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THE EFFECTS OF TRAINED PLANNING STRATEGIES ON THE PERFORMANCE OF E F L INEXPERIENCED WRITERS

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It is completely raw, the sort of thing I feel free to do with the door shut – it's the story undressed, standing up in nothing but its socks and undershorts.

Stephen King.

TO MY FAMILY

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ABSTRACT

Research into the writing process has come out with the observation that writing in university environments is strictly connected with a lucid awareness of the conventions and expectations of the academic community we are addressing. One of these expectations sees writing as a knowledge-transforming process capable of adapting primitive information to the specificities of a given assignment. The transformation of knowledge is always conducted through a preparatory stage called `planning', a sum of cognitive processes all connected and managed to build an operational framework which is supposed to guide the geographical as well as rhetorical organization of unstructured items.

This study explores the effects of one possible trained planning strategies combination on the performance of student writers enrolled in second year Written Expression class at Mentouri University (Constantine, Algeria). It presents the case of sixty (60) participants displaying an average English proficiency level and a limited (if not inexistent) knowledge of the planning conventions.

The researcher has collected data from the planning episodes transcribed on rough drafts and from the final papers presented by the subjects. To explain and comment on the participants' planning behaviours and final papers, the researcher has used three prominent models of writing: that of Hayes and Flower (1980) and those of Bereiter and Scardamalia (1987).

No noticeable differences have been found between final papers presented by subjects involved in the proposed planning strategies instruction (Experimental

Group) and those presented by subjects who have followed the usual planning strategies instruction (Control Group).

LIST OF ABBREVIATIONS

ALC	Academic Linguistic Conventions
CPS	Constructive Planning Strategies
EFL	English as a Foreign Language
ESL	English as a Second Language
FL	Foreign Language
KDS	Knowledge Driven Strategies
L1	First Language
L2	Second Language
MLO	Material Logically Organized
MSRT	Material Sufficient and Relevant to the Task
N	Number of Students
PRT	Potential Reader Targeted
PWA	Purpose of the Writer Apparent
SDS	Schema Driven Strategies

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INTRODUCTION

1. Statement of the Problem

Writing in English as a Second Language/English as a Foreign Language academic contexts has always been a complex activity. A great majority of student writers often fail to meet the university's expectations; they do not know how to manipulate language to produce meaningful papers. Seeking for the reasons behind that situation, several researchers in the last two decades have carefully scrutinized the writing processes of experienced and non-experienced writers. Among many of these researchers are Flower and Hayes (1980) and Bereiter and Scardamalia (1987) who have discovered that experienced writers view writing as problem solving and planning (which is described as a process including the generation of information and the organization of that information according to pre-defined rhetorical goals) as a strategic response to the issue presented by a given task. Academic writing appears then to be, in the majority of cases, a knowledge transforming process and writers incapable of handling that process have been identified as unsuccessful writers.

Although most of the research has considered first language and second language composing processes, the Process Approach is directly suggested and adopted as a potential solution for English as a Second Language/English as a Foreign Language student writers. Writing in the English as a Second Language/English as a Foreign Language contexts is no more regarded as a product but as a meaning construction process. To manipulate adequately that

process, student writers should be able to plan, draft, and revise their text before presenting it to an external audience. During planning, writers need to be able to generate, organize, and adapt information to the specificities of a given task. The planning stage reveals to be a necessary stage through the production of academic papers because it enables writers to manage both the cognitive constraints and rhetorical features and to integrate them in global operational goals. A great majority of process researchers deduce then that English as a Second Language/English as a Foreign Language writing competence is more a process competence than a linguistic competence and that advanced levels of English proficiency do not guarantee writing ability. Following that, a process instruction is strongly recommended to provide for the necessary planning skills to university student writers so that they become able to propose personal and meaningful focused responses to academic complex tasks.

2. Aim of the Study

This exploratory study aims at investigating the effects of a set of acquired planning strategies on the performance of Algerian University inexperienced student writers. It sees planning as a transcribed episode. Thus, it uses the planning sheet (or rough draft) to explore the amount, type and quality of the planning session. The papers presented as final are used to evaluate the performance of the participants to the study.

The interpretations of results are based on pre-determined performance criteria. These results will add information to the planning assumptions of process researchers. If planning instruction does not contribute to ameliorate the

performance of university student writers, the reasons for a limited English as a Second Language/English as a Foreign Language writing proficiency are to be sought elsewhere. If, on the contrary, planning strategy training improves the performance of these student writers, the idea according to which English as a Second Language/English as a Foreign Language writing competence is mainly a process competence will be undoubtedly confirmed. The results of the present study may also suggest that, although planning is an important component of English as a Second Language/English as a Foreign Language writing, it is not the only determinant of efficient academic papers.

3. Research Questions and Hypothesis

As we have already pointed out, the aim of this study is to investigate the effects of planning strategy instruction on the performance of non-experienced Algerian university student writers. The participants in the Experimental Group are presented with a six - months training on a combination of pre-determined planning strategies. They are asked to use the latter while answering a given task because, as argued in the review of literature, the development of a planning policy ameliorates the final performance.

This study is motivated by two research questions. The first question deals with the effects of the planning instruction on the performance of student writers: If inexperienced Algerian student writers are taught the planning strategies combination suggested in the experiment, would it make a qualitative difference in their final papers?

The second research question is related to the necessity of teaching the planning stage in the Written Expression Class: Does teaching the writing activity in our English as a Foreign Language academic context necessarily involve planning strategies instruction?

We hypothesize that when the proposed combination of trained planning strategies is introduced prior to writing, it has a positive noticeable impact on the performance of Algerian student writers.

4. Means of Research

Before testing the above hypothesis, a pilot study is carried out in order to give a clear picture of the planning habits of our students, to try out the type of assignment that can facilitate the work of student writers freshly introduced to a planning habit, and to help set out a valid and reliable scoring scale to be used in the main study. A pre-test/post-test experimental design involving two groups, Experimental and Control, is then opted for. The Experimental group attends an explicit teaching on the proposed planning strategies combination and the Control group follows the usual implicit method of teaching the planning stage. The pre-test and post-test results are compared and the hypothesis is validated through a t-test computation.

5. Organization of the Dissertation

This dissertation is composed of five chapters. Chapter One proposes a review of the literature related to the process of writing comprising some

discussion of its potential implementation in the English as a Second Language/English as a Foreign Language class.

Chapter Two discusses the planning stage in details, and the potential effects of the developed planning strategies on the final performance of student writers.

In Chapter Three, the researcher exposes the data collection procedure of the study. This chapter considers the selection of the experiment's participants, their description, the findings of the pilot study, the pre-test description, the treatment description, the post-test description, and the statistical tools used to validate the hypothesis.

Data analysis and results are presented in Chapter Four. The discussions related to the participants' performance are based on the two major rhetorical issues, audience and purpose, which appear to be affected by the planning work. The amount and relevance of the material presented in the final papers are also carefully scrutinized.

Chapter Five discusses implications for teaching and further research. The Conclusion reports on the foundations and results of the study and opens the door to other investigations in the vast domain of writing pedagogy.

CHAPTER ONE

THE PROCESS OF WRITING

Introduction

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Introduction

While the Product Approach continues to be the focus of a substantial part of our writing classes, new trends which consider the cognitive nature of text writing have appeared, providing as such for a solid background to the Process Approach. The techniques and outcomes of Process Writing Research have given birth to an important number of writing models among them the three most prominent ones: that of Hayes and Flower (1980) on the one hand, and those of Bereiter and Scardamalia (1987) on the other hand.

These models have served as a basis for a potential implementation of the Process Writing philosophy, thus initiating methods attempting to answer students' needs and requirements in the writing class. The Process Writing Theory, although limited, has also inspired teachers in second language (L2) as well as foreign language (FL) contexts.

1.1. Early Research on Cognitive Processes in Writing

Early research on the cognitive nature of text production has revealed that writing is a process. During that process, the writers are involved in a group of mental mechanisms which interact to process knowledge while trying to answer internal (the processing capacity of the writers' memory) as well as external (the topic) constraints in order to reach a specific goal. In Reid's words (1993:10): 'the writing situation puts … psychological, as well as rhetorical, constraints on the writer.'

Process research has had the objective to provide for a full understanding of the internal constraints and of the differences that exist between good and bad

writers. The researchers have collected their data from case study, through carefully detailed and pertinent observations of individuals or small groups of writers. Mischel 1974, Emig 1971, Pianko 1979, Matsuhashi 1981b, Flower and Hayes 1980, and Bereiter and Scardamalia 1982 (cited in Hillocks, 1986), among others, have been interested in the writing comportments of students in post-secondary classes. They have also examined the writing processes of experienced adult writers as opposed to those of inexperienced ones.

The 'compose aloud' or 'think-aloud' protocols analysis has been widely used by these researchers to penetrate the mind of the writers while composing. This technique allows the researchers to follow the mental activity and decision-making processes of writers during the planning and composing of their text. In practice, the protocol technique exhibits writers thinking loudly (i.e. saying) the decisions they are framing all through their composing activity.

The protocol method has been considerably criticized. According to Kellogg (1994:52), one of the major disadvantages of this method is the `problem of intrusion' because writers are required to explain loudly the different stages of their composing activity while trying, at the same time, to manage them efficiently. This double cognitive constraint prevents them to conduct effectively their writing activity. Moreover, this technique seems to rely exclusively on the intuitions of the researchers because there is no real evidence of what goes on in the mind of writers while these are composing.

Despite its limitations, the protocol method has revealed that the process of writing is a set of non-linear steps all combined for the realization of a final

product. Precisely, Emig 1971(cited in Hillocks, 1986) and Sommers 1980 (cited in Reid, 1993) have noticed that the writers do not necessarily follow a 'plan, draft, and review' pattern of composition; their way is rather recursive since they often go back to what they have already written in order to re-read, add, or edit information before carrying on their writing activity. The same conclusion is suggested by Pianko 1979 (cited in Hillocks, 1986) who also insists on the fact that her experiment's subjects could not build an exact picture of what they intend to write on their papers unless they actually start writing it.

The protocol method has also revealed considerable differences between inexperienced and experienced writers. Scardamalia (1981:88, cited in Hillocks, 1986:34) has discovered that for inexperienced writers, 'staying on the topic [is] an achievement in itself' and that, in fact, the difference between these writers and more mature ones resides in the strategies they use to develop their writing. Inexperienced writers tend to use the 'what's next' strategy whereas mature writers focus on the 'means-end' strategy. The 'what's next' strategy is illustrated through papers displaying a structure similar to that of conversations because each sentence initiates the following. The writers add and associate the items one after the other with no attention to the text as a whole. The paper thus produced is controlled by no purpose at all. On the contrary, the 'means-end' strategy is evident in papers where the writers are trying to commit all the discourse constituents to a specific and restricted aim.

1.2. Stages of Development of the Writing Activity

An acute analysis of the `compose aloud' protocols has conducted to a clarification of the nature as well as function of the different mental steps involved in the writing activity. Clearly, three major stages appear: planning, drafting, and reviewing.

1.2.1. Planning

The fact that the process of writing always starts with the generation of ideas either from personal experience and knowledge or from reading and discussing has widely appeared. This planning stage is defined by Emig (1971:39; cited in Hillocks, 1986:2) as:

> *that part of the composing process that extends from the time a writer begins*
>
> *to perceive selectively certain features of his inner and/or outer environment*
>
> *with a view to writing about them — usually at the investigation of a*
>
> *stimulus- to the time when he first puts words or phrases on paper elucidating*
>
> *that perception.*

Planning initiates the actual writing by trying to build a clear image of the physical as well as mental contexts (i.e. the topic and the related potential knowledge situated in the writers' memory) searching for their adequate combination for their future verbal expression. Hillocks (1986: 3) explains that, during this period, the writers 'consider three or four possibilities and choose the one which [they] regard as more manageable under the circumstances, thus eliminating rather systematically those ideas which appeared too difficult to handle.' In other words, the writers first establish mental links between the topic and their previous experience, then they try to translate these abstract relations

into written words by brainstorming on the topic, thus producing material to be developed during the drafting session.

It seems that the longer the planning stage is, the more ripeness and depth the final paper shows. Inexperienced writers, however, allow very little time to this stage (about one minute) and tend to be more preoccupied with mechanics, particularly spelling, instead of organization and arrangement (which they consider of secondary importance). More experienced writers, on the other hand, devote more time to this phase (about five minutes) as well as to examining what they have written. They, also, pay more attention to matters of content and organization.

For Emig (1971; cited in Hillocks, 1986), Oshima & Hogue (1999), and numerous other researchers, the planning stage is a simple preparatory stage necessary for the production of information. Other professionals in the field, however, have suggested that the production of information is only the visible part of the planning 'iceberg'. The Hayes and Flower's model (Section 1.3.1 of this chapter) illustrates clearly the point.

1.2.2. Drafting

The drafting stage is the 'physical act of writing' (Lindemann, 1987:26). One important and significant aspect of this stage is concentration, often materialized through pauses. It has been noticed that writers make quite frequent pauses. During these pauses, their faces reveal satisfaction or frustration with what they have written. Pauses allow writers to scan their text in order to be able to change some aspects of it; they also help them design subsequent ideas. According to Emig (1978; cited in Lindemann, 1987:26), the pauses of the drafting stage reduce

considerably the writing speed, thus enabling the production and maturation of ideas.

1.2.3. Reviewing

The reviewing stage always follows the drafting stage. The reviewing stage 'is the process of seeing again, of discovering a new vision for the writing produced in planning and drafting' (Trimmer, 1995:77). In other words, it is the stage during which the writers correct mechanical errors and/or realize substantial changes in their writing. Reviewing includes both reading, an important aspect of the `global' as well as `local' revising steps described by Trimmer (1995), and editing (or proofreading) which is considered as the last step in the writing process because it deals with errors related to grammar, spelling or punctuation.

During the reviewing stage, the writers consider all the potential adjustments or re-adjustments linked to their purpose and readership. In general, there are two different reviewing attitudes: for experienced writers, 'revision means creating the final draft' whereas novices consider that stage a necessary step toward the 'fixing [of] the first draft' (Trimmer, 1995:77). In truth, reviewing requires from the writers a mental predisposition toward creativity and criticism. It demands important rethinking capacities.

Researchers maintain that ` [t]he need for major rewriting is usually the result of inefficient-or non-existent-planning.' (Burgess& Head, 2005:61). They also agree to say that reviewing is an effective planning instrument. Indeed, peer review, a key classroom activity for effective revision, enhances the students' ability to organize texts and increases their awareness of the importance of

readership and that of purpose. Reviewing also appears to be a stage during which writers may generate new ideas and drop old ones.

1.3. Main Models of the Writing Activity

To incorporate the different stages of the writing activity and clarify the way they activate, function, and interconnect, process writing models are proposed. We will refer to the ones developed by the two pioneers in the field, Hayes and Flower (1980), and Bereiter and Scardamalia (1987).

1.3.1. Hayes and Flower's Model (1980)

The model established by Hayes and Flower represents a valid reference in the field. It is based on the `think-aloud' protocol analysis and describes the ideal mature writer's processes. It divides the writing activity into three major components: the task environment, the writer's long-term memory, and the writing process (see Figure 1.1). The task environment and the writer's long-term memory (which contains the knowledge of the topic, that of the audience and some stored writing plans) determine the general planning policy. The writing process consists of three main stages namely planning, translating and reviewing governed by a process labelled `Monitor' whose main function is to organize the recursive aspect of their application .

Hayes and Flower divide the planning stage into three sub-stages: generating, organizing, and goal setting. During the generating sub-stage, the writers retrieve from their long-term memory the information relevant to the topic at hand. This sub-stage furnishes the raw material to the organizing sub-stage whose concern is to choose the most pertinent information among the retrieved items, and to arrange it into an initial plan. Finally, the goal setting sub-stage develops criteria that will help evaluate the retrieved material in relation to the two crucial rhetorical elements, namely the purpose and the audience. As such, in Hayes and Flower's model, planning appears to be a huge task that determines the subsequent writers' activity.

For Hayes and Flower, the drafting stage is, in fact, a `translating' stage. It is concerned with the translation of ideas and images into language. During that phase, the information produced and transformed during the planning stage is translated into correct written discourse. Likewise, Hayes and Flower, insist on the necessity of pauses during this stage. They explain that questions like 'how can I best express that idea?' are necessary to enhance the writers' concentration and to plan what should be written next.

In Hayes and Flower's model, reviewing is also a stage directed toward the amelioration of the quality of the produced text vis-à-vis a pre-defined goal. It consists of two sub-stages: Reading and Editing. Editing is a complex procedure used to situate and correct misuses in writing conventions and expressions of meaning. It also estimates materials (i.e. ideas) in relation to the established objectives. Editing is said to be activated automatically thus interrupting the other

processes in progression. Although it is a sub-stage of reviewing, it is quite different from the latter. Indeed, while editing is, as we have said, activated automatically at any moment, the writers, on the contrary, always decide for the time period to be devoted to the revision and improvement of their text.

The fact that writing is a recursive process is not fully illustrated by the inter-connections (notice the arrows in the figure presented) between the stages of the composing scheme. In truth, editing may well be stopped by some generating considerations; organizing could be cut off because writers decide to go back, for a moment, to the generation of a more consistent amount of material or to some editing matters. Translating is, in some cases, also interrupted by generating and editing. Flower and Hayes (1977:387; cited in White, 1988:8) explain:

> *One of the central premises of the cognitive process theory presented here is that writers are constantly, instant by instant, orchestrating a battery of cognitive processes as they integrate planning, remembering, writing and rereading. The multiple arrows, which are conventions in diagramming of this sort of model, are unfortunately only weak indications of the complex and active organization of thinking processes which our work attempts to model.*

The organization of thinking processes imposes many constraints on writers. An obvious constraint is to be able to hold in their immediate memory what has already been written and what they intend to write until they determine the global meaning they want to convey. However, more important constraints are dictated on writers. Indeed, according to Hayes and Flower (cited in Lindemann, 1987), writers face sometimes a 'knowledge problem' in their search for the most

accurate information. They may also face a 'language problem' in the case they know precisely what to put on the paper, but cannot actually find the words that best express it. Most importantly, writers may find themselves facing a 'rhetorical problem' when they are unable to determine their purpose and to target a specific audience. The hesitation concerning these two crucial elements of the process of writing prevents writers from producing the adequate material and the appropriate language. According to Hayes and Flower (Ibid), the writers always need to develop strategies to face the above constraints. Among these strategies is the development of an efficient planning policy.

1.3.2. Bereiter and Scardamalia's Models (1987)

While the Hayes and Flower's model insists on the internal influences of the writer on the process of writing, the Bereiter and Scardamalia's models attempt to draw a difference between the processes used by inexperienced writers and those used by experienced ones. Undoubtedly then, the two other most influential writing models are those proposed by Bereiter and Scardamalia in 1987 (Alamargot and Chanquoy, 2001). These models schematise out two essential writing strategies, namely the 'knowledge telling' and the 'knowledge transforming' (See Figure 1.2 & Figure 1.3) and explain how they can be handled to develop writing expertise.

The knowledge telling process describes a strategy consisting in the presentation of a pattern of information the way it is retrieved. This pattern does not need to be modified in order to suit the specificities of the task at hand. The writing expected from children is a good example of the knowledge telling process. It requires little planning because it does not need a selection and

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adaptation of the writers' topic knowledge in order to answer complex rhetorical goals. Adult writers, on their part, can use this strategy to generate content while planning answers to complex topics or to answer uncomplicated tasks. According to Bereiter and Scardamalia, the knowledge telling strategy is intensely used by unskilled writers to answer academic assignments. The texts produced by these writers often display restricted goals, the major one being that of generating content.

Most academic tasks, however, require the building of quite elaborated criteria for information processing. As such, more mature writers consider the knowledge telling process as a process embedded in the knowledge transforming one because it generates most of the content transformed later on. The knowledge transforming process is far more complex and frustrating than the simple presentation of retrieved information. It is always structured around problem-solving operations. It is explained by Higgins, Flower and Petraglia (1991:5) as follows: ` College students often must adapt what they know or what they have read to a variety of purposes in their courses, purposes other than recitation.' In the process of knowledge transformation, the writers deal with two crucial aspects: the 'content problem space' and the 'rhetorical problem space'. The content problem space proposes solutions to issues linked to the generation of appropriate knowledge, and the rhetorical problem space deals with how to best use that knowledge in order to achieve the goals of the writing assignment. These two processes (content problem space and rhetorical problem space) are in continual interaction. Once some solutions to the content and rhetorical problems emerge, these become the input for the knowledge-telling process during which the actual text is produced. To enable the writers to negotiate the content problem space and the rhetorical problem space, planning is spread all through the composing activity and is mainly directed towards a detailed analysis of the rhetorical problem for the main purpose of constructing complex goals and sub-goals (the reader can notice the prominent place given to the `Problem analysis and Goal Setting' task in the knowledge transforming strategy, Figure 1.3).

Bereiter and Scardamalia are vigorously convinced that these 'knowledge telling versus knowledge transforming' characteristics constitute the basic reason for the differences that exist between proficient and less proficient writers. These characteristics demonstrate why ignorant writers succeed well in tasks demanding a simple knowledge telling process and why more complex tasks, demanding a knowledge transformation process, are accessible to more experienced writers only. In other words, and as Harmer (1998:80) declares, ` [some] students can write a simple story but they are not equipped to create a complex narrative.'

The models discussed in this section are primarily concerned with first language (L1) writing. They appear, however, to be of strategic importance for English as a Second Language (ESL) / English as a Foreign Language (EFL) student writers because the latter are always required to produce texts displaying a native-like proficiency.

1.4. Applicability of Process Writing Research in the ESL/EFL Classroom

1.4.1. The Population

According to Hyland (2003:50) `L2 writers are unique because of their bilingual, bicultural, and biliterate experiences, and these can facilitate or impede writing in various ways.' Yet, some researchers (among them Shaughnessy 1977, Arapoff 1969, Lawrence 1975, and Zamel 1982; cited in Reid, 1993) have revealed three major similarities existing between the L1 population and the ESL/EFL population. First, they have found that the ESL/EFL writing process is also recursive. Indeed, most of the students, when they engage in the composing activity, develop three main phases: a preparatory phase, a drafting phase, and a

reviewing phase and manage these phases in a recursive way. Researchers have also discovered that the inexperienced ESL/EFL writers always resort to the knowledge telling strategy while answering academic tasks. They often produce completely disorganized texts and think that this is the best they can achieve. Shaughnessy (1977:10-11; cited in Reid, 1993:9) summarizes the fact as follows: 'What has been so damaging about the experience of BW [Basic Writing] students with written English is that it has been so confusing, and worse, that they have become resigned to this confusion, to not knowing,…'. The third and most significant similarity is related to the difficulties encountered during the planning stage. This stage, qualified by Cushing Weigle (2002: 10) as '…the most demanding level of cognitive processing …', has never been adequately handled by the ESL/EFL students. The latter do not take enough time to anticipate the content and the linguistic form of their future text.

1.4.2. The Activities

The activities developed in the process-oriented class require an extensive and successful manipulation of all the stages of the process of writing for the main purpose of producing essays. Process-oriented teachers insist that students achieve a clear purpose to a pre-determined audience through an adequate and logical development and organization of ideas carefully supported by pertinent arguments and sub-arguments. The process-oriented class also assumes that writers engage in the multiple-drafts strategy which enables the building of a syntactic and lexical variety in the final product, and develops the students' ability to go through the different stages of the writing process. As Alamargot and Chanquoy (2001:217) write: ` … the preparation of a draft increases planning

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duration (and also translating duration) and improves the quality of the production.' They add (Ibid): ` [t]hus, learning how to produce drafts and to plan before writing the final text surely provides a fundamental basis to become an experienced writer.'

In the process-oriented class, the choice of the topic is of significant importance. Topics must include some authentic aspects to help student writers target and express a purpose for an audience that they could possibly consider as real. This real-world dimension also enables the ESL/EFL teachers to help their students plan and complete significant sentences. As Brookes and Grundy (1990: 26) assert , '[i]t is particularly helpful to work at meaningful sentence completion because of the difficulty of keeping long sentences in mind while sorting out sense, syntax, vocabulary, and the process of writing down…'.

In order to deal efficiently with the topics presented in the process-oriented class, Shaughnessy (1977; cited in Reid, 1993) advices that teachers help writers, especially those who are inexperienced, to develop strategies for the identification of audience and purpose. Consequently, some planning strategies, proposed by founders of the new rhetoric as Elbow (1981) and Trimmer (1995) and primarily designed to solve problems in the L1 writing class, have rapidly been introduced in the ESL/EFL environment.

The proposed planning strategies are as varied and numerous as the learning styles, personalities, nationalities, ages, and background experiences of the students are. They enable the students to answer the crucial questions of what (the material) and how (the organization of that material) and to identify, restrict,

and target the purpose and audience of their future essays. The researchers who have tested their efficiency agree to say that they provide more writing practice in a less anxious environment thus leading to some more positive students' attitudes towards writing. One example of these strategies is the 'quickwriting' described by Jacobs (1988:284; cited in Reid, 1993:32) as follows: 'Concentrate on ideas. Forget about mechanics, grammar and organization. Take care of those at another stage in the writing process' (the reader will find a more complete treatment of the planning strategies and of their effects on the performance of student writers in Chapter Two).

1.4.3. The Students' Performance

The extensive written performance that takes place in the process-oriented class demands that the students display the following macroskills (adapted from Brown, 2004:221):

- Use the rhetorical forms and conventions of written discourse.

- Appropriately accomplish the communicative functions of written texts according to form and purpose.

-Convey links and connections between events, and communicate such relations as main idea, and supporting idea.

-Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, and using prewriting devices.

In other words, the essays presented by the students must display:

-1/ A material (or content): The material is the essence of academic texts. It is a group of ideas used by the writers to express a specific message. These ideas form sub-groups with different functions:

a- sub-group expressing the topic of the essay,

b- sub-group expressing the thesis of the essay,

c- sub-group supporting the thesis (i.e. the `topic sentences'), and

d- sub-group supporting the topic sentences (i.e. the `details').

All the ideas have to be clearly expressed. They have to show a relevance to the point under discussion, and a logic in their sequence and connections. They also have to be unified and presented as a whole.

-2/ A purpose: According to Trimmer (1995), the purpose of an essay is both the subject and the strategies (from the general organization to the refining of the

style) used by the writers to communicate that subject most effectively. A simpler definition presents the purpose as the effect we want to have on a pre-determined audience. This effect depends on the intended audience and, as such, greatly influences the selection of ideas and the choice of words. At the university, most of the writing is done to show the teachers that the students know the topic and can organize it clearly to reach a specific and personal goal. Since the teachers probably already know the majority of the elements they are asking for, writing such academic essays has the objective of raising the students' awareness that there is always a goal while writing and that this goal considerably affects the way people write.

The purpose of an essay is always stated in a thesis statement. The thesis statement is a sentence drafted after the writers have determined their purpose. It usually appears in the first paragraph of the essay and expresses the main idea the writers will develop.

Stating a purpose implies that the assigned subject is clearly understood and that the student writers have definite expectations of what they want to accomplish. It also implies that all the possible audiences have been considered.

-3/ An audience: The writer Woolf (Cited in Cooper & Patton, 2007:11) labels the audience in writing `the face beneath the page' and discusses the point to which this `face' influences the writers' mind and pen. Its importance is such that Flower and Hayes (1981b; cited in Hillocks, 1986) advice that the writers think about their audience at the beginning of the composing activity. They argue that: '…planning for a reader is an intimate part of idea generation…' (1981b:49; cited in Hillocks,

1986:24) and explain that when the writers leave the audience issue to the drafting stage, they become extremely frustrated and anxious; at that point, they have all the chances to drop it because it imposes too much stress on their processing capacities.

The capacity to identify a specific audience and write for it is undoubtedly one of the marks of the competent writers. These writers always develop two broad intention types: global intentions and local intentions. Global intentions give hints on the general topic of a text and on the way it is dealt with. These intentions structure local intentions like those expressed at the level of the paragraph; the latter being always organized around sentences and words working the general focus. Global intentions determine, as such, every argument and sub-argument and help build consistent texts.

According to Boud (2001:15; cited in Young, 2002:7), 'the expectation of writing for an external audience can profoundly shape what we write and even what we allow ourselves to consider'. In academic contexts, for example, student writers are inclined to produce writings that they think are expected by their teachers. This tension between the teachers' assessment and the students' struggle for reflection and meaning often prevents the students to produce well-connected texts; their attention being more local than global. Audience motives, thus, always lead writers to use different rhetorical devices in order to construct meaning in a different way. If the intended audience is felt as a `high authority', writers operate cautiously and avoid presenting opinions that they think will shock or provoke anger. The amount of cognitive effort involved then is more important than when the audience is of low social status (for instance, a friend).

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-4/ A correct use of the academic writing conventions: Academic texts must display a correct use of the English writing conventions. These conventions gather a battery of grammatical items like, for example, the relative clauses, the prepositions, the articles, the pronouns, the sequencers, the conjunctions, the verbs, and tense forms. They also include the punctuation and the spelling conventions.

1.5. Limitations of the Process Writing Theory in the ESL/EFL Classroom

Zamel (1982; cited in Krapels 1990) has considered the process competence a determining factor in the ESL/EFL writing proficiency. Yet, one obvious obstacle to the applicability of the process approach to writing has been the limitation of the linguistic competence of the ESL/EFL student writers. These students do not possess all the linguistic tools necessary to express themselves adequately. As such, while planning, drafting and reviewing do lead to more thoughtful work by the L1 student writers, the quality of the essays produced by the ESL/EFL students does not show a considerable improvement.

Another group of researchers, among them Krashen (1984:25; cited in Myers, 1997:3) have, for their part, discovered that a focus on the linguistic aspects of the English language '… [does] not guarantee [the students] writing competence…'. Likewise Reid (1993:35) asserts that: 'second language proficiency and writing expertise are cognitively different' and that the ability to write an English linguistically correct does not lead to the development of a `composing ability'. What can help, according to him, is the automatic repetition of utterances which will lead to the production of correct language since correct linguistic forms

have been internalized. This will, in turn, guarantee a more 'native-like' composition, free from errors of syntax, spelling and punctuation. This way, ESL/EFL students can develop some kind of automaticity in the use of articles, tenses, subject/verb agreement, spelling (what we call 'surface' features) and engage successfully in the learning of the process writing conventions. Myers (1997) shares this kind of eclectic approach and asserts that the 'reformulation' technique can help students improve vocabulary, word usage, and grammar matters while at the same time, providing them with efficient guidance towards the development of process competence.

The process theory reveals other issues. Indeed, class time being often too short, most teachers develop an inefficient management of the different process activities. Their textbooks, even when they are process-oriented, do not really help in providing their instructions. The outline, for example, is always presented as an elaborated, clear-defined, and rigid plan for the text the student writers have to produce whereas professional writers and even less experienced ones, among them students, always develop informal outlines adapted to their writing styles and to the type of topic dealt with.

Conclusion

Writing in academic environments is a process of knowledge transformation which involves three major highly interactive, recursive, and dependent stages, namely planning, translating and reviewing. All these stages help the student writers in the management of the extensive writing activities proposed in the university class. The stage that appears to be most prominent,

however, is the planning stage. This stage initiates the writing activity and determines the adequate development of the subsequent stages. Most importantly, it enables the writers to develop strategies in order to face the knowledge, language and rhetorical problems encountered while organizing academic texts.

CHAPTER TWO

THE PLANNING STAGE

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Conclusion

Introduction

The previous chapter has presented the writing activity in academic contexts as a recursive process of knowledge transformation mainly handled through the planning stage. This chapter attempts to provide a full definition of this stage and its sub-stages, and discusses its pedagogical implementation. This implementation involves the introduction of strategies considered to influence the elements of the students' performance, presented in the first chapter, namely the raw substance (i.e. material), the purpose of writing and audience, and the linguistic elements of final academic papers.

2.1. The Planning Research Interest

A number of researchers show interest in the planning strategies of writers. Among others, Bereiter and Scardamalia (1982; cited in Hillocks, 1986) conduct their works by providing a particular attention to what they label `production factors'. They reveal that these factors are concerned with such operations as exploring memory or identifying pertinent material. Production factors represent, in fact, essential signals by which writers decide for switches (from organizing to goal setting for example) within the planning stage. Flower and Hayes (1981b:49; cited in Hillocks, 1986:26), on the other hand, explain the non-planning discovered in the think-aloud protocols they have collected from writers as follows: 'For some, writing is simply a printout of the writer's mental state at the moment of composition'. They add: '[a]s he composed, [the writer]'s top-level plan appeared to be 'Write whatever comes to mind.'…His protocol showed almost no

discernable attention given to audience or purpose, and the final product, as you might guess, read rather like a transcript of free association, even though the writer considered it quite adequate' (Ibid:46). Other researchers (among them Berninger & Swanson 1994, and McCutchen 1988; cited in Alamargot and Chanquoy 2001) confirm these findings, and assert that immature writers do not make the difference between the planning stage and the translating stage. As a result, the texts these writers produce during translating are no more than integral reproductions of the material generated during planning. Successful writers, however, appear to be writers capable of planning their texts. These writers can spend more than half their composing time preparing their final production. They are able to impose audience and purpose considerations on their text, and they always produce a `reader-based' directed prose in Flower's terms (1979; cited in Reid, 1993:8), as opposed to inexperienced writers who produce a `writer-based' prose (Ibid).

Planning appears to be related to both creativity and critical thinking. Indeed, the data collected by Flower, Schriver, Carey, Haas, and Hayes (1989) show that planning is based on three different strategy types: knowledge driven strategies (KDS), schema driven strategies (SDS), and constructive planning strategies (CPS). This model of the planning stage appears to be somewhat similar to Bereiter and Scardamalia's models of knowledge telling and knowledge transforming (1987; exposed in Chapter One). The knowledge telling model can be considered as the basis of knowledge driven and schema driven planning because it relies on the 'What's next' strategy implying that the writer possesses the knowledge. The knowledge transforming model, on the other hand, can be

equated to what Flower et al (1989) have labelled the `constructive planning strategy'. This strategy has appeared to permit the adaptation of the generated material to the characteristics of the task at hand (critical thinking) whereas KDS and SDS are mainly used to retrieve raw information and raw plans from long-term memory (creativity). A combination of these strategies activates memory nodes relevant to the topic at hand and facilitates their expression on the page.

Some researchers have been mainly interested in the type of interconnections existing between the planning stage and the other stages involved in the writing process. Zamel (1982; cited in White, 1988: 9), for example, has discovered that `planning is not a unitary stage, but a distinctive thinking process which writers use over and over again during composition.' Caudery (1997:7), on his part, has confirmed this assumption by pretending that `[p]lanning and re-planning at all levels can take place at all stages of the writing process; planning is not something which occurs in a separate process before any writing of the actual text begins.' He explains that the reading and re-reading strategies are not only used to revise a finished text but also to initiate further text because writers, during that stage, often engage in 'a complete re-creation of the world of [the] writing' Trimmer (1995:5)   by rethinking, reordering, and rewriting substantial parts of their text.

Alamargot and Chanquoy (2001:33) remark that `…this type of processing can be found within each writing level…' They explain Flower, Schriver, Carey, Haas, and Hayes' (1989) works in the following words (2001:200):

According to these authors, expert writers could be distinguished from

novices by their more important competence, not only in elaborating

pragmatic […] and content […] plans, but especially in integrating the

construction of these different content plans within a unique structure

(Constructive Planning). This structure would control the whole progress of

the writing process…

The constructive planning is spread all through the composing activity and is, as we have said previously, used to reach well-connected goals. The constructive planning structure is attained by combining less complex strategies: knowledge-driven strategies (KDS) and schema-driven strategies (SDS) (Flower et al, 1989); these three strategy types are discussed in more details in section 2.4.

Very often, during the process of writing, writers pause and repeat orally short parts of sentences. Matsuhashi (1981; cited in Hillocks, 1986), who has studied these interruptions, asserts that they probably constitute planning attempts. She also pretends that the type of discourse influences considerably these pauses and their length. Writers, for example, have longer pauses when dealing with persuading as opposed to the pauses made when dealing with reporting. Clearly, persuading seems to demand more decision making than simply reporting an event.

Hillocks (1986) has found that sentences like those starting paragraphs and which serve as transitions demand more planning than those within paragraphs which specify an argument or idea. Writers also seem to plan within sentences 'often after a function word introducing a clause or phrase' (Hillocks, 1986:20). This fact implies a dynamic movement from 'high-level' plans to a more restricted

word choice before turning back to a global planning. As such, writers develop simultaneously several plans, switching from one to another. These switches denote a sense of planning all through the composing process.

2.2. Definition of Planning

According to Hedge (2001:44) and Lindemann (1987:14) planning is a necessary tool in the struggle against the `writer's block'. This fact explains why '…a major writing assignment is frequently the culmination of several weeks of study of a content area, comprising readings, listening texts, discussions, and short writing tasks such as summaries or journal entries.' (Cushing Weigle, 2002:187). Most precisely, and as concluded by the research into the planning stage, planning in writing is a prediction process, a complex activity managed by various mental operations. It is not only a process of recursive strategies that help writers '…explore and get started with their ideas on a given topic…' (Raimes, 1983:69) but also a critiques building process that enables rhetorical modifications, redefinitions and redirections. As such, it needs to be regarded as the act of '[d]eciding what elements of language knowledge and background knowledge are required to reach the established goal' (Douglas, 2000:35; cited in Cushing Weigle, 2002:43).

In the models discussed in the previous chapter, planning is seen as a `preparatory thought' (Hayes and Nash, 1996; cited in Alamargot and Chanquoy, 2001:36) that permits to elaborate a plan for the future text. This plan is determined by the type of topic, the presupposed audience and intended purpose, the text type, and the amount of domain knowledge found in long-term memory.

In the case this plan does not already exist in the writer's memory -in Hayes and Nash's words (Ibid), a `Planning by Analogy' is performed when the text plan is entirely retrieved from long-term memory - it has to be completely generated through three main sub-stages: generating, organizing, and goal setting (see the Hayes and Flower's model in the previous chapter and section 2.3. in this chapter).

Planning always comes after an awareness of the need to write provoked by a stimulus either external (a teacher's assignment) or internal (the intrinsic motivation of novelists, for example). Since it is here to help for "the schematisation of a complex situation that has to be solved" (Hoc, 1987:37, our translation; cited in Alamargot and Chanquoy, 2001:33), it is necessarily a writing activity. Indeed, and as Trimmer (1995: 25) explains,

> *Inexperienced writers mistakenly regard planning as essentially a thinking activity. First, they think, they must plan inside their heads what they want to say and then they must copy these thoughts onto a piece of paper. Unfortunately, they discover that such planning usually produces two kinds of failure: (1) They cannot think through everything they want to say before they write, and (2) they cannot simply transfer their thinking into writing.*

2.3. Planning and its Sub-stages

As we have said, a text plan can be entirely retrieved from the writer's long-term memory. Yet, if this writing plan cannot be recovered from memory - it has not been previously used and stored- it has to be produced through three

interactive planning sub-stages: the generating sub-stage, the organizing sub-stage, and the goal setting sub-stage (Hayes and Flower's writing model, 1980).

2.3.1. The Generating Sub-stage

The generating sub-stage has appeared in Hayes and Flower's Model (1980) and Bereiter and Scardamalia's Knowledge Telling Strategy (1987) as having mainly a recovery function. During that sub-stage, writers retrieve ideas from their long-term memory. This retrieval of information (also called `domain knowledge recovery') is said to be done automatically when the task is familiar to the writer. In the case it is less familiar, the retrieval becomes more painful because more strategic, i.e. directed towards more complex rhetorical goals. In fact, content retrieval can be handled through two different modes: the automatic recovery mode and the controlled creativity mode. The automatic recovery mode answers the knowledge-telling strategy, also labelled the knowledge-driven strategy (Flower et al, 1989), whereas the controlled creativity mode would be more associated to the knowledge-transforming strategy. ` [T]hese two strategies (Knowledge Telling and Knowledge Transforming) […] allow the writer to develop from a very local planning to an increasingly global planning of the text content.' (Alamargot and Chanquoy, 2001:200).

The main purpose of the generating phase is to enable the writers avoid a situation where they would be trying to 'write the right thing in the right way while playing the right social role and (appearing) to hold the right values, beliefs, and attitudes' (Gee, 1989:6; cited in Young, 2002:9). Writers search in their long-term memory for information that could be relevant to the topic at hand, the

audience, and the task environment as a whole. They do not have to think about lexical correctness or punctuation conventions. Criticism must in no way emerge at that stage of text production because it would considerably slow down and even prevent the production of the text substance.

According to Hayes and Flower (1980; cited in Hillocks, 1986), the search for raw material starts with the information presented in the assignment. If writers produce ineffective elements, they immediately turn to new memory investigations for the purpose of producing more relevant information. This behaviour, displayed by skilled writers, is quite different from that demonstrated by less mature writers who may generate directions which are not really relevant and actually employ them to draft their texts. Writing expertise, then, seems to be closely tied with the ability to identify irrelevant information, to break useless successions of items, and to start new investigations.

In order to be able to conduct an appropriate identification of the retrieved items, writers need to see the generating sub-stage as a stage "not only dedicated to the mental content recovery but also [involved in] an operation named `Consider Notes' that evaluates the possibility to linguistically translate the knowledge unit via an operation labelled `Write Note'." (Alamargot and Chanquoy, 2001:37). In other words, the retrieved items need to be transcribed in order to facilitate the recognition of successful and/or unsuccessful directions.

Hayes and Flower have suggested in their model (1980) that `the Generating sub-process has a crucial position within the Planning process, because it determines and limits the contents to be written.' (Alamargot and Chanquoy,

2001:47). Yet, the generated information is, in the majority of cases, not directly accessible and has to be organized and translated.

2.3.2. The Organizing Sub-stage

The step of organization of ideas is crucial after primitive lists have been produced. Organizing `…enable[s] reaching a strong coherence within the text content, by establishing links between idea units.' (Alamargot and Chanquoy, 2001: 49). According to Hayes and Flower (1980), the main purpose of this sub-stage is the analysis and the comprehension of the generated elements. Bereiter and Scardamalia (1987), however, see it as a problem-solving process because it enables the construction of semantic relationships between the retrieved elements leading, as such, to the building of a structured text plan. As mentioned previously in this chapter, problem-solving operations are fundamental in the Knowledge Transforming Strategy of text production. These operations are managed under two major constraints: the characteristics of the domain knowledge (content space) and the linguistic and rhetorical potentialities (rhetorical space) i.e. ` what I have to tell' and `how I must or can tell it'.

Because organizing operations are highly controlled and strategic, they would mainly concern expert writers. Hayes and Flower (1980:14; cited in Hillocks, 1986:23) argue that these writers use 'elementary operators' to organize their material. Elementary operators may be considered as headings or categories guiding the very first steps towards an effective organization of the initial material. Writers can also use SDS and CPS to select the most interesting and pertinent information and to organize it into a plan. When SDS, for example, have

produced a narrative scheme, the organizing sub-stage consists in filling categories with the retrieved information.

2.3.3. The Goal Setting Sub-stage

The Goal Setting sub-stage is the third constituent of the planning stage. It has the function to secure pragmatic processes through CPS. "The Pragmatic processing is a fundamental component of planning in writing activity because it determines the communicative quality of the produced text." (Alamargot and Chanquoy, 2001:53). To manage efficiently the pragmatic operations, the writers must build an adequate picture of their readers. They also ` need rhetorical, textual and linguistic knowledge to reach, […] [their] communicative objectives…' (Alamargot and Chanquoy, 2001:54). The Knowledge Transforming Strategy of Bereiter and Scardamalia (1987) situates the pragmatic knowledge in the Rhetorical Space which receives the elements of the domain knowledge retrieval under the form of rhetorical goals which, in turn, can modify the domain knowledge. In other words, it is during the goal setting sub-stage that writers decide for the intention and the audience of their texts and adjust their linguistic as well as semantic features accordingly.

Goal setting, not only intensifies the planning activity, but also improves the linguistic as well as semantic quality of the product. At that level, some of the information produced during the generating phase serves as criteria to evaluate the future text. These criteria help establish what Flower and Hayes name 'forming for use' plans (1981 b; cited in Hillocks, 1986: 23). These plans have the purpose to answer questions related to the type of material to be used and the type of organization to impose on that material. It is argued that writers, who have

used clear measures to estimate and guide their texts, write texts of higher semantic as well as linguistic value.

2.4. Teaching the Planning Sub-stages

The section below explains how the planning sub-stages are introduced, developed and practised in the process-oriented class.

2.4.1. Knowledge Driven Strategies (KDS)

Knowledge driven strategies (Flower, Schriver, Carey, Haas, and Hayes, 1989) enable the production of a quick and creative writing, non-conventionalized linguistically, absolutely free from criticism which main purpose is to produce the substance of the future text. The brainstorming and freewriting are the most widely used strategies in the ESL/EFL writing class.

2.4.1.1. Brainstorming

Brainstorming is a creative thinking strategy proposed by Osborn (cited in Isaksen, 1998). Burgess & Head (2005:56) argue that it is the act of '…generating as many ideas as possible, some of which will later be rejected or modified.' Raimes (1983:10) sees it as a means for '…producing words, phrases, ideas as rapidly as possible, just as they occur to us, without concern for appropriateness, order, or accuracy.' As far as Lindemann (1987:76) is concerned, this strategy represents "an unstructured probing of a topic" and consists in producing ideas that come to mind about a given topic. For Cooper and Patton (2007: 26), brainstorming is an `unrestrained, spontaneous generation of ideas.' Isaksen, on his part, proposes a more pertinent definition (1998: 4). He says:

Brainstorming [is] identified as only one of a variety of tools for generating

ideas, and idea generation [is] outlined as only one aspect of the entire creative

problem-solving process. Group brainstorming [is] suggested as a supplement

to individual ideation, not a replacement.

According to him, brainstorming supports the production of free groups of raw ideas that lead to interesting and useful connections. It cannot stand alone and requires the introduction of other elements (like the outline) in the procedure of problem solving.

The most significant feature of the brainstorming strategy lies in the fact that absolutely anything that comes to the writers' mind can be noted down. Elbow (1981: 8) labels this characteristic `the power of brainstorming 'and explains that: `...no one is allowed to criticize any idea or suggestion that is offered- no matter how stupid, impractical, or useless it seems.' Necessarily, and later on, the brainstormed ideas have to go through a stage of judgment which will determine their relevance and pertinence.

Some writing experts suggest that discussing a rhetorical problem helps people define and solve it. As such, they insist on the necessity to introduce an oral brainstorming session in classroom activities. Collective brainstorming is said to generate more information than individual brainstorming because collective schemas (a schema is the stored knowledge about a fact) display more substance material than individual ones. In the case of small classes, the oral brainstorming session is often organized as a collective in-class activity. In larger classes, brainstorming becomes a small-group activity which results are written afterwards. Brumfit (1984:87), however, shares Isaksen's view point (1998) and

considers that "[t]he use of groups may help to create an appropriate atmosphere for independent work, but it cannot substitute for the necessary training of students to operate entirely on their own in … writing." According to him, the use of an oral class brainstorming session can only stimulate a natural language use atmosphere favourable for the preparation of individual planning. As such, oral brainstorming is necessarily followed by a session during which the student writers transcribe their ideas on paper. Surely, there are good explanations for transcribing ideas on paper while brainstorming on a given topic. One major reason lies in the fact that, criticism taking place later on, writers have great chances to forget some or a substantial part of the generated material (perhaps even the most significant one).

Inevitably, the individual 'silent (written) brainstorming' (Richards, 1995:32) appears under the form of lists. These lists can serve as a source for the generation of more ideas while using a subsequent planning strategy. In the majority of cases, brainstorming lists help student writers group, classify, and clarify what they project to write. They also produce interesting thesis statements and topic sentences.

Brainstorming has many positive aspects. It enables the writers to ask questions, make comments, and make associations .It helps them understand better the topic, narrow it, focus on it, comment on a potential audience and purpose and on the most relevant and strategic information as well as the way to organize it on a paper in order to reach that specific audience and purpose. It is, normally, a session of short duration (ten minutes to a quarter of an hour) which stops when the writers judge their lists as being generously furnished.

2.4.1.2. Freewriting

Freewriting, sometimes called speedwriting or quickwriting, is another strategy used in idea generation. It is an `unrestrained, spontaneous, continuous generation of complete sentences for a set length of time.' (Cooper & Patton 2007:26). Since the writers are not concerned with conventions and structure, the sentences produced are not logically related.

Freewriting is believed to enhance creativity as well as ability in writing while generating material. It is a means to work with language to discover meaning. It develops autonomy and responsibilility. In the case of specific assignments, this strategy appears more as a way to generate relevant information to the topic; it is not a spontaneous writing to find a topic but rather a focused freewriting. The above advantages are best summarized in Richards' terms (1995:6):

> *One objective is to free the writer from the constraints of structure and to encourage a period of free association of ideas. A second objective is to help students discover the many possible directions in which a topic may be developed.*

The effectiveness of the above strategies (i.e. Brainstorming and Freewriting) depends on how much they are productive for a given writer. For some writers, freewriting is even more than a knowledge-driven strategy; it reveals to be an efficient schema-driven strategy (Flower, Schriver, Carey, Haas, and Hayes, 1989) because it exposes a complete structure for the future text.

2.4.2. Schema Driven Strategies (SDS)

SDS (Flower, Schriver, Carey, Haas, and Hayes, 1989) are often equated to the knowledge telling model of Bereiter and Scardamalia (1987) because they enable the retrieval of stored discourse schema (or knowledge of the conventions of specific discourse types) from long-term memory. In fact, writers are supposed to internalize schema tasks when they practise the same type of essay writing for a substantial period of time. When facing again a similar task situation, they simply retrieve the structure sensitive to fit it. This structure provides the basic edifice for the organization of the material generated simultaneously.

The brainstorming and freewriting strategies are also used to retrieve schema texts (i.e. texts' plans). Their manipulation and sophistication depend on the writers and their experience and engagement in a specific composition type. Some writers are capable to use pre-defined selection criteria while retrieving raw material. These writers end with an appropriate text plan, already operational for the translating stage. Others do not impose selection criteria on their retrieval session; the structure they produce then is not operational and needs to be re-worked. In all the cases, however, the necessity to re-work the retrieved structure is mainly dictated by the rhetorical constraints exposed in the task. In short, an efficient and complete planning policy is necessarily conducted through CPS.

2.4.3. Constructive Planning Strategies (CPS)

Constructive planning strategies (Flower et al. 1989) allow writers to consider a potential audience, elaborate general intentions, translate these

intentions into practical sub-goals, and incorporate these sub-goals in a general coherent structure. The ultimate goal of constructive planning strategies is to establish a functional plan which will solve all the conflicts presented in the task at hand. The outline together with the thesis statement and topic sentence are strategies used to construct meaningful and appropriate answers to academic tasks.

2.4.3.1. The Outline

The physical translation of textual organization is the outline. `An outline is the skeleton of the essay; it is the structure around which the details and explanations are organized.'(Smalley, Ruetten and Kozyrev; 2000:124). In Hyland's words (2003:132):

… [outlines] allow writers to pull their ideas and data into a tentative structure

for development with the freedom to discard, expand, and alter as they progress.

According to Raimes (1983) two basic outlines are often set: the outline writers design before they start writing their text and the outline writers design after they have written the first version of their text. Trimmer (1995:55) calls the first type of outline the 'scratch' outline. According to him, this outline "… is not designed to impose a rigorous pattern on [the raw] material. Its main purpose is to get [writers] started, to help [them] see how [they] might arrange the major portion (body) of [their] draft." In other words, the `scratch' outline permits the transition from unstructured patterns of information to more connected materials. In that sense, it represents an initial attempt towards order and meaning. Moreover, it helps writers to establish pertinent ideas as major divisions leaving minor information to support them. Undoubtedly, it reveals unnecessary or

unrelated material before the first draft is produced. As such, writers can expand significant information and eliminate unrelated one. The 'descriptive' outline (Ibid) is the second type of outline. It is written to evaluate the first draft and to adjust it to pre-determined objectives. It is so called because it enlightens the organization of the text so far produced in order to see if it targets the writers' initial purpose and audience. It also enables rhetorical modifications.

Two distinct `outline building' attitudes are observed. Unskilled writers always think that their outlines have to be built according to textbook conventions and that they have to be imperatively followed. It often appears, however, that this type of rigid outline prevents them from the discovery of new ideas and from that of new potential ways to order the latter. As such, more experienced writers never make use of rigidly established plans. As they write, they build new outlines to answer new rhetorical requirements. Widdowson (1983; cited in Hedge, 2001:22) explains this constructive process in the following terms: `In writing one so frequently arrives at a destination not originally envisaged, by a route not yet planned for in the original itinerary.'

The outline does not suit all writing habits. It remains, however, a compulsory element of the goal setting (or constructive) process because it helps writers achieve three main purposes. Firstly, it helps focusing on one idea per paragraph. Secondly, it helps discussing each idea (i.e. topic sentence) separately by supporting the latter with examples and/or arguments that can be sequenced in pertinent ways. Thirdly, it helps realizing a sense of coherence by producing body paragraphs that are accessible to the reader because they are all concerned with the same issue.

2.4.3.2. The Thesis Statement and the Topic Sentence

The issue of a text is always expressed in a thesis statement. The thesis statement is an essential component of the goal setting process and is preferably presented in the introductory paragraph because it builds and guides the entire subsequent argumentation. It gives credibility to the essay because it displays clearly the purpose of the writer. It contains both a topic and a controlling idea (Boardman & Frydenberg, 2002). The thesis must present an argumentative element and not a widely accepted fact. Besides the clarification of the writers' view point, it determines the type and amount of arguments the writers will propose. These arguments are also dictated by a potential audience.

Similarly, the topic sentence is a compulsory statement in the paragraph. It is a complete sentence presenting sub-arguments supporting the thesis statement. It constructs and restricts meaning through appropriate ramifications. The topic sentence presents an authentic evidence which main purpose is to convince the reader.

Professionals emphasize the necessity to generate raw material before engaging in any constructive process. In other words, the building of the thesis statements and the topic sentence(s) cannot be based on intuitions; writers can never generate meaning from abstract thoughts. As such, thesis statements and topic sentences are always formulated, worked and re-worked on the basis of the raw material previously transcribed. This meaning construction process is cognitively demanding, time consuming, and extremely decisive for the final paper.

The constructive planning is a strategy used by professional writers whereas novices often resort to the knowledge and schema driven planning and consider their first meaning construction attempts as definitively appropriate and completely successful. It seems, however, that the drafting of answers to academic tasks always requires a great deal of constructive elements.

2.5. Potential Effects of KDS, SDS, and CPS on the Students' Performance

As discussed in the first chapter, the essays presented by the students must display a material, a purpose, an audience, and a correct use of academic writing conventions. The section below discusses the potential effects of the KDS, SDS, and CPS on these four elements.

2.5.1. Effects on the Material and its Organization

The KDS are said to help the writers in the retrieval of a substantial amount of raw information from their long-term memory. This information, when transcribed, helps the writers in the visualization of quite interesting and different directions. Later on, some of these directions are dropped and some others are exploited till they generate the material relevant to the task at hand, a thesis together with its topic sentences, and a potential audience. These elements will form the substance of the final paper.

The organizational task is efficiently handled through KDS when the writers are dealing with simple assignments, i.e. assignments on which no complex rhetorical issues are imposed. In those cases, KDS and/or SDS can be used in order to produce specific prompts which help in the generation of rapid, easy and logical connections. Similarly, when writers are familiar with the task at

hand, they can make benefit of the KDS/ SDS combination by imposing selection criteria on their retrieval activity thus producing ready-to-use connections from their long-term memory. These connections enable the writers to gain time and to save cognitive effort because they can meet the task's requirements without any constructive planning. This situation is, however, extremely rare in academic contexts because, as we have seen, most assignments display purposes other than recitation and require a more complex meaning construction process.

2.5.2. Effects on the Purpose of Writing and the Audience

It is only when writers have clearly defined their intentions and readership that they can logically and easily impose an order on the generated information. The building of the purpose and that of the audience are the fundamental concerns of CPS. CPS first oblige the writers to generate raw material before working on the establishment of a personal purpose (the reader remembers that the thesis of a text and its topic sentences cannot be drafted from scratch). The major concern of the CPS, however, is the performance of a high-level planning through the establishment of a clear purpose. Consequently, one of the major effects of CPS on the performance of writers is the production of a thesis statement which summarizes clearly and concisely the purpose of the text proposed, and determines the major arguments (i.e. topic sentences), and the minor ones (i.e. details). The manipulation of CPS also affects local planning operations (see the sentence- level planning discussed in section 2.1. of this chapter). In other words, CPS strengthen the communicative aims of the presented text because they help the writers in the development of relationships between the main idea units, thus enabling their relevance to the central concern (i.e. thesis statement).

The manipulation and sophistication of CPS lead the writers to develop a clear representation of their intended reader. This representation guarantees the precision of the linguistic and semantic orientation of the text. The writers can, as such, decide on the tone of their writing: informative and impersonal, affective and personal, or a balance of the two, and on the appropriate distance they want to maintain between their potential reader and themselves. The impression of distance comes chiefly from sentence structure and diction (the writers can use, for example, the second person to slight the distance).

2.5.3. Effects on the Linguistic Components

According to Hayes and Flower (1980; cited in Alamargot and Chanquoy, 2001: 89), the linguistic formulation of any portion of a text is always determined by:

(1) the constraint of surface clues that belong to the previously written sentence segment (lexical items, connectives, punctuation marks, etc.), and (2) the constraint of the macrostructural proposition that controls the retrieval and the elaboration of the semantic proposition (one part of the text plan, for example).

In other words, sentences are generated portion by portion, one after the other, the execution of one sentence being always realized on the basis of the grammatical form of the previous sentence. The macrostructural proposition enables the writers to choose the most coherent lexical items that suit their topic and outline. Local cohesion is maintained through the production of sentences which linguistic structure is in agreement with the previous portion of the text.

The planning stage enables the management of these linguistic processes because it leads the writers to develop first a combination of KDS, SDS, and CPS for the generation of an overall structure for their future text. By approaching the linguistic formulation of sentences, the writers can allocate their cognitive resources to the elaboration and translation of appropriate sentence combinations; as such, they can detect errors in their written discourse more easily.

Conclusion

Planning in writing is an extremely complex cognitive activity. It is seen either as a phase comprising three sub-stages namely generating, organizing and goal setting or as a two-level strategy process (knowledge telling and knowledge transforming). Planning has the main purpose to establish a functional content plan when the latter cannot be retrieved from long-term memory or when it is retrieved but reveals to be inadequate to the task environment. The planning stage is always handled through three types of cognitive strategies (KDS, SDS, and CPS) necessarily transcribed on a page, said to ameliorate the management of the main components of final academic papers, namely the information and its organization, the purpose of writing, the audience, and the linguistic elements.

CHAPTER THREE

DATA COLLECTION PROCEDURE

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Conclusion

Introduction

This experimental study is designed to examine the effects of the planning strategies discussed in the previous chapter on the final papers presented by second year student writers. As we have already explained, these strategies are classified into three main categories: KDS: strategies enabling the generation of ideas like the brainstorming and the free-writing, SDS: strategies enabling the retrieval of prompts and/or that of already structured plans for narrative texts from long-term memory, and CPS: strategies - the outline, thesis statement and topic sentence- enabling the criticism and organization of the generated material in order to answer the specificities of the task at hand.

We assume that the academic context provides an opportunity for us to test the hypothesis that when a combination of the above planning strategies is performed prior to writing, it has a positive impact on the performances of Algerian student writers. Chapter Two discusses the elements in final papers potentially affected by the above combination of planning strategies and summarizes them under three main headings: the material, the purpose of writing and audience, and the linguistic elements. For the purpose of the experiment, however, these elements are reorganized into five criteria: Material Sufficient and Relevant to the Task (MSRT), Material Logically Organized (MLO), Purpose of the Writer Apparent (PWA), Potential Reader Targeted (PRT), and Academic Linguistic Conventions (ALC).

The study is based on qualitative and quantitative data collected through a six-months training (during the whole academic year 2006-2007). The quantitative

data are used to validate the qualitative analysis. The students' final written productions have been analysed in terms of the above five criteria which correspond to the elements supposedly affected by the planning strategies taught by the researcher. The results have been converted into percentages of achievement of every participant in both groups (Experimental and Control) in each learnt strategy, in the pre-test and the post-test, and finally a statistical analysis of the pre–test and the post-test means is computed via a t test to validate the hypothesis.

3.1. The Sample

Our population of interest is composed of 10 groups (of about 30 students each) of second year LMD[1] students registered at the English Department of the University of Constantine. Since working with the totality of that population is practically impossible, random sampling has led us to take the two groups we have been teaching because they represent 1/5 of the population of interest presented above. These groups have followed first year writing classes at the English Department of the University of Constantine where the main focus is on the traditional Product Approach; only recently, an interest in the Process Approach (see Chapter One) has appeared.

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[1] *The LMD (Licence Master Doctorate) academic system consists of three years of training for the Licence degree and is followed by a two years Master training and a three years Doctorate instruction.*

The participants' age varies between 20 and 26 with a great majority of female candidates (44 females and 16 males). We have randomly designated one group as the Control Group and the other one as the Experimental Group. This two-groups design is opted for because it determines whether the treatment (the proposed combination of transcribed planning strategies) has been found to lead the Experimental Group to achieve better scores when compared to those achieved by the Control Group (Brown 1988: 154). The Control group is composed of three males and twenty-seven females while the Experimental group contains thirteen males and seventeen females. The two groups have not been informed of the experiment and have received no feedback on their papers.

Our own experience has led us to assume that this sample represents the population from which it is taken because during the four years of learning how to write in English at the Department of English at Mentouri University, we and our classmates have always experienced difficulties in producing efficient academic papers. This very situation has been confirmed during the eight years of the teaching of the English language in general and the two years of the teaching of the writing skill in particular at the same Department where we have found that the student writers' papers are still, for the majority of them, inefficient and purposeless. Discussions we have shared with students have actualized the ancient difficulties as far as writing matters are concerned, and discussions with teachers have revealed the same central issues to be true for the entire population involved in the Written Expression class. The sample involved in the experiment has thus been considered as truly representative of the entire population of

students involved in the Written Expression Class at the English Department of Mentouri University.

3.2. The Pilot Study

3.2.1. Description

The aim of the pilot study is to give a clear picture of the planning habits of our students, to try out the type of assignment that can facilitate the work of student writers freshly introduced to a planning habit, and to help set out a valid and reliable scoring scale to be used in the main study. If it appears that the student writers are already using the combination we are proposing to teach -- namely KDS, SDS, CPS--, no experiment is needed and our hypothesis is verified right from the beginning.

The pilot study has been undertaken in April 2005 at the English Department of Mentouri University. The participants are thirty Second Year student writers (25 females and 05 males) randomly chosen from three different groups (i.e. ten students from each group), all aged between 20 and 27. It is assumed that these students have been made familiar with writing notions such as relevant/ irrelevant material, the graphic organization of essays (i.e. the introduction/ development / conclusion pattern), and some elementary planning related to topic sentence/ thesis statement/ and outline drafting. It is also interesting to notice that these students have experienced writing difficulties revealed through their low grades in previous writing assignments.

We have chosen to work only on rough papers because our purpose is not to reach conclusions but, rather, to get adequately prepared for the experiment. The

planning habits of the participants have then been observed through the information they have transcribed on their rough papers. Working on authentic papers enables us to capture the real picture of the planning behaviours. Yet, it presents a serious limitation: the writing habits and personality of the researcher who is the ultimate audience as well, may bias, direct or influence in one way or another the observation and evaluation of the planning work exposed by the participants. In order to avoid subjective judgments, we have decided to classify the planning strategies that appear on the participants' rough papers as follows: KDS (brainstorming and/or freewriting), SDS (retrieved plans for narrative essays), and CPS (outline, thesis statement, topic sentence).

The participants are asked to expose their first experience at the university in a narrative pattern supported with examples inspired from personal events. They are provided with extra papers in the case a planning work is performed.

The topic presented has to be answered within time limit constraints since student writers are asked to respond in one hour and a half. It contains no particular instruction as far as planning is concerned and no special emphasis is put neither on audience nor on purpose. It is phrased in the following way:

"When you first came to the university, did you find anything particularly difficult to adjust to? Can you think of examples?"

The researcher has designed the above topic for the following reasons:
-It is part of the writing tasks which, very often, are dealt with in the EFL writing class.

- It requires the production of a narrative essay. Narrative essays are easy to handle since they have a universal framework which consists of fixed elements that are the setting, time, characters, and events of the story.

- Although it proposes a writing situation that is not very cognitively demanding, it requires a preparation including the generation of raw material as well as an adequate organization of the latter. This enables the researcher to get reliable data whose analysis forms the basis of the main study.

-It leaves opportunities to the participants to build a personal, complex, and manageable purpose and to express it clearly for a pre-determined audience. The purpose behind this is to aid the researcher to shed light on the fact whether student writers have such notions as purpose and audience and in case they have, if they easily manipulate them before incorporating them in their final essays.

3.2.2. Results

3.2.2.1. Group Analysis

The rough papers are analysed in terms of type of planning strategies transcribed. As we have said, we have arranged the sorted elements under three main headings corresponding to the three main types of planning strategies discussed in the previous chapter, namely KDS, SDS, and CPS. Twenty participants have not transcribed any strategy for the preparation of their texts whereas ten participants have made recourse to isolated planning strategies reported in the table below. No participant, among the ten who have used planning strategies, has attempted to manage the task's constraints by establishing a clear framework through a combination of the three different types of planning strategies. In other words, no participant has developed and combined the three

major levels of the planning stage namely generating, organizing, and goal setting (see Chapter One, section 1.3.1: Hayes and Flower's model, 1980) before engaging in the drafting of the final text.

	Strategies	Participants
KDS	Brainstorming	06
	Freewriting	
	Brainstorming +Freewriting	
SDS	Retrieved Plans for Narrative Essays	03
CPS	Outline	
	Thesis Statement	01
	Topic Sentences	
	Outline + Thesis Statement+ Topic Sentences	
Combination	KDS/SDS/CPS	

Table 1. Pilot Study: Transcribed Planning Strategies

3.2.2.2. Subgroup Analysis

Table 1 first shows that six participants have used the brainstorming strategy. For these participants, it is the only strategy used to plan the future paper; it appears under the form of enumerated words, phrases and/or sentences displayed in no logical order. These raw elements are listed one after the other

with the use of hyphens; no organizational attempt appears through subsequent lists. Second, the table presents three students who have retrieved a narrative scheme from their long-term memory and have used it to organize their information with no attention to the building of an overall purpose for their future text. These nine participants have escaped the purpose and audience issues during their planning work as if the latter have threatened their writing freedom and well-being. Third, the table displays only one student who has attempted to build a clear purpose through the drafting of a thesis statement. The latter is, however, the only strategy transcribed on the page: no primitive information has been written prior to it that could have possibly inspired the participant for the construction of a clear meaning. It is hardly possible to imagine that the organizational and critical stages, which are always necessary in order to be able to produce a clear purpose, have been realized mentally by the writer.

Furthermore, it has been noticed that the participants who have planned their essays care, in a great proportion, about other composition matters like spelling and/or grammar which, very often, appear on the rough papers under the form of crossed, written and rewritten words and/or sentences.

3.2.2.3. Overall Analysis

The pilot study provides support that planning is not the major preoccupation of our students; it shows that the combination KDS, SDS, and CPS is never developed while dealing with academic tasks. On these grounds, we are confident enough in engaging in an explicit planning strategies training in order to develop an awareness of the importance of the establishment of a planning policy comprising KDS, SDS, and CPS while drafting responses to academic assignments.

The study has also shown that the topic presented has been interesting and motivating for a great majority of our participants. This topic, related to the personal experience of the participants, has not involved too much anxiety and tension on their immediate as well as long-term memory. As such, we consider that it can be presented to student writers newly introduced to a planning work. Finally, the pilot study has given important hints on how the researcher can establish the extent to which a given planning strategy has affected the performance displayed on final papers. The resulting encoding system is presented in Section 3.3.1.

As we have said, we have decided to maintain the same topic and to propose it to the participants of the main study in both groups (Experimental and Control) and for both tests (pre-test and post-test). Nevertheless, the following rhetorical alterations have been necessarily introduced to make sure that the topic is manageable by all the participants and that a transcribed planning work is performed and given back to us for analysis:

1/ elimination of the verb `to adjust' because the latter has revealed to be problematic to the majority of the participants,

2/ clarification of the rhetorical purpose of the essay,

3/ clarification of the audience to whom it is addressed,

4/ presentation and clarification of the instructions related to the planning stage through the identification of the different planning levels of difficulty: KDS like the brainstorming and/or freewriting, SDS like the retrieval of stored plans for narrative texts, and CPS like the outline, thesis statement and topic sentence.

3.3. The Main Study

3.3.1. The Evaluation Criteria and Grading

As seen in Chapter One, it is compulsory- within the process-oriented class- to take into consideration the material, purpose of writing, audience, and linguistic aspects of texts while assessing the extensive writing activities. In other words, the assessment of final papers has to weigh the amount and relevance of the information presented, the logical articulation of that information around a specific purpose, the expression of the purpose of the writer, the identification of a potential audience, and the use of the linguistic conventions of textual expression. On the other hand, and as discussed in Chapter Two, planning strategies instruction is said to improve the performance of student writers in the above elements whenever they engage in a planning policy including KDS, SDS, and CPS. These very elements have led the researcher to suggest five criteria of evaluation: Material Sufficient and Relevant to the Task: MSRT, Material Logically Organized: MLO, Purpose of the Writer Apparent: PWA, Potential Reader Targeted: PRT and Academic Linguistic Conventions: ALC.

The MSRT criterion deals with the information presented in the final paper. The teacher-researcher has considered this information as being sufficient when the presented essay has displayed:

- one thesis statement,

- three major arguments i.e. three topic sentences developed in three distinct paragraphs, and

- three minor arguments i.e. three details or examples developing each topic sentence.

The teacher-researcher has believed that three reasons given in proof are more likely to show that the writers' experience is a rich and varied one and that the reader can make capital of such an experience. Three informational elements are also believed to lead the reader to develop a commitment to the writers' experiences and advices. The major arguments (the topic sentences) and minor arguments (the examples used to develop these topic sentences) constitute evidences that support the point of view under discussion.

The MLO criterion is concerned with the organization of the information in the final papers. This criterion involves two levels of organization: the Macrostructure Level and the `Situation-Problem-Solution' level. The Macrostructure Level is concerned with the graphic transcription of the domain knowledge under three major parts: introduction, developmental paragraphs, and conclusion. The introduction must contain a thesis statement which presents clearly the intention of the writer; each developmental paragraph must contain a topic sentence which develops that intention through pertinent examples and details; the conclusion must restate the intention discussed in the whole essay. Furthermore, this global organization has to answer the `Situation-Problem-Solution' pattern because this pattern is typical to narratives, and answers the Problem-solving Scheme of Hayes & Flower (1980) and the Knowledge Transforming Strategy of Bereiter & Scardamalia (1987).

The PWA deals with the purpose of the student writers. The presented texts have to display a purpose created by the writers themselves and clearly stated in a thesis statement guiding the construction and adaptation of the domain knowledge. As such, the thesis has to make an exact statement about what the

student writers intend to develop in their essay. A purposeless paper shows the following characteristics:

-it contains no statement summarizing the overall intention of the writer (i.e. there is no thesis statement),

-it contains no major arguments supporting that intention (there are no topic sentences in the paragraphs),

-it contains no conclusion restating that intention.

The audience issue is the concern of the PRT criterion. The audience proposed by the task instructions has to be adopted by the writer and clearly targeted and integrated through the personal pronoun `you'. The second person `you' slights the distance between the writer and the reader (i.e. the friend) and permits the adoption of a tone that is more affective and personal than informative and impersonal. Moreover, the essays should not show inconsistencies as far as the use of the pronouns is concerned: a mixture of the pronoun `you' (directed to a friend) and the pronouns `s/he' and `they' (concerned with a friend but most obviously directed to someone else) would reveal important hesitations as far as the type of audience to be adopted and would lead to a paper which is neither accessible nor comprehensible.

The ALC criterion represents the fifth and last crucial element to be targeted in the final papers presented by the participants. This criterion includes the following linguistic devices: punctuation and grammar. Punctuation covers the following items: the indentation, the capitalization, and the full stop conventions. Grammar gathers the following elements: the conjunction `and', the sequencers (first, second, etc…), and the personal pronouns I/you/ she/he/they.

These elements represent the fundamentals of academic papers and, as such, are likely to be widely used while dealing with the topic presented in the experiment.

Once the above criteria have been clearly established, we have moved to the establishment of a relevant scoring system that could measure adequately the performance of our participants in both groups (Experimental and Control) and both tests (pre-test and post-test).We first get detailed information about each participant's performance in each criterion in isolation. Each criterion is scored from 0 to 3 according to the level of achievement attained by the participant. If the criterion targeted does not appear on the final paper, it is graded 0; if the criterion targeted appears under a primitive or inadequate form, it is graded 1 (the information presented is unrelated to the task and/or insufficient i.e. consisting of less than `1 thesis statement/ 3 topic sentences/1 conclusion', its organization does not answer the macrostructure and the `Situation-Problem-Solution' pattern presented above, the purpose of the writer does not appear, the text is not directed to an external audience, the text contains linguistic disabilities altering in an important way the general meaning: the paragraphs are not indented, the capitalization and full stop conventions are not followed seriously, there is an inconsistency in the use of personal pronoun and in that of sequencers, the conjunction `and' is overused i.e. more than 3 times in an essay of 23 lines); if the criterion targeted is partially achieved, it is graded 2 ( the information presented is sufficient and relatively relevant but shows aspects of disorganization concerning some parts of the `introduction/development/conclusion and the `Situation-Problem-Solution' patterns, the purpose appears but is not clearly expressed and

not supported by adequate arguments, the text shows a mixture of potential audiences, some linguistic disabilities still disturb the reader) ; finally, if the criterion targeted is completely achieved, it is graded 3 (the information is relevant, sufficient and organized around the `introduction/development/conclusion and the `Situation-Problem-Solution' patterns, the thesis makes an exact statement about what the writer intends to develop, the audience proposed by the task instructions is clearly adopted and integrated through the use of the personal pronoun `you' and a tone that is clearly personal and affective; the punctuation, capitalization, and full stop conventions are adequately followed, the pronoun `you' is used in a consistent way, the sequencers are used in a consistent way, the conjunction `and' is used less than 3 times in an essay of 23 lines).

The performances realized in the five criteria are grouped to represent the participant's total score; the best total score being 15. The total scores of all the participants are added to constitute a global performance of the group expressed by means of the following statistical tools: mean, mode, and standard deviation. We have also mentioned the global performance of each group in each criterion. The means and scores obtained in the different criteria have revealed to be necessary for a more complete analysis of the results displayed by both groups (Experimental and Control) in both tests (pre-test and post-test). The statistical tools used in the present research are exposed in detail in Section 3.3.5. of this chapter and the analysis of results appear in Chapter four.

3.3.2. The Pre-test

The pre-test consists of a writing task where the Control and the Experimental groups have been required to write an essay about their university experience. We have kept this theme (our reader remembers that the participants of the pilot study have dealt with exactly the same issue) in order to reduce the effects of differences in topic knowledge among the participants, to enable each one of them to display a great amount of personal knowledge, and to facilitate the planning work by diminishing the writing anxiety and hostility of the participants. As mentioned previously, a reformulation of the instructions of the assignment has included a clear statement of the purpose (which gathers two central ideas: difficulties and solutions; the solutions being part of the expectations of the readers because they constitute one reason why they would like to read the proposed essay) and audience as well as an obligation to provide a written plan of the future text before engaging in the drafting of the final text (see Appendix I).

The task has been dealt with in one of the usual writing classes that lasts one hour and a half. It has been mainly knowledge transforming directed and, as such, has required the use of a combination of the three different types of planning strategies, namely KDS which enable raw material generation, SDS which enable the retrieval of a primitive plan adapted to narrative essays, and CPS which enable the evaluation and adaptation of the structure so far produced to two specific goals:

- warn a newly enrolled friend from some difficulties encountered at the university by enlightening them, and

- advice her/him by proposing some solutions which may help handle these difficulties,

The assignment also targets a specific audience which is, as we have said, a newly enrolled friend at the university.

The researcher has insisted on these two issues (purpose and audience) because, on the one hand, they are totally ignored by a great majority of inexperienced writers and because, on the other hand, they are at the heart of planning a paper as maintained by many figures in the field among them Hayes and Flower (1980; cited in Alamargot and Chanquoy, 2001) and Trimmer (1995).

3.3.3. Planning Strategies Instruction

The planning strategies instruction has been proposed to the Experimental Group and has lasted six months (24 weeks involving 48 sessions) i.e. the whole academic year 2006-2007. It consists of a combination of the strategies discussed in Chapter Two. The Control Group has followed the usual planning strategies training (see Appendix II).

3.3.3.1. Objectives

The objectives of teaching planning to the Experimental Group are to develop an awareness of the planning activities and to demonstrate how these are necessarily and logically connected with the effective building of the writing skill in academic contexts. By the end of the training, the participants should have developed the following practices:

-transcribe and develop the proposed group of planning strategies on rough papers,

-adapt these planning strategies to the particularities of the task,

-translate these planning strategies into comprehensible, usable and accessible texts, and

- develop a personal planning policy that can effectively connect the above activities.

3.3.3.2. Stages of Instruction

The planning training consists of six stages of instruction. The participants are asked to make rough papers available for each writing session.

1/Diagnostic Writing Activities: This group of activities provides the necessary information concerning the writing proficiency level of the participants. On the other hand, it enlightens the students' abilities to consider concepts like audience and purpose. Here are the topics proposed for this part of the treatment:

-Write a paragraph about your best friend; introduce him/her to your mother.

-Justify the colour of your bedroom.

-You love your cat. Tell us why!

The participants choose one topic and deal with it for ten to fifteen minutes. This time limit is seen by the researcher enough to write a paragraph of about five lines sufficient to reveal the general effectiveness of the participants and mainly to diagnose their strengths and weaknesses.

The assessment of the diagnostic writing activities takes into consideration organization, content, language and structure. The assignments are evaluated and returned to the participants, and both the teacher/researcher and the students spend an entire session discussing them. The teacher leads the debate and asks the students to describe the writing processes they have followed while answering the task. This classroom discussion can be considered as a collective think aloud

protocol that specifies not only facts -what participants do first, second… to engage in the writing activity- but also their feelings as they engage in it: have they experienced panic, surprise or frustration?

This general evaluation reveals that:

- the participants have not planned their paragraphs because they believe that it is a waste of time.

- they feel frustrated because the words that appear in their final paragraphs do not translate adequately their feelings and ideas.

- they have thought about their teacher while writing their paragraphs but have not considered her interests and expectations in the topic.

-they have not known how and when to express the purpose of their texts.

 - they have considered the amount and relevance of the information to be presented in their future paragraphs as a real enigma and have been unable to determine the type of arguments to be developed. This fact has conducted them to not fulfil a given purpose.

Diagnostic writing activities enable us to engage smoothly and easily in the heart of our classes' concern because they provide a valuable feedback as far as the participants' attitudes, abilities, and practices are concerned. This feedback is of paramount importance later on while introducing the targeted planning strategies because it helps determine specific objectives, concepts and terminologies.

2/Preparatory Activities: Through these activities, the researcher introduces implicitly the following notions:

- where and how writers express the purpose and audience of their essay,

- where and how writers express the major arguments of their essay,

Before engaging in the activities, the participants are provided with the necessary terminologies and definitions related to the general graphic presentation and organization of the academic essay, the thesis statement and the topic sentence.

As for practice, the researcher suggests two types of exercises moving from the easy task of identifying existing thesis statements and topic sentences to the more difficult task of drafting personal thesis statements and topic sentences. At that stage of the training, however, no essays are produced. The participants are required to perform the following tasks:

A/ Identification of thesis statements.

<u>Sample activity</u>

"Study the following statements carefully. If the statement is a thesis statement, write *yes* in the blank; if it is not a thesis statement, write *no*.

1._____ I would like to discuss my views on the Olympic Games.

2._____ Why do I want to be a lawyer?

3._____ I am going to describe my home.

4._____ The differences between Mandarin and Hunan dialects.

5._____ Students should be allowed to manage the bookstore."

(Selected from Smalley, Ruetten and Kozyrev, Refining Composition Skills/Rhetoric and Grammar: Heinle & Heinle, 2000:107)

 B/ Drafting of thesis statements.

<u>Sample activity</u>

"Study the following statements, which are not thesis statements. Rewrite each of the sentences to make it a thesis statement.

1. I am going to explain why I decided to go to college.

2. There are many similarities and differences between life in the country and life in the city.

3. New York City is the largest city in the United States."

The reader can refer to Appendix III for the other thesis statement identification tasks and Appendix IV for the thesis statements drafting tasks.

After the participants have dealt with the notion of thesis statement, they have been proposed activities on the topic sentence. The researcher has used this order of presentation to explain to the participants that the most important sentence in an essay is the thesis statement because writers use it to express their purpose. The topic sentence, on the other hand, develops only one of the major arguments used to support that purpose. To practice the topic sentence notion, the researcher has proposed the following activities.

C/ Identification of topic sentences.

<u>Sample activity</u>

Read the following paragraph then report its topic sentence in the blank provided.

"We write because we want to understand our lives. This is why my closets are filled with boxes and boxes of musty old journals. It is why I found pages of poetry under my stepdaughter Kira's mattress when she went off to camp. It is why my father tells me he will soon begin his memoirs. As John Cheever explains,

'When I began to write, I found this was the best way to make sense out of my life.' '

      Lucy McCormick Calkins, *The Art of Teaching Writing* (Portsmouth, New Hampshire: Heinemann, 1986), p.3. in Smalley, Ruetten and Kozyrev; Refining Composition Skills, Rhetoric and Grammar, 2000: 23.

Topic Sentence:

_____

_____

(See Appendix V for the remaining topic sentence identification tasks.)

 D/ Drafting of topic sentences.

    In this section, the participants are asked to reconsider the thesis statements identified in section A above and to draft, for each one of them, three topic sentences presenting three major supporting arguments.

    The above part of the planning strategies training has lasted 24 hours (two months). It has been managed as follows:

- Identification of thesis statements: 4 hours.

- Drafting of thesis statements: 8 hours.

- Identification of topic sentences: 4 hours.

- Drafting of topic sentences: 8 hours.

3/Explicit Teaching

    The teacher/researcher has started by summarizing the participants' previous writing experiences (see stages 1 and 2) into two concise points:

-the drafting of thesis statements and topic sentences cannot be done from scratch; it requires the visualization on paper of the raw information stored in the writers' long-term memories.

-the visualization of material enables the writers to discover and produce a clear purpose through a careful exploration of all the potential major ideas, sub-arguments and details that can be developed in the future text.

This warm-up activity has created a link between the previous activities and the explicit teaching stage. It permits the teacher-researcher to introduce and explain the nature and function of the planning stage. After all the necessary theoretical clarifications, the researcher has moved to exercises. To practice idea generation, organization, and goal setting, three main types of activities are proposed: KDS (Knowledge-Driven Strategies) activities, SDS (Schema-Driven Strategies) activities, and CPS (Constructive Planning Strategies) activities. Each type of activities is first modelled by the teacher-researcher in front of all the participants who are heartily invited to take part in it.

A/ KDS activities

The researcher explains that KDS are strategies used for the generation of material and justifies the brainstorming and/or freewriting choice by bringing to evidence the authenticity (list making is very much spread in our everyday life), rapidity of execution especially in exam situations, and easiness of such strategies. Afterwards, the teacher/researcher suggests topics and asks the participants to consider each topic separately and to jot down their ideas at random, jumping here and there without trying to select material or to establish logical connections. The main particularity of KDS being their creativity, all the aspects linked to

punctuation, spelling, grammar, and sentence structure are left aside. Two types of KDS activities are proposed.

Type 1: Planning sub-stage 1: Generating raw information

List, for about 10 minutes, all what you know or what you want to say on each of the following topics. Organize the production of ideas around the who, what, when, where, and why questions:

-Flowers

-Computers

-True stories

Type 2: Planning sub-stage 1: Generating raw information using prompts

List all what you know or what you want to say on each of the following topics. The proposed prompters suggest different directions for idea generation. Explore each of these directions:

-Addiction; Prompters: drugs addiction/internet addiction/ plastic surgery addiction.

- Movies; Prompters: TV movies/ violent movies/ classical movies.

- Animals; Prompters: domestic animals/savage animals/dangerous animals.

The researcher has insisted on the second type of idea generation activities in order to illustrate the fact that generating, despite the apparent words' anarchy it produces, works two major purposes:

-it explores, visualizes, and reveals information deeply stored in the long-term memory. As such, the writers know if they have enough raw material to engage in

a given topic. If not, they can change the topic if the latter has not been imposed or explore other directions of the same topic if it is imposed by the teacher.

-it helps the writers manage efficiently the relevance, pertinence, and relative importance of their raw information.

Finally, the material produced by KDS activities is evaluated via the questions below:

-have I produced a material sufficient and relevant to the drafting of an adequate and consistent answer to the topic?

-do I need to get more information from external sources (books, magazines, or media for example)?

-does my raw material show a specific direction?

-which strategy (brainstorming and/or freewriting) has been more productive for me and for the topic at hand?

B/ SDS activities

The initial evaluation of the raw material produced through KDS enables the participants to engage in the first attempts towards the organization of that material. These attempts have consisted in the retrieval and transcription of a primary plan for narrative texts. Consider the activities below.

Type 1: Planning sub-stage 2: Organizing

Choose the topic that has produced the greatest amount of raw information and structure that information by copying out all your notes following the proposed overall structure:

introduction/ most important points/ least important points/conclusion.

Type 2: Planning sub-stage 2: Organizing

The following questions consider various aspects of the structure you have just produced. Answer each question separately:

1/ the audience

-who is my reader?

-what does s/he already know and what do I need to tell him/her about the topic?

-why would the reader want to read my paper? What problems would my paper define and solve?

-what possible attitudes and objections might cause the reader to dismiss my ideas?

2/ the purpose

-what is my purpose?

-do the major arguments I have used support my purpose?

-are my arguments sufficient?

3/ the structure

-does the overall organization of the essay reflect my goals?

-have I stated the purpose clearly in the introduction?

-has my introduction effectively defined the intended reader?

-does the body of my essay fulfill the promises made in the introduction?

-do important ideas receive more support than unimportant ones? Has irrelevant material been removed?

-does my conclusion summarize important points of the essay?

-how is the relationship between ideas signalled within paragraphs?

(Adapted from Miller and Parker 1997. `Writing for the Reader. A Problem Solution Approach.' In English Teaching Forum Volume 35 N°1 January 1997: 5)

The questions have been presented under three major groups. Groups one and two have required from the participants to have a serious look at the audience and purpose issues whereas the third group discusses the information used to target and support the apparent purpose and pre-defined audience. The researcher concludes the third group with a question discussing the linguistic aspects of the overall structure namely the punctuation which covers the indentation, the capitalization, the full stop, and the graphic organization of the essay, the spelling which deals with the form of commonly used words, and the grammar which gathers three main aspects: the subject/verb agreement; the use of subject/object pronouns and that of possessive adjectives.

The first and second types of activities presented above are complementary. Their major purpose has been to bring to the participants' awareness rhetorical elements that have usually been vaguely perceived.

C/ CPS activities

In this section, the researcher has asked the participants to reconsider the generated material and/or the texts produced via SDS by selecting, organizing, analyzing, synthesizing and articulating the rhetorical and linguistic components according to a clear and precise line of development. This reconsideration has been conducted through the CPS activities. Two types of CPS tasks are proposed.

Type 1: Planning sub-stage 3: Goal setting

The graphic organizer has widely been used in our writing classes to help our students engage in CPS. It can be considered as a graphic representation of the outline (or a visual plan). This original way has served the purpose of visually separating ideas and details generated through KDS. Rectangles, each one including headings and subheadings (main idea and details or examples), have been drawn on the board or in the students' copybooks. This conception of the outline has appeared to be effective because it has suited the thinking habits of most of our student writers.

After the student writers have proposed an initial outline for their essays and before the establishment of a final version of the latter, they have moved to the second type of CPS activities.

Type 2: Planning sub-stage 3: Goal setting

This second type of activities has required from the participants to consider the main headings produced by the graphic organizer and to write for each heading a specific section. Each section has then been reconsidered separately and discussed according to its potential place and role in the future essay. The teacher-researcher has also asked her participants to confirm the purpose and audience of their future texts by explaining clearly how and why they have imposed a specific structure on their ideas, by adding or removing details, and by transcribing clearly the thesis statement and topic sentences of the future texts.

The explicit teaching stage has been organized around the above planning activities. These activities have represented major in-class divisions and a framework to be followed each time the participants have dealt with a topic.

4/Awarness- Raising

During that stage, the researcher has asked the participants to return to the thesis statements and topic sentences they have drafted during the preparatory stage and to rework each one of them through the KDS, SDS, and CPS. The newly produced thesis statements and topic sentences have then been compared with those produced during the preparatory stage. The teacher-researcher has suggested the following points of comparison: originality, pertinence, conciseness, direction (purpose/audience), and linguistic correctness and has gathered them in an `Awareness-raising sheet' (see Appendix VI). This reference sheet has helped the participants to conduct efficiently the activities.

5/Planning Practice

During the planning practice stage, a planning routine has been worked out through two types of topics.

Type 1: General Topics

These topics have been varied but always directed towards the narrative type. The taught planning strategies combination has been handled under the form of a cooperative planning in groups of 3 to 4 participants to encourage the production and the criticism of ideas as well as the clarification of rhetorical goals.

Type 2: Restricted Topics

The restricted topics have imposed on the participants a specific purpose and audience right from the beginning. They have obliged the student writers to seek for an appropriate response through a personal management of the KDS,

SDS, and CPS combination. Some of the restricted topics have been dealt with in groups and some others have been handled individually.

All the topics presented have been problem-solving directed. They have included general themes like: ` pollution' and more restricted themes like: ` which of the following elements can the Algerian student writer do without: the spelling of words, the tenses, the punctuation, the thesis statement, the conclusion?

6/Writing Practice

The writing practice stage has consisted of the integration of the planning stage in the whole process of writing. The teacher-researcher has asked the participants to make capital of the planning session and to produce essays. The topics dealt with during the planning practice stage have, as such, been finalized.

3.3.4. The Post-test

After the treatment, the participants of the Control Group and those of the Experimental Group have been required to write another essay about their university experience. The assignment they have dealt with has been totally similar to that proposed to them during the pre-test. The writing session has lasted one hour and a half and has mainly insisted on the purpose and audience issues because they have been at the heart of the planning instruction and of the writing activity as a whole (see Hayes and Flower 1980; cited in Alamargot and Chanquoy, 2001; Trimmer 1995).

3.3.5. Statistical Tools

The teacher-researcher has made recourse to the following statistical tools for the quantitative analysis and interpretation of the collected data.

3.3.5.1. The Dispersion Indicators

The researcher has summarized the general behaviour of each group involved in the experiment in tables displaying the two measures of Central Tendency: the mean ($\overline{X}$) and the mode. The mean ($\overline{X}$) represents the average of the set of scores produced by each group involved in the experiment and is calculated by adding ($\sum$) the scores (X) of all the participants and dividing them by the number (N) of scores we have (30 in our case): $\overline{X} = \dfrac{\sum X}{N}$ (Miller 1975: 37). The mode is the score that occurred most frequently in the set of scores considered (Ibid).

The standard deviation (SD) has showed the degree of homogeneity of the behaviour of each group. It is calculated according to the following formula

$$SD = \sqrt{\dfrac{\sum\left(X - \overline{X}\right)^2}{N}}$$ (Brown 1988: 70).

The other indicators of dispersion show the lowest score and its frequency (Low/Fr) and the highest score and its frequency (High/Fr).

3.3.5.2. The T-Test

The t-test has been used by the researcher to validate the hypothesis. The t-test is a parametric test which leads to an objective interpretation of the results. It is a scientific robust statistical test which yields rigorous results because it reveals the cause-effect relationship between the variables being considered. In other words, it measures the exact effect of the treatment.

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The two major prerequisites for the calculation of the t test are the following (Brown 1988):

-both groups (Experimental and Control) have to be absolutely independent and exactly the same size.

-the distribution of scores for each group must be approximately normal (i.e. mean=mode=median).

The six steps used for the calculation of the t-test (called the `observed value of t) are clearly explained by Miller (1975: 80-1):

1/Calculate the two sample (i.e. group) means $\overline{X}_E$ (the Experimental Group mean) and $\overline{X}_C$ (the Control Group mean) using the formula: $\overline{X} = \sum X / N$.

2/Calculate the two sample variances S_E^2 and S_C^2 using the formula:

$$S^2 = \frac{\sum X^2}{N} - \overline{X}^2 .$$

3/Substitute the values of $\overline{X}_E , \overline{X}_C , S_E^2 , S_C^2 , N_E , N_C$ in the following formula for t::

$$t_{N_E + N_C - 2} = \frac{\left(\overline{X}_E - \overline{X}_C\right)\sqrt{(N_E + N_C)N_E N_C}}{\sqrt{(N_E S_E^2 + N_C S_C^2)(N_E + N_C)}}$$

4/Find the number of degrees of freedom using the formula:

$$df = N_E + N_C - 2$$

5/Find the critical value of t corresponding to the level of significance chosen by the researcher.

6/ If the observed value of t is equal to or greater than the critical value of t (a tabulated value presented in Brown, 1988:168) , the researcher can conclude that the independent variable (the combination of trained planning strategies) had a positive effect on the performance realized in the different criteria considered in the final papers presented by the participants.

Conclusion

This chapter discusses the data collection procedure used by the researcher in the present study. The analysis and results of the data are presented in the next chapter.

CHAPTER FOUR

DATA ANALYSIS AND RESULTS

Introduction

4.1.   The Pre-test

4.1.1.   General Observations

4.1.2. Means and Scores of the Different Criteria

4.1.3. Discussion of some Pre-test Participants' Final Papers

4.1.3.1. The Control Group

4.1.3.2. The Experimental Group

4.2. The Post-test

4.2.1.   General Observations

4.2.2. Means and Scores of the Different Criteria

4.2.3. Hypothesis Testing

4.3. Overall Results

4.3.1 The Control Group Comparative Achievements

4.3.2. The Experimental Group Comparative Achievements

4.3.3. Overall Qualitative Comparison and Evaluation

4.3.3.1. A Comparative Analysis of the Planning Behaviours

4.3.3.2. A Comparative Analysis of the Performances Displayed on the Final

Papers

Conclusion

Introduction

This chapter reports the analysis of the final written products handed out by the participants of both the Experimental and the Control groups in both the pre and post tests. This data examination enables the researcher to validate the hypothesis and to answer the two research questions:

1. If inexperienced Algerian student writers engage in the trained planning strategies combination suggested in the experiment, would it make a qualitative difference in their final papers?

2. Does teaching the writing activity in our EFL academic context necessarily involve planning strategies instruction?

4.1. The Pre-test

4.1.1. General Observations

	Central Tendency		Dispersion				
Group	Mean	Mode	Low	Fr	High	Fr	SD
Experimental	4.8	6	2	3	9	1	1.55
Control	6.2	6	4	2	11	1	1.22

Table 2. The Pre-test General Observations

Table 2 presents the performances of the Experimental and the Control groups under pre-test conditions. The two groups have displayed different behaviours. The group that performed better appears to be the Control Group. Indeed, if we consider the Central Tendency and its indicators, the mean and the

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mode of each group, we notice that those of the Control group are higher (6.2/6 occurring 14 times) than those displayed by the Experimental group (4.8/6 occurring 9 times). The Dispersion indicators show that the Control Group participants' lowest score is 4 obtained by 2 participants (i.e. 6.66% of the group). By comparison, the Experimental Group displays 3 participants who scored 2 in all the targeted criteria (i.e. 10% of the group). The Control Group shows the highest score 11 obtained by one participant whereas the Experimental Group displays a high score of 9 obtained by one participant. We notice that these two participants have both obtained more than the average score which is 7.5 (remember that an efficient final paper displays a total score of 15 points). The last indicator of Dispersion, namely the SD, gives an idea on the homogeneity of each group during the test. The Control Group shows an SD of 1.22 which indicates that the scores obtained by the participants of that group are more firmly grouped around the mean (6.2) than those of the Experimental Group (SD/1.55). In other words, a great majority of the participants in the Control Group has presented final papers with similar performances whereas the participants of the Experimental Group have shown a greater dispersion of scores within the group. In short, the SD demonstrates that both groups represent large mixed-ability classes with varying levels of fluency in written English.

4.1.2. Means and Scores of the Different Criteria

Moving from global analysis to a more detailed study of the performances presented by the participants, each criterion has been scrutinized alone as it has been suggested in the evaluation system designed for this research. Table 3 below

presents the behaviour of each group in each targeted criterion. A criterion showing a mean under 1.5 (see the scale proposed by the researcher in chapter three) is considered an unsuccessful performance. A close examination of the table helps verify that, despite the observed difference between the performances realized by both groups (see section 4.1.1. above), all the elements reveal to be problematic to the participants.

Criteria	Experimental Group					Control Group				
	Mean	Low	Fr	High	Fr	Mean	Low	Fr	High	Fr
MSRT	1.7	1	9	2	21	1.7	1	12	3	3
MLO	1.03	0	3	2	4	1.6	1	14	3	2
PWA	0.73	0	8	1	22	0.73	0	7	1	22
PRT	0.8	0	8	3	1	1.5	0	4	3	4
ALC	0.53	0	15	2	1	0.66	0	11	2	1

Table 3. The Pre-test Means and Scores of the Different Criteria

1°/ MSRT: Material Sufficient and Relevant to the Task

The first criterion presented in the table is the MSRT. In the Experimental Group, 9 participants out of 30 (which represent 30 %of the group) have produced an essay displaying a material that is neither sufficient nor really appropriate to the task situation; this material has not enabled them to develop adequately the

topic. The thesis statements and their topic sentences are poorly formulated. They are also supported by a great deal of repeated material, phrased in a different way and ornamented with irrelevant items. A great majority of the participants in this group (i.e. 21participants who represent 70 % of the group), however, have produced final papers displaying information that can be considered, to a certain extent, as sufficient and relevant to the task situation. The Control Group shows a more homogeneous behaviour on the MSRT criterion with 12 participants (40 %) who have scored 1 and 3 (10 %) who have scored 3, all the other participants (50 %) being situated in between with a score of 2 because they have presented a relatively acceptable achievement of the criterion.

2°/ MLO: Material Logically Organized

A great majority of the participants in the Experimental Group (i.e. 76.66%) have scored 1 on the criterion labelled MLO because they have not organized their domain knowledge under the Introduction/Development/Conclusion and the Situation-Problem–Solution patterns as required by the task. The texts have shown disarticulated paragraphs as if the writers have presented items the way they come to their minds. The Control Group, on its part, displays only 46.66% of the participants who have been unsuccessful in the building of adequate patterns, the remaining 53.32% having presented a relatively sophisticated organization.

3°/ PWA: Purpose of the Writer Apparent

Expressing a clear purpose appears to be a very difficult task for the majority of the participants in both groups. Indeed, very few have attempted to clarify their purpose to the reader through a thesis that represents an exact statement of what they intend to develop in their texts. The 22 participants (73.33%) in the Experimental Group and the 22 ones (73.33 %) in the Control Group have drafted thesis statements displaying a great superficiality. The latter have mainly played the role of obstacles than that of precious tools in the clarification of the writers' intentions.

4°/PRT: Potential Reader Targeted

The notion of audience has revealed to be very problematic for 29 participants in the Experimental Group (i.e. 96.66 % of the group) who have not adopted the audience proposed by the task instructions (namely the friend). The Control Group's participants display a different behaviour: 4 student writers (13.33%) have clearly adopted the audience proposed in the task, 4 others (13.33%) have totally ignored it, and 22 participants (i.e. 73.22%) have `jumped' from the reader proposed in the assignment to the most obvious reader represented by the teacher through the use of different pronouns (you, he, she).

5°/ ALC: Academic Linguistic Conventions

The linguistic conventions also represent a serious problematic area to half of the sample involved in the experiment (50 %). The two groups have produced a total of 26 papers (43.33 %) showing linguistic inconsistencies that strongly impede the understanding of the message. Only 2 students (3.33 %) have seriously

considered the linguistic components of their texts. The remaining students (i.e. 53.33%) have produced texts showing the following linguistic disabilities: inappropriate punctuation, inconsistency in the use of sequencers, overuse of the conjunction `and', and inconsistency in the use of personal pronouns for the Experimental Group.

4.1.3. Discussion of some Pre-test Participants' Final Papers

The following comments show how the above criteria interact and integrate in order to constitute a full picture of the quality of the final papers. The essays which have been chosen for analysis represent the typical performances displayed by each group involved in the experiment. The teacher-researcher has also reported the type of planning strategies used in the drafting of the answers.
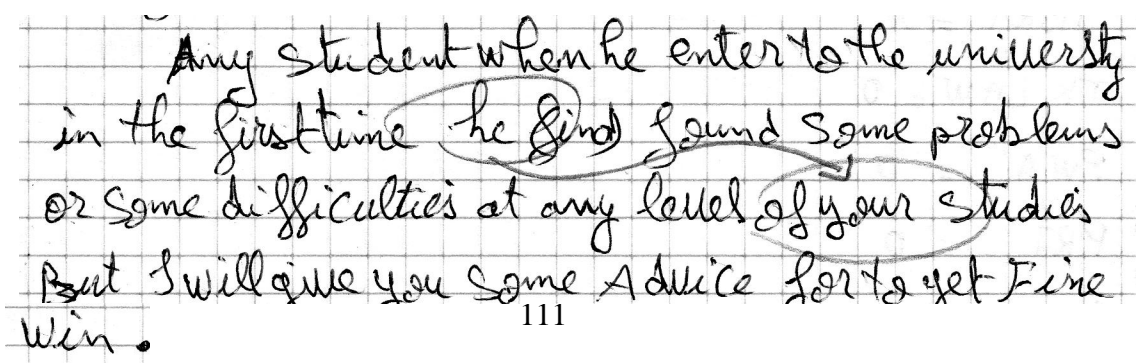
4.1.3.1. The Control Group

Student 09:

This participant has not transcribed planning strategies on a rough paper. Her essay can be analysed as follows:

MSRT: Material Sufficient and Relevant to the Task

The material is sufficient. There is a statement which seems to have been proposed by the student writer as a thesis statement:

One explicit topic sentence

So in generally you will must to try organize your time.

which has been detailed as follows:

I mean you must separat betueen the time of your study in universty alone, the time of practies sport and the time of your hous.

and

of your hous. At the second try to revise your lesons every day or every night.

A second difficulty related to the lectures provided at the university has been

supported by two details only; no topic sentence is explicitly drafted:

try to ask your teachers some quistions about the lesons who which difficult, and try to go in the library and read some books ell.

The proposed topic sentences are, to a certain extent, relevant to the thesis statement. Some details, however, have been of no utility to the point of view under discussion:

> the time of practies sport and the time of your hous.,

MLO: Material Logically Organized

The macrostructure level: The participant has organized her material under three main paragraphs:

-an introduction which presents a situation,

-a developmental paragraph which includes the thesis of the essay, a topic sentence and two details, and

-a conclusion containing two details related to an implicit topic sentence and a vague restatement of the intention of the writer.

This overall organization has answered the Situation-Problem-Solution pattern because the participant has presented the situation, stated the problem (at least, what she thinks the problem is) in her thesis statement, and given some solutions via the details.

PWA: Purpose of the Writer Apparent

The thesis statement:

> Any student when he enter to the university in the first time he find found some problems or some difficulties at any level of your studies But I will give you some Advice for to get Fine Win.

does not express a restricted and coherent intention. The word `some' has not enabled the writer to make an exact statement about what she intends to do: no difficulties have been explicitly presented and enlarged. Moreover, the provided advices have remained on an abstract level: why is the reading of books a necessary activity, for example? It would have been really interesting to read some sentences arguing for that activity because if reading is an essential activity for some students, others do not consider it as a necessity since the teacher is often viewed as a sufficient source of knowledge.

PRT: Potential Reader Targeted

The student writer has experienced difficulties while trying to adopt the audience proposed by the task. Indeed, she has waited the middle of the second paragraph to integrate the `friend' (notice the use of the second person `you') and to change her tone to a more affective one.
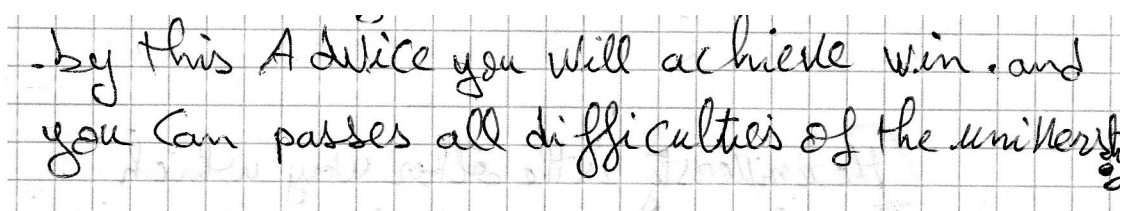
ALC: Academic Linguistic Conventions

1- Punctuation

-The indentation: The first and second paragraphs are indented; the third is not.

-The capitalization/ full stop conventions are performed at random. Example:

2-Grammar

-Personal pronouns: Two personal pronouns are used: `he' and `you'. The third person has been used to introduce the friend to the teacher and the second person has targeted the friend (see the PRT criterion).

-Sequencers: The writer has attempted to impose a kind of order to the elements presented. Yet, the expression `At the Second...'has produced a surprise on the reader who cannot remember when he has met the first point.
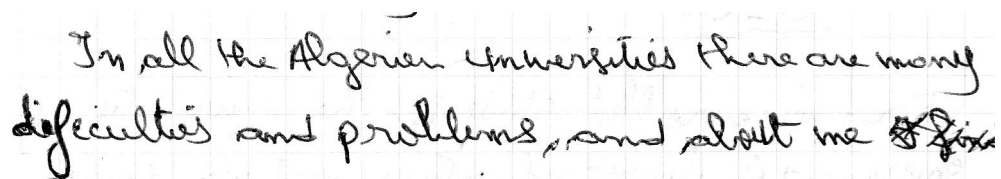
-Conjunctions: The writer has used the conjunction `and' 04 times to link a text resembling more a freewriting than a coherent whole.

Student 30:

No planning transcriptions have been presented by that participant. His final paper shows the following characteristics:

MSRT: Material Sufficient and Relevant to the Task

a thesis statement:

> In all the Algerian universities there are many deficulties and problems, and about me fixe

and only one topic sentence:

> Learning English is not an easy thing,

The relevance of the topic sentence and that of the details to the thesis statement is not clearly established. The material is not sufficient because only one topic sentence has been developed.

MLO: Material Logically Organized

The macrostructure level

The participant has organized his material under three major paragraphs:

- an introduction situating the topic and the problem (stated in the thesis),

- a developmental paragraph discussing part of the problem, and

- a conclusion presenting a restatement of some of the elements stated in the introduction and in the developmental paragraph; no concrete solutions are proposed.

PWA: Purpose of the Writer Apparent

The intention of the participant appears under a vague form in the first sentence of the first paragraph. Indeed, the thesis has not been restricted to the elements actually developed by the writer:

PRT: Potential Reader Targeted

The participant has never attempted to integrate the audience proposed by the task in his paper. The tone used is rather personal because the writer has chosen to address himself producing, as such, a kind of personal journal. The teacher-researcher can also represent a potential audience.

ALC: Academic Linguistic Conventions

1- Punctuation

-The indentation: The three paragraphs have been indented.

-The capitalization and full stop conventions are not followed seriously.

2-Grammar

-Personal pronouns: There is an overuse of the personal pronoun `I'. The choice of the audience explains this fact (see the PRT criterion).

-Sequencers: No sequencers have been used. However, the word `finally' in the last paragraph has apparently served to situate the place of the elements used to provide advices to the targeted writer.

-Conjunctions: The conjunction `and' is overused; it often serves to link sentences or parts of sentences which present, most of the time, unrelated facts (see the first paragraph of the essay).

Student 03:

No planning transcriptions have been presented by that participant. Her final paper can be analysed as follows.

MSRT: Material Sufficient and Relevant to the Task

The material presented by this participant is sufficient; it consists of:

-one thesis statement:

- two topic sentences:

1/ *you must choose good friends?* supported by:

can help you to study and (to) be a good example for the others.

2/ *Secondly, you will find new education system, but believe me*

supported by:

that you can adapt with by going to the library and borrowing books, also by asking your teachers when you do not understand something.

The topic sentences support partially the thesis of the writer because they are not developed adequately.

MLO: Material Logically Organized

The macrostructure level: The participant has presented her material under the following form:

-an introductory paragraph containing the intention of the writer,

-two developmental paragraphs developing that intention, and

-a concluding paragraph restating the intention of the writer and summarizing the elements developed in the essay.

The material presents a situation (the university and its difficulties), a problem related to that situation (adaptation) and two advices provided by the

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writer who says that the reader can adapt to the university environment if s/he follows them.

PWA: Purpose of the Writer Apparent

The purpose of the writer appears in the introductory paragraph in the first sentence:

The strangeness of the university experience is not discussed. The intended problems have not been developed by the writer who has directly moved to the presentation of some vague solutions.

PRT: Potential Reader Targeted

The audience chosen by the writer is explicitly transcribed. The text starts with `Dear Assia…' and addresses this audience through the second person `you'. The tone is affective and personal.

ALC: Academic Linguistic Conventions

The linguistic conventions are quite well followed by the participant.

1- Punctuation

-The indentation: The four paragraphs have been indented.

-The capitalization/ full stop conventions are followed quite seriously.

2-Grammar

-Personal pronouns: The writer has used the second person `you'. The choice of the audience explains this fact (see the PRT criterion).

-Sequencers: Sequencers (`Firstly….Secondly…') have been used to order the elements presented. The reader does not know, however, on what basis these elements have been order.

-Conjunctions: The conjunction `and' is overused; it has served to link too long sentences.

4.1.3.2. The Experimental Group

Student 04:

This participant has used SDS to transcribe, on a rough paper, some material under the conventional form for English narrative essays.

MSRT: Material Sufficient and Relevant to the Task

The essay has displayed:

-one thesis statement:

I found
many difficulties when I entered be university
some time I could face it and some times
I could mat

- two topic sentences:

1/ The first difficulties is the change of my Study

supported by:

a- I was studied science

b- I did

c- mab give a care bee feriеng language especial

English forescample I en mabe a fab of must mistake and sometimes I could mab.

d- mistake and sometimes I could mab. understand the teachers when they speake

2/

I find a difficulties in the far frame my hause and my friend because I live far frame university I lived in a residence.

No details have been used to illustrate that topic sentence; there is only a reformulation of the latter.

The material is relevant to the intended purpose. However, the topic sentences have not been organized as promised by the writer: `sometime I could face it and some times I could not'. The second topic sentence is not developed.

MLO: Material Logically Organized

The macrostructure level
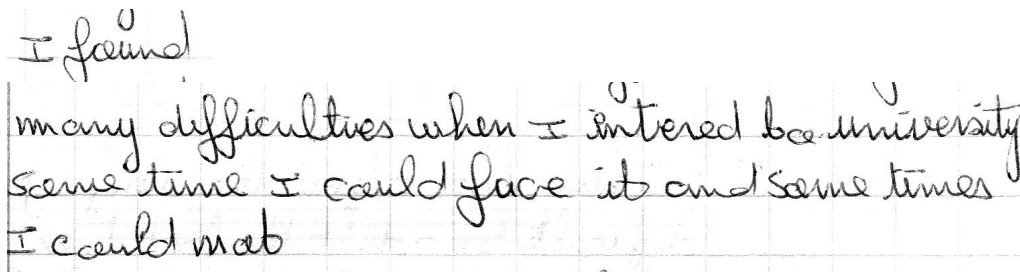
The participant has presented her material under three major paragraphs:

-an introductory paragraph containing the intention of the writer,

-two developmental paragraphs developing (or attempting to develop) that intention.

The material presents a situation (the difficulties encountered by freshly enrolled university students), an issue linked to that situation (`…some time I could face it and some times I could not') and one solution (`…I could advice you to study forieng language because it is very important in your live')

PWA: Purpose of the Writer Apparent

The sentence

expresses the intention of the writer which consists in presenting two types of difficulties: difficulties to which the writer has found solutions and difficulties to which she has not found solutions. Yet, this order of presentation does not appear in the developmental paragraphs. Besides, the writer has used `many' in her thesis statement which has not helped her restrict and classify the type of university experiences most interesting to be developed. In short, the purpose appears but is not well restricted and well developed.

PRT: Potential Reader Targeted
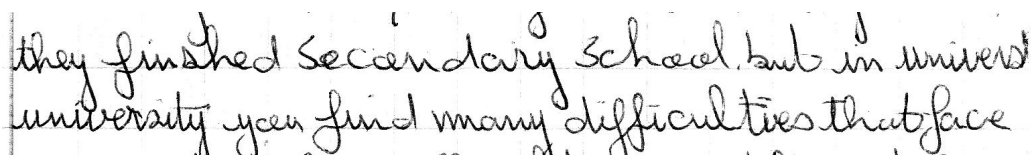
The audience element is not well integrated in the essay. Indeed, an important part of the latter is addressed to the writer herself as if she has been releasing emotions in a personal journal. Only two sentences are addressed to someone called `you'. The pronoun `they' reflects a difficulty and an inconsistency in the adoption and integration of the audience proposed by the task.

ALC: Academic Linguistic Conventions

1- Punctuation

-The indentation: The three paragraphs have been indented.

-The capitalization and full stop conventions are not followed:

they finished Secondary school, but in univers
university you find many difficulties that face

2-Grammar

-Personal pronouns: The writer has used the first person `I' in the major part of her essay; `you' is used in only two sentences (see the PRT criterion). The pronoun `they' is used in the first sentence of the essay.

-Sequencers: There is no consistency in the use of sequencers. Indeed, only `first' is used at the beginning of the second paragraph.

-Conjunctions: The conjunction `and' is used to join very long sentences.

Student 21:

No planning transcriptions have been presented by that participant. His final paper shows the following elements.

MSRT: Material Sufficient and Relevant to the Task

-a thesis statement:

> I told him about many things that (that) I found them the most difficult. For example, I discussed with

-three major arguments (i.e. topic sentences):

1/

> difficult. For example, I discussed with him about friends in university, because

supported

by:

> you will find students from

a-

> many states

> many states, so I told him to choose a suitable friends to lie with them Good times.

b-

2/

> the Second thing that I told him that it is very hard is "ABsences",

supported by:

a-   *I told him to must not be absent*

b-   *, because you find your-*

self "Excluded"

3/   *In Truth, I told him about "girls",* supported by:

a-   *girls waist your time*

c-   *and your education at all.*

The presented material is relevant to the point of view under discussion.

MLO: Material Logically Organized

The macrostructure level

The above material is organized as follows:

-two introductory paragraphs in which the writer has not stated his intention,

-three developmental paragraphs: the first paragraph contains the thesis of the essay as well as the first major argument, the second and third paragraphs contain the remaining major arguments (one per paragraph) and their supporting details (see the MSRT criterion).

-one concluding paragraph which has been used by the writer to give the final advices to the reader.

The Situation-Problem-Solution pattern has been presented as follows: the writer has exposed the situation in the two first paragraphs, defined the problem in his thesis and furnished for each major argument a solution inspired from personal experience.

PWA: Purpose of the Writer Apparent

The purpose of the writer is expressed in the sentence:

> I told him about many things that (that) I found them the most difficult. For example, I discussed with

The word `many' has not restricted the number of difficulties dealt with whereas it appears that the writer has developed three. `…most…' shows that the difficulties exposed are the most significant in the writer's personal experience. This significance is, however, not evident in the topic sentences which are not adequately developed.

PRT: Potential Reader Targeted

Two targeted readers are mixed in the essay: the teacher and the friend. The writer has considered the teacher as the primary audience; he has used an

impersonal and informative tone in order to maintain an appropriate distance. The advices concern the friend (`you') but are exposed to the teacher through the expression *I told him*. Consequently, the audience proposed by the task has not been integrated in the essay.

ALC: Academic Linguistic Conventions

1- Punctuation

-The indentation: The six paragraphs have been indented.

-The capitalization and full stop conventions are followed quite seriously.

2-Grammar

-Personal pronouns: The writer has used the first person `I' in order to narrate his experiences; `he' in order to introduce the friend to the teacher; and `you' in order to address that friend directly.

-Sequencers: The reader can notice an inconsistency in the use of sequencers. Indeed, the writer has moved to *the second thing* without introducing explicitly the first thing. Moreover, the word *Finally* has not been used to present a last point but to summarize the whole discussion.

-Conjunctions: The conjunction `and' is used three times to add details.

Student 24:

No planning transcriptions have been presented by that participant. His final paper shows the following elements.

MSRT: Material Sufficient and Relevant to the Task

-a thesis statement:

The university is a new world that seems to be a place of freedom and studying for the first time, but in reality it is full of problems and difficulties that are so complecated and harmful, and you can't solve them with ease unless if you take advice of people who passed this age of being a students and saw the (most) hardest things that make you boring and unsatisfied. to

-two major arguments (i.e. topic sentences):

1/

The methods of studying are completely changed

supported by details linked to the way of behaving with that change:

a- so you mustn't be afraid, and keep coming to lectures regularly and if you don't understand

b- ask the teacher gently ask them for help

c- find a good way to present informations.

2/

_An other problem is the looking for good friends,

supported by:

a- you can't stay all the time alone,

b- this someone. your friends must be kind and well elle letrated if you can find this kind of

c- people, so they can help you and make you relaxing.

The presented material is relevant to the point of view under discussion. However, the details do not develop and illustrate the complexity and dangerousness of the encountered situations.

MLO: Material Logically Organized

The macrostructure level
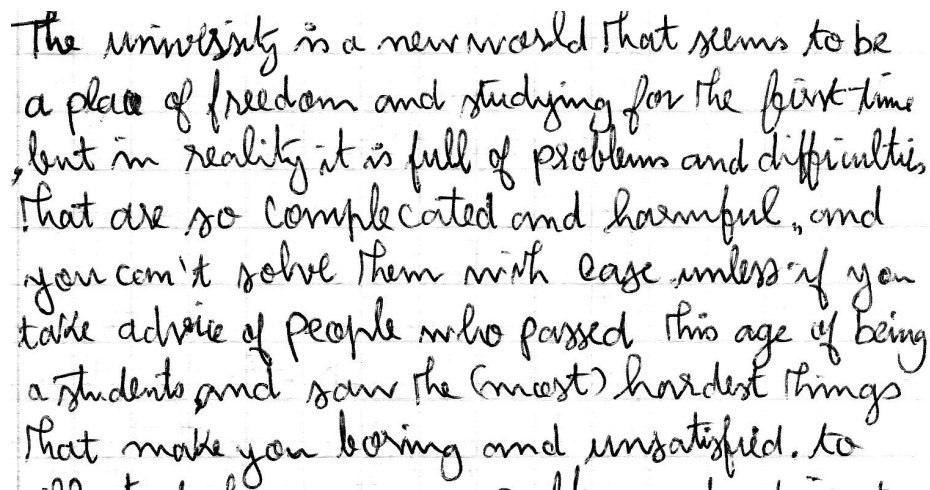
The above material is organized as follows:

-one introductory paragraph which contains the intention of the writer,

-two developmental paragraphs which develop that intention using major arguments and details (see the MSRT criterion),

-one concluding paragraph which restates the intention of the writer and summarizes the major arguments.

This organization answers the Situation-Problem-Solution pattern because the writer has first exposed the situation before restricting the problem in his thesis and furnishing some answers inspired from personal experience.

PWA: Purpose of the Writer Apparent

The purpose of the writer is expressed in the following sentence:

> The university is a new world that seems to be a place of freedom and studying for the first time, but in reality it is full of problems and difficulties that are so complecated and harmful, and you can't solve them with ease unless if you take advice of people who passed this age of being a students and saw the (most) hardest things that make you boring and unsatisfied. to

This purpose has been to convince new students that university is not a place resembling heaven. There are, however, some important rhetorical weaknesses: the writer has used `full of' to account for an indefinite number of difficulties and has developed only two elements; he has used the adjectives `complicated and harmful' but has not adequately illustrated them in his developmental paragraphs. Moreover, the words `problems and difficulties' have seemed to target two different issues whereas, in the developmental paragraphs, this difference has not appeared.
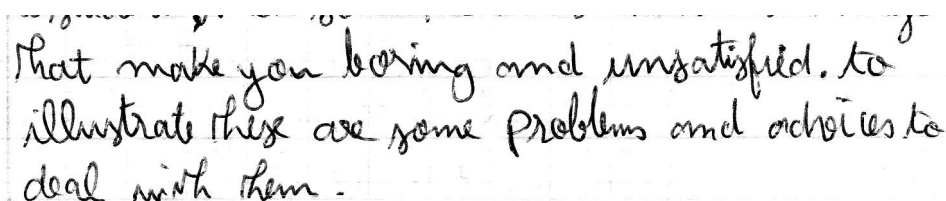
PRT: Potential Reader Targeted

The audience targeted is the friend. The writer has used a balance of informative and affective elements which have produced a natural tone.

ALC: Academic Linguistic Conventions

1- Punctuation

-The indentation: The writer has not indented his four paragraphs.

-The capitalization and full stop conventions are not followed:

That make you boring and unsatisfied. to illustrate these are some problems and advices to deal with them.

2-Grammar

-Personal pronouns: The writer has used the second person `you' to address his friend (see the PRT criterion).

-Sequencers: No sequencers have been used.

-Conjunctions: The conjunction `and' connects very long sentences; as such, it is overused (15 times).

(The pre-test papers are presented in their integrality in Appendix VII)

4.2.   The Post-test

4.2.1. General Observations

Group	Central Tendency		Dispersion				
	Mean	Mode	Low	Fr	High	Fr	SD
Experimental	4.73	5	2	3	8	1	1.45
Control	5.86	6	4	3	9	1	1.11

Table 4. The Post-test General Observations

Table 4 presents the performances of the Experimental and Control groups under post-test conditions. The group that performed better during the post-test remains the Control Group. The latter has, however, displayed a mean (5.86) inferior to that displayed in the pre-test (6.2). The Experimental Group also shows a slight diminution in its mean (4.73) and its mode (5). The Dispersion indicators show that the Experimental Group is the group that has obtained the lowest score (2). By comparison, the Control Group is the group that has obtained the highest score (9) (which is above average). The last indicator of Dispersion (SD) gives us an idea on the homogeneity of each group during the test. The Control Group shows a SD of 1.11 which indicates that the scores obtained by the participants of that group are more firmly grouped around the mean than those of the Experimental Group (SD/1.45). In other words, a great majority of the participants in the Control Group presented final papers with similar performances whereas the Experimental Group shows a greater dispersion of scores within the group. Table 5 below presents these performances in more detail.

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4.2.2. Means and Scores of the Different Criteria

Criteria	Experimental Group					Control Group				
	Mean	Low	Fr	High	Fr	Mean	Low	Fr	High	Fr
MSRT	**1.7**	1	9	2	21	**1.7**	1	12	3	3
MLO	**0.96**	0	3	2	2	**1.26**	1	23	2	6
PWA	**0.73**	0	8	1	22	**0.76**	0	7	1	23
PRT	**0.8**	0	8	3	1	**1.43**	0	4	3	3
ALC	**0.53**	0	16	2	2	**0.7**	0	11	2	2

Table 5. The Post-test Means and Scores of the Different Criteria

It seems that the Experimental Group's post-test performance is similar to that displayed in the pre-test. Indeed, the improvement means presented in table 6 below show absolutely no amelioration in the MSRT, PWA, PRT, and ALC criteria. The MLO criterion shows a diminution in performance of 0.07 points. By comparison, the Control Group has presented a similar performance in the MSRT criterion, a regression in the MLO and PRT criteria, and a slight amelioration in the PWA and ALC criteria with an increase of approximately 0.03 points.

Criteria	Experimental Group			Control Group		
	Pre-test Mean	Post-test Mean	Improvement Mean	Pre-test Mean	Post-test Mean	Improvement Mean
MSRT	1.7	1.7	0	1.7	1.7	0
MLO	1.03	0.96	- 0.07	1.6	1.26	- 0.34
PWA	0.73	0.73	0	0.73	0.76	0.03
PRT	0.8	0.8	0	1.5	1.43	- 0.07
ALC	0.53	0.53	0	0.66	0.7	0.04

Table 6. The Improvement Means

4.2.3. Hypothesis Testing

The difference between the improvement means displayed by the Experimental Group and those displayed by the Control Group needs to be validated through a process of hypothesis testing. Since we have expected a positive effect of the proposed combination of planning strategies on the performances displayed in final papers (the results of previous research discussed in the review of literature support that direction), we are concerned with the following hypotheses:

-null hypothesis (H_0): There is no positive effect due to the use of planning strategies intended to improve the final performance of the student writers. In that case, the experimental mean is equal or inferior to the control mean ($\overline{X_E} \leq \overline{X_C}$).

-alternative hypothesis (H_1): There is indeed a positive effect of the combination of trained planning strategies on the final performance of the student writers. In that case, the experimental mean is higher than the control mean ($\overline{X_E} > \overline{X_C}$).

A directional mean comparison is conducted through the calculation of a t-test and the results are expressed under the form of a t observed (t_{obs}). Observed and critical values are compared to decide which hypothesis (among those presented above) is to be accepted.

A/ Observed value of t:

The two major prerequisites for the calculation of the t-test established by Brown (1988) are exposed in Chapter Three. In the case of our experiment, both prerequisites are met. Our two groups are absolutely independent and exactly the same size. Table 7 and 8 show that the distribution of scores for each group is almost normal.

Student Writers	Experimental Group			Control Group		
	Pre-test Scores	Post-test Scores	Improvement Scores	Pre-test Scores	Post-test Scores	Improvement Scores
1	6	6	0	4	5	1
2	2	2	0	6	5	-1
3	6	6	0	11	6	- 5
4	6	6	0	6	6	0
5	4	4	0	5	5	0
6	4	4	0	5	5	0
7	4	4	0	7	6	-1
8	5	5	0	7	6	-1
9	5	5	0	6	7	1
10	6	6	0	6	6	0
11	6	6	0	6	9	3
12	5	5	0	7	7	0
13	5	6	1	7	8	1
14	5	5	0	7	5	- 2
15	5	5	0	7	7	0
16	6	5	-1	6	5	-1
17	6	6	0	7	7	0
18	6	5	-1	6	6	0
19	4	4	0	6	6	0
20	4	4	0	6	4	- 2
21	7	6	-1	7	4	- 3
22	5	5	0	6	6	0
23	6	7	1	6	4	- 2
24	9	8	-1	7	6	-1
25	3	3	0	6	6	0
26	4	3	-1	4	6	2
27	3	4	1	6	7	1
28	3	2	-1	6	6	0
29	2	2	0	5	5	0
30	2	3	1	5	5	0
Mean	4.8	4.73	0.07	6.2	5.86	0.34

Table 7. The Pre-test and Post-test Scores and their Improvement

	Mean	S^2
Experimental Group	0.07	0.32
Control Group	0.34	2.15

Table 8.   Normality Indicators

We proceed now to the calculation of the observed t:

$$t_{obs} = \left(\overline{X}_E - \overline{X}_C\right) \times \frac{\sqrt{(N_E + N_C - 2)N_E N_C}}{\sqrt{(N_E S_E^2 + N_C S_C^2)(N_E + N_C)}}$$

$$= (-0.07 - (-0.34)) \times \frac{\sqrt{(30 + 30 - 2)30 \times 30}}{\sqrt{(30 \times 0.32 + 30 \times 2.15)(30 + 30)}}$$

$$= (0.27) \times \frac{\sqrt{52200}}{\sqrt{4446}}$$

$$= 0.27 \times \frac{228.4}{66.67} = 0.27 \times 3.42 = 0.92$$

$$\boxed{t_{obs} = 0.92}$$

B/ Critical value of t:

- Alpha level = $\alpha < .01$

- Degrees of freedom (= df) for the t test of independent means =

$$df = (N_E - 1) + (N_C - 1)$$

$$= (30 - 1) + (30 - 1)$$

$$= 29 + 29$$

$$= 58$$

So t_{crit} = 2.39 (Table 11.3; Brown, 1988:168)

It appears that = $t_{obs} < t_{crit}$

$$0.92 < 2.39$$

Consequently, we reject the alternative hypothesis (H_1) at $\alpha < .01$ and accept the null hypothesis (H_0). By accepting the null hypothesis, we can say that the research questions 1 and 2 are answered negatively:

- the use of the trained planning strategies combination suggested in the experiment does not make a qualitative difference in the final academic papers produced by inexperienced Algerian student writers.

- the teaching of the writing activity in our EFL academic context does probably not involve planning strategies instruction.

4.3. Overall Results

Table 6. (See page 119) shows the improvement means of the Experimental and Control groups. We will refer to this table to compare the achievements of both groups. We will also refer to the tables of Comparative Achievements of some of the participants in the Control Group and in the Experimental Group (tables 9, 10, 11 for the Control Group and 12, 13, 14 for the Experimental Group) to present the qualitative analysis of the rough and the final papers displayed in both the pre-test and the post-test.

4.3.1. The Control Group Comparative Achievements

The Control Group results show absolutely no improvement in the MSRT criterion. On the contrary, the PWA and ALC criteria have displayed an increase in mean of 0.03 and 0.04 points respectively. This very slight improvement may be due to the efforts of a small minority of participants who, after a whole academic year attending the writing class, have improved their competency in some aspects of text writing. This increase may also be explained by the fact of having taken the same test twice and/or by the influence of the researcher who has been teaching both groups –Experimental and Control – during the experiment. If the participants have increased their means in the PWA and the ALC criteria, they have lost approximately 0.40 points in two other important criteria namely the MLO and the PRT. The reader remembers that these criteria have displayed a mean just above average in the pre-test because they have been quite honourably performed. The loss of 0.40 points displayed in the post-test, when integrated in the overall performance of the participants, eliminates the gain in points in the PWA and ALC

criteria and leads us to conclude that the Control Group has realized similar performances in both the pre-test and post-test.

The similarity and consistency of the Control Group achievements in both pre-test and post-test sessions demonstrate that the participants have planned their papers with the same irregularity and superficiality. There have been no planning attempts transcribed during the pre-test. During the post-test, however, 60% of the participants have transcribed two broad types of planning policies: the first policy is, in fact, a combination of the CPS and the KDS with the CPS being developed first. In this combination, the thesis statement is developed from scratch then the writers freewrite to produce the material that can possibly support it. The freewriting session is of short duration and does rarely produce consistent amounts of material and consistent directions. It seems that the `CPS/KDS' order of exploitation chosen by a great majority of the participants has considerably reduced their vision of the topic and the originality linked to its treatment. The second type of planning policy displays the SDS used alone to produce a plan and a material for the future essay. The retrieved plan is never reworked because it is always considered as quite adequate to the task situation. The material and organization produced by the above policies have always been reported on the final papers the way they have first appeared on the rough drafts. As we have said previously, no evidence of omissions or transformations of material and/or direction and audience are indicated on the planning sheets.

4.3.2. The Experimental Group Comparative Achievements

The participants in the Experimental Group have not increased their means in the targeted criteria. The MSRT, PWA, PRT, and ALC criteria show an improvement mean of 0 points. The MLO criterion shows a slight decrease in mean of 0.07 points. Here again, the Experimental Group participants have displayed a consistency in their performances of the pre-test and the post-test. The primitive planning attempts (i.e. SDS and/or KDS) that have appeared during the pre-test have been of no utility to the participants who have not been able to use them in the production of more sophisticated directions for their future text. During the post-test, the participants have developed three kinds of planning policies: KDS alone, SDS/CPS with the SDS developed first, and KDS/CPS with the development of KDS first. When the writers have used the KDS alone, they have produced an initial text substance which they have considered as being adequate to the task situation. They have translated that material in the final paper with no modifications. With the SDS/CPS combination (the most widely spread combination), the behaviour is quite different: the retrieved material appears under the form of a text and is submitted to some constructive planning. Yet, what happened is that the produced thesis statements and/or topic sentences are not reworked; they are translated without being submitted to any transformation. The last combination is the KDS/CPS. This combination has permitted the student writers to produce a certain amount of information and to move smoothly to the critical aspect of the planning stage. The CPS have, however, displayed a very superficial development because each time a purpose appears, it is directly adopted. Moreover, these critics building strategies have not given the opportunity

to the participants to adopt the audience proposed by the task instructions.   On the whole, the rough papers display a very superficial management of the material, the purpose, and the audience elements; this management has conducted to an unsatisfactory achievement of the criteria targeted in the final papers.

4.3.3. Overall Qualitative Comparison and Evaluation

The overall qualitative examination of the final papers presented by the two groups in the post-test has concerned the quality of the material presented, its amount and organization, the purpose of the paper, the audience to whom it is intended, and the linguistic elements we have chosen to consider. These criteria determine the overall performance of the participants. A parallel discussion on planning behaviours has been conducted as a major argument for explaining the level of achievement of each criterion.

4.3.3.1. A Comparative Analysis of the Planning Behaviours

We notice that a great majority of the participants in the Experimental Group has spent more time on planning and transcribed three broad types of planning policies on their papers (see tables 12-13-14 above). As we have said previously, these planning policies are composed of KDS/CPS or SDS/CPS combinations in 70% of the rough drafts, the other 30% presenting a planning framework based on KDS (or SDS in rare cases) only. The writers who have attempted to tackle the rhetorical issues exposed in the task have developed CPS. These strategies have, in fact, mainly served as a transition between the planning and the translating stages because the produced thesis statements, despite the fact that they are inspired from freshly generated information, are never carefully and precisely phrased. They do not state clearly the writers' intentions and show superficial commitments from the part of the writers. Moreover, the topic sentences together with the details are never clearly mentioned. By comparison, students in the Control Group (see tables 9-10-11 above) have mainly performed a planning by analogy because, in the majority of cases, they have used SDS to retrieve a text on which they have imposed no

rhetorical constraints. About 60% of their planning trials are transcribed through SDS only. The KDS have been used in 40% of the rough papers but have, surprisingly, followed the CPS which have, for their part, not allowed the student writers to choose the most manageable elements under the circumstances.

It seems that the retrieval of information has been automatic for both the Experimental Group and the Control Group. Both groups have produced strangely organized material transcriptions with the brainstorming as the most widely spread strategy for content generation (a combination of brainstorming and freewriting being used in few cases only). The generation of ideas has always been conducted without elementary operators (also called `production factors') that could have imposed selection criteria on the retrieval activity. The use of prompts has apparently frightened the participants who have not wanted to transform the relatively careless activity related to the manipulation of KDS into a more cognitively demanding activity. As a result, the student writers have never selected the most pertinent points from their brainstorming lists. They have used all the generated items and have proposed a material which has not really depicted the challenges faced by students newly enrolled at the university. In fact, both groups have often confused the material generation session with that of text production.

As a consequence of the automatic retrieval session, all of the participants have experienced great difficulties while organizing the generated material and attempting to build global as well as local goals. Despite the development of CPS, the critical aspects of the planning stage have never been successfully handled. As such, both groups have behaved similarly with respect to the knowledge transforming process. Their writing process has mostly reflected the knowledge

telling model of Bereiter and Scardamalia (1987) in that there is no true attempt to adapt the generated material to the specificities of a personal and restricted focus, a finding that is consistent with Bereiter and Scardamalia's findings (1987). The fact that the participants have used the scratch outline in order to establish definite connections for their materials has confirmed the adoption of a knowledge telling process. As such, the participants have been unable to detect unnecessary material and to build convincing directions. No descriptive outline has been used except in the case of Student 21 (Experimental Group) who has used it not to evaluate the first draft produced through SDS (a planning by analogy) but rather to confirm what has appeared in that first draft. Finally, and as a result of the poor planning policies expanded in the rough papers of both groups, there has been no choice for the most appropriate language and the most appropriate punctuation. The performances realized in the ALC criterion confirm this fact.

4.3.3.2. A Comparative Analysis of the Performances Displayed on the Final Papers

The very slight difference noticed in the planning behaviours displayed by both groups predicts a non-significant difference in the performances displayed in final papers.

1°/ The MSRT and MLO criteria

The transcription of KDS in the rough papers of both groups has, apparently, helped the participants to generate a consistent amount of information which has enabled them to present a thesis statement, its topic sentences and some details. Since a relative preparation has taken place in that specific direction, the material

presented has all been relevant to the point under discussion. The participants have also had the opportunities to reveal a potential organization to the material generated which has consisted in an introduction and approximately two developmental paragraphs in the majority of cases. The absence of a conclusion in the final papers of the Control Group participants during the post-test has revealed a poor management of the time limits constraints and a consistency in the performances of the Experimental Group participants who have rarely produced conclusions in the essays presented in the pre-test. Despite the relative sophistication of the macrostructure displayed in final papers, about 50% of the latter have resembled more a freewriting than a connected information directed toward a central focus. The `what's next' strategy has with no difficulties found its place in the majority of the papers which have displayed a structure similar to that of conversations- sometimes it has even not resembled conversations because absolutely no meaning has emerged. The use of this strategy has led the participants (especially those of the Experimental Group) to a great disrespect of the Situation-Problem- Solution pattern in their final papers.

Since the search for the most accurate material through the use of prompts has not taken place, a knowledge problem persists in the final papers presented by both groups; this problem is displayed through limited and poor arguments used to support the focus whenever the latter exists.

2°/ The PWA and PRT criteria

The non-sophisticated planning displayed by both groups has led to a failure in the expression of the purpose and that of the audience in the final papers exposed by the participants. Almost all students have faced a rhetorical problem

because they have been unable to determine a clear purpose and to target a precise audience. Even the participants who have used CPS have not succeeded in enhancing these issues in their final papers. CPS have primarily enabled the student writers to engage in the two major processes of content problem solving and rhetorical problem solving, processes which have imposed a considerable cognitive tension because they have been dropped before any solution has appeared. As such, the thesis has never made an exact statement about what the writers have intended to do. The latter have not succeeded in expressing global intentions and in exposing some ways to deal with them; they have displayed a non-convincing argumentation and more local connections. Surprisingly, this situation has not prevented a great number of the Control Group participants from working toward a more precise readership. These students have adopted the audience proposed by the task instructions and integrated it in their final essays, even without planning for it. By comparison, a great majority of the participants in the Experimental Group have not succeeded to commit themselves to the readership proposed in the task instructions even with the help of CPS.

3°/ The ALC criterion

Both groups show similar performances in the linguistic elements. We notice that the indentation conventions are followed quite seriously, that the capitalization is performed at random -the letters opening sentences are not capitalized whereas the middle of sentences often show capital letters- and that the full stop is misused. The use of pronouns has shown important inconsistencies for the participants in the Experimental Group but has been more consistent for the Control Group. Sequencers are used in a very inconsistent way by both groups, and the conjunction

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`and' is overused in the majority of cases i.e. more than three times in a text of 23 lines.

The findings of this study do not support the view that a planning strategy instruction improves the performances of EFL inexperienced student writers. Rather, they support the view that planning (although it is presented as a necessary stage by many professionals in the field, among others: Trimmer 1995/ Bereiter and Scardamalia 1987; cited in Alamargot and Chanquoy 2001) is not to be considered as the only component of successful FL academic final papers (Flower & Hayes 1980; cited in Huff 1983/ Kellogg 1987b; cited in Alamargot and Chanquoy 2001/ Myers 1997). The above results may, as such, suggest that the EFL teachers, who are often dealing with low English proficiency student writers, insist on L2 grammatical proficiency by devoting more time and attention to punctuation conventions, syntax, phrase and sentence construction; verbs, nouns, adverbs, and the adjectives usage, function and place in the English sentence. It is also possible that the planning instruction is not to be introduced in the writing class without an instruction based on the conventions related to the other stages of the writing process namely the translating and the reviewing stages. More research is needed to verify these hypotheses.

Conclusion

        The analysis of the experiment's results has shown that there are no highly noticeable differences between the final papers presented by the Experimental Group and those presented by the Control Group. The KDS, SDS, and CPS have been given credit by both groups but have not reached a significant level of sophistication, especially in the Experimental Group whose participants have followed an awareness-raising training for the development of complex planning policies. The student writers have planned in three different ways: KDS or SDS alone, SDS (or KDS) first then CPS, and CPS first then KDS. None of these combinations has enabled them to ameliorate their final papers. The six months planning strategies instruction has not provided for the necessary tools in the establishment of complex planning policies and in the best way to make capital of these policies to build meaningful papers.

CHAPTER FIVE

PEDAGOGICAL IMPLICATIONS

Introduction

5.1. Implications for Teaching

5.1.1. Implications for the Planning Strategies

5.1.2. Implications for the Writing Process

5.2. Implications for Further Research

Conclusion

Introduction

This chapter discusses the implications of the experiment's results on teaching and further research. It enlightens some procedures to be adopted in the EFL writing class as far as the teaching of the planning stage and the whole writing process are concerned. These procedures need to answer the needs of an Algerian academic population displaying a limited EFL proficiency.

5.1. Implications for Teaching

5.1.1. Implications for the Planning Strategies

There has been no abundant evidence that trained planning strategies can have a positive effect on the performance of inexperienced Algerian student writers. An educational implication of the present study, however, is that KDS and SDS are more accessible to these writers than the CPS. KDS and SDS are rapidly internalized and re-used in subsequent composition activities; they are very popular among Algerian student writers who also use them as means to present information on final papers. On the other hand, the CPS are never efficiently conducted and adequately translated in acceptable final papers. In all the cases, however, the KDS, SDS, and CPS never reach a significant level of sophistication. What does this suggest for the EFL teachers? Teachers should manipulate the KDS and the SDS cautiously. Indeed, these strategies can generate a considerable waste of time if they are not handled adequately. The KDS are to be managed via prompts. These prompts help the learners impose selection criteria on their retrieval activity and develop more connected and pertinent lists of material. These lists signal the end of the creative thinking session and the beginning of the

critical thinking session. The SDS, for their part, should be presented as strategies enabling the retrieval of primitive organizations and not that of organizations definitively appropriate to the task at hand.

CPS are always delicate to handle for both teachers and students because they require the management of the audience and the purpose issues. They must take a substantial part of our Written Expression class because, as we have seen, a great majority of our students always resort to the knowledge telling strategy to present the final version of their text. The constructive planning instruction demands thus more time and practice. It also necessitates important cognitive predispositions towards criticism and intellectual and rhetorical adjustments from the part of both the teacher and the student writers. It requires a knowledge of the academic conventions for structuring texts.

The students' limited EFL proficiency does not help in the difficult task of teaching or enhancing the constructive process of the writing activity. Constructive planning needs thus to be worked and developed through the use of rhetorically and grammatically centred activities which will guide and reinforce that process. Rhetorically centred activities must propose authentic topics and different ways to develop them using different text types like the narrative, example, and comparative and contrast essay types which are widely worked in our writing classes. These activities should not focus on the grammatical aspects of the message but on the message itself through a clear reference, in the task instructions, to the purpose and the audience directions that have to be imposed on that message. These instructions will help build a rhetorical routine by obliging the student writers to clarify, restrict, and argue for their audience and purpose

before engaging in the actual drafting of their text. While dealing with the narrative text type, for example, student writers will focus their planning in order to be able to narrate adequately a precise event to a pre-determined audience. Focusing the planning activity means imposing some selection criteria on the retrieved information in order to work through the purpose and audience right from the beginning of the writing process.

The problem solving process initiated by the planning activity is complex and extremely demanding. It implies that teachers are firm advocates of the process approach to teaching EFL writing and that they have developed quite sophisticated planning behaviours so that they can guide efficiently the constructive planning activity within the class. Modelling has to be seen as an integral part of the writing class so that the rhetorical choices are publicly justified by the teacher. The latter should also provide students with explicit explanations using simple text-analysis tasks. For instance, students can analyze and practise the example essay type through its problem-solution structure by re-ordering unconnected sentences so that they make sense. Through that type of activities students can be shown that when they order their elements logically, they are likely to achieve a clear purpose and to target a precise audience.

These activities are to be connected with grammatically centred activities. Grammatically centred activities offer the opportunity to polish well-though academic papers. In our case, they represent a necessity. The reformulation technique seems to be the technique that best suits EFL student writers. It enables the latter to preserve their message and their audience as they have planned them and to look for more coherence by reformulating, with the help of the teacher,

their phrases, sentences and/or paragraphs so that they answer the grammatical norms of academic texts. The reformulation technique does not take place during the planning stage. It needs to be integrated within an entire process writing pedagogy.

5.1.2. Implications for the Writing Process

To enhance the learners' writing, a process instruction should be introduced gradually but firmly. The teachers should devote enough time to the development and practice of the planning, translating and reviewing stages through adequate strategies. They should enable their student writers to work on a battery of process-oriented strategies so that they can discover what works best for them. Introducing planning strategies manipulations, and later on, translating and reviewing items, in the writing class will permit student writers to grasp the complexity of the writing activity. It will, at the same time, establish an anxiety-free environment for a maximum practice of writing. The aim is not to produce new Shakespeares; it is to enable the student writers improve their texts until the point they become accessible to their teachers.

The recursive dimension of the process of writing is exercised through essay writing activities on collectively chosen topics. As we have already explained, these activities will focus first on the narrative composition type until the learners develop a kind of automaticity in the manipulation, connection, and organization of the different stages of the composing activity. Students need to understand that the planning session, for example, has always inevitable consequences on the translating and the reviewing stages.

In order to be able to teach the process of writing efficiently, the teachers can first establish an homogenisation of the writing class through the use of diagnostic tests. Small classes may then be organized accordingly that enable a more effective management of the process oriented activities. This process practice will allow student writers to apply their knowledge to many different situations. This is crucial because by doing so students engage in awareness building and can work toward more writing maturity.

5.2. Implications for Further Research

While we have been examining the data from the study, various issues have been raised. The issue of whether there are differences between planned and non-planned EFL academic final papers suggests a need for more rigorous research. More research is needed to explore the effects of a more consistent planning instruction time period. Indeed, the six-months training period proposed in the present experimentation has not enabled the researcher to give a definite answer vis-à-vis the expected positive effect of the planning stage on the performance displayed in final academic papers. In other words, it has been difficult to confirm or disconfirm to what extent the proposed planning strategies combination can improve the student writers' final papers. One of the reasons for that has been that students have displayed limited and non-sophisticated planning policies. However, other questions appear which are linked with the type of the suggested planning strategies: If Algerian student writers go through some more constructive planning strategies, will it constitute a remarkable improvement in their final papers? If Algerian student writers display higher grammatical

proficiency and use only KDS, or a combination of KDS and SDS, will they be able to answer efficiently academic tasks? In our study, some participants tended to plan while translating (the presence of crossed words in papers presented as final confirms this assumption); others have attempted to reach some refinement before fixing the final version of their text. Are these differences due to the type of planning strategies dealt with? Further research can also deal with questions related to the audience issue in the academic class: Why do Algerian student writers have difficulty to consider the reader? Is this absence of consideration due to a deliberated attitude from the students, who would not see the necessity to target a possible addressee other than their teacher of the Written Expression Class?

More research is also needed to explain why the participants to the present study have used the proposed planning strategies on a rough paper but have never really succeeded in translating them into intelligent final papers. It is possible that their English proficiency has been a determining factor. Moreover, their perceptions of the writing skill in academic contexts might have led them to consider that writing in English does not require planning and that the rough draft is of no utility in the composing of an adequate answer to a given assignment since it will obviously not improve their writing abilities.

One could replicate this study and use it with other planning strategies combinations. Since only one planning combination has been proposed, it is possible that other combinations improve the quality of EFL academic final papers in a more consistent way. It would also be interesting to use the same planning strategies combination with inexperienced student writers displaying an

honourable grammatical proficiency. Besides, a procedure of data triangulation using think-aloud transcriptions, interviews, and observations may reveal to be a precious tool if the teacher-researcher wants to give a more equitable picture of the effects of the planning stage on the drafting of final academic papers. We also suggest using an increased number of participants in future studies in order to add to the data and thus make the results more generalizable.

Conclusion

A writing instruction based exclusively on the teaching of planning stage conventions appears to be of very limited efficiency on the quality of the final papers presented by EFL inexperienced Algerian student writers. It seems that, in our case, writing maturity can only be achieved through a long and lasting eclectic training gathering both the rhetorical and grammatical dimensions of text writing. Further research in the field is, however, necessary to confirm whether an instruction based on both will effectively and definitely enable the development of the student writers' capacity to achieve sophisticated texts which can lead to more writing maturity.

CONCLUSION

CONCLUSION

This study has attempted to explore and reveal the effects of a pre-defined combination of trained planning strategies on the performance of inexperienced Algerian students involved in Second Year University Written Expression class. This combination has gathered three broad types of planning strategies, namely the Knowledge Driven Strategies, the Schema Driven Strategies, and the Constructive Planning Strategies. Each type of planning strategies has corresponded to a level of planning complexity embodied in the generating, the organizing and the goal-setting sub-stages of the planning stage. These sub-stages interconnect in a recursive way; when adequately managed, they provide an intelligent operational framework around which the whole text is constructed.

This research has been based on the interpretation of both the rough papers and the final copies. It appears that the proposed planning strategies combination has not enabled the learners to enhance their performances on the final papers mainly because of the non-sophistication of the transcribed planning policies.

The study of the effects of the planning stage on the final papers represents valuable data for a re-evaluation of the teaching procedures used in the Written Expression class. Writing teachers need to work on a regular basis with their students in order to be able to establish a group of the planning strategies most likely to help students target appropriate, meaningful and authentic texts. The academic conventions can be worked on and memorized through extensive practice and experiment. Teachers have to guide their learners through some valuable investigations for the building of personal and effective writing habits so that they become able to connect the different writing ingredients in profitable

sessions. Writing expertise needs time to develop. At least, we hope this research will help build an awareness, among teachers and mostly among student writers, that writing in academic environments is real communication.

APPENDICES

-Appendix I: Pre-test/Post-test Assignment

-Appendix II: Teaching Planning to the Control Group

-Appendix III: Thesis Statement Identification Tasks

-Appendix IV: Thesis Statement Drafting Tasks

-Appendix V: Topic Sentence Identification Tasks

-Appendix VI: Awareness-raising Sheets

-Appendix VII: Pre-test Drafts

-Appendix VIII: Post-test Drafts

APPENDIX I

Pre-test/Post-test Assignment

For new enrolled students, the university environment is always unfamiliar and sometimes even strange.

Write a text for a friend who has just joined the university community and tell him/her about the things you found most difficult to adapt to the first time you entered the university; give him/her some advice on how to deal with these difficulties.

Before you start writing your essay, express all your ideas on a separate sheet of paper and organize them so that they form a coherent, structured, and logical plan.

Teaching Planning to the Control Group

The Control Group has attended the usual writing program which consists of four stages of instruction:

1/Diagnostic Writing Activities: This group of activities is similar to that proposed to the Experimental Group. It provides the necessary information concerning the writing proficiency level of the participants and enlightens the students' abilities to consider concepts like audience and purpose. The topics proposed at this stage are comparable to those suggested to the Experimental Group:

-Write a paragraph about your best friend; introduce him/her to your mother.

-Justify the colour of your bedroom.

-You love your cat. Tell us why!

The participants have chosen one topic and have dealt with it for ten to fifteen minutes. This time limit has enabled them to write a paragraph of about five lines sufficient to reveal their general effectiveness and mainly to diagnose their strengths and weaknesses.

The assessment of the diagnostic writing paragraphs has considered their content, their structure, and their language. The assignments are evaluated and returned to the participants, and both the teacher/researcher and the students have spent an entire session discussing them. The teacher-researcher has led the debate and has asked her students to describe the writing processes they have followed while answering the task. This classroom discussion has served as a kind of collective think aloud protocol because it has specified not only facts -what participants do first, second… to engage in the writing activity- but also their

feelings as they have engaged in it: have they experienced panic, surprise or frustration?

This general evaluation has revealed issues similar to those expressed by the Experimental Group:

- the participants have not planned their paragraphs because they consider that planning is a waste of time.

- they have experienced frustration because the words that have finally appeared in their final paragraphs have not translated adequately their feelings and ideas.

- they have thought about their teacher while writing their paragraphs but have not considered her interests and expectations in the topic.

- they have not known how and when they can express the purpose of their texts.

- they have considered the amount and relevance of the information to be presented in their future paragraphs as a real enigma and have been unable to determine the type of arguments to be developed.

Diagnostic writing activities have enabled the teacher-researcher to engage smoothly and easily in the heart of the planning instruction because they have provided a valuable feedback as far as the participants' attitudes, abilities, and practices are concerned.

2/Implicit Teaching:As mentioned above, the teacher-researcher has made capital of the diagnostic writing activities and has presented the planning stage through three types of exercises:

- Type I has emphasized the importance of the transcription of images and concepts present in the participants' mind into concrete words. The students have

used the journalistic questions who, what, when, where, why to explore the topics of the following kind: changes in the climate, leading a group, the advantages of gardening.

- Type II has worked on the organizational aspects of the produced material through major and minor prompts.

- Type III has handled the drafting of the thesis statements and the topic sentences inspired from the material produced via type I and type II.

3/Planning Practice: During this stage, the teacher-researcher has suggested activities based on the drafting of thesis statements and topic sentences. These exercises have relied on some raw material produced on rough papers and initially organized with the help of prompts. The topics suggested during this stage have been of the following type: A very boring day/ People can use water economically.

4/Writing Practice: The writing practice stage has integrated the planning stage in the whole process of writing. The teacher-researcher has asked the participants to make capital of one of the planning sessions they have produced during the Planning Practice stage and to produce essays.

Thesis Statement Identification Tasks

The following exercises are extracted from Smalley, Ruetten and Kozyrev, Refining Composition Skills/Rhetoric and Grammar: Heinle & Heinle (2000:107-110-111). The researcher has, however, reformulated the instructions of exercise 2 for the sake of the experiment.

Exercise 1   Study the following statements carefully. If the statement is a thesis statement, write *yes* in the blank; if it is not a thesis statement, write *no.*

1._____ The advantages of majoring in engineering

2._____ When I first came to the United States, I wasn't used to eating in fast-food places, and I was amazed at the shopping centers.

3._____ Knowing a foreign language can be beneficial to anyone.

4._____ This advertisement attempts to appeal to the readers' sense of patriotism.

5._____ There are many similarities and differences between New York and Hong Kong.

Exercise 2   Identify the thesis statements of the following introductory paragraphs. Discuss each thesis statement on the basis of the following questions:

-Is the thesis statement expressed in a complete sentence?

-Does it announce the topic developed by the essay?

-Does it restrict that topic to one single element?

-Does it express the opinion of the writer on that element?

Paragraph One

Computers are advanced machines that can store and recall information at very high speed. Computers are easy and interresting to use; however, some people are afraid of computers. I used to be afraid of computers, too, because of the fear of failure and because I knew nothing about programming. But actually I have learnt that the procedures of working on computers are very easy.

Nader Alyousha

Paragraph Two

When we were very young, we believed that parents could do no wrong. Indeed, they seemed to us to be perfect human beings who knew all the answers to our problems and who could solve any problems that we had. However, as we grow older, we find that parents can make mistakes, too.

Paragraph Three

We live in an era where television is the national pastime. Since the invention of the television set, people have been spendind more of their free time watching television than doing anything else. Many of the television addicts feel that this particular pastime is not a bad one; indeed, they argue that people can learn a great deal watching television.I am sure that if you look long and hard enough, you can probably find some programs that are educationally motivating. But, for the most part, I say that watching television is a waste of time.

Pamela Moran

Paragraph Four

Today's children are our future men and women. They will become the dominant force one day. If they receive proper guidance, and have a nice childhood, they will contribute immesurably to our society after they have grown up. In other words, today's children are going to have a significant impact on our society in the future; therefore, parents should not neglect the proper conditions that children need during their childhood.

Chun Lee

Paragraph Five

When we see a blind person nearing a street corner or a door, many times we try to help by opening the door or taking the person's armand guiding him or her across the street, and while we do that some of us talk to the blid person in a loud voice, as if the blind person is not only helpless but also deaf. Rushing to help a blind person without asking if that person neeeds help and speaking loudly are just two of the inappropriate ways people react to blind people.If you want to help a blind person whom you perceive as in need of help, you should bear in mind the following tips.

Paragraph Six

We are all familiar with the image of the fat, jolly person, right? Unfortunately, this is an inaccurate stereotype. Fat people are not always so happy.

Habeeb Al-Saeed

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Thesis Statement Drafting Tasks

Each of the exercises below is presented to the participants with the following instruction:

The presented topic sentences support one thesis statement. Write this thesis statement in the blank provided.

Exercise 1

    a- Television is a valuable educational tool.

    b- Television provides entertainment to help us relax.

    a- Television provides something our family can have in common to discuss.

Thesis statement:

Exercise 2

    a- Mispronouncing words can lead to real embarrassment.

    b- Misunderstanding what someone says to you can create amusing problems.

    c- Misusing vocabulary words can really make you blush.

Thesis statement:

Exercise 3

    a- The Coca-Cola commercial is a good example of an entertaining commercial.

    b- The Chevrolet commercial is as good as any situation comedy.

    c- The Fritos commercial is particularly amusing.

Thesis statement:

_____

Exercise 4

    a- State University offers a superior program in my major.

    b- In addition, the university has high-quality academic resources.

    c- State also offers quality student services.

    d- The recreational activities make State even better.

Thesis statement:

_____

Exercise 5

    a- The first thing you should do is plan your answers to the possible questions the interviewer might ask.

    b- Then you should carefully plan and prepare what you are going to wear.

    c- Finally you should make sure that you arrive on time.

Thesis statement:

_____

The above topic sentences are extracted from Smalley, Ruetten and Kozyrev, Refining Composition Skills/Rhetoric and Grammar: Heinle & Heinle (2000:122-123).

Exercise 6   Develop an appropriate thesis statement for each of the following topics:

1/Many groups of people have been victims of prejudice.

2/Clothes can tell a lot about a person.

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Exercise 7   Develop an appropriate thesis statement for each of the following

topics:

1/Many American citizens carry guns. 2/Unwritten rules regulate behaviour in

society.

Exercise 8   Write a thesis statement for each of the following themes:

        1/Poverty in your town.   2/Divorce in your town.

Exercise 9   Write a thesis statement for each of the following themes:

        1/Nuclear bombs.   2/Careless drivers.

Exercise 10   Write a thesis statement for each of the following themes:

        1/Plastic surgery.   2/Women at work.

Exercise 11 Write a thesis statement for each of the following themes:

        1/Small cars.   2/Professionl athletes.

Exercise 12   Write a thesis statement for each of the following themes:

                                                1/Classmates

2/Paparrazzi

Topic Sentence Identification Tasks

The following paragraphs are extracted from Smalley, Ruetten and Kozyrev, Refining Composition Skills/Rhetoric and Grammar: Heinle & Heinle (2000:13-14-21-22). The teacher-researcher has asked her student writers to identify the topic sentence of each one of them.

Paragraph I

A final examination in a course will give a student the initiative to do his or her best work throughout the course. Students who are only taking notes and attending classes in order to pass a few short tests will not put forth their best effort. For instance, some of my friends in drama, in which there is no final examination, take poor notes, which they throw away after each short test. Skipping classes also becomes popular. Imagine the incredible change a final examination would produce. Students would have to take good notes and attend all classes in order to be prepared for the final examination.

--Suzanne Gremillion

Paragraph 2

Another reason why I like the beach is its solitary atmosphere. At the beach, I have no witness but the beach, and I can speak and think with pleasure. No one can interrupt me, and the beach will always be there to listen to everything I want to say. In addition, it is a quiet place to go to meditate. Meditation requires solitude. Many times when I am confused about something, I go to the beach by

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myself and find that this is the best place to resolve my conflict, solve problems and think.

--M. Veronica Porta

Paragraph 3

Weird stuff seems to go with major comets. When a comet appeared in A.D. 60, the people of Rome assumed it meant the impending death of their still new emperor, Nero. He responded by exiling a potential rival. When another comet turned up just four years later, ancient historians say he ordered the execution of dozens of nobles. It is said that Moctezuma II saw a comet in 1517 that foreshadowed the downfall of the Aztec empire. I n 1910, a wave of hysteria swept over the United States amid reports that Earth was about to pass through Halley's tail.

-- William R. Newcott, `The Age of Comets.'

National Geographic, 192: 6 December 1997. p. 105.

Paragraph 4

When we make attributions about ourselves or about others, we tend to attribute the behavior in question either to internal or external forces. When you see someone crash his car into a telephone pole, you can attribute that unfortunate piece of behavior either to internal or external causes. You might conclude that the person is a terrible driver or emotionally upset (internal causes), or you might conclude that another car forced the driver off the road (external cause). If you fail an exam, you can attribute it to internal causes such as stupidity or a failure to

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study, or you can attribute it to external causes such as an unfair test or an overheated room.

-- John P. Houston, Motivation (New York: Macmillan, 1985), p.255.

Paragraph 5

Another interesting area of research has to do with the distinction between intrinsic and extrinsic motivation. We are intrinsically motivated when we do something `for the fun of it,' or for no other reason than to perform the behavior. We sing in the shower, not because we expect applause or because we are trying to earn money, but merely because we like to do it. We do crossword puzzles, paint pictures, and look at the sunset because it is intrinsically rewarding to do so. We don't expect any external reward. Extrinsic motivation, on the other hand, refers to situations in which we do act because we expect some external reward. We may only show up at the office because we need the money. We may only go to school to please our parents. We may be exceptionally polite to a particular individual because we want something from her.

--- John P. Houston, Motivation (New York: Macmillan, 1985), p.268.

Paragraph 6

In 1944, the United States signed a treaty with Mexico guaranteeing that country 1, 5 million acre-feet of Colorado River water a year. But the big division of the Colorado's precious water had occurred in 1922 under the Colorado River Compact, signed by the seven states along the river and the federal government. What makes the agreement shaky—some describe it as `a house of cards'—is that it is based on an overly optimistic estimate of the river's average flow. About 15 million acre-feet of water were originally apportioned to the states; actually, the

average annual supply is only 13, 8 million. In addition, the Compact did not take into account Mexico's right to any Colorado River water at all, so the 1, 5 million acre-feet later guaranteed to Mexico widen the gap between demand and supply. The Colorado is, in short, overbooked.

--Adapted from David Sheridan, `The Colorado: An Engineering Wonder Without Enough Water.' Smithsonian 13 (February 1983): pp. 46-47.

Paragraph 7

Tigers are generally believed to have evolved in southern China more than a million years ago and then to have prowled westward toward the Caspian Sea, north to the snow-filled evergreen and oak forest of Siberia, and south across Indochina and Indonesia, all the way to lush tropical forest of Bali. Their modern history is admittedly dispiriting. Into the 1940's, eight supposed subspecies persisted in the wild. Since then, however the tigers of Bali, the Caspian region, and Java have vanished, and the South China tiger, hunted as vermin during the regime of Mao Zedong, seems poised to follow them into extinction; fewer than 30 individuals may now survive outside zoos, scattered among four disconnected patches of mountain forest, probably too few and far between to maintain a viable population ever again.

--Geoffrey C. Ward, `Making Room for Wild Tigers.'

National Geographic 192 (December 1997): p. 13.

The Planning Stage: Awareness-raising Sheet 1 Thesis Statements		
Elements of comparison	Non-planned thesis statements	Planned thesis statements
Originality		
Pertinence		
Conciseness		
Direction (Purpose/Audience)		
Linguistic correctness		

The Planning Stage: Awareness-raising Sheet 2 Topic Sentences		
Elements of comparison	Non-planned topic sentences	Planned topic sentences
Originality		
Pertinence		
Conciseness		
Direction (Purpose/Audience)		
Linguistic correctness		

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Student 09
Control Group

The university is the other way which through it he can passes to the world work, it is the last step of studies which change all your life.

Any student when he enter to the univer in the first time he find found some problem or some difficulties at any level of your studie But I will give you some Advice for to get Fin win. So in generally you will must to try organize your time. I mean you must separat between the time of your study in university alone, the time of practice sport and the time of your hous. At the Second try to revise yo lesons every day or every night.

try to ask your teachers some quistions ab the lesons who which difficult, and try to g in the library and read some books all. by this Advice you will achieve win. an you can passes all difficulties of the unit

The Essey

~~In the university~~

In all the Algerian universities there are many
deficulties and problems, and about me ~~fix~~
when I come to the University of Constantine
from Tebessa-, I don't Know that I find
many deficulties in transport and in the
money and in the study, because I can't
return to my house every day and every week
and I can't wash my clothes and study
and - - - - - - etc.

Learning English is not an easy thing,
because I start ~~the~~ the study from Sunday
to Thursday, English language need time
and about me I haven't all this time be cause
I have many works.

finally I can give to the new students
advice about the ~~study~~ deficulties which
we can found in the university which
is ~~the~~ distance between the University
and the house, and the branch which we
want to studied it because this is very
important, and these advices to go out
from the problems in the university

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Dear Assis, I write these lines to tell you that university is really another world full of problems and obstacles, and even sometimes strange, but you must put in your mind that you can adapt and overcome all these problems, and be a successful person during and after the years of the university.

Firstly, since people can influence the others as they can be influenced by the others you must choose good friends who can help you to study and to be a good example for the others.

Secondly, you will find a new education system, but believe me that you can adapt with by going to the library and borrowing books, also by asking your teachers when you do not understand something.

Thus, although university may seem is a new world for you, you can adapt with choosing good friends and asking your teachers about what you do not understand, and borrowing books from the library.

Rough

Draft

Every one hope to ga to university when They finished secondary school. you but in university you find many difficulties that face any one but this difficulties are different from one student to other it can deal with : studies or with other social problems. so what the difficulties That I find when I enter to university !

→ (The change of my)

I change my study from science to English and for this reason I find many probel because when I studed science I do not care about The foreing lang language especially french. so when I entre to university I find a big difficultes to study English. I make a lot of mistake an and I do not understand my teaches when They speak so I could say to every one study is caring to considred about every modul in his study

── I also I find a deffialties in the far of my house and my friend because I to live

Final Draft

Every one hope to go to university when they finshed secondary school, but in univers university you find many difficulties that face anyone but this difficulties are different frome one student to other and forme me I found many difficulties when I entered to university some time I could face it and some times I could mat

The first difficulties is the change of my study because I was studied science I did mat give a care to ferieng language especial french. So when I entred entered to univer -sity I find a big difficultues to studied english forescample I am made a lot of must mistake and sometimes I could mat understand the teachers when They speake. So I could advice you to study ferieng language because was it is very important in your live

I find a difficultues in the far frame my house and my friend because I live far frame university I lived in a residence.

After everyone had the "BAC", he must move to new world which is very huge and very widespread, it is "University". It is a very new world, but sometimes, it becomes a strange world and un familiar.

I have a friend, his name is "Zidane" study in the university of "EL Konba" in the Capitol. He is first year student, he asked me about university becouse I entered the university before him.

I told him about many things that (that) I found them the most difficult. For example, I discussed with him about friends in University, because in it you will find students from many states, so I told him to shoose a suitable friends to live with them Good times.

the second thing that I told him that it is very hard is "ABsences", I told him to must not be absent, becouse you find your-

-self "Excluded".

In Truth, I told him about "girls", becouse girls waist your time and your education at all.

Finally, I Advise him to study well, to success in all his years becouse your education is the solution of yourself.

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The university is a new world that seems to be a place of freedom and studying for the first time, but in reality it is full of problems and difficulties that are so complecated and harmful, and you can't solve them with ease unless if you take advice of people who passed this age of being a students and saw the (most) hardest things that make you boring and unsatisfied. to illustrate there are some problems and advices to deal with them.

-The methods of studying are completely changed and they don't look the same as those in the previous steps of learning. for the first time you think your self coming from an other planet; you don't know how they are working or talking or even behaving so you mustn't be afraid, and keep coming to lectures regularly and if you don't understand ask the teaches gently ask them for help, and to find a good way to present informations.

-An other problem is the looking for good friends, you can't stay all the time alone, so you need some beside you and of course you need to choose this someone. your friends must be kind and well elle letrated if you can find this kind of people, so they can help you and make you relaxing.

to sum, you have a lot to see in the university (either bad or good) either simple or difficult but the changing of the way studying and the searching of friends are two difficult problems that you must solve cleverly.
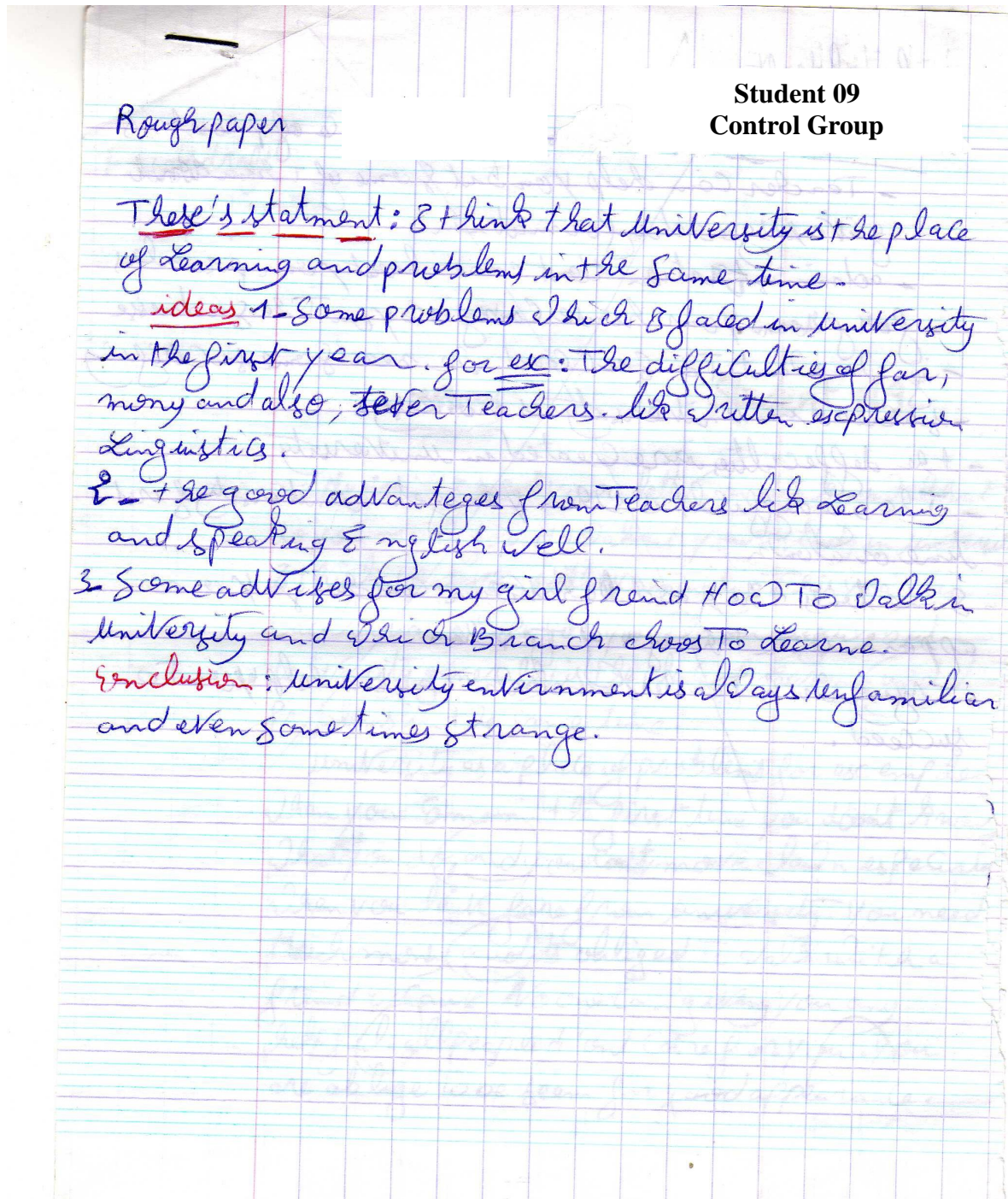
Student 09
Control Group

Rough paper

These's statment: I think that university is the place of Learning and problems in the same time.

ideas 1- Some problems Which I faled in university in the first year. for ex: The difficulties of far, many and also, tever Teachers. like Writter expression Linguistics.

2- the good advanteges from Teachers like Learning and Speaking English well.

3- Some advices for my girl freind How To Talk in university and Which Branch choos To Learne.

Conclusion: university environment is always very familiar and even some times strange.

Final draft

essay

My freind I read your letter and I know That
do you mean for Hoda about your study in university
I think That you will escaminatng This year in
Bacalouria, I hope for you The successful but
University generally is the place of Learning and
Problems in the same time.

University as a place of problems for escemple
When you Emmim the first time you don't know
That you do, and you can't move down especialy
When you laike fare from university, you need
Much money and its obliged To data with a
freind because No one can giking you any
Helpful. allpeaple d'ont care for you. you
are ablige To be seem for good appearance.

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Rough Paper

everyone come to the University for the first
time I am sure that He found many
difficulties

- I don't know what is the books
which is help me in my study
- Exactly I don't know How I take
books from library
- About me specially I am not good in
English language.
- when I entered to the class-room
I don't understand most of what the
Teacher said
- The relation between the Teacher and
the student is not the same with
the relation between them in the lycee
- The style of learning in the lycee is
Very simple than the University and
specially when you study languages.

Final draft

Every one entered the University for the first time. I am sure that he found many difficulties.

Thesis Statement

About me when I come at the first time, and when I entered to classroom I don't know any one, and I am not good in English language, and I don't know what's the books that kal can helps me in my study, and exactly I don't know from how I can Take books from the library.

When I study with classmate I found that the relation between the teachers and students is not the same with the relation of between them in the lycee, and the style of learning is very difficult than the study in the lycee because specally

First and Second Topic Sentences

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Rough paper:

Going to the University is a dream of some persons, but at first time it seems ~~they~~ unfamiliar environment and sometimes strange because of many difficulties as what happened with my friend DXNg who has just joined the University community.

When I entered the University I found many difficulties, one of them is the relationship with teachers because ~~some~~ of them are hursh and snob. so, That a great problem ~~to deal with them~~. In addition to that there are some of them who explain the lesson fastly and ask us to go to Library or to the internet to bring the information about different chapters. In the other hand, I found a big problem with the number of modules, and the programme of each module.

Although these difficulties, I work hard to overcome ~~for~~, and adapt with that new environment. I revised my lessons every time ~~than~~ ~~it~~ and do ~~not~~ ~~talking~~ until the exam. I ~~found~~ good
looked for
friends ~~since they~~ in because everyone ~~to~~ can influence the others as he ~~can~~ be influenced. so my good friends helped me ~~to~~ so much during the years of University in solving many problems or in revising the lessons together.

Test

Final draft:

Going to the university is a dream of some persons, but at first time it seems unfamiliar environment, and sometimes strange because of many difficulties as what happened with my friend Dyna who has just joined the university community.

When I entered the university, I found many difficulties. One of them is the relationship with teachers because some of them are hursh and snob. In addition to that, there are some of them who explain the lesson fastly, and ask us to go to Library, or internet to bring the information about the different chapters. In the other hand, I found a big problem with the number of modules and the programme of each

Thesis Statement

First Topic Sentence

Second Topic Sentence

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1 Brain storming
change the manner of study
change environment of life
the difficulties in study english language
They live far from uni the house
2 MB system
the regardless of my teacher some teachers
the way of study is change
the problems of transport
the students is re the responsible on their self
difficulties in understand your new friends
who come from many cities
the advice I can give to new student
2 the organization of my list
1 change the environment of life
They live far from my house
the difficulties in learing english
problem in transport
the difficulties in understand other your
new friends

Essay

every one who study in the Secondary School they have aspirated to go to the university because it is the dream of every one study but after you went go to university you find yourself in a large number of Problems and specialy the first year because you did not know a lot about university and for me, Like every one enter to unif university I found many difficulties when I came to university

Thesis Statement

First topic Sentence

there was a change in the environment where I lived. when I was study in my the Secondary school I lived in studied in a small school and with a small number of students also I lived in a small village where I found safety others but after I went to university I found myself in a big city and furthermore in a large university which includ a huge number of students. This university was always moissing and craded. So I could not study with its

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with this way and I was always felt tried and the majority of time I had a headache because of the noise.

In addition to I found a difficulties in learning English because I studied science in secondary school and I regardless about literature I found a difficulties in learning English in the university forexample I did a lot of mistake as gramatical or spelling one and I could not organized my stentences so when I worte a paragraph and so on in first year I could not understand what my teacher said Sometimes

I found also a difficulties in the residance of university because where I lived there was no university I ablig ed to leave my house and lived in the residance of the university and first I could not live in this residance because it is also far from university an a and I found many prabelms in this residance like to live in a small room and with a big number of girls

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Rough paper

. As we know, no one in this life enter a new place and adapt in it easily. I lived this situation last year when I entered the university for the first time I found a lot of difficulties, but I didn't let this experience go. So, in this year, my friend "Kamel" entered the university community, I told him many things to let him live more comfort in this new place, I told him that there were a lot of difficulties as:
1. Conscription's papers: I told him to prepare all this papers for a good conscription, because If he doesn't prepare them collectif, he will come to Constantine more than three times as I was what happened with me. In addition to the residence, because residence is very difficult.
. All this things were founded just in the beginning of the year, consequently. I told him that he will find more difficulties when he begins his studies, for instance: friends: I told

v/ Organization of my list.

Thesis statement: I want to tell my friend things you found most difficult to adapt in University and give him some advices. the

Introduction: Definition of University and what happened with me when I entered the University for the first time.

First paragraph: I discuss the first difficulty.

Second paragraph: I discuss the second difficulty which is very difficult.

third paragraph: I discuss another difficulty and in the fourth paragraph I give him some advices.

Conclusion: I Advice him to study and do not play with his future.

Final Draft.

No one in this life can enter new place and adapt in it easily. especially the university. It is very hard to adapt in it because it is over crowded. I entered the university last year and I found a lot of difficulties.

Thesis Statement

I have a friend who entered the university this year and because of my experiences in university I told him all difficulties that he will find first difficult when you want to conscript. I told him that you must prepare all Conscription's Papers, because if you don't prepare them collectively, you will go and come back many times, in addition to the residence. It is very difficult to have a room in residency.

First Topic Sentence

Second Topic Sentence

All this Just in the beginning

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Rough paper.

1) Brainstorming :

University - difficult things - friends -
far from home - teachers - strong people.
working hard - studying - get up early.
Transport - spending money - problems in
residency - bad persons - ways of teaching -
primary school - addicts - knowing no one.

2)

difficult things - friends - far from home.
ways of studying.

3)

- Thesis Statement :
There are many things I found difficult to
adapt to the first time I entered the University
- 1st topic sentence :
it was difficult to look for good friends.
- 2nd topic sentence :
it was hard to understand quickly the ways.

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final draft.

After I succeeded in Bachaloria escam, I passed to the University; where I felt my self lost in an other world. before, I thought that the University is a place of freedom and easy life; I expected it as a heaven on earth, nothing was complecated or confused; However, all that was a dream can never be realized. There are many things I found difficult to adapt to the first time I entered this place. and these some escamples.

First, it was difficult to look for good friends, of course not all the people there were Angels, but there were a lot of bad persons with strange clothes and ideas. I prohibited my self from talking to the students who did not belong to my classroom, because I didn't trust any one. I was afraid of being a friend of an addict or a bad student, so I kept my self alone all the time watching and investigating until I found a friend. believe me I achieve you to do like me for your security. and study. which is your goal.

Thesis Statement

First Topic Sentence

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second, the level in the University was higher than the school I came from; the teachers in the first had perfect degrees, they were severe, confident, unusp trustful ; but, it was hard to understand quickly the ways of their teaching. They may stop writing on the board and let you taking notes, inspight of the fact that you had no idea about the subject they dealt with ; moreover, they gave a great importance to the absences; you may be excluded if you got three. so advice you to prepare well before attending the lectures and to make your self present always..

/ finally, The most difficult thing was to be far from home. I changed the athmosphere that I used to be good in it. living in the residency was like starving in a jail or a trheg Ghetto. you can't see your family only from week to week or maybe more. the food there was like dog food, sus I didn't know how the responsables dare to givetto the students. I advice you to look for some body you know

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RESUME

Les recherches sur les procédés d'écriture ont eu pour résultat la constatation que l'écrit dans le milieu universitaire est strictement lié à une conscience claire des conventions et des attentes de la communauté académique à laquelle nous nous adressons.

L'une de ces attentes voit l'écrit comme le processus capable de développer les connaissances et dès lors d'adapter les données primitives aux spécificités d'un essai donné. La transformation des connaissances passe toujours par une étape préparatoire appelée 'planification' qui est la somme des processus cognitifs tous liés entre eux et employés à construire une structure opérationnelle sensée guider l'organisation géographique et rhétorique d' éléments non structurés.

La présente étude se propose d'investir l'influence d'une combinaison possible de méthodes de planification éprouvées sur l'écrit d'étudiants inscrits en deuxième année du module d'expression écrite à l'Université Mentouri (Constantine, Algérie). Elle présente le cas de soixante (60) participants avec un niveau moyen de maîtrise de l'anglais ainsi qu'une connaissance limitée (sinon inexistante) des conventions de planification.

Les données ont été recueillies à partir des épreuves de planification rédigées sur des brouillons et des copies définitives présentées par les participants. Dans le but de commenter les approches de planification et les travaux finaux des participants, l'auteur de l'étude a eu recours à trois modèles éminents d'écriture: celui de Hayes et Flower (1980) et ceux de Bereiter et Scardamalia (1987).

Aucune différence significative n'a été constatée entre les copies finales présentées par les sujets concernés par les directives proposées des stratégies de planification (Groupe expérimental) et celles présentées par les sujets qui ont suivi les directives conventionnelles des stratégies de planification (Groupe témoin).

ملخص

أسفر البحث في مسار الكتابة عن الاستنتاج أن التأليف في المحيط الجامعي هو وثيق الصلة بوعي جلي بالأعراف و التطلعات لدى المجتمع التعليمي الذي نحن بصدد مخاطبته. و أحد هذه التطلعات يرى في الكتابة منهجية لتحويل المعارف التي يمكنها تهيئة المعلومات الخام لخصوصيات موضوع مقال معين. إن بلورة المعارف تسلك دوما مرحلة تحضيرية تعرف بالتخطيطية. و هي ليست سوى حوصلة المناهج المعرفية المرتبطة و المسيرة لإنشاء هيكل عملي من شأنه أن يوجه التحديد الموقعي و البلاغي للعناصر غير المؤلفة.

إن هذه الدراسة تستطلع مفعول تشكيلة واحدة ممكنة من المنهجيات التخطيطية المختبرة على إنتاج الطلبة الكتبة في الفصل الدراسي للسنة الثانية في مقياس التعبير الكتابي بجامعة منتوري (قسنطينة الجزائر). هذا البحث يقدم ستين (60) مشاركا على مستوى متوسط في إجادته للغة الإنجليزية و لديه معرفة محدودة (إن وجدت) بالأسس التخطيطية.

تم استخلاص المعطيات من مسودات التخطيط و من الأوراق المحررة التي قدمها المشاركون. لقد اعتمدت صاحبة الدراسة في شرحها و تعليقها على اختيارات المشاركين في تخطيطهم لمقالاتهم و تحريرها ثلاثة نماذج متميزة للتأليف و الكتابة: نموذج هايز و افلاور (1980) و نموذجي بيراتر و اسكاردماليا (1987).

لم توجد أي اختلافات ذات أثر بين الأوراق المحررة التي قدمها المشاركون المعنيون بتوجيهات المنهجيات التخطيطية المقترحة (الفئة التجريبية) و الأوراق المقدمة من طرف المشاركين الذين اتبعوا التوجيهات المنهجية التخطيطية العادية (الفئة القياسية).