

## USE OF CHARTS IN TEACHING NARRATIVE WRITING IN L2 AT PRIMARY LEVEL

<sup>1</sup>Humara Sharif , <sup>2</sup>Dr. Ammara Farukh,<sup>3</sup>Sania Shahid

<sup>1</sup>MPhil English Linguistics, PST GGE/S 87/W.B Vehari

<sup>2</sup>Associate Professor of English Linguistics, University of Education Lahore, Vehari Campus

<sup>3</sup>MPhil English Linguistics, Institute of Southern Punjab Multan, Pakistan

### ABSTRACT

*The aim of this study was to explore the significant improvement by using colorful charts and the pictorial presentation in writing story for L2 students of Grade 5. Improvement in L2 writing story was made possible by using visual aids (for example colorful charts and pictorial presentation). These tools were used as motivational tools. The reason behind this research was to make use of limited resources, environment, and requirements of the public schools. The study explained how complex information can be conveyed to students using pictorial presentations. The study was an experiment with a story writing survey to provide insight into effectiveness of the visual aids. Grade 5 students of Pipli Markaz Male and Female Schools were selected for this study. There were 28 schools consisting of (560) students. 100 students from grade 5 were selected by using convenience sampling technique. The study showed that there was a significant improvement displayed by the performance of the students after using visual aids.*

**Keywords:** narrative writing, second language learning (L2), pictorial presentation, VAs (visual aids) in teaching an L2.

### Introduction

Teaching and learning are two important objectives in education. Second language learner students of grade V face problems in learning stories. They mostly cram the things and when they have to write in their test they mostly forget to write the main idea or the main event of the story. Cramming deceives them most of the time. Grade V students have to write a story in their PEC exams. It is a main question of the paper and they must have to attempt it. Visual aids help to develop the interest of the learner and encourage the teachers to reveal new concepts easily in L2. Visual aids are informational aids which are supposed to be used in the schoolroom to improve the process of second language learning in Grade V students. "Low-cost no-cost" is a famous proverb for teaching materials. According to it, the teacher's requirement is to use low-cost material which is easily accessible. Big problem in public sector schools was the limited resources of teaching aids. Instructors must have to use a comprehensive range of resources in the classroom for his/her students' progress in the procedure of learning narrative writing in an L2 environment. Pictures and colourful charts attract the learners and are easily accessible in low cost, therefore these tools must be included in the resources. Visual aids are important in the education system. Visual aids are the devices which are used in classrooms to encourage students' learning process in L2 and make it easier and more interesting. Visual aids are the best tool for making teaching more effective. It is the best dissemination of the knowledge. Aids through which learners are stimulated to use their sense of vision are called Visual aids. But, before their usage a few points need to be kept in mind. One is the environment and the other is the resources. Following these points these major points in government sector schools, this study got an experience by teaching stories in L2 through charts and pictorial presentations.

### Research Questions

- What is the difference between the performance of grade 5 students in L2 who are taught with the help of visual aids, and without the use of visual aids?
- How the charts could be used to improve the teacher's teaching performance in teaching narrative writing?
- How charts and pictorial presentations can help grade 5 students in L2 to learn a story easily?

### LITERATURE REVIEW

Hamre et al. (2008), stated that positive interactions have proven an asset between students and teachers. Positive environment is also supportive in adjustment of the student in school and helpful to promote learning. For the student's improvement teachers are the major asset. The relationship and interaction between student and teacher was a preparatory platform for making the learning process enhanced.

Angeline et al. (2012) stated the positive effect of stimulation of AVAs on students being in class and making them stay in class. It also motivates them to take part actively in classroom activities. It helped her to learn new things without getting bored for a long time. While on the other hand without AVA's the learning

environment could be boring. AVA's developed interaction among the students in class. It may overwhelm their nervousness for communication. Rendering to research, the use of AVA's in class helps to motivate learners and helps learners to be extra vigilant and willing. The attractive and colorful pictures and the elucidation expedite the conveyance of the new information and are helpful to create the learning procedure relaxed and long long-term in the memory of the learners. The positive effect of stimulation of AVA's on students being in class makes them stay in class actively and without getting bored for a long time. While on the other hand without AVA's the learning environment could be boring. By using AVA's it develops interaction of students in class which may overwhelm their nervousness from communication and partaking or doing blunders.

Ali (2014) conducted a study on the use of series pictures method. The method was implemented to improve the narrative writing skills of the university students. Both experimental and control group results showed that the experimental group score was higher than the control group.

Research by İstifçi (2018) points out that data exploration to discover the effectiveness of the smart board in giving instructions about the language, and getting the idea about the of Foreign Languages, exposed that it brings fun and variety along with better learning for the students. Its use for the teachers to convey the information to the students is easy and effective in the classroom.

## Research Methodology

### Research Design

The present study was experimental in nature. The aim of this study was to find out whether visual aids increase grade 5 students' performance in L2 or not and using charts to improve teaching performance or not.

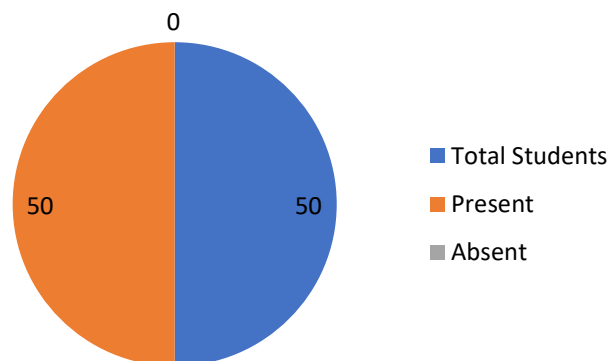
Design of this study was quasi- experimental. The population of this study was grade 5 students of Pipli Markaz Male and Female School. Based on the data, there were 28 schools consisting of 560 students. 100 students were selected by using a convenience sampling technique. Participants were randomly assigned to the experimental group and control group. Experimental group was taught by using colorful charts and the control group was taught by lecture method. The narrative writing in L2 proficiency of both groups was tested with a pre-test and a post-test which was designed according to the Basic Skill Standards in Foreign Languages (Ministry of Education paperwork).

### Data Analysis

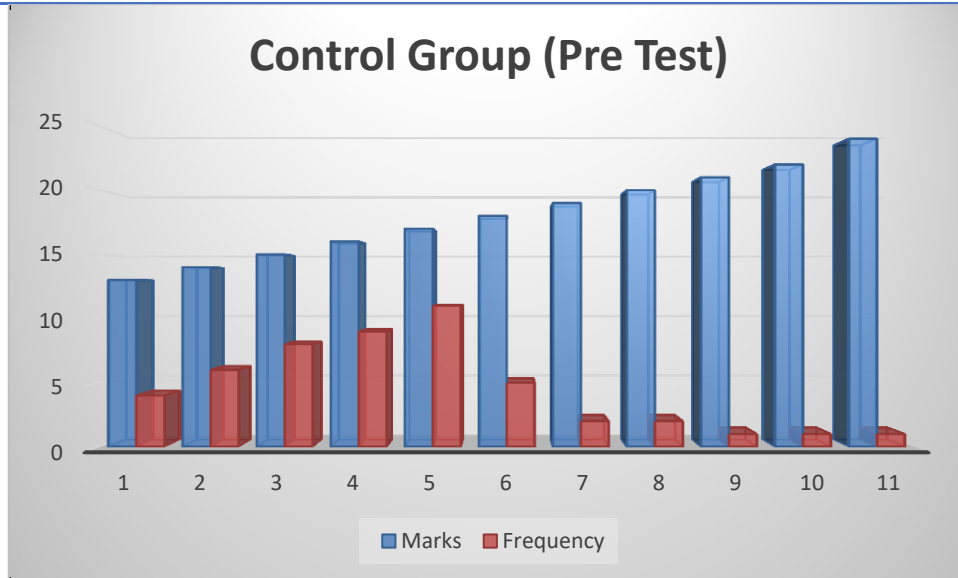
Data of this study was analyzed through Statistics Package for Social Sciences (SPSS) software.

#### 1. Section One: Controlled Group (Pre-Test)

**Pre-test Students' Attendance**



There were a total of 100 students out of which 50 were selected for the control group pre- test. The above given graph shows that all the 50 students were present at the time of pre-test. Percentage of the participants demonstrates that attendance of the students for pre-test was 100 percent that indicate students were willing to participate in this experiment.

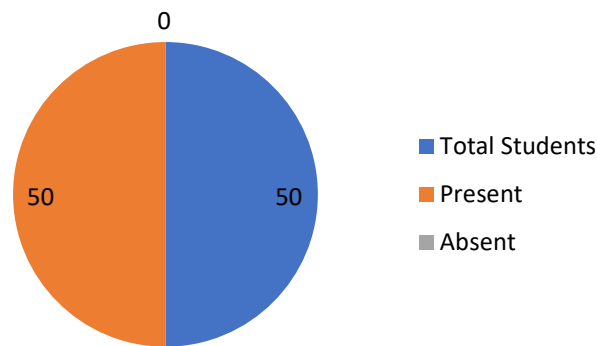


#### Contextual Analysis Pre-test

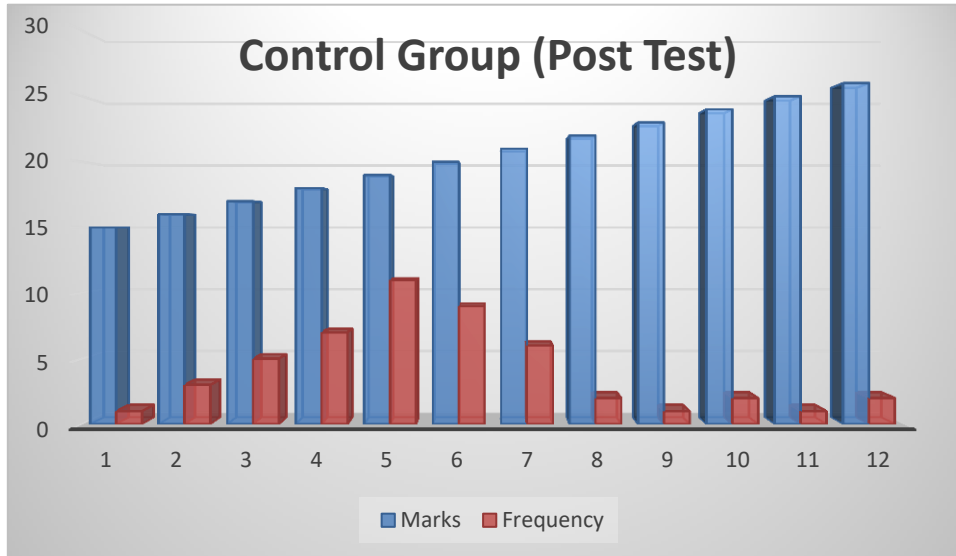
Pre-test of the control group showed through graphical representations that point out the marks and frequency of the participants. There were a total of 50 students who were in the control group. There were a total of 30 marks out of which 2 students got 20 marks in the pre-test, 5 students got 18 marks and 11 students got 17 marks. There were 9 students who got 16 marks, 6 students got 14 marks. 13 marks were the lowest marks obtained by 4 students. Two students got highest marks that were 20. In pre-test students' obtained lowest marks and their stories were full of errors. There were a lot of spelling mistakes and sentence structure errors present in the stories. The analysis showed that the frequency of the control group participants obtained average marks in the pre-test.

#### Section Two: Controlled Group (Post Test)

##### Post-test Students' Attendance



There were a total of 100 students out of which 50 were selected for the control group post- test. The above graph shows that all the 50 students were present at the time of the post-test. Percentage of the participants demonstrates that attendance of the students for the post-test was 100 percent that indicates that the students were willing to participate in this experiment.

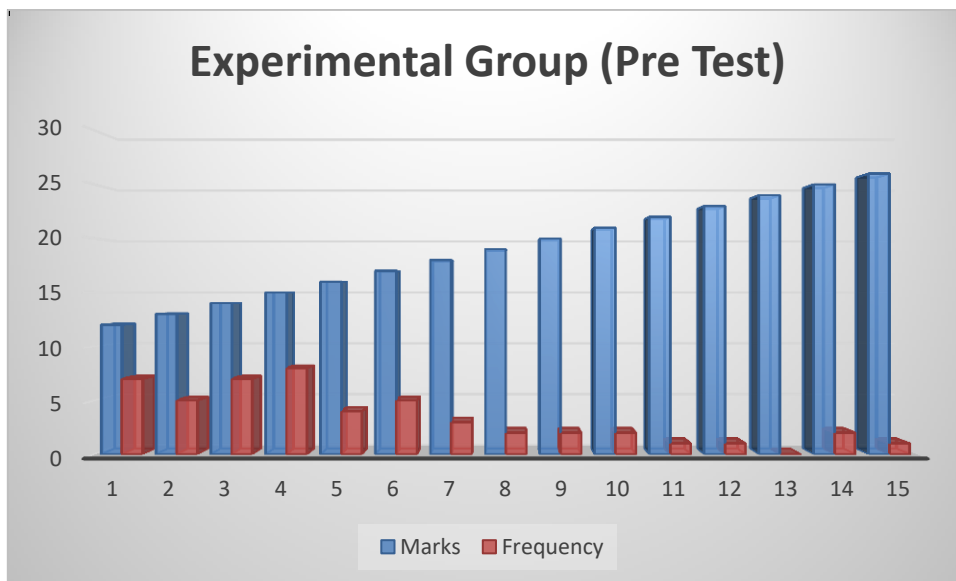


**Contextual Analysis**

There were 50 students out of 100 that were selected for the post-test. Results showed that there was an improvement between the pre-test and post-test of the controlled group. In pre-test, 24 marks were the highest marks obtained by the students. On the other hand, in post-test when students were taught by lecture method, 26 marks out of 30 were the highest marks obtained by the two students only. Post- test students of the control group were taught by lecture method. There were some improvements in post-test as compared to pre-test but their concepts were not cleared; they just crammed the story and wrote it.

**Section Three: Experimental Group (Pre-Test)**

In the experimental group pre-test, the total number of students was 50. All students were present at the time of pre-test.

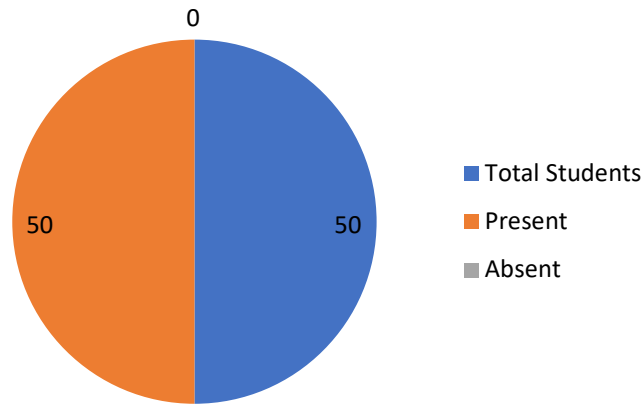


**Contextual Analysis**

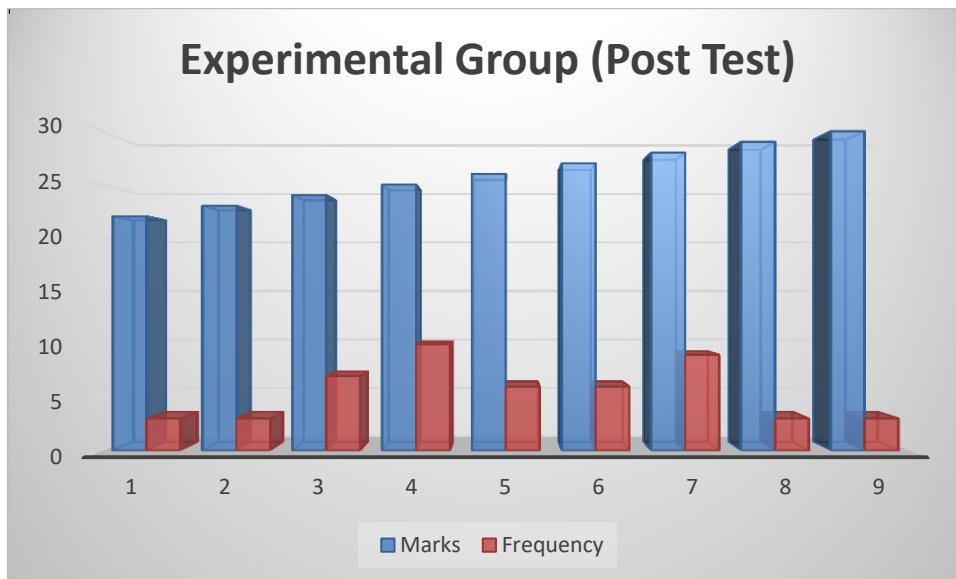
The graphical representation showed the frequency and their marks that were secured by students in the pre-test of the experimental group. 12 marks were secured by seven students in the experimental pretest. Five students secured 13 marks; seven students' secured 14 marks and eight students secured 15 marks in story writing. There were four students who secured 16 marks and five students secured 17 marks in this test. Only three students got 18 marks. Two students secured 19 and 20 marks. 21, 22, and 23 marks were secured by only one student. Highest marks were 26 out of 30 that were obtained by only two students.

**Section Four: Experimental Group (Post Test)**

### Post-test Students' Attendance



There were 50 total numbers of students who participated in the test. All students were present and their percentage was 100%.



#### Contextual Analysis

Results of the post-test of the experimental group indicate that students got the highest marks in the test as compared to the pre-test. In the pre-test the lowest marks were 12 on the other hand in the post-test of the experimental group the lowest marks were 22 out of 30. There were 3 students who secured 23 marks out of 30. 7 students got 24 marks out of 30. Ten students got 25 marks out of 30. Six students got 27 marks out of 30. There were 9 students who got 28 marks out of 30 and 3 students who got 29 marks. 3 students got 30 marks out of 30.

Results indicate that students' improved their marks when they were taught by visual aids and the pictorial presentation as compared to the lecture methods. The results clearly showed that teaching through the pictorial presentation and visual aid help the L2 students to learn stories in a better way as compared to the lecture method.

#### Discussion and Conclusions

The aim of the present study was to find out how charts and the pictorial presentation help the grade 5 students to learn story in L2. There was a difference between the performance of those students who were taught story in L2 by lecture method and visual aids.

Present study concluded that visual aids were used as an additional tool in the teaching-learning procedure in L2. But when these tools were appropriately selected and designed, it played a vital role in stimulating and motivating the students to keep focus on the lesson in class. These tools also help in enhancing the learning process actively.

Results of the control and the experimental group from the pre-test and the post-test showed that colourful charts were an effective simple source to improve the students' story learning process in a second language. The comparison of the the scores of the pre-test and the post-test showed that the mean score increased significantly. There was a clear difference between the performance of grade 5 students when they were taught with the help of visual aids. Experimental group was taught story in L2 through visual aids that showed, students have a positive effect for learning stories. Angeline et al. (2012) in their study also showed that teaching with help of visual aids increased students' performance for learning narrative writing in L2. It also maintained the attention of the Grade 5 students.

Using charts in the classroom also improved teaching performance in teaching narrative writing. As İstifçi (2018) study suggested that smart boards and charts were an effective tool for teaching narrative writing and these tools help the teachers to deliver their lectures in an interesting way. By using these charts learners were more enthusiastic to learn stories.

During English teaching and learning process, the students' participation improved when they worked for making colourful charts. Their attitudes towards learning story changed. They looked enthusiastic to learn and were not afraid to write story in English. Collaborative learning enhances students' interest in studying English. It developed teamwork and students learned how to manage time properly. The study of Hamre et al. (2008) also support collaborative learning and emphasized the friendly relationship among students as well as with teachers. Present study also showed that by using visual aids students learn stories in a better way and are able to write it accurately in L2.

Narrative writing is basically a tricky process for the students. The current study observed that when a teacher taught the students by the lecture method, the students who were intelligent performed well, but they forgot to write the main incident of the story. Slow learners felt anxiety to learn it and forgot the main events of the narrative. On the other hand, students who have taught through charts and pictorial presentations understand the narrative easily and are able to write it appropriately in L2.

Chart and the pictorial presentation make the information convenient and interesting to the learners. Selection and usage of the charts and the pictorial presentation helped the teacher to grab students' attention. Mostly, it was noticed that after a few minutes students' attention got distracted and they felt boredom. They were unable to keep focus on the lesson, but colourful charts and the pictorial presentation motivated the students to learn it easily and in an interesting way. These charts developed curiosity in the students to know what comes next therefore they participated enthusiastically in this activity. Even slow learners also performed well by using colourful charts and pictorial presentation. Ali and Aschawir (2014) study also supported the use of charts and the pictorial presentation to make the learners confident to learn the story properly and write it in a sequential way.

Both experimental group and the control group results clearly proved that the usage of the colorful charts and the pictorial presentation was really effective for grade V students in learning story in L2. It increased students' confidence level. Due to visual aids learners actively participated and gave quick responses that were also described by experimental and controlled group tests.

To conclude we can say that the colorful charts and the pictorial presentation made it easy for the teacher to utilize verbal and nonverbal correspondence to convey information and developed their interest to learn complicated stories in L2 in an interesting and favourable environment. The capacity of students to hold a story in the right sequence and listen adequately was only possible by the usage of colorful charts and pictorial presentation. Usage of the pictorial presentation and colorful charts helped the learner to revive the psyche and draw it in an unexpected way. It also enhanced the capacity of learners to focus on the main concept in L2 which is delivered by the teacher. On the basis of the findings, this study concluded that use of colorful charts was an effective source for learning story in English.

## References

Ali, A., & Hasanah, U. (2014). Using Series Pictures to Develop the Students' ideas in English Narrative Writing. *Scholarly Journal*.





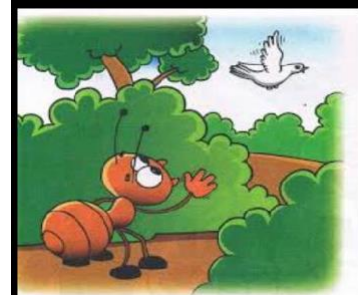
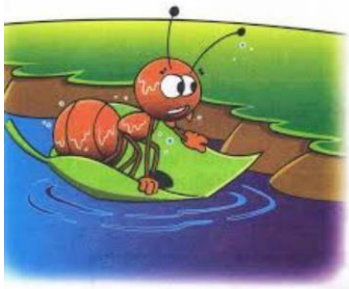
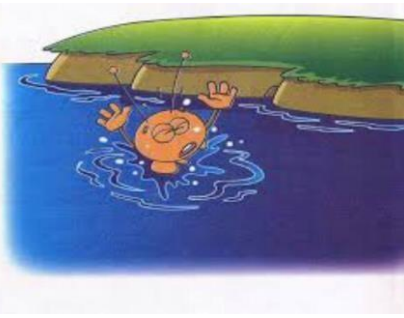
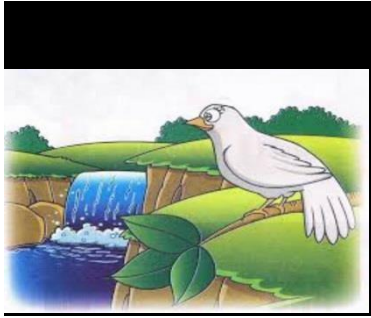






Post Test (Experimental Group)

Complete the sequence of the story with the help of pictorial presentation.




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A bee falls into a stream---a dove drops a leaf near it---bee climbs over it and flies away---a hunter aims at the dove---the bee stings him---the dove is saved---Moral.

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