Reading images and narrative writing as a predictor of emotional knowledge.

By

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Abstract

The present study aimed at investigating the effect of reading images technique in developing Workers' University Ras Elbar Branch (Technology Development Section) students' narrative writing skills as a predictor of their emotional knowledge. Participants were 120 students enrolled in 1st year at University of Ras Elbar Branch in the academic year 2015/2016. They were randomly assigned to two groups; experimental and control groups. The experimental group (Technology Development section) consisted of sixty students: males (N=30) and females (N=30), while the control group (Industrial Affairs' Section) consisted of sixty students: males (N=30) and females (N=30). Four instruments were designed: A sub-skills writing inventory, a pre-post-test for measuring students' writing performance before and after the treatment, a selection of images for the reading images technique, and a scoring rubric for rating students' writings. The implementation of the experiment lasted for ten weeks. It covered 10 sessions; in addition to the sessions used for administering the pre and post-test. Results of the study illustrated the effectiveness of the reading images technique in developing narrative writing of Ras Elbar Branch Workers' University. Additionally, research results proved that male students were equal to female students concerning their performance as per writing skill, thus their performance on emotional knowledge was nearly the same.

Keywords: reading images technique, narrative writing skills, emotional knowledge, Workers' University.

تقنية قراءة الصورة في تنمية مهارة الكتابة القصصية كمؤشرللمعرفة الوجدانية

المستخلص

تستهدف الدراسة إلي فحص تأثيرتقنية قراءة الصورة علي تنمية الكتابة القصصية كمؤشر للمعرفة الوجدانية لدي طلاب الجامعة العمالية فرع رأس البر (قسم تنمية تكنولوجية). تكونت عينة الدراسة من ١٢٠طالب مقيد بالعام الدراسي الأول بجامعة العمالية فرع رأس البر للعام الدراسي ٢٠١٦/٢٠١٥ . تم تقسيمهم عشوائيا إلي مجموعتين أحدهما تجريبية والثانية ضابطة. تكونت العينة التجريبية من ٦٠ طالب من قسم (التطور التكنولوجي) ٣٠ طالب (ن = ٣٠) و ٣٠ طالبة (ن =٣٠). بينما تكونت العينة الضابطة (قسم العلاقات الصناعية) من ٦٠ طالبا منهم ٣٠ من الذكور(ن = ٣٠) و ٣٠ طالبة من الإناث (ن =٣٠). تم استخدام أربع أدوات وهي كالأتي: القائمة المرجعية لمهارات الكتابة الفرعية، و اختبار قبلي بعدي لقياس أداء الطلاب قبل وبعد التطبيق، ومجموعة من الصور لتقنية قراءة الصورة ، وقائمة معيارية للمهارات لتقييم مهارة الكتابة القصصية لدي الطلاب. ولقد استغرق تطبيق البرنامج لمدة عشرة أسابيع. وأسفرت نتائج الدراسة عن فاعلية تقنية قراءة الصورة في تنمية مهارة الكتابة القصصية كمؤشر واضح للمعرفة الوجدانية لدي طلاب العينة المذكورة بالجامعة العمالية بفرع رأس البر. كما أكدت النتائج علي تساوي الذكور و الإناث بالنسبة لأدائهم في الكتابة القصصية حيث لا يوجد فروق إحصائية تذكر بينهما.

الكلمات المفتاحية

تقنية قراءة الصورة، مهارة الكتابة القصصية، المعرفة الوجدانية، الجامعة العمالية.

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1. Introduction

Writing is the most challenging area in learning a foreign language. It has always been regarded as a crucial skill in English language acquisition since it reinforces many aspects of language (Kostić-Bobanović, 2016). Furthermore, research asserts that writing is a language skill that is essential for academic success as the world has become so text-oriented (Cole & Feng, 2015). Since it is an active productive skill, a student learning to write in a foreign language faces multiple challenges as when a learner writes, thoughts and knowledge are blended together creating a unique meaning.

Numerous factors that affect students' writing skills have been identified in literature. For example, Cole and Feng, (2015); Fareed, Ashraf and Bilal, (2016) list numerous reasons for writing to be the last acquired domain of learning English. For them, writing in a foreign language learning context is complex as most students are least proficient in when acquiring a new language. Many advanced students score lower in writing than in any other domain on specialized tests. They believe that poor writing skills originate from two factors; the teacher and the learner. For them, teachers may lack novel pedagogic approaches to teach more appropriately. Besides, teachers' lack of ability to motivate students, since they lack creative ideas, is an additional factor. Therefore, the learner lacks interest, and may communicate orally as he/ she uses gestures and so forth. In brief, without adequate selection of novel writing techniques, a serious mismatch between learner's development and writing performance may result.

2. Review of Literature and Related Studies
2.1. Approaches to Teaching EFL Writing

There have been numerous approaches to the teaching of writing in the history of language teaching; e.g., the product approach, the process approach, the genre approach, and the post-process approach. During the audiolingualism era, where writing was seen as only a supporting skill, the product approach highlighted form and syntax and the emphasis was on rhetorical drills (Nordin & Mohammad, 2017).

Since the beginning of the 1970s, the process writing theory has dominated the field of composition studies and inspired classroom practice. The re-assessment of the writing-as-process movement has led to a paradigm shift of teaching of writing (Nordin & Mohammad, 2017). Kalan (2014) refers to process writing approach as a source of creative strategies for teaching academic writing. However, process approach teachers focus on how a text is written instead of the final product (Sun & Feng, 2009; Nordin & Mohammad, 2017). It invites students to brainstorm, prewrite, multidraft, edit, receive feedback from peers and teachers, revise, and publish. It includes also voice, audience, and expression of self. In process writing approach, students express their views in order to find entry into power relations and social interactions whether through a poem or an academic essay. Thus, they should be provided with genre awareness in order to master mainstream genres, reinforce their native genres, and challenge dominant ones.

Dirgeyasa (2016) states that genre as an approach to teaching and learning writing is a mixture approach between the process and the product approach. For him, it is an approach or method or strategy to teaching and learning writing and as a product of the writing itself. As an approach, genre refers to process of writing showing its systematical orders or steps to follow either by teacher or students. Genre-based approach of writing is appropriate for

students with low competencies and low motivation. It helps students to write from dependent procedures to independent steps within an autonomous learning way. It is suitable not only for academic setting but also professional ones. However, Cheung (2016) argues that it neglects socio-cultural factors, such as the target readers' possible reaction to texts, as it focuses on rhetorical moves and organization structure, rather than thinking processes that are involved in enactmnet of the discourse moves.

2.2. EFL writing skill in university context

Research has indicated that many Arab university students lack the required English language proficiency that hinders their academic progress. For example, Al-Khairy, (2013) explains that Arab learners of English encounter challenges in coping with writing demands in their disciplines. Al-Khairy argues that although writing skill is important for university students, some university instructors still follow traditional technique in teaching it. Similarly, Jubran and Saleh (2018) illustrate that several Arab students of English at secondary stage have difficulties in writing and they may finish their secondary education joining the universities being not ready for writing demands especially when English is the medium of instruction in many university programs. In university context, teaching and learning processes emphasize writing for taking tests. For many students, the only reason to practice writing is to pass examinations. Thus, students lose their interest in writing and hence, their writing turns to become decontextualised and artificial, because of giving students no real sense of purpose or perspective of a target audience.

2.3. Reading images and faces

Scientific psychology assumes that facial qualities may reveal psychological ones. Fulfer (1999, p.4) and Perdew, (2006, p.25) mention that the science of physiognomy or face reading is an ancient art known around the world; in Chinese medicine, Greek and western civilization. It dealt with the works of Hippocrates, Aristotle, Galen, Chaucer, Roger Bacon, and so on. Fulfer and

Perdew assume that psychologists have discovered that people learn to read faces before they can talk. Reading faces provides an insightful and accurate picture of the true character and personality of a person. Face reading will tell what is going on with another person, but it will not tell why. They add that people are all face readers from infancy start. For babies, the original form of communication, was reading their parents faces and expressions. Reading faces has many uses in fields such as: legal, business, management, teaching and learning areas.

Fulfer (1999) believes that a face is a living record and personality profile rolled into one structure. Each face reflects in its structure its owner's personal history, mental attitudes, character traits, intimacy, requirements, work ethics and/or personal preferences. For him, a face can be read like a map using a known language for us. However, Zebrowitz (2018) assumes that reading some facial qualities can be complicated; for example, a particular face may contain a mixture of features which makes it difficult to categorize. Fulfer (1999, p.3) mentions that people begin life learning to recognize and respond to faces. Earliest emotional responses and reactions are developed by watching the facial expressions of those near ones. Face reading is inherent part of people's nature. Before being able to speak a language, groups of early humans had to rely on non-verbal communication. They had tried to read the meaning in the faces, gestures, and body language of their fellows. For Fulfer, most of us also have an immediate impression of each person we meet. Face reading gives one a vocabulary to quickly and accurately test one's feelings and intuitions.

2.4. Emotional Knowledge and teaching languages

Whereas writing is the area in which learners need creative methods to evoke their imagination, emotional knowledge assumes a crucial role in motivating people for working very hard and

achieving high level of performance (Bolisani & Bratianu, 2018, p. 17).

Maines (2005) clarifies that emotional knowledge emerged as a component of tacit dimension of knowledge. For her, it is a field that contains knowledge by emotions and feelings. Furthermore, it is a generates emotional information through perception, information which becomes then emotional knowledge. Moreover, it concerns a wordless form of knowledge as processed by an unconscious part of brain. Bolisani and Bratianu (2018, p.1) explain that knowing is one of the most specific human processes and knowledge is its result. Maines (2005, p.8) defines emotions as states of mind that arise as a result of specific experiences and drive people to take action. Although emotions exist in the mind and are unobservable, they are frequently revealed through facial expressions, voice, posture, even when one tries his or her hardest not to show his or her feelings away.

Bratianu (2015) calls for integrating emotional knowledge in education in both content of curricula and practical modalities of teaching students. Therefore, he asserts that education has been focused on objective and rational knowledge whereas emotional knowledge has been considered subjective and having no scientific creditability. As Bratianu says, the result of this type of education is excellent for people working in scientific fields. Thus, the interdependence of emotion and cognition and the critical role of both in education have become indisputably clear (Daley, Willett, & Fischer, 2014). Therefore, in (2012) Rabba's study investigated the use of short story in improving students' language. The suggested program enabled the students to develop their imagination, creativity and self-confidence creating a comfortable classroom environment which could lead to better learning. Moreover, the students benefited from this program in developing their way of thinking. Besides, he gave the students the opportunity to learn through using the appropriate short story that was related to language teaching.

Emotional knowledge occurs through processing information coming from human internal body. Similarly, the action of seeing enables the perceptions to generate through feeling the necessary emotional knowledge needed to contribute together with rational knowledge to changing people's behavior (Maines, 2005, p.18). In this respect, Brooks and Freeman (2018) started their study by asking a large group sample of people to rate the conceptual similarity between all 15 possible pairs of six core emotions (e.g., anger and disgust, sadness and happiness). They also asked their sample to rate six emotions on how they correspond to 40 feelings, thoughts, and actions, such as "crying" or "clenching fists". They asked people to choose which of two faces reflected a particular emotion. What the participants did not know is that the two faces actually showed an identical neutral face with a few random photographic tweaks to suggest differences. The findings suggested that conceptual and perceptual similarities track together; a person who rated anger and disgust as highly similar emotions conceptually also saw similarities in faces representing two emotions.

2.5. Narrative writing

Beutel and Spencer (2012, p.5) assume that narrative writing is the opens the door of a situation and exposes events inside. In a narrative writing, the author is one who links the insights of a mind into the heart of his or her story. The author makes his or her mark on the world by relating a story that only he or she can tell and bring a subject to life. Although narrative is entertaining, its function is not one of mere entertainment. Roy (2012) emphasizes that telling a story through writing down about capturing thoughts and feelings with others motivate students to be better thinkers and learners. Helping students to express different emotions: anger, sadness, joy, and confusion (p.9).

In this respect, Pratiwi (2015) clarifies that writing based on picture is a technique of teaching writing using images which is paired and sorted into a logical sequence. Students observe a picture

which is given by a teacher in order to write the description of that picture. Hence, writing based on picture is used to encourage students to describe the picture on the basis of their opinion (p.6.). Therefore, Nurhanifah (2015) attempted a study that aimed at finding out whether the use of picture strip story might improve students' writing skill, especially narrative text. That study implemented a picture strip story as a technique of teaching communicative language at the eighth grade of Negeri Gemolong Sragen in 2014/2015 academic year. The sample consisted of 30 students, 12 boys and 18 girls. Qualitative and quantitative data were used via observations, interviews, document analysis, questionnaires and tests. Results of the research show that picture strip story can improve students' writing skill in narrative text and motivation in writing.

3. Rationale for the Study

Examining the legislation *general goals* of the Workers' University of Ras Elbar Branch, in general, and Industrial affairs' section in particular, the present researcher found out that those students were likely to be exposed after graduation and in the field of work to interpersonal relationships in administrative management, marketing, communication sharing, and products description fields. Hence, they needed to comprehend facial expressions, different feelings and emotions of co-workers, trainers, trainees, and clienteles. Moreover, they were demanded to describe stuff in their field of insurance and accreditation and to be good at English language as well. As for narration, telling a story through writing down about capturing thoughts and feelings with others might be appropriate to motivate students to be better thinkers and learners.

4. Statement of the problem

Writing is one of the most difficult skill to be mastered by EFL learners. It has been noticed that students are facing difficulties related to how to produce a meaningful piece of writing using description due to the lack of novel techniques that motivate them to write. Although there was a growing body of research which

investigated issues related to writing problems, research which dealt with reading images technique to develop students writing has been rare.

A preliminary pilot study in a writing test form was conducted on a sample of 40 (N= 18 male and 22 female) students. They were asked to describe briefly ten images in a story form using some helping words accompanied with those images. The results of the students were poor; as 54% of the sample scored lower than50% percent on a writing rubric designed by the current researcher. Students of the sample committed mistakes concerning the following factors: Exposition, narrative techniques and development organization, style, spelling and punctuation.

Based on the previous introduction, the problem can be stated as having a persistent need to help the Workers' University students, in general, and Technology Development Section students *in particular to develop their writing skill through narrative writing using images. Thus, the current researcher tries to investigate the effectiveness of reading images technique on developing* Workers' University, in general, and Technology Development Section students' narrative writing skills*, in particular. Therefore, the present study attempted to find out answers to the following question:*

To what extent could reading images technique be effective in developing Workers' University (Technology Development Section) students' narrative writing skills as a predictor of emotional knowledge?

The previous question is branched out into the following sub-questions.

1- What are the most essential narrative writing skills required for Technology Development Section students?

2- To what extent is reading images technique effective in improving Technology Development Section students' narrative writing skills?

3- To what extent is teaching with reading images technique compared to the regular way effective in improving Technology Development Section students' narrative writing skills?

5. Hypotheses of the Study

5.1. Hypothesis I. There are statistically significant differences between the mean scores of the experimental group and those of the control group in the post-test, in favor of the former.

5.2. Hypothesis II. There is a statistically significant difference between the mean scores of the experimental group in the pretest and their mean scores of the in the post-test, in favor of the latter.

5.3. Hypothesis III. There is a statistically significant difference between the mean scores of the male group and the mean scores of the female group in the post-test, in favor of the latter.

5.4. Hypothesis IV. There is a statistically significant difference between the mean scores of both group (male and female) of the experimental group in the pre-test, and their scores in the post-test, in favor of the latter.

6.Delimitations of the study

The present study is confined to the following delimitations:

6.1. Instructional delimitation. For answering research questions of the current study, the researcher designed four research instruments: A sub-skills writing inventory, a pre-post-test for measuring students' writing performance before and after the treatment, a selection of images for the reading images technique, and a scoring rubric for rating students' writings.

6.2. Time-limit. The administration of the treatment started on 19th of October for the pre-test. The application of the experiment lasted for ten weeks. It covered 10 sessions; in addition to the sessions used for administering the pre and post-test. The administration of the post-test was on 31th of December for the pre-test in the academic year 2015/2016.

7. Methods and procedures

The current study adopts the descriptive and the experimental method which included:

a. The descriptive analytical method to present the review of literature and prior studies associated with the study variables.
b. The experimental method in terms of using one control and one experimental group (pre -post test design) to test the effectiveness of the suggested technique.

8. Design of the study

In the current study, the quasi-experimental design was followed where two intact groups were randomly assigned as an experimental and a control group. While the experimental group students were taught via *reading images technique*, the students of the control group received regular instruction. Both groups were subjected to a pre-post test prepared by this researcher.

9. Participants of the study

The study was *limited to a sample* of 120 students enrolled in 1ˢᵗ year at University of Ras Elbar Branch in the academic year 2015/2016. They were randomly assigned to two groups; experimental and control groups. The experimental group (Technology Development section) consisted of sixty students male (N=30) and female (N=30), while the control group (Industrial Affairs' Section) consisted of sixty students male (N=30) and female (N=30). The experimental group was exposed to the *reading images technique* of instruction while the control one received the traditional instruction.

10. Instruments of the study

The current study made use of the following instruments as described below.

10. 1. Writing Sub-Skills Inventory

The major aim of the sub-skill inventory was to determine the most essential writing sub-skills to be developed for Workers' University (Technology Development Section) first year students. Similarly, sub-skills inventory aim was to construct the writing pre-posttest. This test was designed on the basis of the sub-skill

inventory. The writing sub-skill inventory list included in the questionnaire in its initial form was derived from the following resources: (a) The general aims of learning English at Workers' University *legislation*; (b) Previous literature related to developing writing skill, strategies acquisition, and techniques; (c) Previous review of literature concerned with reading image and emotional knowledge; (d) Previous review of literature related to teaching narrative writing, strategies and techniques.

In its initial form, the inventory was designed in a form of questionnaire with four levels of importance: highly required, required, less required, not required including six skills with nine sub-skills. It was submitted to some jurors to validate it, for the sake of rating its importance to the subjects of the study. On the basis of the jurors' modifications, the final list included six skills with nine sub skills: Exposition (event, title, characters, setting), narrative techniques and development, organization and cohesion, style and conventions, spelling and punctuation, and finally conclusion.

10. 2. The Pre-Post Narrative Writing Test

This researcher prepared a narrative writing skills test on the basis of the writing skills inventory to be used as a pre-posttest. Thus, it was administrated to the experimental and control groups at the beginning and at the end of the treatment, in order to evaluate the students' performance before and after the treatment. As a pre-test, it was used to make sure that the students of the experimental and the control group were all at the same narrative writing level before starting the treatment. Therefore, the progress achieved by the experimental group could be attributed to the proposed treatment they had been exposed to. As a post-test, it was used to investigate the effectiveness of the proposed treatment on developing the selected narrative writing skills.

In order to verify validity of narrative writing test, its initial version was given to a jury of specialists in teaching English as a foreign language for examining and evaluating test items. They were asked to assess the relevance of questions and the given images to the sub-skills listed in the inventory. Additionally, they

were asked to assess the test items in terms of clarity and their relevance to the study subject's proficiency. Hence, their comments, opinions, and suggestions were considered. The narrative writing test was proven to be valid.

Using the Guttman Spilt-Half Coefficient, the test reliability was conducted after the test was administered to forty randomly-chosen students (male and female students of Ras Elbar Branch Technology Development section). Guttman Split-Half Coefficient was 0.741, which indicated a high level of internal consistency estimation of the test and proved it reliable**.** In order to verify the test's feasibility and to set appropriate time for test taking, a pilot testing procedure was done on a sample of 40 subjects with the qualification of the essential subjects of the study. The results of piloting proved that the instructions of the test were clear. As for timing the test, the average of the time taken by the sub-sample revealed that 90 minutes could be a reasonable time to answer the test.

10.3. Narrative rubric category.

In the current study, the researcher used analytical rubric scoring in which a student's performance is analyzed in terms of various components, and descriptions are given at different levels for each component. Thus, the researcher used a rubric consisting of six main skills with nine sub-skills. Concerning scoring categories, a unified scoring level of five for each category was assigned. As there were nine categories, the maximum mark a student could get was forty-five for each question. Since there were three questions, the test was marked out of one hundred and thirty-five.

In its initial form, the rubric was put in a questionnaire form and submitted to jury of specialists in teaching English as a foreign language for measuring the its validity. They were asked to examine and evaluate each category of the rubric, its scoring levels and descriptions to determine if they could rate students' narrative writing. On the basis of jurors' suggestions, the rubric was

modified. Additionally, for ensuring inter-rater reliability, two raters (the researcher and another teacher with 15 years of experience) scored the narrative writing skills questions. This scoring was done in the pre and post-test as well of both the control and experimental groups. A version of the rubric was given to the co-rater for scoring the test. The mean of the scores of both ratings was calculated. Thus, the test was proven reliable.

10.4. Reading Image Technique

As for the description of the reading image technique, the current researcher selected a group of some vivid and expressive images popular and non-popular for one person or more which express deeply a certain human emotions and feelings. Those images were selected to deal with different facial images of the following core emotions: happiness, interest, surprise, contempt, disgust, shame, fear, anger, distress, sadness, and anxiety and so on. Attention was paid to the students' age, culture and interests.

Concerning reading image technique validity, the images were submitted to jury of specialists in educational psychology, mass media, and computer science. They were asked to examine and evaluate each image on the base of the following criteria: Expressive compositional components, related to university level interests, focused well, capture emotion, tells a story, stir imagination, captures an iconic moment, presents the unique, and uses unique lighting and color. proved to be a valid one and jurors' suggestions were considered omitting some images and replacing others.

11. Treatment

The main goal of the suggested program of the present study is to help students produce a well-thought-out piece of writing via blending imagination and knowledge of the student together to create a unique narrative. Since inspiration cannot be taught while writing can, the images presented to the students inspire them to write. The main goal is not to have an error-free piece of writing but rather to motivate students to take risks in their writing.

The following is a description of the steps in implementing the current treatment.

11.1. Presenting vivid and expressive images popular and non-popular for one person or more which express deeply certain human emotions and feelings. As the images were this researcher's selection, attention was paid to the students' age, culture and interests. In other words, this researcher selected the images accurately that could be explained easily and well by the students. This genre of images offered a platform for the students to develop their writing skill.

11.2. Sending these images via "Bluetooth technique" to the students' mobiles. Helping students to start writing using phrases such as (I see, wonder, expect) manipulating the following items: Title, character/characters; their names jobs, setting, dialogue, sequence of events ....etc.

11.3. In the very beginning, it was to some extent difficult for students to write narrative story as their vocabulary was often limited, their feeling of failure in writing is due to self-doubt. Some genres were presented individually in a hard copy for them; different setting names (places), and antonyms and synonyms (characters' attributes).

11.4. Using images as their inspiration, students could generate new ideas about the images. Using reading images technique creates a supportive, self-reliance and teachable environment for the students.

11.5. Encouraging students to organize their ideas keeping fluency in generating ideas for what they felt of the images.

11.6. Asking students to go along with each image developing their story into a well-structured whole while working individually.

11.7. Helping students to link ideas in logically connected phrases that contained enough supporting detail. As for the description of the given characters of the images, they had to be believable and likeable. Concerning setting as it was emerged in the given images it referred obviously to where and when.

11.8. Creating an encouraging writing environment and decreasing the sense of frustration, fear of writing and anxiety. In doing so, teacher focused on less concentration on conventional rules of writing and gave more chance for expression of ideas. In other words, teacher allowed a little more freedom without sacrificing structure provided to students with the right amount of support to get them go in writing.

11.9. Conducting a read-aloud time followed by engaging students in a discussion to exploring why naming the characters such names of the story or what the setting appeared in the image inspired them, why they chose such sequence of events, expectations for what might have happened and so on.

11.10. The narrative writing samples were gathered and scored using a rubric and being graded by two co-rater's technique from the beginning and throughout the application. Actually, this action provided the researcher with much needed insight about how to help the subjects in the following sessions. Thus, she knew when to push and when to step back.

12.Equivalency of the sampled groups. To ensure that the groups were approximately similar with respect to their sex, age, and English language background), the following procedures were carried out:

 (a) The subjects of the present study had approximately a similar English language background. Thus, the pre-test of writing was conducted to ensure the equivalence of the experimental and control groups in pre-test see tables (1, 2).

(b) Both groups involved male and female students. So, equivalence of male and female groups in pre-test was conducted see tables (3,4).

Table 1

Equivalence of Experimental and Control Groups in Pre-test

	N	Mean	Std.Deviation	Std. Error Mean
experimental	60	52.6333	27.54993	3.55668
control	60	51.7417	21.20191	2.73716

As table 1 shows, the participants of the experimental group (N = 60, M =52.6333, SD = 27.54993). As for the participants of the control group (N = 60, M = 51.7417, SD = 21.20191). Actually, this indicated that there were no statistically significance differences among the two groups' mean rank scores in the pre-test. Thus, the two groups were proven equivalent concerning the writing test. The researcher used the t-test because it was a parametric method for comparing more than two samples that were independent and their N=30.

Table 2 *Independent Samples Test for Equivalence of Experimental and Control Groups*

	Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
	f	sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Equal variances assumed	7.637	.007	.199	118	.843	.89167	4.48798	7.99576	9.77910
Equal variances not assumed			.199	110.738	.843	89167	4.48798	8.00180	9.78514

An independent-sample *t*-test was used comparing the mean scores of the experimental group and the control group participants. There was no significant difference in the scores for experimental group (N = 60, M = 52.6333, SD = 27.54993) and the control group (N = 60, M = 51.7417, SD = 21.20191), t (110.73) = .199 (two-tailed). Results revealed that the mean scores of experimental group

students did not differ from that of the control one. Hence, experimental group participants were equal in their performance of the pre-writing test with their counterparts in the control group. This result indicated that there were no significant differences between the control and experimental groups on the pre-test and that the two groups were equivalent, which was appropriate for the experiment to be conducted.

Table 3

Equivalence of Male and Female in Pre-test " Experimental Group"

	N	Mean	Std.Deviation	Std. Error Mean
Male	30	49.0000	22.14373	4.04287
Female	30	54.4833	20.21500	3.69074

As table 3 shows, the participants of the male group ($N = 30$, $M = 49.0000$, $SD = 22.14373$). As for the participants of the female group ($N = 30$, $M = 54.4833$, $SD = 20.21500$). Actually, this table indicates that there was no statistically significance difference among the two groups' mean scores in the pre-test. Thus, the two groups were proven equivalent concerning the writing test since the difference between the both was not significantly different. This researcher used the t-test because it was a parametric method for comparing more than two samples that were independent and their N=30.

Table 4

Independent Samples Test for Equivalence of Male and Female in Pre-test " Experimental Group"

TTT	Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
	F	sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Equal variances assumed	.080	.779	1.002	58	.321	5.483	5.474	5.474	16.441
Equal variances not assumed			1.002	57.525	.321	5.483	5.474	5.476	16.443

An independent-sample *t*-test was used comparing the mean scores of the male group and the female group participants. There was no significant difference in the scores for male group ($N = 30$, $M = 54.4833$, $SD = 20.21500$) and the female group $N = 30$, $M = 49.0000$, $SD = 22.14373$), t (58) = 1.002 (two-tailed). Results revealed that the mean scores of male group students did not differ from that of the female group. So, male group participants were equal in their performance of the pre-writing test with their counterparts in the female group.

13. Results

In order to verify the research hypotheses, the Statistical Package of Social Sciences/Personal Computer (SPSS/PC) version "16" was used for statistical analysis. In analyzing the first and the third hypotheses, Independent Samples t-test was used to verify the difference between experimental group and control group's post-test results, regarding first hypothesis, and to verify the difference between male group and female group post-test results concerning the third hypothesis. Consequently, in analyzing the second and fourth hypothesis, a Paired Samples T-Test was used to verify the

difference between pre-post performance of the experimental group students in the second hypothesis and to verify difference between pre-post performance of both group (male and female) of the experimental group students regarding the fourth hypothesis.

13.1. Hypothesis One. The first hypothesis states that: There are statistically significant differences between the mean scores of the experimental group and those of the control group in the narrative writing post-test, in favor of the former.

Table 5

Independent-Samples Test of the Post-Test between experimental and control groups

TTT	Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
	f	sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference		Lower	Upper
Equal variances assumed	24.062	.000	8. 997	118	.000	38.45667	4.27445		46.92123	29.99210
Equal variances not assumed			8. 997	101.279	.000	38.45667	4.27445		46.93573	29.97760

As two rows are found in table 5, Levene's Test for Equality of Variance Sig. column determines the appropriate row for statistic interpretation. In other words, since $\alpha < 0.05 = .000$, then the second row values were considered. Where Sig. (two-tailed) value $p = 0.000$, then there was a statistically significant difference between the mean number of the experimental group and that of the control group. For this reason, the participants in the experimental group performed higher than their counterparts in the control group did in the post test.

An independent-sample *t*-test was used comparing the mean scores of the experimental group and the control group participants. Results revealed that the mean scores of post-test of experimental group differed from that of the control group. As predicted, the experimental group pupils ($N = 60$, $M = 86.2400$, $SD = 18.03915$) scored much higher than did their counterparts in the control group ($N = 60$, $M = 47.7833$, $SD = 27.76404$), t (101.279) = 8. 997, $p <$ 0.05, (two-tailed). The difference of 95% Confidence Interval (CI) for mean difference ranged from 46.93573 to 29.97760. So far, experimental group participants performed significantly higher in post-test than did their counterparts in the control group.

13.2. Hypothesis Two. There is a statistically significant difference between the mean scores of the experimental group in the pretest and their mean scores of the in the post-test, in favor of the latter.

Table 6

Paired-Samples Statistics of the Pre-Post Narrative Writing Test of the Two Groups Male and Female Students.

Group	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pre post	34.49833	30.62019	3.95305	42.40837	26.58830	8.727	59	.000

The significance (two-tailed) value for both groups is <0.05; pre-post test significance = 0.000(two-tailed. For this reason, this researcher can conclude that there was a statistically significant difference between the mean scores of pre and post-test application. For analyzing the second hypothesis, "Paired Samples T-Test" was used. Thus, a paired-samples *t*-test was conducted to compare the

pre-application and post- application of the writing test for the two groups; male and female students.

As Table 6 shows there was a statistically significant difference in the scores for experimental group before and after implementing the writing technique; pre application (N =60, M =51.7417, SD =21.20191), and the post application of the test for experimental group (N =60, M =86.2400, SD =18.03915).

Totally, these results indicated a significant growth concerning the experimental group. An examination for each application individually revealed a significant change; (pre-posttest application, t (59) = 8.727, p = .000, two-tailed.

13.3. Hypothesis Three. There is a statistically significant difference between the mean scores of the male group and the mean scores of the female group in the post-test, in favor of the latter.

Table 7

Independent-Samples Test of the Post-Test between Male and Female groups

TTT	Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
	F	sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Equal variances assumed	.839	.363	.152	58	.880	.713	4.697	10.115	8.688
Equal variances not assumed			.152	56.321	.880	.713	4.697	10.121	8.694

As two rows found in table 7 shows, Levene's Test for Equality of Variance Sig. column determines the appropriate row for statistic interpretation. In other words, since α > 0.05 =.848, then the top row values are considered. Where Sig. (two-tailed) value p = .880, then there was no statistically significant difference between the mean

number of the male group and that of the female group. For this reason, this indicated that there was no significant difference between the male and female groups on the post-test.

An independent-sample *t*-test was used comparing the mean scores of the male group and the female group participants. Results revealed that the mean scores of post-test of male group did not differ from that of the female group. As predicted, the male group pupils (*N* = 30, *M* = 85.8833, *SD* = 16.54562) scored the same as did the female group (*N* = 30, *M* = 86.5967, *SD* = 19.69828), *t* (58) = .152, *p* > 0.05, (two-tailed). The difference of 95% Confidence Interval (CI) for mean difference ranged from 10.115 to 8.688 So far, male group participants performed in post-test as their counterparts in the female group.

13.4. Hypothesis Four. There is a statistically significant difference between the mean scores of both group (male and female) of the experimental group in the pre-test, and their scores in the post-test, in favor of the latter. To verify the fourth hypothesis, paired samples t-test was used to determine if there was any significant difference between pre and posttest scores of the male and female groups on the writing test.

Table 8

Paired-Samples T-Test Differences in Pre-Post Test of both Groups

Group	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Male group	36.88333	20.93275	3.82178	44.69975	29.06692	9.437	29	.000
Female group	32.11333	23.65003	4.31789	40.94440	23.28227	7.437	29	.000

The significance (two-tailed) value for both groups is <0.05; male group significance = 0.000(two-tailed), and female significance = 0.000(two-tailed). For this reason, this researcher can conclude that there was a statistically significant difference between the mean scores of each group in the pre and post-test application.

For analyzing the second hypothesis, "Paired Samples T-Test" was used. Thus, a paired-samples t-test was conducted to compare the pre-application and post- application of the writing test for the two groups; male and female students.

As Table 8 shows there was a statistically significant difference in the scores for each group before and after implementing the writing technique; male group ($M = 36.88333$, $SD = 20.93275$). As for female group ($M = 32.11333$, $SD = 23.65003$). On the whole, these results indicated a significant growth concerning the two groups. An examination for each group individually revealed a significant change; (male group, t (29) = 9.437, $p = .000$, two-tailed. Concerning female group t (29) = 7.437, $p = .000$, two-tailed.

14. Discussion and Conclusions

In line with the first hypothesis, reading images technique had a significant influence on the experimental group participants' narrative writing skill over the control group. This is an indicator of the influence of their emotional knowledge. Independent-sample t-test illustrated statistically significant differences between the mean scores of the experimental group ($M= 86.2400$) and mean scores of their counterparts of the control group ($M= 47.7833$) in terms of narrative writing post-test in favor of the experimental group.

Concerning second hypothesis, reading images technique had a significant influence on the experimental participants' narrative writing skill in the pre-test comparable to the post test. This is an indicator of their emotional Knowledge. Paired-samples t-test illustrated statistically significant differences between the mean scores of the experimental group students in the pre-test ($M =51.7417$), and their scores in the post- test ($M =86.2400$), in favor of the latter.

Overall, there was a change in the pre and post application of the test. The notable improvement in the students' narrative writing may be explained in the light of the reading images technique effectiveness, therefore the indication of emotional Knowledge. The three groups' scores rose, making noticeable increases. These results are consistent with findings of prior research (e.g.Pesik, 2010) who asserted that using pictures had evoked in the students' emotions. Their writing enabled them to express their own beliefs, feelings, happiness, fears sadness and dreams. It was their own writings that was not forced upon them and, therefore, became a part of their personal expression

As for the third hypothesis, there was no change between the male and female group in the post-test of writing. This is an indicator of the influence of their emotional Knowledge. Independent-sample t-test illustrated no significant differences between the mean scores of the male group (M = 85.8833) and mean scores of female groups (M = 86.5967) in terms of narrative writing post-test. This hypothesis poses that female students were generally better in the reading images and emotional knowledge than male students. However, results proved that the both groups are nearly the same.

Concerning the fourth hypothesis, reading images technique had a significant influence on the experimental group participants' narrative writing skill in the post test compared to the pre test. This is an indicator of the influence of their emotional Knowledge. Paired-samples t-test illustrated statistically significant differences between the mean scores of both group (male and female) of the experimental group students in the pre-test, and their scores in the post-test, in favor of the latter. The mean scores of the male group increased, since it was in the pre-test (M =49.0000), in the post-test (M =85.8833). As for the mean scores of female groups, it increased, since it was in the pre-test (M =54.4833), in the post-test (M =86.5967). This

indicates a considerable improvement in the male group students and the female group students.

Although the treatment proved that the technique implemented with the experimental group was effective, weaknesses still exist in the area of complete sentences and expression of ideas for a few students. These students need additional explicit instruction with writing complete sentences rather than run-on sentences. As far as expression is concerned, students who struggled in this area had lower English proficiency levels so the weakness was expected. Overall, the goals were met and problem areas addressed.

One of the problems that causes students' writing weakness was their reliance on Arabic language for processing thoughts and generating ideas. They began to think in Arabic and then they translate their sentences into English. This result is supported by previous research results (e. g, Fareed, Ashraf & Bilal, 2016).

In the current study, the students' writing was individually. Individual work predicts every students' emotional knowledge. This approach of the current study may be explained in the light of some previous research interpretations that writing generally tends to be thought of as an individual activity. Wigglesworth and Storch, (2009) revealed that collaboration impacted positively on accuracy, but did not affect fluency and complexity.

In the beginning of the implementation of the treatment the students were hesitant to write. However, after using genres and images they became selective, enthusiastic by the end. They thought every detail by their emotions. By the end of the sessions their writing became more mature and more self-aware. It was a liberating, grafting, technique.

In addition, cultural background affected the students' narrative writing descriptive of the images. That is to say, these of rural places differ from those of the urban places in the way they interpret facial expressions. Furthermore, student's rating of

persons in the images have been based on facial expressions revealed that the students agreed with one another in their way of judgments; the person who was rated as very aggressive by on students was also rated as highly aggressive by the other students.

As for gender differences, previous research had shown that females are superior in decoding emotions than male. Unexpectedly, the current research results proved that male students were equal to female students concerning their performance as per writing skill, thus their performance on emotional knowledge was nearly the same. This result is contradictory with the findings of Mancini, Agnoli, Trombini, Baldaro, and Surcinelli (2013) who asserted that girls have a higher awareness of emotions than boys. Similarly, Maines' finding (2005) showed that females outperformed males in emotional understanding than boys. For her, girls from one-year old showed greater concern through more sad looks, sympathetic and comforting. From birth females looked longer at faces, particularly at people's eyes. Females were better at decoding nonverbal communication, picking up subtle nuances from tone of voice or facial expression (p. 10).

Finally, it could be concluded that writing is a journey into the unknown. Each student is afraid to begin and never know where he/ she is going to end up. As a picture is worth a thousand words; in that sense, the current study tries to turn the journey of writing into an enjoyable experience by making it a bit more visual. Due to this environment circumstances, students can write under less frustrated factors; feeling more free and more confident while writing. Without being focused on the errors of their writing, they feel permitted to express their thoughts more freely. However, this does not imply that grammar aspects are to be ignored, specific times are set aside to focus on correcting grammatical errors and structure. Thus, using reading images technique is posited to be an effective

genre that may help them avoid losing their way or losing their interest. Additionally, they tend to explore their creative writing potentials and predict their emotional knowledge.

15.Recommendations

Based on the previous results of the study, the following recommendations are to be warranted:

- Selecting elective techniques and strategies for teaching EFL learners to process and generate ideas in English rather than in Arabic language.
- Considering gender differences as per English performance.
- Providing visual, tangible, encouraging environment in language teaching classes especially for non-specialists.
- Implementing reading images technique in earlier stages for developing the other four skills.

16.Suggestions for further research

Further research could be directed to the following fields:

- Using reading images technique for developing other English language skills and aspects in general and writing skill in particular.
- Using innovative techniques, strategies and programs for developing narrative writing skill among university students.
- Find out adequate techniques and strategies for promoting Workers' University students' attitudes towards learning English.
- Implementing further research that relate emotional knowledge to English language four skills.
- Comparing individual and collaborative writing activities of university students concerning their effect on reading images and pictures.

17. *Definition of Terms*

17.1. Emotional knowledge

Jubran and Saleh (2018. p.2) define emotional knowledge as the ability to regulate emotions to boost intellectual growth.

Bolisani   and Bratianu (2018) state that emotional knowledge is the ability to identify and describe others emotional experiences based on reading faces in pictures.

The present researcher operationally defines the emotional knowledge as the ability to write a narrative writing through describing others emotions based on reading their faces in a given image.

17.2. Reading image

The present researcher operationally defines reading images technique as the ability to describe others' faces through using narrative writing which predicts the ability of emotional knowledge experience.

17.3. Narrative writing

The present researcher operationally defines narrative writing as a descriptive story for a vivid image that conveys certain emotions through following a story element making the image comes alive and predict emotional knowledge experience.

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