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**Investigating the Effect of the Prewriting Strategies on the
EFL Learners Writing Performance**
**Case Study of Third Year LMD Students at the University of
Bordj Bou Arreridj**

*Dissertation submitted to the department of English Language in partial fulfilment of the
Requirements for the Master degree*

Submitted by:

Ammara Abdelbaki

Belaidi Aida

Supervised by:

Ms. Rouabah Rima

Board of Examiners:

Examiner	Chairperson
Mrs. Bouziane Hanane	Ms. Nezzar Kenza

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DECLARATION

We hereby declare that the work presented here is our own original work that has not been previously published or submitted for a degree programme requirement. Any citations to literature or work done by others in this thesis have been acknowledged and listed in the reference section.

Dedication

In the name of « ALLAH », the Most Gracious, the Most Compassionate.

We dedicate this work to:

Our Parents

Our Brothers and Sisters

Our loving family and our Friends.

Abdelbaki and Aida

Acknowledgment

First and foremost, all thanks go to ALLAH for his help and guidance throughout our lives.

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Abstract

The study aimed to investigate the impact of prewriting strategies on the writing performance of English as a Foreign Language (EFL) students, specifically focusing on third-year LMD students at the University of Bordj Bou Arreridj. The research also sought to emphasize the importance of prewriting strategies and investigate their application among EFL students. To achieve these objectives, a case study was conducted within the English department of the university. Moreover, the researchers selected three participants on purpose, considering their writing proficiency levels. Data collection involved participant observation and a semi-structured interview as research instruments. The observation aimed to analyse the data qualitatively and descriptively, while the interview was analyzed thematically. For the first tool, Researchers employed checklists during the observation to track the writing processes of the participants. In the other hand, the semi-structured interview served as a supplementary tool to gather additional insights and feedback from the participants. The findings derived from the combined use of these two research methods suggested that the use of prewriting strategies had a positive impact on the writing performance of the EFL students involved in the study. However, it is essential to note that these findings are limited to the specific sample size and context of the research, and therefore cannot be generalized to the broader population. In summary, this study provided valuable insights into the effect of prewriting strategies on the writing performance of third-year LMD students at the University of Bordj Bou Arreridj. In other words, the findings indicated that the use of prewriting strategies contributed to improvements in writing performance among the participants. However, due to the limited sample size and the specific context of the study, caution must be exercised when applying these findings to other settings or populations.

Key words: Prewriting strategies, writing process, prewriting stage, El Bachir El Ibrahim University BBA

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List of Acronyms

EFL	English as Foreign Language
L1	First language
L2	Second language
TEFL	Teaching English as Foreign Language

List of abbreviations

LMD	License Master Doctorate
P1	Participant one
P2	Participant two
P3	Participant three
BBA	Bordj Bou Arreridj

**GENERAL
INTRODUCTION**

1. Background of the Study

Writing has largely raised the interest of investigators as a crucial skill that contributes to learning any language; without it, the learning process may be entirely difficult. Most people believe that the writing process is difficult to carry out; it takes a long time and requires a lot of concentration.

According to Brown D (1987), the natural order of learning a second language is listening, speaking, reading, and writing. Speaking and writing must be considered as productive stages or skills of language development. Writing is one of the most complicated and difficult processes. According to Richards J. C (2002) one of the most difficult skills for L2 learners to master is writing.

The challenges are not only in converting their ideas into readable texts, but also in generating and organising them. Writing is a four-step process that includes prewriting, drafting, revising, and editing. It is known as a sequence. To improve and broaden your ideas, you may need to return to the prewriting step while revising. Pre-writing activities help students learn the target language more productively while also developing interpersonal, thinking, and planning skills that can be applied in other areas. Mogahed M (2013) believed that we could use pre-writing activities whenever and wherever we wanted because what happens in pre-writing is handling and arranging.

Prewriting is the first stage of writing in which the writer begins to think, find, and create ideas that will be used in the next step. At the second stage, the writer should complete his or her first plan. At the third stage, the student must monitor coherence and cohesion, styles and syntax, as well as grammar, while proofreading. To ensure that the paragraph is correct at the end, editing is performed. Students should be aware of these four stages in order to be well-informed about the writing process. As Seow (1995) demonstrates, the process approach is related to teaching writing which contains four basic stages: planning, drafting, revising and editing. For each stage, suggestions are given as to the kinds of classroom activities that reinforce the learning of specific writing skills. For instance, at the planning stage (prewriting stage), teachers can help students create ideas through such activities as Brainstorming, Free writing, WH questions and clustering.

Fawzi & Hussein (2013) conducted a comparative study on enhancing students' motivation to write essays through brainstorming. Participants of the study were twelve female

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students at the Post Foundational level, Qatar University. Instruments of the study were free brainstorming sheet instruction and guided journalistic brainstorming sheet instruction. After classifying students into (3-4) groups two sheets were given to each group and asked them to select a topic and complete the brainstorming sheets. As the study proved both types of brainstorming were motivating to students but participants preferred the guided brainstorming.

Rao (2007) conducted a study on the effects of brainstorming strategy instruction on learners' writing performance and perception. One hundred eighty sophomore students in the foreign languages' college at Jiangxi Normal University in Chinese were participants of this study. Subjects of the study divided into three groups. Two of them were experimental groups and another one as a control group. Instruments of the study were pre and post-test and attitudinal survey. The study's findings shed light on the significant effects of explicit instruction of brainstorming strategy on writing performance and the questionnaires indicated the positive attitudes of learners toward brainstorming strategy.

Maghsoudi & Haririan (2013) believed that brainstorming strategy applied as controversial issue in history of ELT and it has long been considered with suspicion by language teachers therefore, it has been neglected as a valid activity for language practice and development. However, regarding the nature of brainstorming and creative thinking we can mention that there are important elements in teaching process which causes it appropriate for being applied in language teaching procedure.

Manouchehry, Farangi, Fatemi, & Qaviketf (2014) conducted a study on the effect of two brainstorming strategies on the improvement of Iranian intermediate EFL learners writing skill. Results of the study revealed that brainstorming strategies instruction had positive effects on EFL learners writing achievement. It also made them responsible for their better learning.

Maula (2010) carried out a study on the effectiveness of clustering technique in teaching writing of narrative text at the tenth-grade students of SMA PGRI56 CIPUTAT. Maula's research aimed at examining if the application of clustering is helpful to enhance the learners' narrative writing. In this light, the researcher used an experimental method with forty students to achieve the underlined aim, as well as different data gathering tools, including the following: observations, documentations, questionnaires and test. The findings showed that the use of clustering enabled learners to mark higher scores than before. Therefore, this study will investigate the effect of these prewriting strategies on three Third year LMD students at the University of Bordj Bou Arreridj.

2. Statement of the Problem

The early stages of writing are the most difficult for many writers. As a result, most EFL students completely ignore the use of prewriting strategies before starting to write. The reason for this can be attributed to either the fact that they are unaware of these strategies or that they choose to disregard them in favour of writing in a direct way, which actually affects the skill level of their writing. In this case study, during our academic university journey, we have gone through many difficulties in which writing was experienced as the most difficult challenge. The Low quality of teaching approaches and pedagogies was one of the main reasons. In fact, we did not tackle the prewriting strategies in depth during the five years of studying. Moreover, students had the chance to write only in exams, which signifies the lack of classroom practice. Therefore, this study is having place as a reflection of our own experience that makes it more realistic and accurate.

3. Aims of the Study

This research aims to shed light on the significance of the prewriting strategies (Brainstorming, Freewriting, WH questions and clustering) in which it investigates the use of these strategies and their effect on EFL learners' writing performance, case of Third year LMD students at BBA University.

4. Significance of the Study

The results of this study will be beneficial for both teachers and learners in teaching and learning processes. In the first hand, the findings of this study will shed light on the important role of prewriting strategies which may affect the EFL learners 'writing performance, allowing teachers to devote more time and attention to the prewriting stage and its strategies. In the other hand, this research will help learners in their learning process; Writing is the targeted skill that will be involved. Moreover, the effective use of the prewriting stage and strategies will guide students to start their writing process and give more value to this stage.

5. Research Questions

The researchers will try to investigate the following research questions:

- To what extent Third year EFL student at BBA University have enough knowledge of prewriting strategies?
- Do Third year students use prewriting strategies?
- To what extent prewriting strategies affect the EFL writing performance?

6. Methodology

In order to understand better the impact of prewriting strategies on EFL learners' writing performance, a case study was having place at the University of BBA, in which three students were participating in this study. To achieve the desired results, this study employs a case study strategy. Furthermore, participant observation and semi-structured interviews are used to collect data.

The participants in this study are third-year EFL students in the English department at Bordj Bou Arreridj University, with the expectation that they will be familiar with dealing with different types of writing at this stage, and they have the ability, specific experience to contribute to our research study and provide reliable data and detailed knowledge about it. As a result, we will be working with three different students concerning their level (Poor, average and excellent), which will be based on their scores of a writing test.

The purposive sampling method is the most appropriate type of sampling. Purposive sampling, according to Denscombe (2017) operates on the principle that we can obtain the best details by focusing on a relatively small number of instances that are chosen on purpose based on their known attributes.

Several sessions in a type of writing tasks will take place in the university with the three participants, so that their writing performance will be followed. In addition to a semi structured interview.

7. Structure of the Study

The present study includes two chapters. The first chapter examines the research literature related to the research work; it highlights the writing skill definition, importance and approaches to teach it, as well as the prewriting stage and strategies and their Effects on learning English and producing efficient writing.

Meanwhile, the second chapter deals with introducing the research methods and design. The first part of the chapter describes the research methods and the target population, and then follows the data analysis.

On the other hand, the second part is concerned with findings discussion and results interpretation. In addition to that, pedagogical implications are given to learners and future teachers in order to teach and shed light on the importance of the prewriting strategies. Finally,

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suggestions are delivered to future researchers for further studies concerning the writing skill field.

CHAPTER ONE: THEORITICAL BACKGROUND

Introduction

This chapter provides a general overview of the writing skill and prewriting stage. It is divided into two sections. The first section discusses some theoretical concepts including the nature of writing, definition of writing, the importance of writing, the features of effective writing, and common approaches to teaching this skill. The second section, on the other hand, focuses on the prewriting stage as a part of the writing process, including its strategies, purpose, and significance. This section also discusses the effects of the prewriting stage on learning English and producing efficient writing. Drafting, revising, editing, and publishing were also discussed as stages that follow the prewriting stage.

Section one: The Writing Skill

1.1 The Nature of Writing

According to Coffin, Curry, Goodman, & Hewings (2003) “Writing is generally a group of letters or symbols written or marked on a surface as a means of communication” This definition shows that writing is the activity of producing a piece of written language which is designed to be read. However, writing is more than a matter of transcribing language into symbols; these symbols have to be arranged according to some conventions to form words and combine them to form sentences.

A sequence of sentences should be structured coherently. According to Collins & Gentner (1980), “the learner/writer should consider the four structural levels in writing starting with the word structure, sentence structure, paragraph structure, and overall text structure”.

The nature of writing can be linked to the nature of writers themselves such as students or people in general. Moreover, sometimes students/people prefer to keep their thoughts hidden in their minds, and many great ideas and observations are never born because their creators will not express them. Therefore, students prefer to keep their thoughts in their minds i.e., even if they know what they say they do not know what to write. The nature of writing therefore requires that we write for an audience, and when we read, we focus on what the writer is trying to say, so the nature of writing does reside only in how best is the relationship between writer’s production and reader’s interpretation.

1.2 Definition of Writing

Writing is an important skill to master when learning English. It is thought to be the most difficult skill for students to learn. As stated by Johnstone, Ashbaugh, & Warfiel (2002), when it comes to writing, even natives face difficulties, and they frequently fail to demonstrate a good command of the language.

Nunan (1989) defines writing as a highly complex cognitive activity in which the writer must show control over many different factors at the same time. It demonstrates complexity at the sentence level, which includes the control of contents, format, sentence structure, vocabulary, spelling, and letter arrangement. Students should be able to build and combine information to create cohesive and coherent paragraphs. Moreover, Rivers (1968) defines writing as the formal expression of ideas in order to organise the graphic conventions of the language; the ultimate goal of students at this stage is to be able to express their selves in a classy literary form, which requires the use of specialised vocabulary and a certain enhancement structure.

Writing can be as simple as the use of graphic symbols or the reproduction of something that has been heard or read. Writing allows us to inform others, conduct interactions, convince, irritate, and express ourselves. Therefore, writing can be an individual, personal, and social effort, as well as a means of communicating with others.

1.3 Importance of Writing

Writing plays a major role in expressing one's thoughts, attitudes, and opinions, but for Raimes & Jersky (2010) communication is not the only reason for writing. We use it because, first, writing reinforces the grammatical structure, idioms, and vocabulary. Second, when students write, they also have a chance to be adventurous with the language, to go beyond what they have just learned to say, to take risks. Third, when they write, they necessarily become very involved with the new language; the effort to express ideas and constant use of the eye, hand, and brain in a unique way to reinforce learning.

Moreover, students write to communicate with a reader; to express ideas without the pressure of face-to-face communication, to express a subject, to record experience, and to become familiar with the conventions of written English discourse (a text).

In the same vein, Harmer J (1998) suggests four main reasons for teaching writing:

1. Reinforcement: Some learners acquire languages in a purely oral/ aural way, but most of us benefit greatly from seeing the language written down.
2. Language development: the mental activity we have to go through to construct properly written texts is all part of the on-going learning experience.
3. Learning style: For many learners, producing language more gradually is something they appreciate. Writing provides time and ease for learners more than face-to-face communication does.
4. Writing as a skill: learners need to know how to write essays, how to put written reports together, and how the writing system operates (punctuation, paragraph construction, etc.) just as they need to know how to pronounce spoken English appropriately.

1.4 Features of Effective Writing

According to Starky (2004), an effective piece of writing is one that is organized, clear, and coherent, with accurate language and effective word choice.

1.4.1 Organisation

In the process of writing, information should be presented in a structured format, no matter if it is just a short piece of writing but it should have regular, predictable patterns of organization. It helps the reader to believe what you are saying and follow your lead. Starky (2004) states:

By following (an organized method of writing), you will guide your reader from your first to the last sentence. He or she will be able to see how the various points you make in your (piece of writing) work together and how they support your thesis.

1.4.2 Clarity

According to Starky (2004) “The learner’s goal when writing in an academic context is to convey information, including the fact that he can write well”. A writer should make everything clear to the reader, and this makes a good understanding, from that point of view to achieve clarity in writing, according to Starkey, the learner should:

- Eliminate ambiguity by avoiding using an expression that has more than one possible interpretation.
- Use powerful, precise adjectives and adverbs, to improve the effectiveness of your writing.

· Conciseness: Writing concisely means choosing your words deliberately, constructing your sentences carefully, and using grammar properly. The writer should avoid repetition and go direct to the point.

1.4.3 Coherence

Coherence is an important aspect of all types of writing. It is the progression, relatedness, and completeness of ideas. No matter how insightful or original ideas are, if it is unable to present clearly and logically, meaning and value are lost. Kane (2000) defines coherence as the arrangement of the most easily understood by the reader.

Murray & Hughes (2008) assumed that a good writer is one "who sticks his ideas together as in a chain, each link connecting the one before it with the one after. If any links are missing, the connection becomes unclear and the argument structure breaks down". That signifies the importance of being coherent in writing which will affect the work quality and writer's level.

1.4.4 Mechanics

A sentence must begin with a capital letter and end with a period (period, question mark, or exclamation point) according to writing connections. Murray & Hughes (2008) discovered that they indicate pauses and sentence boundaries, as well as removing ambiguity. A well-punctuated and capitalised piece of writing should make your work easier to read and understand, making it more interesting to your readers." Because errors are caused by the misuse of mechanics, the writer should avoid such problems and facilitate the way in which he expresses his ideas in a correct manner, with proper punctuation.

1.4.5 Word Choice

The best way for students to accurately convey their ideas in writing is to use the right words. When choosing words to use, the learner should consider two factors, according to Starky (2004) and Kane (2000) denotation and connotation. Students should ensure that their words are correct through denotation, as there can be confusion between words that sound similar but have very different meanings. To allow the learner conveys the correct meaning to the reader. Connotation, as defined by Starky (2004), as "a word's implied meaning that involves emotions, cultural assumptions, and suggestions." As a result, connotation encourages the learner to think outside the box.

1.5 Approaches to Teaching Writing

1.5.1 The Product Approach

There are various methods for teaching writing. According to Tangpermpoon (2008), one of the earliest approaches is the product-based approach, in which students progress from pre-writing to composing to correcting. The emphasis in this approach is on increasing students' awareness, particularly of grammatical structures. Nunan (1999) claims that in this approach, the emphasis is on the final product, which should be a coherent, error-free text, and students will initiate, copy, and transform models provided by textbooks or teachers.

The product approach focuses on writing tasks in which the learner imitates, copies, and transforms teacher-supplied models, whereas the process approach focuses on the steps involved in creating a piece of work. A smoothly coherent text is the main objective of product writing. No text can be perfect, but process writing recognises that a writer will get closer to perfection by creating, reviewing, discussing, and revising subsequent draughts of a text, which will produce a well-formed product

1.5.2 The Process Approach

The process approach depends on giving students time to work on what they want to write, going from pre writing activities to the final draft. Nemouchi (2008) stated that:

The major aim of this approach is to train students how to generate ideas for writing, plan these ideas, take into account the type of audience, draft and redraft in order to produce a final written paper that is likely to communicate their ideas.

This demonstrates the main purpose of this approach, which plays a crucial role in teaching writing. It gives importance to the writing process with all its stages.

According to Tribble (1996), "the process approach helps students write better by assisting them in the actual writing process." By following the writing process, writers can improve their writing and critical thinking skills.

1.5.3 The Genre Approach

The genre approach to teaching writing focuses, as the name implies, on teaching specific genres that students must master in order to succeed in a given situation. According to Harmer J (2007), learners who write in a specific genre must consider a variety of factors, including "information about the topic," "the convention and style of the genre, the audience

(reader), and the context in which a piece of writing is going to be read". This approach targets specific factors that writers have to work on so that they can produce a readable text.

The need for genre-oriented writing instruction arises from the fact that language is functional: it is intended to serve a functional purpose, as Painter (1989) notes: "language is a functional recourse in that the language system can be viewed as having the form it does because of what it is called upon to be." "The linguistic system has been shaped by the needs of language learners."

Section two: The Prewriting Stage

2.1 The Writing Process

2.1.1 Definition of the Writing Process

According to Harmer J (2007) "Writing is a process which is, the stage the writer goes through in order to produce something in its final form. This process may, of course, be affected by the content of the writing, the type of writing, and the medium it is written in... This process has four elements: planning, drafting, editing, and the final draft"

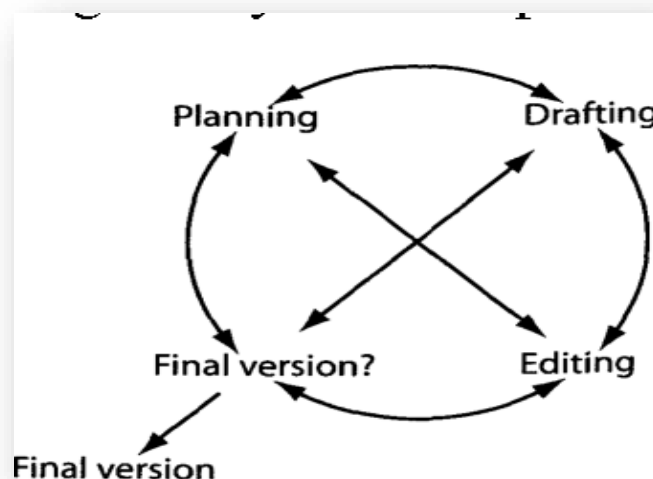


Figure 1: Harmer's Process Writing Model (Harmer J. , 2004, p. 6)

2.1.2 Stages of the Writing Process

In order to produce an effective piece of writing, students must go through a number of steps. Prewriting, drafting, revising, editing, and publishing are all stages in the writing process.

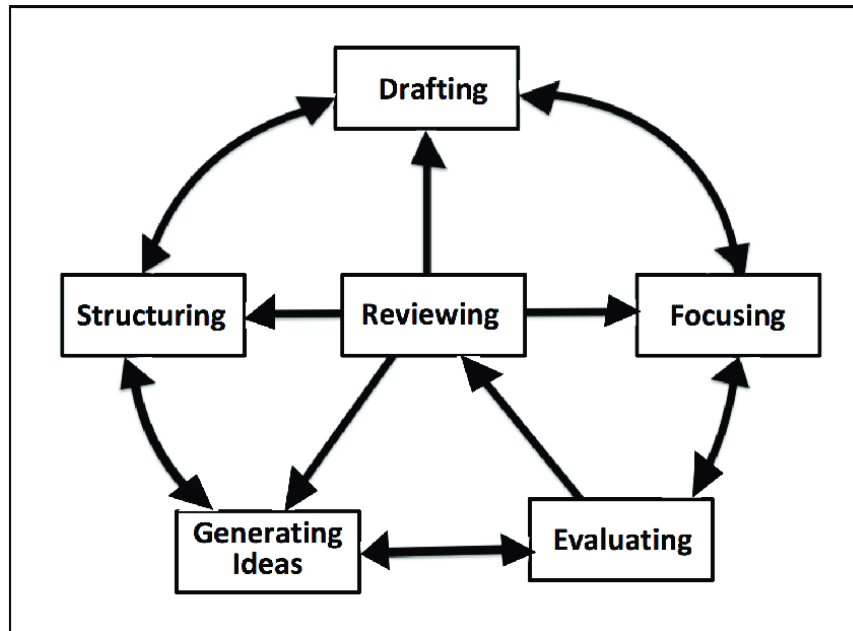


Figure 2: White and Arndt's process writing Model (White & Arndt , 1991, p. 43)

2.1.2.1 The Prewriting Stage

2.1.2.1.1 Definition of the Prewriting Stage

As stated by Parson (1985), "...students who are encouraged to engage in a variety of prewriting experiences have a greater chance of writing achievement than those who are joined to "get to work" on their writing without this kind of preparation." Brainstorming, free writing, clustering, mapping, and listing are all examples of prewriting techniques. Everything students do to prepare for their first draft is referred to as prewriting. Nemouchi (2008) states that "prewriting activities may include drawing, talking, thinking, reading, listening to tapes and records, discussion, role playing, interviews, problem solving and decision activities, conducting library, and so on." So those activities assist students in coming up with something to say about a specific topic, as well as in improving their writing skills.

According to Murray & Hughes (2008), prewriting exercises not only help students find something to say about a specific topic, but they also help them improve their writing skills; it gives them opportunities to generate ideas and builds their confidence. He says, "Practise in writing, no matter how short the exercise, to make yourself confident about writing and to improve your skills".

2.1.2.1.2 The Prewriting Strategies

2.1.2.1.2.1 Brainstorming

Before beginning to write, the writer should decide what he or she is going to write about and then begin planning what is going to be written. Boardman & Frydenberg (2002) define brainstorming as "thinking about and writing down a lot of ideas without worrying about whether they are ordered, or even whether you will use them."

According to Rao (2007) brainstorming is a strategy that can help students use prior knowledge in their writing activity and recognise what skills and information they have and what they need to know. Furthermore, Harmer J (2001) contends that teaching students various brainstorming techniques in class is reasonable because it may help them develop their writing and generate ideas, both of which are required in second language acquisition. Although the ideas generated during this stage may or may not be directly related to the topic, brainstorming is an effective technique for developing students' ideas before they begin their writing task.

One of the most important aspects of brainstorming is that the writer should not be under any pressure. Learners should simply be open to whatever comes to mind.

2.1.2.1.2.2 WH Questions

Teaching writing demands the teacher's use of techniques that are both selective and creative. Certain techniques could be used to improve students' ability to write texts. Rafika (2014) stated that Questioning is one of the most effective ways to encourage students to start writing. Wh-questions allow the teacher to guide students in generating ideas. Students would be able to create ideas by answering the Wh-questions posted by the teacher. In other words, questions would help students gather information to start their writing. In the writing process, the teacher should be able to stimulate students' thoughts and creativity in expressing their feelings, opinions, and ideas on a specific subject.

The teacher should teach writing with Wh-questions by providing a list of Wh-questions related to the chosen theme. The instructor should go over the list of Wh-questions with the students to help them come up with ideas. Questions posed by teachers may assist students in developing new concepts and ideas. Before beginning writing tasks, students could use the Wh-questions technique to generate ideas.

2.1.2.1.2.3 Free Writing

Starting a piece of writing is frequently the most difficult part. It could be that the author simply lacks anything to say or that there are many ideas waiting to be expressed. Free writing

is crucial because it encourages independence and responsibility. According to Richards J. C (1996), free writing aims to liberate the student from the restrictions of structure and promote a period of free association of ideas. It also aims to assist students in learning about the various ways in which a topic can be developed. So free writing is not thinking and then writing; it is thinking as you write.

2.1.2.1.2.4 Clustering

In clustering, students first write the topic in a circle, and then write anything related to this topic in circles. In other words, students using this strategy look for similarities among ideas. Clustering, according to Baroudy (2008), is a non-linear brainstorming process that generates ideas, images, and feelings around a stimulus word until a pattern emerges. Clustering is accomplished through a series of simple steps. First, a word or phrase is written in the centre of a blank sheet and circled. The process then moves on to writing down any related words or phrases that come to mind right away, circling each one, and drawing a line connecting each circle to the initial, main circle. After the time limit has passed, authors may stop. They can then look over the cluster and choose the subtopics that most interest them or that they feel are within the frame of their knowledge.

According to Langan (2006) lines, boxes, arrows, and circles may be used in order to represent relationships between the ideas and details that are present during clustering. When clustering, place a topic or subtopic in the centre of a piece of paper. Then, write ideas that the topic suggests all around it. Connect these ideas to the topics with lines.

2.1.2.1.3 The Purpose of Prewriting

In the prewriting phase, authors spend a lot of time coming up with and planning their ideas. The prewriting stage then serves a variety of purposes, the first of which is to assist students in choosing a rhetorical strategy and planning how to use it. The second goal is to provide students with an enormous number of ideas and notes that will help them plan their first draft.

The third objective of prewriting planning is to give students the opportunity to examine a subject from various angles, come up with new ideas, and recognise relationships between them that are not immediately apparent. As a result, this stage of the writing process is the most beneficial because it allows students to express themselves and use their imagination.

2.1.2.1.4 The Importance of Prewriting Stage

Writing is a journey. Thus, good planning and preparation will make your journey easier, give you energy, and ensure that you complete the whole thing. Your writing process should be an adventure as well. The prewriting stage, or the introductory assignment for your piece of writing, marks the beginning of the process.

Bouyakoub-Bouabdallah (2012) argues that prewriting is the process of deciding what you will write about and planning the composition process. As a result, after brainstorming and prompting ideas, you will select the topic of interest, research and group data, set objectives, and improve the style and outline. According to Johnson (2008), students can generate ideas in the brainstorming process either cooperatively or individually.

The prewriting stage is crucial because it allows students to write anything that comes to mind; students who use prewriting achieve better writing results than those who begin directly. According to Carter (2007), "prewriting is the stage during which many initial decisions are made."

2.1.2.1.5 The Effects of the Prewriting Stage on Learning English and Producing Efficient Writing

Prewriting is one of the most important stages of writing because it allows writers to use techniques, start thinking, and spend time generating and gathering information about a given topic. Writing is not an easy task; students must follow, organise ideas, and identify and highlight the various stages to reach the final product. Pitchard & Honeucutt (2008) states that in order to produce effective writing, writers must pay attention to "purpose, audience, and the process of composing itself."

Many students find that the prewriting stage facilitates their writing. They can organise their thoughts and get them out of their minds before they begin. Planning time allows students to reflect on a topic of their choosing. Furthermore, this stage includes many sub-stages that students must go through in order to produce an efficient piece of writing, such as brainstorming, free writing, clustering, and WH questions, so students should be aware of the importance of prewriting. It is also very helpful and simple to take a moment and think about a topic, and teachers are responsible for encouraging and motivating students to use this stage.

2.1.2.2 Drafting

This is the process when we actually sit down and start writing. As Tribble (1996) mentioned that drafting is "the step in which the writer begins to translate planes and ideas into

provisional texts.” At this grade level, students begin writing an unfinished product that will later need to be reviewed and edited. Plans and concepts are translated into a draft text.

Drafting is a method of overcoming that awful feeling of being stuck, of staring at a blank piece of paper and not knowing where to begin. As students work on a text, they frequently change ideas, perceive a different and more significant way of sequencing their thoughts, consider fresh concepts and unexpected connections between ideas, and may even change their minds about a point of view or argument.

Drafting is then the technique or strategy that gives students the freedom to explore, create connections, and change their minds. When students have finished drafting, they must proceed to the next stage, which is revising.

2.1.2.3 Revising

The third stage of the writing process is revising. It is the process of looking again and discovering a new vision of the writing that occurs in drafting, so students must read and reread what they write during this stage, and this revision includes adding new materials, making sentences clear, bringing changes, and deleting ambiguous information, as (Harmer J. , 2004)stated:

Once writers have produced a draft, they have written to see where it works and where it does not. Perhaps the order of information is not clear. Perhaps the way something is written is ambiguous [and] or confusing. They made then more paragraphs around or write a new introduction. They may use a different form of words for particular sentences.

Changes and revisions may be required after the first version has been created. Reading and changing with the intention of "improving or correcting" is what revising entails. Revising does not mean that your first draft was a failure or that you can simply grammar-check it and call it finished. Revision is a part of the writing process, in which students concentrate on the overall characteristics or larger issues of writing content, organisation, and style. It is beneficial to have strong revision techniques because these problems are present in all forms of writing.

Examining the content, organisation, and style of your writing, in addition to being one of the most creative parts of the writing process, allows you to examine your audience as well as your approach, your substance as well as your style, your writing as well as your thinking. As a result, revising is obviously crucial.

2.1.2.4 Editing

During this step, the writers check their draughts for cohesion and coherence and rewrite what they believe is unclear or ambiguous to form a clear passage. This phase is about revising what a writer has done so far, with special emphasis on the elements of style, grammar, lexis, and so on. Williams (2003) argues, Editing also includes "focusing on the sentence-level concerns, such as punctuation, sentence length, spelling, and agreement of subjects, predicates, and style». Indeed, editing is an important stage in which writers shape their writing and prepare it for publication. According to Harmer J (2004), having another reader revise one's writing can help the writer improve the quality of his writing.

2.1.2.5 Publishing

After editing the draft and making the necessary changes, writers are now ready to create the final version of their piece of writing to be sent to the intended audience. Donohue (2009) concludes, "The final stage of the writing process includes sharing, reflection, and assessment of the student's writing". The final version is thus expected to be the improved, error-free copy delivered to the teacher or any other entity for evaluation.

Conclusion

This chapter provided a general overview about the writing skill and prewriting stage. The first section shed light on some theoretical concepts; nature of writing, definition of writing, importance of writing, features of effective writing in addition to the common approaches to teach this skill. In the other hand, the second section tackled specifically the prewriting stage as a part of the writing process with its strategies, purpose and importance. This section also discussed the Effects of the prewriting stage on learning English and producing efficient writing. Drafting, revising, editing and publishing were also discussed as stages that follow the prewriting stage.

CHAPTER TWO:
METODOLOGY AND FINDINGS

Introduction

The goal of this chapter is to outline the research methodology for this study. As a result, a qualitative research design is used to describe the effect of prewriting strategies on the performance of EFL learners in their third year of LMD at the University of BBA. This chapter describes the research design used in this study, as well as the reasons for selecting it. A thorough explanation of the research techniques used in this dissertation, which included a semi-structured individual interview and a participant observation. The participant's selection and sampling methods are then discussed. Furthermore, data collection and analysis techniques are discussed. Finally, the study's ethical considerations were tackled.

Section one: Methodology

1.1. Qualitative Research

A descriptive qualitative research design will be used to discern third-year EFL learners' attitudes regarding the use of prewriting strategies in improving their writing performance at Mohamed El Bachir El Ibrahimi Bordj Bou Arreridj University. According to Corbin and Strauss (2008), qualitative research allows researchers to access participants' inner experiences, determine how meanings are formed through and in culture, and discover rather than test variables. In addition, according to Creswell J. W (2014), a qualitative method is the best way to investigate participants' experiences, attitudes, and beliefs more thoroughly because it does not regard facts as objectives, but as subject reality related to differences in each individual. He also stated that it is a beneficial method for achieving the research objectives in a timely manner.

In other words, qualitative design suits this study in a way which it describes the participant's perspectives toward the use of prewriting strategies. Furthermore, Qualitative research provides a broad explanation and understanding of personal experiences in order to understand or answer given research questions in a study.

The study investigates the effect of prewriting strategies on the EFL student's writing performance. Thus, a causal relationship between the prewriting strategies and the quality of their writing is to be also described.

In qualitative research, there are three main research methods: observation, interviews, and group or focus group discussions. These methods are appropriate for gathering information about naturally occurring behaviours in their natural environments, as well as information about people's personal backgrounds, perspectives, and experiences, particularly when sensitive

topics are discussed. As a result, this study applies qualitative research, which is seen as more appropriate.

1.2 Research Paradigm

Interpretivism will be used as a research paradigm in this dissertation because it suits the perspective and purpose of the work. However, Creswell J (2003) states that interpretivists think they can infer reality from the outside world based on participant experiences and other people's perspectives. In addition, interpretivists prefer gaining a deeper understanding of a given situation and its particular context over generalising the basis of understanding to the entire population.

As a result, the use of the interpretivism research paradigm and qualitative research tools helps to ensure the validity of the research and sheds light on some concepts that may not be sufficiently addressed by quantitative techniques or closed-ended questions.

1.3 Case Study

Case study research allows for the exploration and understanding of complex issues through reports of previous studies. It is a reliable research method, especially when a comprehensive, in-depth investigation is required. The role of the case study method in research becomes more prominent when issues concerning education Gulsecen & Kubat (2006), sociology Grassel & Schirmer (2006), and community-based problems are addressed Johnson (2008).

One of the reasons for the approval of case studies as a research method was that scholars became increasingly concerned about the limitations of quantitative methods in providing holistic and in-depth explanations of the social and behavioural problems under consideration.

A researcher can use case study methods to go beyond quantitative statistical results and understand behavioural conditions from the actor's point of view. According to Tellis (1997), through complete observation, reconstruction, and analysis of the cases under investigation, case studies help explain both the process and the outcome of a phenomenon by including both quantitative and qualitative data. By way of explanation, Case studies have the advantage of combining several research methods (observation, interviews, documents, and questionnaires), and they are used when a thorough understanding of a phenomenon is required. Because of this

combination, the researcher will have more data for the study as well as greater research validity.

This study aimed at looking into real-life phenomena and investigating the use effect of the prewriting strategies on the chosen participants' writing performance. Therefore, case study was an appropriate strategy that served the research questions and aims.

1.4 Research Tools and Data Collection

1.4.1 Participant Observation

In qualitative studies, observation, particularly participant observation, is a tool used in a variety of disciplines to collect data about communities, people, processes, practises, and cultures. Observation has long been regarded as the central component of sociological and anthropological studies. A number of qualitative studies have recently focused on participant observation as a data collection tool. Data gathering Ethnographic methods include qualitative research methods such as observation, interviews, and document analysis.

According to Marshall & Rossman (1989), observation is "the systematic description of events, behaviours, and artefacts in the social setting chosen for study". Using the five senses, it enables the researcher to describe and express the situations at hand, creating a "written photograph" of the context under analysis Erlandson, Harris, & Skipper (1993).

In this study, participant observation took place during four sessions of a writing examination in order to investigate the effect of prewriting strategies on EFL students' writing performance, in which participants were asked to write a short paragraph in each session with different topics. Researchers provided a checklist to be followed during the four phases with participants; (planning, unity, topic sentence, grammar accuracy and paragraph framework) were the main elements to be observed during and after the writing process.

Investigators sought to keep participant's drafts and final works in order to work on the checklist provided and evaluate the five mentioned elements above. In the same time, notes were taken during observation time.

When researchers choose to use this research method, they prefer to be active observers, according to Spradley (1980), which enables them to participate in the discussion, clarify instructions, and reach a high level of comprehension, leading to the development of in-depth findings.

1.4.2 Semi Structured Interview

In order to strengthen the validity of this research, semi structured interview is used as an additional method with observation.

An interview is a qualitative research method that collects data by asking questions. There are various types of interviews, each with its own structure. Structured interviews consist of predetermined questions asked in a predetermined order, whereas unstructured interviews are more free-flowing, and semi-structured interviews fall somewhere in the middle.

An interview is defined by Creswell J. W (2014) as a face-to-face conversation between a researcher and a participant in which information is transferred to the interviewer. Similarly, interviews are especially effective for finding the story behind a participant's experience and gathering detailed information on a subject. In terms of data, the interview primarily provides qualitative information to the researcher about the types of questions that seek more answers that are detailed and justifications for the topic.

The researcher prepares the questions in advance for semi-structured interviews, but any intervention or additional clarification is allowed to expand certain aspects if necessary. According to Dornyei (2007), "the interviewer provides guidance and direction, but is also ready to follow up on interesting developments and allow the interviewee to elaborate on certain issues." In other words, there will be flexibility during the interview which enables the interviewees to express their thoughts, opinions and discuss the topic under investigation with the researcher in detail. This interview contains five open ended questions which were prepared qualitatively.

1.5 Audio Recording and Transcription

The interviews were conducted face to face. An audio recording of each student was required for the research to collect data. As a result, two phones were used to record their speech; the phones were placed between the interviewees and the interviewers on the table. Following the completion of each student's interviews, a transcription of the audio was required in order to fully analyse the data. Some researchers, however, prefer to transcribe their data using computer software. However, for this study, it was preferred, manually transcribe the three interviews to ensure transcription quality; particularly because the interviews contain some Algerian Arabic words that the software will not recognise or understand.

1.6 Sampling

The entire population in this study consists of three English third-year LMD students at the University of Bordj Bou Arreridj. This study was conducted at the University's Department of English during the academic year (2022/2023).

With the expectation that at this stage, participants will be familiar with dealing with various types of writing, and they will have the ability and experience to contribute to our research study and provide reliable data.

In order to be better prepared to face the challenges that might arise in the larger study and reinforce the validity of the research, the investigators work with two experts Third year LMD teachers at the English department of BBA University. Paragraphs topics and interview questions were examined to suit the following:

- **Check that the participants will understand the terminology used in both tools.**
- **Make sure that the chosen paragraph topics meet the participants' university level.**
- **Make sure that no leading questions were used, as these may influence the participants' responses.**

As a result, this study will focus on three students who were chosen on purpose with the help of their writing module teacher. In which investigators select a high-quality student (P1), a good student (P3), and a poor-quality student (P2) based on their scores in first observation session, which was a level testing phase. The purposive sampling method is the most appropriate type of sampling. Purposive sampling, according to Denscombe (2017), operates on the principle that we can obtain the best details by focusing on a relatively small number of instances that are deliberately chosen based on their known attributes.

During the first meeting with the participants, the writing session's procedures were explained in details, in addition to the time and place where the research will be conducted. The participant observation was set in four different days because of their busy schedules at the university. The students had the right to ask any question before starting to write, and they had enough time to finish their paragraphs.

For the other research tool, three individual interviews were conducted in one day, with each student receiving 10 minutes of interview time; participants were given a consent form prior to the interview day so that they could have all the information they needed and ask any

questions or missing details. They also had the right to use Arabic if they missed any word in English. They were more relaxed during the interview, which will make the research process easier. To conclude, participants of this research were chosen purposively according to the aims and research needs. Thus, the results will not be generalised and represent only this case.

1.7 Data Analysis

The collected data was analysed qualitatively in a descriptive way. The observation data is divided into sessions; each session was interpreted and analysed individually based on the checklists provided. In the other hand, the semi structured interview was analysed thematically using coding as a technique. Each question analysis is going to cover the three participants' answers. In addition to that, the participants writing scores are also included in this part, in which a comparison between sessions is going to have place in the discussion section.

1.7.1 Observation Findings

A qualitative description was done in order to analyse the four observation checklists. The observed elements were described in every session for every participant.

First session

Observed elements	P1	P2	P3
Planning	EXCELLENT	POOR	POOR
Unity	EXCELLENT	POOR	GOOD
Topic Sentence	GOOD	POOR	GOOD
Grammar accuracy	EXCELLENT	POOR	POOR
Framework	GOOD	POOR	POOR

Table 1: First session checklist

In order to evaluate the writing level of our participants, the first session was taken as a random test / examination. The three participants were given a topic “talk about your preferred / favorite module/subject this year”. They had the right to write without conditions so that we can perceive their real level.

An observation checklist was prepared before each session includes five elements to be checked, (Planning-unity-topic sentence-grammar (accuracy) and framework).

As it is mentioned, the first session was a random evaluation, the participant was not asked to use any of the pre-writing strategies.

The First Participant

1. Concerning planning: the first participant used one of the pre-writing strategies “listing/Brainstorming” where P1 listed ideas and notes in the draft paper.
2. Unity: writing was cohesive and coherent in a way of letting the reader focused. A kind of discussion was delivered within writing this participant’s writing.
3. Topic sentence: it was missed in the participant’s work; that might go back to the lack of concentration.
4. Grammar and accuracy: the overall grammar use was excellent and well functioned.
5. Framework: the paragraph structure was present in this work except the “topic sentence”

The Second Participant

1. No planning, which can affect the writing thematically, the reader /researcher can feel that the student is turning around the topic but not analyzing it.
2. The flow of ideas from one sentence to the next is not smooth and non-logical in this participant’s writing, which means no coherence. In addition, the reader will not understand the main points that the writer is trying to make which signifies the absence of cohesion.
3. No topic sentences.
4. Grammar and accuracy: numerous mistakes
5. Framework: the structure of the paragraph is not found; structurally many students forget to follow this most important element.

The Third Participant

1. Planning: no use of pre-writing strategies. He claimed that the topic does not need a draft.
2. The participant goes from general to specific using some linking words (to add).
3. There is a topic sentence found.
4. Many grammar-spelling mistakes.

- The participant neglected following the framework of a paragraph.

Second Session

Observed elements	P1	P2	P3
Planning	EXCELLENT	GOOD	POOR
Unity	GOOD	GOOD	POOR
Topic Sentence	GOOD	GOOD	POOR
Grammar accuracy	GOOD	POOR	POOR
Framework	GOOD	GOOD	POOR

Table 2 : second session checklist

The topic was “Talk about a language skill that you find enjoyable “. In these coming sessions or phases, the three participants were asked again to write a short paragraph in each session using one of the pre-writing strategies that they might have studied. In order to ensure their knowledge of these pre-writing strategies, we provided them with a video that tackled them with clear explanation.

The First Participant

- As the first session, this participant went through using listing/Brainstorming as a pre-writing strategy. He plans for themes not for structure.
- Unity: this participant made the paragraph clear for the reader.
- Topic sentence: there was a topic sentence.
- Grammar and accuracy: this participant was using grammar rules and vocabulary in a proper way.
- Framework: the lack of preparing a paragraph structure.

The Second Participant

- Planning: this participant used “listing/Brainstorming” as a pre-writing strategy. He listed the ideas in the draft paper without categorizing.
- The ideas were smoothly developed in a coherent and cohesive way.
- The topic sentence was present in the paragraph.

4. Grammar and accuracy: many grammar and spelling mistakes were found.
5. Framework: presence of topic sentence, supporting ideas and concluded sentence.

The Third Participant

1. Planning: The participant tried to use a pre-writing strategy but only for the sake of using it.
2. Unity: in this session, the participant went from idea to another one randomly, no supporting sentences.
3. Topic sentence: a poor topic sentence was found which goes wrong with the topic.
4. Grammar and accuracy: spelling and grammar mistakes.
5. Framework: the third participant did not use and follow the paragraph structure.

Third Session

Observed elements	P1	P2	P3
Planning	EXCELLENT	EXCELLENT	EXCELLENT
Unity	EXCELLENT	POOR	GOOD
Topic Sentence	EXCELLENT	POOR	GOOD
Grammar accuracy	EXCELLENT	GOOD	POOR
Framework	EXCELLENT	POOR	GOOD

Table 3: Third session checklist

The topic of this session was “does being autonomous learner help improving the learning journey”. In this session, many changes were noticed concerning the five observed elements.

The First Participant

1. Planning: he used a pre-writing strategy “listing/Brainstorming”, in a way of categorizing the ideas into: introduction/body/conclusion.
2. Unity: the first participant was flexible moving from one idea to another. He paid much attention to the idea’s connection.
3. Topic sentence: there was a well-formed topic sentence.

4. Grammar and accuracy: the first participant was dealing with grammar and vocabulary in a proper way, no mistakes were found.
5. Framework: all paragraph rules and structure were found.

The Second Participant

1. Planning: a pre-writing strategy was used “listing/Brainstorming”.
2. Unity: the ideas were put as they are without linking or discussion.
3. Topic sentence: topic sentence was missed.
4. Grammar and accuracy: there were some spelling and grammar mistakes.
5. Framework: ideas were put without structure of frame.

The Third Participant

1. Planning: third participant used a pre-writing strategy “listing/Brainstorming” in a proper way.
2. Unity: third participant was moving from an idea to another one without leaving any ambiguity, so that the reader can understand what the third participant wanted to deliver.
3. Topic sentence: there was a topic sentence.
4. Grammar and accuracy: there were spelling and grammar mistakes.
5. Framework: third participant respected the paragraph’s structure ;(Topic, body, linking words, conclusion).

Fourth Session

Observed elements	P1	P2	P3
Planning	EXCELLENT	GOOD	EXCELLENT
Unity	EXCELLENT	POOR	EXCELLENT
Topic Sentence	EXCELLENT	POOR	GOOD
Grammar accuracy	EXCELLENT	POOR	POOR
Framework	EXCELLENT	POOR	GOOD

Table 4: Fourth session checklist

The session's topic was "does writing for pleasure improves your writing skill".

The First Participant

1. Planning: a pre-writing strategy was used «listing/Brainstorming».
2. Unity: first participant writing's was cohesive and coherent when it comes to moving from one idea to another.
3. Topic sentence: an attractive topic sentence was found.
4. Grammar and accuracy: a well-formed sentence and vocabulary were found.
5. Framework: topic sentence/ body/conclusion.

The Second Participant

1. Planning: a pre-writing strategy was used "listing/Brainstorming".
2. Unity: there was an ambiguity among the second participant's ideas.
3. Topic sentence: no topic sentence was found.
4. Grammar and accuracy: spelling, grammar mistakes.
5. Framework: the second participant did not follow paragraph's structure.

The Third Participant

1. Planning: a pre-writing strategy was used by this participant. A list of ideas was made to be developed.
2. Unity: this participant was dealing with the ideas in a cohesive and coherent way. The reader can feel that this writer made it clear.
3. Topic sentence: a well-formed topic sentence was used by this participant.
4. Grammar and accuracy: Spelling and grammar mistakes.
5. Framework: the paragraph structured was followed by this participant.

These checklists were done in order to follow the participants' writing performance before and after using prewriting strategies. The five observed elements noticed changes, especially in the third and fourth phases, which will be discussed in the coming section.

1.7.2 Writing Performance

At the end of the observation process, researchers came to score the participants paragraphs. By the help of a writing module teacher at The English department of BBA University, (out of 5) scores were given based on the five observed elements which were mentioned on the checklists. This process was done as an extra way to confirm the changes that happened in participants work during the four sessions.

SESSION	P1	P2	P3
SESSION 01	4.5/5	2/5	2.5/5
SESSION 02	3.5/5	2/5	1/5
SESSION 03	5/5	1.5/5	2.75/5
SESSION 04	4.5/5	1/5	3/5

Table 5: Participants scores

1.7.3 Semi Structured Interview Coding

After interviewing and transcribing the three students' interviews, now it is time to code them thematically, these codes will be analysed as following:

Question 1: Participants' Feedback

How would you describe your contribution's experience to this study?

This question was asked in order to get feedback from the three students concerning their experience with this research as participants. The three students gave positive feedback concerning their experience and contribution to this research, based on their answers, being a participant or a sample in such research helps them to face their difficulties and try to fix them. “I discovered my weakness in writing; I tried to fix them with practicing with you” (P3). Moreover, participating in such research led them to get closer to Master students and talk about academic future and plans. “Because I got to know you” (P1).

Question 2: Types of Writing

Would you talk about any other writing experiences during your university journey?

This question aimed to investigate any other writing practices during the students’ university journey. Two Students mentioned different types of writing: short paragraphs, “the teacher was asking us to write short paragraphs” (P3), songs and stories, “sometimes I try to write some songs and stories” (P2). Whereas, a student claimed that it is the first time practicing writing in such ways, “No, this is my first time” (P1). This question reflected the practical side in their journey as a student, which includes different types of writing they met or used during that time.

Question 3: Preferred Prewriting Strategies

What are the prewriting strategies that attracted you the most?

The purpose behind this question was set to let the three students talk about the most attracting prewriting strategies for them. The three participants’ answers were enrolled between, Freewriting and Brainstorming, “I prefer freewriting” (P2), “My most preferred prewriting strategy is note keeping (Brainstorming)” (P1), “First Brainstorming... Also, freewriting” (P1). They claimed that these specific prewriting strategies give them freedom to express their ideas without conditions and organise them. These two prewriting strategies were frequently used and selected in previous writing sessions, which corresponds to their responses to this question.

Question 4: Importance of Prewriting Strategies

How do you evaluate your use of these prewriting strategies?

This question was asked so that participants can talk about their use of these strategies. All students claimed that their writing quality changes when they use one of their preferred strategies. As they mentioned, their performance will be professional, “my writing becomes

more professional” (P2) and they become better writers, “I always find myself a better writer when I use my preferred strategy” (P1). The responses expressed the participants' understanding and how can these strategies affect their writing performance.

Question 5: Prewriting Strategies Practice

As a future teacher, how would you arrange these prewriting strategies to your students?

This question targeted the students' thinking and how can they deliver these prewriting strategies to their future students. Two participants insisted on making specific sessions in classrooms to deliver lessons and make their students practice the prewriting strategies, “... is to make them practise” (P1), “Also, I will make specific sessions to teach these prewriting strategies” (P3). The other participant declared that teaching is not in the future plans, which come against the idea of being a teacher. The two participants showed their awareness of how to present these strategies to their future students and the importance of practicing in classrooms.

1.8 Ethical Considerations

Qualitative research is concerned with participant's lives and point of views Dornyei (2007). Therefore, ethical considerations are crucial in these kinds of research.

This study was conducted at The English department of Bordj Bou Arreridj University, which clears the way of any access permission issues.

Researchers kept all personal information of their participants private and anonymous. Moreover, informed consents were sent to and signed by the three students in order to be aware of all needed details of the observation and interview process. Last, the participants showed their cooperation spirit and trust which facilitate the both processes.

Section Two: Findings and Discussion

2.1 Discussion of Observation Results

During all the four sessions with the three participants, researchers managed to take notes and observe the way the three students control their writing process. The first phase was a random assignment in which the participants were asked to write a short paragraph without using any prewriting strategies and put down their paragraphs as they always do. Here, only one participant used the draft paper to brainstorm ideas and thoughts. The other two students started writing directly in their final papers. This showed a pre impression of their writing level that was determined as (High quality, Good quality, and Poor quality).

In the second and coming phases, the three students were asked again to write short paragraphs but this time the main instruction was about using one of the prewriting strategies that they might have studied. In these phases, many changes were observed in the participants' paragraphs. Researchers noticed differences comparing to the first phase:

Participant Two

Comparing to the first phase, when this participant was asked to use a prewriting strategy; the paragraph unity, topic sentence and framework were gradually improving during each session. Except, grammar accuracy was observed and described as poor.

Participant Three

This participant was improving gradually starting from the third phase. P3 showed importance to the paragraph unity, topic sentence, and framework. P3 brainstormed the ideas in a way of categorizing them accordingly. Still, grammar accuracy was a common suffer for both P3 and P2.

Participant One

A Steady commitment to the use of prewriting strategies "Listing/Brainstorming" from the first phase which was a random one, in addition to the excellent use of grammar, framework, topic sentence and paragraph unity.

Another important note was the two participants who did not use their draft paper at the first session their writing was affected in two aspects. Thematically speaking, the researcher can feel that the student is turning around the topic but not analysing it. Structurally speaking, many students forget to add one of the most important elements in writing a paragraph, which is the paragraph framework or structure. In the other hand, the first participant who used a prewriting strategy from the first session managed the paragraph structurally and thematically in an excellent way.

Brainstorming/Listing was a strategy that the three participants used frequently in their writing. The observed changes after using this strategy go identically with what we mentioned in the literature review. To conclude, the prewriting techniques of brainstorming, clustering and other prewriting strategies have been shown to improve students' writing performance. Several studies mentioned in the first chapter have found a strong link between using prewriting strategies and improving EFL students' writing skills.

2.2 Discussion of Writing Performance Results

The participants of this study were purposively chosen in matter of writing level. This was appeared in the first session scores; P1 showed the excellent writing level and how s/He properly dealt with the five observed elements. P2 and P3 were approximately the same when it comes to their level in this session. The second session was somewhat passive; scores were lower than the first phase, which may go back to the topic choice.

Moreover, the third session noticed some impressive changes especially for P3. This latter started to use planning in a proper way and paid attention to the other four elements, which improved his writing score.

The last session approved the gradual development that was happening in P3 writing. This session witnessed the higher score for P3 (3/5) which signifies the impact of using the prewriting strategies in these participants writing.

Last, the second participant was having troubles with the appropriate use of the planning stage. P2 was trying to brainstorm the ideas in a way where the other observed elements were neglected. Therefore, P2 scores were having a steady low level in each session.

To conclude, the participants' scores during the four sessions signified the researchers' choice of samples.

2.3 Discussion of Interview Results

The semi-structured interview was an additional method, which showed that the three participants considered the prewriting strategies as an important stage student should pay attention to it, so that they can improve their writing performance. The students insisted that it has a positive impact on their writing quality. Moreover, they claimed that the use of these prewriting strategies might affect the learner's writing performance.

The interview clarified that these students have enough knowledge of the prewriting strategies use and importance. In this respect, the result obtained from the student's interview confirms the first method results, which signifies the effect of these strategies on the writing performance.

Concerning the first question, participants shared their feedback and impression about their experience in this study. What was concluded from their answers is that teachers and scholars should organise these kinds of activities and investigations for these students in this stage. In the other hand, students should engage in such opportunities so that they can improve

their academic level. In the second question, investigators conclude that these students need to practise more writing in classrooms.

The third question demonstrated that participants have knowledge about these strategies in which they prefer to use Brainstorming and Freewriting before they start to write. As following, the fourth question was set to talk about the importance of using these strategies: P2 and P3 describe their writing as professional when they use these prewriting strategies. This lead to explain the point that students are aware of the prewriting strategies importance but they do not use them in every writing piece, which may goes back to the lack of time and their concerns about marks.

The last question discussed the possible ways to implement the prewriting strategies in classroom as future teachers. Participants' answers raised attention on explaining and leading students to practise these techniques at the very beginning and make specific sessions to teach these strategies so that learners will practise more and improve their writing quality.

Overall Discussion

Finally, after analysing the results of the observation sessions; it is showed that the two students who did not use a prewriting strategy at the first phase in fact they improved their writing performance when they were asked to use one of the prewriting techniques in the other phases. That indicates the effect of these prewriting strategies and its impact on the students' writing quality. In addition, the changes were noticed in different elements including paragraph unity, topic sentence, framework and planning. Grammar accuracy was a real issue for the two students (P2 and P3), which signifies that they focus on planning ideas and context neglecting the right use of grammar. In the other hand, P1 had a steady performance during all sessions in which this participant used a prewriting strategy and have attention to the prewriting stage from the very beginning. This participant justified the sample choice of an excellent writing quality. Moreover, the writing performance results were analysed in a comparative way regarding each session. The scores went supportively with the observation results and confirmed the changes that were noticed. These results were consistent with what was mentioned in the theoretical part of this study and previous studies related to this topic.

Likewise, after analysing the semi-structured interview in which the participant's feedback, prewriting strategies use and further implications were reached. The results showed that these students have a suitable knowledge about the use of these strategies and they are ready to expand their theoretical aspects into the practical field.

Conclusion

This chapter was devoted to the empirical part of the whole work, which investigated the effect of prewriting strategies on EFL students writing performance, the case of third year LMD at Bordj Bou Arreridj University. It establishes a complete description of the methodology of the study, the sample, participant observation and semi structured interview. The results obtained from the two research methods revealed that the students' writing performance was positively affected by the use of the prewriting strategies. To conclude, it can be said that prewriting strategies play a major role in enhancing the writing quality among the three students.

Limitations of the Study

The chosen samples in this study were selected purposively and voluntarily in which only the three students agreed to participate as volunteers. Therefore, it is crucial to note that the sample size employed in this study may not fully represent the entire population of Algerian university lecturers and students. As a result, the study's findings should be regarded with caution and may not be generalizable to a larger group.

Pedagogical Implications

Based on the findings and results discussion, some pedagogical implications are generated regarding the effect of prewriting techniques in particular and practicing the writing process in general to improve EFL learners' level of writing skills. It is recommended that EFL students should be trained and exposed to various prewriting techniques as well as different writing process strategies as early as possible during their first year at university. This will enable them to enter higher education prepared to deal with various types of composition.

For Learners

- According to the findings of this study, implementing the prewriting stage is extremely beneficial to EFL learners in which it targeted writing which is an important language skill.
- Even this stage is very important for students to enhance their writing, but they should follow the other stages of the writing process.

For Teachers

- Teachers should teach the prewriting stage from the start, i.e., when students begin learning how to write an essay or a paragraph, so that students' writing skills can be improved.
- Teachers should encourage students to go through the prewriting stage and help them understand its significance.

Suggestions

Further research on the writing process and the process approach can provide valuable insights into effective writing techniques and instructional methods. Exploring this topic in depth can involve studying scholarly articles, books, and research papers that delve into the theoretical frameworks and practical applications of the writing process. Additionally, one can examine case studies or empirical research on the benefits and outcomes of using a process-oriented approach to teaching writing. Investigating the intersection of technology and the writing process can also yield interesting findings, such as the impact of digital tools and online platforms on writing instruction. Overall, delving into further research on the writing process and the process approach can enhance our understanding of writing as a complex cognitive and social process, and contribute to the development of innovative instructional strategies that foster effective communication skills.

Unlike this study, future researchers should select more samples regarding number and gender in which they may use different research tools and research methods. Teaching sessions may also be useful as a treatment process with more sufficient number of sessions.

GENERAL CONCLUSION

General Conclusion

The ability to write is particularly crucial when learning English as a second language. Students write for a variety of reasons, including evaluation, the development of their critical thinking skills, comprehension, and memory, the expansion of their education in the classroom, the improvement of their communication skills, and preparation as future professionals in various fields of knowledge. The teachers' role is to facilitate and stimulate the writing process so that students feel at ease with it. Williams (2003) claims that planning is one of the most compelling features of the writing process. Still, it can also be one of the most difficult, and he returns to defining planning as reflecting on prewritten material to produce a plan for the academic concern.

The present study aimed to investigate the prewriting strategies effect on EFL learners writing performance, the case of Third year LMD students at the University of BBA, and dealt with the prewriting stage as one of the important writing stages. The dissertation is divided into two chapters, the first of which is divided into two sections.

The first section provided an overview of writing and its importance as a language skill, highlighting the nature of writing, effective features of writing, and common approaches to teaching it.

The second section was designed to go over the prewriting stage and concentrate on prewriting strategies. Other writing strategies, such as drafting, revising, editing, and publishing, were also covered.

The second chapter was also divided into two sections; the first section outlined the research methodology for this study, and then included a thorough explanation of the research techniques used, followed by a discussion of participant selection and sampling methods. Techniques for data collection and analysis were also highlighted. Finally, the study's ethical concerns were addressed. Furthermore, the second section discussed the findings of the observation checklists, scores, and interviews.

The collected data revealed that these prewriting strategies improved the participants' writing quality and performance; participants 2 and 3 responded positively when asked to use prewriting strategies in their paragraphs: writing performance was affected, especially for P3, when compared to the scores in each session. P1 used a prewriting strategy from the start and

General Conclusion

maintained a consistent performance across all sessions. The interview results supported this study and emphasised the importance of using prewriting strategies as a stage for improving students' writing. The findings of this study showed that when the prewriting stage is given attention and sufficient importance, it could positively affect the quality and development of learners' writing skills as well as language learning as a whole.

Finally, even these results support the use of the prewriting stage as an important stage with its strategies for enhancing students' writing, they should go through the other methods or stages of the writing process such as drafting, revising, and editing.

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APPENDICES

Appendix A: Ethical approval



Interview Consent Form

Research project title: "Investigating the effect of prewriting strategies on EFL learners performance, the case of 3rd year LMD students"

Research investigator: Belaidi Aida, Ammara Abdelbaki

Research Participants name: Far Redha, Ammaï Nounib, Zerache Sofiane

The interview will take (10 min). We don't anticipate that there are any risks associated with your participation, but you have the right to stop the interview or withdraw from the research at any time.

Thank you for agreeing to be interviewed as part of the above research project. Ethical procedures for academic research undertaken from UK institutions require that interviewees explicitly agree to being interviewed and how the information contained in their interview will be used. This consent form is necessary for us to ensure that you understand the purpose of your involvement and that you agree to the conditions of your participation. Would you therefore read the accompanying **information sheet** and then sign this form to certify that you approve the following:

- the interview will be recorded and a transcript will be produced
- you will be sent the transcript and given the opportunity to correct any factual errors
- the transcript of the interview will be analysed by (AbdelBak, Aida) as research investigator
- access to the interview transcript will be limited to (Abdelbaki, Aida) and academic colleagues and researchers with whom he might collaborate as part of the research process
- any summary interview content, or direct quotations from the interview, that are made available through academic publication or other academic outlets will be anonymized so that you cannot be identified, and care will be taken to ensure that other information in the interview that could identify yourself is not revealed
- the actual recording will be destroyed .

1

Appendices

Interview Consent Form

- any variation of the conditions above will only occur with your further explicit approval

I also understand that my words may be quoted directly. With regards to being quoted, please initial next to any of the statements that you agree with:

<input checked="" type="checkbox"/>	I wish to review the notes, transcripts, or other data collected during the research pertaining to my participation.
<input checked="" type="checkbox"/>	I agree to be quoted directly.
<input checked="" type="checkbox"/>	I agree to be quoted directly if my name is not published and a made-up name (pseudonym) is used.
<input checked="" type="checkbox"/>	I agree that the researchers may publish documents that contain quotations by me.

All or part of the content of your interview may be used;

- In academic papers, policy papers or news articles
- On our website and in other media that we may produce such as spoken presentations
- On other feedback events
- In an archive of the project as noted above

By signing this form I agree that;

1. I am voluntarily taking part in this project. I understand that I don't have to take part, and I can stop the interview at any time;
2. The transcribed interview or extracts from it may be used as described above;
3. I have read the Information sheet;
4. I don't expect to receive any benefit or payment for my participation;
5. I can request a copy of the transcript of my interview and may make edits I feel necessary to ensure the effectiveness of any agreement made about confidentiality;
6. I have been able to ask any questions I might have, and I understand that I am free to contact the researcher with any questions I may have in the future.

2

Appendices

Interview Consent Form

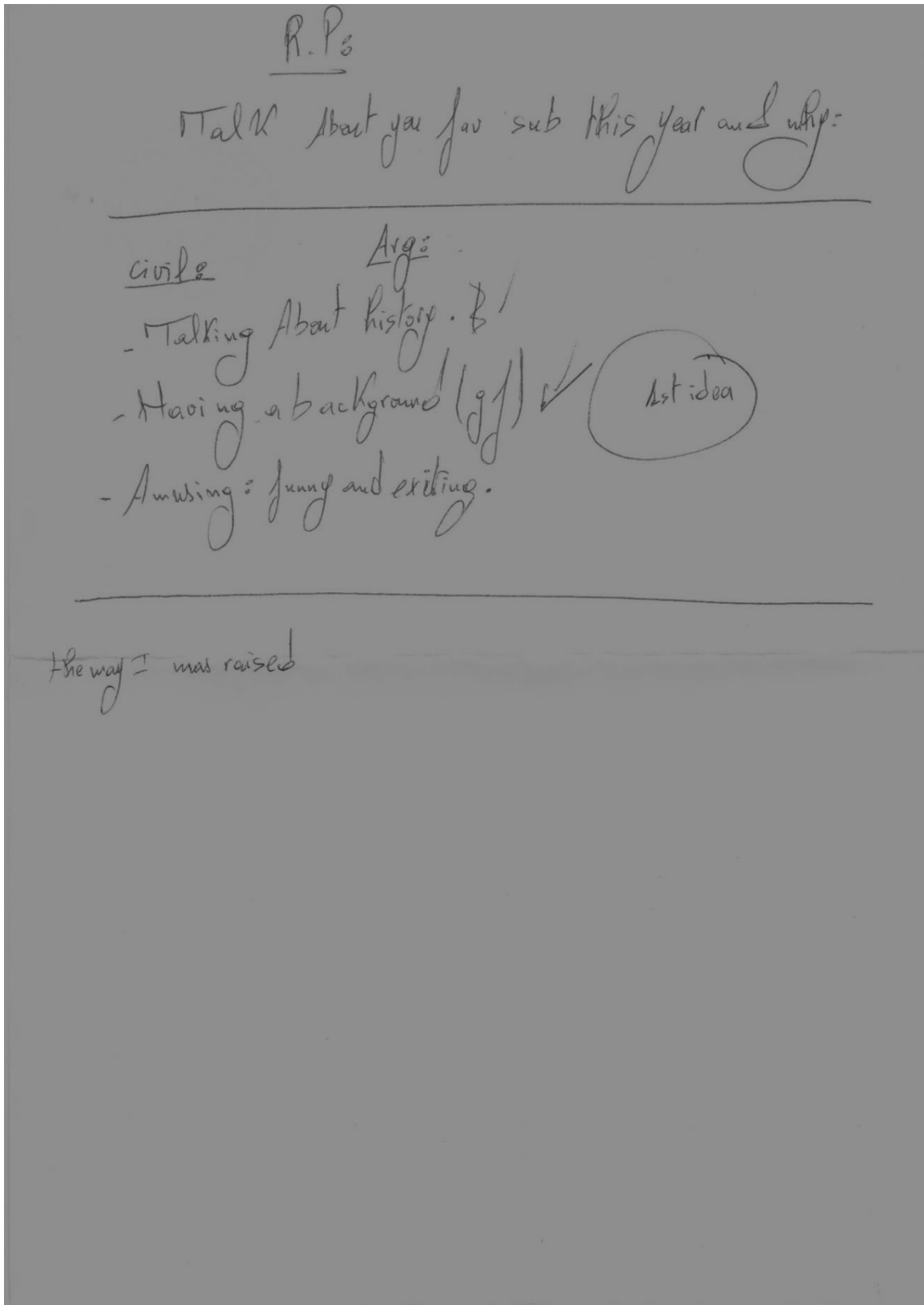
Printed Name _____

Participants Signature _____ Date _____

Researchers Signature _____ Date _____

3

Appendix B: Participants draft and final papers



Appendices

Drafts
for Skill: Readings

Selecting Ideas

- Learn more vocabulary.
- Improve your accent.
- Learn how to pronounce.
- Learn about different topics.

- Intros = speaking about skills.

- body = developing the selected ideas.

- conclusion = Resume the ideas.


he plans
for the theme
and not for
the structure

The lack of
preparing a structure

Appendices

S

- ideas
- reading
 - ~~reading~~
 - to develop your writing skills
 - to get more information → write
 - reading is the most easier skill because there is no pressure on you.
 - reading is the best way to make yourself more intelligent.
 - reading allow you to escape our daily life.
 - reading is a passive activity
 - we can take our time in reading.
 - we can re-read passages ~~at~~ we may have not understand it well.
- categorizing

- 
- topic sentence
 - supporting details
 - concluding sentence

Appendices

R
/ →

- I preferred two style of learning
speaking and listening. listening due to
the huge amount of vocabularies that I can
remember them when I need to would is about
respect, when someone speak ~~to~~ other must
listen carefully. speaking has the chance that
I get to develop my infuency in speaking. to appose
myself in a conversation. also to convey my message
or to convey
someone
about my opinion

M

- Autonomous

- Developing individual research strategies.
 - learn how to manage different resources.
 - ~~Self~~ Self confident.
 - not time consuming.
-

dependent:

- develop memory skills.
 - managing the process of dialogue with the teacher.
 - time economy.
-

conclusion: ~~the~~ summarise the ideas.

Planning + Structure
Framing

Appendices

2023/03/19 Sotiane

Topic: Does being an autonomous learner help managing the learning journey?

- ~~people should~~ normal learning.
- Students should learn at school
- ~~HA~~ self learn is not enough to get rich your informations
- The teachers give a lot of information to students
- students need someone to guide them in their learning journey
- self learn is not enough ✓
- self confident.
- No Framing
- no structure and even content.

Appendices

Ridha

- No, according to the importance of the teacher & who is the guider of the class.

- the available information & given by the teacher, and explain the gaps that the difficulty that can face you when u depend on your self.

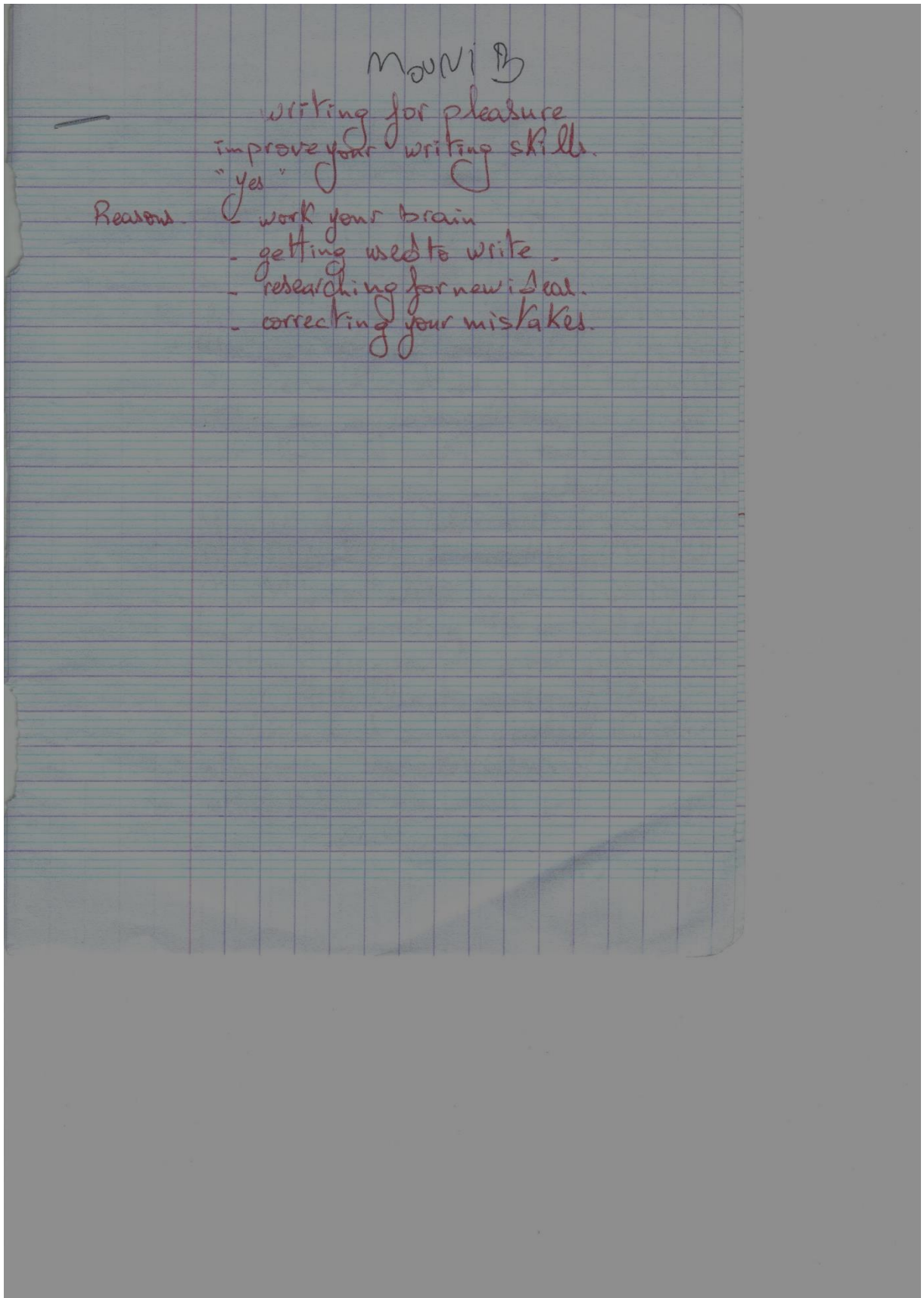
- the lack of feedback when depend on your self, which means u can't really know the mistakes you do.

There is a development

- using planning in the right way

- Framing

Appendices



Appendices

Does writing for pleasure improve your writing skills?

- it help in developing your language
- it help in the process writing
- it help in the person for developing your grammar skills
- it help to put idea that are in your mind to words people read it.

Appendices

- It help in remembering and establishing the vocabularies in the mind.

- It help in connecting errors and the process of writing.

- It help in ~~help~~ the coherence and the cohesion of the writing in every field.

- It help discarding the New context, ~~for the~~ and } There is a planning

M

- Autonomous

- Developing individual research strategies.
 - learn how to manage different resources.
 - ~~Self~~ Self confident.
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-

dependent:

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-

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Planning + Structure
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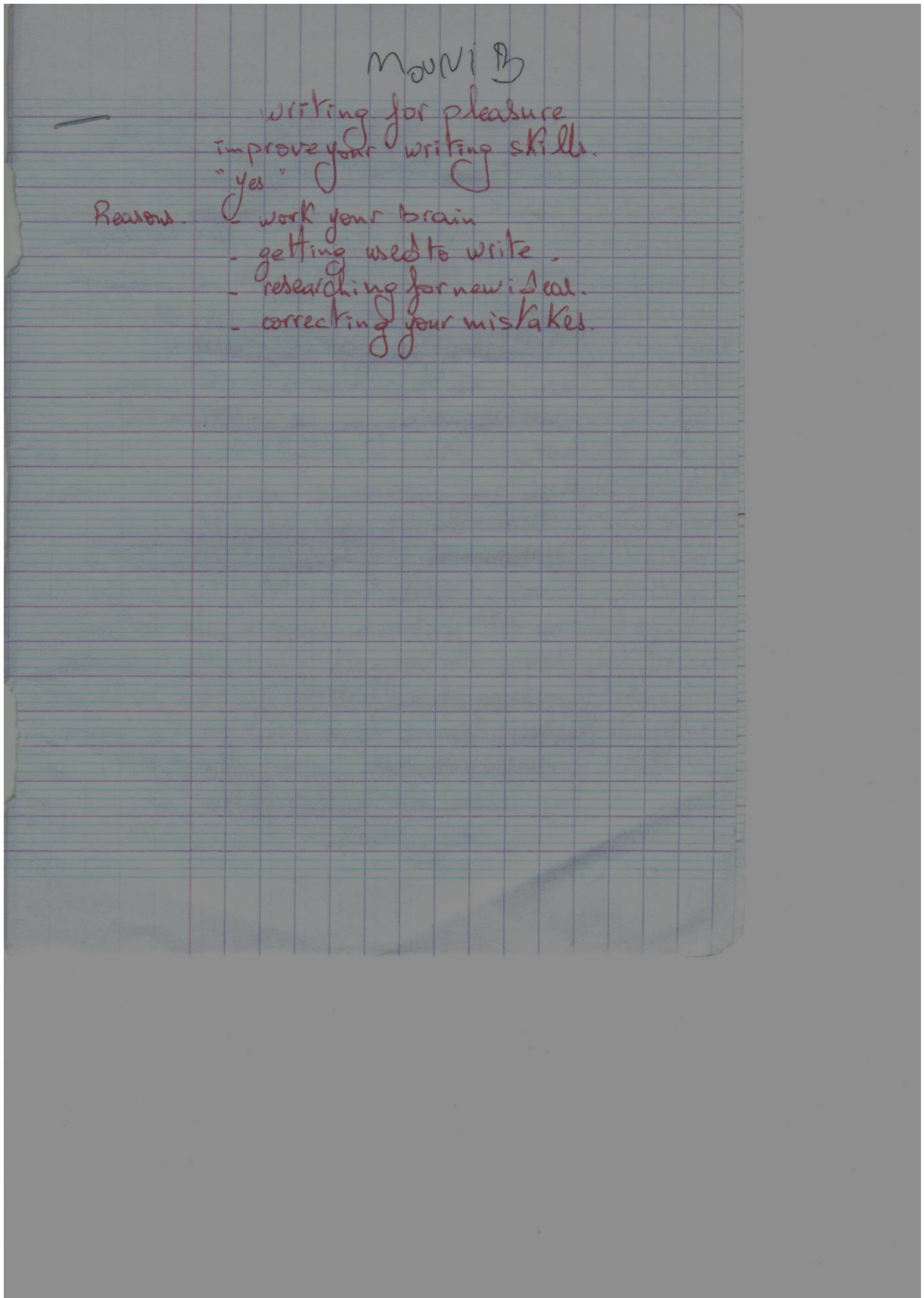
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- It help discarding the New context, ~~for the~~ and } There is a planning

Appendices

The complexity of the human brain made him always greedy and starving to get knowledge, but it ~~limits~~ his ability to let him focus on one or handful topic, therefore you find a lot of students who prefer a module more than another.

Personally, I found my ~~past~~ vision always focusing on the civilisation module. First, my 96 years old grand father was a ~~soldier~~ during the WWII, he always told me his stories during the battle-fields the reason that made me excited to follow his steps. Then, in high school I was a scientific student, I always followed the path of knowing the reason behind every phenomenon, this led me to search about the reasons about how the world came up to here.

This translates to my love of the civilisation module because we are studying the history of the major empires and monarchs that led the world to this day. As a conclusion, the environment of my childhood and my love of knowing the reasons ~~it~~ goes hand ~~in~~ with hand with the civilisation module that served me with so many answers that I had before.

cohesion & coherence
There is accuracy
There is a planning
kind of a discussion

4.5/5

Appendices

5

In university there are a lot of modules we learn. but every person ~~prefer~~ ~~modules~~ ~~have~~ a module who like or prefer to study it. For me, I prefer 2 modules. The first module is written expression because I prefer to express my feelings and my ideas and thoughts in a paragraph or essay, even though I'm not well at grammar. The second module is civilization, many students or people in general find out that civilization is a boring subject, in contrary I find it so interesting. I like to know about ancient people and how they used to live, their ^{Wars} strategies, Kings and Queens.

No planning ——— Grammar mistake!

2015

can affect the course's writing in 2 ways thematically speaking
(the researcher can feel that the student is turning around the topic but not analyzing)

Appendices

- Talk about your favourite subject this year? Why?

In ~~any~~ some one create, always he has subject in the university program. Oral expression is one of the best subject in the university, and that according to the coming reason. To start with Person in this subject always feels free. He find himself talking in any think he want. To add, the teacher always be one of the most important elements of the preference of the subject of student, who feels comfortable with him. The attitude of the teacher helps about the learner to develop himself. To sum up, any person can have a different favourite subject. For me, oral expression is my favourite according the recent reasons.

R.

- No planning
- There is a topic sentence.
- But about the grammar there are mistakes (no accuracy)
- he goes from general to specific
- There are some linking words

← Notes

2/5/5

Appendices

To learn is to know how to develop different skills that can enforce your path towards knowledge. And for me I always liked the idea of reading for several reasons.

Firstly, reading improves your vocabulary, while reading you find yourself always bumping into new words or expressions leading you to search about their meaning therefore gaining knowledge, also while reading out loud you are practicing your tongue in pronouncing words so you are improving your accent. And finally reading is a simple way to gain knowledge about different topics therefore being a cultivated person.

To conclude, reading to me is a must because it helps me to gain knowledge about different topics while improving my vocabulary and pronunciation.

35/5

Appendices

S

The most enjoyable and easy language skill for me is "reading". When I read a novel or a short story that help me escaping the reality, I found myself in an adventure that make me feel so comfortable and also make me feel better when I'm angry or something like that. Also, the best thing in reading is that you can take your time. There is no pressure on you, when you don't understand a sentence or passage you can re-read it 2 or 3 times to make sure you understand it well. The reading help the person develop his skills, get more informations, develop his intelligence. And that's it, Reading is the best.

2/5

Appendices

R
The learning trip, every one (student-
learner) has a learning style that helped
him to learn (speaking - listening - reading -
writing). For me, I prefer these styles of
learning which are listening due to the huge
amount of vocabularies that you remember
them when I need to add is about respect, ~~it~~
when some one speak, others must listen carefully.
About speaking is due to the chance that I get to develop
Academy in speaking also, to approve my self in
conversations and convey the message I want to deliver
or to share my opinions.

NO accuracy
7

1/15

Appendices

Appendix C: Participants' Interview

Participant 01

1-How would you describe your experience with us?

R: it was very interesting, I learned a lot in this experience with you, I discovered very weakness in my writing, I tried to fix them with practicing with you.

2- Would you talk about any other experiences concerning writing practice during your university journey?

R: it was in my seco

nd year written expression module, the teacher was asking us to write short paragraph about our daily life, our experiences, and our habits. He was trying to make us techniques of free writing to develop our writing skills.

3- What are the pre-writing strategies that attracted you the most?

R: first, brainstorming it was very useful strategy because you are sitting with your mind try to collect more details in the same topic you are examining. Also, free writing because you do not stop writing, you write everything in your mind and then you organize your ideas.

4-How do you evaluate your use of these prewriting strategies?

R: I evaluate it as a good degree, because I really get affected by these strategies, I develop my skills in writing due to these strategies they have a great effect on writing performance.

5-As a future teacher, how would you arrange these prewriting strategies to your student?

R: I arrange them in a way of telling student to focus on them and use these strategies, because they are important. Also, I will make sessions especially to teach these prewriting strategies.

Participant 02

1-It was very good; I did not do something like that before. So, it is a new experience for me.

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2-Sometimes at night when I feel bored, I just try to write in my mind, sometimes I try to write some songs I try to write stories.

3-I prefer free writing, I can express what I want to say. I can write without any conditions.

4-When I start using free writing, when I finish after I copy it in the real paper. I find many mistakes, many random words, bad words. My writing becomes more professional.

5-I don't want to be a teacher; I want to be a barber.

Participant 03

1-I would describe it as a very nice experience, because I got to know you, which you are nice people.

2- No, this is my first time.

3- My most preferred prewriting strategies is note keeping. It provides you with a lot of solutions, and also you can read them if you don't them from the first time.

4-Yes, I always find myself a better writer when I use my preferred prewriting strategy because I always take the most important notes and organize them, and when I don't use it , I can see that my paragraphs are really awkward and not organized.

5-As the future teacher, I think the best way to show these strategies to my students is to make them practice; you explain the prewriting strategies and make them practice.

Résumé

Cette étude visait à étudier l'effet des stratégies de pré-écriture sur les performances d'écriture des étudiants ALE dans le cas des étudiants LMD de troisième année à l'Université Bordj Bou Arreridj. Il visait également à souligner l'importance des stratégies de pré-rédaction et à explorer leur utilisation par les étudiants de l'ALE. Une étude de cas a été réalisée au département d'anglais de l'université à cette fin. Les données ont été recueillies auprès de trois étudiants qui ont été délibérément choisis en fonction de leur niveau d'écriture, en utilisant l'observation des participants et une entrevue semi-structurée comme outils de recherche. Pour l'observation, les données ont été analysées qualitativement de manière descriptive, tandis que l'interview (l'entrevue) a été analysée thématiquement. L'observation a été faite à l'aide de listes de contrôle afin que les chercheurs puissent suivre les processus de rédaction de leurs participants. L'entrevue semi-structurée a été utilisée comme deuxième outil pour combler les lacunes et obtenir la rétroaction des participants. Les résultats des deux méthodes de recherche affirmaient que l'utilisation de stratégies de pré-écriture améliorerait la performance des étudiants. Cependant, ces résultats ne représentent qu'un échantillon de cette recherche et ne peuvent pas être généralisés.

Mots-clés : stratégies de pré-écriture, processus d'écriture, étape de pré-écriture, l'Université de El Bachir El Ibrahim BBA

ملخص

هدفت هذه الدراسة إلى تقفي أثر استراتيجيات ما قبل الكتابة على أداء كتابات طلاب اللغة الإنجليزية كلغة أجنبية في حالة طلاب السنة الثالثة ليسانس بجامعة برج بوعريريج. كما يهدف إلى إلقاء الضوء على أهمية استراتيجيات ما قبل الكتابة واستكشاف استخدامها من قبل طلاب اللغة الإنجليزية كلغة أجنبية. تم إجراء دراسة حالة في قسم اللغة الإنجليزية بالجامعة لتحقيق ذلك. تم جمع البيانات من ثلاثة طلاب تم اختيارهم على أساس الغرض بناءً على مستوى كتابتهم، باستخدام ملاحظة المشاركين والمقابلة شبه المنظمة كأدوات بحث. بالنسبة للملاحظة، تم تحليل البيانات وصفيًا نوعيًا، بينما تم تحليل المقابلة موضوعيًا. تم إجراء الملاحظة باستخدام قوائم المراجعة حتى يتمكن الباحثون من تتبع عمليات كتابة المشاركين. تم استخدام المقابلة شبه المنظمة كأداة ثانية لملاء أي ثغرات والحصول على ردود الفعل من المشاركين. زعمت النتائج من طريقتين البحث أن استخدام استراتيجيات ما قبل الكتابة أدى إلى تحسين أداء الكتابة لدى الطلاب. ومع ذلك، فإن هذه النتائج لا تمثل سوى عينة من هذا البحث ولا يمكن تعميمها.

الكلمات المفتاحية: استراتيجيات ما قبل الكتابة، عملية الكتابة، مرحلة ما قبل الكتابة، جامعة البشير الإبراهيمي برج بوعريريج