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Incorporating Graphic Organizers in the Writing Skill for ESP Learners

(The Case of Economics' Students at the Department of Economics' sciences, KMUO)

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Dedication

*I dedicate this work to my family **Loucif**, to my dearest parents who made all*

what I need available and provided me with tenderness, care, attention and love

for their never ending love, patience, and support me to complete this

dissertation, as well as all means to reach this level. And I ask Allah to protect

them in all their life and after life.

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*me with her assistance. To my sisters **Samira** and her small family.*

Without forget my beloved future family each by his name

To all my lovely old friends whom I know from near or far.

And to all my colleagues of 2 nd Year Master Applied Linguistics and ESP.

Finally to whom I love and he loves me (Y+S)

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realization of this dissertation, as well as expressing my apology that we

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Whom I love and thank a lot for the 5 years to gether.

List of Abbreviations and Figures

1. ESP: English for Specific Purposes

2. KWL: Know, **W**ant To Know, and Ultimately **L**earn

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GENERAL INTRODUCTION

1. Statement of the Problem

Graphic organizers are visual representations of ideas used to help learners organize their thoughts and apply thinking skills to the content in a more organized and orderly way. They often occur in the form of graphic shaped on the idea's keywords and allow for learners to focus more on the meaning rather than the form of complete sentences and sentence structures. Different graphic organizers prompt learners to respond to texts and topics of study in their own way without a hidden or set agenda. This tool allows teachers to set tasks that challenge learners to think outside of the given texts and topics.

Graphic organizers are also tools used by many teachers not only to promote their level of thinking and give learners direction, but, also to help organize their thoughts as well. There are several writing programs that use graphic organizers and similar formats to help learners writing and describing a process. This study attempts to determine whether using graphic organizers helps facilitate the performance of learners' writing. In order to investigate the matter, the following questions have been raised:

1. To what extent can the incorporation of graphic organizers enhance the ESP learners' writing skill?

2. How do teachers promote their learners' writing proficiency?

3. Which graphic organizers does the economic sciences' writing require?

2. Aims of the Study

The essential aim of this study is to explore the incorporation of graphic organizers in the writing skill for ESP learners, and to discuss their important role in developing learners' vocabulary in writing skill by including some writing activities.

3. Definition of Variables

3.1. Graphic organizers

A). Graph is a planned drawing, consisting of line or lines, showing haw two or more sets of numbers are related to each other. *(Oxford Advanced Learners' Dictionary.8 [th] Edition)*

B). According to Novak (1991), graphic organizers are used to represent student's conceptual understanding. One of the powerful uses of graphic organizers is to help learners to use meaningful-mode learning patterns. By using graphic organizers in the classroom, the learners' writing will significantly improve.

3.2. Writing

A). Writing in general means words in symbols (for example, Hieroglyphics) written down as a means of communication. (Encarta Dictionary, 1999: 2151).

 B). Writing is one of the major skills for using language, through which one can convey his thoughts. (Clark, 2003) states that "writing is a reflection of what can occur only after the main ideas are in place". (p.08).This means that the writer's goal is to know how to say what has been discovered, not in discovering and selecting what to say

3.3. ESP

A). An abbreviation for English for special purposes/special purposes (the teaching of English for scientific, technical, etc. purposes to people whose first language is not English). *(Oxford Advanced Learners' Dictionary.8 th Edition)*

B). English for Specific Purposes (ESP) or English for Special Purposes arose as a term in the 1960's as became increasingly that general English courses frequently did not meet learner or employers wants. Robinson (1980) wrote a thorough review of theoretical positions and what ESP meant at that time. Coffey (1985) saw ESP as a major part of communicative language teaching in general. Hutchinson and Waters (1987) gave three reasons for the emergence of ESP, the demands of a brave new world, a revolution in linguistics and a new focus on the learner.

4. Research Methodology

4.1. Choice of the Method

In order to explore the utility of incorporating graphic organizers in the writing skill for ESP learners, we found it appropriate to use the descriptive method which seems the most appropriate to be used in this research work.

4.2. Population

The population of the study consists of teachers and learners at Ouargla Department of Economics. We have chosen the economics' teachers and learners for our study because these two have great relation with the subject, as they can help us to recognize the real problems that face them in the writing skill. This could provide teachers and learners with better insights about the main problems that hinder the teachers and learners in writing skill.

4.3. Sampling

Since it needs a great deal of efforts and much time to carry out the research work on the whole population of Economics' sciences. A representative sample of population under study has been chosen randomly from (Economics' Department). In this way, each member of the population has an equal chance of being selected.

4.4. Research Tools

It is hypothesized that the incorporation of graphic organizers has a significant effect on improving the learners' writing skills. To reach this stated hypothesis, questionnaires had been administered to teachers and learners. The sample under study contains (10) teachers and (30) learners, the case of the Department of Economics at University of Kasdi Merbah Ouargla.

5. Structure of the Dissertation

The present study is divided into two main parts: a theoretical part consists the first two chapters. The first chapter contains detailed information about the graphic organizers as visual aids through defining graphic organizers, its types and purpose s. As well as presenting the importance of them in the vocabulary development , graphic organizers' activities, also highlighting their effectiveness. Then, developing writing through graphs and tables.

The second chapter tackles the writing skill, as one of the four skills that most learners want to improve. Involves an overview of the nature of writing and its mechanics, shows the relation between writing and reading. Then, discusses the approaches used to teaching writing: the product approach, the process approach and the genre approach.   Further, suggests how to teach writing effectively, through steps. Next shed light on some techniques of teaching writing. Finally, tackles the use of visual aids in writing, than writing an essay from a graphic organizer.

The third chapter is concerned with the practical part. It seeks to shed light on some problems that face teachers in teaching writing. This chapter involves a detailed analysis of economic teachers and learners' questionnaires. Moreover, suggests some pedagogical recommendations about teaching writing through incorporating graphic organizers.

Chapter One: An Overview of Graphic Organizers

Introduction

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Introduction

    We all use graphic organizers of some kind, and to some degree, every day of our lives. A menu, a train schedule, a calendar, and even a guide to television programmes are all examples of graphic organizers. They are beneficial in making it possible for us to visualize information in a condensed and organized form. They also make it possible for us to organize plans, thoughts, and ideas. They help writers to organize thought before writing. They are tools that help us to learn process information, envision, and create. Graphic organizers are becoming increasingly important and effective pedagogical tools for organizing content and ideas as well as facilitating learners' comprehension of newly acquired knowledge.

    This chapter provides the definitions and types of graphic organizers. It also, tackles the purpose and then the importance of graphic organizers in vocabulary development, as well as, the activities of graphic organizers in the classroom. Also, their effectiveness will be explored. Finally, shows the development of writing through graphics and tables.

1. Definition of Graphic Organizers

    Graphic organizers were known for centuries in teaching foreign languages either inside or outside the classroom. They are identified by Meyen, et al (1996): "Graphic organizers are visual displays teachers use to organize information in a manner that makes information easier to understand and learn" (p.132). Gajria et al (2007) maintain that graphic organizers make materials that are difficult to understand more accessible to learners with learning disabilities. This technique "helps learners understand where they have been, where they are and where they are going to on their journey through content" Boudah, et al (2000). In short, graphic organizers present concepts in a memorable way that can significantly enhance learner's comprehension of information as well as acquisition of content in subject areas such as Social Studies and Science.

    In addition, the practicality of graphic organizers as tools to organize information and ideas represent abstract ideas in concrete ways, show how concepts and facts are related, connect new knowledge to old, and organize thoughts for writing and assess personal understanding, they were identified by McTighe (1992).

They are confirmed by Victorian Curriculum and Assessment Authority VCAA (2011):

> Graphic organizers are highly effective thinking tools that illustrate the organization or structure of and relationships between concepts. Graphic organizers provide opportunities to track thinking and clarify both the content and the thinking processes used when creating, problem-solving or evaluating.

2. Types of Graphic Organizers

Graphic organizers can be grouped into many categories: Those that depict the basic information structures (General graphic organizers, which divided into maps, diagrams, and charts, etc.) and those that serve specialized needs (i.e., a graphic which structures project planning, a graphic which structures goal setting, like graphic organizers in Economics, etc.).

There is a wide variety of designs for depicting the same basic information structures. For example, if you look through several different social studies texts, you will find a wide variety of compare/contrast graphics, each designed a little differently, but all serving the same basic purpose of visually revealing to learners how the information is structured.

According to Edwin (2004), Graphic organizers depicting other information structures also come in a wide array of designs. For example, both the semantic web and the Whole-to-Part graphics depict a hierarchical information structure.

This collection of ready-to-use graphic organizers will help learners classify ideas and communicate more effectively. All of our printable graphic organizers are designed to facilitate understanding of key concepts by allowing learners to visually identify key points and ideas. By using graphic organizers across all subject areas, teacher will be empowering his learners to master subject-matter faster and more efficiently. We have graphic organizers for reading, science, writing, maths, and for general use. The teacher will also find blank printable templates like graph paper, dot arrays and other useful tools.

1- General Graphic Organizers		
Types	**Figures**	**Usefulness**
Maps **Concept maps**		**- A concept map** graphically illustrates relationships between two or more concepts and is linked by words that describe their relationship. Often represented in circles or boxes, Concept maps begin with a main idea (or concept) and then branch out to show how that main idea can be broken down into specific topics.
Web maps		**A web** is a visual map that shows how different categories of information relate to one another. Webs are typically used by learners, teachers and professionals as brainstorming strategies for developing and connecting ideas
Mind maps		**A Mind mapping** is a visual form of note taking that offers an overview of a topic and its complex information, allowing learners to comprehend, create new ideas and build connections. Through the use of colors, images and words, mind mapping encourages learners to begin with a central idea and expand outward to more in-depth sub-topics.

Table (1): General Graphic Organizers (Maps) adapted from Edwin (2004)
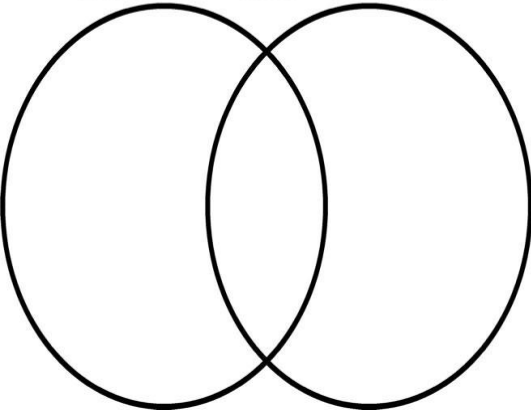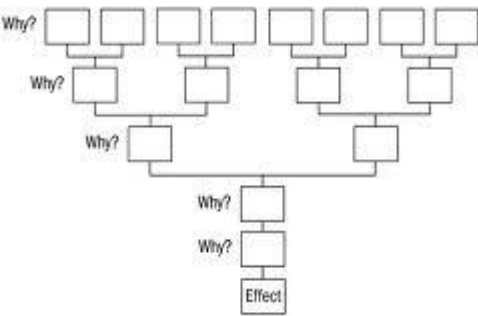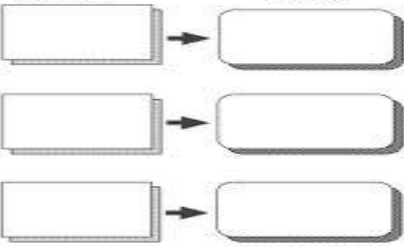
	Veen diagram	VENN DIAGRAM *Different* *Same* *Different*	- A **Venn diagram** or **set diagram** is a <u>diagram</u> that shows all possible <u>logical</u> relationsbetween a finite collection of <u>sets</u> (aggregation of things). Venn diagrams were conceived around 1880 by <u>John Venn</u>. They are used to teach elementary <u>set theory</u>, as well as illustrate simple set relationships im**probability**, <u>logic</u>, <u>statistics</u>, <u>linguistics</u> and <u>computer science</u>.
diagrams	**Tree diagram**	**Tree Diagram** Why? Why? Why? Why? Why? Effect	- A **Tree diagram** is a representation of a <u>tree structure</u>, a way of representing the hierarchical nature of a structure in a graphical form - A Tree diagram is used to determine the probability of getting specific results where the possibilities are nested.
	Cause and effect diagram	name _____ Cause Effect	**Cause-And-Effect Diagrams** (also called **Ishikawa diagrams fishbone diagrams,** **herringbone diagrams,**or**Fishikawa**) are <u>causal diagrams</u> created by <u>Kaoru Ishikawa</u> (1968) that show the <u>causes</u> of a specific <u>event</u>.Common uses of the Ishikawa diagram are <u>product design</u> and quality defect prevention to identify potential factors causing an overall effect.

Table (2): General Graphic Organizers (Diagrams), Edwin (2004)

charts	Kwl - charts	Name _____ Date _____ **What are we studying?** _____ **What do we know?** 1. 2. 3. 4. **What do we want to know?** 1. 2. 3. 4. **What did we learn?** 1. 2. 3. 4. 2. The Sun: An Introduction/KWL Chart	A **KWL Table**, or **KWL chart**, is a graphical organizer designed to help in learning. The letters KWL are an acronym, for what learners, in the course of a lesson, already **k**now, **w**ant to know, and ultimately **l**earn. A KWL table is typically divided into three columns titled Know, Want and Learned. The table comes in various forms as some have modified it to include or exclude information.
	T-chart	Choose a Topic T-Chart Like Dislike	A **T-Chart** is used for listing two separate viewpoints of a topic. Topics can include anything that can be cleanly divided into two opposing views. Also, evaluating the pros and cons of a major decision or facts vs. opinions, advantages and disadvantages or strengths and weaknesses.
	Compare & Contrast Chart	Name: _____ Compare and Contrast Graphical Organizer Similarities of Topic A and Topic B: Topic A: _____ Topic B: _____ Differences with regards to: Giant Squid Curriculum Module http://www.naturalpartners.org/GiantSquid	A **Compare & Contrast Chart** is an organizer which used for comparing and contrasting two concepts along several different aspects. You can control the number of aspects used in the chart as well as have optional labels for each.

Table (3): General Graphic Organizers (Charts), Edwin (2004)
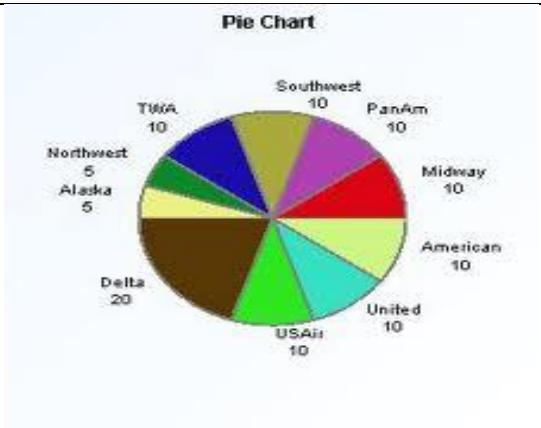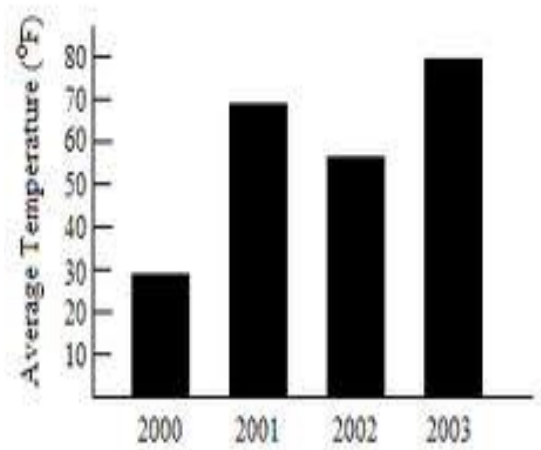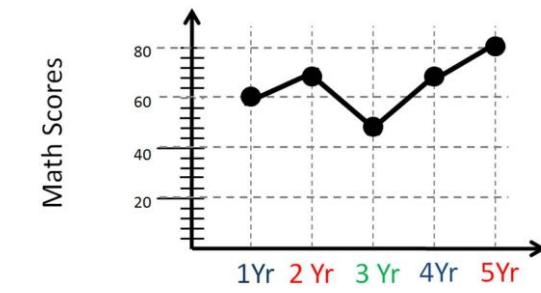
2- Economic graphic Organizers		
Pie graphs		- A **pie chart** (or a **circle graph**) is a circular chart divided into sectors , illustrating numerical proportion - Pie charts are very widely used in the business world and the mass media. - Ensure individual parts add to 100%
Bar graphs		- **A bar graph** or **bar chart** is a chart with rectangular bars with lengths proportional to the values that they represent. The bars can be plotted vertically or horizontally - A bar graph is a chart that uses to show comparisons among categories. One axis of the chart shows the specific categories being compared, and the other axis represents a discrete value
Line graphs		- A **line chart** or **line graph** is a type of chart which displays information as a series of data points connected by straight line segments. It is a basic type of chart common in many fields

Table (4): Economic Graphic Organizers, Edwin (2004)

3. The purpose of Graphic Organizers

Gourbiere (2002) states that Graphics organizers are a powerful tool for communicating information in a visual way. Sometimes referred to as maps, they allow the user to "map out" ideas using different structures depending on the purpose of the task. Once completed, they form a dominant overall picture of the information being presented. The main purposes are:

3.1. Applications

Primarily used in teaching and learning situations, graphic organizers use visual symbols to structure and highlight the most important aspects of a concept while removing information that is non-essential. In this way, they organize the information by breaking it down so that it is clearer to understand. Organizers can also clarify patterns and relationships between ideas. Some of the basic skills that can be practiced through the use of graphic organizers include comparing/contrasting, outlining, problems solving and sequencing.

3.2. Instruction

The main purpose of graphic organizers is to make teaching and learning easier, and to improve a learner's understanding of a particular concept. Because each organizer will be used for a specific purpose, teachers should give detailed instruction to learners on how and why the organizer is being employed. Learners then should have the opportunity to practice it for themselves, with teacher feedback being given to support their efforts.

3.3. Usage

Graphic organizers can be used before, during and after instruction. If a teacher is presenting new material, an organizer can be created while eliciting learners' prior knowledge of a subject. It can then provide a structure for new information while showing the relationship between previously learned and new ideas. While learning the new concept, learners can use an organizer to arrange the information in a way that makes it most understandable to them and is best adapted to their personal learning style. After instruction, learners can use organizers to summarize information learned.

3.4. Types

Many types of graphic organizers exist, and the decision of which one to use depends on the particular purpose of the learning task and the type of information being organized. Spider maps are a popular organizer for linking details to a central concept. A sequential episodic map can be useful for showing cause and effect relationships. Venn diagrams are a helpful kind of organizer to use for comparing and contrasting two ideas. Other types of organizers can show hierarchical relationships, cycles, steps or stages in a process, and ideas along a continuum.

3.5. Effectiveness

The effectiveness of graphic organizers seems to be determined mainly by the ability of the teacher to demonstrate to learners how best to use them. Although they appear to be most effectual at the high school level, graphic organizers can be used in the earliest stages of education so that learners can be familiar with them. Graphic organizers can be valuable in all subject areas. But they have been made use of heavily in the field of reading and writing education.

4. The Importance of Graphic Organizers in Vocabulary Development

According to Gilbertsen (2002), Graphic organizers are used to improve learners' vocabulary and reading skills. They are usually blank templates on which learners or teachers graphically represent concepts related to reading comprehension and even writing expression. Graphic organizers allow learners to engage in learning using different types of intelligence, often using visual intelligence to interpret a verbal/written task. Their importance lies in:

4.1. Types

Some of the best-known graphic organizers are KWL, word maps, and KRS. KWL stands for "Know, Want to Know, Learned," and allows learners to review their learning process during a lesson. In a word map, the vocabulary word is written inside a circle, and the learner writes related content, such as synonyms and antonyms, around the circle. The KRS stands for "Knowledge Rating Scale", it allows the learner to grade his knowledge of the word on a sliding scale. The teacher determines the vocabulary words related to the topic being introduced and his learners place them in the chart. Then asks to rate their knowledge of the meaning of the word. The Adapted KRS features a column where learners can write the meaning of the word after they encounter it and learn it.

4.2. Features

KWL is a useful template for an entire lesson. Learners start by writing what they know about a vocabulary word, if anything, which reinforces their confidence. In the "Want to Know" section, they can make guesses about the meaning and focus their attention on the lesson. The "Learned" section is a good opportunity to review. Word maps are probably the most visual of the graphic organizers, and are especially useful when placed on the wall of a classroom. The Knowledge Rating Scale is a reference for later in a lesson or semester for a learner to self-assess her progress.

4.3. Role in the Lesson

Graphic organizers help learners fully integrate their understanding of a text or vocabulary word. Learners use KWL and the Knowledge Rating Scale before, during or after a reading, to prepare learners to encounter the text and review their ideas while reading the text and afterward. Word

maps, in contrast, are typically utilized during reading or after learners have encountered a word they don't know or that is important in the lesson.

4.4. Advantages

According to a study published in the Journal of Educational Psychology (1995), spatial representation of information aids learners in understanding less-explicit material. It is especially useful when conveying a hierarchy; for example, "an atom consists of a nucleus, which contains protons and neutrons" . The advantage of using a graphic organizer such as a tree diagram gives learners an additional resource in understanding complicated relationships between vocabulary words.

4.5. Drawbacks

With their pre-made format, graphic organizers can stifle creativity at times. According to the City College of New York, one disadvantage of the organizers' use is that learners sometimes pay less attention to other parts of the lesson, erroneously viewing the graphic organizer as the only thing worth focusing on. Learners should not view organizers as a replacement for the text--it is only an aid to understanding it.

5. Graphics Organizers' activities

Watson (1999) claims that Graphic organizers help express meaning visually or pictorially rather than with words alone. They are very useful to teachers at all levels to help learners organize information and draw conclusions. Graphic organizers display large amounts of information in a way that is easy to understand. Conversely, they also unpack meaning or show complex relationships between just a few concepts or ideas. When class activities are supplemented by graphic organizers, learners have an opportunity to actively engage with the material in a meaningful way. And activate one of those activities:

5.1. Brainstorming Activities

Brainstorming information, such as for a written essay or a class project, is an activity that needs to be done visually. Create a graphic idea web, starting with the main idea circled in the middle of a blank paper. The learner draws spokes from the main idea to supporting ideas and sub-points, and shows how those ideas connect. If you are brainstorming as a class, let learners take turns coming to the board and adding a spoke to the web. If learners need more structure, try a story star. Learners draw a five-pointed star on their papers and write the main idea in the pentagon-shaped center. In each of the star's five points, they brainstorm ideas for who, what, where, when and why.

5.2. Compare and Contrast Activities

Graphic organizers are ideal for activities that require learners to compare and contrast several items. The most common and useful compare-and-contrast graphic organizer is the Venn diagram, which consists of two or more overlapping circles. Similarities between the two things are written in the overlapping section, and differences are written in the areas that do not overlap. The matrix is a more complex compare-and-contrast method, showing the relationship across a set of specific criteria. A matrix begins with a large grid. Write the items to be compared and contrasted across the top, one in each box. In each box down the left side of the grid, write the areas you want to compare, such as physical appearance, eating habits, environment and reproduction. Then write the correct information in the corresponding boxes.

5.3. Reading Comprehension Activities

Graphic organizers help with reading comprehension because they take information from a story, which learners read in paragraph form, and represent it in a more visual way. Plot diagrams help learners keep track of events in the beginning, middle and end of a story. Use a story train for younger learners, which display each plot episode as a connected car in a railroad train. For older learners, use a triangular plot diagram that shows the rising action, the climax and falling action. To analyze characters, use an open mind, which is the silhouette of a head traced on a blank paper. Learners fill the silhouette with the character's thoughts. You can customize the open mind by making spaces for story-based evidence such as what the character feels, says and does.

5.4. Order of Event Activities

When it comes to understand the linear order of events, graphic organizers can help immensely. Time lines allow learners to understand the order of events in a story's plot, a historical era or a scientific process. Use a cycle to represent a time line that ends where it begins and then repeats. Let learners fill in a blank time line, or provide them with a time line that has missing elements that they need to find, such as missing years, events and names. Or cut out each event on a separate paper and allow learners to piece together the correct time line or cycle. These types of graphic organizers can also show cause and effect relationships. Cause-effect chains can display a domino effect, where one event triggers another. Use arrows to show that one event causes another.

6. The Effectiveness of Graphics Organizers

The use of graphic organizers has been shown to develop learners' thinking and learning skills in a variety of content areas. To identify the empirical basis for using graphic organizers, Moore and Readence (1984) conducted a meta-analysis of graphic organizer research with non-disabled learners. Twenty-three studies were included. Overall, (161) effect sizes were computed, and an average effect

size of (22) was computed. However, the effect size varied depending on the treatment or the criterion variables examined. For example, a large effect size (57) was found when graphic organizers were used after reading text, but a much smaller effect size was reported when graphic organizers were presented before the task. Similarly, an effect size of (68) was reported when the dependent measure was vocabulary in contrast, when the test measured comprehension, the effect size was (29) Moore and Readence also analyzed the (23) studies qualitatively. The results indicate that the teachers who used graphic organizers in the studies reported feeling more competent while leading learners through content material. So, when the organization of a topic becomes apparent, reading and writing skill, communication skills, analytical skills as well as creative skills are subject to improve with the use of graphic organizers.

7. Developing Writing through Graphs and Tables

In real life, the text usually comes first, and the graph or table is added to support the text. In fact, most books that advise on writing, explain how to use graphs or tables to illustrate the words more clearly. However, the purpose Developing writing through graphs and tables (in real academic writing) is to expand on what is in the graph or table by giving additional explanations about the reasons etc. and to draw attention to the most important aspects of the information shown in the graph or table. Duigu (2001) deals with selecting the right approach and style, learning to use the appropriate vocabulary, and becoming aware of the grammar related to this vocabulary. Duigu (2001) states also that the language of graphs and tables is divided, for convenience, into: introductory expressions; time expressions, and terms of measurement. To use this language correctly, it is necessary to keep the following points in mind:

1. You must know the exact meaning and usage of the terms.

2. You must know the collocations of the terms: i.e. you must know which expressions go together, and which are never found in combination.

3. You must know the grammatical features of the terms.

4. You must care enough to be accurate.

7.1 Writing the Introduction

Duigu (2001) states that often the hardest part of writing anything is writing the introduction. If you have a good technique for this, then the rest of the task is usually less difficult. The first thing to note is that writing about visuals is not the same as writing an essay. This means three things in particular:

1. You are not asked to discuss the information, but generally to write a report describing the information.

2. It is not necessary to write an introduction like in an essay for this writing task. You are writing a report, which means that you do not begin with a broad general statement about the topic.

3. You do not need to write a conclusion which gives any kind of opinion about the significance of the information.

So there are three steps to begin.

Step l: Identify the main idea behind the graph or table. This will be the focus of your first sentence.

Step 2: Consider the details of what is being shown - the units of measurement and the time frame - and decide how much you need to include.

Step 3: Consider the language to use - the introductory expressions, the tenses of the verbs, the correct expressions of time and /or measurement, etc

The author adds also that it is necessary to use a few fixed expressions, which refer to the text itself, like those below:

The Introductory Expressions	The graph /table shows /indicates/illustrates / reveals / represents
	It is clear from the graph / table
	It can be seen from the graph / table
	As the graph / table shows,
	As can be seen from the graph I table,
	As is shown by the graph / table,
	As is illustrated by the graph / table,
	From the graph / table it is clear

Table (5): The Introductory Expressions

Most of the above expressions can be followed by a clause starting with that. And several of the above expressions can be followed by a noun or noun phrase. Also must be followed by a main clause.

7.2 Time Expressions

As we see in the introduction, we can start our description with a time phrase in some cases: Between 1950 and 1990 production rose significant...

Even if we do not begin our sentence with a time expression, in many cases, particularly those involving line graphs, and the time frame is given and is an important element of the visual and will need to be mentioned. For this reason it is important that we know how to use the common

expressions of time, and that we revise them from any normal grammar book if they cause us difficulties. Here are the common ones:

The Time Expressions	In / for / during / f r o m - t o / u n t i l/ between -and /before / after/ (in) the period from – to/ (in) the period between and/ in the first/last three months of the year/ over the period – to/ over the next years/ decades/ quarter of a century etc./ over a ten year period/ throughout the 19th century/ from that time on/ after that/ then/ in the 1980s/

Table (6): The Time Expressions

7.3 Expressions of Measurement

Since graphs and tables show measurements, it is necessary to have a knowledge of the most common terms used to describe quantity and related expressions, and to know how to use them correctly. There expressions are to act as a reminder of nouns about quantities that probably already familiar with, and to show the verbs that they are related to and associated with, and the typical phrases, mathematical expression, and related adjectives and adverbs used to describe visual aids. Here are the common ones:

Quantities	Amount /figure/the total quantity/the whole of the/the majority/ the maximum /quanuty /the total /the total number/the whole amount/the greatest amount/the minimum /number/the total amount /all of the/the full amount/the greatest number/range rate/ extent scale/percent percentage /level /proportion /degree /ratio/ length weight distance height/altitude area volume size/frequency duration/
related verbs	Be / makeup / consist of/ constitute / comprise / amount to/ equal / account for represent/ include / record / reach/ stand at / become
mathematical expression	Half n. Halve vb. Double n. / vb. Triple n. Treble vb. Threefold adj. Quarter n. / vb multiply vb. Divide vb. Average ad1. I vb in. Total adj. / vb. Partial adj. Equal adj. / n. Fraction n.
common adjectives	High / low: a high / low percentage / large: a large number Great: a great number/ significant: a significant number / percentage / amount/ considerable: a considerable amount / increase/ substantial: a substantial increase/ decrease Major: a major increase/ decrease/ remarkable: a remarkable increase/ steady: a steady decrease Widespread the widespread consumption
common adverbials	Over: over 20 % / under: under 5000/Just over / under: just over / under 50 000 people/Around / about: around / about 50o/o Approximately: approximately 2 5 %/Slightly: slightly more titan half; slightly over 40o/o/Marginally: a marginality smaller percentage Significantly fewer moment/Close to: close to half Considerably: considerably more exports Substantially, substantially less traffic Almost: almost exactly twice as many

Table (7): Expressions of Measurement

Conclusion

For today's classroom, nothing is more essential to successful teaching and learning than strategy-based instruction. It is through the use of specific teaching strategies and learning tools that learners can be more successful learners. Graphic organizers are teaching and learning tools. When they're integrated into classroom experiences, learners are better able to understand new material. Creating a strong visual picture, graphic organizers support learners by enabling them to literally see connections and relationships between facts, information, and terms. McTighe (1992) goes so far as to say that graphic organizers have proven to be effective tools for enhancing thinking and promoting meaningful learning. It was further maintained by McTighe (1992) that this is achieved in a number of ways including, organizing information and ideas, generating and elaborating on ideas, representing abstract concepts in more concrete ways, illustrating relationships between concepts, relating new information to previous knowledge, storing an wd retrieving information, and assessing thinking and learning. What is more, he concluded that graphic organizers could be viewed as practical tools that assist learners in organizing information and ideas.

Chapter Two: Theoretical Issues in Teaching Writing Skill

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1. The Nature of Writing Skill
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Introduction

Fifty years ago, writing was considered as a part of grammar which focuses on applying a set of rules for reinforcing grammatical and lexical characteristics of language. Nowadays, writing is perceived as a skill which should be taught relying on steps. We also recognize the difficulty to learn writing in any language even in our native language. Consequently, all educational systems in all countries devote efforts to teach their learners how to write, but few of them learn how to express themselves clearly. Writing appropriately is also the purpose of foreign languages learners. Therefore, many experts in foreign language writing focus their attention in their papers, dissertations, books on teaching writing.

This chapter deals with the nature of writing, and shows the relationship between writing, speaking and reading. Then, will be discussed the approaches used for teaching writing: the product approach, the process approach and the genre approach. Next, techniques of teaching writing will be explored. Finally, visual aids and graphic organizers will be incorporated in writing essays.

1. The Nature of Writing

Writing as one of the four skills plays a vital role in the teaching and learning process because of the several advantages it provides. Like the other skills, it may be considered as a skill that can help learners to achieve proficiency in the foreign language. Several researchers as Rogers (2005) and Sperling and Freedman (2001) are interested in the issue of writing. Rogers (2005) claims that writing can be regarded as "the use of graphic marks to represent specific linguistic utterances". In other words, when we write, we use letters, signs, or symbols to express what we intend to say. Moreover, Spratt, Pulvernes and Melanie (2005) states that writing is a productive skill, like speaking which involves the production of a language rather than its reception of it. So we can say that writing is "communicating a message by making signs on a page" (p. 6). Likewise, Dornan and Dawe (2005) claims that ''Writing is a concentrated form of thinking" (p.7). This means that the writer requires a full concentration during his writing in order to produce a readable and meaningful text. Coulmas (2003) adds that writing is seen as:

- A system of noting language by means of observable and tangible signs.
- A task of setting such a system to use.
- The product of such task, a text.
- The particular structure of such product, as block letter writing.
- Creative composition.
- Proficient work.

From the definitions above it can be said that writing effectively is not an easy task for both native and non-native learners to master. In addition, any learners who intend to master it should start firstly by mastering listening and reading which are considered as receptive skills, and should curry on mastering the productive ones. Consequently, to write effectively depends on the progress of the previous skills which are the accurate training and preparation to produce and facilitate writing proficiency.

2. Mechanics of Writing

There are three main components of writing which can help the reader to judge correctly the writer's intention. The three mechanics are: Handwriting, Spelling, Punctuation and Layout. Those components are integrated to form well structured texts. Therefore, any learners should know then in order to write a good readable text.

2.1. Handwriting

Each person has a specific handwriting. Some of them are understandable by all readers but others are not. Harmer (2001) defines handwriting as a personal issue. It means that anyone has his own style of handwriting even if we teach primary school pupils the same activity of imitating the writing mode, but each one of them writes differently. Harmer adds that although computers are used in the world developed, handwriting is still used in order to write some personal letters, written assignment and most exams. All in all, handwriting is still the important in our lives.

2.2. Spelling

According to Harmer (2001) some spelling may affect the evaluation of a text by a reader and repeating the use of bad spelling is considered as lacking education or care. Also he claims that an issue that makes spelling difficult for some learners is the fact that not all varieties of English spell the same words in the same way. In fact, to promote learner's spelling, we should advise them to read extensively.

2.3. Punctuation and Layout

Punctuation and layout are considered as the most important mechanics in writing since punctuation provides the text with a comprehensible meaning. In addition, without punctuating a text one cannot understand the exact intention of the writer. Grellet (1996) claims that the role of using punctuation is to make the text you write clear and easy to read. Defective punctuation can make a text very difficult to understand, and even leads to misunderstanding. Harmer (2004) claims that if capital letters, full stops, commas, sentence and paragraph margins are not used in the right

way, they can bring a negative comprehension and difficulty of trying to understand a text. He also stated that writing genres differ from one individual to another; for example, writing business letters or personnel letters as well as e-mails have a specific format of writing.

3. Writing and Reading

Although writing and reading are not of the same type of skills, one is receptive and the other is productive, there is a strong relationship between them. The first apparent connection between them is the term 'literacy'. Richards and Schmidt (2002) defines this term as the ability of both writing and reading. Similarly, in order to achieve the level of literacy we should not only be interested in reading, but also in writing. Williams (2003) stats that writing is acquired through reading but not relatively through listening and he confirmed that the way of achieving competence in writing is the same way of achieving competence in speaking but firstly by understanding written discourses (Reading). Moreover, Williams (2003) says that "If second language acquisition and the development of writing ability occur in the same way, writing ability is not learned but is acquired via extensive reading in which the focus of the reader is on the message, i.e., reading for genuine interest and/or pleasure" (p.166). Furthermore, Eisterhold (1999) claims that there is a connection between writing and reading since the latter represent the appropriate input to acquire the writing skill. He adds that the progress of the writing ability and proficiency in second language occur through comprehensible input and he says that " It is reading that gives the writer the 'feel' for the look and texture of reader-based prose" Eisterhold (1999, p. 88). Stosky (1983) gives evidence that a relationship between reading and writing exists and he states that these studies confirmed that they are connected:

1. There are correlations between reading achievement and writing ability.

Better writers tend to be better readers.

2. There are correlations between writing quality and reading experience as reported through questionnaire. Better writers read more than poorer writers.

3. There seem to be correlations between reading ability and measures of syntactic complexity in writing. Better readers tend to produce more syntactically writing than poorer readers.

Summing up, reading plays a vital role in improving the writing skill. Therefore, both of them complement each other, and gaining proficiency in one skill depends on the other, which can help the construction of both forms and functions of language.

4. Approaches to Writing

Because of the hard nature of writing skill, engaging learners in writing in the target language is too difficult. As a result, different theories have emerged to provide teachers with appropriate ways of teaching writing; these are the product approach, the process approach, and the genre approach.

4.1. The Product Approach

Until 1970 the teaching of second language writing focused on the sentence structure proposed by Behaviorist (Matsuda, 2003). This approach is known as the product approach or the text based approach which emphasizes the form. So, great deal effort is given to the description of structural rules of texts. Developing writing in this view focuses on the formal features of texts. From this perspective the piece of writing is independent from their context and one writer's personal experience can be understood by any one, since all writers and readers share the same practice, so they have the same interpretations and understanding (Hyland, 2002).

In writing instruction. training is vital to achieve explicitly and accuracy structure (ibid). Teachers in this perspective focus on form and usually present authoritative texts for learners to imitate or adapt using textbooks which offer many models. They see they seek correctness and stipulate that all errors must be corrected or eliminated (Tribble, 1996).

Hyland (2002) points out that "Guided composition is the main method of teaching writing in this approach'' (P.7). Pinca (1982) describes guided composition as a set of combined and substitution activities to help learners learn about sentence structure. In addition, he gives more details about guided composition stressing that guided composition encompasses any writing for which learners are given help such as a model to follow, a plan or outline to expand from a partly written version with an indication of how to complete it, or pictures that show a new subject to write about in the same way as something that has been read.

Despite the benefits provided by this approach for the accuracy structure of the sentence, it arouses deficiency in its application. Since it forms learners who can produce grammatically correct sentences, but at the same time they cannot realize a good piece of writing as far as content is concerned (Matsuda, 2003).

4.2. The Process Approach

In the 1980, changes happened in both second language acquisition and composition. Thus, writing researchers and teachers shifted their concern from textual features to the process of writing itself (Matsuda, 2003). This led to the emergence of the process approach which "emphasized the view of writing as a process of developing organization as well as meaning" (p.21). According to Brown and Hood (1989) the basic stages of writing process are: preparing, drafting, and revising.
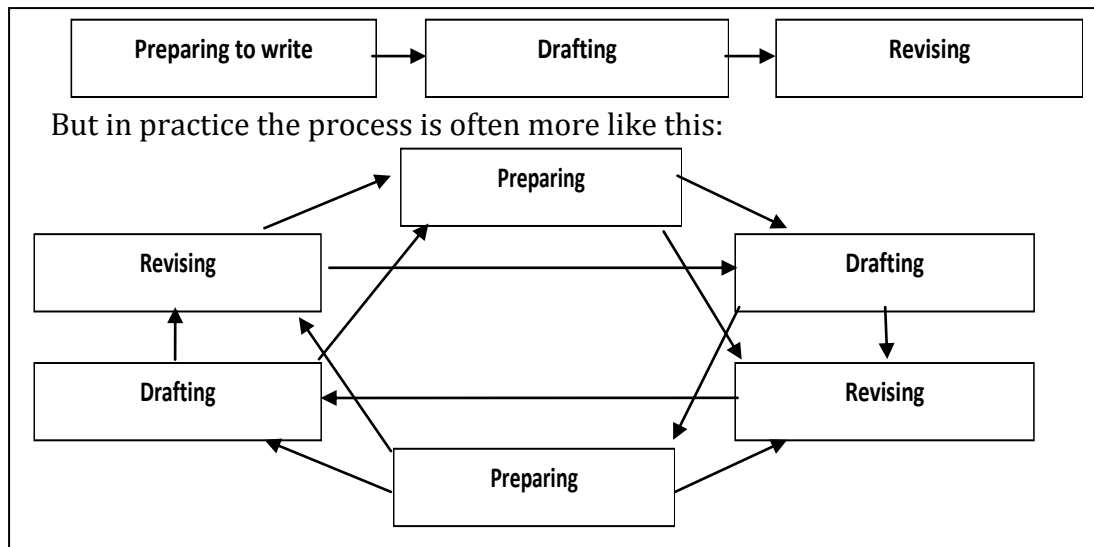
Figure (1): The Three Stages of Prewriting. Adapted from (Brown and Hood, 1989, p. 6)

The following graph refers to the nature of relationship between the stages during the practice. Thus, we can change direction to any stage in any time, therefore there is no obliged sequence to follow, but the learner has freedom to shift from one stage to another in his composition.

Seow (2002), however, gives another classification which contains the following stages: preparing, drafting, revising, and editing. In addition to other additional stages considered important after the draft stage, these are responding, evaluating, and post writing (Richards and Renandya, 2002).We saw the importance of all stages in teaching writing , all the stages should be investigated.

4.2.1. Preparing (pre-writing)

Pre-writing is any activity in the classroom that prompt learners to write (Seow, 2002). In addition, Harmer (2004) pointed out some important matter that must be considered in this stage. The writer, before starting writing, would take into account three elements. First, the purpose of his writing which affects both his language to convey meaning, and the kind of information selected. Second, the audience who are affected by both the choice of language, formal or informal, and the layout of the page. Third, the content structure which means the way the writer builds his piece of writing activities such as brain storming, clustering , rapid free writing, asking questions, help learners in this stages:

Brainstorming

Brown and Hood (1989) defines brainstorming as ''This means, 'storm' your brain for ideas'' (p.7). In this activity, the learner jots down his ideas speedily in his paper without regards to the language used, the usefulness of his ideas, and the correction matter (Brown & Hood, 1989).

Clustering

Proal and Grill (1986) comment this way as "Its visual character seems to stimulate the flow of association. It is particularly good for learners who know what they want to say but just can't say it" (p.316). The learner uses forms as circles, arrows, lines to constitute cluster form; for example, the learner circles the main idea then he draws the subtitles in other circles related with arrow or line to the main idea.

Rapid Free Writing

This strategy gives learner the opportunity to write freely. In this way, the learner limits his time; for example, two minutes, and he is asked to write as much as possible (single words, phrases…) without care about the mistakes (Brown and Hood, 1989).

Asking Questions

This strategy is helpful more in the longer composition. The learner cites set of questions in relation to the topic: Who, When, Where, What, etc. (Brown and Hood, 1989). These activities can be considered as warming up that stimulates learners to engage in the topic chosen, and construct an amount of knowledge about it as the basis for further creations.

We can use each activity alone and it seems a useful way if the teacher combines them with the help of the learners. For example, the teacher circles the main idea in the board, and then he asks his learners to generate some basic questions related to the topic.

4.2.2. Drafting

When the learner is convinced that the amount of information gathered is enough, he starts to write his first version called first draft. The learner records his words that reflect his ideas in the paper without paying attention to the mistakes committed but he gives importance to fluency, and tries to keep himself continuing writing to conserve the flow of ideas, since interruption might disturb him. So, the learner keeps writing even he is not sure about punctuation, grammar till the end. He can mention any problem he faces, or he leaves space or dash to revise it later. To find what has been written clear it is better to double space and this helps one to correct later mistake and comments (Brown and Hood, 1989).

4.2.3. Responding

Responding by teacher and learners has a vital role in the writing process. It is a preliminary correction from the teacher to learner's draft. This response can be oral, written, or in form of observations. This helpful proposition helps learners to discover their mistakes and revise them easily. They can be mentioned in the margin of the sheet or between lines. Learners' responses also

can be effective when learners respond to each other's text in an organized way using for example of the checklist bellow which refers to selected questions the learners have to respond to. Seow (2002) suggests useful checklist to this position in Table (8).

Peer (learners) Responding Checklist	When responding to your peer's draft, ask yourself these question: What is the greatest strength of this composition? What are its greatest weaknesses? What is the central idea of this composition? Where should more details or examples be added? Why? What are some of the questions that the writer has not answered? At which point does this composition fail to hold the reader's interest? Why? Where is the organization confusing? Where is the writing unclear or vague?

Table (8): Peer Responding Checklist. (Seow, 2002, p. 318)

This checklist can guide learners to know their real roles during the responding stage. So, it is a way of organizing the behaviors of learners, since there is a task they have to do in the class. Another kind of activities can help learners to revise their copies by working in pairs and reading each other's draft. When the learner hears his written production, he will discover his mistakes.

4.2.4. Editing

Richards and Renandya (2002) claims that "editing refers to the process of detecting and correcting grammatical, lexical, and other mechanical errors before publishing a final written product" (p.304). At this stage the learner checks his gaps and organizes his work in order to submit it to his teacher for evaluation. He takes into consideration the previous responses of his teacher and his learners. He may add parts or edit grammar, spelling, and punctuation (Brown and Hood, 1989). Harmer (2004) comments that the skillful writer revises his piece of writing from general to specific which means first he focuses on the general meaning then, he focuses on the accuracy of grammar and spelling.

4.2.5. Evaluating

Evaluating the learner scoring must be based on some criteria. Seow (2002) says that scoring may be analytical or holistic, the analytical scoring based on specific aspect of writing ability ,and the holistic one based on a global interpretation of the effectiveness of the piece of writing. He adds that this kind of criteria must be known by the learner before he starts writing. Moreover, these criteria should encompass all sides of the task, for example, "sense of audience, relevance, development and organization of ideas, format layout, grammar and structure, spelling and punctuation, range and appropriateness of vocabulary, and clarity of communication'' (ibid, p.119). This evaluation can be graded or not depending on the purpose set for.

4.2.6. Post writing

This stage represents any activity assigned by the teacher to his learners when they finish their piece of writing. It can be "publishing, sharing, reading aloud, transforming text for stage performances, or display" (ibid, 2002, p.119). This stage aims to make the task of writing significant for the learners. So, they work on it seriously, since the result will be presented.

4.3. The Genre Approach

The genre approach has a pragmatic origin rather than a cognitive one. Thus, this approach goes back to Grice's (1975) principles of conversational inference (Hyland, 2002). He (ibid) defines Genres as follow "Genres are abstract socially recognized ways of using language'' (p.16). This approach has social orientation and emphasizes the interaction between the writer and the text to get comprehensible message for the reader. In this perspective the words do things and if the reader understands the meaning; therefore, the communication is successful (Tribble, 1996). This means that when we produce a piece of writing we first follow organized samples based on some conventions, so that the reader may grasp the meaning (Hyland, 2002).

According to Hyland (ibid) teaching genres writing facilitates and helps learners in their composition of well-formed pieces of writing which are relevant to the reader. This pedagogy supplies learners with enough opportunities to recognize the different purposes of written texts and various structure texts (Richards and Renandya, 2002). In the classroom, learners are exposed to various types of text within the appropriate genre in addition to more explanation about the relation between the purpose of the text, its structure, and its lexicon-grammar. Hyland (2002) considers the teacher in this orientation as a guide who directs learner's work through the collection of typical rhetorical samples. As a result, genre is an organized way of doing activities in which the teacher

exposes his learners to typical samples in order to grasp its form and meaning which can be transmitted, then he asks them to shape their production according to this sample.

Sawyer and Waston (2000) saw teaching the genres as formula limit the creativity of the learners. Similarly, Hyland (2002) says that since there is a great emphasis on this patterns of texts, there is a danger of relying on genre, so learners will see them as a set of rules which should be imitated. Freedom (1994) comments about the genre pedagogy as a recipe theory of genres. In his criticism, he argues that ''an exclusive focus on rhetorical surface features can lead to genres being taught as moulds into which meanings are poured, rather than a way of making meanings". So the criticism directed to this approach is that it minimize the creativity of the learner.

5. Teaching a Writing Course

All the four language skills (listening, reading, speaking, and writing) are important elements to develop the English language syllabus. Although writing is one of a vital integrated part, and foreign learners face problems when they start writing. So, the role of the teacher to solve those problems is to teach his learners' writing and should do his best to help them to develop their writing proficiency, and guiding them by steps of planning their Writing. So, teaching the writing course depend on the teacher's role in writing and the steps of planning a writing course.

5.1 The Teacher's Role in Writing

To improve learners' writing, the teacher should play three main roles before, during, and after his learners submit their works. Harmer (2004) states that the teacher during a writing course should act as:

Motivator

The teacher is the central element in motivating learners to become better writers. A motivator teacher is a teacher who "motivates learners, creating the right conditions for the generation of ideas, persuading them of the usefulness of the activity, and encouraging them to make as much effort as possible for maximum benefit" (Harmer, 2001, p.261). Indeed, a good teacher should not always criticize learners' work but he should motivate them to write better in future.

Resource and Feedback provider

The teacher may facilitate the writing activities by providing some information to help learners to write with concise and precise content. Hence, giving feedback is the appropriate way to increase learners' self-confidence. It is some comments about learners' pieces of writing and it can be oral as it can take the form of writing language. According to Harmer (2001) the teacher should "respond

positively and encouragingly to the content of what the learners have written. When offering correction, teachers should choose what and how much to focus on" (p. 262).

5.2. Steps of Planning a Writing Course

Teaching writing is not an easy task for both the teacher and the learner. For some teachers, especially the novice ones, when they start planning a writing course, they feel that it is a difficult and a daunting task because of the learners' level and the amount of time to teach and to learn it at the same time. There are ten steps suggested by Raimes (2002) of planning writing courses that can help the teacher to succeed in his task:

Step 1: Ascertaining goals: any writing activity should include a clear purpose. This purpose facilitates learners' writing, thus knowing what they are expected to do.

Step 2: Deciding on theoretical principles: Raimes(2002) claims that "teachers should recognize their perceptions of the relationship between the type of writing they teach and the roles are preparing learners for academia and the wider world of work" (p.307). This means that the teacher should ask himself about the theoretical issues of teaching writing courses. For instance, what is the effective approach should I teach? Or what are the most appropriate topics to the level of my learners?

Step 3: Planning content: planning content helps the teacher to produce a comprehensible input as well as help the learner to write easily because he knows exactly what his task is.

Step 4: Weighing the elements: Raimes (2002) says that writing includes many parts and teacher requires considering which ones will be more essential for his course: content, organization, style, fluency, etc.

Step 5: Drawing up a syllabus: after selecting the content and weighing the elements, the teacher should draw up a syllabus that is appropriate to his writing course and according to his learners' needs. Because syllabus is a working document that should be used flexibly and appropriately to maximize the aims and processes of learning. It can state the order in which it is to be learnt through the mediation of the teacher.

Step 6: Selecting materials: selecting an appropriate material helps learners to understand more their tasks. For example, imitating a letter in a book, and analyzing an economics' graphs, etc. The teacher can vary using of the materials inside the classroom which can be: pictures, videos, books, activities, frameworks, etc. Dudley-Evan and ST John (1998) stats that selecting material that is available, adapting it as necessary and supplementing it where it does not quite meet the learners' needs- although in some cases it is more appropriate to use the authentic materials that learners can provide.

Step 7: Preparing activities and roles: in addition to the teachers' role of the writing course, he should state clearly the learner's role. Besides, the teacher must prepare some activities for their learners to do in the classroom otherwise at home. Thus, the teacher must think about promoting learners' competencies to apply in their real lives and the learning progress, not only the amount of information should learners have.

Step 8: Choosing types and methods of feedback: Harmer (2001) states that the type of feedback depends on the type of writing activity. He added that when learners do their exercises, the teacher can mark just right or wrong works. However, when he gives feedback on good creative writing as a poem, he can clearly demonstrate his interest in the learner's piece of writing. So, giving an appropriate feedback can encourage the learner to write more and more.

Step 9: Evaluating the course: the teacher can evaluate the writing course according to the content of learners' work and then he can say that the course is successful or not. When learners achieve what they are expected to do, the teacher can evaluate his own success of teaching writing.

Step 10: Reflecting the teacher's experience: the previous nine steps help the teacher to get experience and success during his teaching process, since the above steps, goal, theories, content, weighing, syllabus, materials, activities, feedback, and course evaluation can reflect and promote the teacher's experience in teaching writing. Through his mastery of these steps during his writing course.

6. The Use of Visual Aids in Writing

According to Faustmann (2000), the learner cannot overestimate the power of an image in any creative endeavor. Michelangelo (2000) confirms this when he argues that the angel in the marble and carved until I set him free. Whether writing creatively, informatively or persuasively, visual aids will help the learners understand, remember or respond the message. We may use tables or figures such as graphs, charts and illustrations. We use also visuals to supplement, rather than replace the text. Although, provide a modest number of relevant, quality visuals to effectively stress, compress, impress, illuminate or stimulate discussion of your writing among readers. So, to use visual aids in writing should be follow some instructions:

1. Plan your visual aids to concisely explain portions of your text. Use tables to present or compare large quantities of data and figures to demonstrate other points. For example, use a bar graph to compare amounts, a scatter graph to indicate how two variables correlate and a line graph to display a relationship or trend. Use a "big picture" pie chart to detail its composition, present a schedule with a Gantt chart, describe a process with a flow chart and reveal hierarchies with an

organizational chart. Use photographs to memorably illustrate examples, diagrams to emphasize process steps or sequences, and drawings to underscore specific details.

2. Opt for quality over quantity. Select or design each visual aid to be clearly understandable, crisp and undistorted. The simpler, the better; remove as many unnecessary details as possible from each image. If you must reproduce your visuals for clarity, acknowledge its original source nonetheless in the caption or your compiled list of citations.

3. Title your visual aids consistently. Assign an illustration label and number to each item; for example, use "Table 1" or "Figure 1." Always refer to each visual aid in two distinct places: Within you text as "table 1" and within a caption as "Table 1."

4. Explain each visual aid within your text. For example, write, "Community college enrollment is counter-cyclical; the worse our community's unemployment rates become, the better our learner enrollment figures tend to be (see fig. 1)." This in-text explanation should effectively guide your readers' interpretation of your visual aid's content and intent. Position each visual aid close to the text that refers to it.

5. Caption each visual aid. Begin with an illustration label and number such as "Table 1," followed by a description such as "State University Graduation Rates by Design Discipline, 2000-2010." You may also provide the source information and notes as part of your caption. For example, "Source: Florida Department of Education, State University Statistics, 2010." For notes, you might add, "a. Design disciplines include all building design specialties," and "b. No data exists for interior design graduates prior to 2002."

7. Write an Essay from a Graphic Organizer

According to Natek (1999) graphic organizers are pictorial or graphical ways to organize information and thoughts for understanding, remembering or writing. They are powerful tools that can be used to enhance learning or create a foundation for learning. However, people have different ways of remembering and organizing, which is why graphic organizers are not equally effective with all people, and if you are writing about a graphic organizer, these instructions should be addressed in writing essay.

1. Research graphic organizers thoroughly. There are many graphic organizers out there, such as webbing, concept mapping, matrix or flow chart, to name a few. Pick the one you find most interesting or you feel closest to.

2. Introduce your thesis. Every essay has to begin with an introduction that entails a thesis. Figure out why the graphic organizer you choose works well and for what type of people or projects it is best suited. Construct your thesis around that.

3. Describe the graphic organizer. Explain to the reader how he should go about drawing the graphic organizer, what he should look out for and how it works.

4. Explain what kind of project the graphic organizer is best for. Graphic organizers are intended to be used for different means, like studying, organizing and writing. You should discuss this in your essay and introduce the circumstances your graphic organizer will work best in.

5. Describe the type of person that the graphic organizer will suit best. People have different ways of understanding and remembering things, so what works for one person might not work for another.

6. Keep your structure. The introduction should be followed by three to four paragraphs in which you discuss ideas that support or deny your thesis. Use the conclusion of the essay to sum up the most important things you wrote about in the body of the essay.

Conclusion

All in all, the principles outlined in this chapter incorporate elements of teaching writing. Since for any learner to master English language, he should first master the four skills (listening, reading, speaking, and writing). But all learners both natives and non-natives face some difficulties in learning to write effectively. These difficulties lead the teacher to encounter many problems during the teaching process. Hence, he should set the basic steps of this course in order to be successful. These steps help him to produce a comprehensible input and help the learner to write better in the future. Finally, in addition to assess learners' production, we also require from the teacher to use the appropriate tool like visual aids to help them develop their writing skill.

Part Two: Practical Section

Introduction

    1. Design

    2. Administration of the Teachers' Questionnaire

    3. Description of the Teachers' Questionnaire

    4. Analyses of the Teachers' Questionnaire

    5. Discussion of the Result of the Questionnaire

Conclusion

Introduction

    1. Administration of the Learners' Questionnaire

    2. Description of the Learners' Questionnaire

    3. Analysis of the Learners' Questionnaire

    4. Discussion of the Result of the Questionnaire

Conclusion

Introduction

The present chapter is devoted to the analysis of both teachers and learners' questionnaires. In the first section of this chapter, we shall deal with the teachers' questionnaire and in the second section of the same chapter, we shall analyse the learners' questionnaire. The collected data and the obtained results will enable us to diagnose the teaching/learning of writing with the incorporation of Graphic organizers in the writing skill for ESP Learners starting from a real situation to suggest the appropriate solutions to the existing problems faced by learners when they write and to enhance their writing ability.

1- Design

- Method

In order to explore the utility of incorporation of graphic organizers in the writing skill for ESP learners, the descriptive analytical method has been adopted. Discussion of data is extended to the level of adequate interpretation.

- Sample

The sample in this study includes (10) teachers and (30) learners at Ouarglas' Department of Economics. In order to explore the state of teaching English for ESP learners, we have worked on the whole population of teachers who teach English at the university of Kasdi Merbah Ouargla. Concerning learners (30) learners is the usual number of learners in the TD sessions and laboratories at Ouargla University.

- **Data gathering Tools**

To investigate the matter, a questionnaire has been used. One was administrated to teachers and another to learners. Also consists of open-ended and Yes/No question with multiple choice of some questions. This questionnaire is applied to the attempt to explore learner's reaction towards the use of the graphic organizers as a means to enhance their writing ability. The questionnaire is selected to confirm some aspects suggested in the research questions. The results refined from questionnaire will be interpreted and analysed.

2. Administration of the Teachers' Questionnaire

The questionnaire was administered to ten (10) teachers of "Economics" at the Department of Economics at the Kasdi Merbah University, Ouargla. Who have the adequate experience that makes their suggestions and observations valuable for the aim of this research. The teachers were very cooperative in that they handed back the answered copies in less than two days.

3. Description of the teachers' Questionnaire

The questionnaire consists of ten (10) open-ended and multiple choice questions divided into four sections as follows:

Section One: This section is about teaching writing expression, it consists of questions (Q1-Q3). It includes questions that aim at finding out teachers' opinions about the programme of "Written Expression" and the written activities allocated to this module.

Section Two: Presenting the Graphic Organizers (Q4-Q6): It deals with the graphic organizers themselves. It seeks to know if the visual aids adopted in teaching writing develop the learners' writing capacities or not, and if they do, in what way?

Section Three: graphic organizers and the Writing skill (Q7-Q8): This section is composed of questions about integrating graphic organizers, and their role to improve and develop the learners' writing skill from the teachers' perspective.

Section Four: the last section is about The Use of Visual in Economic Department (Q9-Q10).We gave teachers a chance to give their opinions and suggestions about the useful visual aids the economic sciences' writing requires.

4- Analysis of the Teachers' Questionnaire

Section One: Teaching Writing Expression

Question 01: Do you think that "written expression" programme you are teaching is enough to improve the learners' writing proficiency?

	N.B	%
Yes	06	60
No	04	40
Total	10	100%

Table (9): Sufficient Written Expression Programme in Improving Writing

Table (9) shows that (60%) of teachers believe that the "Written Expression" programme they are teaching is enough to improve learners' level in writing. The 40% of teachers who answered "No" explained that the "Written Expression" programme is not enough mainly because of the lack of time given to this module where a lot of content is presented and a little of writing is practiced.

Question 02: Do you include written activities in your class?

	N.B	**%**
Yes	10	100
No	00	00
total	10	100

Table (10): Writing Activities Included in the Classroom

Table (10) shows that teachers include written activities in their class. All of them (100%) said yes. This may be explained that all teachers want their learners to be active and to give them the chance to write, also to know where to go and what to practice in order to let the learners understand what they will do in the class.

Question 03: What sorts of written activities do you usually deal with?

Writing activities	**N.B**	**%**
Brainstorming activities	07	70
Compare and contrast activities	02	20
Reading comprehension activities	06	60
Order of event activities	03	30

Table (11): Writing Activities

According to the answers provided, the percentages differ from one activity to another. (70 %) of teacher opt for Brainstorming activities. While (60 %) of them see that Reading comprehension activities are the appreciated one since they attract the learners, for example: taking information from a case study, which learners read in paragraph form and representing it in a more visual way. The others about (30%) support order of event activities such as, to understand the order of events in a historical era or a scientific process. the learner uses a cycle to represent a time line that ends where it begins and then repeats. While the rest (20%) choose compare and contrast activities depending on some circumstances.

Section Two: Presenting Graphic Organizers
Question 04:

a) Do you think that visual aids develop your learners' writing capacities?

	N.B	**%**
Yes	08	80
No	02	20
Total	10	100

Table (12): Learners' Writing Capacities When Using Visual Aids

The majority (80%) of teachers as shown on table (12) think that visual aids develop their learner' writing capacities. They see that visual aids can facilitate the understanding of the learners. This is may be due to several factors such as the fast interpretation of the given task. By contrast, (20%) of teachers think the opposite.

b) - If yes, in what way?

As shown on table (12), (80%) of teachers think that visual aids develop their learners' writing capacities. They suggest several ways which may help to develop their learners' writing capacities such as videos, presentations, data show, by using some kind of Microsoft office "power point".

Question 05:

The following visual aids are called graphic organizers, which one/s do you prefer?

Item	N.B	%
Maps		
Concept maps	05	50
Web maps	01	10
Mind maps	04	40
Charts	04	40
T- Chart	01	10
Kwl- Chart	04	40
Compare and contrast chart		
Diagrams	01	10
Venn diagram	05	50
Tree diagram	02	20
Cause and effect diagram		
Other types	06	60
Pie graph	07	70
Bar graph	06	60
Line graph		

Table (13): Most Preferable Types of Graphic Organizers

Table (13) shows that the majority of teachers prefer some kind of Graphic Organizers which help their learners to write. The percentages differ from one kind to another. The higher percentages go to other types of Graphic Organizers (Pie graph, Bar graph and Line graph) differs from (70% to 60%), Maps from (10% - 40 % to 50%), charts from (10% to 40%), and Diagrams from (10% - 20% - 50%).

Question 06: Choose among the graphic organizers mentioned above the activities you usually integrate and use when you assign written activities?

Among the graphic organizers mentioned above, the teachers chose the activities they usually integrate and use when they assign written activities. The most chosen activity is Concept maps and Tree diagram then some other activities such as (Mind maps, T- Chart, Compare and Contrast chart, Tree diagram, and the other types of graphic organizers – Bar graph, Line graph).

Section Three: Graphic Organizers and Writing Skill

Question 07:

Do graphic organizers contribute to improve your learners' writing skill?

	N.B	%
Yes	10	100
No	00	00
Total	10	100

Table (14): The Contribution of Graphic Organizers in Improving Learners' Writing Skill

All the teachers see that graphic organizers can contribute to improve learners' writing skill by helping them to be good learners in writing.

Question 08:

Do you think that the role of graphic organizers is important in the vocabulary development of the learners' writing skill?

	N.B	%
Yes	10	100
No	00	00
Total	10	100

Table (15): The Role of Graphic Organizers in Developing Learners' vocabulary

All the teachers who answered the questionnaire claim that the role of graphic organizers is important in the vocabulary development of the learners' writing skill. This finding is supporting the above question, Because here lies the importance of the contribution of graphic organizers to improve learners' writing skill and vocabulary development , thus as far as the

use of graphic organizers the learners will develop their vocabulary writing and thus prove his written.

Section Four: The Use of Visual in Economic Department

Question 09:

Do you see that writing in economic sciences requires visual aids?

	N.B	%
Yes	10	100
No	00	00
Total	10	100

Table (16): The Required Visual Aids at Economic Sciences Department

The entire teachers with (100%) affirm that writing in economic sciences requires visual aids this means that all teachers support the use of extra materials to motivate their learners to write better.

Question 10:

Which of the visual aids does economic sciences' writing require?

The last question in the last section aims at shedding light on some visual aids does economic sciences' writing requires. The suggestions proposed vary enormously from one teacher to another, but we have noticed that the majority of teachers who answered this questionnaire chose the other types of graphic organizers (Pie graph, Bar graph and Line graph) which are commonly used in matters relating to science economic and presented to the student using another type of visual aids suggested by the teachers like electronic media such as data show, videos, power point, images, and also presentations . This is what we have observed through a questionnaire administered at the Economic Sciences Department.

5- Discussion of the Results of the Questionnaire

The analysis of the teachers' questionnaire reveals a consensus among teachers about the importance of graphic organizers in writing. All teachers agree that the graphic organizers are a key factor to develop learners' writing abilities. the first section is concerned with Teaching Writing Expression, the findings show that the majority of teachers (60%) see that the "Written Expression" programme they are teaching is enough to improve learners' proficiency in writing. This is something really encouraging by integrating some written activities in the module of writing. The results show that teachers chose the useful activity that dealt with.

The section of presenting graphic organizers shows that the majority of teachers (80%) consider that visual aids develop their learner' writing capacities, because they see that visual aids can facilitate learners' understanding. They chose the preferable kinds of graphic organizers. As shown on Table (3.9) and among the graphic organizers mentioned above teachers chose the activities they usually integrate and use when they assign written activities. The most chosen activity is Concept maps and Tree diagram then some other activities like (Mind maps, T- Chart, Compare and Contrast chart, Tree diagram, and other types of graphic organizers – Bar graph, Line graph-).

In section three, graphic organizers and writing skill, all the teachers claim that the role of graphic organizers is important in the vocabulary development of the learners' writing skill. They also show the importance of the contribution of graphic organizers to improve learners' writing skill and vocabulary development.

The last question in the last section at shedding light on some visual aids require in economic sciences' writing. The proposed suggestions differ from one teacher to another, and the majority of teachers who answered the questionnaire chose the other types of graphic organizers that are (Pie graph, Bar graph and Line graph) which are commonly used in matters relating to economic science and presented to the student using another type of visual aids suggested by the teachers such as data show, videos, power point, images, and also presentations.

Conclusion

After analyzing the questionnaire addressed to the teachers of Economics in the Department of Economics at University Kasdi Merbah Ouargla, we conclude that teachers' answers are helpful through their contributions. All of them answer the questions given to them. They insist that visual aids are really effective since they want their learners to become competent writers and to use what they have learned in their real life situation. In our opinion, these extra materials break the routine of teaching writing by creating interest among learners and we consider this element as positive point which may help enhancing the learners' writing skill. In addition, the teachers' answers reveal that these visual aids are of high importance and express their wish to use them in writing activities. The teachers also assert that there are difficulties in incorporating all the graphic organizers in teaching writing. However, they focus on the commonest ones in economic sciences. Also, the participants argue that using graphic organizers in teaching writing is important to improve learners' writing skill and their vocabulary development.

Introduction

It seems appropriate to give learners the opportunity to express their ideas not only by means of assignments, but via questionnaires as well. The aim of this questionnaire is to explore the incorporation of graphic organizers in the writing skill for ESP learners. In this section, learners' questionnaire will be analysed to check the validity of the research hypothesis and teachers' answers.

1. Administration of the Learners' Questionnaire

The questionnaire was given to (30) learners chosen randomly from the Department of Economics at University of Kasdi Merbah Ouargla. The learners answered the questionnaire in the classrooms, and this number of learners constitutes the sample of this research. The administered questionnaire discusses an issue that is shared by almost all learners; it does not need a great number of learners to be analyzed, the majority of economics' learners face the same difficulties in the incorporation of graphic organizers in their writing skill.

2. Description of the learners' Questionnaire

The questionnaire consists of ten (10) open-ended and multiple choice questions
divided into two sections:

Section One: This section is about writing skill, it consists of questions (Q1-Q5). It includes questions that aim to get an idea about how learners view the module of "written expression". And whether "written expression" is enough to improve the learners' writing proficiency or not and whether they have difficulties in writing expression or not. This section also is devoted to see whether the teachers include written activities in the class and if these activities help to solve those difficulties.

Section Two: about the Graphic Organizers and writing skill (Q6-Q10): It deals with the graphic organizers themselves. And adopting them in the teaching of writing skill.

Section Three: the last section is about The Use of Visual in Economic Department (Q11-Q12).This section deals with the requirements of visual aids such as graphic organizers in economic sciences' writing. In this section we gave learners a chance to choice from a given list contains the useful visual aids the economic sciences' writing requires.

3- Analysis of the learners' Questionnaire Results

Section One: Writing skill

 Question 01:

a) What is/are the important skill(s) for you?

Option	N.B	%
Writing	08	26.66
Reading	06	20
Speaking	07	23.33
Listening	18	60

Table (17): The Important Language Skill for Learners

Table (17) shows that the important skill for learners is Listening in the first place (60%); whether (26.66%) of learners opted for the Writing skill in the second place; while (23.33%) of them chose Speaking skill in the third place, and the rest (20%) prefer Reading skill.

b) why?

The answers of the learners about each skill are as follows:

Listening: For well understanding and attention.

To hear and learn how to pronounce letters.

Learners cannot engage easily in discussion because of their weakness in English.

Writing: The acquired skill for some student from a childhood.

The best way to express and understand ideas.

Reading: Also the acquired skill for some student from a childhood.

Speaking: As a way to engage in dialogue.

To communicate and convince with other people.

To gain from their experience.

The reason to choose any skill differs from a student to another according to their preference and needs; also, depending on some learners' circumstances their intellectual comprehension, Reading skill acquired, speaking as a way to engage in dialogue and to convince and communicate with others and gain from their experience, Listening is for understanding and attention and to learn how to pronounce letters. And learners can not engage easily in discussion because of their weakness in English, Writing skill acquired since childhood and it is the best way to express and understand ideas.

Question 02: Do you think that "written expression" programme you are learning is enough to improve your writing proficiency?

	N.B	%
Yes	13	43.33
No	17	56.66
total	30	100%

Table (18): Sufficient Writing Program to Improve Learners' Proficiency

According to Table (18), (43.33%) of learners, believe that the "Written Expression" programme they are learning is enough to improve thier level in writing. While (56.66%) of them who answered "No". This result shows that the "Written Expression" programme is not enough to improve the learners' writing proficiency.

Question 03: Do you have difficulties in written expression?

	N.B	%
Yes	20	73.33
No	10	26.66
total	20	100

Table (19): Learners' Writing Difficulties

The majority (73.33%) of learners as shown ontable (3.19) have difficulties in written expression. Because language learners cannot write a foreign language easily, this is due mainly to several socio-cultural factors. By contrast, (26.66%) of learners can write easily without facing any difficulties.

Section Two: Graphic Organizers and writing skill

Question 04: **a)** Does the teacher include written activities in the class?

	N.B	%
Yes	17	56.66
No	13	43.33
total	30	100

Table (20.a): Teachers Included Writing Activities in the Classroom

This table (3.20.a) shows that teachers include written activities in their class. (56.66%) of them opted for the answer "yes". This may refer that all teachers want their learners to be active and to give them the chance to write, while the (43.33%) say the opposite.

b) If Yes. Do you think that writing activities may solve those difficulties?

	N.B	%
Yes	12	40
No	05	16.66
total	17	56.66

Table (20.b): Solved Difficulties through Writing Skill

Table (3.20.b) shows that (40%) of learners think that writing activities may solve those difficulties in order to write proficiency. Only (16.66%) of them claim the opposite view.

Question 05: What types of activities do you usually deal with?

Written activities	**N.B**	**%**
Brainstorming activities	02	6.66
Compare and contrast activities	07	23.33
Reading comprehension activities	25	90
Order of event activities	05	16.66

Table (21): Useful Written Activities

According to the answers provided, the percentages differ from an activity to another. The highest percentage (90 %) goes to the Reading comprehension activities as the most useful activity in the class, for example: the learners take information from a case study, which learners read in paragraph form, and represent it in a more visual may. While (23.33 %) of them see that compare and contrast activities are one of the appreciated activity that attract the learners, The others about (16.66 %) supported Order of event activities, It appears when the learner uses a cycle to represent a time line that ends where it begins and then repeats to understand the order of events in a historical era or a scientific process. While the rest (6.66 %) chose Brainstorming activities depending on some circumstances.

Question 06:

Do you think that visual aids develop your writing capacities?

	N.B	%
Yes	27	90
No	03	10
total	30	100

Table (22): Writing Capacities and Visual Aids

The majority (90%) of learners as shown on table (22) think that visual aids can develop their writing capacities. Also, they see that visual aids can facilitate the understanding. This is due to several factors such as fast interpretation of the given task. By contrast, (10%) of learners think the opposite.

Question 07: The following visual aids are called graphic organizers, which one/s do you prefer?

Item	N.B	%
Maps		
Concept maps	08	26.66
Web maps	05	16.66
Mind maps	12	40
Charts	07	23.33
T- Chart	04	13.33
Kwl- Chart	11	36.66
Compare and contrast chart		
Diagrams	01	3.33
Venn diagram	13	43.33
Tree diagram	12	40
Cause and effect diagram		
Other types	15	50
Pie graph	22	73.33
Bar graph	17	56.66
Line graph		

Table 23): Preferable Types of Graphic Organizers

Table (23) explores that the majority of learners prefer some kind of Graphic Organizers which help them to write. The percentages differ from a kind to another. The higher percentages go to other types of Graphic Organizers (Pie graph, Bar graph and Line graph) vary from 50% to 73.33% and the preferable one is the bar graph , and the other percentage divided between Diagrams from 40 % to 43.33%, Maps from 16.66% - 26.66% - 40%, and then charts from 13.33% to 36.66%.

Question 08: Choose among the graphic organizers mentioned above the activities you usually integrate and use when you assign written activities?

Among the graphic organizers mentioned above the teachers chose the activities they usually integrate and use when assigning written activities. The most chosen activities are (Pie graph, Bar graph, Line graph) because they are the most common graphs in economic sciences , also they chose some other activities like (Mind maps, T- Chart, , Tree diagram, Compare and contrast chart) .

Question 09: Do you think that writing difficulties are due to the absence of the use of graphic organizers?

	N.B	%
Yes	20	66.66
No	10	33.33
Total	30	100

Table (24): Writing Difficulties Du to the Absence Graphic Organizers

Table (24) shows that (66.66%) of learners claim that writing difficulties are due to the absence of the use of graphic organizers. They believe that without authentic materials and tools such as (graphic organizers) writing skill may not be achieved. On the other hand (33.33%) of learners claim that writing difficulties are not due to the absence of the use of graphic organizers, as long as not all of them rely on these kinds of tool, and each one has his own obstacle.

Question 10:   Do you think that graphic organizers help you in improving your:

	N.B	%
Grammar	06	20
Vocabulary development	08	26.66
Informative ideas	17	56.66

Table (25): Improving Writing Skill through Graphic Organizers

According to the Table (25), we see that the majority of learners (56.66 %) think that graphic organizers can contribute to improve the learners' writing skill by helping them a lot to produce better in writing and they help in improving their informative ideas. Meanwhile (26.66%) of learners see that graphic organizers can improve the learners' vocabulary development while the (20%) chose grammar. This result shows that the effectiveness of graphic organizers help the learners to improve their performance seems to be determined .

Section Three: The Use of Visual in Economic Department

Question 11:

Do you see that writing in economic sciences requires visual aids?

	N.B	%
Yes	22	73.33
No	08	26.66
total	10	100

Table (26): The Requirement of Visual Aids in Economic Science

From Table (26) we notice that (73.33%) of learners see that writing in economic sciences requires visual aids. this supports the teachers' answer about the use of extra material to motivate the learners to write better. While (26.66%) of them see that writing in economic sciences does not require visual aids. They insist that visual aids are effective in order to help learners to become competent writers to use what they have learned in their real life situation. In our opinion, these extra materials break the routine of teaching writing by creating interest among learners, and we consider this element as positive point which helps enhancing learners' writing skill.

Question 12:

Which of the visual aids does the economic sciences' writing require?

Item	N.B	%
Maps		
Concept maps	13	43.33
Web maps	08	26.66
Mind maps	08	26.66
Charts	10	3.33
T- Chart	06	20
Kwl- Chart	12	40
Compare and contrast chart		
Diagrams	01	3.33
Venn diagram	14	46.66
Tree diagram	13	43.33
Cause and effect diagram		
Other types	12	40
Pie graph	19	63.33
Bar graph	18	60
Line graph		

Table (27): Required Visual Aids

From Table (27) we see that the more required visual aids in economic sciences are the other types of graphic organizers which are (Pie graph, Bar graph and line graph). These graphs have the highest percentage i.e. 40% to 63.33%. The diagrams and maps in the second level i.e. 26.66% to 46.66%. So those are the required visual aids in the economic science and the commonest ones.

4. Discussion of the Results of the Questionnaire

The results obtained from the section one reveal that (43.33%) of the learners believe that the "Written Expression" programme they are learning is enough to improve the learners' level in writing. But (56.66%) of learners who answered "No" claim that the "Written Expression" programme is not enough, mainly because of the short of time allotted to the module. Also, learners cannot write second language easily, this is due to socio-cultural factors. So. They have difficulties in written expression. By contrast, (26.66%) of learners see

that hey can write easily without facing any difficulties. This section is also devoted to see whether teachers include written activities in the class and if these activities help in solving those difficulties.

Section Two deals with the graphic organizers themselves. Adopting them in teaching writing skill. Tables (20) shows that (56.66%) of learners agree on including written activities in the class. This may refer that all teachers want their learners to be active and to give them the chance to write, while the (43.33%) see the opposite. And (40%) of learners think that these written activities may solve some learners' difficulties in order to write proficiency. According to the answers provided, the highest persentage (90 %) goes to the Reading comprehension activities as the most useful activity in the class, for example: learners take information from a case study, which learners read in paragraph form, and represent it in a more visual may. While (23.33 %) of them see that compare and contrast activities are one of the appreciated activities since they attract the learners, The others about (16.66 %) support Order of event activities, It appears when the learner uses a cycle to represent a time line that ends where it begins and then repeats to understand the order of events in a historical era or a scientific process. While the rest (6.66 %) chose Brainstorming activities depending on some circumstances

The last section is about economics and visual aids deals with the requirements of visual aids such as graphic organizers in economic science' writing. We gave learners a chance to choose from a given list contains the useful visual aids does the economic sciences' writing require. The learners insist that visual aids are really effective since they want their learners to become competent writers to use what they have learned in their real life situation. In our opinion, these extra materials break the routine of teaching writing by creating interest among learners and we consider this element as positive point which helps enhancing the learners' writing skill.

Conclusion

The results obtained show that the writing skill is a complex activity that requires much practice from the learner's part and a lot of experience and guiding from the teacher's part. A focus should be put on incorporating graphic organizers as visual aids in the writing skill. Teachers should guide learners through the writing process avoiding an emphasis on form to help them develop and improve their writing competency. Awareness of usefulness of the graphic organizers, as the results showed, is essential in the writing activity. Learners need to know that each activity through the writing skill it contributes in making effective writing and in diminishing the troubles learners face when they write.

In our opinion, these extra materials break the routine of teaching writing by creating interest among learners and we consider this element as positive point which helps enhancing the learners' writing skill.

General Conclusion

The present study aims at investigating the main problems that face teachers when teaching written expression for ESP learners. In other words, our purpose was to explore exactly the incorporation of graphic organizers in the writing skill for ESP learners.

The dissertation includes a theoretical part including two chapters. The first chapter presents an overview of the graphic organizers. The second one is about theoretical issues in teaching writing. The practical part analyses the teachers' and learners questionnaires. These questionnaires play a vital role in this research study since they shed light on the main problems of teaching writing and how the incorporation of graphic organizers can solve these problems.

Moreover, the analysis of the teachers' questionnaire helped us to know the main problems of teaching writing. The findings show that teachers are really facing problems which affect the development of competencies of both the teacher and learner. Some of these problems are lack of time allotted to teaching writing, and the ignorance of some teachers of written activities and so on.

All in all, it is clearly noticed through the questionnaires analyses, that the hypothesis of this study is confirmed, since the finding reveal that teachers agree that incorporating the graphic organizers in the writing skill for ESP learners has a significant role in enhancing the learners' writing skill.

Pedagogical Implications

From the theoretical part of this research study which is about incorporating graphic organizers in the writing skill for ESP learners and from the results obtained from the teachers and learners' questionnaires, we suggest the following pedagogical recommendations to improve integrating them in teaching and learning writing skill for specific purposes:

- After finding out what methods and "rules" of writing students have previously been taught, graphic organizer implementation and writing instruction could be taught differently and adjusted based upon their writing development.

- The time allotted to teach writing expression is not sufficient for improving learners' competencies. Teaching English language should be taken an available time which is more than four hours per week. Available time helps students to write effectively and achieve proficiency of this difficult skill.

- Teachers should be aware of how s/he can help his/her learners to construct and to enhance their own knowledge and understanding of the world around them. Therefore, the teacher plays the facilitator role inside the classroom by motivating and helping his students in their learning process.

- The inspector can organize more than four or five conferences in one year. Moreover, he should shed light on the issue of teaching and learning writing since it is the difficult task in each unit. Planning for such seminars provides the teacher more detailed instructions about teaching writing.

- The teacher must focus on activities which encourage collaborative learning since it helps learners to generate more ideas and interact with each other. In addition, it help them to overcome shyness especially those who never participate to share the whole class because they feel secure and ready to take their role.

- Syllabus is too long and detailed. Sometimes it appears over the level of the learners abilities. The teachers must be creative by selecting the appropriate activities and adapting graphic organizers' activities.

- This study is intended to offer deeper insights into theory and practice that underlay problems of teaching writing through graphic organizers. Concerning practice, this research project might serve as a help to economics' teachers as well as a guide to future ones. Regarding theory, this research may contribute in filling a gap of references about the present subject

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Appendices

Faculty of letters and languages

Department of foreign languages

English section

Teacher's Questionnaire

Dear teachers:

The aim of this questionnaire is to explore the Incorporation of Graphic Organizers in the Writing Skill for ESP Learners. You are kindly requested to fill in this questionnaire to express your thoughts and to answer the following questions. Your truthful answer will be of great help to us. Please put (×) in the appropriate box. More than one choice is possible.

Questionnaire:

Section One: Teaching Writing Expression

Question 01:

Do you think that "written expression" programme you are teaching is enough to improve the learners' writing proficiency? **Yes**☐ **No**☐

Question 02:

Do you include written activities in your class? **Yes**☐ **No**☐

Question 03:

What sorts of written activities do you usually deal with?

Brainstorming activities ☐

Compare and contrast activities ☐

Reading comprehension activities ☐

Order of event activities ☐

Section Two: Presenting Graphic Organizers

Question 04:

Do you think that visual aids develop your learner' writing capacities? **Yes**☐ **No**☐

If yes, in what way?

…………………………………………………………………………………………………

……………………………………………………………………………………....

Question 05:

The following visual aids are called graphic organizers, which one/s do you prefer?

Maps
  Concept maps   ☐
  Web maps   ☐
  Mind maps   ☐

Charts
  T- Chart   ☐
  Kwl- Chart   ☐
  Compare and contrast chart   ☐

Diagrams
  Venn diagram   ☐
  Tree diagram   ☐
  Cause and effect diagram   ☐

Other types
  Pie graph   ☐
  Bar graph   ☐
  Line graph   ☐
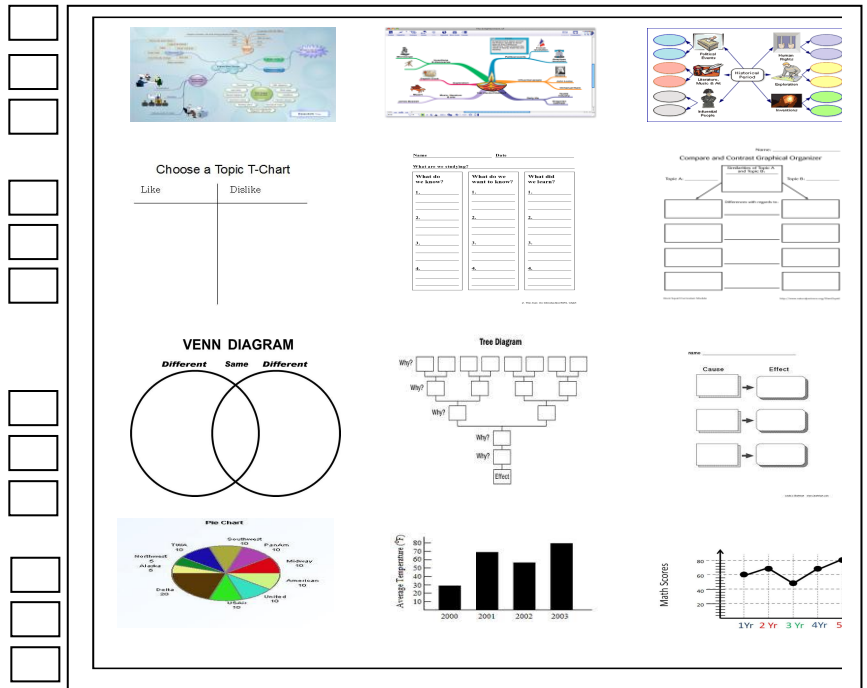
Question 06:

Choose among the graphic organizers mentioned above the activities you usually integrate and use when you assign written activities?

……
……

Section Three: Graphic Organizers and Writing Skill

Question 07:

Do graphic organizers contribute to improve your learners' writing skill?   **Yes** ☐   **No** ☐

Question 08:

Do you think that the role of graphic organizers is important in   **Yes** ☐   **No** ☐
the vocabulary development of the learners' writing skill?

Section Four: Economics and Visual Aids

Question 09:

Do you see that writing in economic sciences requires visual aids?   **Yes** ☐   **No** ☐

Question 10:

Which of the visual aids does economic sciences' writing require?

……
……

Thanking you in Advance for your Cooperation

Faculty of letters and languages
Department of foreign languages
English section
Student's Questionnaire

Dear students:

   The aim of this questionnaire is to explore the Incorporation of Graphic Organizers in the Writing Skill for ESP Learners. You are kindly invited to answer the following questions. Your truthful answer will be of great help to us. Please put (×) in the appropriate box More than one choice is possible.

 Questionnaire:

 Section One: Writing Expression

Question 01:

 What is the important skill(s) for you?

  Writing   ☐

  Reading   ☐

  Speaking   ☐

  Listening   ☐

 Why? ………………………………………………………………………………….

 ………………………………………………………………………………………….

Question 02:

 Do you think that "written expression" programme you are learning is enough to improve your writing proficiency? **Yes**☐ **No**☐

Question 03:

 Do you have difficulties in writing expression?   **Yes**☐ **No**☐

Section Two: Graphic Organizers and writing skill

Question 04:

 Does the teacher include written activities in the class? **Yes**☐ **No**☐

 If Yes. Do you think that written activities may solve those difficulties? **Yes**☐ **No**☐

Question 05:

 What types of activities do you usually deal with?

  Brainstorming activities   ☐

  Compare and contrast activities   ☐

  Reading comprehension activities ☐

  Order of event activities   ☐

Question 06:

Do you think that visual aids develop your writing capacities?   Yes ☐   No ☐

Question 07:

The following are called graphic organizers, which one/s do you prefer?

Maps

Concept maps ☐

Web maps ☐

Mind maps ☐

Charts

T- Chart ☐

Kwl- Chart ☐

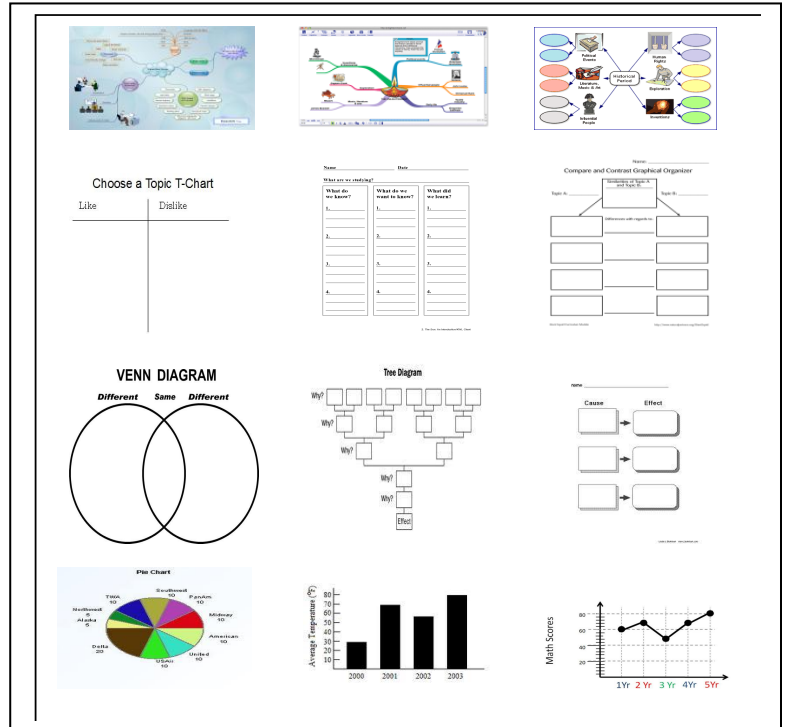Compare and contrast chart ☐

Diagrams

Venn diagram ☐

Tree diagram ☐

Cause and effect diagram ☐

Other types

Pie graph ☐

Bar graph ☐

Line graph ☐

Question 08:

Choose among the graphic organizers mentioned above the activities you usually essential and need to use in the class?

……

………………………………………………………………………………………………

Question 09:

Do you think that writing difficulties are due to the absence of the use of graphic organizers?   Yes ☐   No ☐

Question 10:

Do you think that graphic organizers help you in improving your:

Correct grammar ☐

Vocabulary development ☐

Informative ideas ☐

Section Three: Economics and Graphic Organizers

Question 11:

Do you see that writing in economic sciences requires visual aids?   **Yes**☐   **No**☐

Question 12:

Which of the visual aids does the economic sciences' writing require?

Maps

Concept maps   ☐

Web maps   ☐

Mind maps   ☐

Charts

T- Chart   ☐

Kwl- Chart   ☐

Compare and contrast chart ☐

Diagrams

Venn diagram   ☐

Tree diagram   ☐

Cause and effect diagram ☐

Other types

Pie graph   ☐

Bar graph   ☐

Line graph   ☐

Thanking you in Advance for your Cooperation

ABSTRACT

The present study aims at integrating graphic organizers in the writing skill for ESP learners notably economic sciences. Considering the nature of this study, the descriptive method has been opted for. In general, it aims at describing two variables: learners' written performance as the dependent variable and graphic organizers as the independent variable. To achieve the above aim, a teachers' and a learners' questionnaires were administrated to (10) teachers and (30) learners of "Economics" at the University of Kasdi Merbah Ouargla. The questionnaire aims at finding ways to implement these graphic organizers in order to enhance learners' writing skill. It is clearly noticed through the analyses of the questionnaires, that the hypothesis of this study has been confirmed since the findings revealed that incorporating graphic organizers has a significant role in enhancing the economic sciences' learners' writing performance.

Key words: Graphic Organizers, Graphic Maps, Writing Skill, ESP Learners, Performance, Economic Sciences.

الملخص

ان الهدف الأساسي من هذه الدراسة هو معرفة كيفية تعزيز مهارات الكتابة لدى متعلمي الانجليزية –خاصة طلبة العلوم الاقتصادية – من خلال إدراج المخططات الرسومية . لقد افترضنا بأن المخططات الرسومية لديها تأثير كبير على تحسين مهارات الكتابة لمتعلمي الإنجليزية لعدة تخصصات ، ولتحقيق هذا الهدف، قمنا أولا بتحليل استبياني الاساتذة والطلاب و الذي تحصلنا من خلاله على رؤى حول إدماج المخططات الرسومية في تدريس مهارة الكتابة لطلبة الاقتصاد في جامعة ورقلة. وبما أن الهدف من هذه الدراسة هو دراسة مشاكل الطالب في الكتابة، فإننا نفترض أيضا أنه إذا أدرج الأستاذ المخططات الرسومية، فإنها سوف تشجع الطالب على رفع مستوى الكتابة. وكشفت النتائج أن ادراج المخططات الرسومية لديه دور هام في تعزيز أداء الكتابة لدى طالب العلوم الاقتصادية.

الكلمات المفتاحية: المخططات الرسومية، الخرائط البيانية، مهارة الكتابة، متعلمي الانجليزية لمختلف التخصصات، الأداء، العلوم الاقتصادية.