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Visual Aids As a Tool to Stimulate Creative Thinking in The Language Teaching Process

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ABSTRACT

This research focuses on the use of visual aids and its effect on stimulating the creative thinking and how it can be used to achieve the progress in language teaching process . Visual aids are those devises that can be used to make the learning process more interesting and helpful , the use of visual aids has a big impact on creativity , thinking in more an easier way and facilitating teaching in all aspects . Visual aids are dominant tools that can be used to support instructors in teaching foreign language and also used to motivate students to engage with particular topics of the lecture . The sample was composed of sixty students that were arbitrarily chosen from first-year morning studies at the College of Dentistry / Tikrit University for the academic year (2023-2024) . Pre and Post-tests have been applied . The data has been composed and statistical results were obtained . The attained outcomes seem acceptable .

Key word: Visual aids , language teaching .

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الوسائل البصرية كأداة لتحفيز التفكير الابداعي في عملية تدريس اللغة

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المستخلص

يركز هذا البحث على استخدام الوسائل البصرية و مدى تأثيرها في تحفيز التفكير التواصلي و كيف يمكن استخدامها لتحقيق التقدم في تعليم اللغة . الوسائل البصرية هي تلك الادوات التي تستخدم لجعل عملية التعلم اكثر تشويقا و افادة ، و استخدام الوسائل البصرية له اهمية كبيرة على الابداع ، التفكير بطريقة اسهل لتسهيل التدريس في كافة الجوانب . تعتبر الوسائل البصرية ادوات قوية يمكن استخدامها لمساعدة المعلمين في تدريس اللغة الاجنبية و تستخدم ايضا لتحفيز الطلاب على التعامل مع موضوعات معينة في المحاضرة . تكونت العينة من 60 طالبا تم اختيارهم بصورة عشوائية من طلاب المرحلة الاولى الدراسة الصباحية لكلية طب الاسنان / جامعة تكريت للعالم الدراسي 2024-2023 . تم تطبيق الاختبارات القبليّة و البعدية . و قد تم جمع البيانات و معالجتها احصائيا و النتائج التي تم الحصول عليها كانت مقبولة .

الكلمات الدالة : المساعدات البصرية ، تعليم اللغة ، التواصلي

1. INTRODUCTION

Using technology is widely spread at this time , so students prefer using visual aids during the teaching process especially in language teaching because videos , charts and any other tools keep them motivated and encouraged to learn . Since using technology is so common these days , students prefer to study through visual aids like charts , movies and other resources , especially while learning a language .In order to keep students engaged , motivated and attentive during lectures . Visual aids are essential , attracted and attention collaborator participated in lectures . Visual aids are serve as a crucial tool , enhancing creative thinking and facilitating easy memorization of information . Visual aids clarify ideas , thoughts and concepts , facilitate students understanding and comprehension of their meaning , encourage students to comprehend and grasp the meaning ..

1.1.Problem of the study : the problem of the study is how to use the visual aids and the difficulties that faced teachers to provide the devises , this devises can cause teachers' passiveness ' students think them entertainment rather than educator devices , another problem that teachers may face is how to provide and use them in whole teaching process

cause of the lack of visual aids in educational institutions ., in order to use to stimulate students understanding and reinforce communicated thinking .

1.2. Aims

The current study aims to :

- 1- Clarify the importance of visual aids in language teaching classes as a tool in language instruction programs to facilitate the teaching .
- 2- Explain how creative thinking can be stimulated by visual aids .

1.3. Study values

This study is significant to:

- 1- Students at all stages of education .
- 2-Teachers promote the use of visual aids in language classrooms.

1.4 Study limit

This study is restricted to the use of Visual aids as a tool to enhance students' performance and stimulate their creative thinking for better communication in language teaching process at Tikrit university / college of dentistry / first stage)

1.5. Study Hypotheses

The hypothetical points are:

- 1- There is no statically significant differences between the mean scores of the experimental group and that of the control group in the pre-test .
- 2- There is no statically significant differences in the mean scores experimental group and the control group in the post-test .
- 3- There is no statically significant differences between experimental group and the control group in the pre and post-test .

1.6 Study Procedures

- 1-Two groups are selected randomly ,named Experimental and control group .
- 2-Pretest has been applied for the sake of the pupils' achievement .
- 3-The experimental group is exposed to visual aids tools .
- 4-The two groups are exposed to a posttest to find out the effect of Visual aids to stimulate creative thinking .
- 5-Data and results of posttest have been analyzed statistically .
- 6- Obtaining results and stating some recommendations' and suggestions .

2. LITERATURE REVIEW

Teaching language should be motivational for students and supplied with tools that reinforce the whole process EFL teaching .

Visual aid are instructional tools used in the classroom to raise students encouragement during the learning teaching process . As Singh (2005:15-17) defines: “ Any device which by sight and sound increase the individuals practice , outside that attained through read labeled as an audio visual aids” . Thomas , M. and Keinders , H(2010,25-26) . In addition to Mannan(2005:14-16) maintain that the use of visual aids may help instructors and teachers to identify , state , connect and organize acute perceptions , appreciations , interpretations and make him able to make learning clear , significant , active , expressive , and inspired process .

As most people deliberated as visual apprentices . it's significant to say that “ spoken words” while teaching students . Students are more capable to learn seen or heard objects that are exposed in many different methods . As Kang declares, “ they are planned to support the student , conveying the former knowledge to a sensible level in the formula of an structural construction .considering that the majority of individuals were visual learners . Saying that “ spoken words “ are important when instructing students has significance .Students who are exposed to various ways are better equipped to learn about them through sight or sound . According to kang , “ they are planned to support to student , conveying the former knowledge to a sensible level in the formula of an structural construction . They aid improving comprehension and learning , in addition as provoking , clarifying and collaborating information . According to him , visual managers offer the following benefits in addition to stimulating , clarifying and collaborating information to help with learning and comprehension :

-They permit students to advance a complete understanding that words cannot convey .

- They offer students with utensils to make understood and organization processes visible .

- They simplify difficult notions to a simple , expressive display .

- They support students in handling and reorganizing ideas and information, and they promote remembrance and retaining of learning through analysis and synthesis .

-According to him , these advantages are “ exclusively vital in Second Language tutoring for the reason that the language deficits of the students are recompensed by the illustrations “ .

“Visual imagery is one of the most valuable aids for learning second language vocabulary by providing contextual associations between images and words(Allen,1983as cited in Saed and Muhealddin 2024) “

2.1 The use of visuals in the language classes

The integration of media –based materials provide students with effective learning ,teachers should combine visual tools and as Brinton (2001:459-475)stated that “ use media materials when variety is called for , when they expedite your teaching task and serve as a source input , and / or when they help you to individualize instruction and appeal to the variety of cognitive styles in your classroom . But above all, use media to involve students more integrally in the learning process and to facilitate language learning by making it more authentic , meaningful process .”

Levin and Mayar (1993:95-113) explain the advantages of the visual aids and why pictures make comprehension and learning easier that pictures make the text rich , clear , correspondence and comprehensible . It is found that the current study has a great significant for teaching writing skills for EFL learners .Teaching foreign language requires innovatory thoughts and creativity to be able to use new methods that can facilitate the whole teaching process and inspire the students to think and use their imagination with the

available tools. EFL teachers should use various tools in a way that can be sense and logically acceptable to make the activities interesting , joyful and un bore able to deliver teaching message . (Ranasinghe and leisher (2009: 40-45) .

2.2 Creative thinking :

Creativeness is a problem solving method that provides the typical solutions and extraordinary thinking . This process permit you to find out connections , confront new challenges and find uncommon solutions , new and original . creative thinking can be stimulated by unstructured way as brain storming . it also represent a new way of observing things . According to Glass,(2004 :25-29); Young & Balli,(2014:236:296) creative thinking the whole system of cognitive activities that people utilize to solve particular object , problem and condition , they use their thoughts , insight, intelligence and imagination to deal with problems by the people according to a particular object , problem and condition , or the kind of the ability of the individuals of problem solving of a specific event . they attempt to face the situation by using their thoughts , insight , intelligence and imagination . There are many techniques that used to enhance the creative thinking such as :

- 1- Brainstorming : it is the process of organizing the team and tools , identify the leader , identifying the problems several times , stimulate the left side brain , brain storm the problems and note the ideas , bring up the ideas and find out the solutions , ask for assistance if it is needed .This is the process of organizing the team and tools , identifying the leader recognizing problems multiple times , stimulating the left side of the brain , brainstorming solutions , and noting ideas . it involves bringing up ideas and finding solutions , as well as asking for assistance if needed .
- 2- Mind mapping : this process assists you bridge thoughts that seemed impossible to be combined to reach a suitable solutions when you use the skills of creative thinking . It is a chart that you input and connect your ideas , it have appropriate solutions to your problems . Mind mapping is a process that you can do it by yourself without any assistance , you just need to but your ideas on a paper to organize them and find out conclusions . Tis process helps bridge thoughts that seem impossible to combine in order to reach suitable solutions using creative thinking skills . A mind map is a chart where you input and connect your ideas , leading to appropriate solutions for your problems .Mind mapping can be done independently , you just need to put your ideas on paper to organize them and draw conclusions .
(<https://rockcontent.com>)
- 3- Reverse thinking : it is included problem flipping and taking into consideration the reverse perspective and to challenge expectations and discovering unusual solutions . It can reach innovation thoughts . This technique includes problem flipping and considering the reverse perspective to challenge expectations and discover unusual solutions . It can lead to innovative thoughts .
- 4- Six Hats : this technique established by Edward de Bono , it is about allocating many thinking roles to the members of the team . Every role signifies a different perception , like creativity , emotions , logic and critical thinking . This technique

- aids Revoke various points and supports innovatory thinking .Established by Edward de Bono , this technique involves allocating different thinking roles to team members .Each role represents a different perspective . Such as creativity ,emotions , logic ,and critical thinking . This technique helps evoke various points of view and supports innovative thinking .
- 5- Storyboarding : It is a visual technique that widely used in film and industry designing . It includes generating a system of sketches or pictures to denote either a process or idea . storyboarding inspires creative thinking by permitting students to imagine and discover innovations perceptions in a structured manner . This is a visual technique widely used in film and design industries .It involves generating a series of sketches or pictures to represent a process or idea . Storyboarding inspires creative thinking by allowing individuals to visualize and explore innovative concepts in a structured manner .
- Pulse (<https://www.linkedin.com>)

2.3 Previous studies

Park and Bae Son (2009) . The study by park and Bae son (2009) , as cited in Mathew and Alidmat (2013),explored the factors influencing the use of technological aids by teachers in English language teaching is more significantly determined by the qualities of the teachers rather than the quantity of technology used. They noted that teachers who effectively utilized audiovisual aids in the writing process were more likely to incorporate modern teaching tools and technologies in their classrooms (P.87) .

Another study that impose the impact of visual aids usage in Teaching Writing on Learners’ writing proficiency .

Gulumser , Efeoglu’s (2012) study examined the impact of visual aids on learners’ writing proficiency .The sample consisted of Students from the Foreign Language Education Department at yildiz Technical University , divided into two groups : an experimental group and a control group of ten randomly selected students . To assess the effectiveness of the training , the researcher employed a questionnaire along with pre- and pos-tests to gather students’ opinions . The findings indicates that there was no significant difference in writing .

3. PROCEDURES

3.1 The Experimental Design

In order to accomplish the objectives of the current study a post-test has been designed see Table (3-1)

Table (3-1)

The Research Experimental Design

Group	Independent Variable	Post-test
Experimental	Visual aids	Post-test

Control	Conventional method	Post-test
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3.2 Population and sampling

Best (1981) pointed out that the population is a set of issues, objects, characters of a distinctive group, while the sample is a more partial part of that groups. The total number of the students is (60) who are elected haphazardly distributed to two groups namely (experimental group and control group). See table (3-2).

Table (3-2)
The Study sample

Group	N. of students	Strategy
Experimental	30	Visual aids
Control	30	Traditional

3.3 Groups Equivalence

A correspondence of the groups has been prepared according to specific information collected from the students such as the Students age, and the parents educational achievements'.

3.4 Test Construction

To accomplish the test objective, an achievement test has been created by the researcher in accordance to the topic material. A written test has been planned compromises of 'two questions, and (50) marks for each question, the total is (100) marks. The precise goals, matters, and conducts of the test are indicated. On the 28 December, 2023, the pilot test was held in an ordinary situation and classroom conditions. The pilot test has been projected to estimate the time required for answering the test and to know whether the questions are clear for the subjects. The pilot test has shown the required time to answer the whole items of the test is (45minutes), the pilot study has assists the researcher to make the final administration of the post-test.

3.5 Validity and reliability of the Test

Davis (1990:21) and Bachman (1990:243) pointed out validity is oriented the truth of the test, its associations to what it is proposed to test. Validity is the accuracy, consequence, and effectiveness of the exact insinuations made from test scores. Validity are distributed into three subdivisions (content, construct, and face) and to sustain the face validity of the test, it has been exposed to a jury, of six college faculty from English Department / Tikrit University. The assessors have approved that the items of the test are valid and suitable for the student's level. Validity of the test means the suitability and accuracy of the research data used are valid or not (Frenked, Wallen and Hyun, 2012:22 as cited of Mohammed, Ibtisam, 2023).

Reliability is some of the most key features of the measuring appliance which refers to "the extent to which a measuring device is consistent in measuring whatever it measures" (Bachman and palmer, 2000:19). Verma and Beard (1981:86) also state

that the test is dependable if "the degree of accuracy with which a given test or a set of scores measures what it is measuring ". The test –retest way was approved to maintain the reliability of test .The pilot sample have been applied twice to the same test' on fifteen students taking into consideration the place , time , and administration quietness during the two occasions of the test . Pearson formula has been used to discover the correlation coefficient between the two sets of scores .Results show that the correlation coefficient of 'reliability is (0,87) which is considered an acceptable degree (Glass and stanely , 1970: 114) .

3.6 Scoring Scheme of The Test

Heaton(1988:148) and Madsen (1983:121) declared that the analytic method relying on scoring scheme which has been cautiously drawn up by the examiner. It comprises of an try to separate the numerous structures of structure for scoring purpose .

The sheet paper of the text comprises of two questions and each one has been given fifty marks. Question one consist of five items each item score 25 marks and question two consists of two sections each section score 25 marks . The test item which is correctly extracted, is given marks, and an incorrect one is given zero. The items that are left without answer by the students, are given zero because they considered incorrect.

4.DISCUSSION OF RESULTS

4.1 Introductory Note

To approve the following hypothesis , the analysis of the obtained data has been done :

- 1-There is no statically significant differences between the mean scores of the experimental group and that of the control group in the pre-test .
- 2-There is no statically significant differences in the mean scores experimental group and the control group in the post-test .
- 3-There is no statically significant differences between experimental group and the control group in the pre and post-test .

4.1.1 Comparison between the mean scores of the experimental group and that of control group in the pretest

The attained mean scores of the experimental group in the pretest is (62.4) while that of the control group is (73.0). The t-test formula for two independent samples is used to find whether there is any significant difference between the attained mean scores of the two groups, The computed t-value is found to be (-2.48)whereas the tabulated t-value is (1.7) at the degree of freedom (58) as shown in table (4-1). There are not any statically, significant differences between the mean scores of the experimental group and that of the control group in the pre-test .Therefore, the first hypothesis that states that “ there is no statistical difference between the two groups in the pretest” is accepted .

Table (4-1)

The experimental and control groups achievement in the pre test

Group	No. of students	M.S	SD	t-value computed	t-value tabulated	D F	Level of Significance
Experimental	30	62.4	18.1	-2.48	1.7	58	0.016
Control	30	73.0	14.6				

4.1.2 Comparison between the mean scores of the experimental group and that of control group in the post tests

1- The attained mean scores of the experimental group in' the posttest is (62.2) while that of the control group is (87.3). The t-test formula for two independent samples is used to find whether there is any significant difference between the attained mean scores of the two groups, The computed t-value is found to be (4.51)whereas the tabulated t-value is (1.7) at the degree of ,freedom (58) as shown in table (4-2). There are not any statically significant differences in the mean scores experimental group and the control group in the post-test . Therefore , the second hypothesis that states “there are no statistically significant difference between the experimental group and control group” is rejected .

Table (4-2)

The experimental and control groups achievement in the post-test

Group	No. of students	M.S	SD	t-value computed	t-value tabulated	D F	Level of Significance
Experimental	30	62.2	14.1	4.51	1.7	58	0.02
Control	30	87.3	13.7				

4.2 ANOVA results of the Two groups of the Study in the Pretest and Posttest

It is found out that the highest computed Scheffe's value for the difference between the mean scores of the two groups. in the pre and posttest which is higher than the computed F Ratio which is (8.32) under degree of freedom (3) as shown in table (4-3) . This shows that there is statistically significant difference in an approval of the experimental group which is educated in accordance to the use of visual aids tools . therefore , the third hypothesis is rejected .

Table (4-3)

The experimental and control groups in the pre and post-test

Test	No. of students	Mean	SD	Computed F ratio	Tabulated F ratio	D F	Level of Significance
Pre. control	30	62.43	18.09	8.32	2	3	0.04
Pre. Experimental	30	72.97	14.59				
Post. control	30	62.17	14.13				
Post. Experimental	30	78.33	13.65				

5.CONCLUSIONS

According to the outcomes of the present study, the following points are settled:

- 1- The students of the present study have positivity with the new tool show high interest and motivation.
- 2- learning and understanding can be facilitated in students by emphasizing organized, coherent content of knowledge by helping the pupils learn how to transfer their learning by helping them use what they learn and how to communicate.
- 3- Using visual aids playing an essential role to reinforce language teaching .
- 4- Using visual aids increase creativity , enhance remembering and thinking .
- 5- Using visual aids can make a turning point in language teaching process for its impact on improving students level in the four skills (listening , speaking , writing and reading) .

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