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USE OF PICTORIAL TECHNIQUES TO IMPROVE WRITING SKILLS OF THE STUDENTS AT ELEMENTRY LEVEL

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*ABSTRACT-*The objective of our study is to analyze the "use of pictorial techniques to improve the writing skills of the students at the elementary level". The views and data have been collected through a structured questionnaire, interviews and observations. The results of our study revealed that the use of images proved to be successful in the experimental groups to motivate students and improve their performance. Teachers are not in the habit of using images and blame long curriculum and lack of time. So the conclusion was drawn that the use of pictures should be supported for the improvement of hand writing because our students cannot produce a single paragraph without any help. They are habitual of routine learning. Our policy makers should also short down the syllabus and more guidance and exposure should be provided to teachers for the improvement of writing skill of our students at the middle level.

Key words: Pictorial techniques, images, writing skill, syllabus, exposure.

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1.INTRODUCTION

1.1 Background of study

Although English language starts from nursery class in the syllabus as a compulsory subject but still the students of elementary level are not able to understand the language, especially their writing is very poor. Traditional ways of teaching have been failed to contribute in the right coaching of students.

Teachers taught some specific stories, essays, letters, applications, summaries and exercises to get good marks in the middle standard board examinations. In this way students become habitual to routine teaching and learning process. Their creativity loses in this old fashioned method of teaching. In old method of teaching English language students are not allowed to show some creativity. In the process creative and communicative writing is neglected fully.

Our objective to choose this topic, i.e. "**Use of pictorial techniques to improve the writing skills of the students at elementary leve**l", is to highlight the importance of writing skill. We want to tell teachers and students that writing is very productive and creative skill. They must give full attention to it because it has immediate effect on reader especially the examiner. A better writing skill will not only give good marks to students in examinations but also it will long lasting effect in their future career.
A Chinese philosopher has rightly said:-

"I listen and I forgot I see and I remember I do and I learn".

If you apply this to proverb to our being, the class is focused teacher, she offers the lecture, students sit passively in this way forget after some time. We feel if they saw a picture and write about the picture they use the syntax of the practice, will this type of learning have a lasting effect.

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1.2 Main Research Question

1. How can the pictures help students to improve their general writing skills as compared to ordinary text articles?

2. What is the scope of pictures to improve the writing skills of the students at elementary level?

1.3 Objective of Study

The objectives of our students are stated as under:

1. To analyze the writing skills of the students.
2. To use pictorial techniques to improve the writing skills of the students.
3. To measure level of improvement and effectiveness of techniques.
4. To develop a vocabulary through pictorial techniques.
5. To suggest to teachers how to improve their teaching skills through pictorial techniques.
6. To help students to overcome their shyness and hesitation regarding their writing skills.

1.4 Scope of Study

1. Pictorial Techniques can play an important role in motivating students, and can bring them out of the textual material and daily routine work.
2. A variety of pictures can also activate the creative teaching of the students.
3. Pictorial Techniques can convey the meaning of situational and cultural information.
4. Pictures can also bring real-life situations in the classroom and develop responsive and productive skills to students.
5. Pictorial techniques develop the students understanding of pictures and how to convert pictures into text.

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6. Pictorial techniques also develop the common sense of children to understand any visual / picture / image and they may further visualize the rest of the content.

7. Pictorial techniques enhance creativity and imagination of the students which inspire them to write better.

2. LITERATURE REVIEW

2.1 Quotation of relevant studies

John Lindley Byrne (1980) claims writing is much more than the production of graphic symbols, just as the speech is more than the production of sounds. He says the code must be arranged to form words, it must be the order of the words to form sentences according to certain agreements. It involves writing an encrypted message, and because we translate our thoughts into the language. By regulating the sentences we have in the text, we can communicate with the reader successfully with the reader.

Byrne (1988) in his book Teaching Writing Skills has reported techniques to provide visual sequence. We should welcome the opportunity for students to contribute ideas. It is likely to enjoy it more, if they are allowed to prescribe only what we can see. Here are some ways to make the image sequence of four in order to stimulate the imagination of students. Presentation of the first and last images students feel that what happened between them. Students provide the beginning and the end. Display the last picture only so that students may decide what happened before. Display the first picture only so that student can decide what happened at the end. The role of visual material teacher can clearly great potential for the development of writing skills and can provide both contexts and motivation for a variety of activities, but what they are not used properly; it may create more problems than it solves. Byrne (1988) suggests following steps to develop writing skills.

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(1)   To identify and define the appropriate writing on the subject of visual material task.

(2).   To determines which language should the learner in order to carry out the task.

(3)   To decide how to prepare learners for the task of writing.

Other uses visual sequence.

You can use the visual sequence for a range of activities through the mouth alike to prepare for work written and engaging students in this article. For example, speculation: get the students to give their own ideas about their own people and adjust.

Raimes (1938) confirms all ESL writing teachers to find a valuable resource in the pictures. Use an image as a theme for several writing classes gives us the opportunity to develop not just a variety of tasks but also a series of tasks, carefully selected so that students move from one level of difficulty to the other, and collect more vocabulary, knowledge of the language and syntax, and organizational skills as they proceed. Image can be used as a reference point for students to discuss cultural phenomenon and experiences related to them.

White (1980) comments are noteworthy as he says that:

(1)   The organization of the descriptions to cover the appearance, in a way, roles and routines linguistic and relevant features.

(2)   The use of descriptions as part of the tasks of identification.

(3)   Link to write descriptions of institutional characteristics that are related to specific professions.

In teaching writing of description places procedure is as under:-

1)   Focus on location and spatial relationship.

(2)   To link the expression of these relationships to the maps and photos**.**

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3) The integration of work on the linguistic expression of the site and the spatial relationship, especially the envelope from the site.

2.2 Summary of Reviewed Literature

Byrne (1980), Kinder (1995), Raimes (1938) and White (1980) all the educationist are mainly saying that **w**riting is much more than a simple matter of writing language into written signs. In fact, it is a thought process, which demands a conscious effort and time on the part of the writer. The development of written text of the raw materials, which can be fully established by the creator of the writer for example, a short story, picture or description describing the situation.

What language teacher can do is to involve students in the creative process, where all their mental channels of work to produce a piece of written text on its own. Our daily lives and we all do different roles for other people in the social world. We are also implementing our daily routine; we move from one role to another. Besides making sense, also it adds interest. If we deal with day in the life of someone by organizing a description not only in the long repetitive activities that are part of the routine, but also by seeing how these are classified according to different person carrying in his life roles, or a typical day.

2.3 Distinction of this study

This is different from other researchers because use of pictorial techniques to improve writing is a modern concept for which I have provided modern and attractive pictures which help students to improve their writing through these pictorial techniques. Use of pictures as a theme for several writing classes gives us the opportunity to develop not just a variety of tasks but also a series of tasks, carefully selected so that students move from one level of difficulty to the other, and collect more vocabulary, knowledge of the language and syntax, and organizational skills as

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they proceed. Image can be used as a reference point for students to discuss cultural phenomenon and experiences related to them.

Teachers can use the images to motivate and stimulate learning simply because the students like them. Pictures show vague ideas, especially of things, places and customs and ideas removed from the immediate one environment. Even within one language that they can clarify ideas blurry or incorrect.

3.Glimpsing the Process

Martin cooks & and Sara Simpson (2003) developed this model. Through this Model we can focus on our thinking process in a better way as is shown in Figure 1.

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3.1 Developing Ideas

How to start writing is a crucial question that every writer comes across. There • fore, the first step that must be taken in this regard, to generate ideas that will embark on a writing. For this purpose, these activities should be given to the writer in the first phase, which could help in the discovery of the matter and determine the purpose.

3.2 Creating Ideas Thorough Questions

The questions are an important source of ideas for the start of the book. The skill of a good writer is to think of interesting questions to ask because this produces exciting answers interesting. Simple questions (Who? When? Where?), when used in a complex manner can give positive results. It is given a book on the subject which put forward a series of questions. Through these questions the writer's mind gets stimulated and is flushed concept on this topic. This procedure enhances creativity as well as the individual. This procedure is shown is the following Figure.

3.3 Focused writing

To negative or vice versa, Writing controlled by all the students are not writing that is providing a great deal of content and form. The opposite is true of free writing, where students organize and express generate their ideas in their own judgments, and write control is a useful tool in all levels of education, formation, not just in the early stages by the students gained enough fluency to deal with free Gary writing.

3.4 Semi Controlled writing

Guided Configuration: guided configuration is an extension of the composition of controlled, and it gives the students some but not all of the content and form sentences. They will work under the guidance of a teacher. Give students the first and last sentence of the paragraph is very strict controls on the content and

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many of the grammatical features the use of students, but the students are free to form their judgments own.

3.5 Joining Sentences

Wholesale combination is to combine "the base" or sentences nucleus in a single compound or complex the longest sentence. It is a technique to help students in their writings. Researchers have found this sentence in writing to native speakers combine exercises to improve students' syntax and sentence length and governance variety. The Central Wholesale combines standard students certainly a very good way to introduce a new language structures without going into complicated explanations and employ specialized terminology. It saves a lot of practice with the grammatical structures that are more common in writing than in speech, and gives students the opportunity to use grammatical knowledge they have to make decisions about the structure.

3.6 Explanation of a place

It describes the scenes. Good description includes details of feeling. Things they can see, hear, touch, taste and smell. Details Making Sense description comes alive. And it includes a personal description also feelings and opinions about the place he or she is described. Send some notes on how you feel about the place described. Also write about why you feel the way you do.

3.7 How to write topic sentences?

The topic of your paragraph should make the reader interested in the writing. Your writing style must show how special you are. You should be positive with a focus on the good points. The use of words, would, could or could give your reasons.
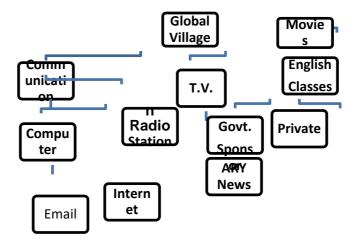
3.8 How to write ending sentences?

This type of paragraph will need to write the final sentence. I can say what I have learned about yourself from the experience you choose, or it can describe the

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hope for the future. It should be left to the reader with the positive feeling about your lifestyle. You must use past tense to write events that had happened in the past.

3.9 Grouping

Assembly is one way to help you organize your thoughts. It can help you decide what to focus on when a very broad topic. To make the graph cluster the subject of writing on a piece of paper is required. Then write down all your thoughts on the topic on paper by linking ideas that are connected.

McLuhan's Mantra (1970) developed this model:Global Village needs to organize ideas and the inclusion of the information that we want to write. How the world's shrinking is affecting your daily life? Think of the good and bad effects of the global village.The model is shown in Figure 2.

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4.Research Methodology

4.1 Nature of research methodology.

Pictorial Techniques can convey the meaning of situational and cultural information which can lead to improve writing skills massively. Pictorial techniques can also develop common sense of student and can enhance creativity of the students through creative writing. Images can also bring real-life situations in the classroom which can develop responsive and productive skills to students.

4.2 Types of Data

The methodology is the case of using action research study. I will do an experiment a case dealing with one institution as a research study. The sample was 38 students from grade 8 Govt. Model Elementary School, Choughata Panjuana, Lahore Road Basti Sanpal Tulamba, Tehsil Mian Channu District Khanewal. To check the skill level of the student's pre and post level test were taken. Details will be given in next chapters.

4.3 The sample of study

The study of researcher is limited to single school, Govt. Model Elementary School, Choughata Panjuana, Lahore road Basti Sanpal District Khanewal.

4.4 Research Design

Data collection is an important part of any research. Researchers use different kinds of resources and technology to complete their research work. I have adopted the following methods to collect the data for my topic "use of pictorial techniques to improve writing of the students at elementary level" at Govt. Model Elementary School Choughata Panjuana, Lahore Road Basti Sanpal Tulamba.

- ➢ Questionnaires for teachers and students
- ➢ Observations
- ➢ Interviews

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➢ Pre test

➢ Post test

4.4.1 Questionnaires for teachers and students

Feedback questions were planned carefully for teachers as well as for students. Teacher's Feedback questions were dispersed among the ELT Teachers of Govt. Model Elementary School Choughata Panjuana, Lahore Road Basti Sanpal Tulamba District Khanewal.

The feedback questions were something new for them and they surely had trouble in understanding some questions (e.g. rating the options at scale 0 – 3 etc.). Therefore, the researcher had to be there in the class all the time to let them understand the feedback questions. Researcher had to explain what each question meant and how to tackle the rating scale. Questions were connected to the use of pictures to improve the writing skill of the students, their English language background, written work in the class, their own ability to write etc.

4.4.2 Observations

Apart from the questionnaires, also taken help from personal observation to teach English, to discuss this proposal. It is proved observation tool which gave an insight into the areas, which had been concealed consciously or unconsciously by the students and teachers while filling in questionnaires. Moreover, being a teacher of the same class took place on each observation in general as well. It is attached to a paper monitoring in attachment II.

4.4.3 Interviews

A small number of teachers and students and the school headmistress were interviewed to clarify some aspects of this research more visible. Questions also for the interview have been discussed in Chapter 4.

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These methodologies have proven useful to know the reasons for the poor writing skills of students. It helped identify the problem areas in proposing ways and appropriate ways in the current examination system, the duration of the season, a long approach and large classes, to develop writing skills.

4.4.4 Pre test

It was taken before the test in order to verify the writing skills of students, but it was a very low level and it did not yield the best results. The pre-test was conducted and included the picture in Annex III. This picture was based on one of the lesson in the text. It also gives a lesson plan model of this lesson in Annex I

Students were asked to describe the image according to the demonstration found the students get the following weaknesses.

1. The written material was based on the version of the summaries crammed with texts.
2.   The written material almost identical as far as the content matter.
3.   Article was riddled with errors and was wrong structures grammatically.
4. The concept of free writing completely missing and the students were not able to write sentence in its own.

4.4.5 Post test

The results of the post tests have shown to improve the writing skills of the students, we can clearly see the difference in the proficiency of students from the beginning to the end of the study. Article written in the post-test was based mainly on the free writing. Students use their creative abilities to describe the images related to particular text rather than reproducing summaries overcrowded and images used in the free writing is in Annex IV and test their site are in Annex VI.

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• There was a diversity of writing samples also gave the students interpret the images according to their concept.

• There were some grammatical errors, but they were relatively some modifications with particular reference to the test samples.

5.TEACHERS'S QUESTIONNAIRE ANALYSIS

5.1 Observations and interviews

All four teachers who filled in the questionnaire and one had a teaching experience of thirty-two years and second had 4 years' experience. Two teachers had 1 year experience and this depicts the methodology of their teaching which proved by students' response and behavior.

5.2 The lack of a training course

Training and refresher courses between two teachers show a lack of expertise attitude towards teaching.

5.3 Writing technique:

Two of the teachers see that writing is an natural skill and cannot be improved through formal education and practice, guidance. This reaction may be the result of a misunderstanding of this statement or inexperience.

5.4 Teaching load:

The two teachers thirty periods per week (40 minutes each) was one teacher load of thirty-four periods per week and the school headmistress to take six periods per week. However, the teachers spend 5-15 minutes in writing and it was clear from the interview teachers and students Notes Note book, that creative writing has been very rarely and most of the time they are copied, and the spelling or grammar exercises.

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5.5 Effective use of images

All teachers agreed that the effective use of the images can help to develop writing skills but   they rarely were using it because of time constraints and a long approach. The lack of training is also one of the main reasons.

5.6 Role of writing in the confidence-building

Writing for the three teachers help at all in building confidence. Most of them felt that the writing of great help in getting good marks in the exam but it does not help at all in social interaction with friends and family. They barely get a chance in a week for free writing.

5.7 Teaching strategy

According to 50% of teachers to read the text often do. This is an indication of the old traditional way of teaching English teachers 25 to explain the text in Urdu rather than English, and 50% of teachers do not do exercise rules often. One teacher used only to ask them to write their own opinion about the lesson. Most of the students were relying on the notes prepared and often given by teachers. This clearly shows the lack of teachers to pay attention to the development of writing skills.

5.8 Teachers' approach towards mistakes

 The vast majority of teachers believe that the errors in the writing process show a positive sign. They said that if they get a time debugging individually otherwise they confirm them and ask students to correct them according to their instructions. One of the teachers said they checked the work of three or four students and then asked those students to guide other students. This method is to check the errors seem appropriate in large classes.

5.9 Proof reading of written work

While proof reading of written work, the main focus of the teacher is on the subject and grammatical errors remain. This response is somewhat indicative of the

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traditional teaching methodology (GTM). This analysis is supported further by the views of Friedman and giving birth (1993) asserts:-Grammatical accuracy and rhetorical formulas have a small force if the piece of writing does not express the ideas of the writer clearly and forcefully.

5.10 Focus on the activities of the exams or tests.

Given the importance of textbook content, and save the answers given to them and exercise grammatical while preparing to test the English language. If teachers would prefer their own observations and guide books for the students, then how can they be able to develop the writing skills of their students?

5.11 The use of textbooks in the description of the pictures

All teachers agreed that there are very few pictures in the text of the book from the eighth grade and these pictures are not very useful in the development of writing skills of the students because they are not clear enough. They agreed that the images motivate learners to participate in their own learning activities if the text of the book will have clear images that it would be more useful to generate ideas and improve writing skills. The 50% of teachers give them the image interpretation. 25% were given the facts about the picture and only 25% of teachers gave facts that apply on the pictures, they also ask them questions relating to the images.

5.11 Methodology of Teaching

75% of teachers were using direct method, while 25% of teachers preferred method of grammar translation. Most of the teachers and not to give the opportunity for students to work in groups or pairs but few teachers were recorded in some cases.

5.4 Students Question in the Classroom

Analysis of the first group (INITIALS) illustrate that all the students who filled   the questionnaire are from class VIII of Govt. Model Elementary School Choughata Panjuana, Lahore road Basti Sanpal Tulamba. Total students were 38.

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They belong to three different social classes. Out of them 22 students were of the farmers, 8 were of laborers and 8 were govt. employees.

5.4.1 English as a means of education

The average teaching is English, but their history has a significant impact on them, and they are always reluctant to use the English language. They do not get any exposure to the English language at home. 4 7% of students never used one of the English language in their sentence, only 8% of students said they would prefer to speak English at home.

5.4.2 Writing in daily use

Section III results are noteworthy. Students were given different options to choose who pointed to where they used to write in English. Most of them said they had not written anything in English to their friends and their families, some of them said they write cards to their friends and applications to headmistress. For them writing in English is only for the purpose of academic writing.

5.4.3 Use of pictorial techniques to improve writing skills

All of them replied that the picture scan be used successfully in the classroom, these can give expand to a logic of the imagination, and it can bring more ideas in the minds of the learner, and can also develop students' writing skill. He said 68% of the students they are useful for free writing and 74% of the students were of the opinion that through the images we can easily increase the vocabulary received 53% of the images are very useful for writing a story answered 29% said they sometimes used for dialogue writing 24% said they use it to write b. If we were to sum up, we find that it can be effective to some extent all the features mentioned above of writing.

5.4.4 Pair activities and Teamwork

And rarely get any opportunity for collective work or work spouse. They were of the opinion that most of the time idly in class, and they are not active

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participants. He answered 60% of the students they never use English in grade English. The teacher must take drastic steps to encourage English medium schools.

5.4.5 The shortage of Pictures in text book

A majority of students believe that the text of the book you do not have enough photos. This means that there is a need for additional effort on the part of teachers to bring some useful pictures of the students which have been denied in the text book.

6.CONCLUSIONS

We analyzed the main problems faced by students as well as teachers in the development of writing skills. It is noteworthy that the pictures are the best visual aids to improve student writing skills at the elementary level. Students can learn the language and spelling rules, tenses, vocabulary and writing dialogue through the pictures. Images can be brought out of the shell of the goal, and can easily improve writing skills through the pictures. They can learn intensively through the pictures. And our students are already facing a lot of problems related to the English language. Most of the students do not have an English background. They try to save everything, but after some time they forget. Obligatory for our students to learn English effectively otherwise they can never excel. Students are required to have to take the English exam compulsory at all levels. Our students cannot avoid the English language. It is suggested that if teachers exploit the different types of images in the active group, they can teach English in the best way. Pictures impression is everlasting in the mind of the reader. Our research shows that if students are given a greater opportunity to practice writing skills through images that can improve writing skills in a positive manner and it will yield the best results.

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7.RECOMMENDATIONS

1.The analysis shows that teachers do not do justice to their profession even though they tried to imagine the ideal situation through their responses to the questionnaire. They need to be aware of the sensitivity of their profession. And it made some recommendations that can give a guideline for teachers.

2.Teachers need refresher courses and run, because it is the only way for professional growth for teachers. We can learn the latest teaching English as a foreign language methodology through training courses.

3.Planning is of great importance and Teachers must be given the necessary importance to all learning skills. They practice and they were mostly in their teaching responded two out of four teachers who consider it just speaking as the most important skill. All four skills are of great importance, and we cannot ignore any of them in the lesson plan.

4.Teachers must be spared at the time of writing skill because it is the most important skills students need to improve writing skills. Teachers can be successful only to improve the writing skills of the students if the effective use of the images and give students the opportunity to apply in writing. Teachers can improve the writing ability of students to use the images in daily use.

5. The teacher must change teaching strategies. It should not make students subsidiaries. They must teach their students about the basic skills of writing. We must tell them about writing paragraph. The ideas of the organization and the subject of governance, and develop cohesion and elegance and the use of transitional words and about other cases of hesitation and quantifiers. This approach gives sufficient space for students so that they work for solutions to the problems or put their ideas in full and coherent text. This builds confidence among students. Two out of four teachers were of the view that speaks only the skill of the most important skills and pay only

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focus on speaking skills. But we cannot deny the importance of writing skills of all our exams are in written form. Teachers should pay more attention to the teaching of writing skills.

6. It should be emphasized rules and spellings in the English language but it should avoid complex grammatical forms. It should be taught parts of speech and uses. It should encourage team work and help poor students. He should give the C.R. a clear instruction set to achieve the objectives of the lesson. Teachers must use images effectively in the classroom. It must be in a school activity in which there should be a variety of images. On teachers to make the learning process of teaching English on the basis of activity and they should know that it is interesting.

7.Students studying the English language, but they are mostly passive learners. Consider English language students to the subject of difficult and teachers also do not show enthusiasm. Students will not learn English, but it will become an active learner. The students must not only confine themselves to writing scripts. You should try writing letters and stories and dialogues in English. You can also write a description of the images through the application of writing skills in daily use and can learn more effectively.

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