

寫作前導策略對高中生寫作表現和過程的影響

**The Effects of Pre-writing Strategies on Senior High School
EFL Students' Writing Performance and Writing Process**

by

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Abstract

The purpose of this study was to investigate the effects of pre-writing strategies on senior high school EFL students' English writing performance and writing process. The study examined: 1) the influences pre-writing strategies have on high school EFL students' writing performance and 2) senior high school EFL students' writing process before and after they received instruction in pre-writing strategies.

This study involved nine tenth- and ninth-graders in a private vocational secondary high school in central Taiwan. The students received three three-hour classes for four weeks. The students received instructions from the teacher-researcher in implementing the prewriting strategies (listing and concept mapping) in their expository writing. The research data included a pre-test, background information questionnaire, writing assignments, pre-writing papers, post-test, stimulated recall and semi-structured interview. This study is expected to improve English writing performance and fluency through pre-writing strategies and to understand their writing process before and after instructions.

The results of the study showed that the students' writing word count improved after receiving instructions in pre-writing strategies; however, no significant improvement was shown in their writing performance. Second, prior to the pre-writing instruction, the students did not perform any planning with the exception of one student and they struggled to generate ideas. Nevertheless, after the instruction, all the students planned in the pre-writing stage and they all had less problem developing ideas. Additionally, from their writing process, all the students

experienced some form of challenges with the most prominent being grammar, vocabulary use, spelling, and writing anxiety.

Keywords: prewriting strategies, English writing performance, English writing process, senior high school EFL students, GEPT

寫作前導策略對高中生寫作表現和過程的影響

摘要

本研究的目的是調查前導策略對高中英語學習者的英語寫作表現和寫作過程的影響。研究結果表明：1) 前導策略對高中英語者學習寫作能力的影響; 2) 高中英語學習者在寫作策略前後的寫作過程。

這項研究包括台灣中部一所私立職業中學的 9 名高一和高二的學生。學生們接受了每個星期三，每天三小時的課程，為期四周。學生們從研究教師中學到了說明性寫作實施前導策略（列表和概念圖）的指示。

研究資料包括預先測試，背景資料問卷調查，指派寫作，預寫文章，學後測試，激發回想和半結構式訪談。預計這項研究將經由預寫策略來提高英語寫作表現和流利程度，並在指導前後了解他們的寫作過程。

研究結果顯示，在寫作前導策略中，學生的寫作流暢程度得到了改善; 然而，他們的寫作表現沒有顯著的改善。其次，在寫作前導之前，除一名學生外，其他學生沒有進行任何寫作計劃所以他們只能努力的去培養寫作的構想。然而，在指導之後，所有學生都在寫作前階段進行了計劃，並且他們都沒有發展思路的問題。另外，從寫作過程來看，所有學生都經歷過某種形式的挑戰，其中最明顯的是語法，詞彙使用，拼寫和寫作焦慮。

關鍵詞：寫作策略，英語寫作表現，英語寫作過程，英文為外語的高中生，全民英檢

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Chapter 1

Introduction

To become a skilled writer poses as a challenge for most English as a foreign language (EFL) learners. As writing is continuous process to express one's thought and feelings using the most effective language, writers often find it difficult to write well not only in second language (L2) but also in their native language (L1) (Bello, 1997). Writing is also a complex, cursive cognitive process; many inexperienced writers frequently struggle with how to begin their composition (Barnett, 1992; Lan, Sung, Cheng, & Chang, 2015). Another reason these students struggle with writing is that they lack the strategies needed to solve problems and generate ideas (Rao, 2007; Wu & Shen, 2017). Since much of the writing instructions in EFL schools teach students to write through imitation, their focus is primarily on mechanics and grammar, but little consideration to the development (Mehr, Malayeri, & Bayat, 2016; Mogahed, 2013). Therefore, such teaching usually disregards the thinking aspect which is planning (Maarof & Murat, 2013; Raimes, 1985). However, planning is extremely crucial to the success of any later writing that occurs in any genre of writing (Rohman, 1965).

Many educators have used pre-writing strategies in writing classes to aid writers in their writing performance (Al-shaer, 2014; Alike, Usman, & Hastini, 2016; Joaquin, Kim, & Shin, 2016; Karimi, 2016; Hwang, 2010; Lally, 2000; Lan, Sung, Cheng, & Chang, 2015; Liu, 2011; Mehr, Malayeri, & Bayat, 2016; Mohseniasl, 2014; Nemati, Jahandar, & Khodabandehlou, 2014; Neumann & McDonough, 2014; Ojima, 2006; Rao, 2007; Wu & Shen, 2017; Zaid, 2011). Some pre-writing strategies previously implemented includes listing, concept mapping, brainstorming,

outlining and questioning. The majority of these studies found positive outcomes in writers' writing performance and their writing attitudes.

Some researchers have looked into writers' writing process and the different stages that they go through as they write in order to understand how different writing behaviors affect their writing outcome (Bosher, 1998; Chien, 2008; Ho, 2006; Ojima, 2006; Perl, 1979; Raime, 1985; Zamel, 1982; Zhu, 2001). Previous studies on writing process looked at native English-speaking students, English as a second language (ESL) students, and some English as a foreign language (EFL) students. The majority of the studies showed that writers will write better if they focus on the overall meaning and ideas of their writing rather than on the surface area. Additionally, English as the first language (L1) and English as the second language (L2) skilled writers have shown similar behaviors when they write and the same with the unskilled writers of L1 and L2.

Additionally, schools in Taiwan, from middle school to university, encourage their students to take the General English Proficiency Test (GEPT) and passing a specific level of English proficiency (Pan, 2013; Sims, 2015). Each level (elementary, intermediate, high intermediate, advanced) corresponds to the English competency in the educational system in Taiwan (Wu, 2012). Additionally, GEPT is the first nation-wide examination of English that tests the students' listening, reading, writing and speaking ability (Shih, 2009). Students in high school are encouraged to pass the intermediate or high-intermediate level before they graduate. As writing is a part of the second stage of the exam, participants will also need to write well in order to pass the intermediate level.

Statement of the Problems

Previous studies on pre-writing strategies have mostly focused on college students' writing performance (Al-Shaer, 2014; Hwang, 2010; Joaquin, Kim, & Shin, 2016; Karimi, 2016; Lally, 2000; Liu, 2011; Mehr, Malayeri, & Bayat, 2016; Nemati, Jahandar & Khodabandehlou, 2014; Neumann & McDonough, 2014; Ojima, 2006; Rao, 2007; Zaid, 2011) and ESL and EFL students' writing process (Chien, 2008; Ho, 2006; Raimes, 1985; Trang & Hoa, 2008). However, few studies are conducted on high school students' writing performance (Maarof & Murat, 2013) and writing process (Sheir, Zahran, & Koura, 2015). Additionally, few studies have looked into the writing performance and writing process together (Sheir, Zahran, & Koura, 2015; Storch, 2005; Worden, 2009; Zhu, 2001). Therefore, the researcher aims to explore the effects of pre-writing strategies on EFL high school students' writing performance and writing process.

Purpose of the Study

The present study aims to explore the effects of pre-writing strategies on high school EFL students' writing performance and their writing process with the focus on their prewriting stage, specifically the strategies of listing and concept mapping.

Research Questions

The following two questions are addressed in the present study:

1. What influence do the pre-writing strategies have on senior high school EFL students' writing performance?

2. What is senior high school EFL students' writing process before and after receiving instructions in pre-writing strategies?

Definition of Terms

1. **Pre-writing Strategies:** Pre-writing strategies are strategies that writers use before they start writing their first draft to help them plan and think about what to write. According to Shafiee, Koosha, & Afghari (2013), "pre-writing entails planning how to write, monitoring how the writing is going, and checking to see how well the product fits the intention" (p. 395). The purpose of using pre-writing strategies before writing is to help students to activate prior knowledge so as to generate ideas or to solve problems when they are faced with any writing challenges. In this study, the pre-writing strategies refer to listing and concept mapping.
2. **Writing Performance:** Writing performance is the learners' overall ability to communicate their ideas in a clear, well organized, and accurate method in writing. In other words, learners need to be able to convey their ideas, thoughts and facts in a simple and clear method (Karimpour, & Asl, 2016). In this study, writing performance will be measured using the GEPT intermediate writing rubric (GEPT, 2016). Students' writing performance will be measured by a 5-band holistic scale that assesses their writing in six components: content, organization, vocabulary, grammar, spelling and punctuations (please refer to chapter 3 for details).
3. **Writing Process:** According to Tibble (as cited by Badger & White, 2000), process writing is defined as "writing activities which move learners from the generation of ideas and the collection of data through to the 'publication' of a finished text" (p. 154). In this

study, the writing process is defined as the different stages, namely pre-writing, drafting, revising, editing and publishing stage, which writers undergo while they compose. The main focus is on the pre-writing stage of writing. The researcher adapted and modified the coding scheme from Raimes' (1985) study (please refer to chapter 3 for details).

Significance of the Study

It is hoped that the findings of the study can provide a better understanding of the effects of pre-writing strategies on EFL high school students' writing performance and writing process. It is also hoped that the findings can provide valuable information for teachers to understand how students write and to incorporate pre-writing strategies and writing process instructions into the EFL writing classroom. Lastly, it is hoped that the findings can provide students with awareness of their own writing process and to effectively implement strategies in their writing so as to improve their writing performance and their overall writing experience.

CHAPTER 2

LITERATURE REVIEW

This section reviews the process approach and related studies regarding pre-writing strategy and its effects on writing performance and writing process. The following major sections include: process approach, pre-writing strategies, the effects of pre-writing strategies and previous studies conducted on the writing process.

The Process Approach

The process approach is a writing approach that emphasizes on the process how to write rather than on the final product (Onozawa, 2010). This approach in writing helps writers to focus on the development of ideas and content, the audience, the overall organization and its purpose, whereas the commonly used product approach only focuses on the structure and accuracy of the entire composition (Badger & White, 2000; Palpanadan, Salam, & Usmail, 2014). A writer that goes through the writing process explores their thought and in effect learns from the writing experience itself (Zamel, 1982). Therefore, as the writer edit and modify their writing, they attempt to clarify and flesh out an accurate explanation of what they intend to say (Perl, 1980).

The process approach has undergone many criticisms and changes throughout the years starting with the presupposed three-stage linear model of pre-writing, writing, and re-writing (Rohman, 1965). Subsequently, Flower and Hayes (1981) proposed the cognitive process theory that consists of a sub-process of the writing process: planning, translating, reviewing and monitoring. Recently, the process approach entails that writers go through the major stages of writing: pre-writing, drafting, revising, editing and publishing (Barnett, 1992; Ho, 2006;

Mogahed, 2013; Zaid, 2009). Many process approach studies conducted in the L1 settings discovered that writing is a non-linear and complex procedure where writers repeatedly go back and forth as they write to analyze, discover and make sense of their ideas (Perl, 1980; Raimes, 1985) (See figure 2.1). For that reason, different writers will go through the stages differently and at different times. The writing process includes the following stages: pre-writing, drafting, revising, editing and publishing.



Figure 2.1 Tribble's Writing Process (cited from Bae, 2011)

Pre-writing

The first stage of the writing process is a preparatory phase where writers activate prior knowledge, generate ideas, brainstorm, outline and organize them into a well-structured piece of composition (Barnett, 1992; Hyland, 2003; Liu, 2011). This stage usually involves the writers to pick a topic, narrow the topic down, generate ideas and develop the ideas into an essay (Hum, 2013). Such a writing process is a complex and demanding procedure that increases the chance of cognitive overload if performed simultaneously as the writer composes the actual draft (Al-

Shaer, 2014). On the other hand, planning prior to drafting can help writers to reduce the cognitive strain, which enhances the quality of the written product (Ojima, 2006).

Drafting

The drafting or composing stage allows the writers to analyze their ideas and write it down on paper (Hum, 2013; Hyland, 2003). In this stage, writers are encouraged to focus on the fluency of the draft rather than the accuracy or the organization (Seow, 2002). Because this is the first draft, mistakes will be made and can be fixed in the revision stage later on. It is during this stage that the writer should be aware of the audience and the style that they should use to communicate with the audience (Seow, 2002).

Revising

In the revising stage, writers will go back to revise the draft that they have written. Revisions are made on the overall content or organization of the ideas (Hum, 2013). Therefore, writers that go through the revising stage will reorganize, adjust the style, and refine their ideas so that they can better communicate their ideas to the audience (Hyland, 2003; Seow, 2002).

Editing

The editing stage is usually called the proofreading stage where writers will read over their work and fix any mechanical errors such as the vocabulary, grammatical structure, punctuations, dictions, or contradictions (Hum, 2013). During this stage, writers are able to examine their own writing and understand their process of writing as they try to clear up any ambiguity that may occur in their writing (Seow, 2002).

Publishing

Writers will have completed their composition by this stage and is ready to submit this piece of work either to their teachers or out in the public for others to read (Hum, 2013). By this stage, the composition should have a minimal amount of errors and mistakes.

The process approach mainly focuses on the process of getting to the final product and how the writers can improve the composition as they write. Writers will go through the different stages of process writing non-linearly to help them express their thoughts to the best of their ability. They may have to go back to do a step or two in order to proceed. The following section will discuss the pre-writing strategies that writers use in the pre-writing stage.

The Pre-writing Strategies

Researchers urge student writers to use pre-writing strategies to explore a topic before writing the draft as it had shown to be beneficial for all types of writing (Lin, et al., 2004; Zaid, 2011). The pre-writing strategies listed below include listing, concept mapping, freewriting, questioning, and outlining.

Listing

According to Wyrick (2011), listing is defined as jotting down all possible words or phrases associated with the topic. This may include “people, places, actions, feelings, object, etc.” (Joaquin, Kim, & Shin, 2016). The writer should not be evaluating or criticizing any of the ideas as the ideas are written down, as doing so may interrupt their flow of thoughts (Baroudy, 2008). After listing out as much as the writers can about the topic, they will examine the list and look for relevant ideas from the list to plan for a scratch outline. Eventually, the topic will be

narrowed down into a specific topic for composing. This strategy is beneficial to the writer because it is easy to get started and it can quickly and easily generate and develop ideas (Alika, Usman, & Hatini, 2016).

Concept Mapping

Concept mapping was developed by Novak in the 1972 at a research program at Cornell University (Novak & Canas, 2006). Novak based his work on Ausubel's Assimilation Theory "that learning takes place by the assimilation of new concepts and propositions into existing concept and propositional frameworks held by the learner" (Novak & Canas, 2008, p. 3). The concepts are represented from general concepts at the top to more specific at the bottom. A concept map uses graphical representation to show a "person's structural knowledge or conceptual understanding of a particular topic" (Novak & Gowin, 1984 cited from Miller, Koury, Fitzgerald, Hollingshead, Mitchem, Tsai, & Park, 2009, p. 366). The map not only helps with the content of the writing but also the organization and interrelation as the use of lines show how each concept is connected (Miller, et al., 2009).

Freewriting

Freewriting is a pre-writing strategy that allows writers to recall any knowledge about the topic and to write nonstop about the topic while ignoring grammar, punctuation or spelling mistakes (Hyland, 2003). Writers are encouraged to write non-stop until the set time is up (Baroudy, 2008). The information written down does not need to be in any particular order. If nothing comes to mind, the writer may repeat the same word over and over again or leave a blank space and go on to the next information.

Questioning

Questioning is the use of asking questions generally used in journalism such as, who, what, when, where, why, and how, to develop information on a topic (Mogahed, 2013). The use of questioning stimulates thinking (Wu, 2017). This strategy allows the writer to consider about the audience in the information they need to know.

Outlining

Outlining is the display of main ideas or information in a horizontal list that is followed by subordinate ideas to support the main ideas. The ideas are usually placed in a hierarchical way, from general to specific. The structure of the list facilitates in the overall organization and sequence of the composition (Joaquin, Kim, & Shin, 2016).

The invention stage gives the writer an opportunity to generate ideas and to organize them into a plan so that it can be displayed in the most logical and coherent way (Raimes, 1983). Many EFL students are poor writers because they usually skip the pre-writing stage and start their draft with a vague plan of what they will be writing. Therefore, the two pre-writing strategies, listing and concept mapping are incorporated in this study with the focus on content of the writing.

Effects of Pre-writing Strategies

Previous studies have shown that in the planning stage of the writing process, pre-writing strategies have positive impact on students' writing performance in terms of organization (Al-shaer, 2014; Lally, 2000; Lan, Sung, Cheng, & Chang, 2015; Liu, 2011; Mehr, Malayeri, & Bayat, 2016; Nemati, Jahandar, & Khodabandehlou, 2014; Zaid, 2011), content (Al-shaer, 2014;

Alika, Usman, & Hastini, 2016; Joaquin, Kim, & Shin, 2016; Karimi, 2016; Lally, 2000; Lan, Sung, Cheng, & Chang, 2015; Mehr, Malayeri, & Bayat, 2016; Mohseniasl, 2014; Neumann & McDonough, 2014; Ojima, 2006; Rao, 2007; Wu & Shen, 2017; Zaid, 2011), fluency (Hwang, 2010; Mehr, et al., 2016; Ojima, 2006), and students' attitude (Hwang, 2010; Lan, Sung, Cheng, & Chang, 2015; Mohseniasl, 2014; Rao, 2007; Wu, & Shen, 2017). The following section will discuss the benefits in detail.

Improved Organization

Planning prior to writing usually has a positive effect on writing performance in regards to the organization (Al-shaer, 2014; Lally, 2000; Lan, Sung, Cheng, & Chang, 2015; Liu, 2011; Mehr, Malayeri, & Bayat, 2016; Nemati, Jahandar, & Khodabandehlou, 2014; Zaid, 2011).

Al-Shaer (2014) examined the impact of employing concept mapping at a pre-writing stage on EFL students' ability to generate better argumentative essays. The study included 38 Palestinian university students, which were separated into two groups, control group and experimental group. The treatment lasted for 16 weeks with one hour each lesson and the participants wrote a total of seven essays each. The results showed that students' writing organization improved especially in helping the participants to make logical connections, giving better examples, unity and coherence, and development.

Similarly, Liu (2011) examined the effect of using computerized concept maps during the pre-writing phase on learners' writing performance. The participants included 94 freshmen students from a university located in Taiwan. They were split into 3 different groups, low, mid and high with each level receiving the same treatment. The treatment lasted 9 weeks with lessons on no

mapping, individual computerized mapping, and cooperative computerized mapping. The findings show that all of the participants in all levels improved their writing performance, particularly in their organization. They were able to effectively organize their conceptual ideas and categorize them in a logical hierarchical way.

Likewise, Nemati, Jahandar, & Khodabandehlou (2014) looked into the effect of mind mapping as a prewriting strategy to enhance Iranian EFL learners' essay writing ability. The forty participants were divided into two groups, control group and experimental group. The results indicated that participants in the experimental group improved in their essay writing organization and also their overall essay writing ability.

Improved Content

Prewriting gives the writers the opportunity to collect their thoughts and ideas and to generate valid ideas (Al-shaer, 2014; Alike, Usman, & Hastini, 2016; Joaquin, Kim, & Shin, 2016; Karimi, 2016; Lally, 2000; Lan, Sung, Cheng, & Chang, 2015; Mehr, Malayeri, & Bayat, 2016; Mohseniasl, 2014; Neumann & McDonough, 2014; Ojima, 2006; Rao, 2007; Wu & Shen, 2017; Zaid, 2011).

Hashempour, Rostampour, & Behjat (2015) examined the effect of using brainstorming and its subcategories such as listing, Q&A, outlining as a prewriting strategy on EFL advanced learners' writing ability. The participants consisted of 60 students studying English as a foreign language in a private institute in Iran. They were divided into two groups, experimental group and controlled group. They concluded that there was no significant relationship between the uses of the different prewriting strategies and their writing ability.

However, other studies have found different results. Rao (2007) examined the effects of training in brainstorming strategy on learners' performance and perceptions about writing. The study consisted of 118 sophomore students in a foreign language college in People's Republic of China. The students were randomly divided into three classes, a control class and two experimental classes with all of them completing the same writing tasks. The writing tasks were scored based on the ESL Composition Profile (Jacobs, Zinkgraf, Wormuth, Hartirl, & Hughey, 1981) with five criteria: content, organization, vocabulary, language use and mechanics. The results indicated that students' writing performance in the experimental groups improved more than the controlled group as brainstorming stimulated their thinking and enabled them to generate ideas and think logically.

Similarly, Mehr, et al. (2016) investigated the effects of brainstorming as a prewriting activity on Iranian EFL learners' prompted expository writing. Six intermediate leveled students attending English Institute participated in the study. The participants were taught to use brainstorming technique and apply them to expository writing in three-month timeframe. They were scored based on the Test in English for Educational Purposes (TEEP) rubric. The results showed positive effect on students' writing performance. Students did not have a writer's block and learn to generate ideas for the content of their writing, which helped them to better work.

Likewise, Karimi (2016) investigated the effects of visual aids and outlining during the prewriting stage on EFL learners' writing ability. The study contained forty sophomore students at the Islamic Azad University. The researcher incorporated different types of prewriting strategies using outlines created by the teacher, picture cue, and self-created outline with each strategy being aided and unaided by the teacher. The findings showed improvement with

students' writing performance and that students need explicit instructions to know how they can begin to write. Additionally, students' writing ability improved as the students were able to generate their own ideas and outline.

Similarly, Wu and Shen (2017) investigated the effects of prewriting strategies on picture story writing on EFL junior high school's writing performance. The participants consisted of 22 seventh graders attending a private junior high school in Taiwan. The instructor taught the students to use listing and wh-questions for eight 60 minutes session class per week. The results indicated that the prewriting strategies helped them to generate more ideas as they receive explicit guidance on the initial stage of writing.

In Joaquin, Kim, & Shin's experimental study (2016), the authors examined the different prewriting strategies employed by university level English language learners. The participants include 513 university ESL students in the US writing an academic essay. The results indicated that over half of the students prewrote and found that students used all kinds of prewriting strategies from a single strategy to a mixture of many and with freewriting used the most to listing used the least. Additionally, students who elaborated more in their prewriting stage also scored higher than the others who plan minimally. Therefore, their writing was more complex.

Improved Fluency

Previous studies have found positive effects of prewriting strategies on writers' writing fluency (Hwang, 2010; Mehr, et al., 2016; Ojima, 2006). Mehr, et al. (2016) investigated the impact of brainstorming technique on the writings produced by Iranian EDL learners. The results showed that Iranian EFL learners wrote longer and better written work using brainstorming.

Additionally, participants indicated that they were unaware of the writing techniques involved in writing previously and that their self-confidence grew.

In Ojima's study (2006), the author explored the effects of pre-task planning on ESL learners' writing performance. The participants were three Japanese students in a writing program in Canada. The participants were taught concept mapping as the prewriting strategy in two weeks with in-class and take home writing assignments. The researcher found that students' writing fluency and complexity improved the most out of all the other writing performances.

Similarly, Hwang (2010) examined the influence of practicing guided freewriting on EFL college-level students' writing fluency. The participants include eight female college students with the treatment lasting 8 weeks every day. The results showed that the participants' writing fluency increased as their writing anxiety decreased due to their writing confidence increasing.

On the other hand, Machida and Dalsky (2014) explored how concept mapping influences students' writing in terms of quality and fluency and the differences between students with high and low anxiety in each planning condition. The participants included 61 first and second year undergraduate students in Japan which were divided into three groups, concept mapping, idea listing and no planning. The treatment was given on the last day of the school year and participants were expected to compose an opinion essay using the instruction given. The study found that the planning technique did not prove effective in increasing students' writing fluency. However, the limitation of the study may be that the time frame of the study was too short. Hence, significance was not found.

Improved Attitude

Incorporating prewriting strategies in writers' writing process can improve their attitude towards writing (Hwang, 2010; Lan, Sung, Cheng, & Chang, 2015; Mohseniasl, 2014; Rao, 2007; Wu, & Shen, 2017).

Mohseniasl (2014) examined the effect of strategy instruction on writing apprehension and writing achievement on EFL learners. The study consisted of 42 intermediate EFL learners who were randomly selected into three groups, two experimental and one controlled groups. The classes lasted for 12 weeks with about one and a half hour per session. Results showed that all the students writing apprehension had decreased but with the first experimental group benefiting the most from the explicit prewriting instructions. Students expressed relief as they were in a non-threatening environment in the classroom.

The majority of the studies that have been conducted on the effect of prewriting strategies have mainly been in the college level. Moreover, few of the studies have been done on expository writing. Additionally, the results of the studies conducted on the pre-writing strategies, listing and concept mapping, have also shown mixed results in students' writing performance. Therefore, this study will examine the effectiveness of listing and concept mapping on EFL senior high school students' writing performance.

Previous Studies on the Writing Process

Previous studies have shown that English native speakers (Perl, 1979), ESL (Bosher, 1998; Raimes, 1985; Zhu, 2001), and EFL students (Chien, 2008) behave differently in the writing process. The following section will discuss the writing process of these students in detail.

Writing Process of English Native Speaking Students

Many studies starting from the 1960s had looked into the writing process in English native speakers. These studies revealed that both skilled and unskilled writers possess different behaviors when they write. L1 writers who demonstrated awareness of their writing process showed they had better quality in their writing. Therefore, skilled writers seem to understand the nature of the writing process and are better able to instruct and direct their own writing procedures (Flower & Hayes, 1981; Perl, 1980). Furthermore, they will allocate more time to plan, brainstorm and revising (Raime, 1985). Additionally, their focus is usually more concerned with the organization, content and audience in their writing and when they revise or edit, rather than on the surface issues (Zamel, 1982).

On the other hand, the unskilled writers display the opposite set of skills of the skilled writers. According to Flower and Hayes (1977), poor writing is the cause of writing problems or thinking problems that usually occurs in poor thinkers. These writers have “limited repertory of thinking techniques” to recall on, leaving them with a writer’s block. Their writing block derives from their inadequate thinking techniques and limited repertory which many times lead to frustration and demotivation in writing.

One of the earlier studies on L1 writer was from Perl (1979) who examined the composing process of unskilled college writers. The study was a case study on one college level student named Tony, who is of Puerto Rican background but born and raised in the States. The researcher met with the student for five 90-minute sessions in the first four sessions to help him practice composing out loud and externalizing his thinking process. The student wrote two modes of writing, extensive and reflective writing. The findings showed that Tony’s composing

process was recursive in that he was repetitive in his behavior of planning, writing and rereading. Tony also showed concern for correct language form which inhibited him from developing ideas. Additionally, there was not a writing session where he didn't edit after writing two sentences. His flow of thought was also interrupted as he stopped to re-read his writing and fixing the surface problems, but little fixes were made on the content aspect. He spent a great deal of time proofreading instead on changing, rephrasing, adding or evaluating.

Writing Process of ESL Students

More studies were later conducted on ESL students to compare their writing processes. Raimes (1985) studied the composing processes of unskilled ESL college students and their behavior. The participants were eight students from different countries enrolled in the same class which were selected based on their writing skills. The class is a developmental ESL composition course which was a six-hour-a-week class over one spring semester. A narrative writing task was chosen and students were required to use think-aloud as they compose. The results showed that unskilled ESL students' composing behaviors are similar to that of L1 unskilled writers. The unskilled writers spent little time on pre-writing with the exception of one student. Therefore, they did not use any strategies in planning. These students also repeatedly went back to read what they had written in order to help them with the next sentence, but with the exception of two higher proficiency students. Additionally, the edits and revisions took place while working out an idea and not at the finish.

Zhu (2001) examined the processes and strategies L2 writers used to complete an argumentative writing assignment. The participants included 14 Mexican graduate students admitted into an MA program in the US. The class was two hours every day for five full weeks.

Oral reports and interviews were collected and analyzed. The findings indicated that some of the participants planned before writing and others did not engage in any form of pre-writing before writing or they mentally planned. When the students revise, they worked on their content, organization, and style. As for editing, they were more concerned with the vocabulary than their grammar as they spent much time on selecting the most appropriate words.

Bosher (1998) explored the writing processes of Southeast Asian students with different education backgrounds. Three participants were selected with two representing students graduating from U.S. high school and the other one representing students graduating from Southeast Asian high schools. Participants were videotaped as they wrote an opinion essay and immediately after, performed a stimulated recall and interview to question them about their pause times during their composition and writing process. The findings showed that even though the students may appear to have similar English proficiency, but their metacognitive awareness, focus of their writing, and knowledge of the composition may be challenged differently which could only be detected while going through the writing process.

According to Fox-Turnbull (2011), “stimulated recall is a research method that allows the investigation of cognitive processes through inviting participants to recall their concurrent thinking during an event when prompted by a video sequence or some other form of visual recall” (p. 204). Additionally, Fox-Turnbull recommends how the stimulated recalls can be used, the following are some recommendations: given clear guidelines, carried out as soon as possible after the incident, audio taping the recalls, minimally trained participants so as to carry out the procedure, having a strong stimulus, and reducing the researcher’s interference by giving selected and controlled stimulus. The advantage of using such a method allows the participants

to give an explanation for their decision making and to gain perspective on their thinking after they have completed the task.

Writing Process of EFL Students

Studies were also conducted on EFL students' writing process. Chien (2008) explored the writing strategy use in Chinese EFL student writers in relation to their L2 writing performance using think-aloud. Forty participants partook in the study. They wrote 5 argumentative essays based on TOEFL and used think-aloud to analyze their writing process. A practice think-aloud session was provided to get the students familiarized with the process. The actual think-aloud writing session videotaped the students writing and a 30-minute interview followed which was conducted individually with the students. The results showed that high-achieving students planned less; however, they exhibited good problem solving skills as they showed more emphasis on the global aspect of planning, such as organization and content and had a clear goal from the start. However, the low-achieving students only generated ideas but did not go beyond to organize their thoughts. Additionally, the high-achievers writing process were recursive where they wanted to verify or adjust their plans, whereas the low-achievers were less recursive and they missed out opportunities to develop their texts. Lastly, the high-achievers would read through the entire essay once to check for mistakes; however, the low-achievers glanced through their text and made few changes. Therefore, the study showed that L1 skilled writers and L2 skilled writers were similar in their thinking and writing process.

According to Hyland (2010), teachers should guide “the students through the writing process” rather than instructing them what to do. In this way, teachers help students to develop writing strategies to get started by generating ideas, writing multiple drafts, revising and editing (Pour-

Mohammadi, Abidin, & Fong, 2012). If writers are able to go through all these stages while they write, they have a better chance to arrive at a better product (Ho, 2006; Joaquin, Kim, & Shin, 2016).

Many of the studies conducted on writing process solely examined on their writing process, not many examined both the writing process and writing performance. Few studies also looked into the process of EFL high school students' writing process. Therefore, the current study was conducted to examine senior high school EFL students' writing process with the focus on the use of pre-writing strategies.

CHAPTER 3

METHOD

This section will discuss the method used to conduct the present study, including the participants, measurements and variables, instrument, treatment, data collection procedures and data analysis procedures.

Participants

The study took place during the summer break of 2017 with twenty ninth- and tenth-graders enrolled in the English program of the Department of Applied Foreign Languages at a private high school in central Taiwan. In other words, these students were required to take more English courses compared to the other students in their school. They were also required to take four hours of the regular mandatory English classes that every student must take every week, which their in-class teacher taught them English grammar, vocabulary and reading. In addition to that, they also took English Reading, English Composition and English Conversation classes. The composition classes that they took were four hour per week classes that was largely confined to grammar, vocabulary and free writing based compositions.

Out of the twenty participants that participated in the study, nine of them were selected based on their completion of the in-class assignments. Students 1 to 7 (S1-S7) have completed all the assignments, student 8 (S8) missed 1 assignment and student 9 (S9) missed 2 assignments. All of the selected participants have passed the GEPT intermediate preliminary stage which tests their listening and reading but have not yet passed the second stage which tests their writing and

speaking skills. The participants had all taken the GETP second stage at least once prior to attending the class. Table 3.1 presents the participants' basic background information in detail.

Table 3.1

Student Basic Information

| Name | Years of learning English | Passed GEPT preliminary stage | Number of times taken the GEPT intermediate exam | Extracurricular (English) | Perception of writing | Knows the structure and organization of English writing |
|------------------|----------------------------------|--------------------------------------|---|----------------------------------|------------------------------|--|
| Student 1 | <8 | Yes | 3 | No | Poor | No |
| Student 2 | >4 | Yes | 3 | Yes | Poor | Yes |
| Student 3 | >4 | Yes | 3 | Yes | Weak | Yes |
| Student 4 | 4-8 | Yes | 3 | Yes | Average | Yes |
| Student 5 | <8 | Yes | 2 | Yes | Average | No |
| Student 6 | 4-8 | Yes | 3 | No | Average | Yes |
| Student 7 | <8 | Yes | 2 | No | Average | No |
| Student 8 | <8 | Yes | 2 | Yes | Poor | No |
| Student 9 | 4-8 | Yes | 1 | No | Poor | No |

The researcher was motivated to conduct this study on the students' writing for two reasons. First, most of the students were not taught how to write in their regular composition classes but to imitate other people's writing and grammar usage. Hence, when they are given a topic to write about on their own, they usually do not know how to write or do so without doing any planning beforehand so they will write down whatever that comes to their mind. Second, all Taiwanese students are required to take the college entrance examination which also tests their writing ability and also they are encouraged to take the GEPT examination before graduation, so they all

must know how to begin their own composition and to understand the writing process in order to write a comprehensible and coherent piece of writing.

Measurements and Variables

In this study, the dependent variables were EFL students' writing performance and their writing process with the focus on their prewriting stage. The independent variable was the pre-writing strategies.

Instruments

In this study, the instruments consist of a pre-test, questionnaire, stimulated recall, in-class writing assignments, pre-writing papers, post-test, and semi-structured interview.

Pre-test

The pre-test was designed to determine the participants' writing performance before they have received instructions in pre-writing strategies. The pre-test is an expository paragraph that was adopted from previous General English Proficiency Test (GEPT) intermediate writing test (See Appendix A). The pre-test topic was taken from the GEPT intermediate-leveled writing question, which asked 'As cellphones become one of the most commonly used technological devices, what role does the cellphone play in our lives and what are the downsides of it'? The participants were given 30 minutes to complete the pre-test.

The GEPT Intermediate Writing Grading Criteria

The pre-test was scored based on the GEPT holistic intermediate writing criteria, which scores the students' writing content, clarity, organization, vocabulary use, grammar, spelling and punctuations. Figure 3.1 illustrates the description of each score students could get in their writing. The criteria assessed the second part of the test which was the guided writing and was 60% of the total writing score. The highest score they could receive was 5 points in accordance to how fitting their writing matches with the requirements in the six areas. The lowest score they could receive was 0 points which meant that they did not answer the question. The passing score for the composition was at least a 4. Two raters scored the test papers based on this grading criterion. (See Appendix B for the Chinese version)

Part II: Guided Writing (60%)

| Band Score | Description |
|-------------|--|
| 5 | Demonstrates full competence in writing The writing addresses the topic and task well; is clear and very well organized; demonstrates effective control of a range of vocabulary and sentence structures. Errors in grammar, spelling, or punctuation rarely occur. |
| 4 (pass) | Demonstrates fair competence in writing The writing adequately addresses the topic and task; is generally clear and well organized; demonstrates sufficient control of vocabulary and sentence structures despite some errors in grammar, spelling, or punctuation, which usually do not impede comprehension. |
| 3 | Demonstrates limited competence in writing The writing generally addresses the topic and task, and may not be adequately developed; is generally organized; demonstrates limited control of vocabulary and sentence structures; displays errors in grammar, spelling, and punctuation, and these sometimes impede comprehension. |
| 2 | Demonstrates little competence in writing The writing only partially addresses the topic and task, and is often difficult to follow; is poorly organized; demonstrates very limited control of vocabulary and sentence structures; displays frequent serious errors in grammar, spelling, and punctuation. |
| 1 | Lacks competence in writing The writing does not address the topic or task; completely lacks organization and is often incomprehensible; demonstrate little control of vocabulary and sentence structures; displays very frequent and serious errors in grammar, spelling, and punctuation. |
| 0 | No answer / Non-ratable |

Figure 3.1 The GEPT Holistic Intermediate Writing Criteria

Questionnaire

A background questionnaire was distributed at the beginning of the first session to understand the participants' previous English learning and writing experiences (See Appendix C). The questionnaire consisted of 11 questions and was translated into Chinese so the participants would be able to answer the question without misunderstanding the meaning.

Stimulated Recall

The stimulated recalls was conducted two times in this study, once after the pre-test and the other was conducted after the post-test. Each participant kept his/her test and was asked to reflect on how they completed the writing task, any difficulties they had encountered and how they overcame their problems while composing. The participants could select to do the stimulated recalls in a language that they felt comfortable speaking in and was digitally recorded on their cellphones and sent to the teacher-researcher and the data was transcribed for analysis purpose (See Appendix D for a sample).

The participants were given some prompts or clues to help them recall on their writing process. They were given some time prior to recording their stimulated recalls to reflect upon their process, thoughts or difficulties that they experienced while writing the composition. Questions were written on the board to help the students to think about their writing process such as "What steps did you take while you were writing?", "What problems did you face?" "Did you solve the problem? How?" They were also encouraged to write out their response or answers on the pre-writing paper to help them relate and think about their writing process as they looked at their own pre- and post-test.

In-class Writing Assignments

The teacher-researcher adopted 8 topics from previous GEPT exams for the students to compose their in-class writing assignments using the pre-writing strategy taught in class (See appendix E). The questions were printed in Chinese just as they would in the GEPT tests and that no participants would misunderstand the meaning of the questions asked. The required length of each composition was at least 120 words. The participants were given one-hour at the end of each session to complete the assignment. After the one hour time limit, the assignments were handed in to the teacher-researcher at the end of the class regardless of completion. The assignments were marked and received written feedback on them and returned to the participants the next class.

Pre-writing Worksheet

The pre-writing worksheet was a blank piece of paper given to the participants to plan or write their notes on. They were collected along with each of the in-class writing assignments that they have completed. They were collected to examine how the participants are using the pre-writing strategy taught and whether or not their use of pre-writing strategy has helped them with their writing. The pre-writing paper was also distributed out during the pre-test and post-test. The pre-writing paper were collected and analyzed for analysis purpose.

Post-test

The post-test was used to measure the students' writing performance after they had received the instructions on the pre-writing strategies. The post-test was the same topic as the pre-test.

The test limit was also 30 minutes. The post-test was scored based on the same GEPT holistic writing criterion as the pre-test.

Semi-structured Interview

The semi-structured interview was used to examine students' pre-writing process and learning experiences more in depth. The semi-structured interview was conducted in both English and Chinese and the students could choose to answer in the one they felt most comfortable speaking in. It was conducted twice, immediately after the participants have completed their stimulated recall. The interview was conducted with five students at a time. The semi-structured interview was recorded on their cellphone and sent to the teacher-researcher and transcribed for analysis purposes. The interview questions were adapted from Boshier's (1998) interview questions. There were two sets of question, one for the interview after the pre-test and the other after the post-test (See Appendix F).

Treatment

The treatment took place over a span of four weeks with each week consisting of three 3-hour classes. The participants learned the two pre-writing strategies, listing and concept mapping (See Appendix G). Along with the instructions, the participants practiced either as a class, with partners or alone to become familiar with the pre-writing strategies. For the first 2 writing assignments, the participants learned to use the prewriting strategy listing and for the other six assignments, concept mapping was used. Listing was implemented for two classes was because listing was an easier pre-writing strategy that the participants could easily become familiarize

with, whereas concept mapping was required more thought and organization and in comparison harder to use.

Participants were guided by the teacher-researcher in the pre-writing strategy for each of the assignments. The topics are all from the GEPT intermediate writing practice from previous tests or from GEPT intermediate practice writing workbooks. After the instructions, participants were given time to elaborate on their ideas or flesh out their writing. After going through the assignment and demonstrating the participants how they could write the assignment, the teacher-researcher then showed the participants teacher feedbacks of the same topic and how those papers were graded. Next, they were given 50 minutes to write the assignment in class and hand it in at the end of class. The assignments were marked and returned to the participants the next class with feedback and marks based on the GEPT marking rubric so they could do any revisions or editing to their assignments. The participants were encouraged to ask the teacher-researcher about their writing errors and problems that they had or needed any clarifications on. The teacher-researcher also pointed out common problems the participants had in regards to their writing behaviors. Table 3.2 shows the course schedule of the pre-writing instruction.

Table 3.2

Course Schedule of the Pre-writing Instruction

| Week | Session | Events |
|-------------|----------------|--|
| 1 | 2 | Writing Format & Writing Process & Scoring Criteria |
| | 3 | Pre-writing strategy: Listing & Practice |
| 2 | 4 | Topic 1: Writing an email to a friend about making friends Revision and Editing |
| | | Pre-writing strategy: Listing & Practice |

| | | |
|----|----|--|
| | | Topic 2: Reasons for child obesity and suggestions to resolve it |
| 5 | | Revision and Editing |
| | | Pre-writing strategy: Concept mapping & Practice |
| | | Topic 3: Population difference between town and city, the advantages and disadvantages |
| 6 | | Revision and Editing |
| | | Pre-writing strategy: Concept mapping & Practice |
| | | Topic 4: Reasons for more people turning into vegetarian and your opinion on vegetarianism |
| 3 | 7 | Revision and Editing |
| | | Pre-writing strategy: Concept mapping & Practice |
| | | Topic 5: Positive reinforcement in children using rewards |
| 8 | | Revision and Editing |
| | | Pre-writing strategy: Concept mapping & Practice |
| | | Topic 6: The advantages and disadvantages of school clubs |
| 9 | | Revision and Editing |
| | | Pre-writing strategy: Concept mapping & Practice |
| | | Topic 7: Your career choice and what you need to do to prepare for it |
| 4 | 10 | Revision and Editing |
| | | Pre-writing strategy: Concept mapping & Practice |
| | | Topic 8: The effects of bad habits and how you can change |
| 11 | | Revision and Editing |

Data Collection Procedures

This study was conducted over the summer break of a vocational high school over a span of 4 weeks. The quantitative and qualitative data include the pre-test, pre-writing paper, stimulated

recalls, questionnaires, post-test, and semi-structured interview. A consent form was also administered to the participants whom they agreed to the study (See Appendix H).

Prior to taking this class, the participants in the two different grades had different English teachers teaching them English writing. The eleventh graders had one teacher; the tenth graders had another English teacher. The participants in grade eleven also had one more year of English learning experience at the vocational school than the other two participants. In total there were 18 tests, 9 pre-tests and 9 post-tests and they were evaluated based on the GEPT holistic scoring criteria for intermediate level, with 0, being the lowest score, to 5, being the highest score.

In the first week, the background information questionnaire was administered to the participants to complete. After some explanation and question answering, participants were asked to take the pre-test along with the pre-writing paper. The participants were asked to do the stimulated recall after they had completed the pre-test. After the stimulated recall, the participants were interviewed to answer some questions regarding their writing process more in depth.

From weeks 1 to 4 with a total of 12 sessions, participants wrote a total of eight writing assignments using the taught pre-writing strategy to facilitate them in their writing which was from sessions 3 to 11. All the writing assignments and pre-writing papers were handed in to the teacher-researcher at the end of each session.

On the twelfth session, the post-test was administered to the participants along with the pre-writing paper to complete. The topic for the pre- and post-tests are the same (for samples of the pre-test and post-test see appendix I). Afterwards, the participants were required to do the

stimulated recall, reflecting on how they have completed the test this time and whether or not they faced any difficulties answering the question and how they overcame their challenges. Right after the stimulated recall, the teacher-researcher conducted a semi-structured interview with all the participants with 5 participants each time. They were asked about their writing process, learning experience and challenges they faced this time. The data collection procedure is shown on Table 3.3.

Table 3.3

Data Collection Procedure

| Week | Session | Events |
|-------------|----------------|---|
| 1 | 1 | Complete questionnaire Do the pre-test and pre-writing paper in 30 min Stimulated recall Interview |
| 1~4 | 3~11 | Assignments 1-8 |
| 4 | 12 | Pre-writing paper Post-test and Pre-writing paper Stimulated recall Interview |

Data Analysis Procedures

For research question 1, the paired-samples t test analysis will be used to examine the participants' writing performance before and after they receive pre-writing strategies.

Additionally, the GEPT intermediate writing criteria was used to assess the writing qualities of the participants' composition. The rater reliability among the raters was 0.83. For the second

research question, a qualitative data analysis was used to analyze students' semi-structured interview and the stimulated recall. The data was transcribed and analyzed according to the modified version of Raimes' (1985) coding categories (See Table 3.4). The coding schemes of the stimulated recalls were coded based on four writing behaviors, during the pre-writing, writing, revising, and editing stage. Their stimulated recall, interview and pre-writing paper will be compared in order to investigate how they used these pre-writing strategies to help with their writing process. The recordings were transcribed and coded by two coders. The reliability was checked with another coder, which indicated a 0.74 inter rater reliability. The data was coded based on the participants' mention of their writing behaviors in the interview and their stimulated recall.

Table 3.4
Coding Categories

| Prewriting Stage | Post-Writing |
|--|---|
| Rh (Rehearsing) | Revising Stage (changes affecting meaning) |
| RRh (Re-Rehearsing) | a (addition) |
| Rt (Reading the assigned topic) | d (deletion) |
| RRt (Re- Reading the assigned topic) | a & d (addition or deletion) |
| Pl (Planning structure or strategy) | sub (substitute) |
| Tran (Translation) | wc (word choice) |
| R (Reading sentence or part of sentence) | Rw (read the whole draft) |
| | Rew (rewrite) |
| Writing Stage | Editing Stage (surface-level changes) |
| Rh (Rehearsing) | Adding (word, phrases) |
| Rt (Reading the assigned topic) | Deleting (word, phrases, sent) |
| R (Reading sentence or part of sentence) | a & d (addition or deletion) |
| C (Correction/Change) | gr (grammar) |
| Tran (Translation) | sp (spelling) |
| | vocabulary use |

CHAPTER 4

RESULTS AND DISCUSSIONS

This chapter discusses the findings of the study which includes the following sections: participants' English writing performance before and after they received instructions in prewriting strategies, participants' writing word count before and after they received instructions in prewriting strategies, and participants' writing process before and after they received instructions in prewriting strategies.

Participants' English Writing Performance before and after the Prewriting Instructions

Table 4.1 shows the participants' writing performance in terms of holistic scores and word count. The table shows that prior to receiving the pre-writing instructions, only one student (S4) passed the pre-test, but after receiving the instructions, three out of the nine participants (S2; S6; S9) passed the post-test on the same writing topic. However, three of the participants (S1; S2; S5) were unable to complete the post-test in time, which may have affected their final score on the post-test. S4, on the other hand, had passed the pre-test but did not pass the post-test.

According to S2's pre-test, her ideas were not adequately developed and her organization was fairly poorly organized as her ideas were everywhere. There were some errors in her vocabulary that sometimes impede the overall comprehension of the composition. Whereas, in her post-test, she was able to adequately address the topic and task. She did have some grammatical and vocabulary errors but these did not hinder the comprehension of her ideas. Along with giving

more developed ideas and supporting details, she demonstrated a fair competence in her writing. Despite not finishing her composition, she was on her last sentence of the paragraph.

Table 4.1

Participants’ Writing Performance: Holist Scores and Word Count

| Subject | Grade | Pre-test | | Post-test | |
|---------|-------|----------|--------|-----------|--------|
| | | Scores | Length | Scores | Length |
| S1 | 11 | 3 | 117 | 3* | 109 |
| S2 | 11 | 3 | 121 | 4* | 195 |
| S3 | 11 | 2 | 134 | 2 | 153 |
| S4 | 11 | 4 | 157 | 3 | 189 |
| S5 | 11 | 3 | 131 | 3* | 136 |
| S6 | 11 | 3 | 138 | 4 | 190 |
| S7 | 11 | 3 | 122 | 3 | 153 |
| S8 | 10 | 3 | 112 | 3 | 156 |
| S9 | 10 | 3 | 150 | 4 | 188 |

* indicates the participants did not complete the post-test.

Based on S4’s pre-test, her composition adequately addressed the topic and task as she related a lot of the supporting details from her own experience; hence her ideas were well developed. She did have some errors in grammar and spelling, but this did not hinder the comprehensibility of her composition. Additionally, her content were well organized in the paragraph. Although she had more to say regarding the topic in her post-test, but because of that, her errors in grammar and vocabulary became obvious as she tried to express her ideas. Also, her development of ideas was less personal as she changed from the first person perspective in the pre-test (“Nowadays, cellphones have been the most popular 3C products in our world”) to the third person in the post-test (Nowadays, cellphones have become one of the most popular technology products”).

From S6's pre-test, she was able to address the topic but her ideas were only adequately developed. Her command of the language was fairly well but with some grammar errors which affected some of the comprehensibility of some sentences (“... many adolescences are crazy about smartphones, they stay up late for playing smartphones and cause they can't concentrate on their studies.”) In her post-test, she was able to write almost the exact same idea from her pre-test. Her ideas were better worded than the pre-test (“some adolescents will stay up late to play the cellphone and lead to sleep on the next day at school.”) Her organization of the composition remained the same with one difference; she had three paragraphs in the pre-test, but she had two paragraphs in the post-test. However, instead of sectioning the paragraph into three paragraphs, she separated the paragraph starting at the end of the body section and the conclusion section.

S9's pre-test showed that his paragraph body addressed the topic. He may have used more “advanced” vocabulary in his writing, but they were not suitable or appropriate in expressing what he wanted to say. His content was not adequately developed as he only gave one supporting detail for the advantage and disadvantage. His organization was somewhat interesting in that his two paragraphs were the introduction and the body. However, his post-test showed that his writing was able to adequately address the topic even though he still struggled to conclude his composition (“Smartphone is useful and attractive. In contrast, it is also dangerous. To sum up, we should not abuse it”). His organization of ideas also improved with each paragraph addressing each topic. He also developed more supporting details in his writing. Nevertheless, his vocabulary usage was still misused in some sentences.

The other participants (S1, S5, S7, S8, S9) showed that in their pre-test, their writing were lacking in development as they only mention an idea and moved on to the next. Additionally, all

the participants suffered in writing as their language ability was also limited. S3 translated her ideas from her L1 so her language ability hindered the understanding of what she was trying to say (“...the smartphone disadvantages are very lot, it results from our eye sight decline more seriously can lose our sight.”). Also, S3 was unable to address the topic in her second part of her paragraph as she went on to explain how smartphones could be put to good use which was not the answer to the question.

In their post-test, S1 had better organization and addressed the topic but because she was unable to complete her post-test, she was on her second sentence of the paragraph (“There are three problems that I”). S5 was also only half way through her second paragraph. From S7’s post-test, it could be observed that she was familiarizing herself with the writing structure and also in her second paragraph; she went back to how she would write originally which was lack of coherence and transitions. S9 also had some grammatical errors and vocabulary errors (... if we don’t know the to control our using time. Doctors say that using too much smartphone may cause eye problems, such as eye-sighted.”).

The findings in this study were similar with previous study (Pour-Mohammadi, Anodom, & Fong, 2013; Rao, 2007). Pour-Mohammadi, Anodom, and Fong (2013) found that one of the biggest problems in the students’ writing were linguistic errors. Many of the structures were mechanical and that the writing could be understood but was unpleasant to read. Rao (2007) found that brainstorming before writing helped EFL students to stimulate their thinking and to come up with ideas and to organize them in a logical order.

In addition to the holistic evaluation based on the GEPT grading criteria, length is measured in terms of word count. In order to pass the GEPT intermediate writing test, one must meet the

required word count. The word count should be at least 120 words for the intermediate writing test. Table 4.2 shows the participants' word count before and after the prewriting instructions, including the number of participants unable to fulfill the minimum word count, average word count (mean), and standard deviation (S.D.).

Table 4.2

A T-test of mean scores on word count of Pre- and Post-tests

| Word Count | Lower than 120 words | Mean | S.D. |
|-------------------|-----------------------------|-------------|-------------|
| Pre-test | 2 | 131.33 | 15.13 |
| Post-test | 1 | 163.22 | 29.47 |

Participants' writing length showed improvement. As shown in Table 4.2, two of the participants were unable to meet the minimum word count in the pre-test. This was due to the fact that they struggled with coming up with ideas or supporting their ideas with details. After the prewriting instruction, one of the participants was unable to meet the minimum word count. This was because S1 was only able to complete the first paragraph in the 30 minute time frame and was just about to start her second paragraph. The use of prewriting strategies also encouraged participants to give more details and examples in their writing to support their ideas. Before receiving the pre-writing instructions, participants' average word count for their expository writing was 131 words, whereas after receiving pre-writing instructions, participants' average word count was 163.

Table 4.3 presents the result of the participants' English writing word count mean difference, standard deviation, t-test value. Table 4.3 showed that there was a significant increase in the participants' writing word count after receiving instructions in pre-writing strategies.

Table 4.3

Paired-samples T-test of the Participants' English Writing Word Count before and after Receiving Instructions in Prewriting Strategies

| | MD | SD | T | <i>p</i> |
|-----------------------------|-----------|-----------|----------|-----------------|
| Pair 1 (pre-test-post-test) | -31.89 | -14.34 | -3.89* | 0.005 |

Note: N=9, * significant at $p < .05$

The finding on increased writing word count was consistent with previous studies (Hwang, 2010; Mehr, et al., 2016. Similarly, Mehr, et al. (2016) found that participants were able to write better and longer writings with the help of brainstorming techniques as they begin to think about how they could write instead of writing whatever that came to their minds brainstorming. According to Hwang (2010), the use of prewriting strategy helps students to write with confidence as it guided them in how they could write and they didn't need to worry about their writing accuracy.

In conclusion, the pre-writing strategies only helped three of the participants to improve their writing performance, but one participant went backwards in her performance. All the participants were able to write more in their compositions but their language ability remained the same. Despite the participants' compositions were longer and some of their content was more

developed, their mechanics and grammar remained the same which affected the comprehensibility of the composition.

Participants' Writing Process before and after the Pre-writing Instructions

The following sections, based on the results of pre-writing papers from in-class writing assignments, stimulated recalls and interviews, describes the participants' writing process before and after receiving instructions in prewriting strategies.

Before the Pre-writing Instruction

Prior to the treatment, many of the participants did not know what the writing process was nor were not aware of their own writing process. Most of them wrote down whatever that came into their mind so they had some difficulties explaining their own writing process during the stimulated recalls. Their perception of writing was very product oriented, where they wrote down as much as they could just to meet the word requirement, even though what they were writing was out of topic and their composition was poorly organized. When they were given the pre-writing paper to plan, no one knew what to do with the paper and left it aside with nothing written on it. This is similar to Maarof and Murat's (2013) students, who made mental plan in the pre-writing stage which was not effective in helping them develop ideas for their writing task.

Frequent Activity in Pre-test

The result of the participants' writing behavior in the process of writing the pre-test showed that most of their writing behavior occurred during the pre-writing stage. Table 4.4 presents the summarized result of the participants' writing process for the pre-test.

Table 4.4

The Writing Process during the Pre-test

| Pre-test | S1 | S2 | S3 | S4 | S5 | S6 | S7 | S8 | S9 | Total |
|--|----|----|----|----|----|----|----|----|----|-------|
| Prewriting Stage | | | | | | | | | | |
| Rh (rehearsing) | √ | √ | √ | √ | √ | √ | √ | √ | √ | 9 |
| RRh (re-rehearsing) | | | | | | | | √ | √ | 2 |
| Rt (reading the assigned topic) | √ | √ | √ | √ | √ | √ | √ | √ | √ | 9 |
| RRt (re-reading the assigned topic) | | | | | √ | | | √ | | 2 |
| Pl (planning) | | | | | | | √ | | | 1 |
| Tran (translation) | | | √ | √ | | | | | | 2 |
| R (reading sentence or part of sentence) | | | | | | | | | | |
| | | | | | | | | | | |
| Writing | | | | | | | | | | |
| Rh (rehearsing) | | | √ | √ | | | | | | 2 |
| Rt (rehearsing) | | | | | | | | | | |
| R (reading sentence or part of sentence) | | | | | | | √ | √ | | 2 |
| C (correction/change) | | | √ | √ | √ | √ | | √ | √ | 6 |
| Tran (translation) | | | | √ | | | | | | 1 |
| | | | | | | | | | | |
| Post-Writing | | | | | | | | | | |
| Revising | | | | | | | | | | |
| a (addition) | | | | | | | | | | |
| a (deletion) | | √ | | | | | | | | 1 |
| a & d (addition and deletion) | | | | | | | | √ | | 1 |
| Sub (substitute) | | | | | | | | | | |
| Wc (word choice) | | | | | | | | | | |
| Rw (read the whole draft) | | | √ | | | √ | | √ | √ | 4 |
| Rew (rewrite) | | | | | | | | | | |
| | | | | | | | | | | |
| Editing | | | | | | | | | | |
| Adding (word, phrases) | | | | | | | | | | |
| Deleting (word, phrases, sent) | | | | | | | | | | |
| A & D (add and delete) | | | √ | √ | √ | √ | | | | 4 |
| gr (grammar) | | √ | √ | √ | √ | √ | √ | | | 6 |
| sp (spelling) | | | | √ | √ | | | | | 2 |
| vocabulary use | | | √ | √ | √ | √ | √ | | √ | 6 |

The Pre-writing Stage

As shown in Table 4.4, the two most frequent activities that all the participants engaged in the pre-writing stage were reading the assigned topic (Rt) and rehearsing (Rh). Rt is defined as any mention of the action of reading the prompt in the prewriting stage (Raimes, 1989). In their self-report of their writing activities, all of the participants mentioned in their stimulated recalls that they read, saw or looked at the prompt before writing. S1 said she “look at Q at the top of the paper”, S2 said she “read the instructions”, and S10 said he would “see the topic”. They all said the first step in the pre-writing stage that they have done was to read the prompt. For most of them, they only read though the prompt, but S5 and S6, they read with the intention to understand and check that they understood the meaning of the prompt because this will help them to decipher what they will be writing.

Rh is defined as the generation of ideas on content and coming up with possible ideas (Raimes, 1989). In other words, any mentions of generating ideas are considered Rh. Rh is also one of the behaviors that all the participants engaged in before writing. As they mentioned that right after reading the prompt they all started thinking about what to write. S6 talked about that she needed to think beforehand in order “to figure out what [she is] going to write about”. S4 mentioned that she thought about the topic with the purpose of analyzing the prompt. As they tried to come up with ideas, they all rehearsed at least from 3 minutes to 10 minutes. They used some time to think about what they were going to write but they did not explore deep into their ideas, only the surface idea and any ideas that came into their minds. However, S10 delve deeper into his ideas to relate the ideas from “our society and the effect [it had on our] health and

something else.” Perl’s (1979)’s subject also established a connection between him and the topic which helped him write on.

The participants used a variety of methods to overcome the struggle of coming up with ideas regarding the topic. One of them was that if the participants could not form any ideas, they would go back to read the prompt again. S5 was having difficulties coming up with ideas so she read the prompt again to “check what [the prompt wanted her] to write”. S9 also had difficulties coming up with ideas so she also had to go back to read the prompt again to know what the prompt was asking her to write about. Similarly, one of Raimes’ (1985) student did not understand the meaning of the word in the topic and had to go back to reread the topic repeatedly. All of Liu’s (2013) participants had to study the prompts first which includes reading the prompts several times to understand what to write about.

Only reading the prompt was not enough for some of the participants, as they had some problems in understanding the prompt. Therefore, one method they used was translating the prompt in order to better understand the prompt. S3 and S4 translated the prompt into Chinese to fully understand what the prompt was asking them to write about.

Interestingly, none of the participants had done any form of pre-writing prior to the treatment, yet S7 mentions about planning in her stimulated recalls. She mentions how she first needed to understand the prompt and then come up with ideas and arrange them into two sections, ones that she needed and ones that she did not need. Accordingly, she had a plan of what she wanted to write in the composition. This is similar to Raimes’(1985) students, all of the students did not make any lists or plan to help them to write but with the exception of one student who struggled with the meaning of the prompt.

The Writing Stage

During the writing stage, the most frequent behavior that occurred was making corrections or making any changes to their composition (C). Six participants described they either corrected or changed what they wrote while composing. This behavior happens when they stop mid-sentence in order to fix anything that they felt that they wrote something wrong. S2 had to “erase something that [she thought were] a little bit strange”. S5 also said she would “erase the whole sentence and think [of] another sentence or [come up with a] new idea while she is writing. Additionally, S8 said she will check for any mistakes while writing. Perl’s (1979) student, Tony, also had a concern for the correct form usage as he needed to go back to fix any mistakes, which inhibited him from fully developing his ideas without getting interrupted.

The Post-writing Activity

After completing the composition, the participants seem to focus on the editing stage in the local aspect of writing such as grammar and vocabulary use. Prior to the treatment, no information regarding the writing process was given to the participants, so they did not know the difference between revising and editing. Henceforth, they used the term interchangeably. To them, any changes whether globally or locally made to the composition after completing the composition was revising. Some of them made the mistake of saying they “fixed” the whole composition, but in reality it was only the grammar and vocabulary use not the meaning of the composition.

Most of them expressed that when they edit they focus mainly on the sentence level. Additionally, most of the edits done were on vocabulary usage as S4 expressed that she wanted to use “more advanced words” in her writing. S1 also edited her vocabulary because she did not

“know how to spell” a specific word and had to use a different word to express her original idea. Likewise, S9 thought there was “better vocabulary” he could use to express his thoughts. He even changed the sentence of what he was going to write because he did not know how to spell a particular word.

The other frequently edited linguistic aspect is grammar. S2 to S7 felt that they had used the incorrect grammar in their writing and had to make changes to it. S5 was not certain of her grammar usage, so she changed her sentence. S7 also had to change her sentence, but the more she reads it the stranger the sentences become to her. This is similar to Perl’s (1979) student, when proofreading, he edited mostly on the surface area, and little was on the content.

Difficulties and Coping Strategies

Some difficulties that they encountered include vocabulary usage, grammar, anxiety, and writing block. One of the reasons why the participants constantly fixed their grammar was due to the fact that they felt their grammar was weak. S7 said “I am lack of confidence in my grammar”. S1-S7 were all taught by the same English teacher and S8 and S9 were taught by a different English teacher. Their teacher may have focused more on English grammar while teaching writing. S4 also “translate what [she] thought because [she] thought in Chinese and [she needed] to translate [it] into English.” Because she translated directly from Chinese into English, this affected the comprehensibility of her composition. According to Pour-Mohammadi (2012), students who have higher English language ability do not consider translation. Therefore, her first language may have influenced her writing in her second language. Similarly, S1 thought she was “not good at grammar” and this hindered her from writing. She also did not know whether

she was using the correct grammar while writing. Tsai's (2009) study also points out that unskilled writers worry more "about whether their grammar or words used were correct or not".

They overcame this problem by completely changing the sentence or using another word that has the same meaning. This means that they were willing to change any ideas that they may have as long as they are using the correct vocabulary or grammar. Some even set up goals for themselves to read more English articles, learn more vocabulary or practice more writing. Liu's (2013) unskilled writers also set objectives for themselves so that in the future they could overcome this writing hurdle.

Another difficulty some of the participants experienced is they got nervous or anxious while writing. S7 said "[when she] feel nervous [she] always forget what ... things [she wants] to write. Likewise, S2 always feels nervous whenever she gets to the middle of a paragraph. Many times, she will start sweating a lot and she will need to stop and try to relax before she can start writing again. S3 also feels nervous whenever she writes and encounters either a vocabulary or grammar she has difficulty using.

Additional, some of the participants encountered writer's block. S6 said she sometimes after reading the prompt she does not know what to write. Because she thinks the "topic is very important", so she "will spend a lot of time on thinking how to start" the composition. In addition, S7 also had difficulties developing ideas because she felt nervous. Whenever she feels nervous, she forgets what she wants to write. S9 also had trouble coming up with ideas, so she had to go back to read the prompt to understand the question and then try to think of an idea again. Writers in Tsai's (2009) study also experienced a period of anxiety when writing, but they

all had different ways of coping. Unskilled writers oftentimes after relaxation would continue to worry and have mind blankness.

Pre-writing Papers from In-class Writing Assignments

Based on their in-class writing assignments and prewriting paper, they all incorporated the taught pre-writing strategies in the planning stage. Table 4.5 shows how each of the participants used the pre-writing strategies in their in-class writing assignment.

Table 4.5

Participants' Pre-writing Strategies Used in their In-class Writing Assignments

| | A1 | A2 | A3 | A4 | A5 | A6 | A7 | A8 |
|----|------|---------------|---------------|---------------------|---------------------|---------------------|---------------|------------------------|
| S1 | List | List | List | CC List | CC List | CC | CC List | CC |
| S2 | List | List | List | List CC Draft | List CC Draft | CC List Draft | List Draft | CC Flow chart |
| S3 | List | List Draft | CC List | List CC Draft | Draft | CC Draft | Draft | CC Draft |
| S4 | List | List | List Draft | CC Draft | CC Draft | CC | CC Draft | Draft |
| S5 | List | List | CC | CC | Draft List | List | List | List |
| S6 | List | List | List | CC Draft | List | List | List Draft | List Draft |
| S7 | List | List | CC List | CC List | List Draft | List | List | List |
| S8 | - | - | List | Draft | Draft | Draft | List CC | Draft Flow chart |
| S9 | List | List | List | List | List | List | - | List |

Note: A= Assignment, CC= Concept Mapping

Some participants (S2, S3, S4, S6, S9) wrote out a draft of their composition either in full or parts of it during the planning stage more than once. The others were able to implement the prewriting strategies either using only one or using both of the strategies. S9 only used listing throughout the whole treatment despite also learning concept mapping.

S4 did not fully understand how to use the prewriting strategies. She started off with listing which was demonstrated by the teacher-researcher, and concept mapping was also taught and demonstrated; however, she started writing out a draft of her composition in the planning stage beginning at the third assignment. With the exception of the first few assignments and assignment 6, she wrote a draft for all the assignments and on her last assignment, she decided to only write out composition and implement no strategy at all. Because of this, she actually went backwards in her writing process from planning before writing to just writing out the whole composition and no planning.

After Pre-writing Instruction

After the 4-week intensive instruction, the biggest difference in their behavior was in the prewriting stage. Table 4.6 presents the summarized result of the participants' writing process in the post-test.

The Pre-writing Stage

After the treatment, all of the nine participants mentioned that they spent some time rehearsing (Rh). Any mentions of the words thinking or coming up with ideas were considered as rehearsing. The participants used a range from 5-15 minutes to pre-write. S1 said she spent about 10-15 minutes thinking about the ideas and wrote down her thoughts. S6 also mentioned that she

spent “a lot of time thinking... because the topic sentence is very crucial [to] the whole article”.

S4 also said she spent 5 minutes to prewrite and had she did not pre-write, she would not have been able to write nor complete her composition. They all used more time to plan and using 10 minutes of planning had positive effect on participants’ writing fluency and complexity (Ojima, 2006).

Table 4.6

The Writing Process Behavior during the Post-test

| Post-test | S1 | S2 | S3 | S4 | S5 | S6 | S7 | S8 | S9 | Total |
|--|----|----|----|----|----|----|----|----|----|-------|
| Prewriting Stage | | | | | | | | | | |
| Rh (rehearsing) | √ | √ | √ | √ | √ | √ | √ | √ | √ | 9 |
| RRh (re-rehearsing) | | | | | | | | | | |
| Rt (reading the assigned topic) | √ | √ | √ | √ | √ | √ | √ | √ | | 8 |
| RRt (re-reading the assigned topic) | | | | | | | | | | |
| Pl (planning) | √ | √ | | √ | √ | √ | √ | √ | √ | 8 |
| Tran (translation) | | | √ | √ | | | | | | 2 |
| R (reading sentence or part of sentence) | | | | | | | | | | |
| | | | | | | | | | | |
| Writing | | | | | | | | | | |
| Rh (rehearsing) | | | | | | | | | | |
| Rt (reading the assigned topic) | | | | | | | | | | |
| R (reading sentence or part of sentence) | | | | √ | | √ | √ | | | 3 |
| C (correction/change) | | √ | | | √ | √ | √ | √ | | 5 |
| Tran (translation) | | | | √ | | | | | | 1 |
| Post-Writing | | | | | | | | | | |
| Revising | | | | | | | | | | |
| a (addition) | | | | √ | | | | | | 1 |
| d (deletion) | | | √ | | | | | | | 1 |
| a & d (addition and deletion) | | | | | | | | | | |
| Sub (substitute) | | | | | | | | | | |
| Wc (word choice) | | | | | | | | | | |
| Rw (read the whole draft) | | | √ | | | √ | | | | 2 |
| Rew (rewrite) | | | | | | | | | | |
| Editing | | | | | | | | | | |
| adding (word, phrases) | | | | | | | | | | |
| deleting (word, phrases, sent) | | | | | | | | | | |

| | | | | | | | | | | |
|-------------------------------|---|---|---|---|---|---|--|---|--|---|
| a & d (addition and deletion) | | | | | | | | √ | | 1 |
| gr (grammar) | √ | √ | √ | √ | √ | √ | | | | 6 |
| sp (spelling) | √ | | √ | √ | √ | √ | | | | 5 |
| vocabulary use | √ | | | | √ | √ | | | | 3 |

Another pre-writing activity described by eight out of the nine participants was reading topics (Rt). This is the biggest difference found before and after the pre-writing instruction. Before receiving the instruction, only one student (S7) planned before writing; however, after receiving the instruction, eight of them planned for writing. In order to write the composition, they would need to read to know what the prompt is asking them to write about. However, S9 did not mention doing any Rt, this was not counted on the table, but this was a behavior that must have been performed by the participant. Because in another instance, S6 had to read what the prompt was requiring her to write about and she had understand the prompt then she could start writing.

Additionally, the other activity that eight out of nine performed was planning (Pl). Planning is defined as the use of any pre-writing strategy or structure to help generate ideas and assist them in the composition process (Raimes, 1989). They showed that they understood how to plan using the pre-writing strategies taught in class from their stimulated recalls and pre-writing papers. From their pre-writing paper, there seems to be a mixture of usage in the prewriting strategies. Some of the participants used only concept mapping and others used listing. Interestingly, some also used sentence writing or drafting in their planning stage. Drafting is defined as a prewriting strategy where “writer transfer near exact wording and structure to the final product” (Joaqin, et al., 2016, p.165). In total, two used concept mapping, one used listing, two used drafting and four used a combination of concept mapping with drafting (See Figure 4.1) or listing with drafting

(see Figure 4.2). The participants used the pre-writing strategies in their own way after the strategies are taught. Similar to Joaquin, et al. (2016), many of the participants used a combination of strategies when they prewrite during exams and the score of their exam were similar to those who use only a single prewriting strategy.

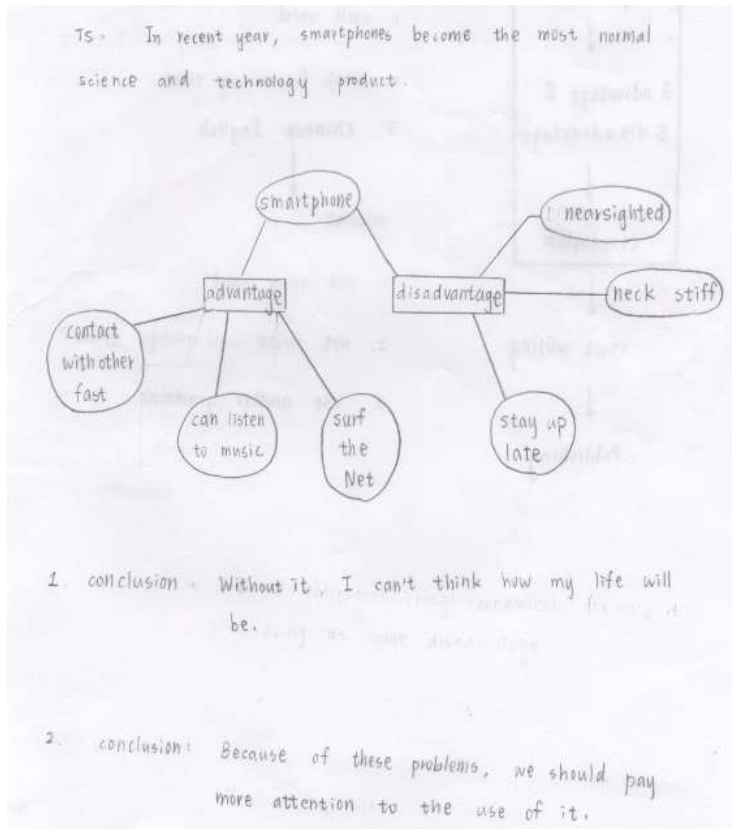


Figure 4.1. S1's Post-test Pre-writing Paper

TS: Nowadays, smartphone is as important as people's eyes
. It really brings so many functions to us. Here are three
functions that influence us deeply

SD 1 Google map
SD 2 shopping online
SD 3 make an appointment

con: Smartphone is functional and convenient as long as
we use it wisely.

Figure 4.2. S10's Post-test Pre-writing Paper

Cellphone plays an important role in our daily life
For example, call, use the Internet with cellphone anywhere,
make phone and so on
It's common that at least everyone has a cellphone.
There are many things that we can do by using
it. First: take picture Second: use FB, LINE
connect with friend.

After learning how essential cellphone is, we should
make good use of it and make our life more convenient.

Figure 4.3 S2's Post-test Pre-writing Paper

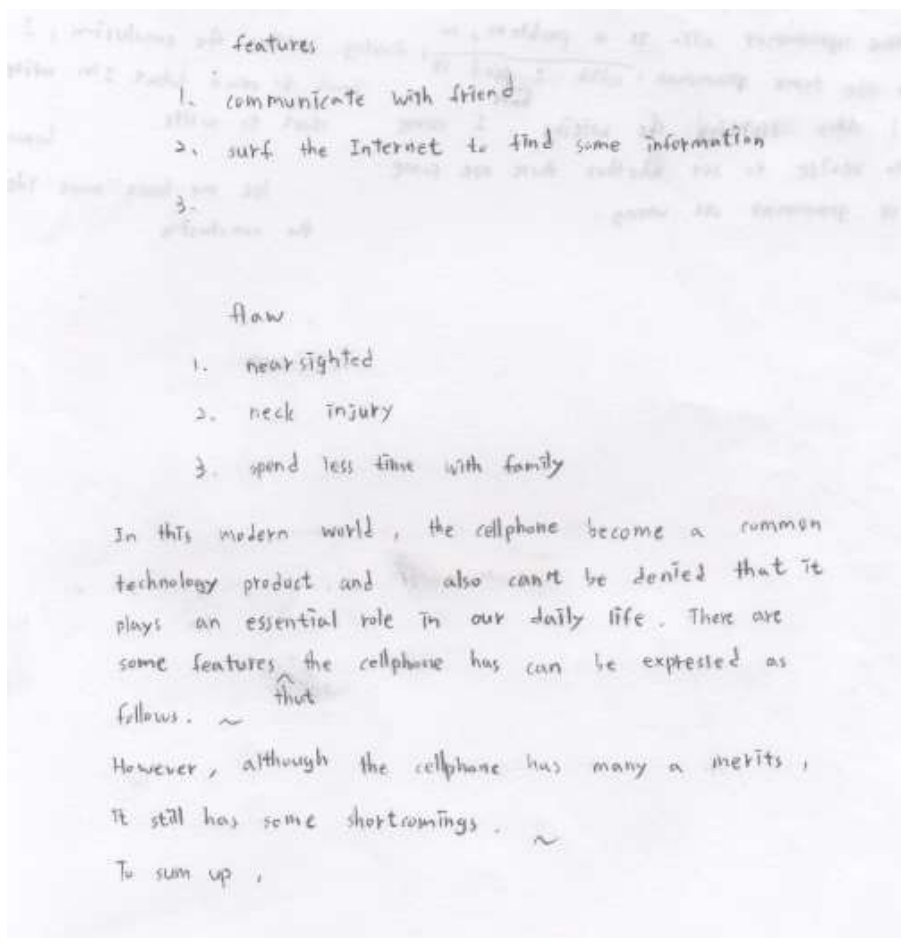


Figure 4.4 S6's Post-test Pre-writing Paper

S2 and S6 essentially drafted what they were going to write in their composition but without the detailed information (See Figure 4.3 and 4.4). Based on the post-test they handed in, their composition followed the draft structure with more developed ideas to support their thoughts.

Additionally, based on their prewriting papers, the participants that passed their post-test (S2, S6, S9) wrote more in their planning stage compared to those who did not pass (Figure 4.5, 4.6). This is similar to Joaquin, Kim and Shin's (2016) in that those who elaborated more in their pre-writing scored higher than those who only planned minimally.

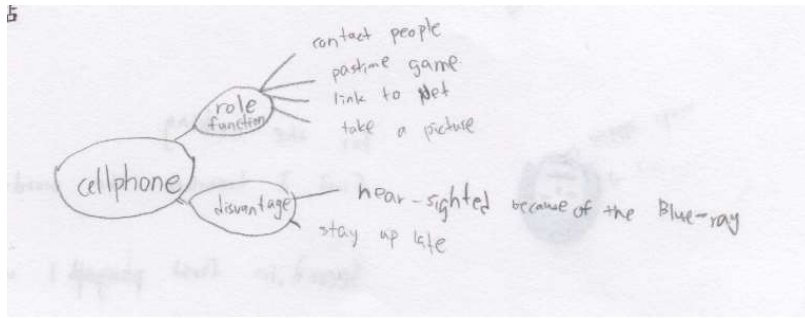


Figure 4.5 S4's Post-test Pre-writing Paper

1. communication
 2. look for ^{some} information
 3. surf the net

inflection
 reflection

sighted-eye

Figure 4.6 S9' Post-test Pre-writing Paper

The Writing Stage

What's notable about the writing stage is that after the treatment, none of the participants rehearsed during the post-test. Due to the fact that once they had already completed prewriting in the prewriting stage, they were able to write fluently afterwards. However, five of them did continue to stop mid-sentence to make corrections on their paragraphs. S7 said whenever she sees a sentence that seems wrong; she will instantly make changes to it until she thinks the

sentence is accurate. In the same way, after S9 had written something, she will make corrections to it before moving on to writing the next sentence. Like Tsai's (2009) skilled and unskilled writers, a high percentage of them expressed difficulty in grammar and word usage. Nevertheless, the skilled writers mattered more on the effective use of words so to impress the reader, whereas the unskilled only worried about whether their grammar or word uses were correct.

Post-writing Activity

After the treatment, most of the participants still focused on editing their composition rather than revision. Their focus is mainly on editing their grammar and spelling. With the exception of S3, she emphasized on editing her grammar and said she spent about 5 to 10 minutes to edit it. However, everyone else tried to edit after they have completed their composition. But most of them did not manage their time wisely and did not have enough time edit or complete their composition.

Difficulties and Coping Strategies

The difficulties the participants faced in the post-test were fairly similar to the ones they had in the pre-test such as grammar, vocabulary, anxiety, writer's block and time management. After receiving the teacher-researcher's feedback, many of them realized that they did a lot of direct translation phrases from Chinese to English. Due to the fact that many of them develop their ideas in their first language, many times the translation are either a direct translation or mistranslated using the inaccurate word. S2 said she has many grammatical mistakes and uses "Chinese-English for so many tests. It's a big... big difficulty for [her]." S4 said that she needed to translate her ideas from Chinese to English.

This time, the participant's writer's block was not due to the struggle to come up with ideas to begin their composition but the struggle with developing ideas to conclude their paragraph which stems from their inability to draw a connection with the whole paragraph. S10 said the biggest problem he faced was writing the conclusion and the coherence of the composition. S6 also had to go back to read what she had written so that she had "more idea to write in the conclusion."

Time management was especially a big problem for many of them; therefore, three of the participants (S1, S2, S5) were unable to complete the composition or they had to rush at the end. S7 said she did not realize that she needed to plan and complete the composition within the 30 minutes so she did not use her time wisely doing the two tasks. S5 also said just as she was about to write the second paragraph she had only 5 more minutes to write. Similarly, just as S1 started writing her second paragraph, her time to finish the composition was up.

In conclusion, the results of this study showed that pre-writing strategies had a positive effect on vocational high school EFL students' writing performance in terms of word count but not necessarily in their writing performance. The results from the writing process showed that the participants were not aware of their own writing process. The biggest difference in their writing process was shown from their pre-writing stage where they all performed planning (pl) before composing their compositions and they did not need to go re-read the topic (RRt) and re-rehearse (RRh). Their pre-writing paper also showed that each student used the pre-writing strategies differently in their writing as they try to internalize the behavior. The students that wrote more in the pre-writing paper also wrote better in their compositions. They all focus mainly on the editing stage when they make changes to their writing and little was made on the revising stage.

Lastly, some of the biggest challenge they encountered were generating ideas, grammar, mechanics, and writing anxiety.

CHAPTER 5

CONCLUSION

This chapter concludes the exploration of the present study. It includes the summary of the major findings, pedagogical implications, limitations of this study, and suggestions for future studies.

Summary of the Major Findings

The present study investigated the effects of prewriting strategy use, listing and concept mapping, on nine high school EFL students' writing performance as well as their writing process. The major findings are summarized in the following sections.

Participants' English Writing Performance before and after the Implementation of Prewriting Activities

The results from the study showed that three out of the nine participants passed the post-test after the implementation of the prewriting strategies. The finding revealed that prewriting could help participants to improve their writing lengths as it helped them to generate more ideas to write. When they plan more during the prewriting stage, their ideas are a lot more clearly expressed and their composition quality is usually better. However, the participants' writing performance did not show significant difference because their language ability remained the same. One of the biggest challenges for them was their language proficiency. Despite some participants were considered "high-achievers" in their class, their ability to express their thoughts and ideas were still limited by their knowledge of the language.

Participants' English Writing Process before and after the Implementation of Prewriting Activities

The results from the study showed that the participants did more planning after the treatment. All of the participants before the treatment rehearsed (Rh) and read the topic (Rt) which is essential to any writing. However, none of them did actual planning of their ideas on paper. Some of them struggled with developing ideas which lead to some of them having to go back to Re-rehearse (RRh) and Re-read the topic (RRt) during the prewriting stage or Rh and Rt during the writing stage. Their main focus during the post-writing is the editing stage where they focus on editing their grammar and vocabulary. Most of the challenges they experienced were vocabulary usage, grammar, anxiety and writing block. After the treatment, all the participants rehearsed (Rh) during the prewriting stage and all of them should have done Read the topic (Rt) and Planning (Pl), but they did not report it. The participants all showed improvement in that once they have developed an idea, they did not need to go back to think about their ideas and get stuck on it. However, they did do a lot of correction or make changes to their composition while writing which affected their train of thought while writing. During the post-writing stage, the participants still emphasized on making corrections on a local aspect rather than the global aspect of writing. Their challenges were still the same as the pre-test, but because they are still getting used to the new strategies taught, they struggled with time management while implementing the new skill.

Pedagogical Implications

Many students still do not know how to properly write a composition from start to finish. The struggle to complete the assignment and improving one's writing skill may lead many to feel

frustrated or a writer's block. The main implication of this study is senior high school English teachers in Taiwan need to explicitly teach prewriting strategies. Teachers can use different pre-writing strategies for different writing genre. As seen from the study, the participants used different pre-writing strategies to plan their ideas and even used some that were not taught from the class as a pre-writing strategy to meet their writing needs. Teachers can also demonstrate how they would use the pre-writing strategies in their class assignments. Therefore, the students can understand the thinking that was needed to use such strategies and how the teacher got to the final result. Additionally, such pre-writing instructions should be taught over a longer period of time so that the students could become familiar with the strategies and implement them when necessary in their own writing. Also, teachers can help students in giving the appropriate English words or correct usage of certain English words to help the students when generating their ideas. Lastly, teaching students how they should manage their time wisely when using pre-writing strategies to compose.

In order to implement prewriting strategies in the writing process, writing teachers are encouraged to follow the following suggestions. First, help students to understand their own writing process by having them reflect on their own writing. Teachers can help students to reflect upon their own writing by setting aside time in writing class and helping them understand why they are facing the problems they are encountering. In addition, teachers should address the problems that the students encountered and to find strategies or way to work on their problem. Lastly, teachers should also give feedback to the students who are struggling in their writing process and steer them to become skilled writers.

Limitations of the Study

The present study had four major limitations. First, there were only nine EFL senior high school participants in a vocational high school in central Taiwan in the study. The result from this small sample size cannot be generalized to other vocational high school students.

Second, the pre-writing instruction only lasted for four weeks. This may be the reason why their writing performance did not show significant progress and also the researcher was unable to examine the long-term effect of prewriting strategies on English writing performance and writing process. In addition, the teacher-researcher was not the participants' in-class English teacher in the school so that they might have felt compelled to use the strategies in their writing.

Third, the prolonged planning time given during the treatment may have confused the participants in the post-test. Some of the participants did not know that the 30 minutes during the post-test included the planning and writing of the post-test. Also, the participants had more time during the treatment to plan and write which may have confused them how much time they had to do both of the activity. This might therefore affect their writing performances.

Fourth, the stimulated recall method was used the first time by the participants so their thoughts and ideas were not explored thoroughly as the participants did not understand what the writing process was. In addition, too much information about the writing process could not be disclosed and too little also was not appropriate as this affected the participants' answer.

Suggestions for Future Research

In view of the aforementioned limitations of the study, a number of suggestions are provided for further research. First, the present study examined the effects of listing and concept

mapping on senior high school EFL students' English writing performance and writing process. Further studies could explore different prewriting strategies on high school students as they all learn differently and have different learning behaviors. Researchers are suggested to explore the effects of other pre-writing strategies on writing performance.

Second, more participants from different schools can be included in this study as different students with different background all have unique learning style. Due to the limited participants in this study, we could not explore how different students taught by different teachers differ in their writing process and how students' writing process is affected by the way they are taught in class. Researchers are suggested to explore different students' writing process taught by different teachers.

Finally, future studies should examine the long-term effect of the pre-writing strategies on EFL students' English writing performance and writing process. Because of the short time frame, the results could only show the short term effect of the pre-writing strategies. It is suggested that future studies can provide more time for participants to practice each of the writing strategies and use the same amount of time as the pre- and post-test for them to write the assignment as the pre- and post-test.

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APPENDICES

APPENDIX A

Pre-test

Original Chinese Version

二、英文作文(60分)

說明：請依下面所提供的文字提示寫一篇英文作文，長度約120字(8至12個句子)。作文可以是一個完整的段落，也可以分段。

提示：手機在現今社會儼然成為最普遍的科技產品。請寫一篇文章

1. 描述手機在生活中扮演的角色與功能
2. 說明手機帶來了哪些缺點

English Version

Part II: Guided Writing(60分)

Explanation: Use the hints provided below to write an English composition with 120 words (8 to 12 sentences). The composition can be one whole paragraph and/or be sectioned off.

Hint: Cellphones have become one of the most commonly used technological devices. Please write the composition.

1. describe the role cellphones play in our lives and the functions of it
2. explain what advantages and disadvantages cellphones have created

APPENDIX B

Chinese Version of the GEPT Holistic Scoring Criteria

第二部分：英文作文 (60%)

| <u>級數</u> | <u>分數</u> | <u>說明</u> |
|-----------|-----------|--|
| 5 | 60 | 寫作能力佳 內容適切表達題目要求，清楚有條理；組織甚佳；能靈活運用字彙及句型；文法、拼字或標點符號偶有錯誤。 |
| 4 | 48 | 寫作能力可 內容符合題目要求，大致清楚；組織大致完整；能正確運用字彙及句型；文法、拼字或標點符號雖有錯誤，但不影響理解。 |
| 3 | 36 | 寫作能力有限 內容大致符合題目要求，但未完全達意；組織尚可；字彙及句型掌握不佳；文法、拼字、標點符號錯誤偏多，影響理解。 |
| 2 | 24 | 稍具寫作能力 內容局部符合題目要求，大多難以理解；組織不良；能運用的字彙及句型有限；文法、拼字、標點符號有許多錯誤。 |
| 1 | 12 | 無寫作能力 內容未能符合題目要求，無法理解；缺乏組織；能運用的字彙及句型非常有限；文法、拼字、標點符號有過多錯誤。 |
| 0 | 0 | 未答/等同未答 |

APPENDIX C

Questionnaire

English Version

學生個人基本資料問卷調查

各位同學，你們好：

這是一份針對學生個人背景資料為研究的問卷，本問卷調查的目的是想了解高中生背景資料，故煩請你填寫這份問卷，提供你個人寶貴的學習經驗。本問卷僅做為學術研究之用，所有填寫的資料都嚴加保密，請安心依照實際學習經驗作答，並務必回答問卷中每一個問題，以求資料的完整性與可用性。非常感謝你們的參與及協助！

1. 性別：男 女

2. 你什麼時候開始學英文，幾年級：

幼兒園 _____ 小學 _____ 國中 _____ 高中 _____

3. 你學英文幾年了：

少於 4 年 4 到 8 年以內 8 年以上

4. 你有考過全民英檢中級？

有 沒有

5. 如果有考過全民英檢中級，你通過哪一個階段？

初試 _____ 複試 _____

6. 你考過全民英檢中級幾次？

1 2 3 4 _____

7. 除了在學校學英文，你有額外補英文嗎？

有 沒有 如果有的話，哪一種？ 家教 補習班 其他: _____

8. 除了功課，你會用英文寫作嗎？

會 不會 如果會的話，你都寫什麼？

9. 你自認你的英文寫作能力如何？

非常差 差 一般 好 非常好

10. 你知道英文文章的格式嗎？

是 否

11. 你有考過其他英文證照嗎？

English Version of the Questionnaire

Student Background Information Questionnaire

Hello students :

This is a student background information questionnaire. The purpose of this questionnaire is to understand high school students' background information. Please do fill out this questionnaire. This questionnaire is used for research reason, therefore the information collected are all confidential. You may answer the questions to the best of your abilities. Do not miss/skip any of the questions as this affects the results of the research. Thank you for your cooperation!

1. Gender : Male Female

2. When did you start learning English and starting from what grade:

Kindergarten ____ elementary ____ junior high ____ senior high ____

3. How long have you learned English for:

less than 4 years 4 to 8 years 8 years and more

4. Have you taken GEPT intermediate level before?

Yes No

5. If you had taken the Intermediate level of the GEPT, what level have you passed?

Stage 1 _____ Stage 2 _____

6. How many times have you taken the GEOT intermediate exam?

1 2 3 4 _____

7. Other than the English classes in school, do you take any other English extracurricular classes?

Yes No If yes, which one? Tutor Cram School Other: _____

8. Other than English homework, do you do any English writing?

Yes No If yes, what do you write? _____

9. How do you geek about your English writing skills?

Excellent Good Average Weak Poor

10. Do you know the structure and organization of English writing?

Yes No

11. Have you taken any other English certifications?

APPENDIX D

Stimulated Recall Sample

Student 1 Stimulated Recall after Pre-test

As follows is my step in my completion, first of all, I look at Q at the top of the paper. And then think about maybe 5 minutes to think how to write. I didn't have main points because it is my first time to test writing. I can catch the main idea because I didn't practice more... so I can easily catch that. Although I can do that, I still start to write. Problems. The problem that I make only two. One of them is words. Because I didn't know... many words. So I can spell the words that I want to say. The other one is grammar because I was poor at grammar. So I didn't.. I don't know whether I use it right or wrong, but there are some ways to solve this problem. One, use simple words. Use simple words than the difficult one. It helps me to... easy to spell words on writing. That I can reduce the problem that I make on the writing. Two, practice grammar more. I practice grammar more that I will... don't count... I will not confuse use it right or wrong. And I think.. because I will be poor at writing so I need to practice more than the other one, or other classmates. And I also... poor at speaking. So I need to.. I have.. need to have to speak to other... foreigners. Or... I need to... know more words than I know now. So... before that... before doing that... I will... increase my... writing.. in my writing or speaking.

Student 1 Stimulated Recall after Post-test

呃，一開始我寫作文的時候，我大概想了 10 到 15 分鐘，要這麼寫這個寫作，就是構思，但是我不知道為什麼我在 30 分鐘之內也有包括就是完成作文這樣，所以我就只有完成作文的第一段，第二段就是只有寫開頭。呃，我的寫作過程呢，第一個就是我先看了上面的提示還有問我們的兩個問題。然後，接著邊思考一下，我。的寫作方向，然後寫，把我的想法寫下來。然後的步驟呢，就是開始想。我的 topic sentence 還有寫下來我要什麼去寫 topic sentence。然後，接著就是寫 3 個優點個 3 個缺點就是關於手機在生活中扮演的角色與功能，還有的二個問題手機帶來了那些缺點然後也寫了結論。然後當我構思完以後我就開始寫了我的作文。然後。當我完成我的一篇。第一段的時候，就是又看了一下我文法上面有沒有錯還有拼字問題，然後並且去改，改正我那些錯誤還有文法，還有比較不通順的句子，然後還有連接詞字類的。然後我開始思考的二。第二段，要這麼寫但是寫完了第二段的開頭以後，老。老師就說時間到了，這樣子。我誤導。遇到，在寫作文遇到的問題就是跟第一次一樣，就是拼字還有一些文法問題還有一些 chinese-english 這樣。然後也有解決辦法就是我可能就是比較使用簡單一點的單字，然後，下次構思的時候我就不用把全部。想的都寫下來，可以節省掉些那些花費的時間，然後關於中式英文這樣子，就是利用文法去把這個地方。稍作改正，就這樣。謝謝。

APPENDIX E

Writing Assignment Topics

| Topic | Chinese |
|-------|--|
| 1 | <p>提示: 你住在美國的筆友 Ted 最近剛轉學, 正在煩惱新學校的交朋友問題。請寫一封英文 email 給他, 信的內容必須包括以下兩點:</p> <ol style="list-style-type: none">1. 分享你適應新環境的經驗。2. 建議他幾個交朋友的方法。 |
| 2 | <p>提示: 現今過胖兒童的比例有明顯增加的趨勢, 而不再只是中年人的困擾</p> <ol style="list-style-type: none">1. 說明造成過胖兒童現象的原因2. 提出你的建議或解決之道 |
| 3 | <p>提示: 都市人口越來越多, 造成城鄉差距</p> <ol style="list-style-type: none">1. 敘述你偏好在都市或鄉村生活?2. 比較都市生活與鄉村生活的不同或優劣 |
| 4 | <p>提示: 台灣吃素的人愈來愈多。請寫一篇文章</p> <ol style="list-style-type: none">1. 說明素食流行的原因;2. 表達你對吃素的看法。 |
| 5 | <p>提示: 一般來說, 孩子表現良好時, 父母常會給孩子獎勵。請寫一篇文章說明</p> <ol style="list-style-type: none">1. 你表現良好時, 你的父母通常會用哪些方法獎勵你? 你覺得這些方法有效, 適當嗎?2. 如果有一天你為人父母, 你會用相同的獎勵方式嗎? |
| 6 | <p>提示: 在台灣, 超過九成的國, 高中生都參加過社團(school club)。請寫一篇文章說明</p> <ol style="list-style-type: none">1. 討論參與社團活動的優, 缺點;2. 描述你最有興趣參加的社團活動及原因? |
| 7 | <p>提示: 俗語說, 【行行出狀元】; 在任何行業中, 每個人都有機會成為傑出的人物。請寫一篇文章說明</p> |

| | |
|---|--|
| | <ol style="list-style-type: none">1. 描述你最想從事的工作;2. 說明你若從事這份工作，必須事先做的準備。 |
| 8 | <p>提示: 每個人多少都會有一些習慣。你有什麼壞習慣? 它對你產生什麼樣的影響?請寫一篇文章</p> <ol style="list-style-type: none">1. 你有什麼壞習慣? 它如何影響到你的生活?2. 你後來改掉它了嗎。你是如何改掉的? |

APPENDIX F

Semi-structured Interview Questions

Interview Questions (Pre-test)

1. What are some ideas that came to your mind about this topic?
2. Did you plan (pre-writing) before you wrote?
3. How long and what kind of planning did you do?
4. Please choose your composing behaviors you encountered while producing your text among the following options and elaborate them (rephrasing the topic, leaving a blank space for an unknown word, rescanning what you just wrote, rereading the assigned topic, reading the written product several times for revision, and time management)
5. Did you revise a lot? For how long?
6. When you revise your essay, what did you focus on? (phrase level, sentence level, paragraph level, or the entire essay)
7. Did you start revising after you finished writing the essay or while you were still writing it?
8. Did you know right away what you were going to say or did you have to think awhile?
9. Did you ever get stuck? When did you get stuck and why? What did you do to get “unstuck”?

Interview Questions (Post-test)

1. Did you have any difficulties coming up with ideas for this topic? What kind of problems and why?
2. How long did you pre-write? Has this helped you to write your composition?
3. Did you edit or revise during the drafting stage?
4. Were you able to finish writing your composition?
5. Did you edit or revise after you finished writing?
6. When you revise, did you focus on the sentence level or the paragraph or the entire essay?
7. What was the biggest problem you've encountered while doing this composition?
8. Do you think the use of listing and concept mapping has helped you with your writing?
How or why?

APPENDIX G

Lesson Plan

Lesson Plan for Listing Pre-writing Strategy

| Pre-writing instructions for listing | |
|--------------------------------------|--|
| Length | 3 hours |
| Location | Chiao Tai High School |
| Class Size | 20 people |
| Skills | Writing (Pre-writing strategy - listing) |
| Material/Aids | |

| Time | Teacher's Activity | Students' Activity | Teaching Materials |
|------------------|--|---|--------------------|
| Warm-up | | | |
| 9:00-9:10 | Teacher will briefly explain to the students the pre-writing strategy (listing) | Listen to the teacher's explanation and answer the teacher's question and ask questions if any | planning worksheet |
| Lead-in stage | | | |
| 9:10-9:20 | Discuss about the topic Lead the class discussion Show how to do listing | Answer the teacher's question Listen and watch attentively as the teacher show them how to do it | |
| 9:20-9:35 | Allow the students time to generate their own ideas from the topic | Generate ideas based on the topic using listing | |
| 9:35-9:40 | Ask the students for the ideas that they have generated | Share their ideas with the class and teacher | |
| 9:40-9:50 | Use the ideas generated and put them into a synopsis Ask students questions | Use the ideas generated and put them into a synopsis and answer the teacher's question | |
| 9:50-10:00 Break | | | |
| 10:00-10:20 | Write the paragraph with the class using the | Write the paragraph with the teacher | |

| | | | |
|-----------------|--|--|--|
| | ideas generated as a class | | |
| 1:20-1:50 | Look over some sample writings using this topic and evaluate their writing | Read over the sample writings of the teacher feedback with the same topic and evaluate the writing they've produced as a class | Sample writings |
| 1:50-2:00 Break | | | |
| Production | | | |
| 2:00-2:50 | Hand out writing assignment 1 and pre-writing paper and supervise their writing Collect their writing assignment 1 and pre-writing paper after they have completed it | Receive writing assignment 1 and pre-writing paper and start writing their first draft Hand in their writing assignment 1 and pre-writing paper | Writing assignment 1 and pre-writing paper |

Lesson Plan for Concept Mapping Pre-writing Strategy

| Pre-writing instructions for concept mapping | |
|--|--|
| Length | 3 hours |
| Location | Chiao Tai High School |
| Class Size | 20 people |
| Skills | Writing (Pre-writing strategy – concept mapping) |
| Material/Aids | |

| Time | Teacher's Activity | Students' Activity | Teaching Materials |
|------------------|--|---|--------------------|
| Warm-up | | | |
| 9:00-9:10 | Teacher will briefly explain to the students the pre-writing strategy (concept mapping) | Listen to the teacher's explanation and answer the teacher's question and ask questions if any | Planning worksheet |
| Lead-in stage | | | |
| 9:10-9:20 | Discuss about the topic Lead the class discussion Show how to do concept mapping | Answer the teacher's question Listen and watch attentively as the teacher show them how to do it | |
| 9:20-9:35 | Allow the students time to generate their own ideas from the topic | Generate ideas based on the topic using concept mapping | |
| 9:35-9:40 | Ask the students for the ideas that they have generated | Share their ideas with the class and teacher | |
| 9:40-9:50 | Use the ideas generated and organize it onto a synopsis Ask students questions | Use the ideas generated into a synopsis and answer the teacher's question | |
| 9:50-10:00 Break | | | |
| 10:00-10:20 | Write the paragraph with the class using the ideas generated as a class | Write the paragraph with the teacher | |
| 1:20-1:50 | Look over some sample writings using this topic | Read over the sample writings with the teacher | Sample writings |

| | | | |
|-----------------|---|---|--|
| | and evaluate their writing | feedback on the same topic and evaluate the writing they've produced as a class | |
| 1:50-2:00 Break | | | |
| Production | | | |
| 2:00-2:50 | <p>Hand out writing assignment 3 and pre-writing paper and supervise their writing</p> <p>Collect their writing assignment 3 and pre-writing paper after they have completed it</p> | <p>Receive writing assignment 3 and pre-writing paper and start writing their first draft</p> <p>Hand in their writing assignment 3 and pre-writing paper</p> | Writing assignment 3 and pre-writing paper |

APPENDIX H

Consent Form

同意書

親愛的同學們:

此研究的目的主要在探討寫前暖身活動對高中生全民英檢中級寫作的成效，並且幫助學生改善英文寫作能力及加強寫作技巧。上課期間將會有針對全民英檢中級的寫作練習，你們所寫的英文作文練習、問卷和訪談錄音內容皆使用於研究論文分析。為了將大家的個人資料保密，在研究論文中，不會出現個人姓名，資料將以號碼做為編號，老師的研究成果將有助於同學們英文寫作的進步。

同意參與老師研究的學生請簽名

學生姓名: _____

老師: 湯宜臻

中 華 民 國 年 月 日

APPENDIX I

Pre-test and Post-test Sample

Student 1 Pre-test

二、英文作文(60分)

說明：請依下面所提供的文字提示寫一篇英文作文，長度約120字(8至12個句子)。作文可以是一個完整的段落，也可以分段。

提示：手機在現今社會儼然成為最普遍的科技產品。請寫一篇文章

1. 描述手機在生活中扮演的角色與功能
2. 說明手機帶來了哪些缺點

Smartphones play a vital role in our daily life. In recent year, there are either adults or children using smartphones. When it comes to smartphone, it was useful for us. First, it is convenience for us to bring. Besides, we can use it sent the email with the Internet. The last but not the least, we can have a call with someone.

Although smartphones bring a lot of good things for us, while it also has some shortcoming. Take myself for example, I got my first cellphone on senior high school. After having it, I spend more and more time to use it. Because of the addiction of the smartphone, I got poor grade in my lessons.

Student 1 Post-test

二、英文作文(60分)

說明：請依下面所提供的文字提示寫一篇英文作文，長度約120字(8至12個句子)。作文可以是一個完整的段落，也可以分段。

提示：手機在現今社會儼然成為最普遍的科技產品。請寫一篇文章

1. 描述手機在生活中扮演的角色與功能
2. 說明手機帶來了哪些缺點

In recent year, cellphones become the most normal science and technology product. The cellphone also play an important role in our life. In my opinion, there are three useful functions I use. Foremost, it can let me contact with other fast that I don't need to wait someone for a long time. Second, it can listen to music or watch video so that I won't boring when I am free. The last one, I can surf the Internet with it everywhere. Without it, I can't think how my life will be.

Though cellphones bring convenient for us, it also bring us some disadvantages. There are three problems that I