

Impact of AV-Aids on Improving Creative Writing Skills at Elementary Level

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ABSTRACT:

Objectives of the Research: The purpose of the study is to investigate the “Impact of AV-Aids on Improving creative writing skills” and to assess the effectiveness of AV-Aids in improving students learning outcomes. The research was carried out in a private school named Hira secondary school Peshawar. In this research quantitative design was used because the researcher studied individuals and phenomenon in their natural settings hence choose quantitative approach (Creswell,2005). And the sampling method was simple random sampling. Results: About 38% of the participants strongly agree that AV-aids play a prominent role in developing writing skills in students and only 10% disagree with the statement and 52% of the participants were strongly agree with the the statement that visual representation of any material clicks the whole context of that material in one single word while none of the students were strongly disagree. Conclusion: As I have expected, I found out that despite being used to some extent by several teachers, using AV-Aids in improving writing skills still does not have enough attention as it would deserve, especially considering its benefits it may bring to developing writing skills. Taking into consideration all the obstacles revealed by the research, most of them can be overcome easily by consulting the right materials.

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Introduction

The present topic describes the issue of writing skills and explain its possible contribution as a tool for teaching and learning and to find out through questionnaire survey among Elementary level students , their attitude is towards AV-Aids in writing skills and exercise it in their lessons, whether they see grammar, vocabulary, syntax and coherence skills as a tool with positive effects

on developing their language skills and how frequently they learn and actually use it in their teaching learning practice.

Writing is considered as a productive skill because the writer creates new language. It is thought to be the most difficult of the four language skills. Writing is essential to communication and learning. It is considered as a powerful mode of communication. It helps us to convey ideas, write, revise and edit to get a perfect writing. A person who can write well is perceived as someone who is well educated, an effective communicator and a professional and this will always prove to be an advantage

Applying writing skills in classrooms from early stages offers great opportunity for students to develop those well-appreciated grammar, punctuation, vocabulary, syntax and coherence skills as well as to enhance their imagination, creativity, enthusiasm as well as the motivation and most importantly practice in subject. Writing skills using AV-Aids is a form of writing that expresses feelings, thoughts or ideas in an imaginative way. (Harmer, 2007) adds that pictures are often used to present situations to help students work with grammar and vocabulary. It was noticed in Grade 8th in Hira secondary school Peshawar that almost all the students actively examined pictures to elicit ideas, trying to write the exact comprehension that suits to the pictures and discuss with their teachers, their writing patterns in order to improve their writing skills. Using photographs will help students overcome their reluctance to write. Nowadays, students lack writing skills as they get all their materials by using technology like; Google. AV-Aids help students to visualize lesson and transfer abstract concept into concrete and easier to understand objects. When I attended Hira secondary school Peshawar, the impact was predominantly on reading and speaking skills. I believe that should be changed. Writing is an intentional, social communication that involves literacy as well. In case of writing skills, it demands clear and comprehensive message there is no direct interaction between writers and readers. Through writing we express our thoughts and ideas in an organized way to make a successful writer we go through a mental process. Chularut and Debacker (2004) concept maps appear to be help for elementary 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 increase self-efficacy for learning. Mathew and alidmat (2003): Studied the usefulness of audiovisual in elementary classrooms. Their study reveals that integrating audiovisual resources with the prescribed course contents has a positive impact on teaching and learning process of language

and give them opportunity of free expression of feelings and experiences. “The teaching methods which revolve around the theory of audio-visual aids, when properly understood, are so practical and, when thoughtfully employed, so beneficial to the pupil, that their wider adoption in the teaching of modern writing pattern merits considerations.” Barbousas (2009) represent popular opinion that visual technology promotes the writing skills of children into modern experience, as if so suggested that the denial of the moving image to educational practice subject the child to a lack of knowledge.

Purpose and Objectives of the Research:

Purpose of the study:

The purpose of the study is to investigate the “Impact of AV-Aids on Improving creative writing skills”. Due to the existence of many problematic areas in writing, this study intend to a perception about some problems among learners.

Objectives of the Research:

To examine the effects of using AV-Aids on improving writing skills.

To assess the effectiveness of AV-Aids in improving students learning outcomes.

To compare the differences, when AV-Aids used and when not used.

Research Questions:

Is the combination of AV-Aids and creative writing at elementary level helps to improve writing quality. What type of AV materials are used and upto what extent they proved effectiveness in enhancing writing skills.

Research Methodology:

Research Design:

This study adopted action survey research design. The researcher studied individuals and phenomenon in their natural settings hence choose quantitative approach (Creswell, 2005).

Study Location:

This research was carried out in a private school named Hira secondary school. The medium of communication was Urdu as opposed to some rural schools where mostly mother tongue is used as medium of communication by learners in elementary level.

Target Population:

The population from which the selected sample was taken composed of elementary section of Hira Secondary School Peshawar. The main focus of the population was to find out the level of

proficiency of elementary students in writing skills.

Sampling Size and Technique:

As(Grey,1992) stipulated that the sample of study consisted of 20% of the target population. First of all, students of elementary level were selected as population which were 150 students in number comprised of three classes (6th,7th,8th).

Then a sample size of 30 students was taken from the population that was 8th Grade students and was 20% of the target population. Sample size was selected using simple random sampling technique.

The Research Instrument:

Questionnaire was used as an instrument in this study and distributed to the sample of 30 students from Grade 8th.

Data Collection Procedure:

The researcher collected data by distributing questionnaire among respondents who were shown some AV-Aids in order to improve their writing skills like accuracy, grammar and spelling skills etc.

Data Analysis Technique:

The completed questionnaires which were 25 in number checked for completeness and consistency before processing the responses. The information was tabulated and analyzed using statistics like ; percentages. The statistics were generated using statistical package for social sciences (SPSS). Information was later presented using tables and figures for analysis. The percentages and figures that are calculated, further explained in terms of analysis and to provide the conclusion of this study.

Data Collection Instrument:

To collect and analyze data, I chosed “Questionnaire” as data collection instrument for my action research.

Although there were many other options such as interviews and observations but keeping in mind the short time of my research, the appropriate and fastest tool for data collection was questionnaire which helps in analysis and findings.

Questionnaire Design:

A well designed questionnaire always meet the research goals and objectives and also minimize un-answered questions in a research.

The design\formate used in my research questionnaire was “close ended”, . Close ended questions take the form of multiple choice questions. In my questionnaire a statement was given and five options were given against the statement by using the “Likert Scale” having the options,

- 1) Strongly Agree
- 2) Agree
- 3) Neutral
- 4) Disagree
- 5) Strongly Disagree

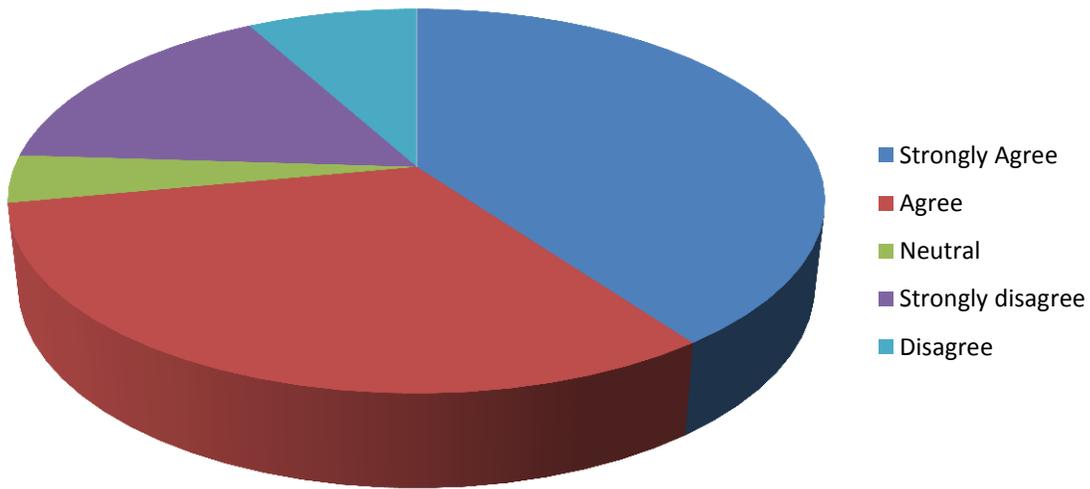
Questionnaire was developed online using “Google form” and the results were also generated automatically. Out of my sample size of 30 students, 25 students responded and the remaining participants did not answer.

Data Analysis and Results:

Table No:1 Statistics(Data output of students responses) for N=25

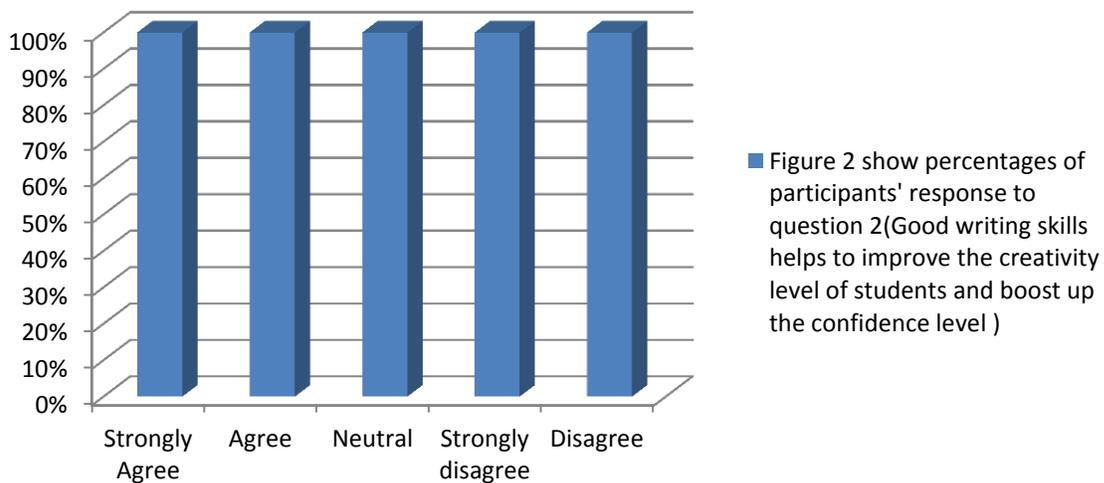
Question NO#	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	10(38%)	8(31%)	1(5%)	4(16%)	2(10%)
2	13(54%)	6(25%)	3(12%)	1(2%)	2(7%)
3	15(62%)	7(23%)	3(12%)	0(0%)	0(0%)
4	8(34%)	6(25%)	4(18%)	5(20%)	2(6%)
5	13(49%)	8(29%)	2(10%)	2(10%)	0(0%)
6	10(41%)	8(29%)	1(8%)	4(10%)	2(5%)
7	12(48%)	8(29%)	2(10%)	2(10%)	1(2%)
8	17(68%)	6(24%)	2(10%)	0(0%)	0(0%)
9	12(48%)	10(40%)	2(10%)	1(2%)	0(0%)
10	14(54%)	8(29%)	0(0%)	1(2%)	2(5%)

Figure 1 Showing percentages of participants responses to question No 1(AV-aids play a prominent role in developing writing skills)



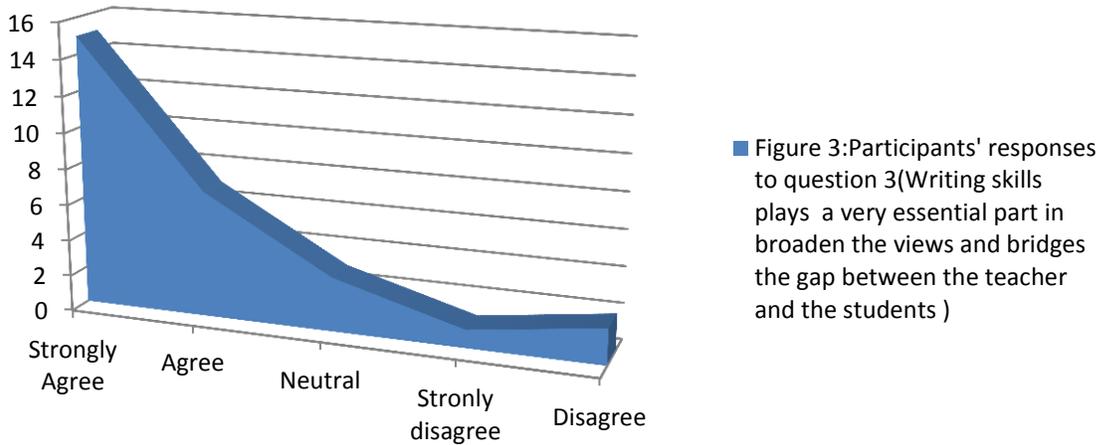
As shown in table no.1, and figure No.1 About 38% of the participants strongly agree that AV-aids play a prominent role in developing writing skills in students and only 10% disagree with the statement.

Figure 2 show percentages of participants' response to question 2(Good writing skills helps to improve the creativity level of students and boost up the confidence level)



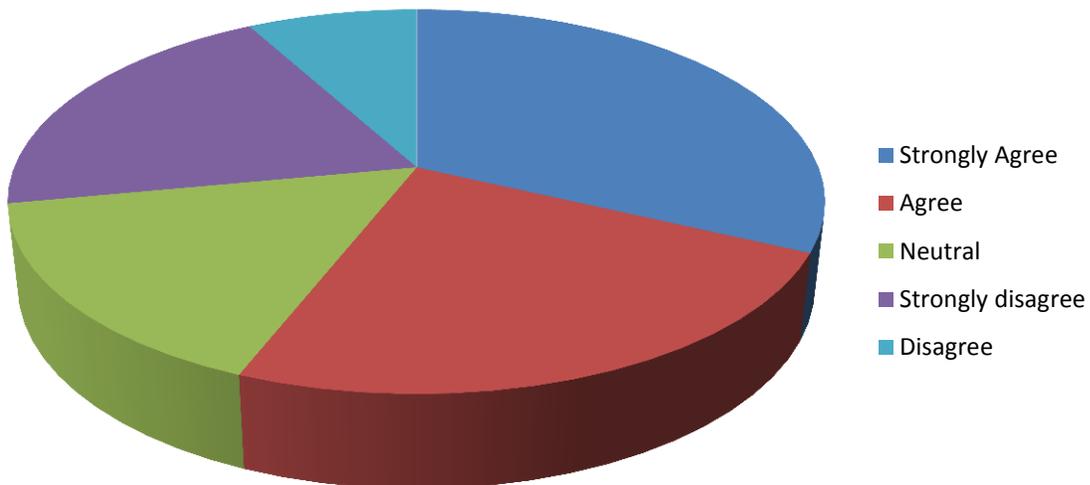
Good writing skills helps to improve the creativity level of students and boost up the confidence level as 54% of the participants were strongly agree with this statement and only 4% consider it wrongly as shown in figure 2.

Figure 3:Participants' responses to question 3(Writing skills plays a very essential part in broaden the views and bridges the gap between the teacher and the students)

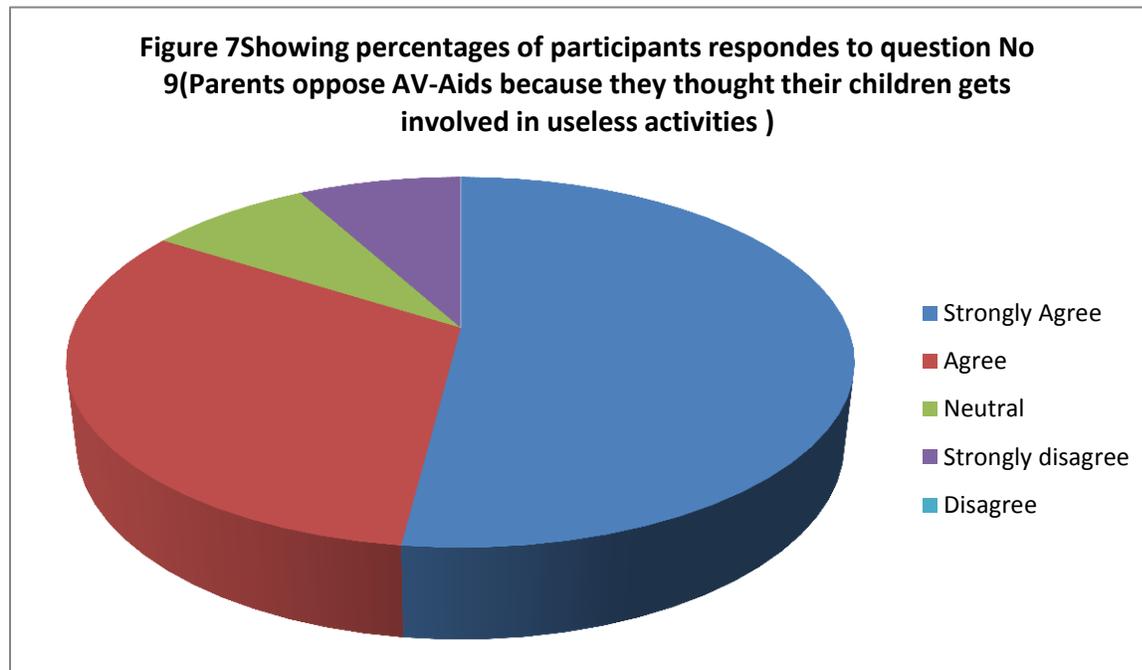


Writing skills plays a very essential part in broaden the views and bridges the gap between the teacher and the students . None(0%) of the participants were disagree with the statement and 62% were strongly agree with the statement as shown in the figure 3.

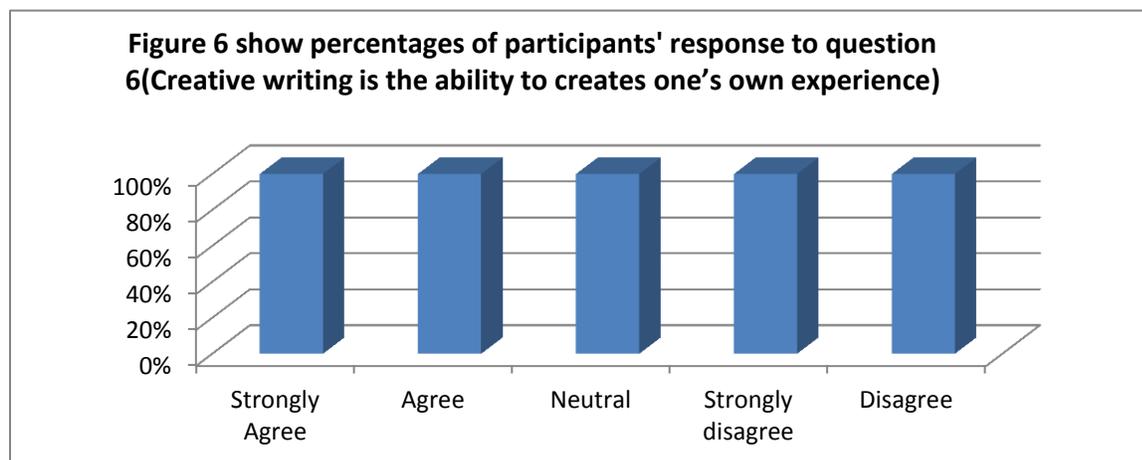
Figure 4 shows percentages of participants' responses toward question 4(Parents involments greatly effects the Students performances)



34% of the participants strongly agree that the parents involvement effects the students performance, 18% students were neutral, 20% students were disagree with the statement as shown in figure 4.

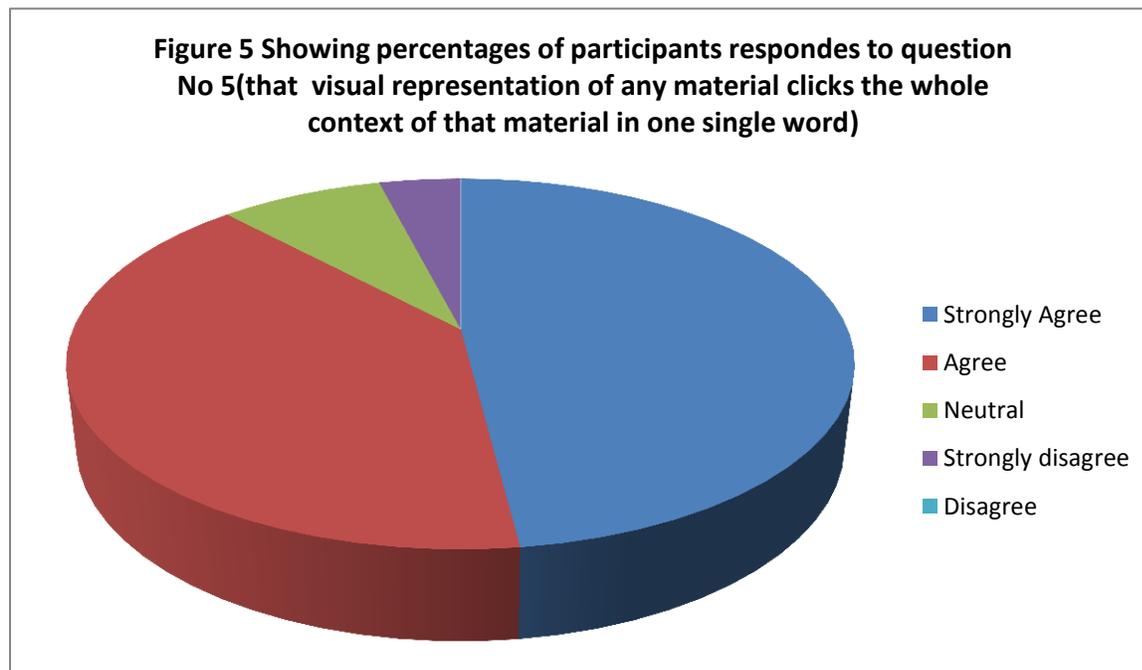


From figure 5 it is shown that 52% of the participants were strongly agree with the the statement that visual representation of any material clicks the whole context of that material in one single word while none of the students were strongly disagree. Info graphics as AV-aids helps the individuals as 47% students answer in strongly agree and only 5% of the respondents answer in strongly disagree.



Creative writing is the ability to create one's own experience because 48% students strongly agree with the statement, 30% student agree and only 2% strongly disagree.

Writing is a skill that interact and interrelate with brainstorming as 68% students strongly agree, 24% agree, 10% respondents were uncertain 0% respondents were disagree and strongly disagree with the statement. 48%, 40%, 10% and 0% of the respondents were strongly agree, agree, neutral and strongly disagree respectively with the statement that parents oppose AV-Aids because they thought their children gets involved in useless activities as shown in figure 7.



AV-Aids promote learning but students did not get proper support because of uneducated parents as 50% students were strongly agree and only 5% were strongly disagree.

Table No.2: Table Showing Standard Error and Standard Deviation.

Mean	5									
Standard error of means	0.77	0.97	1.26	0.45	1.08	0.77	0.96	1.43	1.11	1.18
Standard Deviation	3.87	4.85	6.28	2.24	5.39	3.87	4.80	7.14	5.57	5.92

The data obtained from the questionnaire showed that the picture series-aided learning strongly improved writing skills of the students. Questionnaire data indicated that majority of the students

were interested in picture as mean remains 5.00. 82% of the respondents thought that writing activity using picture-series was joyful as standard error of mean is always between (0-1) which is less than standard deviation which shows that most of the students found it fun to use the picture-series.

Conclusion:

As I have expected, I found out that despite being used to some extent by several teachers, using AV-Aids in improving writing skills still does not have enough attention as it would deserve, especially considering its benefits it may bring to developing writing skills. Taking into consideration all the obstacles revealed by the research, most of them can be overcome easily by consulting the right materials.

Recommendations:

From the findings of this research the following are recommendations the author would like to make

Affirmative action on Availability of AV-Aids

Re-Invigorating Professionalism in Teachers .

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