The Impact of Audio-Visual Aids and Graphic Organizers on the Writing Skills of ESL Learners at AMU +2 Girls

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Abstract

This study is an analysis to illustrate the importance of a 'smart' classroom in improving the writing of the ESL learners. This study looks at the use of audio-visual and graphic organizers in a writing classroom. Particularly with respect to how multimedia resources may be utilized as a pre-writing activity which could help in improving the quality of writing. The graphic organizers were produced after watching the audio-visuals. Both graphic organizers and audio-visual aids are used as pre-writing activities in the present study. The study has included five questions of Dally & Miller (1975) scale as a measure of writing apprehension of the ESL students before they compose their essay. Other questions that were used are on the five point rating scale which analyzes the impact of using audio-visual and graphic organizers on ESL students' writing. The experimental method was utilized, with an experimental design of 'pre-test' and 'post-test', control group and an experimental group on which the study was conducted. The study was divided into two composition classes taken consequently on the alternative days; the first composition class was taken in the very traditional teacher-led way where students were given a random topic on which they were asked to compose an essay. The next class was the experimental class, of the same students and the same topic was given to them, this time they were asked to write under the conditions of applying the aids that were provided to them like showing the audio-visuals, preparation of graphic organizers and the blackboard facilities prior to their writing. This study has also adapted the 'Burhan Nugriyantoro's writing scoring system (2004) to assess and evaluate both the drafts of the essays.

All the statistical analysis has been carried out through the SPSS software 16.0 and MS-Excel version 7.Results showed no statistically significant differences overall in the writing. Although students were found to write longer and richer drafts when they were guided through audio-visuals and were asked to draw graphic organizer of their ideas and thoughts after watching the audio-visuals prior to their writing. The results showed that such conditioning of audio-visuals and graphic organizers in composition class can work as a good aid to improve the writing quality of ESL learners and can also motivate them towards learning and writing in the second language.
Keywords: pre-writing activities; writing performance; writing apprehension; graphic organizers; audio-visuals; composition; essay writing.

1. Introduction

Writing is one of the language skills, through writing, we can inform others, carry out transactions, persuade, infuriate, and say what we feel. However, we know that writing or learning to write, especially in a second language is not simply a matter of "writing things down". It is one of the four basic skills that are very complex and difficult to learn.

Writing is one of the ways to give an idea or message which is form in writing on a piece of paper or the other area. It is an act of making marks on certain surface. Specifically, writing is one kind of expression in language which is created by a particular set of symbol, having conventional values for representing the wordings of the particular language which is drawn up visually.

Writing skill is complex and difficult to learn. Requiring mastery is not only grammatical patterns, but also the rule of writing such as high degree of organization in the development of ideas and information and also choosing the appropriate vocabularies and sentence structure to create a style which is appropriate to the subject matter.

1.1 Writing skills

Writing skills are developed through the exposure of writing and by exposing oneself to the process of writing in the different context. The study of second language writing has focused on the process of developing writing among the ESL learners. Many studies focus their attention to pedagogical aids, adapted by teachers and the strategies adopted by learners to improve their writing. In the traditional classrooms where the teacher guides and controls the classroom activities, the writing of the learners is very strictly performed in a controlled environment by drilling and rote-learning. Taking the Indian scenario of ESL teaching, then till date at school levels learners are instructed to rote-learn an essay, all that is dictated and structured by the class teacher itself and then in exam

learners are supposed to write that memorized essay. Hence, there is no scope of free and creative writing in the second language as the learners are not trained in that way. Learners' cognitive development remains at the same level of not thinking creatively, not coming up with their own ideas and thoughts and therefore an apprehensive nature is found in ESL writers towards writing in the second language. This paper has also checked upon briefly the apprehension level of learners towards writing in the second language.

It has been long argued that to be able to write well in second language one should develop certain writing skills. The process of writing is divided into three stages, the pre-writing stage, the writing stage, and the post writing stage of reviewing and editing. Each stage involves different skills to structure ones writing. The pre-writing stage is considered to be the most important stage where the maximum scaffolding is required; in the pre-writing stage the writer can equip himself through various activities which will help him structure a good composition. Various activities were introduced and are practiced; these activities are believed to be as good pre-writing activities that help develop ones writing. Reading before is considered to be as the best pre-writing activity there are a number of studies put forward which talks about the connection between reading and writing and the role played by reading in developing. Apart from reading what other activities and strategies could be adapted to develop writing skills. Many researchers began arguing that students use various methods to explore a topic prior to their writing, thus a need for some, thus a need for some pre-writing activities and strategies or tasks were introduced and began practicing.

1.2 Incorporating technology in the ESL classroom

Just as the linguists today recognize that language is culturally constructed, so too are students defined by and defining their own place in the educational spectrum (Kroll, 2003). So when we talk about developing writing, then we can't ignore these facts. To be able to bring culture and its language inside the classroom boundaries can do wonders in the learning standards of the second language learners. And today's technology is the apt way to let such wonders happen. The media, television, internet, social cites and so on are some of the electronic tools which the modern day science has created for infotainment purposes. Through these tools world has gone global, whole world has shrunken, and we feel connected through an invisible net of technology. Incorporating such multimedia tools in the classroom has become a new interest of the second language teachers and to adapt these technical tools as pedagogical aid is a fresh approach towards second language teaching. A thought can be given to how these technical tools be adapted as a learning tool that they give some fruitful results in developing the LSRW skills in the second language learners.

By teaching through technology becoming increasingly integrated into teaching methodologies, educators strive to ensure these methods are in fact enhancing student learning. Technology use in the classroom is proliferating at such a rate that evaluation of technological innovations is trailing far behind (Kroll, 2003).

1.3 Adapting multimedia tools as the pre-writing activities

Here, in this study I have taken the same thought and have applied it into the single field of second language writing, to see what happens when audio-visual tools are adapted as the "pre-writing tools" in the second language writing class of twelfth graders. With the help of these media tools how far the learners were able to draw on their cognitive functioning, how far it leads to generate ideas and how far they were able to adapt those ideas while composing an essay.

The main job for the teachers of writing, whether their students are native speakers of the target language or second language learners, is to work with their students to help them achieve improved writing proficiency in accordance with students' needs and course goals, advancing beyond their current skill level. How best to do this is, understandably, a concern that sits at the heart of the teaching enterprise. Many teachers are thus drawn into becoming researchers, wanting to investigate one or more of the many components that contribute understanding writers and what is involved in promoting proficiency in writing (Kroll, 2003)

Taking this view in this paper I have tried to look into all these needs and requirements of a second language learner, and how these needs and requirements is satisfied. Here in second language writing a need for pre-writing tasks is stressed upon. The study took audio-visual and graphic organizers as those pre-writing tasks which are employed to aid the writing of the second language learners while writing. As the learners watch the audio-visuals they come across the second language, through these audio-visuals they are not only watching but they are also listening and experiencing the second language in their minds. Learners come across new vocabulary, sentence structures, new issues, new ideas, and information which will activate their cognitive thinking and the learner will at once start processing all these inputs in his mind. To give a shape to all what is going in the learners' minds the researcher uses a graphic organizer and ask learners to draw this graph by filling it with all the ideas and points that are flooding inside their brain and give them a shape by writing them and organizing them on the graphic chart presented to them.

1.4 Graphic organizers (GO)

A graphic organizer is a kind of concept-map, on which a learner is free to give structure to his ideas and organize them on the paper and structure them according to the essay that they want to write.

Graphic organizers (GOs) can be categorized into four broad areas: conceptual, hierarchical, cyclical, and sequential (Bromley, et al, 1999). Also referred to as knowledge maps, concept maps, story maps, cognitive organizers, advance organizers, or concept diagrams, they are tools which help learners see visual representations of knowledge (Bromley, et al., 1999; Grabe, 2002). They help students make connections between related or unrelated concepts and to internalize learning materials (McKnight, 2010). According to Jones, Pierce, and Hunter (1988), a quality graphic representation can "show at a glance the key parts of a whole and their relations, thereby allowing a holistic understanding that words alone cannot convey" (p. 21). Graphic organizers "help a reader visually see what is verbally stated" (Jones, et al, 1988).

Graphic organizers as instructional tools have been widely researched and have gained broad acceptance as effective mediums to enhance learning at multiple classroom levels and subject areas (Bromley, et al., 1999; Di Tommaso, 2005; Egan, 1999; Grabe, 2002; Hall &Strangman, 2008; Horton, Lovitt, &Bergerud, 2001; Jiang &Grabe, 2007; McKnight, 2010; Parrish, 2004; Tang, 1992). GOs can promote deeper reading by building learner autonomy, acting as scaffolds for critical thinking, helping readers better see textbook organization, and directing reading more selectively (Grabe, 2002; Parrish, 2007). Organizers such as story maps also help readers by providing a visual frame where information can be chunked and schema can be more easily processed (Crandall, et al., 2002). Organizers also aid vocabulary development and writing assignments (Grabe, 2002).

More formal research on the effectiveness of graphic organizers in the development of reading and critical thinking has centered on L1 readers. In expository texts, Jiang &Grabe (2007) maintain that research on GOs' effect on the comprehension and retention of information in ELLs was inconclusive. A comprehensive review on the impact of GOs of reading instruction conducted by Griffen and Tulbert (1995), found contradictory results and cast doubt on their effectiveness to improve reading instruction. However, as Jiang & Grabe (2007) argue, the effectiveness of GOs has more to do with the type of GO used and their representation of the specific discourse structure of a text. Instructors need to carefully select the proper GO for the desired learning objective (Egan, 1999). To better facilitate reading instruction and learner comprehension, research supports that GOs should accurately represent text discourse structure (Grabe, 2002; Jiang &Grabe, 2007). In other words, if students can visualize a text through a GO such as a flow chart, their understanding increases.

Despite some disagreement in academia, most GO research with L1 students supports their effectiveness to improve reading comprehension and recall. In a study of fourth-grade L1 students, Boothby and Alvermann (1984) found students using GOs scored significantly higher on recall tests than students not using GOs. Studies of graphic organizers used with college students also showed positive GO results. Geva (1983) used flowcharts with L1 community college students and found Nelson Denny Reading Comprehension scores significantly improved (Hunt,2014).

This study has included audio-visual and a hierarchical graphic organizer as the pre-writing activities. The study believes that by watching the audiovisuals the thought process of learners will get activated and new ideas and thoughts will start emerging and to give a solid ground to these ideas a graphic organizer was produced and developed so that all those emerging ideas could be jotted down graphically and further for utilizing it when writing the essay. Now with the graphic organizer in front of the learners they can frame their essay using all the inputs produced by them on the graphic organizer.

2. Literature Review

This study goes commensurately with some prior researches that suggests the use of pre-writing tasks/activities in an ESL classroom as a good aid and are found successful bringing some noticeable improvements in the motivational level and cognitive level of learners and also side by side scaffolding their writing and improves them as writers. Such pre-writing activities/tasks as researched by Maki Ojama in his study where he used concept-maps as pre-task planning activity for the Japanese ESL writers, implicates that his study affirms that pre-task planning activities may effectively promote the quality of written language production in ESL classes, it seems a viable option for teachers to provide learners with explicit instruction on how to make a plan, learners can make the most of their planning time to prepare for writing. Ojama also suggests that it is important that teachers may need to set up a training period of a certain length to familiarize their students with the specific strategy/activity as learners are likely to struggle to incorporate a new strategy into their own learning styles or practices at the first encounter. This statement can be used to justify the present study, which was run in a short length for the strategies introduced to the learners, the audio-visual aid and graphic organizers such strategies and activities takes time to get incorporated in learners' system of learning. A teacher therefore must give time to their learners and repetitively make use of such tasks to make the most out of learners' performance. Such activities and tasks are new for learners and so they need time to dwell in and provide fruitful results.

The other study can also be discussed here as it has utilized concept maps as a pre-writing strategy Chularut & DeBacker (2004) concept maps are similar to graphic organizers which the present study has taken as the pre-writing activity. According to Chularut & DeBacker concept maps appear to be of help for ESL students to organize and recall specific details and difficult vocabulary, it also appears to promote the use of self-monitoring and knowledge acquisition strategies and increases self-efficacy for learning. Similar is the case of the present study where graphic organizers work as the scaffolding devices and are utilized to encourage self-monitoring, knowledge

acquisition and self-efficacy among learners. Such pre-writing tasks can prove to be as good self-regulatory strategies as well and which is an emerging new area of interest for the language educators and researchers.

Stephen Hunt (2014), states in his study that graphic organizers can be used to aid reading, writing, and critical thinking skills. Resources such as graphic organizers and technology and multimedia (as audiovisuals used in the present study) should be included in the teacher training programs for school, college literacy, and education courses and in other instructor certification programs such as TESOL. Such tools directly scaffolds the learning and a teacher must be trained enough to properly advocate such tools in class.

Ibrahim (2014) in his study discovered that pre-writing strategies such as concept mapping is beneficial for enhancing argumentative compositions.

Rao (2007) found that the performance and attitudes of the students who received training in brainstorming strategy was better than those who did not experienced any training. Hence pre-writing activities as used in the present study audio-visuals and graphic organizers are good strategies to implement training in brainstorming, which is considered as one of the key ability and learning skill to be generated.

The use of graphic organizers and audio-visual aid helped in establishing logical connections among ideas and organization of those ideas. The written drafts developed in the present study reflected a better thinking and organization of ideas into paper by the learners in their post-test stage of pre-writing activities.

Mathew & Alidmat (2013) studied the usefulness of audio-visual aids in EFL classrooms. Their study reveals that integrating audio-visual resources with the prescribed course content has a positive impact on the teaching and learning process. Students find these audio-visual resources useful in understanding difficult concepts and they feel that the use of such aids can increase retention. University classrooms with latest technological aids can be a source of inspiration for both teachers and their learners. Mathew & Alidmat suggest that using audio-visual aids as a teaching method stimulates thinking and improves learning environment of a classroom.

3. Methodology & Procedure
3.1 Subjects and Sampling

Participants in the study were 22 girl students of class XII studying at the Aligarh Muslim University +2 Girls. It was a heterogeneous social science batch, all having English as their compulsory subject. Their mean age was calculated 17 years, and they were all physically and mentally sound. All had studied English since primary level only the difference was of boards some did their high school from the cbse(central board of secondary education) board, some of the UP (Uttar Pradesh)-board and others from AMU (Aligarh Muslim University)-board. The participants of this study were all 22 girl students who have history subject in common and do the class together. In this two day study the same group of girls was experimented, there was no change in the students or class whatsoever; hence the study's findings are to the very extent valid. The same class was taken both as 'control group' and as the 'experimental group', for the study that took place consequently on two alternative days. At the time of study, the researcher itself taught and conducted the classes. The study was a serious attempt at checking the improvements in the writing skills and writing apprehension of the ESL learners under the treatment applied at the pre-writing stage.

3.2 Procedure

On the first day of class the students were given a topic on which they were asked to compose an essay, the instructions given to them about writing and composition was very traditionally presented by the teacher, the approach was product based and teacher centered. The class time was about 45 minutes, so it was necessary to manage the whole study under that time period, therefore the researcher set out a time limit and the students were given 25 minutes to wind up their respective essays. In the next class the same group of girls was provided with some pre-writing task. They were shown audio-visuals in the class with the help of the projector and a laptop, they were shown three different kinds of videos, and each video was of not more than 5 minutes. All the three videos directly and indirectly threw some light on the topic of an essay which was given to the girls to compose an essay on. Videos were used as a kind of pre-writing task of the learners; so that they brainstorm more, generate more ideas, to get an awareness of their essay's topic. In this manner the learners were presented with different perspectives at the same time and now they were free to adapt those perspectives along with their own personal perspective while framing their essay for the second time.

To put more effect on the writings of learners the audio-visual aids were combined with the graphic organizers, to make the writing class more creative, engaging and at the same time productive. Students were asked to watch the videos carefully one by one and in between of each video they were given time to draw a graphic organizer with all the ideas and points which come to their mind that they think will justify their essay's topic well. In this way learners' thinking was reinforced through audio-visual clips that they were shown. A not so complicated design for the graphic organizer was taken by the teacher it was broken into the important pieces from which an essay is built. The graphic organizer was a kind of flow diagram, consisting of four huge boxes which were divided hierarchically for the topic of the essay, the introductory paragraph, the body paragraph, and lastly the concluding paragraph. The students were instructed to add points according to their graphic design, the points that according to them should come in the introductory paragraph, the body of the essay and likewise at the conclusion of their

essay. In this manner learners drew out some amazingly comprehensive graphic charts on which they explored all their thoughts, ideas, and perspectives by giving them words and organizing those ideas in a systematic form.

All these activities were done in the pre-writing stage. In the writing stage the students were then asked to put their prepared graphic organizers in front of them and once again with the help of all the aids redraft their essay for the second time on the same topic which was given to them in their first class.

The writing quality of both the drafts was compared to see for any improvements in the writing quality of the learners when guided with audio-visual and graphic organizers prior to their writing. Both the drafts of the essay were compared and analyzed on the basis of the five points, their paragraph structure, coherence, sentence structure, vocabulary and argumentation.

4. Instrumentation

In the first class the students were given the questionnaire on a five-point rating scale consisting of total 27 questions, out of which the first five questions were taken from the Dally & Miller (1975) scale of testing apprehension level of learners towards their writing. The rest of the 22 questions of the first questionnaire were developed in an order to be able to check the perspectives of learners over their essay writing which they were asked to compose before handing the questionnaire. All the questions on the questionnaire asks for the students' evaluation of their written composition that how well they performed, how they think their essay looks like and if they were able to compose it well enough.

In the second class of writing in which the students were given the pre-writing task by showing the audio-visual clippings and were asked to develop a graphic organizer after watching them. After they went through developing their second draft of essay with the help of the graphic organizer they prepared, once again, they were provided with the second questionnaire after they finished writing. In this second questionnaire there were similar kind of questions yet some extra questions were also added to get the opinion of the students in their second draft of the essay which they wrote under the treatment of audio-visuals and graphic organizers. Learners' perspectives were recorded through this questionnaire that asks them to make a comparison between their first draft and their second draft; it checked whether the inclusion of the audio-visual aid and graphic organizers proved to be of use for the learners in structuring a better essay than their previous essay which they wrote in a traditionally-led teacher centered class. This questionnaire was produced in order to calculate and observe that how students will rate themselves on their writing, and what are their beliefs over a traditional classroom and a smart classroom. In this way students were given a chance to evaluate their own written outputs in both the conditions of the classroom.

Other than this, researcher's own perspective was also recorded by assessing the quality of students' written products of both the classes. To assess the quality of the written products a holistic scoring was used. A writing scoring system prepared by Burhan Nugriyantoro (2004) was used to compare and score both the drafts prepared by the learners. Burhan Nugriantoro's writing scoring system' (2004) is a single qualitative holistic judgment based on the factors of content, organization, vocabulary, language, and mechanic. The participants' quality of writing was measured by evaluating both the essays written in the two different conditions of with and without the pre-writing task. Both the essays functioned as the measures to evaluate the students' quality of writing before and after the experiment and the differences and improvements that took place in their writing.

5. Research Design

A quasi-experimental design was employed for the short time period of two days, as a longitudinal study that requires students to create multiple drafts over a time gap was not possible in the present school scenarios. Thus the results of the two consequent classes were used to generalize. The treatment conditions were randomly assigned to these classes and it was thoroughly checked whether the pre-writing task lead to improvements or changes in the students' writing quality or not.

6. Research Questions

This study builds on prior research on the "effects of web-based pre-writing activities on ESL students' writing performance and their writing apprehension" (Zaid. M, 2011) . This research has investigated the effects of using audio/visuals and graphic organizers at the pre-writing stage, and its effects on the quality of their writing. This study has focused on the two pre-writing activities, namely graphic-organizers and audio-visuals.

Therefore the problem of the study can be tacitly couched in the following research questions:

Q. What are the effects of pre-writing techniques, namely graphic-organizers and watching audio/visuals before writing in improving the writing quality of class twelfth social science batch at the AMU Girls, Aligarh?

Q. Are graphic-organizers more effective than the traditional instructing in improving writing quality of ESL students?

Q. Is showing audio/visuals in the pre-writing stage helps in idea-generation and improves the writing quality?

Q. Is the combination of audio-visuals and graphic-organizers in the pre-writing stage helps improve the writing quality?

7. Objectives

- To statistically represent the effects of pre-writing treatments on the ESL writing of class twelfth.
- To statistically represent the effects of using audio-visuals and graphic-organizers as pre-writing activities.
- To statistically show the difference between a traditionally-led writing classroom and a smart classroom for ESL writing.
- To statistically represent the writing apprehensions of ESL students of class twelfth.
- To statistically show the effects of using audio-visuals and graphic-organizers as pre-writing activities in improving the quality of writing in an ESL context.

8. Findings and Analysis

Table: 1 WRITING APPREHENSION CHECK (For N = 22)

		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Total17
Mean		3.59	2.73	1.64	2.77	3.50	2.00	2.77	1.82
Std. Error of Mean		.292	.273	.268	.301	.334	.208	.348	.107
Std. Deviation		1.368	1.279	1.255	1.412	1.566	.976	1.631	.501

Table 1 statistically represents the apprehension level of the 12th grade ESL learners. Calculated mean, standard error of mean and standard deviation through the SPSS software shows the different levels of apprehension among ESL learners. The data for the above table was recorded from a tabulated questionnaire prepared by Dally & Miller exclusively to check writing apprehension level of the learners. This study has included seven short listed questions from that questionnaire to have an idea of the writing apprehension level of the ESL learners that is, how they find writing in the second language (in this case in English) whether it is a challenge for them to take up writing or whether it is difficult and irritating for them to perform writing in the second language, whether they escape from having to write, whether they think that their writing skill is weak so they avoid it and feel uncomfortable whenever they are asked to write, or whether they enjoy and feel confident when a writing task shows up.

Table 1 is statistically representing the apprehension level of the learners. The mean of the of the learners' responses show very small variation from one another all the seven questions and their calculated mean, standard error, and standard deviation show little variations. These variations in the values show that the learners' writing apprehension level was almost equal to one another. In the study there were 22 ESL girl students and all of them took the apprehension test before the actual experiment the calculated data of table 1 show clearly that their apprehension level came out to be more or less same. Standard error of mean and standard deviation also show that there is little variation among the levels of apprehension of the subjects. This can also mean that the study took equally apprehensive subjects.
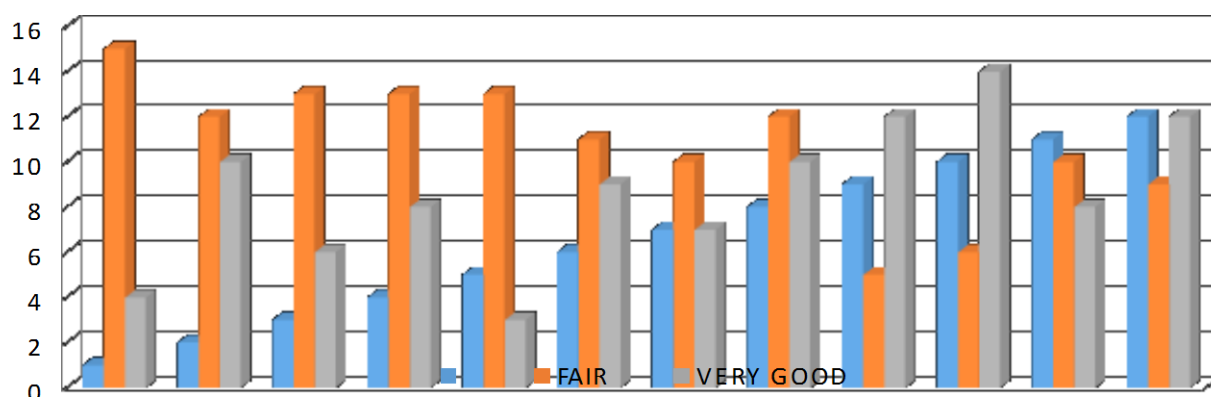
Questions
Q1. I avoid writing.
Q2. I have no fear of my writing's being evaluated.
Q3. I look forward to writing down my ideas.
Q4. I am afraid of writing essays when I know they will be evaluated.
Q5. Taking a composition course is a very frightening experience.
Q6. Handling in a composition makes me feel good.
Q7. My mind seems to go blank when I start to work on my composition.

As per the calculated means in table 1, it is indicating the responses of all 22 subjects. The questionnaire used a 5 point rating Likert scale where response **1 indicates strongly agree, 2 agree, 3 uncertain, 4 disagree and 5 strongly disagree**. Here in table 1 the mean of the responses is calculated which shows the rate of subject responses in the majority that is, to what the majority of the subjects believes in. Given above are first seven questions of the questionnaire 1 used in the pre-test stage as mentioned above, these are the questions from Dally & Miller's writing apprehension questionnaire. The present study included first seven questions of Dally & Miller's writing apprehension check just to have a superficial idea of the apprehension levels of the subjects taking part in the study. The questionnaire asked these questions to the subjects and their responses were calculated in terms of mean, which indicates what the majority of them responded.

From the table 1 we can see and that Q1 majority responses were towards 3.59, which is indicating a disagree response as it is falling more towards 4 which stands for a disagree response which will mean that learners disagree to the question's statement, they do not avoid writing. Similarly Q2 majority responses are towards the uncertain side the mean is 2.73 which means that subjects were uncertain with the question's statement similarly the table and

graph both represents the response criteria of the subjects. The overall idea that can be deciphered through the calculated data of these apprehension questions is that the subjects in general are not afraid of taking up writing but they are hesitant about getting their writing evaluated.

GRAPH: 1 SCORING & EVALUATION (compairing the first & second draft) for N= 22

In Graph 1, the response of all the 22 learners is graphically shown. All the responses indicate their writing apprehension level. The learners in majority agree with the points that they avoid writing, they agree that they have a fear of their writing being evaluated, they are uncertain about their skill of presenting their ideas and thoughts in writing, also majority of them as statistically shown agrees to the point that their mind go blank when they start to work on composition.

Table: 2 Cross tabulation of learner responses of the first and second class (For N=22)

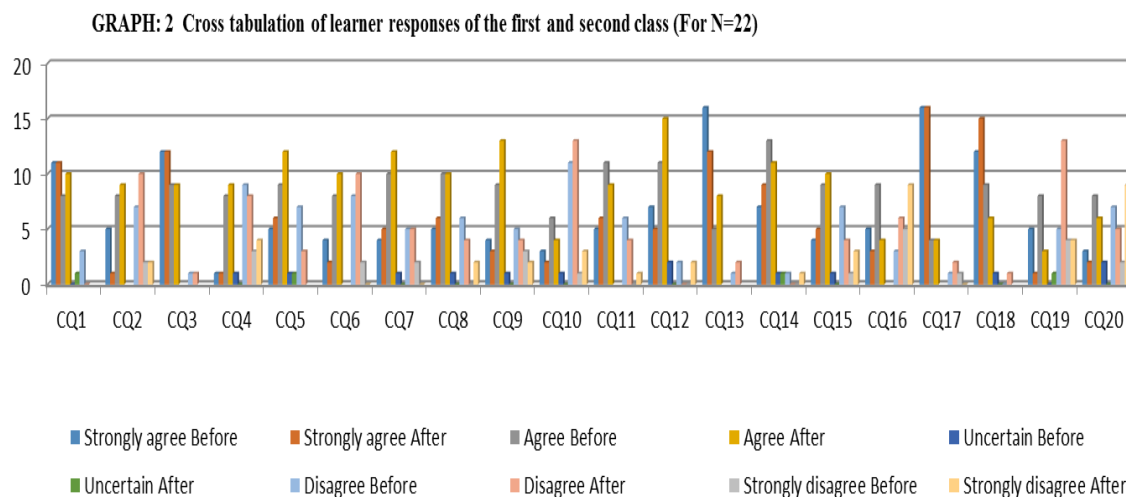| Q.no	Strongly agree		Agree		Uncertain		Disagree		Strongly disagree	
	Before	After	Before	After	Before	After	Before	After	Before	After
CQ1	11	11	8	10		1	3			
CQ2	5	1	8	9			7	10	2	2
CQ3	12	12	9	9			1	1		
CQ4	1	1	8	9	1		9	8	3	4
CQ5	5	6	9	12	1	1	7	3		
CQ6	4	2	8	10			8	10	2	
CQ7	4	5	10	12	1		5	5	2	
CQ8	5	6	10	10	1		6	4		2
CQ9	4	3	9	13	1		5	4	3	2
CQ10	3	2	6	4	1		11	13	1	3
CQ11	5	6	11	9			6	4		1
CQ12	7	5	11	15	2		2	0		2
CQ13	16	12	5	8			1	2		
CQ14	7	9	13	11	1	1	1			1
CQ15	4	5	9	10	1		7	4	1	3
CQ16	5	3	9	4			3	6	5	9
CQ17	16	16	4	4			1	2	1	
CQ18	12	15	9	6	1			1		
CQ19	5	1	8	3		1	5	13	4	4
CQ20	3	2	8	6	2		7	5	2	9

In the above table there is a cross tabulation of the learner responses of the first and the second class, that is, the cross tabulation and comparison of the pre-test and post-test stage. Table 2 has recorded all the responses of the 22 ESL learners in their pre-test stage, which was without the aid of audio-visual and graphic organizers and it was a very traditionally led composition class where the students were straight away told to compose on the given topic. The responses of the post-test stage was recorded it was the second setting of the experiment where the learners' writing was audio-visually aided and graphically employed. These responses show the comparison of the pre-test and the post-test stage of the learners. The learners responded to their performances of both the stages of with and without the aid. The responses of table 2 show that how learners themselves rate and evaluate their performance of both the settings and if there was any difference or improvement in their writing after the strategies were employed in their second class. Tables 2 show how learners find their writing in the pre-test and post-test stage. These responses show whether the learners like a traditionally led composition class or a writing class which is multimedia led and aided by pre-writing tasks and activities.

Table 2 clearly shows the differences in the responses of 'before' and 'after' the use of pre-writing strategies. Through this data, we can say that the learners did find the audio-visual aid and graphic organizers to be helpful and motivating in their composition class.

		Means	
Table: 2.1	**Comparison questions**	**Pre-test mean**	**Post-test mean**
Q8/1. Did you enjoy while writing your essay?		1.77	1.55
Q9/2. Are you satisfied with the way you winded up your essay?		2.68	3.14
Q10/3. Did you like the essay's title?		1.55	1.55
Q11/4. Were you able to put all your thoughts and ideas on paper properly?		3.23	3.23
Q12/5. Were you confident enough to write the essay?		2.45	2.05
Q13/6. Do you think that your vocabulary is justifiable for the essay's title?		2.82	2.82
Q14/7. Do you think that your sentences are well formed and are apprehensible?		2.59	2.23
Q15/8. Do you find your essay good enough?		2.36	2.36
Q16/9. On the basis of this essay would you rate yourself as a good writer?		2.73	2.50
Q17/10. Was it a challenge for you to write in this manner?		3.05	3.50
Q18/11. While writing your essay you were fully conscious and the picture was clear that how are you going to phrase your essay?		2.32	2.14
Q19/12. While writing your essay ideas and thought process was active?		1.95	2.05
Q20/13. Are you able to express yourself more through writing than speaking?		1.36	1.64
Q21/14. Were you fully focused in your essay writing?		1.82	1.77
Q22/15. Were you brainstorming more and writing less?		2.64	2.55
Q23/16. Were you confused or hesitant while writing?		2.73	3.64
Q24/17. If there had been more time would you have written more?		1.50	1.45
Q25/18. Do you think you could have written better than this?		1.50	1.41
Q26/19. Was there a point while writing where you felt completely lost and didn't know what are you writing?		2.77	3.73
Q27/20. Did you face some kind of difficulties while writing your essay?		2.86	3.59

Questions 8 to 27 of questionnaire 1 and 1 to 20 of questionnaire 2 are the same set of questions hence table 2 is showing a comparison of the subjects' responses to these questions in their pre and post-test stage in terms of numbers that is, CQ1 that is comparison question 1 (Q8 of questionnaire 1 and Q1 of questionnaire 2 are put to comparison). In before stage that is in the pre-test stage out of 22 subjects 11 strongly agrees, 8 agree, 3 disagree to the question's statement whereas in the after stage that is the post-test stage out of 22 subjects 11 strongly agrees, 10 agree, and 1 is uncertain to the question's statement. Similar is the case with all the rest comparison questions we can see from the table 3 and 4 further to compare the both the responses of both the questionnaires of the two settings. The means show a very negligible difference in the data, the subjects almost gave similar responses to the questions in both the settings but there were certain differences in the responses noted in the post-test stage of the pre-writing strategies, through tables 2.1, 3 and 4 we can see the differences in the means of responses for e.g. the mean of Q26 of questionnaire 1 in table 3 as we can see is 2.77 which shows uncertainty in the majority of subjects' responses, and this mean response is compared with Q19 of questionnaire 2 in table 4 where the question in majority received responses in disagreement as the mean is 3.73 which is indicating disagree sign. This means that

after the employment of pre-writing strategies a change of opinion among the subjects was noted. The subjects believed that in the post test stage they didn't felt lost and out of ideas while writing the essay as opposed to the pre-writing stage where they felt lost and confused while writing the essay.

GRAPH: 2 Cross tabulation of learner responses of the first and second class (For N=22)

The **Graph 2**, graphically shows the difference in the responses of the learners in their pre-test and post-test stage. This graph graphically complements the data in the cross table. The 3D bar graph shows the fall and rise of learners' responses. By looking at it, we can generalize the situation of the study and its findings.

Table: 3 Statistics (Data output of the first class) for N= 22

	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25	Q26	Q27	Total827
Mean	1.77	2.68	1.55	3.23	2.45	2.82	2.59	2.36	2.73	3.05	2.32	1.95	1.36	1.82	2.64	2.73	1.50	1.50	2.77	2.86	1.91
Std. Error of Mean	.218	.297	.157	.263	.252	.292	.276	.242	.296	.267	.241	.192	.155	.156	.268	.330	.226	.127	.322	.274	.091
Std. Deviation	1.020	1.393	.739	1.232	1.184	1.368	1.297	1.136	1.386	1.253	1.129	.899	.727	.733	1.255	1.549	1.058	.598	1.510	1.283	.426

Table 3 shows the calculated mean, standard error of mean, standard deviation of the learner responses in their pre-test stage. This table is compared with table 4 which is showing the results of the learner responses in the post-test stage. Both the tables 3 and 4 can be compared on the basis of their calculated mean, standard error and standard deviation. The differences in the learner responses can be detected. Although there is a significantly less difference in their means, but the statistical reference to the standard error and standard deviation is important to note that the comparative study of both the stages has their differences and there was an actual improvement which can be seen statistically. It was a short term two classes based study where the data of the two settings of with and without the writing aid were recorded and analyzed, and that is the reason for the statistically less differences, but on the positive note we can see that differences have occurred and had it been a longitudinal study then the chances of positive improvements remain. According to the learners' responses it can be noted that they find their performance of the post-test stage better than their pre-test performance more comprehensive and motivating. Although after analyzing both the written drafts of the learners not much improvement in their writings was seen, but some of them actually wrote well and created richer drafts in their second post-test stage.

Table: 4 Statistics (Data output of the second class) for N= 22

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	total120
Mean	1.55	3.14	1.55	3.23	2.05	2.82	2.23	2.36	2.50	3.50	2.14	2.05	1.64	1.77	2.55	3.64	1.45	1.41	3.73	3.59	2.14
Std. Error of Mean	.127	.257	.157	.279	.203	.243	.227	.283	.261	.261	.266	.223	.192	.197	.300	.326	.194	.157	.230	.320	.075
Std. Deviation	.596	1.207	.739	1.307	.950	1.140	1.066	1.329	1.225	1.225	1.246	1.046	.902	.922	1.405	1.529	.912	.734	1.077	1.501	.351

Table: 5 (COMPARING THE RESULTS OF BEFORE AND AFTER THE USE OF STRATEGIES) for N= 22

		Mean	Std. Deviation	Std. Error Mean
	TOTAL8271	1.91	.426	.091
	TOTAL1202	2.14	.351	.075

Table: 5.1

		Correlation	Sig.
Pair 1	TOTAL8271 & TOTAL1202	.405	.062

Table: 5.2

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	TOTAL8271 - TOTAL1202	-.227	.429	.091	-.417	-.037	-2.485	21	.021

In Table 5 the total meaning of both the stages is calculated. The mean difference can be seen where the pre-test mean is 1.91 and post-test mean is 2.14 the calculated difference in the means shows that there have been an effective change of opinion and performance of the learners in their post-test stage of pre-writing strategies. Table 5.1 shows the correlation between both the stages, we find a negligible difference in the means and that is the reason for the minor correlation among them. Table 5.2 shows the level of significance, although the significance is minor but taking the time period in which this study was carried out then the little significance is a positive sign. Learners' found the pre-writing strategies effective and useful to some extent, and if such strategies are implemented for longer durations then its significance level will be raised to give a positive impact.

Table: 6 Statistics (EFFECT OF AUDIO-VISUALS & GRAPHIC ORGANIZERS ON WRITING) for N=22

		Q21	Q22	Q23	Q24	Q25	Q26	Q27	Q28	total2128
Mean		2.23	1.32	1.68	1.45	1.41	2.32	1.77	2.18	1.32
Std. Error of Mean		.263	.102	.191	.157	.107	.232	.218	.215	.102
Std. Deviation		1.232	.477	.894	.739	.503	1.086	1.020	1.006	.477

Table 6 above is describing the effects of audio-visual and graphic organizers on the writing of the ESL learners of 12th grade. Table 6 shows the responses of the learners of how they think of audio-visual and graphic organizers as a pre-writing task/activity. In the post-test stage they were introduced to the audio-visuals and were asked to draw graphic organizers and the effect of that on their writing proficiency was recorded. Learners' responses were recorded through a questionnaire about what they think of audio-visual and graphic organizers as the pre-writing activities. The calculated mean, standard error, standard deviation of the learner responses shows the positive response towards the use of audio-visual aids and graphic organizers. The data show that students feel motivated in their post-test stage.

Q21. In comparison to your previous essay do you think that your present essay has been well composed?
Q22. Did the use of audio-visual clips and graphic organizers proved to be of help in your essay writing?
Q23. Was it essay for you to write your essay this time?
Q24. Do you think while writing the second time your idea generation and thought process was more active compared to the last time?
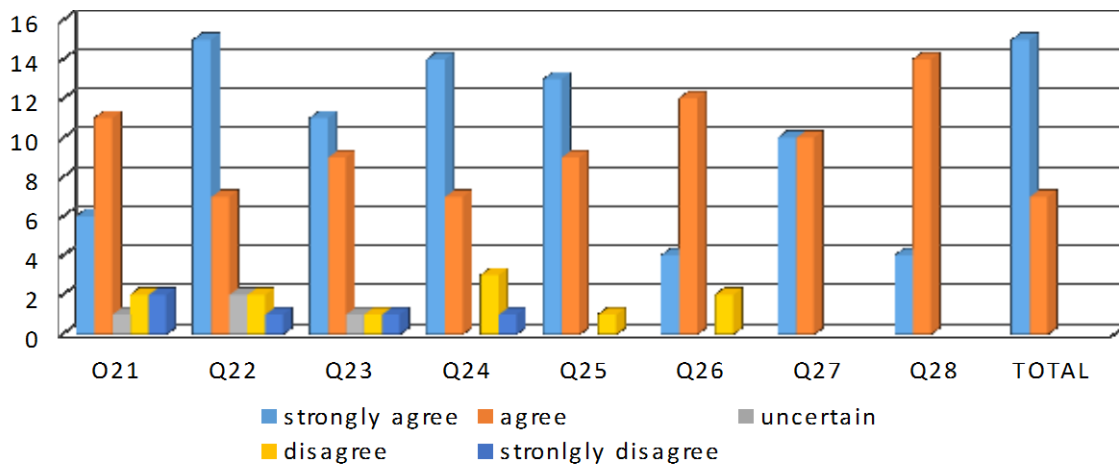Q25. Did the audio-visual and graphic organizers encourage you to write well?

Q26. Did you managed to write a good essay?
Q27. Was it a good aid to use audio-visual resources and graphic organizers in the class in order to assist you with writing?
Q28. Was it easy for you to create a good vocabulary while writing your essay this time?

The mean, standard error and standard deviation of the learner responses has been calculated. In table 6 we can see the calculated data, and we can notice a positive outcome. The learners agree to the use and effectiveness of the multimedia tools in their responses. Through this data it is derived that audio-visual aids and graphic organizers actually did make a positive impact on learners' motivational level and also according to them on their writing. The calculated means show that the subjects responded in favor of the use of audio-visual aids and graphic organizers used as pre-writing activities in the writing class. They agree in Q21 that they wrote a well composed essay in comparison to the composition that they wrote in the pre-test stage of without any pre-writing strategies. In Q22 the mean response came to be 1.32 which will mean that the subjects strongly agree that the use of audio-visual aids and graphic organizers helped in their composition. Likewise, we can see other means of all the rest questions from looking at their means it is gathered that the subjects were in favor of using audio-visual aids and graphic organizers in their writing class. Such pre-writing aids proved to be effective and resourceful for the ESL learners.

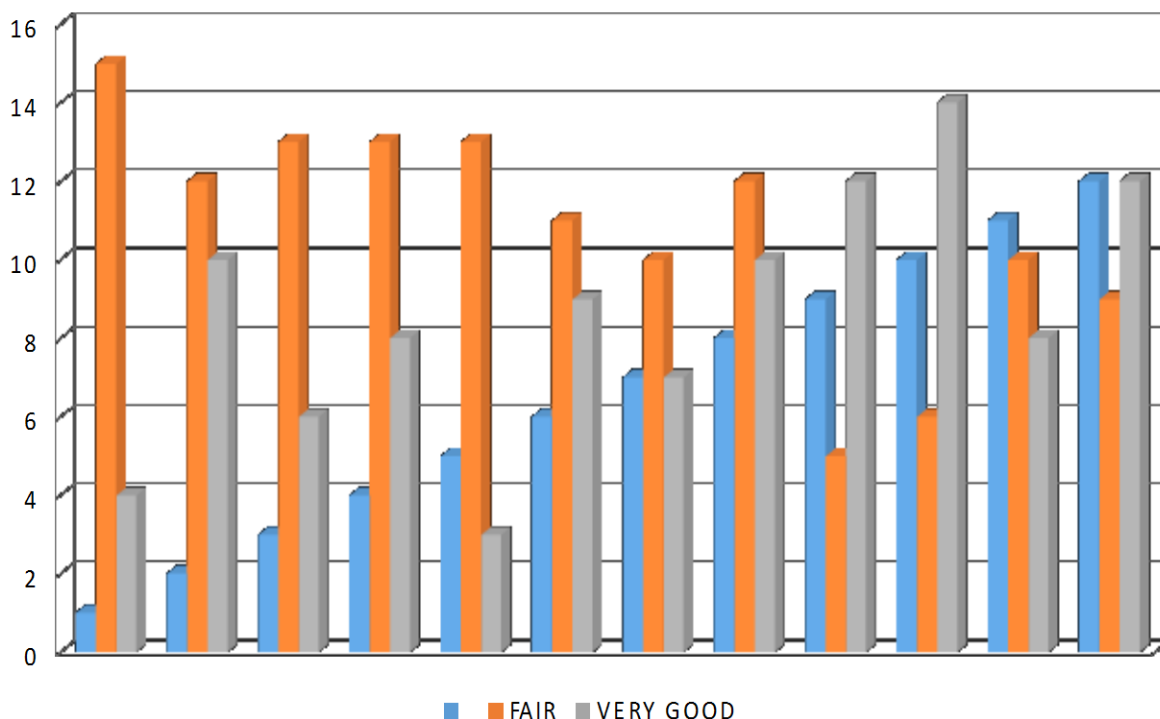**GRAPH: 3   Effect of Audio-Visuals & Graphic Organizers on Writing**

Graph 3 projects the learner responses on the effects of audio-visual and graphic organizers on their writing. Learners agree on the fact that the use of audio-visual clips and graphic organizers in the post-test stage proved to be of help while writing their essays. They agree to the fact that audio-visual aids and graphic organizers helped them in idea-generation and thought processing. They agree to the point that such multi-media tools are encouraging and motivating and are good aids and resources for the ESL class.

Table: 7 SCORING & EVALUATION OF WRITING (COMPARING THE FIRST AND SECOND DRAFT) FOR N= 22

	CONTENT			ORGNIZATION			VOCABULARY			LANGUAGE			MECHANICS			TOTAL RESULT		
	MEAN		Improvement	MEAN		Improvement	MEAN		Improvement	MEAN		Improvement	MEAN		Improvement	MEAN		Improvement
	pre	post		pre	post		pre	post		pre	post		pre	post		pre	Post	
Mean	2.05	2.45	.41	2.14	2.32	.18	1.86	2.32	.45	2.09	2.45	.36	2.32	2.55	.23	2.18	2.50	.32
Std. Error of Mean	.123	.109	.107	.136	.121	.107	.136	.138	.109	.160	.109	.105	.179	.143	.091	.156	.127	.102
Std. Deviation	.575	.510	.503	.640	.568	.501	.640	.646	.510	.750	.510	.492	.839	.671	.429	.733	.598	.477

Table 7 represents the scoring and evaluation of the learners' writings of both pre-test stage and the post-test stage. This is the evaluation done on the part of the evaluator that is the researcher's perspective of learners' performance in their pre-test and post-test stage. Researcher used a scoring and evaluation sheet of four point rating scale to score the writings of learners. The scoring was done according to that scale where score 1 means bad draft, 2 means a fair draft, 3 means good, and 4 meant a very good draft. Researcher evaluated both the drafts of the pre-test and post-test stage applying the same four-point rating scale. The marking sheet used for evaluation, evaluated the drafts under five criteria of **content, organization, vocabulary, language, and mechanics**. The scoring was done keeping in mind all these five criteria in learners' writings, that is, how far their writings are fulfilling these criteria. The change of the scores and performance was recorded in this manner and if we look at the scores of both pre-test and post-test stage and as shown in table 7 and graph 4 an improvement is noticed. The post-test stage where the use of pre-writing activities was employed the learners' performance did take a positive shape. The scores given at this stage show that their writing did improved and the use of audio-visual aids and graphic organizers did prove effective in nature for the ESL writers. Table 7 shows the calculated mean of the learners' scores of both the stages and the improvement that it made in the post-test stage. Although the improvement is very marginal, but according to the study's short time period, such an improvement is also accountable and is also arguable for further studies in this area.

GRAPH: 4   SCORING & EVALUATION (compairing the first & second draft) for N= 22

Graph 4 above clearly projects the scores of the pre-test stage and the pot-test stage. And it can be noted by looking at the graph that the scores of the post-test stage are better in comparison to the pre-test stage. And hence, it could be stated that the use of audio-visual aids and the graphic organizers did have a positive impact on the writings of the ESL learners and on their motivational and cognitive level.

9. Conclusion
9.1 Summary of the Findings

From the analyzed data of the study it can be affirmed that the audio-visual and graphic organizers did have a positive impact in improving the quality of the writing of the ESL learners. The study took into two perspectives that is, the learners' perspective and from the teacher's perspective and both the responses of the learners and of the teacher was recorded and put into analysis and was compared. The learner's perspective shows how they think of their writing skills. To know how they are toward writing a tabulated questionnaire prepared by Dally & Miller was used in the study to calculate their writing apprehension level.

For a comparative study again a five point rating scale was used for the questionnaire to analyze the responses of the learners and the evaluator. Both the perspectives were analyzed and compared. The learners' perspective towards the use of audio-visual aid and graphic organizers in their pre-test and post-test stage was recorded separately and then both the data were compared and analyzed. The outputs of the analysis show a positive impact of the audio-visual aids and the graphic organizers as the pre-writing activities. The teacher's perspective of the pre-test and post-test stage was recorded to find the answers to what according to the evaluator was the performance of the learners how did they performed in their post-test stage after the exposure to the audio-visual aids and the graphic organizers as the pre-writing activities. The impact of these pre-writing activities was recorded from the perspective of the teacher. The researchers observed performance of the learners of both the stages of with and without the use of pre-writing activities and evaluated their written drafts of both the classes. After evaluating the written performance of both the stages it was evident that the performance in the post-test stage was slightly better in some aspects than the pre-test stage. The learners were seen to write longer and richer drafts and their points and language was clearer at the post-test stage. Statistically analyzed output shows positive effects of pre-writing activities on the writing abilities of the ESL learners, although the improvement was not very large when looking statistically, but taking the time period of the study in mind, then this small difference in the statistics is also a positive indicator that

supports the idea of this study. The pre-writing activities (in this case audio-visual and graphic organizers) are effective techniques for improving writing skills of the ESL learners.

10. Pedagogical Implications

The present study, however goes commensurately with some prior researches which support the view of using pre-writing tasks and activities in a language classroom is a good aid. Such pre-writing aids are found to bring some noticeable positive changes in language development and motivational level of the learners they also scaffolds their writing and improves them as second language writers. As Maki Ojama (2011) in his study of "concepts-maps as pre-task planning activity for the Japanese ESL writers", affirms that pre-task planning activities may effectively promote the quality of written language production. It seems a viable option for teachers to provide their learners with explicit instructions Ojama (2011) suggests that it is important for teachers to set up a training period of a certain length in order to familiarize their students with the specific strategy as learners are likely to struggle to incorporate a new strategy into their own learning styles or practices at the first encounter. This statement can be used to justify the statistics of the present study, which was run in short length and the exposure time was quite short for the pre-writing activities that is, the audio-visual aids and the graphic organizers. Such activities and strategies take time to get incorporated in learners' system of learning.

P.Chularut and T.K. DeBacker (2004) in their study states that such pre-writing activities like concept-maps appear to be of help for the ESL learners to organize, recall specific details and difficult vocabulary also it appears to promote the use of self-monitoring and knowledge acquisition strategies and increases self-efficacy for learning.
Stephen Hunt (2014) used graphic organizers as the pre-writing activity in his study. According to his study pre-writing activities like graphic organizer improve the reading, writing, and critical thinking skills.

Ibrahim M.R. Al Shaer (2014) discovered that pre-writing activities such as concept-mapping is beneficial for enhancing argumentative compositions. Concept-maps are similar to graphic organizers as used in the present study and hence they are proved to be effective as a pre-writing activity.

Rao (2004) discovered that the performance and attitudes of the students who received training on brainstorming strategy was better than those who did not experience any training. Pre-writing activities as used in the present study the audio-visual aids and graphic organizers can also be good strategies to implement training in brainstorming.

The use of graphic organizers and audio-visual helped in establishing logical connections among ideas and organizing them. The drafts produced by the learners reflect a better thinking and organization of ideas in their post-test stage.

The present study also supports the views of the study produced by N.G. Mathew & A. Odeh (2013) they studied the usefulness of audio-visual aids in the ESL classrooms. Their study states that using audio-visual aids as a teaching method stimulates thinking and improves learning environment in a classroom.

11. Suggestions and Future Implications

Since the present study was done in a short period of time, for future analysis a longitudinal study can be incorporated to see the longitudinal effects of such pre-writing activities on learners' writing development. Larger samples could be taken in the future and examine the effects of pre-writing activities on a larger scale, including a heterogeneous group of learners from both ESL & EFL background. Teachers should be trained and tested to utilize such pre-writing tasks in their classrooms to observe good teaching and learning outcomes.

Mohammed. A. Zaid (2014) highlights the significance of using pre-writing tasks. As they are considered as a discovering phase where students should be engaged in meaningful exercises and techniques this study like many other studies encourage teachers to engage their students in as many pre-writing activities as possible.

A heterogeneous group of boys and girls could be taken and studied. It is also important to consider a longitudinal study with a heterogeneous group to record the perceptions, experiences, failures and success while using graphic organizers and audio-visual resources.

Apart from audio-visual, graphic organizers, and concept maps there should be studies that should test the impact of other possible pre-writing strategies that can be incorporated in learners. To incorporate such strategies in the learner is a time consuming and a painstaking task, it requires patience and hard work on the part of the teacher to implement and facilitate such strategies in the language classroom. So measures shall be taken to implement and encourage language educators to make use of such strategies.

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Appendix A
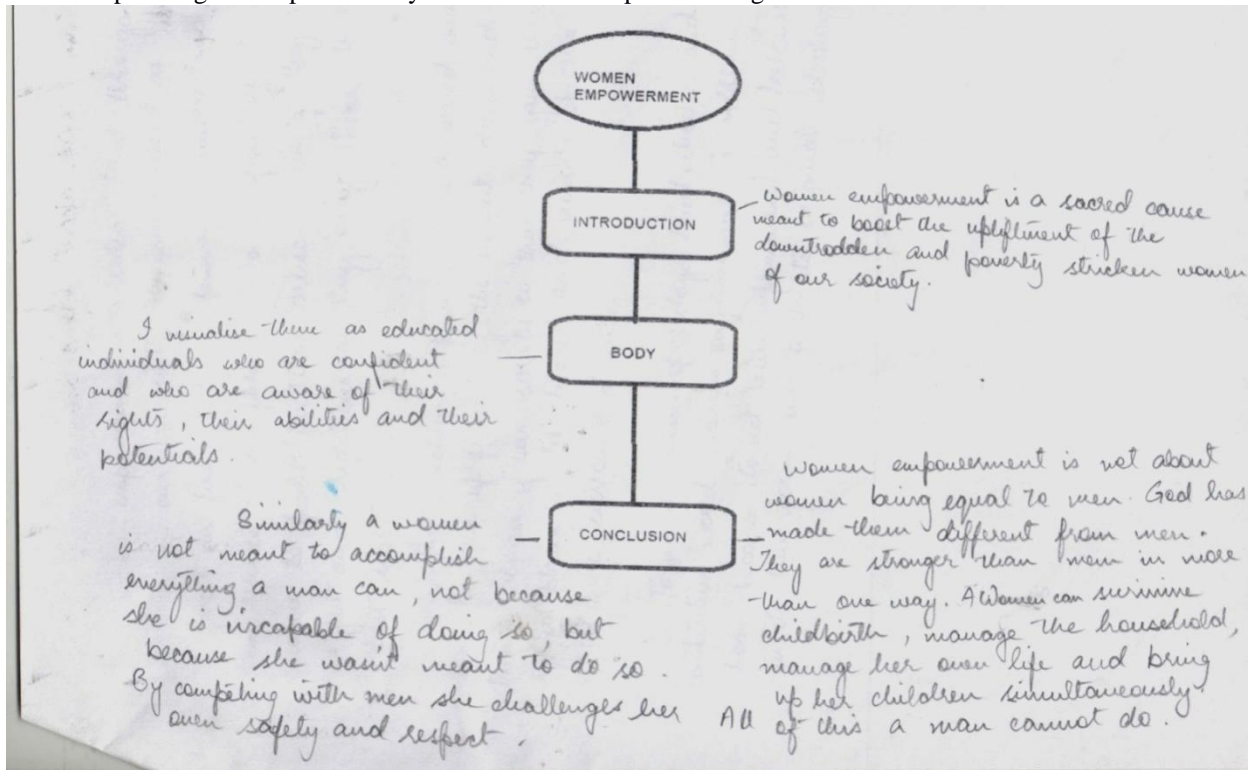### BURHAN NUGRIANTORO'S WRITING SCORING SYSTEM (2004)

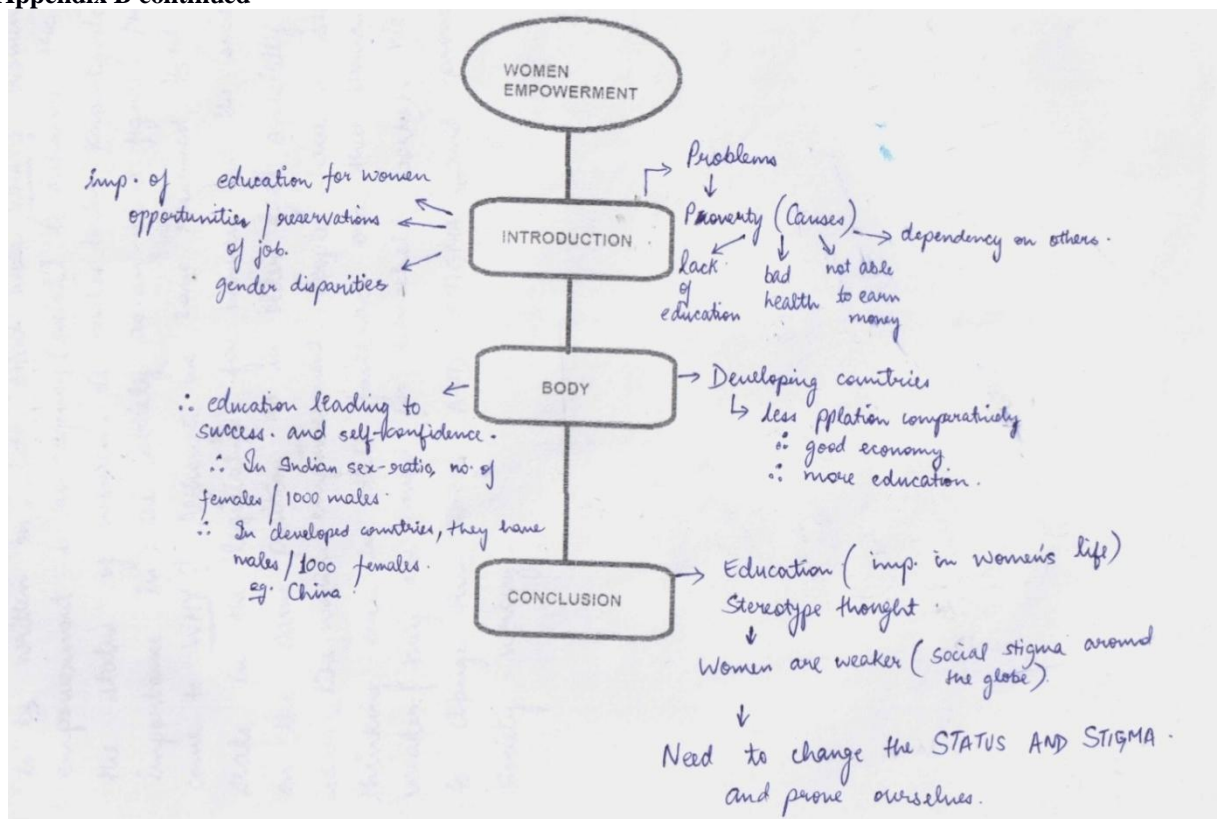| NO	ASPECTS	SCORE		INDICATORS	CRITERIA	
1.				Complete information, substantive, complete in developing writing, relevant with the problem.		
	CONTENT			Enough information, less substantive, not develops a writing problem.		
				Limited information, there is not substantive, not enough in developing writing problem.		
				There is not content and problem.		
2.				Fluent in expressing, clear in expressing the idea, complete, well organized, logic and cohesive.		
	ORGANIZATION			Less in fluently, unorganized but clear in the main idea, limited in supporting material, logic, but incomplete		
				Not fluently, irregular idea, illogical in developing the idea.		
				Not communicative, unorganized invaluable.		
3.				Correct in word choice, mastery in word form.		
	VOCABULARY			Sometimes incorrect in choosing the word, but it doesn't disturb the meaning.		
				Limited in using the word, often make mistakes in vocabulary, and it can make change the meaning.		
				Bad in choosing the word, less in vocabulary invaluable.		
4.				Effective in complex construction, only few in language mistake.		
	LANGUAGE			Simple construction, but effective, few mistakes in complex construction, there is a mistake, but it doesn't change the meaning.		
				Serious mistake in sentence construction, unclear meaning.		
				Not mastery in syntactical construction, many mistakes, not communicative invaluable.		
5.				Mastery in writing rule, only some spelling error.		
	MECHANIC			Sometimes there is a spelling error, but it doesn't change the meaning.		
				Sometimes there is a spelling error, uncertain meaning.		
				Not mastery in writing, many spelling errors, unreadable writing, invaluable.		

NAME:

SCORE: (1- BAD), (2-FAIR), (3-GOOD), (4-VERY GOOD)

Appendix B .
Some Graphic Organizers produced by the learners at the post-test stage.

WOMEN EMPOWERMENT

INTRODUCTION

Women empowerment is a sacred cause meant to boost the upliftment of the downtrodden and poverty stricken women of our society.

I visualise them as educated individuals who are confident and who are aware of their rights, their abilities and their potentials.

BODY

CONCLUSION

Similarly a women is not meant to accomplish everything a man can, not because she is incapable of doing so, but because she wasn't meant to do so. By competing with men she challenges her own safety and respect.

Women empowerment is not about women being equal to men. God has made them different from men. They are stronger than men in more than one way. A Women can survive childbirth, manage the household, manage her own life and bring up her children simultaneously. All of this a man cannot do.

35

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