost of them (80%) face difficulty with lengthy questions interpretation in very short time. (13.75%) indicate the opposite may be for their level; they are excellent pupils. Five pupils do not provide any.

**Item 7: Do you like using pictures in written expression?**

- a- Yes
- b- No

Options	Yes	No	N.A
Number	75	4	1
Percentage	93.75	5	1.25

**Table.3.35.The Use of Pictures in Written Expression**



**Figure.3.29.The Use of Pictures in Written Expression**

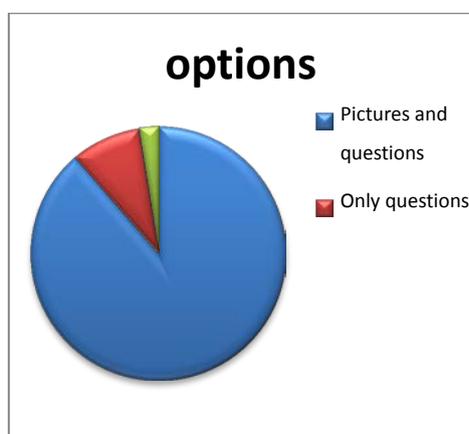
Among eighty respondents, (93.75%) prefer to use pictures in written expression section and (5%) of them do not prefer to use pictures for the fact that they are not interested with the course and one respondent do not answer. We notice from these results, most of learners like using pictures and they would like their teacher to apply such strategy.

**Item 8: In writing section do you prefer?**

- a- Pictures and questions
- b- Only questions

Options	A	B	N.A
Number	71	7	2
Percentage	88.75	8.75	2.5

**Table.3.36.Pupils' Choice of Writing Section**



**Figure.3.30.Pupils' Choice of Writing Section**

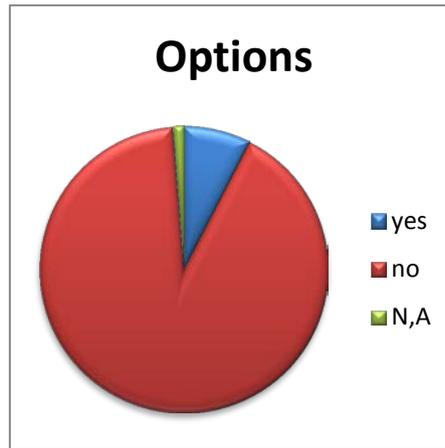
Within the same line of the research subject, pupils admire providing a picture beside written questions for the sake of more understanding of the topic required to be done. Pupils are asked to answer by pictures and questions or only questions. The higher percentage (88.75%) responds so because their level is not very good since they are beginners. Others whom are excellent ones (8.75%) think that they do not need any aid to write. The rest (2.5%) do not respond.

**Item 9: Does your teachers use pictures in written expression section?**

- a- Yes
- b- No

Options	Yes	No	N.A
Number	6	73	1
Percentage	7.5	91.25	1.25

**Table.3.37.Teacher' Use of Pictures in Written Expression Section**



**Figure.3.31.Teacher’Use of Pictures in Written Expression Section**

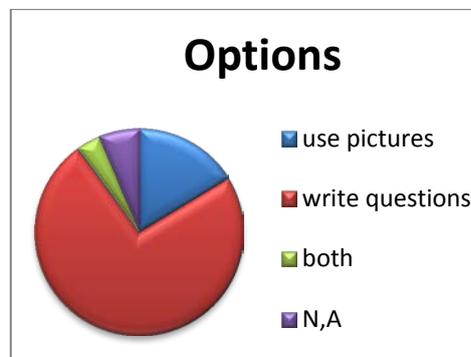
The vast majority of pupils (91.25%) say no for the fact that their teachers do not apply such strategy specifically in written expression but generally they use pictures only during reading course. pupils who respond by yes (6) which translates to (7.5%), since their teacher apply pictures but rarely not regularly. Only one pupil does not provide any answer. .

**Item 10: In exams, does your teacher:**

- a- Use pictures
- b- Write questions
- c- Both

Options	A	B	C	N.A
Number	13	59	3	5
Percentage	16.25	73.75	3.75	6.25

**Table.3.38.Teachers’ Method Used in the Exam**



**Figure.3.32.Teachers’ Method Used in the Exam**

These options come to check teachers' method used in the exam. (73.75%) of participants answer by 'write question' they tell the truth since they get only questions in the exam sheet. But what is surprising most is that (13) respondents that translates (16.25%) answer with 'use pictures' it is related to their fear of the teacher as well as with participants (3) who respond with 'both'. Five of them do not answer.

**Item 11: How many times does your teacher of English use pictures?**

- a- Always
- b- Sometimes
- c- Never

Options	A	B	C	N.A
Number	17	12	49	2
Percentage	21.25	15	61.25	2.5

**Table.3.39.The Frequency of Using Pictures**



**Figure.3.33.The Frequency of Using Pictures**

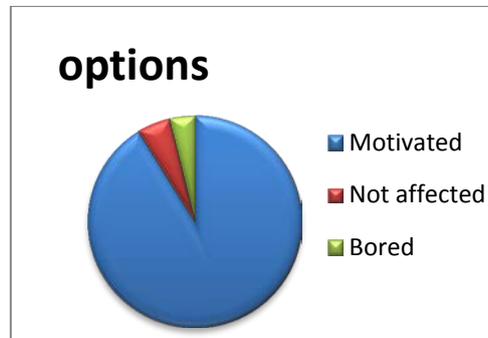
A look at the tables and figures show that most of them respond by 'never' (49) the equivalent of (61.25%). This indicates that their teachers do not try to use pictures during the written course. Pupils who respond by 'always' and 'sometimes' are approximately equal because their teachers' presence. Two of them do not provide any answer.

**Item 12: When your teacher uses the pictures, do you feel?**

- a- Motivated
- b- Not affected
- c- Bored

Options	A	B	C
Number	73	4	3
Percentage	91.25	5	3.75

**Table.3.40. Pupils' Feelings towards Pictures**



**Figure.3.34.Pupils' Feelings towards Pictures**

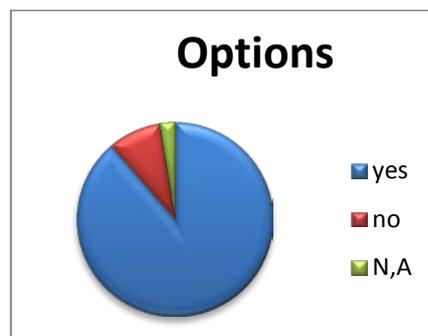
The majority of participants (91.25%) feel motivated when their teacher uses the pictures. While (5%) of them respond by 'Not affected'; they think that they do not need such strategy or they are not interested. Others (3.75%) choose 'Bored' they believe that is using pictures is extra and waste of time.

**Item 13: Do you believe that using pictures could help you to express your ideas in writing?**

- a- Yes
- b- No

Options	Yes	No	N.A
Number	71	7	2
Percentage	88.75	8.75	2.5

**Tables.3.41.Pupils' Beliefs towards Pictures Use**



**Figure.3.35.Pupils' Beliefs towards Pictures Use**

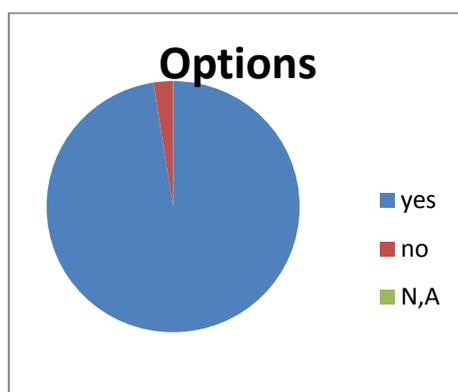
These options of information come to check pupils' attitudes towards using pictures in the process of generating ideas in a given topics. A look at the figure indicates that almost pupils (88.75%) have a positive view of this strategy in expressing their ideas. However a small number (7) which equals (8.75%) has a negative attitude. (2.5%) do not provide any.

**Item 14: Does using pictures in writing help you to organize your ideas?**

- a- Yes
- b- No

Options	Yes	No	N.A
Number	78	2	0
Percentage	97.5	2.5	0

**Table.3.42.Effectiveness of Pictures in Organizing Pupils' Ideas**



**Figure.3.36.Effectiveness of Pictures in Organizing Pupils' Ideas**

This question investigates pupils' opinions about the effectiveness of pictures in organizing their ideas when they write. The figure above shows that almost all participants (97.5%) respond by 'yes'. it claims that using pictures in writing help them organize and identify their thoughts. And very small number (2) of them tells 'No'.

**Item 15: Linking pictures with the written explanation about the topic you are required to write about will help you to write good paragraph?**

- a- Yes
- b- No

Options	Yes	No	N.A
Number	76	2	2
Percentage	95	2.5	2.5

**Table.3.43.Pictures' Integration with Written Explanation**



**Figure.3.37.Pictures' Integration with Written Explanation**

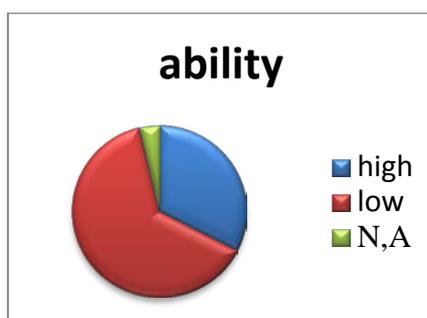
The main hypothesis of the present research is to demonstrate the importance of pictures in developing writing skill. Here, pupils are asked to identify their needs for such strategy in their writing growth. Most of pupils (95%) like the idea of linking pictures with the written explanation, only (2.5) of the respondents do not agree on this idea and the same percentage as the latter does not answer.

**Item 16: Your ability to understand the exercise without using pictures is:**

- a- High
- b- Low

Ability	A	B	N.A
number	26	51	3
percentage	32.5	63.75	3.75

**Table.3.44.Pupils' Exercise Understanding without Pictures**



**Figure.3.38.Pupils' Exercise Understanding without Pictures**

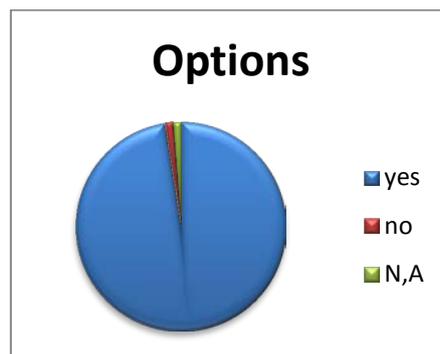
This item aims at finding out the extent to which pupils are able to understand the exercise without the aid or the use of pictures. The highest percentage (63.75%) indicates that their ability to catch on the requirements is 'low'. However, (32.5%) tell that they can highly write without illustrations. The rest (3.75%) do not answer.

**Item 17: Do you think that pictures as useful strategy could improve your writing skills?**

- a- Yes
- b- No

Options	Yes	No	N.A
Number	78	1	1
Percentage	97.5	1.25	1.25

**Table.3.45.Pupils' Views of Pictures Integration when writing**



**Figure.3.39.Pupils' Views of Pictures Integration when writing**

As it is shown in the table above it is clear that almost if not all pupils (97.5%) think that pictures as useful strategy improve their writing skills. Only two pupils think of the opposite; one respond by 'no' and the other choose to do not answer.

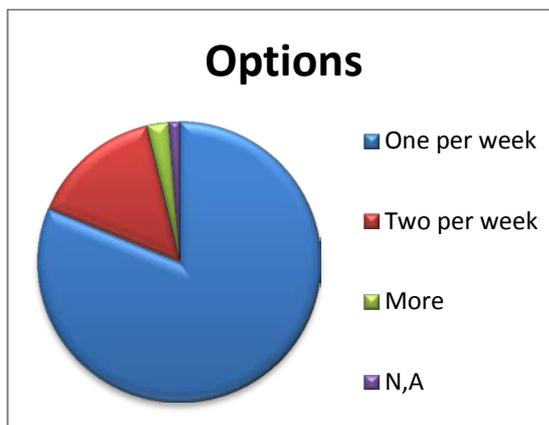
**Section Three: The Writing Skill**

**Item 18: How many times do you have written expression course?**

- a- One per week
- b- Two per week
- c- More

Options	A	B	C	N.A
number	65	12	2	1
percentage	81.25	15	2.5	1.25

**Table.3.46.Written Expression Courses**



**Figure.3.40.Written Expression Courses**

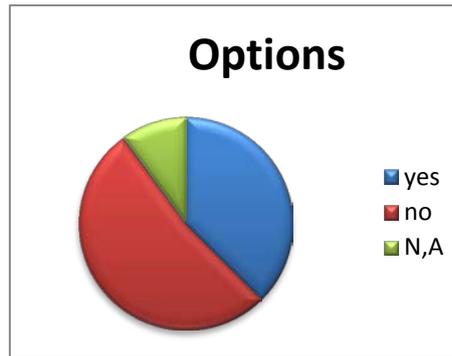
From the results shown in the table above, we conduct that the majority of participants (81.25%) tell that they have one writing course per week and that has significance to their interest of the course. However, (15%) or 12 pupils say that they have two courses per week for the fact that they overlap the written section with the task doing. And the only two who say that they have more than two courses; they seem not interested with the questionnaire as well with the one who does not provide any.

**Item 19: Do you like the written expression course?**

- a- Yes
- b- No

Options	Yes	No	N.A
Number	30	42	8
Percentage	37.5	52.5	10

**Table.3.47.The Pupils' Preference of Written Expression Course**



**Figure.3.41.The Pupils’ Preference of Written Expression Course**

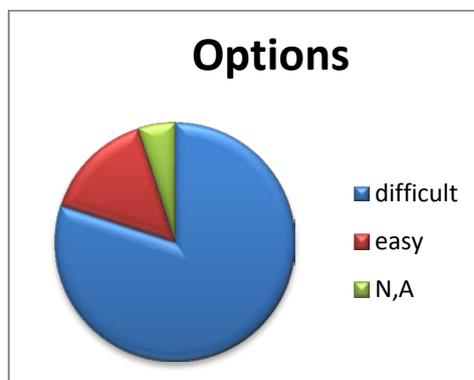
This item aims at investigating pupils’ preference of written expression course. We observe that they get conflicted on their attitudes. It is shown that near the half of the whole respondents (42) that equals (52.5%) respond by ‘no’ and that has significance to the actual method used by the teacher during the session or may be for their negative view of English as foreign language and thirty respondents answer with ‘yes’; so it is clear that those pupils are belong to excellent ones and lastly eight of the whole do not respond.

**Item 20: In your opinion writing paragraph in English is:**

- a- Difficult
- b- Easy

Options	A	B	N.A
Number	64	12	4
Percentage	80	15	5

**Table.3.48.Pupils’ Level in Writing Paragraph in English**



**Figure.3.42.Pupils’ Level in Writing Paragraph in English**

Pupils' level of writing a paragraph appears very hard as it is demonstrated in the table above; more than one half and quarter of respondents (80%) respond by 'difficult' and that may be for the fact that they are less able writers since they get English language just for four years thus this is not enough to be competent writers of English and about (15%) respond with 'easy' may be since they are excellent ones. Finally, four of them do not provide an answer.

**Item 21: Your ability to write short paragraph in English is:**

- a- Good
- b- Average
- c- Low

Ability	A	B	C	N.A
Number	10	46	22	2
Percentage	12.5	57.5	27.5	2.5

**Table.3.49.Pupils' Ability to Write a Paragraph**



**Figure.3.43.Pupils' Ability to Write a Paragraph**

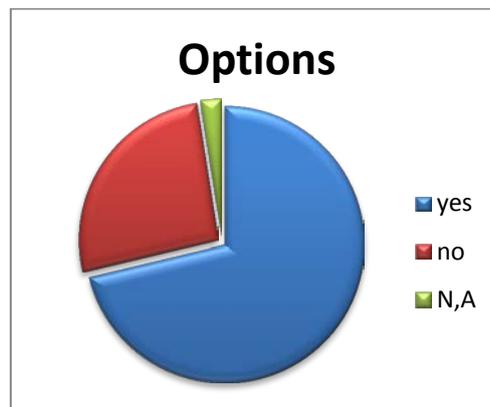
In this item, we seek for checking pupils' ability to write short paragraph. Pupils are asked to answer with good, average, or low. Here, we remark that pupils indicate honestly that their ability to write a short paragraph is average (57.5%). Whereas, (27.5%) of respondents have low ability and only (12.5%) of the whole are able to do. But two other pupils do not answer.

**Item 22: Does your teacher encourage you to write in the classroom?**

- a- Yes
- b- No

Options	Yes	No	N.A
Number	57	21	2
Percentage	71.25	26.25	2.5

**Table.3.50. Teachers' Encouragement in Written Expression**



**Figure.3.44. Teachers' Encouragement in Written Expression**

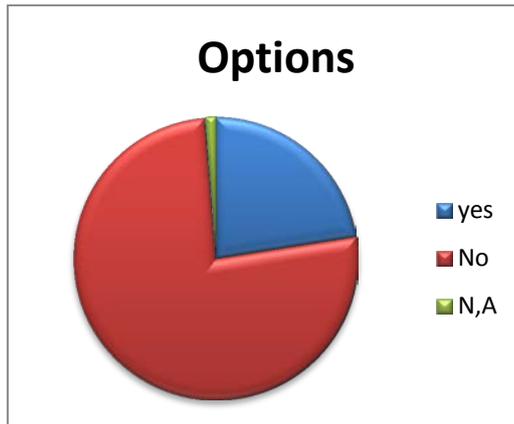
The largest number of participants (57) which equals (71.25%) acknowledges that their teachers encourage them to write. (26.25%) answer by 'no' because they have negative view towards their teacher. Two participants do not answer.

**Item 23: Do you write in English outside school?**

- a- Yes
- b- No

Options	Yes	No	N.A
Number	18	61	1
Percentage	22.5	76.25	1.25

**Table.3.51. Pupils Write outside Classroom**



**Figure.3.45.Pupils Write outside Classroom**

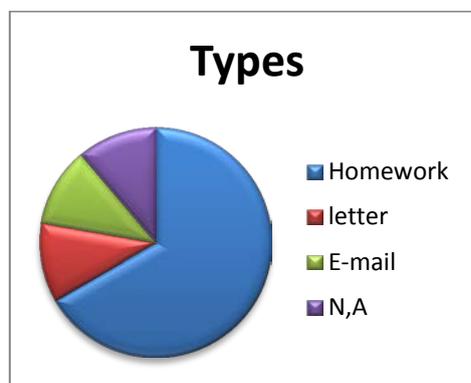
This question highlights pupils' attitude towards writing outside classroom. (76.25%) of participants answer 'no' and that is related to teachers' tasks as they say (teachers do not check if they do the activities so that they neglect this skill). (22.5%) say 'yes' since they are in one hand interested with the requirements and in the other hand they look for extra marks. One does not provide any answer.

**Item 24: If 'Yes', what type of writing?**

- a- Homework
- b- Letter
- c- E-mail

Types	A	B	C	N.A
Number	12	2	2	2
Percentage	66.66	11.11	11.11	11.11

**Table.3.52.Writing Types**



**Figure.3.46.Writing Types**

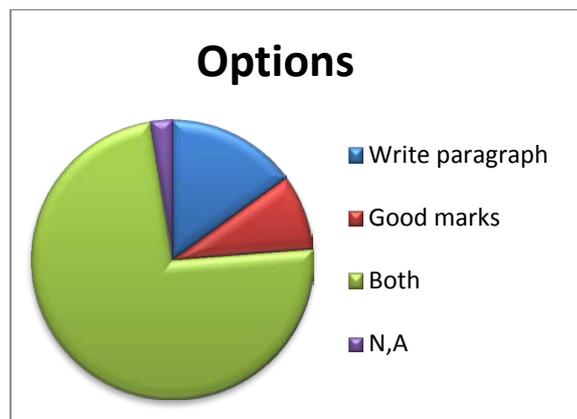
From eighteen who respond by ‘yes’ in the previous item we notice that (12) of them which translates (66.66%) their writing takes the form of homework which is asked by the teacher. The rest take equal percentage; (11.11%) choose ‘letter’, (11.11%) choose ‘E-mail’ and two do not provide any answer.

**Item 25: Learning to write enables you to:**

- a- Write paragraph
- b- Have good marks in examination
- c- Both

Options	A	B	C	N.A
Number	12	7	59	2
Percentage	15	8.75	73.75	2.5

**Table.3.53.Writing Purposes**



**Figure.3.47.Writing Purposes**

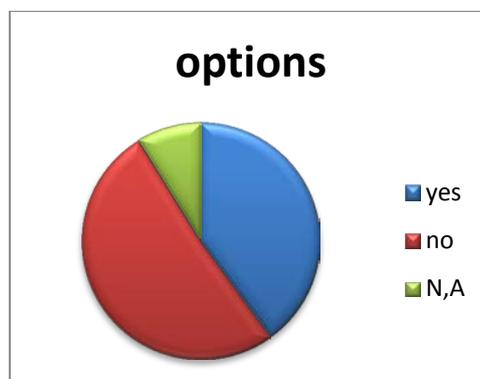
It is about one half and quarter of the informants (73.75%) says that their main objective of writing is to write good paragraph and to get good marks as well. And (15%) aim at writing a paragraph no more. (8.75%) of the participants' objective is to get good marks. Only two participants do not provide any answer.

**Item 26: The time allocated for written expression during the exam is sufficient?**

- a- Yes
- b- No

Options	Yes	No	N.A
Number	32	41	7
Percentage	40	51.25	8.75

**Table.3.54.The Efficiency of Exam Time**



**Figure.3.48.The Efficiency of Exam Time**

The table 3.54 shows that more than half of the respondents (51.25%) say that the time allowed for the exam is not sufficient to treat all exam sections. And (40%) of the informants say the opposite. The rest of pupils (7) which translates (8.75%) do not provide any answer.

**Item 27: How often does your teacher invite you to write?**

- a- Always
- b- Often
- c- Sometimes
- d- Rarely
- e- Never

Options	A	B	C	D	E	N.A
Number	22	3	47	3	2	3
Percentage	27.5	3.75	58.75	3.75	2.5	3.75

**Table.3.55.The Frequency of Inviting Pupils to Write**



**Figure.3.49.The Frequency of Inviting Pupils to Write**

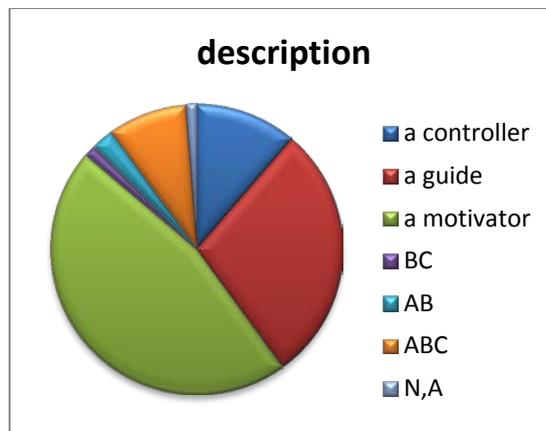
The results show that about (58.75%) of the questioned pupils say that their teachers sometimes invite them to write, Also (27.5%) say always, whereas (3.75%) tell often, others (3.75%) tell rarely as well, and about (2.5%) respond by never, and (3.75%) do not answer this question.

**Item 28: How do you describe your teacher?**

- a- A controller
- b- A guide
- c- A motivator

Description	A	B	C	BC	AB	ABC	N.A
number	9	23	37	1	2	7	1
percentage	11.25	28.75	46.25	1.25	2.5	8.75	1.25

**Table.3.56.The Teachers' Description**



**Figure.3.50.The Teachers' Description**

The highest percentage of responses of informants agree on ‘a motivator’; they describe their teacher as motivators of writing, (11.25%) as controller, (28.75%) as ‘a guide’, while (1.25%) as ‘a guide and motivator’, and (2.25%) as ‘a guide and controller’, however (8.75%) agree on all the choices and one pupil does not answer.

### **3.3. Discussion of the results**

After the describing teachers and pupils responses of the questionnaires, we come to interpret them. Thus, various responses that pupils provided in this questionnaire revealed about some parts concerning their beliefs towards writing skills, specifically, using pictures as didactics support to improve their writing ability in foreign language. In addition, pupils’ responses reinforced more the prior ideas we inserted in our piece of work (research), mostly the effectiveness of applying pictures as useful strategy in enhancing EFL writing production and gave us an opportunity to prove the expectation of our hypothesis. If we have a deep look to pupils’ answers we can notice immediately that they all have a positive view towards such strategy if it is linked to written expression section, as it is shown in the figure (3.7 and 3.8). Finally, (3.13, 3.14) which indicate the significance of pictures in writing achievement. As a result, it is necessary to integrate not to ignore such useful strategy for its merits on pupils writing process. All in all, we can say that from pupils’ questionnaire results we found that pictures indeed are helpful in written production. Also, from the responses we conduct that pupils prefer to integrate this didactic aid since it has a strong impact and that could in one way or in other influence their level of writing performance. Thus, it seems clear that they could be more motivated and active (see figure 3.12) in the process of writing and this could be a strong evidence to be considered. If teachers of English encourage using pictures in writing section, pupils will be highly engaged in the construction of their skills so that they will perform better and achieve or get good marks in examination.

The analysis of the teachers’ questionnaire reveals a convention among teachers about the usefulness of visual aids mainly pictures in contributing in teaching writing skills. Almost all teachers agree on the idea of linking pictures as a

helpful technique to ameliorate beginning level learners of English as foreign language writing abilities. In the first section we notice that the majority of teachers have the same qualification 'License' and have different years of experience, have only three training courses (see Item1-3).

The findings of second section show that the majority of teachers aware of the fact that pictures are the most immediate techniques that illustrate the require tasks and they admire the encouragement of relating pictures to written text to develop pupils' level and grades (see Item 4- Item13). In section three, most of teachers believe that writing is the most difficult task for teaching and learning. Pupils' failure in writing a short paragraph is due to the fact that they do not know the way of constructing sentences. If we compare it to the time allotted training courses, the results show that teachers are not satisfied with the three training courses per week according to questioned teachers and even pupils' level in writing. Teachers should allow sufficient time for practice inside and outside class in order to reduce such problem and to feel at ease when they write by providing them with homeworks and assessing them to be corrected in the class.

## **Conclusion**

The obtained results show that the writing skill is a complex activity that requires much time and practice from teachers so that they should frequently raise their pupils' awareness of the importance of the pictures in enhancing their writing skills, as the results show. 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 so that they automatically succeed to write a fine paragraph and get acceptable marks in the exam.

## **General Conclusion and Recommendation**

The present research work is based on an investigation about the methods used in teaching writing skills for middle school pupils, merits of visuals mainly pictures in writing section, and the need of raising teachers' awareness about the effectiveness of pictures to ameliorate their pupils' level of writing.

As a first step in this dissertation, we tried to describe pictures as a type of visual aid we highlight a number of pictures' types and the importance of pictures in teaching in general and specifically its function within a text. Also we tried to introduce writing skill, stages of writing: (planning, drafting, editing "reflecting and revising", and final version), functions of written language, writing conventions. Also we dealt with the importance of writing skill and teachers' role in teaching writing skill. From the latter, we aimed at pointing to the vital role of teachers' methods in teaching writing for its importance in one hand and its relation to other skills development as well.

We relied on two questionnaires for both teachers and pupils through which we investigated the use of pictures as a didactic support to teach writing in an EFL context and arrived to some results. The feedback collected through the questionnaires in this study confirms that teaching writing to beginners seem to be the most difficult task to perform from teachers part as well as with pupils. They have also indicated that the application of the pictures as a visual aid could affect pupils' level of writing positively but the main issue that all teachers demonstrated is the lengthy program in comparison to the time allotted and limited training courses that deal with the writing section.

This work attempts to provide middle school EFL teachers and pupils with an insight of the effectiveness of this method (pictures) in teaching writing for better achievements in writing section especially in exams. Teachers should recognize that their teaching methods would determine their pupils' level of improvement. Moreover, they need to pay more attention to their pupils' awareness of the effectiveness of this method (pictures) in enhancing their writing skill through asking them practicing written assignments outside class regularly and that may be realized through checking if they fulfill the requirements. Here, pupils take secondary role

since they are beginners (receptive). Therefore, teachers take the essential role of the success of their instruction and that lead automatically to a well construction of skills.

Moreover, the government should devote sufficient time for training courses at least five (5) per week. Actually they get just three (3) training course and that problem hinders almost all teachers. Then, the government has to reduce the lengthy program since the actual program lead teachers to ignore this important skill and just assign homeworks without checking their pupils' level of writing. Therefore, it is better to do not neglect to ask and check if pupils practice writing assignments at home. Besides, teachers should also verify pupils' homeworks for systematic and well organized instruction.

One important factor is lack of motivation due to new curriculum; they have studied a few matters in the primary school. Matters of graduation are just three (Arabic, mathematics, and French). The time, they are graduated to middle school; they find twelve matters. This fact decreases their motivation and affects their achievement too. Therefore, teachers should pay attention to the classroom atmosphere, which means to provide necessary motivational factors as a matter of psycho-pedagogy. And they should recognize that their pupils' success is related to the appropriate methods they use.

Pictures as method should be given much interest by EFL teachers especially in middle schools. Thus, teachers should focus more on linking such method in almost if not all matters of learning so that to help or support their pupils' improvements. Teachers should devote sufficient time and effort for written section.

Teachers should reinforce more training courses to facilitate and ease the learning of writing skill and reach better understanding.

Teachers should raise their pupils' awareness of the importance of visual aids as a major component for their success. Pupils as well should precise extra time far from the instruction with the use of visual aids for better writing.

Finally, we hope that these recommendations would be taken into consideration for better writing improvement. Besides, we wish our pupils become good writers. Moreover, next studies should investigate and look for others methods that could expertise pupils' writing improvement more and more.

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## **Appendices**

1- Teachers' Questionnaire

2- Pupils' Questionnaire

## *The Teachers' Questionnaire*

**Dear teachers,**

This questionnaire is a part of master degree dissertation entitled “using pictures in enhancing EFL learners writing skill”. It aims at finding out the teachers’ awareness about such strategy as a technique used in developing writing ability.

I would appreciate your collaboration if you could fill in this questionnaire.  
Please, tick (×) the appropriate answer or make a full statement when necessary

Thank you in advance for your collaboration.

Miss Khelil Amel

### **Section One: General Information**

1. What is your qualification?

a. License

b. Magister

2. How long have you been teaching English?

.....  
.....

3. How many years have you been teaching English to fourth-year pupils?

.....  
.....

### **Section Two: Picture in Writing**

4. Do you know pictures as a didactic aid/support?

a- Yes

b- No

5. Do you use pictures?

a. Always

b. Sometimes

c. Never

6. How often do you encourage the use of pictures in class?

a. Usually

b. Sometimes

c. Never

7. Does picture contribute to the development of the writing skill?

a- Yes

b- No

8. If "Yes", please explain how.

.....  
.....

9. If picture is related to the teaching of Written Expression, will this contribute to make the pupils improve their writing?

a- Yes

b-No

10. Providing students with visual aids about the topic they are required to write is beneficial.

a- Yes

b- No

11. If pupils are helped by pictures to reduce their problems with writing, will this improve their marks in exam?

a- Yes

b- No

12. Have you ever paid your students' attention that using pictures as didactic support is significant for successful writing

a- Always

b-Often

c-Sometimes

d- Rarely

e-Never

13. Do you think that "one picture is worth thousand words"?

a- Totally agree

b- partly agree

c- don't agree

d- neutral

### **Section Three: Teaching the Writing Skill**

14. Writing is a difficult task to teach?

a. Yes

b. No

15. Please, justify: .....

16. Do you think the "Written Expression" program you are teaching is enough to improve writing proficiency?

a- Yes

b- No

17. If "No", please, justify: .....

18. Good writing is: (you can tick more than one box)

a- Correct grammar

b- Good ideas

c- Precise vocabulary

d- Spelling

e- Other: please, specify: .....

19. Are you satisfied with your pupils' level of writing?

a- Yes

b- No

20-If "No", please, explain why?

.....  
.....

21. Do you think that the time given to pupils sufficient to write a paragraph in an exam?

a- Yes

b- No

22. If "No", please, explain why?

.....  
.....

23. Are the pupils motivated to write?

a- Yes

b- No

24. Do you give your pupils writing assignments at home?

a- Yes

b- No

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

a- sentence structure

b- Vocabulary

c- Spelling

26. When you correct the pupils' papers, do you observe any types of problems between questions required and their writing?

a- Understanding

b- Knowledge

c- other problems

27. Please, specify: .....  
.....

28. Do you feel that your pupils have positive image of their ability to write in English?

a- Yes

b- No

29. Do you think that pupils' failure to write in the classrooms is because?

a- writing is a difficult task

b-the nature of topics

c- Lack of motivation

d- Lack of time

Thank you for your collaboration

## The Pupils' Questionnaire

Dear pupils,

This questionnaire is a part of master degree dissertation entitled "pictures as didactic support in enhancing writing skills". I will be grateful if you help me to answer these questions whose aim is together information about the impact of using pictures in enhancing pupils' writing skill (written expression)

- Put the sign X in front of the chosen answer

Miss: Khelil Amel

أعزائي التلاميذ هذه الاستمارة هي جزء من مذكرة مستوى 'ماستر' بعنوان "الصور كمساعد تعليمي لتطوير مهارة الكتابة". تسرني مساعدتكم في الإجابة على هذه الأسئلة التي تهدف إلى جمع معلومات حول تأثير استعمال الصور في تطوير مهارة التعبير الكتابي (الوضعية الإدماجية) في حصة اللغة الإنجليزية

### Section One: General Information

1. Gender: a- Male  b- Female
2. Age:
3. Do you like English course?
- a- Very much  b- Somehow  c- Not much
4. Your level of English is: a- Very good  b- Good  c- Poor

---

### Section Two: Pictures in Writing

5. Do you like your actual teacher's method in teaching written expression?
- Yes  No
6. Do long questions cause you to lose marks in examination?
- Yes  No
7. Do you like using pictures in written expression?
- Yes  No

8. In writing section do you prefer?

Picture and questions  Only Questions

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

Yes  No

10. Does your teacher:

Use pictures  Write questions  Both

11. How many times does your teacher of English use pictures?

a. Always  b. Sometimes  c. Never

12. When the teacher uses the pictures, do you feel?

a. Motivated  b. Not affected  c. Bored

13. Do you believe that using pictures could help you to express your ideas in writing?

Yes  No

14. does using pictures in writing help you to organize your ideas?

Yes  No

15. Linking pictures with the written explanation about the topic you are required to write about will help you to write good paragraph?

Yes  No

16. Your ability to understand the exercise without using picture is

High  Low

17. Do you think that pictures as a useful strategy could improve your writing skills?

Yes  No

---

### **Section Three: The Writing Skill**

18. How many written expression course do you have?

One per week  Two per week  More

19. Do you like the written expression course?

Yes  No

20. In your opinion writing paragraph in English is

Difficult  Easy

21. Your ability to write short paragraph in English is:

Good  Average  Low

22. Does your teacher encourage you to write in the classroom?

Yes  No

23. Do you write in English outside school?

Yes  No

24. If 'Yes', what type of writing?

a. Homework  b. Letter  c. E-mail

25. Learning to write enables you to:

Write paragraph  Have good marks in examination  both

26. The time allocated for Written Expression during the exam is sufficient

Yes

No

27. How often does your teacher invite you to write?

a- Always

b- Often

c- Sometimes

d- Rarely

e- Never

28. How do you describe your teacher?

a- A controller

b- A guide

c- A motivator

**Thank you for Your Help & Collaboration**

## ملخص

الكتابة في أي لغة واحدة من المهام الأكثر تحدياً و تعقيداً لمتعلمي اللغة لإتقانها وعلى وجه التحديد عندما تكون هذه اللغة أجنبية، كما أنها مهارة تتطلب جهداً كبيراً وممارسة من طرف المعلمين لرفع مستوى الكتابة لدى تلاميذهم من خلال تطبيق أساليب و تقنيات معينة للمساعدة في سير العملية. تعتبر الكتابة واحدة من أكثر العقبات بين المهارات الأربع، لأنها جديدة ومعقدة بالنسبة لتلاميذ المدارس المتوسطة وهي أيضاً المهارة التي تستلزم البناء من أجل التقييم، وخصوصاً بالنسبة لأولئك المقبلين على شهادة التعليم المتوسط (السنة الرابعة)؛ أثناء الامتحان يطلب منهم كتابة فقرة في جزء "الوضعية الإدماجية" دون أن ننسى العلامة المخصصة لهذا الجزء (8 نقاط). الهدف من هذا العمل البحثي هو مناقشة أهمية و فعالية الصور كوسيلة دعم تعليمية لتحسين مهارة الكتابة لدارسي اللغة الأجنبية و محاولة معرفة و عي المعلمين لهذه الإستراتيجية. مما يجعل المعلمين على بينة من أساليب الفعالة لتدريس الكتابة بما أنها تساعدهم على التغلب على الصعوبات التي تواجه تلاميذهم أثناء الكتابة لإنتاج فقرات مناسبة. لتحقيق هذا الهدف؛ نفترض أنه إذا استخدم المعلمون الصور كعامل مساعد في قسم التعبير الكتابي، فإن مستوى التلاميذ في الكتابة سيتطور. على أساس هذا الأخيرة، وضعت بعض الأسئلة: كيف يمكن للمساعدات البصرية أن تكون مهمة في المحيط التعليمي؟ كيف يمكن للصور أن تكون مفيدة في تحسين مستوى الكتابة لدى التلاميذ؟ هل المعلمون إيصال المعنى المطلوب من خلال استخدام الصور بوصفها إستراتيجية؟ في هذا الصدد نلجأ لاثنتين من الاستبيانات التي قدمت لكل من المعلمين والتلاميذ بمتوسطة زاغز جلول. ردود الفعل التي تأتي معها من خلال هذه الاستبيانات يكشف على أن كل من المعلمين والتلاميذ يفضل استخدام الصور في لقسم الوضعية الإدماجية بشكل إيجابي ولكن البرنامج طويل، والافتقار إلى الدورات التدريبية وضيق الوقت تعوق سير العملية. سوف تنخفض مشاكل مهارة الكتابة إلا إذا حصلوا على مثل هذا الدعم (صور) وعلاوة على ذلك، ينبغي على الحكومة أن تقلل من طول مدة البرنامج وكذلك زيادة الدورات التدريبية