

The Application of Visual Aids in Teaching Academic Writing

■ Suliman MoamerAdbbeeb*

Abstract:

Mostly, we teach with traditional lecture methods. It is hard to get on their habit of writing. It is well known that writing cannot be developed without writing visual aids like Flowchart, Double or Triple Entry. A flowchart image represents the steps and decisions that are made to complete a process. Double or Triple Entry is one more alert brainstorming activity. This is particularly useful when comparing and contrasting two or three topics or when exploring two or three areas of one topic. Through the prewriting method, students make two (or three) columns on their paper. Each column represents a topic which focuses the idea generation. For example, if you are going to compare love and hate, you will be labeling your columns similarities and differences and list your ideas in the appropriate sections. If your students are writing about their racial heritage in comparison to another, you could have them label one column with each culture. When it is completed, students should have a good idea of the points on which they can compare or contrast their topics. Academic writing has unique characteristics in terms of grammatical facial appearance and lexical items. So, it is essential that you start with structure knowledge (characteristics of academic writing and lexical items relevant to the students' courses of study. Secondly, we can start giving a model (text modeling) for the students to be familiar with the format. Next, we can ask the students to write similar texts in groups (joint construction of text) and finally, we can ask them to construct a text individually for assessment.

Keywords: *Academic writing, Visual aids, Flowchart, Double entry, Triple entry*

الملخص:

في الغالب ، نقوم بالتدريس بأساليب المحاضرات التقليدية، من الصعب أن يعتاد الطلبة على ذلك في الكتابة، من المعروف أن الكتابة لا يمكن تطويرها بدون وسائل مساعدة بصرية مثل المخطط الانسيابي أو المزدوج أو الثلاثي، تعتبر صورة المخطط الانسيابي الخطوات التي يتم اتخاذها لإكمال العملية، الدخول المزدوج أو الثلاثي هو نشاط عصف ذهني أكثر تشبيهاً، هذا مفيد بشكل خاص عند مقارنة موضوعين أو ثلاثة أو عند استكشاف مجالين أو ثلاثة مجالات لموضوع واحد، من خلال طريقة ما قبل الكتابة، يقوم الطلاب بعمل عمودين (أو ثلاثة)، يمثل كل عمود موضوعاً يركز على إبراز الفكرة، على سبيل المثال ، إذا

* Department of English Language, Faculty of Arts, Baniwalid University, Bani Walid.

كنت ستقارن الحب والكراهية، فسوف تقوم بتسمية أوجه التشابه والاختلاف بين الأعمدة وسرد أفكارك في الأماكن المناسبة، إذا كان طلابك يكتبون عن تراثهم العرقي مقارنة بآخر، فيمكنك أن تطلب منهم تسمية عمود واحد بكل ثقافة، عند اكتماله، يجب أن يكون لدى الطلاب فكرة جيدة عن النقاط التي يمكنهم من خلالها مقارنة موضوعاتهم، تتميز الكتابة الأكاديمية بخصائص فريدة من حيث المظهر النحوي للوجه والعناصر المعجمية. لذلك، من الضروري أن تبدأ بالمعرفة الهيكلية (خصائص الكتابة الأكاديمية والعناصر المعجمية ذات الصلة بالمقررات الدراسية للطلاب ثانيًا، يمكننا البدء في تقديم نموذج (نصية) للطلاب حتى يكونوا على دراية بالتنسيق، بعد ذلك، يمكننا أن نطلب من الطلاب كتابة نصوص مماثلة في مجموعات (البناء المشترك للنص) وأخيراً، يمكننا أن نطلب منهم إنشاء نص فرديًا للتقييم.

1. INTRODUCTION

In teaching English as a Foreign Language, writing plays a significant role. In fact, it is the spot in which learners are given opportunities to convey themselves in sufficient time. Certainly, academic writing is the most essential component of Language Teaching. This importance is due to the fact that writing supports and reinforces grammatical structure, vocabularies, and ideas. Therefore, academic writing should receive more attention in EFL in order to make learners familiar with the communicative strain of real-life situation. Necessarily, the aim of teaching writing is to improve the student's performance to become better writers through applying the process accurately (Belcher & Braine, 1995; Messaouda, 2014).

Academic writing is an official style of writing used in universities and scholarly publications. They will encounter it in journal articles and books on academic topics, and they will be expected to write their essays, research papers, and dissertation in academic style, get under their covering must be developed by encouraging students to discern who they are and what they have to say. After that, they put words into sentences, into paragraph and paragraphs into free composition. Because of the difficulties of writing, teacher should give more alertness to teach writing skill to increase the students' ability to write. Visual teaching strategies are well-liked because they are effective in clarifying relationships, simplifying complex topics and facilitating communication. The tools we have listed here are simple to use and useful in facilitating teaching and improving learning. Any complex scientific or technical process can be clear with the help of flowcharts; since flowcharts let you illustrate each process steps, students won't have a hard time figuring out how it works (Nelson & Sassi, 2005).

One of the ways of increasing the students' attention in writing is to provide media, which are interesting to them. One kind of useful media in teaching process is visual aids like a flowchart, double/triple entry ...etc. In relation to the importance of meaningful material, the researcher has focused to use a flowchart and double/triple entry to help the students to express their idea or opinion in to written forms. (Shabiralyani, Hasan, Hamad, & Iqbal, 2015). Therefore, the current study aimed to help the readers understand better about the meaning, using the benefits of a flowchart and double/triple entry through collecting data using books, websites and research papers to help enriching knowledge about the topic

concerned. This paper facilitates understanding and comprehension of the students during the writing by using a flowchart or double/triple entry. According to Santangelo and Olinghouse (2009), the way from beginner to capable writer is covered by changes in students' writing knowledge, motivation for writing, strategic writing behaviors, and basic writing skills. With this structure, with the available scientific evidence on effective writing practices.

2. THE RECOMMENDATIONS TO TEACH WRITING

Graham (2008), presented seven recommendations for teaching writing that apply across grade levels.

- 1) Offer time to writing, with writing happening across the curriculum, and entail students in various forms of writing over time.
- 2) Increase students' knowledge about writing.
- 3) Cultivate students' interest, pleasure, and motivation to write.
- 4) Help students become strategic writers.
- 5) Teach basic writing skills to mastery.
- 6) Take advantage of technological writing tools.
- 7) Utilize assessment to guess students' progress and needs.

3. VISUAL AIDS

Teaching writing requires good understanding not only to the objects but also the teaching technique. An English teacher may have a lot of teaching technique references. However, only those which are suitable with the students will work. Thus, it is necessary to know the students' learning performance. There are consequently a number of techniques that are used in the classrooms to facilitate these purposes, but visualization still stands out as one of the most effective methods (Darling-Hammond *et al.*, 2019).

3.1 Flowcharting

A Flowchart is a prosperity visual presents the flow of data through an information giving out systems, the operations performed within the system and the sequence in which they are performed. A flowchart is a descriptive representation that illustrates the sequence of operations to be performed to get the solution of a problem. Flowcharts are usually pinched in the stages of formulating computer solutions. Flowcharts facilitate communication between programmers and business people. Flow charting is similar to cluster mapping in that it shows relationships between ideas. However, flow charting is most helpful when examining cause and effect relationships. Depending on the topic, students may create a string of cause and effect relationships and choose to write about the series (Calderón, Slavin, & Sánchez, 2011).

3.1.1 Elements of a flowchart

- A variety of geometrical shaped boxes represent the steps of the solution.
- The boxes are linked by directional arrows to show the run of the solution.

1.1.2 Benefits of a Flowcharts in Teaching and Learning

According (Gore, 2010); Kimber, Cromley, and Molnar-Kimber (2018) flowcharts can help to develop number of skills for both teachers and students. Some of these skills included:

- 1) Perceptive the sequence of a process.
- 2) Appreciative different stages in a process.
- 3) Understanding the relationship between different stages.
- 4) Understanding which step may need more attention.
- 5) Considerate the ultimate goal.
- 6) Find out of a problem and looking for out the solution.

1.1.3 Usage of Flowcharts to Boost Teaching

According to Gore (2010) the usage of flowcharts to boost teaching includes:

- Classify a sequence of procedures or actions in a step-by-step way, chief to its outcome. For example, teachers can use a flowchart to illustrate how to do an experiment step by step.
- Abridge complicated ideas by summarizing and paraphrasing with simple words in a flowchart.
- Outline and organize a thinking process. When doing reading comprehension practice, teacher can apply a flowchart to imagine the plan development or the author's train of thought. By analyzing how the author reaches a conclusion, flowcharts can enhance reading comprehension.
- Apply flowchart to make offerings for students so that they can review what they have learnt better.
- Plan a flowchart database to test whether students have mastered the knowledge taught.
- Invite the students to draw flowchart on their own. This way can stimulate

their interest and get them occupied. Learn by doing.

- Set forward a problem. Inquire the students to illustrate others how to solve the problem with a flowchart.

3.1.4 Guidelines of Flowchart Drawing

Flowcharts are frequently drawn using some standard symbols. However, some special symbols can also be developed when required. Some standard symbols, which are frequently, required for flowcharting many mainframe programs (figure 1). There are no hard and fast rules for constructing flowcharts, but there are guidelines which are useful to stand in mind. There are a number of steps which can be used as a guide for completing flowcharts (Okoli & Schabram, 2010).

- Consent on a standard flowchart symbol set to use. Alternatively, a company standard may be accessible. It is important to agree a standard as there are several contradictory common uses.

- Depict a ‘start’ terminator box at the top of the work area.
- Insert the first box beneath the start box, identifying the first action simply by asking, “What happens first”. Add an suitable box around it.
- Insert subsequent boxes below the previous box, identifying each action by asking, ‘What happens next’. Copy an arrow from the prior box to this one.
- Explain the process to be charted.
- Begin with a “trigger” event.
- Note each successive action concisely and clearly.
- Go off with the main flow (put extra details in other charts).
- Make cross references to supporting information
- Collect the team who are to work on describing the process. Those must include people who are closely involved in all parts of the process, to ensure that it gets described as it actually happens, rather than an idealized view.
- Go after the process during a useful conclusion (end at a “target” point).

- If the last diagram is to be used as a part of a formal system, make certain that it is exclusively identified.

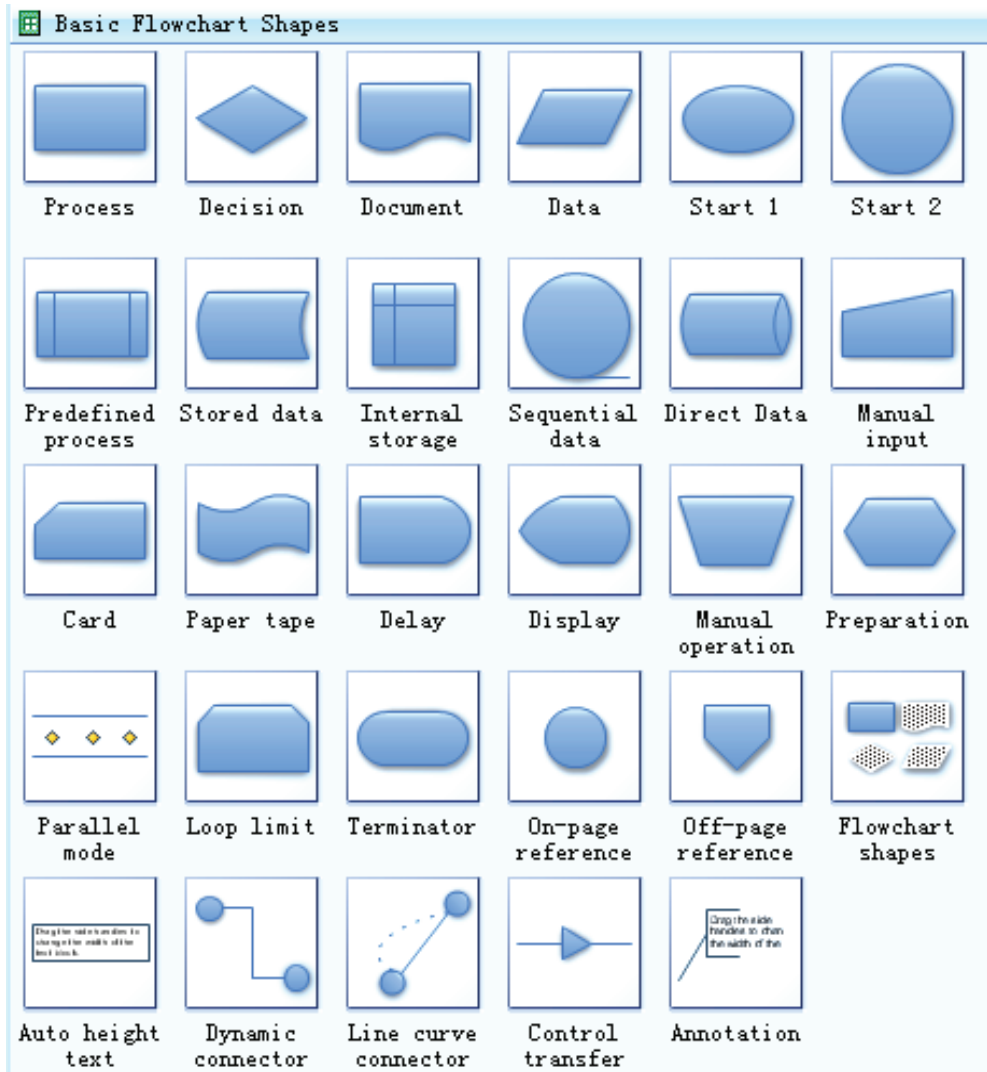


Fig 1: represents the flowcharting of different mainframe programs

3.1.5 Flowchart Examples

Creating a flowchart examples for students is the easiest way to rise their interest in flowcharts and find to know flowcharts better(Lynch, 2019b).Some flowchart examples for students, which are taken from the daily life, interesting and can be understood of course as following:

■ Flowchart example 1

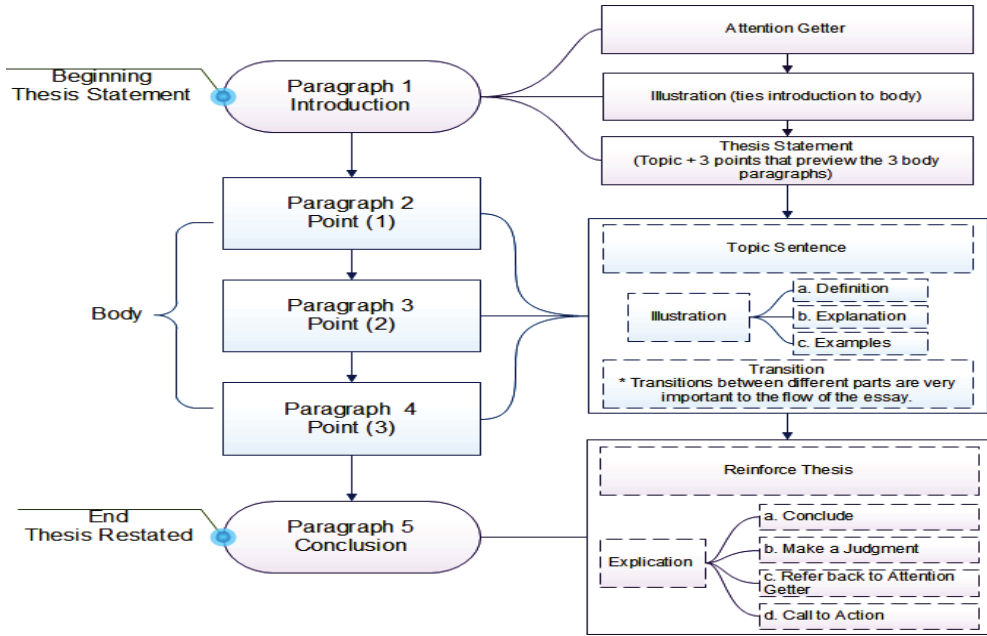


Fig 2: shows the steps of writing an essay using flowchart(Lynch, 2019b).

■ Flowchart example 2

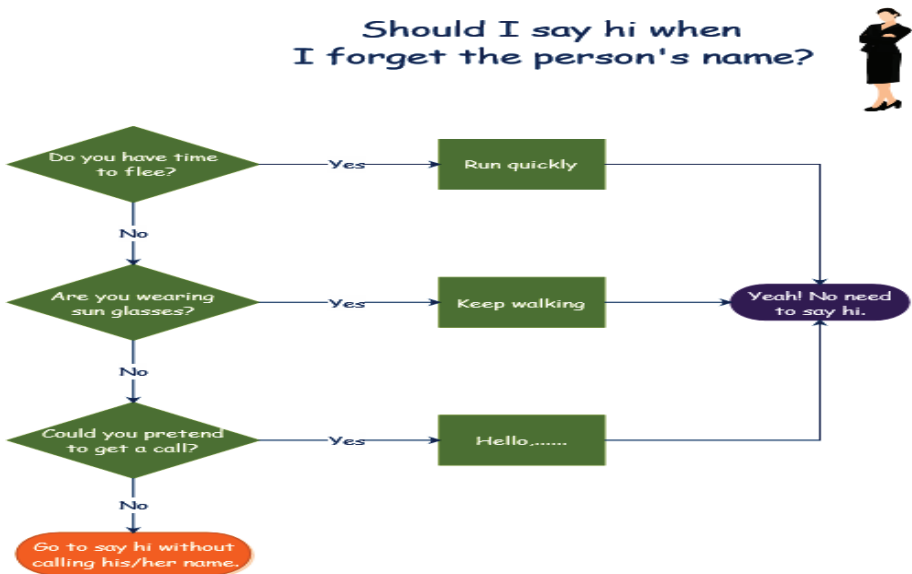


Fig 3: Shows what to do in the embarrassing situation when meeting someone but forget the person's name(Lynch, 2019a).

1.1 Double /Triple Entry

1.1.1 The meaning of Double/Triple Entry.

A Double or A Triple Entry is another alert brainstorming activity. This is particularly helpful when comparing and contrasting two or three topics or when exploring two or three areas of one topic. With this prewriting way, have students make two (or three) columns on their paper. Each feature should have a topic which focuses the idea production. For example, if you were going to compare love and hate, you might label your columns similarities and differences and list your ideas in the suitable sections. If your students are writing about their national heritage in comparison to another, you could have them label one column with each culture. When complete, students should have a good idea of the points on which they can compare or contrast their topics(Cai, 2019).

Allen (2008)said that double and triple entry journals are gear that call students to record significant pieces of text from their reading, discussion, listening, or viewing and then to attach, respond to, and reflect on those excerpts. Most double entry journals use a two-column format in which students note the significant text in the first column and their response /reflection to the text in the second column. A Triple-Entry Journals adds a third column so students can revisit their thinking and note further reflections. This type of journaling has many names: dialectical notebooks, informal writing, learning logs, diaries, daybooks, reader response journals. While the names and elements may differ, the general purpose is inviting students to read with awareness, think seriously, and learn through writing consistently across all types of journals(Oshima & Hogue, 2007).

3.2.2 Benefits of Double-Entry Journals

- Double-entry journals are procedures that help students read “texts and events” and then mirror on and make meaning of them.
- Double-entry journals are one of the most simple and direct ways to teach students to read (or view, or listen to) texts charily. By reacting to specific appearance (or details) and ideas as they go, the students engage in the kind of close analysis of text necessary for articulating that text’s overall “message.”
- Person who reads strategies like double-entry note-taking help students practice the habits of good readers by slowing down the reading process and demanding that they become aware of the “conversation” they are having with themselves about what a passage might mean. These strategies as well assist the students to react emotionally, ask questions, make predictions, and connect the text to their own lives.
- The strategy chains English-language learners in numerous ways. since they read and pick their quotations, they are improving reading comprehension skills. When they

print the quotations from the text, they are learning English sentence structure and vocabulary. After they write and then distribute their responses, they are engaging in conversational as well as academic discourse about the texts.

A Double-Entry Journaling improves students' conception, vocabulary, and content retention. The interactive plan activates prior knowledge and present feelings, and promotes collaborative learning. It fosters the link between reading and writing as students are clever to "reply" to the author or speaker as they write their responses. The technique offers flexibility in that teachers can use any form of written text, read aloud, or listening that are assigned in class(Allen, 2008; Dragsted & Hansen, 2008; Libina, 2005).

3.2.3 Benefits of Triple-Entry Journals

A Triple Entry Journal might be chosen to improve your students' thinking, comprehension, reflection, vocabulary, and retention of content. There is a great deal of flexibility with Triple Entry Journals: you can give students quotes or visuals to which you would like them to respond or you can ask them to use the journal during their independent reading and viewing. These journals help students focus attention on significant aspects of content you want them to consider or learn because when students use Triple -Entry Journals, they tend to pay closer attention to their reading. In addition, the journal is an excellent assessment tool, providing you with information about whether students have misperceptions, confusions, or questions and showing how well they understood the content(Allen, 2008).

3.2.4 Double or Triple -Entry Journal usage technique

A Double or Triple Entry Journal is one of the easiest instructional tools she/he has used to get students to think more deeply about the content or processes we are learning. In the example shown in figure 4, the traditional Double- Entry Journal is expanded to a Triple- Entry Journal in order to give students the opportunity to revisit the quotes and their thinking about those quotes after more reading and discussion. For this journal, students were reading "forgetting the constitution", about Japanese Americans who were put into prison camps during World War II, from *A History of US* by Joy Hakim. In the sample, the student has listed quotes she/he chose as she/he read. After reading some related texts, the student extended her/his thinking about what the original shock of imprisonment must have left like. As students read and discussed their social studies books, they were also reading and discussing supplemental texts: poetry, picture books, excerpts from novels, and so on. Each day after the read-aloud, students had the opportunity to revisit their journal to add new thoughts, questions, or quotes. Those questions then guided our research, reading, and discussion. You can further extend the journal by giving students the opportunity to respond to each other's responses and questions in the third column of the journal(Allen, 2008).

Triple-Entry Journal

Significant to me . . . (text, visuals, layout, features, etc.)	Made me wonder/ think about . . . (questions, responses, reflections, connections to self/ text/world, commentary, etc.)	After more reading and talking, I now think . . .
Picture of a store with a sign that said, "I Am An American." (144)	Why would he have to sell his store and go to a camp if he was an American? What would have happened if he had refused?	When we read the two poems by James Mitsui and I started to read <i>Farewell to Manzanar</i> , I think I started to really see what this must have felt like. These characters seemed lost, scared, confused. What must that have been like?
"They were going to live—against their wishes—in a prisonlike camp." (144)	Is it a prison or is it a camp? When I read the description on page 146, it didn't seem camp-like at all. I didn't even know this happened!	
"Nisei regiment won more commendations than any other regiment." (147)	I'm not sure I could have fought for a country that had some of my family in a prison/camp while I was fighting. Either I would be considered an American or not.	
President Roosevelt: "The principle on which this country was founded and by which it has always been governed is that Americanism is a matter of the mind and heart; Americanism is not, and never was, a matter of race or ancestry." (147)	I wonder how many people today would disagree with President Roosevelt's words. I've started to wonder what it really means to be an American—or any other nationality. What does citizenship mean?	

Fig 4: shows how to use Double or Triple -Entry Journal technique(Allen, 2008).

■ **Some Tips and Variations for Double-Entry Journals**

- 1) Teachers can ask students to testimony quotations in the first column and questions about the quotation in the second.
- 2) Teachers effective with English-language learners strength give the students the option to write the quotation in English and their link or reply in their native language.
- 3) Teachers whose students are undisturbed with double-entry journaling might add a third column to create "triple-entry" journals. The third column can put up a partner's reaction to the original writer's notes, or the unique writer's reflections after rereading their notes.
- 4) There are many linked strategies that society a reader's response to a text, including a popular strategy called "the one-pager." In this technique, students respond to a section of content by illustrating an empty sheet of paper in three

ways: first, they choose one representative or significant quotation and copy it; next, they write down two questions they would like to ask the author; lastly, they illustrate a simple plan that sums up something important about the reading or illustrates the quotation. Students can then send these “one-pagers” in a class and compare what their peers have chosen from the same material(Allen, 2008).

■ Strategies of using Double-Entry Journal technique

Introduce a passage of text to the students. Argue the Double-Entry Journal technique and model the procedure including specific guidelines for writing. Have students read the chosen text making periodical entries whenever a natural pause in the reading occurs, so that the flow is not interrupted constantly(Benita, 2003).

- 1) Students collapse a piece of paper in half, lengthwise.
- 2) 2.In the left-hand column, the students write a phrase or sentence from the choice that was mainly meaningful to them, along with the page number.
- 3) 3.In the right column, the students reply to the passage by writing personal responses to the quotes on the left. The way in may include a comment, a question, a connection made, or an analysis.
- 4) 4.Students can distribute their responses with the class or literature discussion group.

CONCLUSION

Teaching writing aims to ameliorate the student’s performance to become better writers through applying the process accurately. This research was conducted to clarify how to teach academic writing by using ‘Flowchart and Double/Triple-Entry methods’ for generating writing ideas. These methods consider interesting and important materials that help to improve skills for both teachers and students. Flowchart refers to understanding the sequences of a process, analyzing problem and seeking out the solution. When comparing and contrasting two or three topics or when exploring two or three areas of one topic it is useful to use double/triple entry. These journals help students focus attention on significant aspects of the content.

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