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The Importance of Outlining in Developing Good Essays for

Foreign Language Writers: A Case Study

of Second Year Students at Mentouri-University Constantine

Dissertation Submitted to the Department of Foreign Languages in Partial

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in Applied Language Studies

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Lakhal Ayat…………………………………………………...Examiner

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Abstract

Writing in second and foreign language contexts is a discovery of new things. Because it is to find out how to write strategically, instead of only translating preconceived ideas into text. That is to say writing for novice writers is based on developing strategies of writing, for implementing knowledge and transforming it to the readers. In all the models of writing being tackled in this research, Hayes and Flower (1980), Bereiter and Scardamalia (1987), the discovery involved, was highly based on the problem-solving issue to show the difference between novice writers and expert writers, and to give examples of how they process knowledge in writing. Experts determine a set of goals for their texts, and organize the ideas using outlining and planning strategies. While novice writers write the ideas prompted in their minds spontaneously and translate them directly into a text.

This study investigates the importance of outlining in developing and organizing good texts for student's writers enrolled in Mentouri University (Constantine). It represents a case study of 40 students chosen to represent the experimental group and the control group through the evaluation of their final papers presented at the end of the test.

We attempted to know the importance of this strategy in writing and what impact it has on the students writing. Hence, we evaluated four basic writing criteria in our student's papers (The targeted audience, content and organization, rhetorical functions, and coherence and cohesion). There were no significant differences between the performance of the experimental group and the performance of the control group.

List of Abbreviations

EFL	English as a Foreign Language
CC	Cohesion and Coherence
CO	Content and Organization
C/SD	Control Group Standard Deviation
E/SD	Experimental Group Standard Deviation
ESL	English as a Second Language
L1	First Language
L2	Second Language
LMD	Bachelor, Master, and Doctorate
N	Number of Students
RF	Rhetorical Functions
SD	Standard Deviation
TA	Targeted Audience

List of Figures

List of Tables

Table of Contents

1-Introduction

2- Chapter One: The Process of Writing

3- Chapter two: Data Collection and Data Analysis

Introduction

1- Introduction

Writing is a very complex process. It takes time and deserves practice. It is not only putting words on paper, but also the act of expressing one's own ideas in a smooth way, with the influence of some social and cultural knowledge that the writer possesses. During the process of writing, and depending on the background knowledge that the writer possesses; he uses some techniques and strategies through which he comes up with the final version, or at least until he will be satisfied with what he is writing.

First, he will design the skeleton of his essay; using prewriting strategies like free writing, brainstorming, drafting, planning and outlining. Starting from generating ideas, the writer uses brainstorming and free writing, to write down whatever comes to his mind. Then he will try to refine his ideas, and to focus on only what is relevant and important. In this case, the writer uses planning and outlining as a source of text organization. More than that, the writer starts to write his first draft relying on the previously- generated ideas.

After preparing for writing, the writer now has to start the process of writing and organizing his essay in a clean paper. He will start with what professional writers call the difficult part of the essay: it is the introduction. The introduction covers the main ideas of the text, and holds the thesis statement. It has to be short and reliable.

After the introduction, the writer starts to develop his essay reaching the body. He has to assign for each paragraph a topic sentence followed by supporting details to clarify and exemplify the topic sentence. On the other hand, he may use transitional signals and cohesive devices to link up ideas together in a coherent way. At the end, the writer wraps up his essay by a conclusion in which he states what the topic was about and covers the main important ideas of the text.

No version is the last version; accordingly, the writer's version is not the final one. It needs to be modified and checked through reading, re-reading and proof reading

the essay to check the mistakes committed and to correct them, before it is being handed to the teacher. In what has been said before, we can realize how much important prewriting strategies are. Besides, prewriting strategies are used to generate and gather ideas make a plan or an outline and use this plan to write the first draft. For these reasons, we decided to focus on this research on outlining and its importance in making coherent and organized essays.

2-Rationale:

The reason behind conducting such a research is that students tend to start developing essays without preparing for them, even though teachers advice them to prepare for writing by using certain strategies like outlining. They always rush for the process of writing and neglect the importance of preparing for writing. Accordingly, we decided to shed light on outlining, since it is an easy and handable prewriting strategy that they can resort to any time they want. Through classroom observation, we noticed that almost all students do not use this strategy before they start writing, and if they do, they do not give it too much importance. That's why they come up with unorganized and incoherent essays.

For these reasons, we decided to conduct a research on this interesting area which deserves closer attention and much exploration. We intended to know the origin of the problem of neglecting this important aspect in writing, and we will try to come up with solutions that we expect will help students use outlining and rely on it each time they write.

3-Statement of the Research Question and Hypothesis

We raised the following question:

Why do students neglect the use of outlining when writing essays?

We raised also the following hypotheses:

- If students were made aware of the importance of outlining, they could write good essays.

- If students were thought how to use outlining, they could use it each time they write an essay.

4- Methodology

A- Materials

For this research, we decided to choose randomly 4 groups from the second year classes. We decided also to construct a questionnaire which will roughly consist of 11 questions. Together with the questionnaire, we will administer a test to evaluate their writing abilities. We will make the experimental group write an essay using outlining, and the control group will write an essay without using any prewriting technique. The data we get will be analysed comparatively.

B - Subjects

We intend to work with second year students. They have been studying English for 2 years following the same program, having the same sessions. Their age is between 20 and 25 years old.

5- Aim of the Study

This study aims at detecting the importance of using outlining that students forget when they write. It aims also at investigating how to use outlining in a good way to produce organized essays.

Chapter one:

The process of writing

Introduction

      All humans start to speak before they start writing. They use words, gestures and body movements to communicate with other people and to express themselves in a clear way. Consequently, the listener can talk or make comments if the speaker is not making clear of himself. In contrast to talking, writing is a solitary process, because when we write, we use graphic symbols that are letters or a combination of letters which are related to the sounds we make when we speak. But the process of writing is more than combining letters to form words, and combining words to form sentences. It is, in fact, an attempt to transform our thoughts and ideas in a form of sentences.

      In fact, we produce a number of sentences that are related to each other in a particular way. All these ideas and thoughts are expressed to the reader. He is not present to hear the writer, or to answer his questions, or to comment on him; but the writer must anticipate his reactions and communicate with him through punctuation, essay organization, and choice of words. Accordingly, the first thing that a writer is supposed to think about is the identification of his readers. In academic writing, almost always the reader is the teacher. But the teacher can anticipate other types of readers in terms of peer correction, colleagues and other students. Meanwhile, writers must anticipate other aspects in the reader himself like his knowledge about the topic. The writer should not underestimate his readers' knowledge about the topic, because if he does so, he may write things that they already know, and this makes them feel bored. In contrast, he should not overestimate their knowledge because he may write things that they do not understand which make them overwhelmed.

      Another aspect that deserves attention is attracting the readers. The topic that a writer develops should be interesting and attractive. He can use some techniques to make

it so, starting, for example, by an attractive introduction that contains catchy sentences, and by writing his sentences in a spectacular way avoiding redundancy.

1. The Process of Writing

The teaching of writing in second language starts from the process of writing itself. It seeks to investigate how natives write and follow certain steps when they develop essays and when they use words in order to express themselves clearly and thoroughly. The teaching of writing is in fact bound to different aspects that are related to learners, society and culture. As Harmer (2004:15) described it "*to be deprived of the opportunity to learn to write is…to be excluded from a wide range of social roles including those which the majority of people in industrialized societies associate with power and prestige".*

He stated clearly that writing is related to one way or another to society, knowledge, ability and culture of the learner. These factors influence either positively or negatively the learner's writing and the teacher's way of teaching.

We said earlier that the teaching of writing is related to the process of writing. Alderson (1996) defined the process of writing as any attempt to achieve an academic purpose, or performance in a given circumstance, that is directed for a given audience. The audience defined here is in most of the times the teacher; unless the teacher asks the students to read and correct each other essays, the audience here shifts from the teacher to the student himself.

On the other hand, Hogue (2003) defined the process of writing as a creative work that starts from the prewriting strategies and finishes with editing and revising. He sees writing as a linear process, and every stage completes the subsequent stages. While S.Kane (1988) considers the writing process as thinking about it, doing it, and doing it again (revising). The first step **"thinking about it"** involves choosing a subject and

organizing ways of exploring it. The second step is called 'drafting' where the writer starts writing actually. The last step is 'revising'; it's to re- read, check the mistakes and correct them. So, the writing process is based on three main important steps and they are prewriting, drafting and editing.

The process of writing begins the moment a writer starts thinking about the topic. He uses his imagination and cognitive abilities to make a correlation between the topic, the outside world, the audience, and the writing techniques used. The successful writer starts by choosing a topic, especially if he is assigned to write a free topic, or he has a number to choose from. The selection of the topic depends on the writer himself, whether it is interesting to him or not, or whether he has enough information about it to express them later or not (Oshima and Hogue, 1999).

After choosing a topic, it must be narrowed down to be focused. But it is recommended that it shouldn't be too focused; there may not be enough information for a focused topic. In the contrary, too broad topics create a very big mass of ideas that may lead to confusion in terms of meaning, organization, coherence and cohesion of the product. So, choosing a big topic or a very specific one is a mistake writers make in writing. Alice and Oshima (1999, 14) conceptualized the idea of choosing a topic and narrowing it down in a perfect way, in the following draw:

A Very general topic

A General topic

Specific topic

Very specific topic
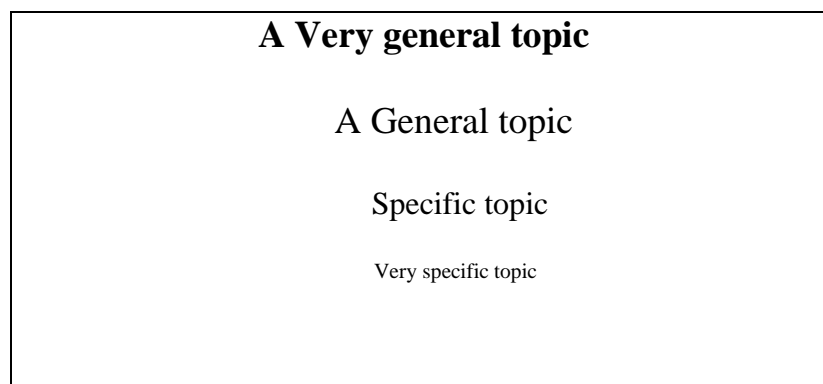
Figure 1.1: Alice and Oshima: Narrowing Down the Topic.

The previous draw expresses how students may choose their topic and narrow it down. First, they generate ideas in their minds and they find a very general topic. From this topic, they generate more ideas and they can find another topic, but still it's general. They can get another specific topic; from the previous one.

Students now have to start writing, developing and exploring the topic. But before that, most professional writers plan intensively before they start writing; they are said to plan for their writing more than beginners do.

1.1 Prewriting Strategies

Prewriting strategies are defined as thinking about the topic. These strategies are used to generate ideas, of course after choosing a topic and narrowing it down. In fact, there are a number of writing techniques to explore ideas through which writers approach the topic easily and effectively. These strategies are: brainstorming, free writing, drafting, planning, webbing, clustering, and outlining (Starkey, 2004).

Hyland (2003) sees prewriting techniques as tasks used by teachers and students in the classroom to bridge the reader and the writer through schema knowledge, knowledge that both the reader and the writer share; depending of course on conventions, background knowledge and context. All these aspects can help members of the same speech community encode and decode correctly the intended message (Swales, 1990).

The teacher's role is to guide students through the writing process avoiding an emphasis on form to help them develop strategies for generating, drafting and refining ideas. This can be achieved through setting prewriting activities to generate ideas about content and structure, encouraging brainstorming and outlining, requiring multiple drafts, giving extensive feedback, seeking text level revisions and delaying surface corrections until the final editing (Raimes, 1992).

1.1.1 Free writing

D.Golka (2001, 21) defined free writing as *"writing down your thoughts as they come to you… when free writing you let your sentences flow freely without thinking about whether the ideas are appropriate or the grammar is perfect… you just start writing"*

Free writing is to write down freely and rapidly whatever the writer thinks about, without paying attention to mistakes of grammar, spelling, and capitalization. The writer here must focus only on writing whatever information available in his mind, all the mistakes will be checked and corrected in the next stages of writing.

Free writing is sometimes called speedwriting, Cooper and Patton (2007) described free writing as an unrestrained, spontaneous, and continuous generation of sentences for a long period of time. This strategy is pertinent to schema knowledge since the over all purpose of it is to expose the complete structure of the text.

Usually, free writing does not take too much time as other prewriting strategies do. It starts with taking a pen and writing down the ideas quickly without stopping. It is a very useful developmental tool and can be used to generate more ideas about the topic. Students resort to free writing when they have some ideas about the topic, but these ideas are not clear enough to be developed. Free writing is also called "flow writing"; the writer receives a flow of ideas when he processes his ideas. The advantage of such a technique lies in its production, because this technique is a productive one; the writer can produce a huge amount of information, even if most of them are worthless.

Free writing is also considered as a brainstorming activity, the purpose of which is to fetch the focus of the topic, the more the writer free write, the more the topic will be focused and specific and the boundaries of the topic will start to show themselves up.

1.1.2 Brainstorming

Like free writing, brainstorming is used for generating ideas about the topic. It is to set yourself free and to write whatever comes to your mind, Raimes (1983:10) sees it as a means of "*...producing words phrases ,ideas as rapidly as possible, just as they occur to us, without concern to appropriateness, order, or accuracy.*" .

Brainstorming is a thinking act; it is to generate as many ideas as possible without considering mistakes, or correctness. All the writer has to do is to write down all he knows about the topic without considering the previously-mentioned mistakes, but considering at the same time many aspects like: audience, purpose, and social influence.

Brainstorming is to generate ideas at the beginning and then to come back to them later, and to choose only what is important, appropriate and suitable, neglecting the other ideas if they are not suitable and related (D.Golka, 2001).

Garson (2007), on the other hand, defined brainstorming as a set of techniques which are used to encourage the spontaneous non-stop flow of ideas. He believes also that brainstorming works well within the group level. A group of students may generate more ideas, since they have different backgrounds and points of view about a given topic. Meanwhile an individual may generate fewer ideas than a group of students. In response to brainstorming as a group activity, students must share the ideas between each other. Every one must have his own ideas. They all need to remain silent during the brainstorming process; they write their own ideas in a separate sheet of paper and they all share the ideas they have generated. Finally, the group chooses among the ideas, the most appropriate for the topic.

In such a peer- working or group brainstorming, the number of students must not exceed 4 students per group. This group should have a leader or a guider; it can be a teacher, or someone who is more experienced than the students. This leader will show to

the other members when to start and when to finish brainstorming. He creates a brainstorming climate to motivate students towards generating ideas; he also decides among the generated ideas which are good and suitable and which are not (Garson, 2007).

But the technique which we are concerned with is called personal brainstorming; it involves personal thinking about the topic. Brumfit (1984) suggests that the use of collective brainstorming may create an atmosphere for working, but individuals will not rely entirely on their own work. Brainstorming has a lot of advantages, it enables students to classify, organize, and clarify their ideas in a form of lists. It helps understand the topic in a better way, narrow it down and focus on only what is relevant and suitable for the topic. More than that, brainstorming as a cognitive activity, is pertinent to schema knowledge; because students can comment on their targeted audience, set their goals or objectives prepare themselves to write in a given context.

The importance of the above strategies (free writing and brainstorming) lies in their production; the more there is production on these strategies, the more they are effective and the more they raise student's awareness about the topic, the focus of the topic, the targeted audience, the pre-determined goals, and the objectives behind writing a given text.

1.1.3 Clustering

Clustering is also called webbing or mapping; it is the use of visual diagrams about the topic. Generally speaking, this diagram is in the form of many circles connected by lines. The thesis statement is placed at the centre of the diagram in a big circle, usually bigger than the other circles to show its importance. Under this circle, a number of other circles emerge; these circles represent the topic sentences of each paragraph. If students need to clarify more the ideas in their topic, they may add under each circle of the topic sentence other small circles to put the supporting ideas or the details for the topic

sentence. Clustering is used mainly to generate ideas about the topic and classify them as well, according to their importance (D. Golka, 2001).

In fact, there is no big difference between clustering, webbing, and mapping. In clustering students generally use circles and lines to connect the circles. But in webbing and mapping students may use charts, squares and lines. They can even write their supporting ideas in a form of lists under, of course, the main ideas to avoid confusion between each topic sentence and the supporting ideas.

1.2 Planning and Outlining

1.2.1 Writing and Thinking

Thinking in writing is related to the brain, knowledge is being processed by different cognitive strategies. Oxford (1990) divided these strategies into direct and indirect strategies. The direct strategies class is composed of memory strategies for remembering and retrieving new information, cognitive strategies for language understanding and producing, and compensation strategies for using the language. While the indirect strategies are the metacognitive strategies, affective strategies, and social strategies that influences the learners' way of learning. Hutchinson and Waters (1987) labelled these strategies as learning-centred approaches. They believe that learning is totally determined by the learner. Learning is seen as a process in which learners use skills or strategies, to cope with new knowledge to acquire it easily. So, learning is an internal process, which is dependent on knowledge the learners already have, and the influence of some social and contextual features. Learning is not just a mental process but also a process of negotiation between learners and society.

Most psychologists believe that writing is behaviour, and to understand that behaviour, one must understand the structures which underlie this behaviour. This means that if we want to understand how an individual writes, we have to understand how he

thinks, and how he sees the world around him. To understand a given writer, we have to understand the social contexts of his writing and the role of the community in determining the effectiveness of his writing. Brufee (1984: 125) thinks that every person is born in what he calls "conversation of mankind" and due to this conversation, we can give meaning to what we do; affecting the thinking and writing he emphasizes that:

> "*Our task must involve engaging students in conversation among themselves at as many points in both the writing and the reading processes as possible; and that we should continue to ensure that students conversation about what they should read and write is similar in as many ways as possible to the way we should like eventually to read and write. The way they talk with each other determines the way they will think and the way they will write*"

1.2.2 The Planning Stage

As we have seen before, the process of writing consists of different steps that relate the readers and the writers from one way or another. Writing in academic contexts, like the university, is diagnosed by the use of cognitive strategies which requires tidy and linear sequence of ideas. Most researchers in second language writing focused on the models of writing that have been developed by Flower and Hayes (1980) and Bereiter and Scardamalia (1987). The first model of Flower and Hayes is based on the assumption that the writing process consists of a planning – writing – reviewing framework; they see the process of writing as a "*a non-linear exploratory and generative process whereby writers discover and formulate their ideas as they try to approximate meaning*" (Flower and Hayes, 1981:21).

The emphasis on this model is mainly on how to include considerations of writing intentions as related to writing strategies, mainly what the writer intends to say to a given audience using certain strategies.

On the other hand, based on the previous assumption, Bereiter and Scardamalia (1987) create another model of writing which is labelled as knowledge-telling and knowledge-transforming. The first one addresses that novice writers plan less than experts, revise less often and are mainly concerned with generating content. The latter one shows how skilled writers use the writing task to analyze problems, reflect on the task, and set goals to actively rework thoughts to change both their text and ideas.

1.2.3 Definition of Planning

Creating a plan starts from reading the ideas generated in the prewriting strategies. Planning is defined by many researchers like Oshima and Hogue (1999) and Wyrick (2002) as a preparatory stage which is very necessary for organizing the information. Planning is, in fact, preparing for the drafting stage, because in planning we process the knowledge and brainstorm it creating a link between knowledge that a writer already has and the new generated ideas. On the other hand, planning is defined by Emig (1971:39) as:

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

Planning includes both generating ideas, organizing, and contextualizing them (the topic and the related potential knowledge situated in the writers memory). Hyland (2003) suggested that the more careful and elaborate the work is, the more planned and the more organised the work should be. To make a much organised plan, the other prewriting techniques must be practised extensively; because they facilitate the writer's job, when he builds a planning framework based on the ideas available in these strategies. More than that, researchers in second language writing claim that novice writers plan less than

experts, the fact that novice writers think that these strategies are just a waste of time and at a time of doing them, they may loose important ideas, they focus on generating content, rather than organizing it. A Japanese student criticized these strategies by saying "*I know my writing is quite bad, I think because I don't make a plan. When I try to make a plan my ideas disappear*" (Maho, quoted in Hyland, 2003:255).

So, foreign learners consider these strategies as counter production; they do not do them they just want to put their words on paper and leave organizational matters until later stages.

1.2.4 Hayes and Flower Model of Writing

The Hayes and Flower (1980) model of writing focuses on the internal influences of the writer and on the process of writing. It divides the writing activity into three major components which are: the task environment, the writer's long term memory, and the process of writing. The first two components represent the planning stage (they include cognitive knowledge, the targeted audience, and knowledge of the topic). The whole writing process consists of planning, translating and reviewing. They divided the planning stage into three parts: generating ideas, organizing and goal-sitting. They described drafting as a translating stage, in which writers translate their knowledge into language. Finally, revising for them is to polish up writing according to pre-determined goals. Hence, they set up a cognitive theory based on four points:

1- The process of writing is best described as a set of distinctive think processes that writers orchestrate or organize during the process of composing.

2- These processes have a hierarchical, highly embedded organization in which any process can be embedded within the other.

3- The act of composing itself is goal-oriented thinking, guided by the writers own growing network of goals.

4- Writers create their own goals in two key ways: by generating both high-level goals and supporting sub-goals that develop the writers sense of purpose, and at times by changing major goals or even establishing new ones based on what has been learned in the act of writing.

Flower and Hayes (1981) focused also on problem-facing and problem-solving issue in the writing process. They think that EFL writers face many problems when writing essays; these problems can be identified as lack of knowledge, and the problem of language knowledge. Students may have the appropriate knowledge but they cannot display it in a good language. To solve these problems, Flower and Hayes proposed another model of writing of talk aloud protocols. Students may talk loudly and discuss with their peers the problems encountered, to share knowledge or to find solutions to these problems.

1.2.5 Bereiter and Scardamalia Model of Writing

The Berieter and Scardamalia (1987) model of writing consists of two models of writing; the first one is labelled as knowledge- telling and the second one as knowledge-transforming. The focus of the first model is in making a distinction between mature and immature writing. They characterized knowledge-telling as immature writing; this type of writing is commonly known between inexperienced writers. The best example of knowledge-telling is the writing expected from children. For novice writers, writing is generally characterized by generating knowledge rather than refining it.

The second model is known as knowledge-transforming. It is widely used among experts, because expert writers are said to plan more and refine their knowledge.
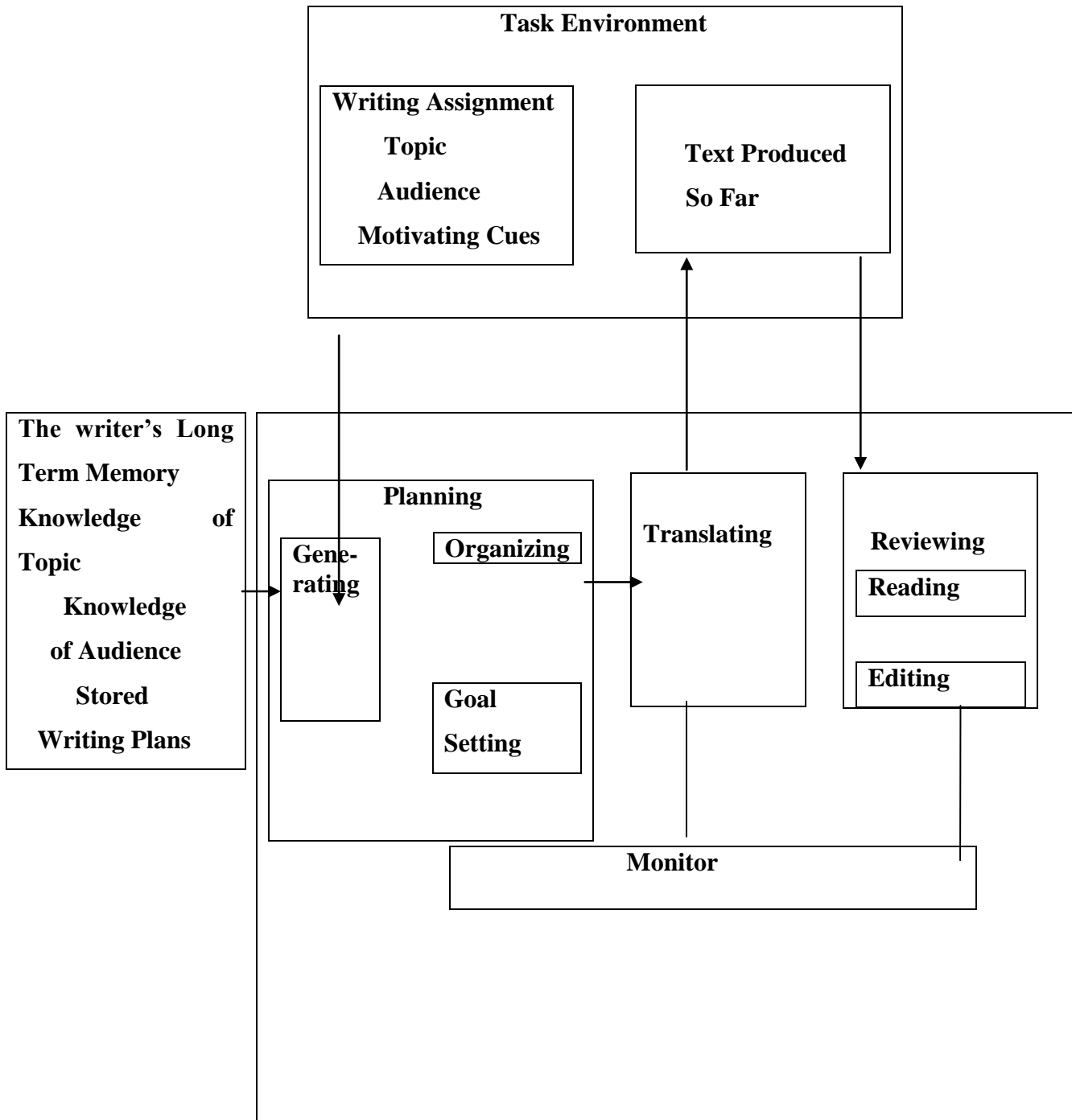
Figure 1.2: Hayes and Flower's model of writing (1980).

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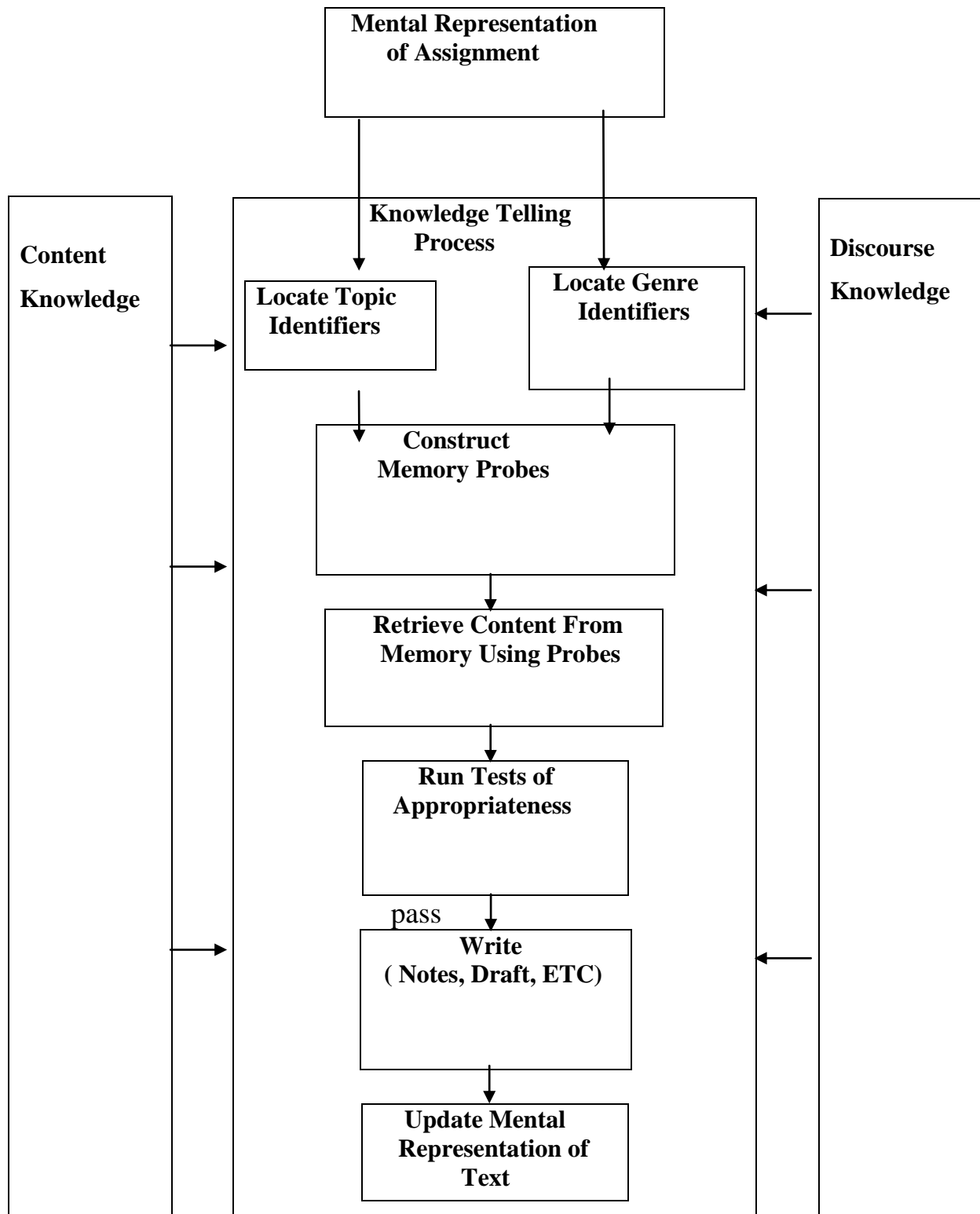
Figure 1.3: Knowledge-Telling Strategy, Bereiter and Scardamalia (1987).

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Content
Knowledge

Discourse
Knowledge

Content
Problem space

Problem Translation

Problem Translation

Rhetorical
Problem Space

Knowledge

Telling

Process

Figure 1.4: Knowledge-Transforming Strategy, Bereiter & Scardamalia (1987).

1.3 Outlining

1.3.1 Definition of Outlining

According to Hyland (2003:123) the outline is:

"Outlines allow writers to pull their ideas and data into a tentative structure

For development to discard, expand and alter as they progress".

The outline is the visual structure of the essay in which all the details and explanations should be mentioned. Smalley and Reutten (2000) believe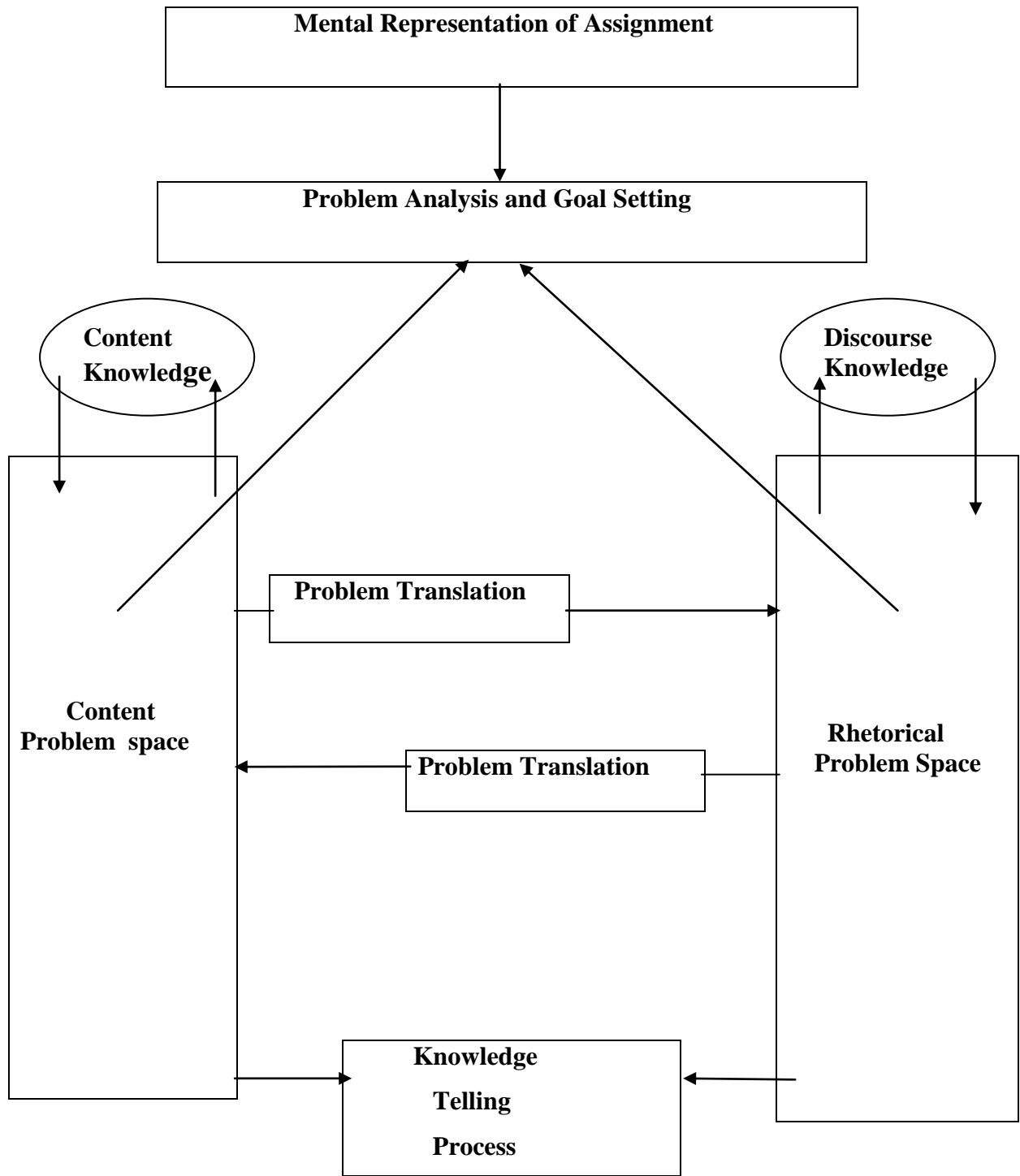 that the outline is the skeleton that holds the structure and organization of the essay. It is the roadmap of the essay organization and structure, which tells the writer the boundaries of his ideas. It is also an important tool in the writer's personal reasoning process to establish the formation of the writing framework, and the end product of the essay (D.Golka 2001).

Outlining is a better way to show the order of the writer's ideas; it explains the scope and direction of the writing process, away to help, construct and classify the ideas logically.

Outlining is in fact, a logical plan for a piece of writing. It may appear as a list of organized ideas, or as a plan ordered logically and coherently. It is used also to make the topic focused on one thesis statement, for the whole topic, and one topic sentence for each paragraph. More than that, the outline addresses the relationship between the reader and the writer since it determines the gaols of a given essay; and the rhetorical functions exposed in a given topic like cause-effect, compare and contrast, problem-solution, hypothetical-real, and to construct their linear or hierarchical structure of their texts (Hyland, 2003).

1.3.2 Generating the Outline

Forming the outline starts from reading the ideas generated in the previous prewriting techniques. First, students may group the ideas together, in a first list; this list is the draft outline. Then, a division of this list of ideas is necessary. The list can be

divided into two items the headings and the sub-headings. Headings stand for major or important ideas, while sub–headings represent minor points or less important ideas. Relying on these ideas, the writer then can pick up from , the topic sentences of each paragraph, and the details from the sub- headings (Starkey, 2004).

1.3.3 Outlining Sub-Stage1

We said previously that creating an outline starts from writing the ideas, to organize them in the outline. But we have to consider that there are two types of outlines. According to Raimes (1983) two types of outlines are set: the outline writers design before they start writing their texts, and the outline writers design after they write their first draft: they are the scratch outline and the descriptive outline respectively.

1- The Scratch Outline

Trimmer (1995:55) called this outline the scratch outline because it tends to be made in a quick way. He said in his own words that the outline is:

> *"Not designed to impose a rigorous pattern on a material. Its main purpose*
>
> *is to get started, to help see how might see the major portion of draft".*

The purpose of the scratch outline is to organize the first raw material, to determine what is going to be relevant in the essay, and what is irrelevant to the essay. It aims also at connecting the reader- target objective. Underlying the scratch outline we have two types of outlines which are: paragraph outline and essay outline.

A- Paragraph Outline

The objective behind paragraph outlining is to keep the paragraph focused on just one main idea. This idea may have also supporting details. Hogue (2003) stated that the writer can invent his own way of numbering the ideas in both the paragraph outline and the essay outline. This way of numbering may contain Arabic and Roman numbers. A paragraph may be outlined in the following way:

A- Main idea

    1- Supporting point

    2-Supporting point

    3-Supporting point

    4-supporting point

B- Essay Outline

Essay outline is more complicated than paragraph outline; it creates the skeleton of the essay. The ideas are also numbered in a rigorous way to indicate the important ideas and the less important ideas in a text.

The advantage of an essay outline is that the writer is capable of adjusting, reordering and organizing again the ideas easily. But in this sub-stage of outlining the writer is not required to include details and explanations to the outline because these details are supposed to be added in the subsequent stages of outlining. After finishing with the scratch outline, the next sub-stage the writer ought to move to is called drafting.

1.3.4 Outlining Sub-Stage2

1.3.5 Drafting

After organizing the ideas in an outline the next step to move to is called 'drafting' in which the writer tries to create his first essay. Lindeman (1987:26) sees drafting as "*the physical act of writing*". This stage is characterized by pauses. Emig (1978) claims that these pauses reduce the speed of writing, but during these pauses the writer can produce mature ideas and refine them. Hogue (2003) stated that drafting is not the final version of writing; students may check, delete and refine ideas when writing the first draft. He advised second language writers to start their first draft by focusing on the thesis statement. They need to put it in front of them to keep the topic on one thesis statement, and to make a correlation between the thesis statement and the topic sentences.

Hogue (2003: 83) said that *"if your assignment is to write a long essay, write your thesis statement at the top of the paper. Doing so may help you stay focused on the thesis statement"*. There is no better way through which writers may ameliorate their way of writing better than drafting. Drafting has to do with the transformation of knowledge from the visual form to the language form. No matter how bad the first outlining stage was, the first draft can fix the problem and gives the writer a clear idea about the topic. Writing the first draft is an easy job writers can do, relying on the scratch outline and its structure. Meanwhile, the first draft is not good enough to be handed out as an assignment or homework; accordingly, the writer should construct another outline from the first draft, including this time more details and explanation and considering the four aspects of writing which are goals, audience purpose and the subject itself.

1.3.6 Organizing Sub-Stage

As we said, there are two types of outlines, the scratch outline used to form the first draft and the descriptive outline.

2- The Descriptive Outline

The descriptive outline is used to adjust the first draft, and to evaluate predetermined goals. The descriptive outline is more detailed than the scratch outline, more explanations and details can be added; some other things can be deleted if they are not suitable (Trimmer, 1995). Clarck (2003) proposed that this type of outlines is generally used as a revision stage; students may read their first draft and comment on it with their peers, and revising it by creating a descriptive outline. Researchers agree that the process of outlining is related to the mind, because it is considered as the processing of information into a visual diagram in the mind, and the diagram can be transformed again into a form of a language. So, the overall aim of the outline is to structure the writing process, to shape it and to define the relationship between the readers, the writers

and the subject matter. The outline can help the writer think through what he will say, how to save time and how to organize the ideas logically and hierarchically.

1.3.7 The Cognitive Implications of Outlining

We have seen that outlining is a plan used to structure the essay, but more importantly it is the act of transforming knowledge from the brain to a form of language in a paper. Weigle (2002) thinks that writing as a process is the result of the cognitive efforts, these efforts are divided into two main activities: activities about writing the topic and activities about determining the objectives and goals of writing.

The first activity, in turn, involves two other activities thinking about the topic and writing the topic from the generated ideas. Generating ideas is mainly represented in planning, and outlining. According to Hayes and Flower (1981) these strategies are mainly cognitive, emphasising on the use of knowledge transforming abilities. On the other hand, in this cognitive abilities writers use think-aloud protocols, in which they say loudly their thoughts at a time of writing, enabling researchers to analyze the mental activities they process in their heads (Ericsson and Simon 1980), whereas, the writing of the essay involves a control of the writing techniques (vocabulary, spelling, capitalization). These techniques are being used during the process of knowledge transforming of the outline to an essay.

The other cognitive activity that is of great importance when using outlining is determining the goals and objectives of writing. As we have seen, outlines are used to determine the goals of the writer. The determination of Gaols is mainly related to planning, we plan to achieve specific goals, more than that, these goals are considered as decision-making processes, the writer decides his goals and the ways he is going to achieve them. Goals are divided into two kinds: long term goals and short term goals. Long term goals need more time to be achieved, while short term goals are just planned

expectations the writer wants to achieve an expected goal, to transform a message, describe something, or make the teacher satisfied. Pritchard (2007) thinks that goals are also related to motivation in one way or another. If students, for example, can achieve their writing goals, they relate this to their hard working efforts. But if they fail, they would rather say that their failure is due to the innate abilities. Accordingly, if we consider the outlining stage form its cognitive perspective, we are determining the scope of writing boundaries of the individual only, forgetting the social aspects which influence writing like audience, purpose, context and rhetorical functions without which the writer cannot achieve his predetermined goals.

1.3.8 The Cultural Implications of Outlining

The difference in culture leads to different ideas, different text organization, and consequently different outlining strategies. Lantuff (1999) believes that culture helps the students shape the text, culture is a systematic and a historical transmitted meanings which help students understand knowledge of the world. Sapir and Whorf (cited in palmer1991) suggest that language shapes our thoughts and determines the way we perceive the notion of the world around us. This means that, culture has been taken for granted to influence our ways of learning, organizing, receiving and producing writing during the whole process of learning how to write. Meanwhile, writing in second language contexts is said to be influenced and shaped by culture, since L2 writers are known as being under the challenge of getting information from two distinctive cultures; one can influences the other reciprocally. Culture of L2 determines the writing norms, determines also the language classroom learning behaviours, and learning approaches as well. Students learning a second language tend to use L1 culture-specific writing patterns in second language writing. Because of this negative influence of the mother tongue

culture, teachers were urged to provide students with explicit models of writing compositions in second language contexts (Hyland 2003).

The notion of culture in second language, and foreign language writing has been given much importance recently. This notion is now being broadened to comprise audience, purpose, and rhetorical functions.

1- Audience

Audience in second language writing should be addressed and considered before starting writing. Plans and outlines are mainly the formal ways through which the writer addresses his targeted audience. Unlike speaking, where the listener is present, writers should anticipate their audience previously, through outlining and its stages, to make coherent and well-formed texts and to be understood clearly by the addressed audience.

The expected audience is almost always the teacher, unless the teacher asks for peer correction, the targeted audience shifts to peers or classmates. But in such a situation, peers may not be addressed correctly, and considered as ordinary people (Hyland 2003).

2-Purpose

Writing with a purpose means, having intention on what is acceptable as knowledge to be produced in a given essay. These intentions persist in culture, including creativity in building up these intentions. These intentions, if possessed and mastered, writers will get no problem, and will write quickly independently and clearly.

3-Rhetorical Functions

Another factor teachers need to consider when teaching writing is demonstrating the ways through which the essay is going to be developed. There are many ways of developing the essay: argumentative, comparison and contrast, descriptive, analytical. Every essay is going to be developed according to its appropriate way because essays are closely related to the functions of the text. Teachers agree that these functions determine

the patterns and the purpose for writing a given essay. The student may describe something he would like to, or comment on something he likes much, or do not like at all. He may also make a comparison between two things or more tackling the advantages or disadvantages. Accordingly, this function can be conveyed clearly if certain rules are mastered fully, and the message will be conveyed coherently. Hyland (2003) believes that part of the outlines function is to draw the suitable rhetorical functions for a given essay; he thinks that outlines help L2 learners to envisage the relationship between the points and to find the relationship between them in different ways via cause-effect, comparison, problem-solution, hypothetical-real, to construct the linear or hierarchical structure of their essays.

4- Genre Conventions

Focusing on genre is more then exploring the subject content, composing processes, and textual forms to see writing as attempts to communicate with readers, but it is how to achieve coherent and purposeful texts in specialized contexts. Hyland (2003) sees genres as a kind of communicative purposes which relate the readers and the writers; he acknowledges the following "*The central believe is that we do not just write, we write something to achieve some purpose, it is a way of getting things done*". (85). Like telling a story, we follow certain conventions and background knowledge to clarify the messages to our readers because we want them to understand us. On the other hand, swales (1990) conceptualized the idea of a genre as social conventions which include in turn the communicative purposes, and these conventions can be shared by people who have the same background knowledge. He claims that genres are how things are done when language is used to accomplish them.

Conclusion

The process of writing is in a broad sense an attempt to communicate using another channel of communication. This communication involves a transformation of a message from a writer to a reader; this reader is not present but can be addressed in many ways in the prewriting strategies. Most teachers in second language writing believe that the function of prewriting strategies is to bridge a connection between the writers and the readers, to help the writers transform the message correctly. On the other hand, the writing process involves also the integration of some cognitive, social and cultural aspects that affects the writer's way of writing. Outlining is a pertinent stage which frameworks all these aspects in a simple plan.

Chapter 2:

Data Collection and Data Analysis

Introduction

In this research we have chosen to work with 4 groups from the second year classes. Our population of interest is composed of 120 students in total (30 students per each group) we have chosen also from these groups 20 students to represent the control group, and another 20 students to represent the experimental group (i.e. 40 students to represent the sample); they are registered at the department of the English language in Constantine university, during the academic year 2008/2009. We will focus in this study, on the importance of outlining as a strategy used to address the previously- mentioned patterns of writing which are: the targeted audience, content and organization, rhetorical functions, coherence and cohesion. Generally speaking, the stage of outlining is used to address, and shape the text according to these patterns, and these patterns are mainly taught during the teaching of the writing process. We will try to find a correlation between outlining and these writing patterns.

We assume that the academic contexts of writing, may give us the opportunity to test both the hypotheses we proposed previously, in an attempt to see the relationship between making a formal outline and addressing the writing patterns, and the importance of making a formal outline in writing. Consequently, it is said that, if these patterns are being well-addressed in an outline, students will be guaranteed a well- designed academic text.

This research is based on a comparative analysis of the essays displayed by the students in the test. But before that, a questionnaire had been administered to both groups. This questionnaire consists of eleven questions, which are related to outlining and its use in one way or another. It has been administered to our groups in their ordinary written expression sessions. The purpose behind administering this questionnaire is to get background knowledge about whether the students were taught how to use outlining

correctly, and to see how students treat outlining in their classroom interaction. The other basic part of the data collection phase in this research is the test. For the experimental group, the test represents writing an essay using an outline, but the control group will write an essay without using the outline or any of the other prewriting strategies. The data we get in the test will be analysed comparatively between the two groups, through exploring the techniques used in writing including: spelling, capitalization, punctuation and grammar.

2.1 The Sample

Our population of interest is composed of four groups (30 students per each) of the second year LMD students enrolled in Constantine University during the academic year 2008/2009. The sample has been randomly chosen from these groups to represent both the experimental group and the control group.20 students were chosen to represent the experimental group and 20 students were also chosen to represent the control group. They represent 48%of the total population of 120 students. These groups studied the same programs both in the first year and the second year.

Our respondent's age and sex varies considerably, because their age is between 19 and 27 years old, and most of them are girls in both the groups. The control group consists of 16 females and 4 males, while the experimental group consists of 15 females and 5 males (i.e.31 females and 9 males).

2.2 Classroom Observation

The classroom observation has taken place in April 2009, a month before the test was submitted. It has been done in a month, through which the researcher attended many classes with teachers of second year Written Expression; to observe students behaviours, and to observe also how teachers teach writing and how they demonstrate, and explain the lectures for the students. The researcher has received feedback about the teaching lessons;

he has also received some information about the nature of writing assignments given to students both in the class and at home. To observe how students work both inside and outside the classroom.

The preliminary results of the classroom observation indicate that students tend to make all their works at home. They receive instructions about how to write them in the class, and since time is constrained, they do it at home. Consequently, they receive enough time for their writing assignments, but teachers still express their writing as inefficient and purposeless. It has been also observed that students neglect the use of outlining and planning, even though they have been given enough time to do so. Teacher's comments show that students do not believe in the usefulness of outlining, they think that it is just a waste of time.

The researcher observed also that teachers present their lessons in the same way, focusing on presenting the theoretical elements of the lesson, without giving much attention to practising them for the students, neglecting on the other hand instructions as Larken (2003) argues that the teaching of writing can be effective, when teachers focus on writing instructions.

2.3 Questionnaire Description

The questionnaire has been submitted to the students before the test has taken place; to establish background knowledge about whether students resort to outlining, as a pertinent means for organizing their essays, or they do that just for the sake of making the teacher satisfied. If can we make a correlation between the use of outlining, and the students essays our hypothesis can be confirmed right from the beginning.

The questionnaire consists of 11 questions organized from general to specific, to meet the needs of our research. It has been given to the students during an ordinary Written Expression class. The students did not encounter any problem when answering

our questionnaire. We encountered the problem of motivation, because some of them were not motivated to answer our questionnaire.

2.4 The Test

The test has taken place after the questionnaire was submitted; actually, we started the test by the building awareness stage. We taught the experimental group how to use outlining. We gathered data about outlining from different sources, and we requested them to read.

2.5 Building Awareness

In this stage, we worked with the experimental group for 4 sessions. During these sessions, we taught the experimental group how to use outlining correctly and we focused also on the importance of outlining to build their awareness about it. We also taught them how they can address the audience, organize the essay, frame the text, and write in a purposeful way depending on formal outlines. We have chosen the lectures from varieties of sources, with the help of Written Expression teachers.

After building the experimental group awareness, the test has been made to both the groups. The experimental group was assigned to write an essay with its outline, and the control group was subjected to write an essay only. The essays are about describing the university.

2.6 Data Analysis

2.6 .1Questionnaire Analysis

As it has been mentioned earlier, this questionnaire was submitted to get background knowledge about the respondent's behaviours towards prewriting strategies. It consists of 11 questions stated cohesively from general to specific. From a total number of 70 copies given to second year classes, only 40 copies were chosen to represent the whole sample.

The first two questions in our questionnaire are about age and sex; we intend to know approximately the age of our respondents and their sex. That is to say, how much girls we have and how much boys we have in our sample. The results show that their age is between 19 and 27 years old in maximum. Most of them are aged between 20 and 21 years old. Two of the total number of respondents did not answer this question. Concerning the question of gender, all the students answered it. We found that, in our sample only 9 respondents are boys, and 31 respondents are girls.

Question One

1-What do you learn English for?

To get a degree ☐   to be a teacher ☐

To be proficient in English ☐

Categories	Number of Students	Percentage
First Category	9	22.5%
Second Category	12	30%
Third Category	19	47.5%

Table 1: Student's Learning Objectives

The answers of our respondents were remarkably subjected to the third category, 19 respondents opted for the third category, and it is the highest proportion among the three categories with the percentage of 47.5% almost half the respondents. Twelve students opted for the second category, that is to say 30% of the total groups. While the first category is the least chosen by students, only 9 students referred to it that is to say 22.5% of the total groups. The objectives of our respondents are mainly specific statements of their performance in a given context; they represent also an outcome, which can either be achieved through a very long time or a short time. The objective to be a teacher for example needs more time than getting a degree, while being proficient can

take a long time more than both, because being proficient in English depends on the learning style of the learner. The expected level of proficiency required differs in turn from teaching to learning, and it is not overtly stated but interpreted from the type of performance and the difficulty of language being studied. Hence, the outcome of our students seems to be the enhancement of the level of their proficiency, they are studying English just for the sake of learning English. They are not interested in other objectives as teaching or getting higher academic degrees in their lives. Munby (1992) considers objectives as motivators for studying; they determine our way of learning since they are related to our cognitive abilities, and they subject our learning towards a purposeful learning.

 Question Two

 2- Do you know what is meant by prewriting strategies?

Yes ☐   No ☐

Categories	Number of Students	Percentage
Yes	29	72.5%
No	11	27.5%

Table 2:   Prewriting Strategies

The results in the above table are extremely varied; because a large number of students, 29 students, opted for yes i.e. they answered positively our question, claiming about knowing prewriting strategies, to be precise 72.5% of the total groups. On the other hand, 11 students opted for no that is to say 27.5% of the total groups.

We intended to know through this question how much students are aware of prewriting strategies. We assume that, our respondents have been taught about prewriting strategies, and even if they did not tackle them all, but at least they know the most commonly used ones like outlining, planning, free writing and brainstorming activities.

The researcher noticed during the classroom observation that teachers introduced almost all the prewriting strategies for the students. Some prewriting strategies are included in the second year Written Expression program.

Question Three

3- If yes, which one do you usually use?

………………………………………………………………………………………………

………………………………………………………………………………………………

Prewriting Strategies	Number of Students	Percentage
Brainstorming	3	7.5%
Free writing	7	17.5%
Planning	4	10%
Outlining	13	32.5%
No Strategy at All	3	7.5%
No Answer	10	25%

Table 3:   The Use of Prewriting Strategies

The results were predictable; since ten of our respondents answered negatively in the second question, we expected them to leave the space empty because the previous question is related to this one. Indeed, ten of our respondents did not answer the question, and they left the space empty (i.e. 25% of the total groups). While the other 30 students were supposed to state the prewriting technique they use in writing. Only three respondents claimed that they use brainstorming (i.e. 7.5%of the total groups). Seven of the respondents use free writing to express themselves (i.e. 17.5% of the total groups). The students' use free writing and brainstorming as unstructured prewriting tasks; they are process–oriented stimulation of the ideas, generally used to help the accumulation of ideas. Four students claimed that they use planning (i.e. 10% of the total groups). But

more importantly, thirteen students use outlining as a prewriting strategy (i.e.32.5% of the total groups) and this makes us assume that, our students are aware of the importance of outlining even before we provide them with the four sessions to build their awareness. The process of constructing the outline as we have seen starts from the other prewriting strategies, students start from gathering the ideas, and organizing them according to their importance. No student mentioned the use of the other prewriting strategies like clustering and drafting.

Question Four

4-Why do you use prewriting strategies?

To generate ideas ☐   To get an organized essay ☐

To organize your ideas ☐   To plan for the essay ☐

Category	Number of Students	Percentage
First Category	5	12.5%
Second Category	9	22.5%
Third Category	6	15%
Fourth Category	15	37.5%
No Answer	5	12.5%

Table 4: The Function of Prewriting Strategies

The results of question number four are the following, 15 of the respondents opted for the fourth category (i.e. 37.5% of the total groups). Only 5 respondents referred to the first category (i.e. 12.5% of the total groups). The second category has been chosen by 9 respondents (i.e. 22.5% of the total groups), while 6 students opted for the third category (i.e. 15% of the total groups). The other 5 students did not answer our question; they did not answer the two previous questions as well (i.e. 12% of the total groups).

Generally speaking, the first category represents free writing and brainstorming because they are all about creating a fluency of writing without checking correctness or usefulness. While the other categories represent outlining and planning, with much focus on organization of both the ideas and the essay. We can notice from the above-mentioned table that our students opted for essay planning and essay organization more than ideas generating. But novice writers need to focus more on idea generation rather than idea organization as Hyland (2003) stated that the focus of composing for novice writers is being on idea generation and not idea organization. Organizing the ideas, can be done in later stages like drafting and revising. These are mainly the function of some prewriting strategies:

- Brainstorming: generating the ideas.

- Free writing: rapid writing characterized by the ignorance of grammar spelling and punctuation rules.

- Clustering: a pattern of circled ideas joined by lines to show connections between them.

- Planning: a cognitive structure of the essay.

- Outlining: the organization of the essay and its way of development (cause, effect compare and contrast).

The different ways of writing needs different ways of getting started, and our respondents should be aware of all these strategies to use them whenever they write any thing new complex and creative.

Question Five

5-do you use outlining?

Yes ☐   No ☐

Category	Number of Students	Percentage
Yes	34	85%
No	6	15%

Table 5: The Use of Outlining

Strikingly, most of the students claimed that they use outlining to prepare for writing, because 34 students opted for yes (i.e. 85% of the total number of students). And only a small number of students opted for no, 6 respondents (i.e. 15% of the total number of students).

Through the analysis of our students' answers we found that they face lots of difficulties when creating an outline. Typically, when creating written outlines, they ought to be done in a very linear manner, but the problem our students face is that their creative ability does not always come up with ideas in a linear way, in their production of ideas they often jump from one idea to another and no much information is given to details that support the ideas. A good way to put the ideas down in a creative way is to use graphic outlines or mind mapping because they help students create a map, and then this map can be transformed into a written outline in which the ideas are being organized hierarchically. On the other hand, outlining remains however a compulsory tool of the goal setting (or constructive process) because it helps writers achieve three main purposes. Firstly, it helps focusing on one idea per each paragraph. Secondly, it helps make supportive and sequenced arguments for every topic sentence. Finally, 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.

Question Six

6- How do you outline your essay?

Use a plan ☐   Make a list of ideas according to their importance ☐

Write down the important points or sub-points ☐

Categories	Number of Students	Percentage
First Category	10	25%
Second Category	23	57.5%
Third Category	6	15%

Table 6: Types of Outlining the Essay

In this question, the first category is integration between planning and outlining, the second category represents a formal outline, in which students may classify their ideas according to their importance. And the third category is an informal outline when students write their points or sub-points of the topic.

In this question most of the students tend to choose the formal outline or the second category. A considerable number of students 23 make such a form of outlining (i.e. 57% of the total number of students) more than half a population. The second category that our respondents opted for is making a plan. Ten respondents claimed that they make a plan when they outline their essays (i.e. 25% of the total number of students). While, only six respondents tend to use a formal outline (i.e. 15% of the total number of students).

Consequently, our population of interest use different kinds of strategies to outline their texts. More importantly, they use these strategies to organize the content and the ideas generated. Outlining and planning are the most commonly used types of prewriting

techniques since students opted for them. But we identified two main problems in the use of these strategies among our respondents. The first one is that, our respondents' use outlining and planning only for the sake of organizing the text, they do not address the audience at all. As we know, outlining creates integrity between the readers and the writers about the subject. This integrity includes the conventions, shared background knowledge, writing in first or second language contexts.

The second problem is that our students are not aware of the function of outlines, because outlines are designed to address a given purpose, to make a relationship between the subject and the way it is going to be developed, for example, descriptive, cause and effect relationship, comparison and contrast. These are mainly aspects of organization that guides the writers to shape their writing for achieving a given purpose. Hyland (2003) argues that outlines help students to set out structures for their essays, and to framework the points used to express themselves clearly. These points can be connected in different ways as cause and effect, comparison and contrast. Hence our students neglect this aspect as well, when they make formal outlines for their texts.

Question Seven

7- Do you think that there is a relationship between the process of writing and the process of outlining?

…………………………………………………………………………………………………
…………………………………………………………………………………………………

When we analysed student's points of view, we found that almost all of them agree that there is a sort of a connection between writing and outlining. They suggest that outlining guides their writing towards an organized writing. They all talked about organizing the ideas, and the essay; but no one mentioned the previously stated aspects of writing. We assume that writing in second language contexts do not entail extensive practise on generating ideas, and organizing the content only, but also an intensive

comprehensive reading, together with knowledge about the second language writing system, the activated culture and the social aspects of that language. In contrast, Poor readers are said to be poor writers, they are more likely to have problems in idea generation, idea organization, and knowledge of the writing process.

Question Eight

8- Do you think that a good outline leads to a good essay?

Yes ☐   No ☐

Categories	Number of Students	Percentage
Yes	36	90%
No	4	10%

Table 7: The Relation between the Outline and the Essay

The results of question number eight are the following: a large number of our respondents opted for yes, 36 respondents in total (i.e. 90% of the total number of students) answered positively our question. So, students are convinced about the usefulness of outlining. A small amount of students opted for no, 4 student in total (i.e. 10% of the total students). Two of the respondents were not motivated to answer our question. And the other two students do not believe in outlining, they think that it is just a waste of time. So, our respondents believe strongly in outlining and its importance in writing.

Question Nine

9- Have you been taught how to use outlining in a good way?

Yes ☐   No ☐

Categories	Number of Students	Percentage

yes	33	82.5%
No	7	17.5%

Table 8: The Teaching of Outlining

The results are the following, most of the students answered yes, 33 of the total number of students (i.e. 82.5% of the total number of students), and only a small number opted for no, 7students (i.e. 17.5% percent of the total number of students).

Teaching prewriting strategies in a foreign language context can be based on three main faces:

In the first face teachers present the intended prewriting strategy (like outlining) generally, by defining it and mentioning its functions. And then he may open up the lines for classroom communication or in class conversation to warm up the students to take in knowledge.

In the second face, he presents again the prewriting technique in a very spectacular way, depending on pictures draws and using illustrations on the black board. To make the students understand in a better way.

In the last face, the teacher may provide the students with exercises and practices to test them and to discover their learning deficiencies.

Accordingly, the problem of learning outlining is being on the students themselves and not the teachers and their way of teaching. The divergences of the learners own way of learning and lack of motivation may create an anti-climate for learning, resulting at the same time in a bad learning.

Question Ten

10- Did you have enough practice for outlining and the other prewriting strategies?

………………………………………………………………………………………………

………………………………………………………………………………………………

Categories	Number of Students	Percentage
yes	12	30%
No	28	70%

Table 9: Practicing Outlining and the other Prewriting Strategies

The results show that, more than half the respondents answered no, 28 students in total (i.e. 70%of the total groups). While 12 students opted for yes (i.e. 30%of the total number of students). In their comments, about lack of practicing, these students focused on the agent of time. They think that three hours per week are not enough to learn writing effectively. They claim also that the problem is not only with time, but also with the teaching system or the new system in which they are enrolled. Everything in the LMD system, as they claim, is being done superficially, since there are many modules, they can not focus on them all. On the other hand, 12 students argue against what the others said, claiming that they had enough practice of outlining. They practice outlining outside classroom, so the other students make extra efforts in an attempt to apply what they learn in class. Accordingly, the problem of learning outlining is being on the students themselves and not the teachers and their way of teaching. Students may receive lots of schema knowledge about outlining, but lack of practice and training affect negatively our student's way of learning. Even teachers claim that time is constraint to afford students with the required practice for outlining. Generally speaking, students do not try to practice outlining by themselves, and this makes the job of the teachers much harder. In fact

learners of a foreign language may learn new things very easily, but when it comes to using them in reality, they may face many problems.

 Question Eleven

11- Have you tried to practice outlining by yourself outside the classroom?

……………………………………………………………………………………………

……………………………………………………………………………………………

Categories	Number of Students	Percentage
Practice Outlining	29	72.5%
Do not Practice Outlining	11	27.5%

Table 10: Practicing Outlining Outside Classroom

This question is being asked to get a clear image, about our student's efforts outside classroom time. Because when these students were in high school, teachers gave them every thing, they do not make much effort. In the academic level things are different, Tutors are not supposed to give students every thing; they need to make research in the library, or the internet to enlarge their knowledge about anything they study in class. Most of the students claimed that they practice outlining outside classroom 29 students in total (i.e. 72.5% of the total number), and 11 students claimed that they do not practice outlining (i.e. 27.5% of the total number). It is obvious now that, a considerable number of students practice outlining outside classroom. In this question students can not claim that they don't have time to do so, the agent of time is irrelevant. When we come back to those who claimed that they practice outlining outside classroom. We come across another unwanted variable which is practising outlining in itself. Do students practise outlining in good way, or they write whatever comes to their minds. As we know, to master something perfectly, some rules must be followed in a good way. And in order to make a good outline, the other prewriting strategies must be practiced intensively. When we analysed our respondent's answers, they said they do not practise outlining because they do not

need it. In reverse they, need to practise writing to enrich their vocabulary and to create more ideas for future use. Consequently, they want to develop a sense of writing habit, they suggest that outlining can be practiced , after mastering the essentials of writing techniques, unless the topic developed is difficult, there is no need to use outlining.

2.6.2 Test Analysis

2.6.2.1 Evaluation Criterion and Grading

The test was submitted to our respondents after the questionnaire. The experimental group had received 4 sessions training for building awareness about the use of outlining. Hughes (1989:85, cited in Weigle) stated that the *"the best way to test people's writing ability is to get them to write"*, hence we assigned both the groups to write for us an essay, the experimental group will use an outline, while the control group will not, about describing the university. The assessment of the two groups is based on the following criterion: the targeted audience, content and organization, rhetorical functions, cohesion and coherence.

The targeted audience is proposed by the researcher during the test time. It's a visitor or someone who had never visited the university before. It can be also a teacher, or the researcher himself. Accordingly, it is going to be addressed in the students papers through the personal pronoun 'you', or other pronouns like 'he' and 'we'.

The second criterion is content and organization, content is language norms i.e. the use of language properly and accurately. We assess also, punctuation, spelling mistakes and grammar. While in organization, an organized essay must display an introduction, in which the thesis statement is clearly stated. In each body paragraph a unique idea or topic sentence, and some supporting details. At the end they finish with a conclusion which wraps up the essay and summarizes it.

The third criterion is the rhetorical functions; in our test the main rhetorical function is descriptive. But students ought to use other rhetorical functions like comparison and contrast, to compare between places and their importance for the student.

The fourth and last criterion to be assessed is cohesion and coherence. In cohesion we evaluate what has been said in its context, and in coherence we evaluate the flow and smoothness of ideas using cohesive devices and conjunctions.

Each of these criterion is graded a 4 points. This means that an efficient paper which covers all these criteria perfectly will get a 16 point as a maximum score.

Writing Patterns	Scores from 0 To 4	Comments
Targeted Audience	1-From 0 to 2. 2-From 2 to 4	A-The student neglects completely the targeted audience, B- The student addressed the targeted audience clearly.
Content and Organization	1- From 0 to 2. 2- From 2 to 4	A- A badly-organized essay with lots of spelling mistakes, and violation of capitalization and punctuation rules. - The thesis statement and the topic sentences are not placed in their proper place. B- From average to good organized essays, characterized by few spelling and capitalization mistakes. And good placement of the topic sentences and the thesis statement.
Rhetorical Functions	1- From 0 to 2 2- From 2 to 4	A-The essay contains only the descriptive rhetorical function. B- The use of more than one rhetorical function, the intentions and goals are subjective.
Cohesion and Coherence	1- From 0 to 2 2-From 2 to 4	1-The ideas are not connected smoothly, with the overuse of the conjunction 'and' only. 2- There is a smooth movement between the ideas, and the material is characterized by the use of varieties of connectives.

Table 11: The Scoring Rubric and Evaluation of the Scores

In the above mentioned table, a demonstration of the rubric scoring and evaluation of scores is available. It demonstrates mainly how the researcher analysed the student's papers and how he evaluated the materials they produced, in response to the four writing patterns they are supposed to focus on during the production of their essays. This scoring rubric is useful for both the control group and the experimental group. We can notice in the above table that the rubric scoring includes both the individual or cognitive aspects and the social aspects embodied in the culture specific norms of language production, and the purpose and intention of the students' writers. This means that the writing of our students can not only be judged from the cognitive aspects of the writer (represented in the writing techniques), but also through the social and cultural aspects represented in the influence of L1 and L2 writing contexts. Generally speaking, these are the main effective types of knowledge our students are supposed to accomplish in their materials:

A-Content Knowledge: of the ideas and concepts in the topic area the text will address.

B- System Knowledge: of the syntax, lexis, and appropriate formal writing conventions needed.

C- Process Knowledge: of how to prepare and carry out a writing task.

D-Genre Knowledge: of communicative purposes of the genre and its value in particular contexts.

E-Context Knowledge: of reader's expectations, cultural preferences, rhetorical functions and other related aspects.

The results of implementing these strategies or aspects all together can be maintained in the final text. This presents in turn the writing techniques, addressing the targeted audience, building up a writing scaffold for writing in a given context.

2.6.2.2 Analysis of the Control Group

Student №	T A	C O	RF	CC	Total
Student 1	2	1	1,5	1	5,5
Student 2	1,5	2,5	2	1,5	6,6
Student 3	0	1	1	1,5	3,5
Student 4	2,5	1,5	2,5	1	7,5
Student 5	1	2	1,5	2	6,5
Student 6	2	1,5	3	1,5	8
Student 7	1	1,5	1,5	1,5	5,5
Student 8	1	2	3	1,5	7,5
Student 9	1	1,5	1,5	1,5	5,5
Student 10	1	1,5	1,5	3	7
Student 11	1	2	2,5	1	6,5
Student 12	1,5	3	1	2,5	8
Student 13	2	2	1	1,5	6,5
Student 14	2	3	1,5	1	7,5
Student 15	1	1,5	2	1,5	6
Student 16	1,5	4	2	1	8,5
Student 17	1	1,5	2	2	6,5
Student 18	1,5	2	1	1	5,5
Student 19	2	2,5	1	1,5	7
Student 20	1	2	2,5	1	6,5
	25	39,5	35,5	23,3	131,5
	Mean 1,25	Mean 1,97	Mean 1,77	Mean 1,16	Mean 6,57

Table 12: Scores and Means of the Control Group

2.6.2.3 General Observations about the Control Group

The Above mentioned table displays the scores and means obtained by the control group after a thorough analysis of the final papers presented by the students. In general, the students displayed different behaviours towards the four grading criteria proposed by the researcher. The control group tends to get the best scores in the second criterion which is 'content and organization', they find it easy to achieve what the researcher wants, even though some of them committed certain mistakes at the level of grammar, spelling, and they applied capitalization rules at random. Thus, they attain the highest mean (1.97) in all the criteria. On the other hand, they get also acceptable scores concerning the

rhetorical functions criterion, with the second highest mean (1.77), the students of the control group attained scores in the description of the university, while they lose some scores in the other rhetorical functions like comparing and contrasting. We expect the experimental group to achieve better in this criterion, because the outline helps them to understand really, the way rhetorical functions work.

The control group fined it difficult to achieve the other two criteria, the targeted audience, cohesion and coherence. In the targeted audience, we have 9 students got the score 1 and one student performed the lowest score in all the four criteria obtained by the students. Our population of interest find it difficult to address a specific audience, in almost all their papers, except 6 of them, the notion of potential audience was clumsy, thus if ever found. Students also face a real problem in joining their sentences and connect the ideas. The ideas were not connected properly using conjunctions, most of them focused on the conjunction 'and' only, and neglecting the other conjunctions and cohesive devices. So, they got the following means (1.25) and (1.16) in these two criteria respectively. Moving from general analysis to a more specific analysis the following table demonstrates the central tendency, and the dispersion obtained by the control group:

Criterion	Central Tendency		Dispersion		
	Mean	Mode	Low	Fr	High
TA	1.25	4	0	1	2.5
CO	1.97	4	1	1.5	4
RF	1.77	4	1	1.5	3
CC	1.16	4	1	1.5	3

Table 13: The Central Tendency and the Dispersion of the Control Group.

Table 20 presents the central tendency and the dispersion displayed by the control group, as it has been mentioned before the mode is 4 for each criterion. The total mode of all the criteria is 16 this means an efficient paper will display 16 as a maximum score.

The dispersion varies in response to the criterion itself; we can notice that the lowest score obtained by students in the targeted audience is 0; while the frequently obtained score is 1 since 9 students got this score (i.e. 45% of the total group). And 4 students got 1.5 score (i.e. 20% of the total group), while another 4 students got the score 2 (20% as well of the total group), while only one student obtained the score 2.5, and this is the highest dispersion achieved by the students in the targeted audience criterion.

Concerning content and organization, the lowest dispersion obtained by the students is 1, and the frequently obtained score is 1.5 seven students got it (i.e. 35% of the total group), 6 students got the score 2 (i.e. 30% of the total group).Two students got 1 (i.e. 10 %of the total group) and two other students as well got 2.5 score (i.e. 10% of the total group), another two students got the score 3 and the highest dispersion was performed by student number 16, it is the score 4 (i.e. 2.5%of the total group).

On the other hand, the lowest dispersion in the rhetorical functions criterion is the score 1, five students got this score (i.e. 25% of the total group), and the frequently obtained score is 1.5, six students got it (i.e. 30% of the total group). Meanwhile, four students got the score 2, and three students got the 2.5 score and the highest dispersion in this criterion was performed by two students, it is the score 3, and all these scores equal respectively to 20%, 15%, and 10%.

The last criterion we want to finish up with is cohesion and coherence. The lowest performance in this criterion is 1 seven students got it (i.e. 35% of the total group). The most frequently obtained score is1.5, and 9 students got it (i.e. 45%of the total group), two students got the score 2 (i.e. 10%of the total group), and two students as well got the 2.5 score. The highest dispersion has been obtained by student 10 it is the score 3 (i.e. 5 %of the total group.

2.6.2.4 Areas of Difficulty for the Control Group Writing Students

Writing Patterns	Areas of Difficulty	Common Mistakes
Targeted Audience	- Addressing a specific audience.	-Using the personal pronoun 'you' to address an unknown audience.
Content and Organization	- Attributing for each topic sentence, elaborate and sufficient supporting details.	- Applying capitalization rules at random. - Lot's of spelling mistakes. - Developing more than one topic sentence in one paragraph.
Rhetorical Functions	-Comparing and contrasting between places of the university. - Achieving pre-determined goals and writing intentions.	- Employing the descriptive rhetorical function, and neglecting the other functions (comparing and contrasting).
Cohesion and Coherence	- Linking the ideas and sentences together using conjunctions.	- The over use of the conjunction 'and' to connect all types of sentences.

Table 14: Areas of Difficulty and Common Mistakes of the Control Group

1- Knowledge Difficulties

Most of the students in the control group show difficulties at al levels among them:

- Less awareness of what constitutes good writing and how to produce it.

- Restricted structures about genre-specific text structures.

- A very limited vocabulary, characterized by redundancy and repetition of the same words to express different ideas.

- A bad control of grammar, consequently leading to fragmented sentences and average organized essays.

- Difficulty accessing existing knowledge, and expressing it when it comes to using language.

- Insensitivity to audience needs and perspectives, and to the functions their writing intended to serve. Since the notion of the audience is clumsy and the rhetorical functions are not deployed correctly in the students essays.

The students did not give much support for the extension and elaboration of the ideas and the development of the topic proposed. Their essays are very brief, and insufficient for transmitting the message to the readers. The concept of ideas smoothness relies on two main facts: which are relatedness and sufficiency. I.e. to be supportive of the subject matter, details must be related to the focus of the topic, and clear in terms of meaning. Accordingly, our student's essays display insufficient materials, because they used undeveloped topic sentences; they paraphrase one idea in more than one sentence. Hence, their writing is much similar to the knowledge-telling strategy proposed by Bereiter and Scardamalia (1987) which differentiates between two kinds of writers: experienced and inexperienced. Experienced writers are strategic; they purposefully select and implement strategies to construct meaning. While inexperienced writers apply strategies randomly in their materials. And in order to be strategic, inexperienced writers need both the knowledge and motivation to select apply, and monitor their use of strategies. (Olsen 2003).

2-Skill Difficulties

In addition to the problems encountered by the control group at the knowledge level, they make also a variety of other mistakes at the skill level:

- Our students neglect completely the prewriting strategies; they do not use outlining or any other prewriting techniques.

- They exhibit poor writing transcriptions or techniques (spelling, capitalization, and handwriting).

- They did not revise to check up the mistakes and to add and omit what is necessary for the material before handing it.

- They focused on idea generation rather then idea organization.

All in all; the respondents tend to apply capitalization rules at random, they spell words as they like, sometimes they spell them in the right way, and sometimes in the wrong way. They even write without looking ahead i.e. without thinking about where the next sentence is going to lead them, to determine the boundaries of the idea. The students are unable to incorporate the writing techniques properly and effectively to make a link between the ideas.

3-Writing Conventions Difficulties

- They do not often develop writing goals and sub- goals to structure the content of their writing intentions.

- Except few cases, most of them focused on the descriptive rhetorical function.

- The problem of language knowledge, our students have some ideas about the topic but they can not express them explicitly through using appropriate language. Hence we noticed the influence of the Arabic sentence structure in our student's essays.

In their essays also, the students did not determine the goals of their writing; while the intentions of their writing are not clearly expressed. They intended to describe the university, using the descriptive, comparison and contrast rhetorical functions, but some of them turned out and talked about the problems they faced in the university.

2.6.3 Analysis of the Experimental Group

Student №	TA	CO	RF	CC	Total
Student 1	2,5	2	1,5	2	8
Student 2	1,5	2,5	1	3	8
Student 3	1,5	2	1	1	5,5
Student 4	1,5	2	2,5	2,5	8,5
Student 5	2,5	2	1,5	1	7
Student 6	0	2	1	1,5	4,5
Student 7	2,5	2,5	1	1,5	7,5
Student 8	1	2	1	1,5	5,5
Student 9	1,5	1,5	2	1	6
Student 10	1	2,5	1,5	1	6
Student 11	1	3	1,5	2	7,5
Student 12	1,5	2	2	1,5	7
Student 13	1	1,5	1	1	4,5
Student 14	1	1,5	1,5	3	7
Student 15	0	2	1,5	1	4,5
Student 16	1	2,5	2	1,5	7
Student 17	1,5	1,5	1	1,5	5,5
Student 18	1	1	2	1,5	5,5
Student 19	1	2,5	1,5	1	6
Student 20	1,5	2	1	1,5	6
	26	63	29	45	127
	Mean 1,30	Mean 3,15	Mean 1,45	Mean 2,25	Mean 6,35

Table 15: Scores and Means of the Experimental Group

2.6.3.1 General Observations about the Experimental Group

The above mentioned table represents the scores and means of the entire experimental group, after a thorough analysis of the final papers presented by the students. The results obtained by the experimental group differ (but not very much) from those obtained by the control group. This time, students of the experimental group performed better in the targeted audience, content and organization, and in cohesion and coherence criteria. In content and organization, for example, students find it easy to achieve what the researcher wants; they relied on the ideas they organized on their outline, to create an organized essay. Hence, they got the highest mean which is 3.15 with a total of 63 scores obtained by the whole group.

The second highest mean obtained by this group is in cohesion and coherence. This group seems to manage, the connection of the ideas and the link between sentences,

despite the fact that some of them focused on only the conjunction 'and' which make their essays very poorly connected in terms of ideas. They got 45 scores in total and the mean is 2.25 the second highest mean for this group.

On the other hand, even though they got better results than the control group in the targeted audience, the achievements in the targeted audience and rhetorical functions are insufficient in view of the researcher and in response to the building awareness attempt, applied for them during the test time. In the targeted audience two students got the lowest score (0) in all the criteria (10% of the total group).The mean obtained by this group in this criterion is 1.30 with 26 scores in total. Except three of the students, who managed to address the audience, most of them failed to do so.

In the rhetorical functions criterion, students who got insufficient scores used only the descriptive rhetorical function neglecting the other functions like comparison and contrast. Consequently, eight students got the lowest score (1), and only five students managed to use more than one rhetorical function (i.e. 25%of the total group). The whole group got 29 scores and the mean is 1.45.The following table deals with the central tendency and the dispersion of the experimental group:

	Central Tendency		Dispersion		
Criterion	Mean	Mode	Low	Fr	High
TA	1.30	4	0	1	2.5
CO	3.15	4	1	2	3
RF	1.25	4	1	1	2.5
CC	2.25	4	1	1.5	3

Table 16: Central Tendency and Dispersion of the Experimental Group

Table 1.16 presents the central tendency and the dispersion displayed by the students of the experimental group. The mode of the central tendency is 4; this means an efficient paper will display 16 scores in maximum.

The dispersion varies in each of the four criteria we have, in the targeted audience, for example, the lowest score obtained is 0 two students got it (i.e. 10 % of the total group), and the frequently obtained score is 1, eight students did not achieve the average score (i.e. 40% of the total group). Another seven students did not reach the average, by obtaining 1.5 score (i.e. 35% of the total group), while only three students reached the average, and obtained the highest scores in the targeted audience criterion which is 2.5 (i.e.15 %of the total group).

In content and organization the results were convincing, because only 4 students got beyond the average, one student got the lowest score 1, and three students got the 1.5 score (i.e. 15% of the total group). The frequently obtained score is 2; eight students got it (i.e. 40% of the total group). Another five students got 2.5 score (i.e. 25% of the total group) and one student got the highest score in the whole group (i.e. 5%).

In the rhetorical functions criterion, the lowest score performed is 1; it is also the frequently obtained score since eight students got it (i.e. 40%of the total group). Seven students got beyond the average as well; they got 1.5 that is to say 35 %of the total group. Meanwhile, 4 students got 2 (i.e. 20% of the total group), and one student got 2.5 (i.e. 5% of the total group) it is the highest score obtained in this criterion.

In the last criterion, the lowest score performed is 1 seven students got it, that is to say 35% of the total group. The frequently obtained score is 1.5, eight students got it (i.e. 40% of the total group), two students got the 2 score (i.e. 10% of the total group), one student got 2.5 score (5%), and two students got the highest score 3 (i.e. 10%of the total group

2.6.3.2 Areas of Difficulty for the Experimental Group Writing Students

Writing Patterns	Areas of Difficulty	Common Mistakes
Targeted Audience	- Addressing a targeted audience properly, even though they used an outline	- Using the personal pronoun 'you' to address a clumsy notion of audience. And applying 'we' to address all the students of the university.
Content and Organization	-This group achieved better in this criterion. They almost faced no problem.	-Some of them did not provide their topic sentences with the necessary details.
Rhetorical Functions	- Failure in achieving predetermined goals, and writing intentions.	-The over use of the descriptive rhetorical function
Cohesion and Coherence	-Connecting the sentences and the ideas properly. - Use varieties of different connectives.	- The over use of the conjunction 'and'. - The over use of short sentences.

Table 17: Areas of Difficulty and Common Mistakes for the Experimental group

1-Knowledge Difficulties

Like the control group the experimental group also faces difficulties during the production of their materials:

- A very limited vocabulary; generally the same words are being repeated all the time and throughout the whole essay.

- Little focus on language structures, like words clauses and sentences.

- Poor procedural strategies, for presenting efficient and elaborate output.

- A fragmented knowledge about the topic and the way it's being developed.

- A vague reference to the audience, with undefined intentions for the determination of goals.

We have seen that students, who encountered problems in transforming knowledge to the audience, may require a little procedure called the problem-solving strategy. Such a

strategy enables students to solve any type of knowledge problem they face. But if we take a close look at our student's knowledge difficulties, we reckon that the problem-solving strategies may not help our students very much, but rather they need to establish knowledge-constituting basis; or in other terms, they need to know how to constitute knowledge and how to adopt it in a given context. The knowledge constituting strategy is a type of language production activity, in which content can be generated by constraint satisfaction within a distributed semantic memory, and in which also a sequence of ideas can be produced by receiving extensive feed back about the previous writing output. In this way students can make a distinction between the different texts produced in writing.

2- Skill Difficulties

- The use of ineffective outlining strategy because either it is incomplete or wrong.

- They demonstrate many writing techniques mistakes (spelling, capitalization, punctuation and grammar).

- A focused revision effort on only the writing techniques (spelling, capitalization and punctuation).

- Have limited ability in the translation of thoughts and feeling in the production of the material.

The skill difficulties are much bound to the quality of writing instructions the students receive in the classroom. The quality of instructions students receive is a major determinant of their writing achievements. On some writing classes, writing instructions focus almost exclusively on text transcription skills, such as spelling, capitalization and punctuation, with few opportunities to compose meaningful and authentic texts. In other classrooms, frequent and varied opportunities exist to use the writing process to complete personally relevant and engaging writing tasks, but little time is devoted to teach writing

strategies and skills, some teachers assumed that such strategies can be learnt incidentally through teaching and learning. But for foreign language writers these skills can not be mastered if it is not thought properly.

3-Writing Convention Difficulties

- Their essays do not display obvious goals and writing intentions.

- Almost all of them attributed the descriptive rhetorical function only.

- Their texts were short and insufficient for transmitting the message.

2.6.3.3 A Comparative Analysis between the Experimental Group and the Control Group

We noticed that there is no big difference between the two groups, even though the experimental group performed a little bit better then the control group, but for the moment since we did not measure yet the exact effects of our proposed outlining strategies we can not claim which group performed better then the other in all the writing criteria proposed by the researcher.

1- Comparing the Targeted Audience Achievements

First of all, table 19 demonstrates that 14 students in the control group failed to address the potential audience (i.e. 70 %of the total group), and 6 students succeeded to achieve the average in this criterion (i.e. 30% of the total group). Meanwhile, 16 students in the experimental group failed to address a potential audience who is a friend or some one who had never visited the university before (i.e. 80% of the total group), while only 4 students achieved a convincing scores (i.e. 20%of the total group).additionally, the mean of the experimental group (1.30) was higher than that of the control group (1.25). Consequently, our respondents in both groups find it difficult to address a specific audience; the researcher noticed that the ideas of a potential audience were very

ambiguous in almost all the respondents' papers and no specific audience was addressed. The outline used by students of the experimental group is not of great help, it doesn't provide the students with a clear vision for answering the question 'to whom I am writing this essay?'

2- Comparing the Content and Organization Achievements

Table 19 demonstrates also that 9 students in the control group failed to achieve this criterion (i.e.45% of the total group), and 11 students achieved logically organized essays according to the researcher (i.e. 55 %of the total group). On the other hand, only four students failed to achieve this criterion in the experimental group (i.e. 20%of the total group), and 16 students scores were convincing (i.e. 80% of the total group) even though some of them were outstanding in terms of organizing the material logically. Hence, the means of both the groups differ considerably, because the mean of the experimental group reached 3.15, and the control group achieved only 1.97 and that makes the difference of 1.18. So, we can say that students of the experimental group managed to organize their essays appropriately; we can assume also, that they used the outline to organize their essays; in this case, these outlines can be labelled as scratch outlines, as trimmer (1995) argues that these outlines aims at organizing the first draft logically before writing the essay.

3-Comparing the Rhetorical Functions Achievements

It has been also demonstrated in table 19 that 11 students did not achieve the desired scores in this criterion, that is to say 55% of the total group. Meanwhile, 9 students achieved acceptable scores according to the researcher (i.e. 45% of the total group). On the other hand, 15 students did not achieve the desired scores as the researcher expected them to do, since they used an outline to organize their schema knowledge, or knowledge-transforming as Bereiter and Scardamalia (1987) proposed, while Hyland

(2003) suggested that outlines are used to determine the way a given essay is going to be developed as hypothetical-real, comparison and contrast, cause and effect. But the outline our students use, did not help them to framework their rhetorical functions and to write for a given purpose. Only 5 students managed to get acceptable scores in the experimental group (i.e. 25% of the total group).The mean of the control group is 1.77, while the mean of the experimental group is 1.45. So, the control group performed better than the experimental group in this criterion.

4-Comparing the Cohesion and Coherence Achievements

In the last criterion, 15 students did not achieve acceptable scores (i.e. 75 %of the total group), and 5 students performed properly towards this criterion (i.e. 25 %of the total group). On the other hand, the same proportion failed to achieve the desired scores in the experimental group 15 students failed and five students succeeded in achieving the desired scores, that is to say 75% and 25% respectively. Our respondents face many difficulties in connecting the ideas together, and join the sentences and even the paragraphs, most of the students find it difficult to connect the ideas smoothly, and they relied on the conjunction 'and', neglecting the other conjunctions and cohesive devices. Besides they tend to use sequences, but only in the first paragraph and no specific sequences were subjected to other paragraphs. The means differ between the two groups, the control group obtained 1.16 and the experimental group got 2.25.

In general, there were no significant differences between the two groups in all the criteria we have, the final scores obtained by both the groups which display the total amount of scores are significantly similar. In the control group, only three students got the average, when we count all the criteria together, that is to say 15% of the total group, the mean of this group (when we counted all the criteria together) is 6.75, which means that this mean is less than the expected average 8 with 1.25 score. In the experimental group 3

students as well got the average that is to say 15% of the total group, the mean of this group is lower than the previous one 6.35, it is less than the expected average with 1.65 score. Accordingly, we can say that the achievements of the control group are better than those of the experimental group, even though the experimental group performed better in certain criteria (it has been mentioned before).

2.6.4 Hypothesis Testing

According to what has been found in the literature review, our hypothesis can be confirmed right from the beginning, certainly because most of the researchers in the field of writing consider outlining as an important stage in the writing stage. But we need to confirm it practically through the data collected and analysed in the test. The confirmation or disconfirmation of the first hypothesis 'if students were made aware of the importance of outlining, they could write good essays' is going to be based on the calculation of the standard deviation 'SD', according to brown (1988) the standard deviation can be calculated in the following formula :

$SD = \sqrt{\dfrac{\sum (X-X)}{N}}$ (Brown, 1988)

To confirm the first hypothesis the standard deviation of the experimental group must be ≤ to the standard deviation of the control group. So, we are going to calculate the standard deviation of the control group first.

$C/SD = \sqrt{\dfrac{\sum (X-X)}{N}}$

$= \sqrt{\dfrac{\sum (131.5-6.57)}{20}}$

$= 27.93$

The standard deviation of the control group is 27.39; know we count the standard deviation of the experimental group.

$$E/SD = \sqrt{\frac{\sum (X\text{-}X)}{N}}$$

$$= \sqrt{\frac{\sum (127\text{-} 6.35)}{20}}$$

$$= 26.97$$

So, the standard deviation of the experimental group is 26.97, and we can notice that there is no big difference between the standard deviation of the experimental group and the control group. But since the standard deviation of the control group is < (more than) that of the experimental group. We can say that our first hypothesis is disconfirmed, and the outlining strategy is not of big importance to our students in the writing process; they do not need it, it doesn't represent for them an important stage.

In order to confirm or disconfirm the second hypothesis, another formula taken from Miller (1975) is going to be calculated, this formula is based on the calculation of the sample variances of the two groups we have, each in its own. The formula we have is calculated in the following way:

$$S = \frac{\sum X}{N} \_ X$$

Know we count the sample variances of both the groups and we compare the results, if the sample variance of the experimental group is ≤ similar or bigger than that of the control group, our second hypothesis can be said to be positively confirmed.

So, the sample variance of the control group is:

$$C/S = \frac{\sum X}{N} \_ X$$

$$= \frac{\sum 131.5}{20} \_ 6.75$$

$$= 0.17$$

The sample variance of the control group is 0.17; know we calculate the sample variance of the experimental group:

$$E/S = \sum \frac{X}{N} - X$$

$$= \sum \frac{127}{20} - 6.35$$

$$= 0$$

The sample variance of the experimental group is > (smaller) than that of the control group, since it equals the proportion 0. Consequently, our second hypothesis is being disconfirmed and this means that, even our students are being taught how to use outlining, they neglect the use of it, and they tend always to rush for the process of writing without applying the prewriting strategies.

The findings of this research do not support the view that outlining is of great importance; accordingly, the data found in the practical part are against the data found in the theoretical part backed by the view of researchers in second language writing like: Hyland (2003), Trimmer (1995), Smallay and Reutten (2000), Raimes (1983), Starkey (2003), Weigle (2003) and Hogue (2003). They focused on the importance of outlining, especially for second language writers; they need to use it to help them organize the generated ideas and the content since second language writers are mainly interested in generating the content, more than organizing it. They argue also that outlining is only part of a very complicated process that involves preparing, writing and revising.

Conclusion

The results of both the experimental group and the control group were almost similar, there is no big differences between the achievements of the students in the writing patterns (target audience, content and organization, cohesion and coherence and the rhetorical functions) proposed by the researcher. The control group performed slightly better than the experimental group, even though the experimental group received four training sessions to build awareness about the use of outlining and its stages, the expected results were not highly significant. Through the analysis of the questionnaire, students claimed that they need lots of time to apply outlining correctly, and they need more time to transform the ideas of the outline into a first draft.

General Conclusion

In this research we attempted to investigate outlining and its importance in writing, for our students of English, we tried to make a correlation between outlining and the writing process to see how this step can influence student's way of writing, and more importantly, to see whether our students are aware of this very important step of writing or not. This research starts with a review of the literature, tackling the writing process and the prewriting strategies involved in writing. While in the practical part, we used two methods of collecting data through the questionnaire and the test.

In the questionnaire, the respondents answered eleven questions mainly about outlining; we needed to know how our respondents treat outlining inside and outside their writing classes. The analysis of the test was the same for both the experimental group and the control group; we set our special way of evaluating and grading the student's final papers. It has been found in the theoretical part that outlines are useful tools, used mainly to address the audience, organize the generated ideas, and shape the rhetorical functions for the essay. Hence, all the essays produced by our respondents were evaluated according to the four criteria proposed by the researcher which are: the targeted audience, content and organization, the rhetorical functions, cohesion and coherence. We combined all these strategies from the student's papers, to make the analysis easier, effective and reliable at the same time.

The results were not convincing, both the groups achieved almost the same results, it is against our supposition about the importance of outlining, and this makes us assume that the problem is not in outlining, but rather in the application of outlining, or as some students claim in the questionnaire, in the constrained amount of time spent in making a formal outline. Teachers of writing should follow a regular basis when dealing with outlining to build the students awareness about outlining, to give them enough practice, and to help them build a sense of habit towards outlining.

We recommend other researchers to investigate the teaching of writing, and how teachers can manage to devote more time on the teaching of outlining. Hence, the agent of time must be given much importance for future research, but if we consider time as being relatively a very important variable, researchers may also tackle the issue of forming an effective outline, in which writers can address the necessary information for building efficient and purposeful essays.

On the other hand, more research is needed to investigate the other prewriting strategies and their importance as well, like planning brainstorming and drafting. To see how they work and what impact they create on the writing process and foreign language writers.

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Appendices

-Appendix 1: The Questionnaire

-Appendix 2: Outline of Student One

-Appendix 3: Outline of Student Two

-Appendix 4: Outline of Student Three

-Appendix 5: Outline of Student Four

-Appendix 6: Outline of Student Five

Appendix 1

The Questionnaire

Age:

Sex: Male ☐   female ☐

1-What do you learn English for?
To get a degree ☐   to be a teacher ☐   to be proficient in English ☐

2- Do you know what is meant by prewriting strategies?
Yes ☐   No ☐

3- If yes, which one do you usually use?
………………………………………………………………………………………………
………………………………………………………………………………………………

4-why do you use prewriting strategies?
To generate ideas ☐   to get an organized essay ☐
To organize your ideas ☐   to plan for the essay ☐

5-do you use outlining?
Yes ☐   no ☐

6- How do you outline your essay?
Use a plan ☐   Make a list of ideas according to their importance ☐
Write down the important points or sub-points ☐

7- Do you think that there is a relationship between the process of writing and the process of outlining?
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………

8- Do you think that a good outline leads to a good essay?
Yes ☐   No ☐

9- Have you been taught how to use outlining in a good way?

Yes ☐   No ☐

10- Did you have enough practice for outlining and the other prewriting strategies?
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
11- Have you tried to practice outlining by yourself outside the classroom?

Appendix 2

Outline of Student One

The out line

Introduction

I description of the university

A - The central administration

   1 - Shape

   2 - 3 floor

B - block of letters

   1 - the square

      a - the central library

      b - the big auditorium of leters

      c - Fountains

   2 - The front ground

   3 - inside the block

      a -

      b - emphis under ground

      c - classroom upstairs

C - block of science

   1 - underground the is

   1 - Consist of emphis

   2 - laboratories.

Conclusion

Appendix 3

Outline of student Two

A description of Mentouri University
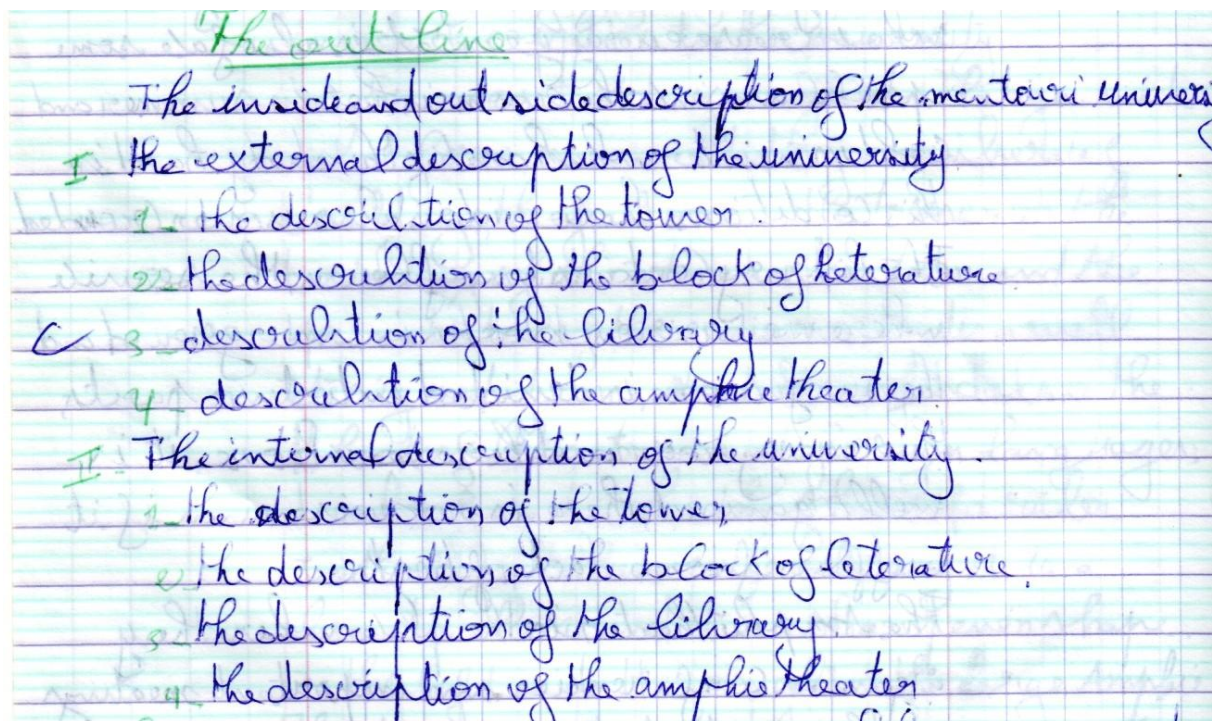
I- Introduction.

II- The developmental paragraphs.

    1- The location of the University.

    2- The different Departments.

III- Conclusion.

Appendix 4

Outline of Student Three

The out line

The inside and out side description of the mentouri universi

I. the external description of the university
  1. the description of the tower.
  2. the description of the block of heterature
  3. description of the library
  4. description of the amphi theater.

II. The internal description of the university.
  1. the description of the tower
  2. the description of the block of leterature.
  3. the description of the library.
  4. the description of the amphi theater

Appendix 5

Outline of Student Four

Out line

I. University has a beautiful sights to visit.
  1. The green yards is a relaxed places.
    a. the grassy gardens.
    b. big buildings
      . the tower
  2. The different faculties is also contributes in beauty of the university.
    a. faculte of languages.
    b. room of meetings
    c. restaurant

Appendix 6

Outline of Student Five

Thesis statment: Mentori University is a Collection of great building each one has its function
I Calculater; The building of rector
   a. The reception office.
   b. elevator
   c. floors
II. Rubber; ~~teto~~ library building
   a. Internet space
   b: reading hall
   c. Books hall
III Ruler; letter and foreign Languages block.

Résume

     L'écriture avec une autre langue ou langue étrangère permet de découvrir de nouvelles choses parce qu'elle est basée sur la découverte des stratégies d'écriture au lieu de traduire les idées en texte. Et pour cela, l'écriture des débutants se fonde principalement sur le développement des stratégies d'écriture pour utiliser l'information et la convertir en un texte. Les modèles d'écriture qui ont été étudiés dans cette recherche sont le modèle de Hayes et Flower (1980) et le modèle de Bereiter et Scardamalia (1987). Les principaux objectifs de ces modèles sont de trouver des solutions aux problèmes, de voir la différence entre les débutants et les experts et de donner des exemples de la façon d'utiliser l'information pendant l'écriture. Les écrivains experts mettent des objectifs de leurs textes et organisent leurs idées en utilisant des stratégies de planification. A La différence des auteurs débutants qui mettent des idées et les traduisent spontanément aux textes.

     Cette étude cherche à vérifier l'utilité des stratégies préliminaires dans le développement et l'organisation de la rédaction de textes pour les étudiants inscrits à l'université de Mantouri Constantine et cela en prenant 40 textes écrits par une quarantaine d'étudiants qui ont été sélectionnés au hasard pour représenter le groupe expérimental et groupe témoin.

     Nous avons essayé de voir l'importance de la stratégie de planification et son impact sur l'écriture des étudiants. Pour cela, nous avons adopté dans notre évaluation des travaux des étudiants sur quatre critères qui sont : les lecteurs, le contenu et l'organisation, la fonction de le rhétorique, l'un la cohérence et la cohésion. Mais enfin nous n'avons trouvé aucune différence entre les performances du groupe expérimental et le groupe témoin.

ملخــص

إن الكتابة في سياق اللغة الثانية أو اللغة الأجنبية هو اكتشاف أشياء جديدة لأنه يعتمد على اكتشاف إستراتيجيات الكتابة عوضا عن ترجمة الأفكار إلى نص. و لهذا فان كتابة المبتدئين تعتمد بالأساس على تنمية استراتيجيات الكتابة لاستخدام المعلومة و تحويلها إلى القراء. في كل نماذج الكتابة التي تمت دراستها في هدا البحث , نموذج هايز و فلاور (1980) و نموذج بيريتر و سكاردماليا (1987) كان الاكتشاف يعتمد بالأساس على منظور إيجاد حل للمشكلات , لعرض الاختلاف الموجود بين المبتدئين و المحترفين, و لإعطاء أمثلة على كيفية توظيف المعلومة أثناء الكتابة , فالكتاب المحترفين يحددون أهدافا لنصوصهم و ينظمون الأفكار باستخدام استراتيجيات التخطيط على غرار الكتاب المبتدئين اللذين يكتبون الأفكار و يترجمونها عشوائيا إلى نصوص.

تبحث هذه الدراسة على فائدة الاستراتيجيات التخطيطية التمهيدية في تطوير و تنظيم نصوص الكتابة للطلبة المسجلين في جامعة منتوري قسنطينة. وهي تتمثل في دراسة 40 نصا ترجع لأربعين طالبا اختيروا عشوائيا ليمثلوا الفئة التجريبية و الفئة القياسية.

وقد حاولنا معرفة أهمية هذه الإستراتيجية التخطيطية وتأثيرها على كتابة الطلبة ، ولهذا اعتمدنا في تقييمنا لأوراق الطلبة على أربعة معايير كتابية وهي : القراءة ، المحتوى والتنظيم ، وظيفة النص ، التناسق والترابط .

وفي الأخير لم نجد أي اختلاف بين أداء الفرقة التجريبية وأداء الفرقة القياسية .