



Hebron University

Faculty of Graduate Studies

The Impact of Using L1 and L2 in the Prewriting Discussion Stage on Students' Writing  
Performance and Attitudes

Master Thesis

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**College of Graduate Studies**

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## **Abstract**

The present study aimed to investigate the extent to which the use of L1 (Arabic) and L2 (English) in the prewriting discussion stage impact students' writing performance and their attitudes toward using prewriting discussion technique in the L2 writing classroom, using Arabic in the prewriting discussion, and using English in the prewriting discussion.

Moreover, it studied the differences in the writing performance after discussion in Arabic and English concerning students' level of proficiency. The participants were 35 native speakers of Arabic in their second and third year in the English Language Department at Hebron University. The results of this study were collected through writing paragraphs' grade, reflective journals, questionnaires, and observations. The collected data were analyzed using qualitative and quantitative approaches. The findings showed that there is a significant difference in participants' performances after discussion in English, as the scores of writings after the prewriting discussion in English are higher. In addition, the participants' level of proficiency was a factor that influenced the participants' grades. Participants with a higher level of proficiency achieved higher after the discussion in English. Besides, the results indicated that participants had more positive attitude toward the use of English than the use of Arabic in the prewriting discussion.

## المخلص

لقد هدفت الدراسة الحالية إلى دراسة أثر استخدام اللغة الأم (العربية) واللغة الثانية (الإنجليزية) في مرحلة النقاش قبل الكتابة على أداء الطلبة وتوجهات الطلاب نحو ثلاث أساليب تعليمية وهم استخدام أسلوب المناقشة قبل الكتابة في حصص الكتابة باللغة الإنجليزية، واستخدام اللغة العربية في المناقشة قبل الكتابة واستخدام اللغة الإنجليزية في المناقشة قبل الكتابة. وقد هدفت الدراسة أيضًا إلى دراسة الفروق في الأداء الكتابي بعد المناقشة باللغتين العربية والإنجليزية فيما يتعلق بمستوى إتقان الطلاب. وقد كان المشاركون 35 طالب يتحدثون العربية في السنة الثانية والثالثة في قسم اللغة الإنجليزية في جامعة الخليل. تم جمع نتائج هذه الدراسة من خلال علامات كتابة الفقرات، والتقييم الذاتي، والاستبيانات، والملاحظات. وكما تم تحليل البيانات التي تم جمعها من خلال اتباع المنهج النوعي و المنهج الكمي. أظهرت النتائج أن هناك اختلافًا كبيرًا في أداء المشاركين بعد المناقشة باللغة الإنجليزية، حيث أن درجات الكتابات بعد مناقشة ما قبل الكتابة باللغة الإنجليزية أعلى. بالإضافة إلى ذلك، كان مستوى كفاءة المشاركين عاملاً مؤثرًا في درجات المشاركين. المشاركون ذو المستوى العالي من الكفاءة حققوا أعلى بعد المناقشة في اللغة الإنجليزية. إلى جانب ذلك، أشارت النتائج إلى أن المشاركين كان لديهم موقف إيجابي تجاه استخدام اللغة الإنجليزية أعلى من استخدام اللغة العربية في مناقشة ما قبل الكتابة.

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## **Chapter One**

### **Introduction**

#### **1.0 Introduction**

The importance of writing in English comes from the powerful position of the language itself. English is the lingua franca in today's globalized world. English writing fulfills the aim of an international communication mediator among people from different nationalities and countries (Nasser, 2016).

Many scholars argued about the importance and necessity of writing as a skill needed in the different aspects of life. Writing is one of the professional means of communication, education, and work. In the workplace, writing is needed for emails, proposals, and work documents (Walsh, 2010), and in the educational field, especially in higher education (Walsh), writing is an important skill for a successful academic life (Nasser, 2016).

In the field of teaching/learning English as a foreign language (EFL), writing skills cannot be acquired solely. It involves mastering other aspects of language and integrating it with other language skills. Moreover, writing is a creative activity that requires students' skills to use language to express themselves by employing grammar, vocabulary, and spelling (Maley, 2009)

In addition, writing is a practice of language that motivates teachers and students to discover their ideas and thoughts. Writing is essential for students' personal growth and linguistic development. It engages thinking critically, organizing ideas, and improving cognitive skills such as summarizing, analyzing, criticizing, and reflecting (Rao, 2007). The benefits of writing can be achieved by actively interacting with the language itself and encourage experiencing language beyond students' level (Ramies, 1985).

In the process approach of writing, the students experience different steps to achieve the final product of writing: prewriting, writing, evaluation, revising, and editing (Karim,

2010). The concern of this paper is the prewriting stage that included a variety of activities. Prewriting discussion is one of the activities viewed as a crucial stage in the writing process. The language used in the prewriting discussion has been an issue investigated by different linguists (Ahmadian et al., 2016; Kim & Yoon, 2014; Lally, 2000; Rana, 2018; Stapa & Abdul Majid, 2012). However, the use of L1 in L2 writing classes especially in the prewriting stage has proved its effectiveness in improving the writing quality, cohesion and coherence, and cohesion (Lally, 2000).

This study investigates the impact of using L1 (Arabic) and L2 (English) in the prewriting discussion stage to study its effect on the quality of the writing final product and students' attitude toward it. Further, It examines the students' attitude toward using prewriting discussion and examines their attitudes toward using their L1 (Arabic) in the discussion, and compares it to their attitude toward using L2 (English) in the prewriting discussion in writing classes at Hebron University.

### **1.1 Statement of the Problem**

The issue of prewriting discussion has been presented in different studies (Karim, 2010; Lally, 2000; Stapa & Abdul Majid, 2009; Wang & Wen, 2002). They suggested that the overall quality of learners writing composition was improved because learners had discussed the topic before writing. Besides, the use of L1 in the process of L2 writing instructions (Kim & Yoon, 2014; Rana, 2018; Stapa& Abdul Majid, 2012; Yanqun, 2009) especially in prewriting discussion (Choi & Lee, 2006; Friedlander, 1990, Lally, 2000; Woodall, 2002; Xianwei 2009) had been under investigation for many years. Using L1 in L2 prewriting discussion has shown some development in the writing quality (Choi & Lee, 2006; Karim, 2010; Lally, 2000; Xianwei 2009).

Other studies in the field (Ahmadian, et al., 2016; Karim, 2010; Lally, 2000; Rana, 2018; Xianwei, 2009) have compared the influence of the used language either L1 or L2 in

the prewriting discussions on students' writing. However, some of the results have shown a significant difference in students' composition after L1 and L2 prewriting discussion. Moreover, the previous studies, except Karim (2010), have not examined the students' attitudes toward the use of L1 and L2 in prewriting discussion in EFL writing courses.

In the English Language Department at Hebron University, writing is a skill that students do individually. In other words, usually, in the writing classes, some instructors assign topics for writing without any prewriting discussions; therefore, students face many difficulties in developing proper ideas, appropriately organizing their writing, and producing a good text quality. Thus, this study aims to investigate the writing quality after two different conditions prewriting discussion in L1 and prewriting discussion in L2; moreover, examine students' attitude towards prewriting discussions in general and towards the use of L1 and L2 in prewriting discussions

## **1.2 Significance of the Study**

Prewriting discussion has several positive influences on the writing outcomes. The prewriting discussion technique allows learners to speak up and expresses themselves on a specific topic in groups or class as a whole (Karim, 2010). During discussions and due to the students' interaction, students generate more ideas and improved on each other ideas. In addition, discussions "familiarize" topics for students and "activate" their previous knowledge about the topic (Karim, 2010, p.16).

To the best of the researcher's knowledge, this study is the first empirical study conducted in the English Department at Hebron University on the impact of prewriting discussion using L1 and L2 on students' writing performance and examined students' attitudes toward the use of L1 and L2 in prewriting discussion. Due to the lack of studies in the use of L1 and L2 in the prewriting discussion and examining attitudes toward it, this

study would be a contribution to the literature, including contributing to the improvement of the used strategies in teaching writing in the English Department to enhance students' level in the writing skill.

Besides that, the result of the study aims to benefit EFL writing teachers and instructors to adopt new writing teaching strategies to ease teaching writing to students. Further, it explains the influence that the used language in prewriting discussion has on the overall quality of writing and relates it to the students' level of proficiency. The study also aims to examine students' attitudes toward the prewriting discussion and their preference for the used language.

### **1.3 Objectives of the Study**

This study aims to achieve the following objectives:

1. To find the differences between students' writing performance after using Arabic and English in prewriting discussions.
2. To examine students' level of second language proficiency related to the effectiveness of the use of Arabic and English in prewriting discussion in the English writing process.
3. To examine students' attitudes towards prewriting discussions in general and towards the use of Arabic and English in prewriting discussions.

### **1.4 Research Questions**

This study addresses the following questions:

1. What are the differences between the students' writing performance quality (focus, organization, development, style, and correctness) after using Arabic and English in prewriting discussions?

2. How is the students' level of second language proficiency related to the effectiveness of the use of Arabic and English in prewriting discussion in the English writing process?

3. What are students' attitudes toward prewriting discussion in Arabic and English?

### **1.5 Hypotheses**

1. The use of the prewriting discussion strategy has a positive influence on students' writing performance in the EFL writing classroom. In addition, the use of Arabic in prewriting discussions facilitates students' understanding of the topic but does not contribute to the improvement of the writing. In contrast, the use of English in prewriting discussions leads to a better overall quality of writing products.

2. The students' level of second language proficiency is closely related to the effectiveness of the prewriting discussion and the use of Arabic and English in English writing classes.

3. Students have a positive attitude toward the use of prewriting discussion, but their attitude toward English prewriting discussion is more positive than their attitude toward using Arabic.

### **1.6 Limitations of the Study**

The study involved the impact of using Arabic as a first language and English as a second language in the prewriting stage on students' writing performance and attitude in the English Department at Hebron University during the second semester of the academic year 2019/2020. Therefore, the results are limited to this population.

The discussion sessions were not recorded, but the researcher has taken enough written notes for each session concerning the participants' attitude at that session, participation, and engagement in the discussion, the questions asked while writing, and any

other notable behaviors. In addition, the training was short and limited to six sessions so the results would be more significant and more general if the training period was longer.

Moreover, the writing paragraphs were corrected holistically to examine any differences in the writing quality so the researcher didn't study the exact aspects of improvement.

Due to the Corona complete lockdown, the three raters could not have the chance to meet in person before correcting the writing paragraphs process. However, the three of them agreed on correcting criteria and standards by email and Whatsapp.

### **1.7 Definition of Terms and Acronyms**

The associated meaning for the terms and acronyms presented throughout this thesis.

EFL: English as a Foreign Language refers to the teaching of English to learners whose first language is not English.

L1: refers to the native language or the mother tongue and in this case, it refers to the Arabic language.

L2: refers to the second language or the foreign language and in this case to the English language.

The prewriting discussion stage: is the first stage of the process of writing that involves the whole class in discussing the writing topic before the actual writing.

Sociocultural theory: discusses the importance of interaction in building knowledge and cognitive growth (Vygotsky, 1978).

L1 Language Transfer: represents the first stage in acquiring a language by learners using their native language knowledge while acquiring the second language (Selinker, 1983).

### **1.8 Summary**

In the introduction chapter, the researcher introduced the topic of the prewriting stage in the process of writing and different studies that concerned the use of L1(Arabic) and L2

(English) in the prewriting discussion stage. Moreover, the researcher stated the statement of the problem, the objectives of the study, the research questions, the hypotheses, the significance of the study, the limitations of the study, and the definition of terms used in the study.

## **1.9 Organization of the Chapters**

This thesis is organized into five different chapters, which are described below.

Chapter One introduces the related background information that investigated the prewriting discussion and the use of L1 in the EFL writing class. Then it states the problem, which encouraged the investigation in this issue. Later, the objective of the study, the research questions, the significance of the study, the limitations of the study, and definitions of terms and conditions are stated, then followed by the organization of the chapters.

Chapter Two is dedicated to the literature review to studies related to the influence of prewriting discussion on the students' writing performance and attitude in addition to the influence of the use of L1 as the primary language for the discussion and attitude. Moreover, Chapter Three explains the methodologies carried out to do the study. The participants, the used instruments to collect data, the techniques to analyze the collected data were described in detail.

In addition, Chapter Four provides the findings and the analysis of the collected data through written paragraphs' grades, questionnaires, reflective journals, and observation. Lastly, Chapter Five represents the conclusion of the study, recommendations, and suggestions for future studies.

## **Chapter Two**

### **Literature Review and Related Studies**

#### **2.0 Overview**

This chapter focuses on previous related studies that provided background information on the impact of using L1 and L2 in the prewriting discussion stage on students' compositions and attitudes. It starts by explaining the process approach of writing and the stages that involved process writing. In addition, it discusses the effectiveness of the process writing approach on the overall quality of the composition through presenting related studies to the issue. Later on, it draws a comparison between the traditional writing approach (the product approach) and the process approach of writing.

Furthermore, the chapter goes in specific to discuss the prewriting stage as the first stage in the process approach of writing. It states its importance to the process of generating and developing ideas, organizing content, engaging with the topic, and raising writing motivation. Therefore, the theory of Sociocultural and Scaffolding is examined. Besides, it discusses famous and well-known studies in the field of prewriting activities in general.

In more detail, the chapter explains the prewriting discussion as one of the prewriting techniques and discussed the studies that investigated the prewriting discussion in the EFL/ESL contexts. However, the language used in the discussion is an issue of interest. Some studies have explored the impact of L1 and L2 use in the prewriting discussion. A great focus was placed on L1 transfer in L2 writing and its impacts. Later on, several studies investigated students' attitudes toward the use of L1 in the prewriting discussion.

#### **2.1 The Process Approach**

##### **2.1.1 The process approach vs. the product approach.**

Many researchers considered the process approach as a key approach in writing in the second language (Onozawa, 2010). In the process approach, the focus laid on the process of writing a text and understood the nature and structure of writing instead of the final product

(Onozawa, 2010). Moreover, writing allowed students to think and process their ideas through different activities to select and organize relevant ideas before writing and to focus their attention on grammar, spelling, and vocabulary (Brown, 2001).

The procedures in the process approach varied among different linguists. The steps of process writing, according to White and Arndt (1991), are generating ideas, focusing, structuring, drafting, evaluating, and reviewing, while Brown (2001) has categorized the stages into four which are prewriting, drafting, revising, and editing. Further, Adali (2003) has specified the titles of the stages and named them as choosing and narrowing the topic stage, determining the writing theme stage, identifying the main topic supporting details, organizing the ideas, drafting, revising, and editing. Harmer (2004) has stated four stages are planning, drafting, editing, and final outcome. Mora-Flores (2009) has listed five stages namely prewriting, drafting, revising, editing, and publishing.

However, the five common steps are prewriting, drafting, peer review, reflection, and editing. First, the prewriting stage helped students to find ideas, collect related information, and organize their thoughts. Second, the drafting stage involved developing, narrowing down, removing, or adding to their ideas. Third, peer reviews aimed to give feedback and comments on the under developing piece of writing depending on the teacher's instructions. Fourth, reflection sought to fill the gap in the content and correct the errors so it needed to leave the piece of writing for enough time before re-reading it. Fifth, editing and proofreading meant finalizing the texts in terms of language and content (Coffin et al., 2003, as cited in Nabhan, 2016).

The process approach encouraged and supported student-centered learning. Therefore, the process approach proposed different learning strategies and activities to take into consideration individual learners' differences such as learner's level, interest, learning style, and learning objective (Onozawa, 2010). Further, learners had enough time and space,

according to their needs, to write, revise, and edit their writings (Servati, 2012). As well, learners became more motivated and encouraged to learn because they felt they were the main concern in the teaching-learning process (Geyimci, 2014).

Since the 1980s, the process approach took place in EFL writing classes, so its effectiveness was attributed to several reasons. The process approach allowed students to have more space to be involved in the practice of writing (Brown, 2001). Therefore, students discovered themselves, their ideas, and feelings in a new language form (Raimes, 1983, as stated in Onozawa, 2010). In addition, the five stages of the process approach had several varied activities and techniques that involved the four language skills. Those activities helped in keeping students motivated and changed the negative attitudes toward writing (Nunan, 1991).

The true value of the process approach came from the rise in students' interest and motivation in developing their language skills and their encouragement to write. It also affected students' intrinsic motives to learn a language and develop skills was the best factor to learn language skills (Onozawa, 2010). Further, it promoted collaborative group work in the class, like involving all students in brainstorming, comment and add on others' ideas (Nunan, 1991).

Different studies have focused on detecting writing improvements after implementing the process writing approach. Dilidüzgün (2013) has studied the effect of process writing on the skill of writing teachers' perspectives. The study focused on the impact of the process writing activities on the students' writings. The participants were 34 freshmen and were provided with process writing instructions for two hours for 12 weeks. The process writing activities focused on generating ideas, planning and organizing, revising, and editing. After the treatment, the participants had to write about the same topic they wrote about in the pretest and answer open-ended questions in a form of a questionnaire to get more opinions

about how students benefited from the treatment. Students' writing has improved significantly and has gained some sub-skills in writing such as planning and organizing.

Moreover, Nabhan (2016) has conducted a quasi-experimental quantitative to observe the improvements in students' writing after implementing the process writing approach. The participants were English students at an Indonesian university in their first semester. The researcher selected two classes out of four and each consists of 36 participants. One of the two classes was the experimental group, and the second was the control group. Both groups had pre and post-tests, but the experimental group had its pretest after the using process writing approach in the class. However, the results revealed that students' writing has significantly improved.

## **2.2 Prewriting Stage**

Prewriting is the first stage in the process of writing. The definitions of the prewriting stage differed in wording but shared the same features. Go (1994) has defined the prewriting stage as "a structured design to energize students participation in thinking, talking, group interaction, skeletal writing such as building the components of writing tasks" (p.2). In addition, Mogahed (2013) has defined prewriting as "the first stage of the writing process, followed by drafting, revision, editing and publishing" (p.60).

According to Byrd (2011), prewriting activities had six types which were brainstorming, freewriting, clustering, graphic organizer, drawing, and small group discussions. Others had categorized the types of prewriting activities into invention activities and arrangement activities. The former were activities that helped learners to generate and develop ideas such as brainstorming, freewriting, listing, clustering, and questioning. The latter were activities that guided learners in organizing and arranging their composition of writing, for example, charts, graphics organizer, concept mapping, and series of events chains (Mogahed, 2013).

The objectives of using prewriting strategies were clear and all aimed to help learners produce better compositions. One of those aims was to encourage learners to be involved in the writing process, generate ideas, and discover how to logically organize the writing composition (Geyimci, 2014; Mogahed, 2013). In addition, Hedge (1988) believed that teachers who used prewriting activities stimulate students' participation in the writing class, help students get to know their addressee (audience), and help students know the purpose of writing. Arju (2017) has emphasized that writing teachers who adopt the process of writing in their classes try to create a motivating and encouraging atmosphere in the class. Moreover, the effectiveness of prewriting activities is placed in generating ideas, stimulating learners' participation, and improving writing quality (Byrd, 2011).

The importance of using prewriting activities has been summarized in Mogahed's (2013) study based on several previous studies (Bailey, 1993; Brondney, Reeves & Kazelski, 1999; Huang, 1999; Go, 1994; Smith, 1999). First, prewriting strategies had a role in improving students writing in general (Brondney et al., 1999). Second, changed students' attitudes positively, and created motivation for reluctant learners to write (Smith, 1999; Schweiker-Marra&Marra, 2000). Third, assisted learners in planning and organizing their written composition (Go, 1994), Forth, built skills like critical thinking, and planning.

The role of prewriting activities in the writing class has been under investigation for a long time. Some studies have explored the effectiveness of specific writing techniques on writing quality (Chung, 2002; Harrington, 1994; Krashin, 2011; Mjanam & Nejadansari, 2011; Winter, 1996; Zhang & Vukelich, 1998). Mjanam and Nejadansari (2011) have noticed the significant difference in students' writing achievements after the implication of prewriting strategies. Harrington (1994) has investigated the use of storyboard techniques. Winter (1996) has studied the impact of using prewriting activities on students' skills in problem-

solving. Zhang and Vukelich (1998) have investigated the relationship between learners' gender and the effectiveness of prewriting techniques.

Other studies have examined the psychological effect that prewriting activities have on students (LaRoche, 1993; Schweiker-Marra & Marra, 2000; Yunus et al., 2018). More studies have focused on the use of technology in prewriting activities (Huang, 1999; Kozma, 1991; Lorenz et al., 2009; Roberts, 2002; Woolley, 2002).

Some of the studies have drawn a comparison between different prewriting activities to measure their impacts on the writing (Alemu, 2020; Chung, 2002; Moghaddas&Zakariazadeh, 2011). Alemu (2020) has implemented different prewriting strategies to foster students' idea generating process to ease the process of developing a written text. In addition, Chung (2002) and Moghaddas and Zakariazadeh (2011) have studied the effectiveness of reading comprehension and watching video techniques. Reading comprehension technique is important because writing and reading share the same structural features, which makes them two interdependent skills (Eisterhold, 1990). In addition, the use of videos is a strategy to expose learners to informative input to help in grasping the topic and enriching the cultural knowledge (Moghaddas, &Zakariazadeh, 2011).

Furthermore, Servati (2012) has investigated whether using prewriting strategies in the writing classroom enhanced the overall quality of students' compositions. She used four instruments to collect data which are students' written work, student interviews, writing teacher's questionnaires, and field notes. However, the collected data showed that the prewriting strategies could be very effective for students to produce a better quality of writing when teachers use the appropriate strategies and give the needed time and focus the quality of students' writing can enhance.

Despite the importance of the prewriting stage to the quality of the composition, it is the most neglected. Tompkins (2017) has described in his book "*Literacy for the 21st*

*century: A Balanced Approach*” how to create a balance between the pedagogical theories and their application in the language classroom. One of the discussed points in the book is strategies in teaching language four skills. However, he has pointed that despite the importance of the prewriting stage to the quality of the composition, it is the most neglected stage. Therefore, learners face difficulties in organizing their compositions logically.

### **2.3 Prewriting Discussion**

Prewriting discussion was one of the prewriting strategies in writing classes. EFL students, in general, faced difficulties in writing due to the lack of knowledge about the selected writing topic, so discussion helped activate learners’ prior knowledge (Karim, 2010) and solved some students’ difficulties in writing (Nguyen et al., 2018). Therefore, applying prewriting discussion in the writing class has many values, according to Nguyen et al (2018). First, discussions between students and the writing teacher generate ideas, built on them, and suggested an order for them. Second, gave students the opportunity to speak up their thoughts and allowed them to ask questions. Third, a better outcome was expected in terms of quality writing. Fourth, discussion created a positive attitude toward writing as students have interacted in the topic sub-ideas.

Writing has a recursive nature, and as an important skill for EFL and ESL learners, different studies have investigated the impact of using prewriting discussion strategy in writing class (Arumugam et al., 2018; Bang, 1986; Leathers, 1987; Meyer; Shi, 1998; Sweigart, 1991). Bang (1986) has examined the effect of prewriting activities especially class discussion in teaching writing to ESL students. Shi (1998) has focused on prewriting discussion effects of Adults’ ESL writings. Leathers (1987) has investigated the impact of using specific prewriting activities on the quality and quantity of young learners’ writings. Sweigart (1991) have studied the affectivities of prewriting discussion in two situations: small group discussion and whole-class discussion. Meyer (1980) has explored the difference

of impact between prewriting discussion techniques and traditional techniques of writing instructions. A recent study that has investigated how academic writing is affected by prewriting discussion is by Arumugam, Jambulingam, Supramaniam, & Kaur (2018).

Bang (1986) has studied how ESL students' compositions are affected after using prewriting class discussions. It has focused on detecting the writing performance by implementing prewriting activities in an ESL writing class. It was designed to test the class discussion method with students who have high and low levels of proficiency in the second language. In addition to testing the relationship between students who participate in the prewriting class discussion and the improvement in their writing composition, the results showed that participants who were exposed to prewriting class discussions have significantly improved. Moreover, participants who were active in the class discussions have shown noticeable better compositions than students who remained silent during class discussions. This study stated that the improvement in students' compositions is due to their enrollment in class discussion rather than any other factor.

Shi (1998) has explored whether verbal interaction (peer talk, teacher-led discussion) influences ESL learners' writing. The participants were 74 international students who have enrolled in pre-university writing classes. They were asked to write three opinion essays, each in a different condition, with no prewriting discussion, peer talk, and teacher-led discussion. The results revealed that the writing compositions in the three conditions have no significant difference in the overall quality, yet it has shown other effects of talking in the ESL writing classes. The three conditions have affected the length of the drafts and the use of vocabulary. In other words, the drafts were longer and have verbs of status and possession in the no discussion condition, but shorter and with verbs of mental process in peer discussion, in addition, the drafts that were produced in the teacher-led discussion were more organized

and precise. The researcher concluded that implementing the three conditions in balance could ease the process of writing for ESL adult learners.

Similarly, Leathers (1987) has examined the effect of using group discussion, paired student discussion, and individual student drawing on both the quality and quantity of students' compositions. The participants were 80 students from the 4th grade assigned randomly into three experimental groups and a controlled group. Grading participants' compositions focused on quantity (the number of words) and quality (holistic grading). The findings showed that prewriting activities were sufficient in improving the writing composition quality than writing without any prewriting activities. To examine the efficiency of small group prewriting discussion and whole group prewriting discussion in the writing class, Sweigart (1991) has drawn a comparison between small group discussion and whole-class discussion to know the impact of each strategy. The participants were 58 pre-college students and their English teacher. The teacher gave lectures, guided class discussions, and instructed students to lead their small group discussions. The results stated that small group discussion was more useful for students in terms of improving their knowledge than the whole class discussion. Moreover, strong and poor students in writing have benefited from the small group discussion more than class discussion.

Arumugam, Jambulingam, Supramaniam, and Kaur (2018) have tackled detecting the effect of prewriting discussions on writing skills. The participants were enrolled in a higher learning institution and were divided into two main groups. The participants in the experimental group were divided into small groups of three or four. Later on, they were asked to discuss the writing topic for 20 minutes before they started writing and were given 40 minutes to write. However, the participants in the control group were asked to write their essays in 60 minutes individually. The finding showed a significant difference in the content

and organization of writing between the two groups because of the chance that the participants in the experimental group had to discuss and develop their ideas.

Meyer's study has examined the difference in effect between prewriting discussion and other types of prewriting techniques (1980). Meyers has conducted a study to know to what extent students' compositions are positively influenced by prewriting discussion rather than traditional techniques of writing instructions. The participants were 58 first-year students at a community college. They were randomly assigned to an experimental group and a control group. Both were asked to write four essays on different types (narrative, descriptive, expository, and argumentative). However, the participants in the experimental group had the chance to talk and discuss the topic before writing while the control group participants had grammar, punctuation, and outlining instructions (conventional method). The compositions were corrected according to 12 measures focusing on merit, mechanics, and general evaluation. The finding revealed that the experimental group showed significant differences in their writing performance in eight of the twelve measures.

### **2.3.1 The Sociocultural theory and Scaffolding.**

In the early 1990s, Vygotsky (1978) first discussed the importance of interaction in building knowledge and cognitive growth. In his perspective, social interaction influences cognitive development. As well as that, the social atmosphere is believed to be the source for the development of cognition (Kang, 2015). The sociocultural theory is described in four areas, which are a zone of proximal development, mediation theory, activity theory, and private speech (Lantolf&Pavlenko, 1995).

One of the sociocultural theory concepts is scaffolding which is resulted from collaborative activities (Fahim&Haghani, 2012). To illustrate more, the zone of proximal development is defined as "the distance between the actual development level as determined by independent problem solving and the level of potential development as determined

through problem-solving under adult guidance or in collaboration with more capable peers” (Vygotsky, 1978, p. 86). Besides, the help provided to guide the learners to accomplish a task is referred to as scaffolding (Lantolf&Pavlenko, 1995).

One of the studies that examined the relationship between sociocultural theory and second language learning and teaching was Fahim and Haghani’s (2012). They concluded that because of collaborative activities, the cognitive and communicative functions scaffold the second language development process. Besides, the teachers’ knowledge and usage of the sociocultural theory prompted and facilitated the language learning process due to the social interaction in the second language classroom.

In reference to sociocultural theory, communicative language teaching has appeared in the field of L2 teaching in the form of collaborative activities (Neumann & McDonough, 2014). Clearly, the interaction was a key role in the development of the second language. In the field of second language acquisition (SLA), the language was considered to be the mediating tool that facilitates the process of shaping knowledge therefore, the language’s role as a mediating tool was crucial in cognitive development (Neumann & McDonough, 2014; Kang, 2015).

Furthermore, the sociocultural theory was the framework for facilitating the whole class discussion in one of the studies (Reisman et al., 2018). They believed that through discussion the teacher implements scaffolding to achieve different aims. The teacher attempts to create a platform that allowed the ideas and knowledge to be improved and developed. In addition, to check students’ comprehension and guarantee that students have a sharing focus. In a way or another, the teacher aimed to prompt the “complex mental processes” (p.125).

## **2.4 The Use of L1 in L2 Writing Class**

Despite the linguists' and ESL/EFL teachers' beliefs of the importance of maximizing the use of L2 in the language classroom (Widdowson, 1978), using L1 in the class was beneficial for language learners (Storch & Wigglesworth, 2003; Y. Pan & Y. Pan, 2009). In the process of teaching and learning writing skills, the use of L1 was an essential strategy to help learners in understanding the topic, developing, and improving the content, and restoring language from the long-term memory (Villmil & de Guerrero, 1996). In addition, the use of L1 was beneficial for learners when it was strategically used in the process of learning writing (Kim & Yoon, 2014; Storch & Wigglesworth, 2003).

The use of L1 in L2 writing classes has been a controversial issue. On the one hand, a number of studies have focused on the function of L1 in L2 written texts (Friedlander, 1990; Lally, 2000). Other studies investigated the impact of L1 in L2 writing in different aspects (Choi & Lee, 2006; Bruen & Kelly, 2017; Wang & Wen, 2000, Xianwei, 2009) and the factors that would affect the usage of L1 (Woodall, 2002; Yanqun, 2009). On the other hand, some linguists studied the negative effects of using L1 in L2 writing (Hussein & Mohammad, n.d).

### **2.4.1 The functions of L1 in L2 Writing.**

Rana (2018) has classified the reasons behind the use of L1 in L2 writing. The first purpose was generating ideas, looking for topics, and organizing the related information. EFL learners are more likely to think in their native language to write in L2 because it is easier to retrieve the stored information in the long-term memory (Rana, 2018; Stapa & Abdul Majid, 2012; Villmil & de Guerrero, 1996). Moreover, generating ideas became an easier process when learners used the language related to the topic. For example, learners used L1 to generate ideas and develop thoughts about topics related to the L1 culture and similarly to the use of L2 in generating ideas related to L2 (Friedlander, 1990).

In the same way, L1 was used to reduce cognitive load. Learners tended to rely on their L1 in writing in L2 to reduce the load on their memory (Qi, 1998). In the case when the learners were overloading their working memories, they automatically switched to their L1. The translation technique was used prevalently as a cognitive strategy to help learners in solving writing problems (Myung-Hye Huh, 2001, as cited in Choi & Lee, 2006). In activities that required high cognitive abilities, learners converted to their native language to reduce anxiety (Bruen&Kelly, 2017; Murphy et al., 2000).

Another function for the use of L1 was assessing the written texts. Learners used L1 to assess their L2 writing. Learners back-translated their written compositions to make sure of the accuracy of the text (Murphy et al., 2000; Kim & Yoon, 2014). Manchon, Larios, and Murphy (2000) have investigated what they call backtracking which consists of rereading and back-translation. The study aimed to notice the behavior of participants in writing in L2 two types of essay narrative and argumentative adopting think-aloud protocol. The participants were EFL Spanish learners with intermediate proficiency levels. The focus of the study was placed on two types of backtracking: rereading and back-translation. In the rereading strategy, the learners read what they wrote while writing to avoid mistakes, while in the back-translation strategy, the learners back-translated their writing to L1 to make sure that their messages have been delivered. The results have shown that the participants used their L1 and L2 to review (backtrack) the wording of their outlines, and assignments. This indicated that language proficiency was not related to resort to L1 because learners with high proficiency in L2 have translated their already written composition into L1. Besides, the complexity of the activities caused a heavy cognitive load so participants resorted to L1 in this study as the argumentative essays.

Besides assessing the writing text function, EFL learners used their L1 to search for lexical items. While writing, learners tended to use their L1 to find an appropriate equivalent

in L2( Kim& Yoon, 2014; Storch& Wigglesworth, 2003). Kim and Yoon (2014) have investigated the aspect of lexical searching and found out that despite learners' proficiency in L2; learners took advantage of their L1 to look for the appropriate lexical items in their L2. However, learners' proficiency affected the purpose of using L1. To illustrate more, lexical searching in L1 was used by elementary level participants to recover their lack of knowledge of vocabulary resulting in limitation in expressing themselves. Moreover, they faced difficulty in finding suitable and related lexical items to the context. In contrast, Choi and Lee (2006) have found out that low proficiency participants used L1 for lexical searching regardless of the complexity of the activity.

The last function in using L1 in L2 writing was making an online revision. Wang (2003) has allowed participants with low and high proficiency levels to evaluate and reflect upon their compositions. Students with high proficiency used L1 to assess the appropriateness of the lexical choice and to check the overall quality of their components such as grammar. Conversely, low proficiency students were uncertain about the suitability of the chosen words so they revised their composition on the "surface level".

Therefore, the use of L1 involved a number of strategies such as idea generation, direct translation back translation, meta comments, and lexical searching (Kim & Yoon, 2014). The use of L1 also involved five composing activities: topic analysis, content conception, structure conception, text production, and control of the process (Wang & Wen, 2002a; Yanqun, 2009). Choi and Lee (2006) have set the functions of using L1 in L2 class to eight, namely task- examination, discourse organization, idea generation, lexical searching, language use, translation, meta comments, and fillers. The used language in writing classes has been an issue that has been investigated for a long time and different reasons (Weijen et al., 2009). The first studies in this field have investigated the use of L1 in L2 writing for different reasons.

Friedlander (1990) has investigated the function of L1 in composing L2 writings. He suggested that the use of L1 in the process of L2 writing is effective in planning and producing better content texts. The participants were 28 Chinese native speakers at Carnegie Mellon University and were asked to respond to two letters in English but one after planning for one in English and the other in Chinese. The findings have shown that participants have benefited more when they matched the language with the writing topic but affected their writing negatively in “mismatched conditions”. In other words, participants have produced longer and detailed essays when they planned for Chinese topics in the Chinese language and English topics in English. To emphasize, such findings were similar to Lay’s (1982) that the quality of writing is improved because of the use of L1 for topics related to L1 background.

Despite all the advantages that the first language could bring to the second language writing class in terms of generating and organizing ideas and the writing quality, there were several disadvantages and negative impacts. Hussein and Mohammad (n.d) investigated the negative impact of L1 use in L2 writing. They tackled L1 negative transfer and errors in L2 writing caused by the translation. One of the findings showed that students use L1 in L2 writing despite their second language proficiency level. In addition, the familiarity and the appropriateness of the topic of writing influenced L1 negative transfer into L2 writing.

#### **2.4.2 L1 transfer in L2 writing.**

Using L1 in the L2 writing classroom caused language transfer. It represented the first stage in acquiring a language by learners using their native language knowledge while acquiring the second language (Krashen, 2003; Selinker, 1983). Moreover, it happened consciously or unconsciously. To illustrate more, conscious language transfer occurred when the learner has a gap in the second language knowledge. The unconscious language transfer occurred because of unknown correct forms of knowledge or the automatized knowledge (Benson, 2002).

Selinker (1983) has classified transfer into positive transfer and negative transfer. The positive transfer indicated the process when the knowledge in L1 works as a facilitator in acquiring L2. In contrast, negative transfer indicated the process when the L1 knowledge influences the process of L2 acquisition negatively.

L1 transfer in L2 writing was a learning tool and a technique to deal with communication problems (Karim & Nassaji, 2013). Moreover, learners used L1 transfer as a facilitator strategy to help them communicate their meaning in L2 writing (Mahmoud, 2000). Besides, the most common usages of L1 in L2 writing were planning the writing, generating ideas, develop content, and dealing with linguistic issues (Ahmadian et al., 2016) However, the level of development in the first language was important to be acknowledged by the teachers to guarantee both second language acquisition and the cognitive development (Madriñan, 2014).

In addition, learners tended to use the same strategies they learned in their L1 writing in terms of planning, developing ideas and reversing in their L2 writing (Cumming, 1990). However, the learners' level of proficiency in L2 affected the effectiveness of L1 knowledge transfer to L2. For example, learners with a low level of proficiency in L2 may not have an adequate level of linguistic knowledge to write in L2 (Berman, 1994). Moreover, lack of knowledge in L2 oriented students to depend on their L1 to convey their ideas and express their thoughts. However, depending on L1 could cause errors due to negative transfer (Karim & Nassaji, 2013).

#### **2.4.3 The use of L1 influences the quality of writing.**

Some studies have focused on the impact of using L1 in the process of L2 writing. Choi and Lee (2006) have conducted a study to know the impact of the use of L1 on L2 writing proficiency and writing tasks. They have used the think-aloud strategy to check out the frequency of using L1 and for what purposes. The participants were nine EFL students at

a Korean university that vary in level of proficiency. They were assigned to do two writing tasks (writing a letter and an argumentative essay). The results showed differences in students' behaviors according to their level of proficiency. For instance, participants with lower proficiency were more dependent on using L1 for both activities to look for vocabulary, find the appropriate language use, and generate ideas. While participants with a high level of proficiency in English used L1 more often in the argumentative task more than the letter task for structure organization and used L1 for generating ideas in both tasks. Therefore, L1 can be used as an alternative strategy for learners with "limited L2 linguistic resources or for high demanding tasks" (P. 205).

Other studies linked participants' level and the frequency of using L1 in their writing tasks (Kobayashi & Rinnert, 1992; Woodall, 2002). Woodall (2002) has examined how the learners' level of proficiency, the level of task difficulty, the relationship between L1 and L2 affect the use of L1. The participants were 28 adult students who have intermediate and advanced levels of proficiency, enrolled in different second language classes (English, Spanish, and Japanese). Following the think-aloud strategy, the participants were asked to write a personal letter and a persuasive essay, and the writing topics were related to participants' backgrounds and beliefs. They did the writing tasks individually with the help of a bilingual dictionary. The results revealed that participants with lower proficiency relied more on their L1 than participants with higher L2 proficiency. Moreover, the task difficulty affected the frequency of using L1 because during the difficult tasks the duration of the use of L2 was longer. In contrast, the use of L1 has affected negatively the quality of L2 writing in the case of "non-cognate language", but "cognate language" affected positively the quality of L2 writing (p.9)

However, the students' level has a crucial role in determining the effect of the use of L1 on the L2 composition. Students' level of proficiency determines how they would employ

the appropriate strategy rather than choose the strategy to use (Kim & Yoon, 2014). Yanqun (2009) has found that the use of L1 by students with lower proficiency has caused lexical errors due to word-for-word translation from the native language. In the meantime, students with higher proficiency in L2 had fewer syntactic errors because their high proficiency allowed them to choose the correct form in L2. Wang and Wen (2002) have studied 16 native speakers of Chinese studies English as a second language use of L2 during the process of writing in L2. The objectives of the study were to know the context, the purposes, and the effect of using L1 in L2 writing. Therefore, the think-aloud protocol was used to detect the frequency of L1 use in writing about narrative and argumentative tasks. The results stated that L1 was used to generate and organize ideas but L2 for text-examining activities.

Another important study was Lally's (2000). The study has examined the L1 role in brainstorming and generating ideas activities in L2 writing, in particular, the preferable language to be used in prewriting activities. The participants were 12 native English speakers learning French as a foreign language. Half of the participants were asked to describe a photograph in their L1 and the others were asked to describe the same photo in L2. Then, they all wrote about the photo in L2. The results have not revealed any significant differences in the text quality after L1 and L2 discussion but have shown differences in the organization of the composition.

Xianwei (2009) has studied the impact of prewriting discussion through different languages on the quality of argumentative writing pieces. His study aimed to answer two research-related questions. First, he tried to identify the effectiveness of prewriting discussion or individual brainstorming in improving the fluency of writing. Second, the effect of the language used in the discussion on the quality of writing. The participants were 24 freshmen Chinese English majors grouped into four classes. Three of the assigned classes were asked to have a 15-minute discussion before the start of writing in one of these languages English,

Chinese, and English and Chinese together. However, the findings showed that prewriting discussion helped participants to write more fluently than the individual brainstorming, and the quality of the written pieces is better in language and syntactic complexity in the group, which did the prewriting discussion in English.

### **2.5 Students' Attitude toward the Use of L1 in Prewriting Discussion**

In the ESL contexts, students' attitudes toward the use of L1 in writing classes have been examined in different studies (Sweigart, 1991; Akyel, 1994). However, few studies examined EFL students' attitudes toward the use of L1 in writing (Karim, 2010).

Sweigart (1991) has examined students' attitudes toward classroom talk or discussion in general. The results revealed that students have enjoyed the prewriting discussion whether in small groups or whole-class discussions over without any kind of discussion in the class. They had the opportunity to be engaged in the writing process. Moreover, in prewriting planning in L1 and L2, Akyel (1994) revealed that planning for L2 writing in L2 is more useful than using L1 for such a step. However, Karim (2010) stated that EFL students believe in the importance of using L2 over L1 in-class activities to enhance their language skills.

### **2.6 Summary**

This chapter has provided an overview of a number of related studies in the process writing approach (Diliduzgun, 2013; Nabhan, 2016) and the beliefs and discoveries about the effectiveness of the process writing (Geyimci, 2014; Onozowa, 2010; Servati, 2012); In addition, detailed differentiation in the stages of the product-based approach and process-based approach in writing (Steel, 2004).

Moreover, the discussion moved to focus on the prewriting various activities in the writing class (Byrd, 2011; Hedge, 1988; Go, 1994). Besides, the chapter mentioned the different impacts of prewriting activities on the writing composition (Brondney et al., 1999; Smith, 1999; Schweiker-Marra & Marra, 2000) and presented some studies conducted in the

field (Chung, 2002; Harrington, 1994; Moghaddas & Zakariazadeh, 2011; Zhang & Vukelich, 1998).

In addition to exploring the prewriting stage and its efficiency, the chapter investigated the prewriting discussion in particular. First, it stated the value of prewriting discussion according to different studies conducted in different contexts (Bang, 1986; Shi, 1998; Nguyen et al., 2018; Karim, 2010). Second, it reported different related studies about the prewriting discussion on different ages, contexts, levels, and purposes (Bang, 1986; Shi, 1998; Leathers, 1987, Sweigart, 1991; Meyer, 1980). Moreover, it represented the theory of Sociocultural and Scaffolding as it related to the interaction that the prewriting discussion created.

The last part of the chapter discussed the strategy of using L1 in the prewriting discussion. It stated the reasons behind using L1 in L2 writing (Kim & Yoon, 2014; Rana, 2018; Stapa & Abdul Majid, 2012; Yanqun, 2009). It also presented related studies in the field to discuss their results (Friedlander, 1990, Choi & Lee, 2006; Woodall, 2002; Lally, 2000; Xianwei 2009). Further, it discussed the functions of L1 in L2 writing classes, L1 transfer in L2 writing, and the quality of writing after using L1 in the discussion. Lastly, it mentioned the studies that examined the students' attitude toward the use of L1 in the process of L2 writing (Akyel, 1994; Karim, 2010; Sweigart, 1991).

## **Chapter Three**

### **Methodology**

#### **3.0 Introduction**

This chapter describes the research design and the methodologies employed for answering the three research questions. It provides detailed information about the participants, the data collection tools, the study procedures, and the data analysis technique.

#### **3.1 Population and Sample**

The population of the study was all the English Department students at Hebron University. There are four majors under the English Department which are: English Language and Literature, English Teaching Methods, English Language and Literature Translation Track, and English Major and Minor French.

The sample of the study was 35 Palestinian native speakers of Arabic (7 male and 28 female) in their second and third year in the English Language Department at Hebron University. Before studying English at the university, participants have studied English for 12 academic years in schools for roughly 5 hours per week. All the participants have studied a compulsory prerequisite course “Reading and Writing in English” and have scored 75% or higher to meet specialization criteria.

However, the “Reading and Writing in English” course had trained students the writing skills at a sentence level with the different types and patterns of English sentences. The course also had drawn attention to the errors that students commit frequently such as fragments, run-ons, comma splices, etc. Then, at the end of the course, students had practiced paragraph writing.

Moreover, participants were enrolled in the “Writing I” course. They were studying the nature and style of paragraphs and the purpose of writing to create clear, error-free, and

coherent paragraphs. The class duration was 50 minutes. It took place from 8:00 am – 8:50 am three days a week (Sunday, Tuesday, and Thursday).

The writing book the students were studying was *Exploring Writing: Paragraphs and Essays* by John Langan. The researcher and the writing instructor followed the sequence of the book content to maintain the class objectives and the academic plan.

However, five participants were excluded from the written paragraphs due to frequent absence.

### **3.2 Data Collection**

In this study, data were collected during the first semester of the academic year 2019/2020 through writing paragraphs, questionnaires, reflective journals, and classroom observation. The data were collected through the four instruments to detect the impact of using L1 and L2 in the prewriting discussion stage on students' writing performance and their attitude.

#### **3.2.1 Writing paragraphs.**

The students were asked to write six paragraphs in six sessions about the discussed topics. The topics of discussion were relevant to the participants' daily life and up-to-date (Appendix A). The participants wrote six different types of paragraphs about six different topics. Each paragraph was no longer than 10 – 12 sentences. The writing paragraphs were used to detect the participants' if any change in performance after L1 prewriting discussion and L2 prewriting discussion.

#### **3.2.2 Reflective journals.**

The participants were asked to write a journal about their experience in this educational experiment. The participants wrote no more than one page at home about what they think about the six sessions of prewriting discussions using Arabic and English separately. Luckily, all participants responded and wrote reflective journals.

The writing instructor and the researcher have highlighted the guidelines to help the participants in writing organized and related journals that can help in the course of the research(Appendix B). The guidelines focused on the usefulness of the prewriting discussion, the participants' attitude toward the prewriting discussion in Arabic, the atmosphere the Arabic language use created in the class, and in what sense each situation contributed effectively to the writing final product.

### **3.2.3 Questionnaire.**

The questionnaire is used to elicit participants' attitudes toward prewriting discussion in general and the use of L1 and L2 in particular. The questionnaire has two parts: the first was about the respondents' demographic information, and the second part was statements addressing the students' attitudes toward the use of L1 and L2 in prewriting discussion (Appendix C). The demographic section included the respondents' gender, academic level, major, and GPA. The second section included three main parts to elicit attitudes from participants. The first part examined attitudes toward the prewriting discussion in general in the EFL class. The second part examined the attitude toward the use of Arabic in the prewriting discussion and the third part examined the attitude toward the use of English.

The central focus of the questionnaire statements' was centered on the prewriting discussion, the use of Arabic, and the use of English in the prewriting discussion stage.

#### **3.2.3.1 *Validity of the questionnaire.***

Two professors in the department of English at Hebron University and one professor at the Department of English at Al-Najah University reviewed the questionnaire. They have agreed on its suitability for the purpose of the study with some modifications suggested. The suggestions and modifications were taken into consideration to improve the structure and the content of the questionnaire.

### *3.2.3.2 Reliability of the Questionnaire*

The reliability of the questionnaire was measured to be (0.80) using the Cronbach Alpha formula for 31 items.

### **3.2.4 Classroom observation.**

The researcher was a complete participant to collect authentic data, in other words, the observer was engaged in running the prewriting discussion to examine the participants' interactions and challenges. The participants were not informed of the observation or the objectives of the conducted study. The researcher took notes to keep records on the classroom procedure, students' participation, the type of questions that were asked, and the written notes on the board. In addition, students' behavior during the prewriting discussion whether in Arabic or English was observed and noted down. The clarifications the students asked for during the process of writing were also noted down.

The elements of the observation table are day, date, the number of the participants (male and female), language of the discussion, writing topic, procedure, notes on the board, and others (Appendix D).

### **3.2.5 Validity of the observation table.**

In the preparation stage, the writing instructor has approved the elements of the observation table. Later on, the writing instructor approved the content of the observation table after the sessions.

## **3.3 Procedure**

This study was carried in a writing class at the English Department in Hebron University over three weeks in November and December 2019. The researcher, in cooperation with the writing instructor, held six sessions of prewriting discussion using Arabic and English separately. After every 20 minutes of prewriting discussion, the participants were asked to write a short paragraph about the discussed topic. The participants wrote six types of paragraphs following the book syllabus. The pattern of the writing

procedure was as the following: In the first session, the participants wrote a cause and effect paragraph after having a prewriting discussion in English. For the second session, the participants wrote comparison and contrast paragraph after having a prewriting discussion in Arabic. In the third session, they were asked to write a definition paragraph after an Arabic prewriting discussion. In the fourth session, they were assigned to write a descriptive paragraph after an English prewriting discussion. Moreover, in the fifth session, after an Arabic prewriting discussion, the participants wrote a process paragraph. In the last session, the prewriting discussion was held in Arabic, and the participants wrote an argumentative paragraph. During and after each session, the researcher took notes about what happened in the session and ask the writing instructor’s approval.

The patterns of the sessions, the writing topics, and other details are provided in the table 3.1 below.

**Table 3.1**

*The Pattern of Sessions and Writing Topics*

<b>Sessions</b>	<b>Prewriting Discussion Language</b>	<b>Paragraph Type</b>	<b>Writing Topic</b>
First Session	English	Cause and Effect	TV Shows Affect the Audience Behavior
Second Session	Arabic	Comparison and Contrast	High School vs. University
Third Session	English	Definition	Happiness
Fourth Session	Arabic	Descriptive	My Way to College
Fifth Session	English	Process	How to write a process paragraph
Sixth Session	Arabic	Argumentative	The Impact of Social Media
Seventh Session	-	-	Questionnaire Distribution

However, the writing topics were general, derived, and connected to the current situation of life, so the cliché topics were avoided. Later on, the researcher and the writing instructor worked cooperatively and selected the topics. Furthermore, the paragraph types were discussed according to the course syllabus. The writing instructor and the researcher did not want to create a new class atmosphere, so they wanted to reserve the naturalistic setting of the class. Participants wrote the paragraphs in the class and they were completely dependent on themselves in the presence of the writing instructor and the researcher. Moreover, participants had 30 – 35 minutes to write the paragraphs.

In addition, each prewriting discussion session was held for 15 - 20 minutes either for prewriting discussion in Arabic or English. The researcher did the prewriting discussion activities. During the prewriting discussion, the participants were welcomed to express their thoughts and comments on others' ideas. Meanwhile, the researcher made two lists on board on the language of the discussion: the first was about the suggested ideas and the second was the terms and concepts related to the discussion topic.

The written texts were rated by three raters: the writing instructor, the researcher, and a third rater who was not aware who had no information about the study and its objectives. The criteria for correcting the papers took into consideration the writing focus, organization, development, style, and correctness (Appendix E).

After the end of the sixth session, the researcher asked the participants to write their opinions about the four previous sessions and send their journals via email. In the last session, participants were asked to fill in the questionnaire to elicit their attitudes toward prewriting discussion in general and the use of Arabic and English in the discussion in particular.

### **3.4 Data Analysis Procedures**

This study engaged qualitative (reflective journals and observation) and quantitative (writing grades and questionnaire) approaches to analyze the collected data. The grades of the writing paragraphs were analyzed statistically by using the SPSS program to give a descriptive analysis. The reflective journals were analyzed thematically to present the participants' opinions. Besides, the questionnaire was analyzed statistically by using SPSS and provided a descriptive analysis. Lastly, the class observations were summarized and analyzed qualitatively.

#### **3.4.1 Written paragraphs grades analysis procedure.**

To investigate the first research question, the overall quality (focus, organization, development, style, and correctness) of the students' writing after being exposed to two different situations: prewriting discussion in English for three sessions and prewriting discussion in Arabic for three sessions. To test the inter-raters reliability, a correlation test was run among the students' grades to check any significant relationship among the grades given by the three raters. However, the results revealed the raters' grades were significantly correlated. Then, the three grades for the written paragraphs after prewriting discussion in English were averaged and considered as one grade, and the same process for the paragraphs after prewriting discussion in Arabic. The result of the grades was six mean grades for the six paragraphs. Later on, the mean grades for the paragraphs written after prewriting discussion in English were averaged into one grade, and mean grades for the paragraphs written after prewriting discussion in Arabic were averaged into one grade. However, for the participants who had missed one class, the researcher would find the average of the missed one from other paragraphs grades (in the same discussion language). To investigate the influence in writing performance after prewriting discussion in L1 and prewriting discussion in L2, the main scores of L1 discussion paragraphs and L2 discussion paragraphs were

combined. A t-test was run to investigate any significant differences in the participants' performance after prewriting discussion in English and prewriting discussion in Arabic. As the participants' proficiency level is a factor, the participants would be categorized according to their level. The categorization will be according to their total mark of writing I course so there were two groups. A correlation test Find a relation between the participants' performance and their level (GPA).

### **3.4.2 Reflective journals analysis procedure.**

The reflective journals were analyzed thematically. They were used to encourage participants to talk about their experiences and express their opinions and feelings toward the sessions they had. As mentioned before, the reflective journal assignment question has highlighted different guidelines to ease the process for the participants.

However, the thematic analysis considers different approaches, but for this study, the inductive approach was used to allow the collected data to determine the themes. Moreover, the latent approach is used to analyze the implicit assumptions in the collected data.

The results of the reflective journals were obtained following a process of four steps. First, familiarize the data by reading through the reflective journals. Second, code the data by labeling the content with codes to describe them and collect the data into groups to be identified by the code. Third, identify the patterns among the codes to generate themes, and usually different codes are combined into one theme. Fourth, review the generated themes to be certain that the themes represent the content.

### **3.4.3 Questionnaire analysis procedure.**

The questionnaire had two sections: the first was the demographic data and the second was the items that examine the attitude. First, the demographic data were analyzed ( gender, Academic level, Major, GPA, and preferred language). Second, the responses were analyzed

to provide a descriptive analysis. The items of the questionnaire were analyzed statistically by using the SPSS program.

#### **3.4.4 Observation analysis procedure.**

The data obtained through the observation table were first written down in a notebook then organized in the observational table. The researcher and the writing instructor read the observational table thoroughly and approved them. The data obtained from the observation table share the themes presented in the reflective journals, therefore, the observation results supported the results of the reflective journal.

#### **3.5 Summary**

The methodology chapter pointed out the study research design, participants, data collection tools including the writing paragraphs, questionnaire, reflective journals, and observation. The data collection procedure was described in detail in addition to the data analysis technique.

## Chapter Four

### Results and Discussion

#### 4.1 Introduction

This chapter presents the findings of the study. The results are discussed in light of the results of writing grades, reflective journals, questionnaires, and observation tables. The data collected from the observation table is used to support the results of reflective journals and questionnaires. Moreover, the data analysis procedure is presented. Finally, the discussion is provided after each results section.

#### 4.2 Analysis of Students' Writing Paragraphs

To answer the first research question which investigates the differences between the students' writing performance after using Arabic and English in prewriting discussions, the researcher analyzed the writing paragraphs' grades. The researcher investigated whether there were statistically significant differences in the performance of the participants when they were exposed to the discussion in English and when they were exposed to discussion in Arabic. This was carried out using the post-writing test. A t-test was carried out and the results are shown in Table 4.1

**Table 4.1**

***T-Test for Equality of Means***

	<b>Group</b>	<b>N</b>	<b>M</b>	<b>SD</b>	<b>T</b>	<b>DF</b>	<b>Sig.</b>
<b>Performance</b>	<b>English</b>	29	7.0690	.49661	.887	56	.030
	<b>Arabic</b>	29	6.9138	.80049			

Table 4.1 shows that there are statistically significant differences in the results of the students. The results clearly show that the statistical evidence favored the students when they were exposed to prewriting discussion in English as revealed by the means scores as there is a significant difference at  $\alpha = 0.005$ .

Moreover, to investigate if the students' level of second language proficiency related to the effectiveness of the use of Arabic and English in prewriting discussion in the English

writing process, the researcher ran a correlation between students; final course grades and writing performance.

**Table 4.2**

*Correlation between Participants' Final Course Grade and Writing Performance*

		<b>Final Course Grade</b>	<b>Total Grade A</b>	<b>Total Grade E</b>
<b>Final Course Grade</b>	Pearson Correlation	1	.142	.598**
	Sig. (2-tailed)		.453	.000
	N	30	30	30
<b>Total Grade A</b>	Pearson Correlation	.142	1	.105
	Sig. (2-tailed)	.453		.582
	N	30	30	30
<b>Total Grade E</b>	Pearson Correlation	.598**	.105	1
	Sig. (2-tailed)	.000	.582	
	N	30	30	30

\*\*Correlation is significant at the 0.01 level (2-tailed).

Table 4.2 displays that there is a statistically significant difference in the grades of the participants. The results reveal that the statistical evidence favored participants with a high level of proficiency in English to have a higher performance in the paragraphs.

**4.3 Discussion on Students' Writing Paragraphs**

The correlation between the discussion language and the writing language affects the equality of writing positively. As the results of the writing paragraphs revealed, the participants have scored higher grades after the prewriting discussion in English. This result is in harmony with (Reisman et al., 2018; Weijen et al., 2009; Woodall, 2002; Xianwei, 2009). Xianwei (2009) found out that the use of L2 in prewriting discussion caused better performance than the use of L1 in terms of complexity of syntax and minimum errors. In addition, Reisman et al. (2018) stated that scaffolding through discussion allows ideas and

knowledge to develop in an interactive platform, and in the case of our study, the knowledge of vocabulary and ideas are shared among students.

However, the use of Arabic in English writing classrooms requires more effort from students. Students need to translate the generated ideas, related vocabulary, and avoid the negative transfer. Therefore, the use of English saves time and effort, in addition, it allows students to focus on the structure and language use. The results are in accordance with (Xianwei, 2009; Reisman et al., 2018). Moreover, after the discussion in English, students with a high level of proficiency scored higher than students with a lower level of proficiency. Yanqun (2009) has found out that students with a low level of proficiency tend to commit lexical errors due to word-for-word translation while students with a high level of proficiency compose texts with written lexical forms because they have better lexical knowledge.

#### **4.4 Analysis of Students Reflective Journals**

After analyzing the content of the reflective journals (see appendix F), common themes have appeared among them. The content related to the prewriting discussion in EFL writing classes has two dominant key themes in that section. First, the usefulness of the approach in three different senses, which are understanding the writing topic, generating ideas, and organizing ideas. Second, the prewriting discussion created an interactive class environment.

In addition, the parts of the reflective journals related to the use of Arabic in the prewriting discussion have five key themes. The themes are better understanding and comprehension of the discussed topic, participation and interaction, a more relaxing class environment, advantages of the use of Arabic in prewriting discussion, and the disadvantages of the use of Arabic in the prewriting discussion.

Moreover, the last part of the reflective journals concerned about the use of English in the prewriting discussion has two themes. The dominant theme is the effectiveness of the use

of English in prewriting discussion in practicing L2 and gaining more vocabulary, besides other advantages of the use of English in the prewriting discussion.

The reflective journals have, in a way or another, elaborated on the items presented in the questionnaire, yet the reflective journals have given the participants more space to talk about their experiences in the sessions.

#### **4.4.1 *Prewriting discussion.***

The first question of the reflective journal has focused on the participants' opinions about the prewriting discussion as a prewriting technique implemented in the writing class. The two key themes that dominated the participants' writing were the usefulness of the prewriting discussion and the interactive class atmosphere.

#### **Figure 4.1**

#### ***Prewriting Discussion Themes According to Reflective Journals***

##### ***4.4.1.1 The usefulness of the prewriting discussion approach***

The participants have used "Useful" frequently on different occasions in the reflective journals but it has different indications. Many participants have referred to the prewriting discussion that occurred in six sessions despite the used language as useful. However, the usefulness of the prewriting discussion approach has three major aspects as the participants showed: a) understanding the writing topic b) generating ideas c) organizing ideas.

##### ***4.1.1.1.1 Understanding the Writing Topic***

To start with, prewriting discussions have helped the participants in understanding the writing topic and fully comprehending the aim of writing. Some participants have stated:

P7: *"Prewriting helps you when you don't understand the assignment"*

P3: *"I found prewriting discussion useful ... prewriting discussion sometimes works to clarify the subject to be written about."*

Moreover, the prewriting discussion gave time for participants to think before the actual process of writing.

P10: *“Students should have this discussion to have a brief outline to make their ideas useful and correct”*

P5: *“Prewriting discussion is useful for many reasons. First of all, prewriting allows students to take time and think about what they want to write and mention about the topic”*

P24: *“facilitates the process of writing because it allows us to think more concretely about our assignment or topic... and the process of understanding has become faster.”*

P6: *“we had written many ideas about the topic which made writing the paragraph about this subject something easy.”*

Besides, some participants believed that they have understood the writing topic better because they had the chance to collect more information related to the topic through the discussion.

P18: *“I found discussing topics before writing more useful because it helps me to get a lot of information and ideas to write my paragraph”*

P21: *“The discussion benefited me because it was giving me a good background about the subject we were going to write about, and a lot of information that I can attach during my writing”*

As a result, collecting enough information about the writing topic helped the participants to support their argument with strong evidence and avoid weak ones.

P24: *“The discussion facilitates the process of writing because it allows us to think more concretely about our assignment or topic; it helps writers find weak points in arguments”*

P18: *“Moreover, when we discuss our thoughts, it helps us find weak points in our arguments.”*

P21: “I was getting a good number of understandable supporting sentences that enables me to support the topic sentences”

#### *4.1.1.1.1 Generating Ideas*

The second aspect of the usefulness of the prewriting discussion was generating ideas. The prewriting discussion helped participants in generating novel ideas related to the writing topic, which eased the writing process. Most of the participants have mentioned the prewriting discussion role in generating ideas:

P3: *“I found prewriting discussion useful. When we discuss the topic of what we are going to write about, it brings together ideas about this topic, and find other ideas from other people who do not exist in our mind.”*

P22: *“I think that prewriting discussion was so useful. It gave us a lot of ideas that made us capable to write a creative paragraph filled with good ideas.”*

P6: *“we had written many ideas about the topic which made writing the paragraph about this subject something easy”*

One of the participants believed that the prewriting discussion helped in retrieving old information.

P14: *“Prewriting discussion also refreshed our own ideas in an effective way”*

#### *4.1.1.1.2 Organizing Ideas*

The last aspect in the usefulness of the prewriting discussion was organizing ideas. The prewriting discussion helped the participants organizing ideas in a logical and coherent order.

P4: *“Prewriting discussion helped the students to decide what they have to write about details, information, examples of the topic, prewriting also helps the students to find a good topic, and it helps writers to organize their ideas and thoughts”*

P5: *“It taught us how to organize our thoughts and how to expand on writing by using example, reasons, and facts.”*

P8: *“Prewriting discussion is very useful for students for many reasons. It helps us to arrange our ideas in a logical way.”*

P24: *“it helps writers ...organize their thoughts, and process the order of those thoughts so they can organize them effectively for their audience.”*

#### *4.1.1.2 Create an interactive atmosphere.*

Besides the three aspects of the usefulness of the prewriting discussion, the prewriting discussion created an interactive class environment. The participants expressed their different points of view about different topics during the sessions. The discussion created an atmosphere that encourages speaking up and expressing ideas. In addition, the participants' attitudes toward the writing classes have changed.

P2: *“Discussion in classrooms makes learning more interactive and helps students develop skills that cannot be taught in a traditional lecture format”*

P11: *“Discussion is useful for the class environment”*

P18: *“I find discussion before writing is fun because everyone shares their ideas and discusses them in the class”*

P25: *“The lecture was full of energy and the teacher let everyone participate during the class”*

P26: *“The prewriting discussion allows communication between her and the students”*

#### **4.4.2 The Use of Arabic in Prewriting Discussion**

The second section of the reflective journals was the use of Arabic in the prewriting discussion. The participants have expressed their opinion about the use of Arabic in the discussion in three sessions. In addition, four themes have aroused which are a) more

relaxing class environment b) better understanding and comprehension c) participation and interaction d) the disadvantages of the use of Arabic in the prewriting discussion.

## **Figure 4.2**

### ***Prewriting Discussion in Arabic Themes According to Reflective Journals***

The use of Arabic in an English writing class has created a more relaxing atmosphere, which has affected many aspects of the class. Therefore, the themes in this part were interrelated and one aspect led to another. This interrelation between the themes has appeared in the participants' reflective journals. In other words, the use of Arabic in the prewriting discussion created a relaxing atmosphere because the participants understood the writing topic, which motivated them to participate in the discussion.

#### ***4.4.2.1 Better Understanding and Comprehension***

Using L1 in an L2 writing class facilitated the understanding of the content of the class for the participants. Arabic was used in the prewriting discussion where the instructor and the participants had the chance to use Arabic freely. The participants have focused on understanding the topic more than focusing on linguistic information. In addition, the participants were accustomed to Arabic as their mother tongue and had comprehended the writing topic better. Some participants indicated that:

P2: *“Some students prefer to discuss in L1, because they are accustomed to the language, and understand the subject better.... Using L1 in the discussion is useful because it enables them to understand the meaning better and faster”*

P8: *“One of the advantages of using Arabic is that the Arabic language is our mother tongue, so all of the students will understand well.”*

P9: *“When Arabic was used it was easy for me to understand what was required because it is my mother tongue”*

P24: *“Using Arabic in prewriting discussion facilitates the understanding of ideas”*

In addition, one participant believed that Arabic should be used to help understanding new vocabulary and concepts.

P25: *“Using the Arabic language during the class is very important to understand the hard vocabulary and meaning of the English words that we know for the first time.”*

#### **4.4.2.2 More relaxing class environment.**

Because of the better understanding and comprehension of the writing topic, the class environment was more relaxing. The participants have noticed that the class atmosphere was more comfortable. Some participants have stated that:

P3: *“Prewriting discussion in Arabic helps me to feel less scared of writing... I can express the idea in Arabic before writing it; this reduces my fear of making mistakes”*

P4: *“Discussion in Arabic made us feel more comfortable because we knew what to write exactly as the topic was discussed in details”*

P23: *“Using L1(Arabic) makes us less scared, so that we can express our ideas fluently”*

P27: *“The use of L1 enhances a relaxed classroom situation, when we speak in mother language we feel comfortable, relax, and don't anxious”*

#### **4.4.2.3 Participation and interaction.**

The use of Arabic has created a relaxing atmosphere and guaranteed a better understanding of the writing topic. These two factors have encouraged the participants to interact and participate more in the discussion.

P23: *“Using L1(Arabic) can open the discussion between us and the teacher ..., using L1(Arabic) gives us a chance to share our thoughts, ideas, and even our expectations about the topic that we discuss.”*

P12: *“Prewriting in Arabic is easier for students to discuss and give ideas in their own language.”*

The participants have noticed an increase in involvement in the class and discussion.

P20: *“I could participate with her and talk any word I want in Arabic... also the number of students increased in participation with the teacher and there became more interaction in class”*

P9: *“I noticed that the students interacted heavily with the instructor, and there was a good stock of information and great ideas expressed by them, so there was clear participation.”*

P18: *“..., discussions in Arabic make our classes more active, a lot of students share and talk about their ideas. Personally, I talk more about these lectures than in English lectures.”*

P21: *“... Also the interaction with the teacher was greater”*

#### ***4.4.2.4 Disadvantages of the use of Arabic in prewriting discussion.***

In spite of the participants’ enjoyment in the prewriting discussion in Arabic for different reasons, they still have stated some disadvantages regarding the use of Arabic in the prewriting discussion. The participants have indicated that the use of Arabic hindered language development, required unnecessary need for translation, and caused the loss of confidence in using English.

##### *4.4.2.4.1 hinder language development.*

The participants have indicated that the use of Arabic hinders L2 language development. They believed that they have lost a chance to practice English in the classroom and know the new vocabulary.

P9: *“There are many disadvantages of using language 1 and one of them that when I started writing I felt a lack of vocabulary, so I needed to devise them or asked about them.”*

P5: *“Using Arabic has many disadvantages... it weakens the English language for many students. This means with the frequent use of the Arabic language students forget many English words.”*

P29: *“I prefer the English language in the way of explanation and presentation because the Arabic language doesn't lead to the development of our language and ourselves”*

P17: *“Using Arabic limited our vocabulary, for everyone tried to translate what was written on the board and not to use their own concepts... we are all supposed to speak, write and understand English well, and we are taking this course to improve these skills.”*

#### 4.4.2.4.2 *the unnecessary need for translation*

Moreover, the use of Arabic in discussions in a writing English class imposes translation from Arabic into English. The generated ideas and the terms related to the writing topic were all presented in Arabic, so the participants have to translate them into English. The participants found difficulty in expressing the generated ideas in Arabic into English.

P28: *“The teacher used Arabic to help us collect ideas to write a paragraph in English, I had some difficulties doing that because we had to switch back and forth between each language and translate the ideas she provided for us into another language. Therefore, I believe that collecting the ideas in English and writing the paragraph in that same language was easier and more effective”*

P30: *“when you start writing thinking in Arabic and writing in English is a horrible idea for it may lead to literary translation and make your writing weak”*

P18: *“When I try to write my paragraph I can't express my thoughts in English.”*

P19: *“The ideas and vocabulary need to be translated and written in a piece of paper, which is a problem, cannot be found when a discussion has given in English.”*

#### 4.4.2.4.3 *loss of confidence in using English.*

Along with hindering language development and the unnecessary need for translation, the use of Arabic in the prewriting discussion caused a loss of confidence in using English and relied on Arabic as a straightforward way to express themselves.

P27: *“Students lose confidence in their ability to communicate in English, they may feel that the only way they would understand anything the teacher says is when it has been translated, or they use their L1 even when they are capable of expressing the same idea in L2.”*

P7: *“Prewriting discussion in Arabic increases my fear that I don’t know the right words in English or that will make a lot of mistakes.”*

#### 4.4.3 *The use of English in prewriting discussion.*

The participants have compared the use of Arabic and the use of English in the prewriting discussion and, accordingly, they have mentioned the difficulties and the easiness of the use of English in the discussion. The dominant theme that appeared in participants’ reflective journals is the effectiveness of using English as the language in the prewriting discussion.

##### 4.4.3.1.1 *the effectiveness of using English in prewriting discussion.*

The effectiveness of the use of English in the prewriting discussion involved practicing English and gaining more vocabulary.

##### 4.4.3.1.1.1 *practice English and gain vocabulary.*

Approximately every participant has referred to the effectiveness of the use of English to learn new vocabulary and using English talking about different topics. The participants were pleasant for practicing unique skills through the discussion.

P2: *“I think that the use of English in the discussion is more effective than the use of Arabic language because we as students of English must practice the language*

*a lot to acquire it very well... As for the benefits of L2, helps develop student's language inventory, students can practice the L2 more, and enable them to speak fluently."*

P3: *"Prewriting discussion in English is useful and effective, ... because it provides us with the new words used for discussion"*

P8: *"Discussion in English help us to acquires a lot of vocabulary, we will use the dictionary to know the meaning, and to use it in our writing, so I think that discussion in English can be more effective"*

P5: *"We have acquired some terms related to writing and some writing skills ... I got to know the new meaning and developed my way of writing"*

P16: *"Using L2 during the lectures helps me acquire more knowledge, practice, and develop our speaking and listening skills... because it was much fun thinking about synonyms of words I had to use, and composing effective sentences for my paragraphs."*

P27: *"The use of L2 in L1 classes offers additional opportunities to hear the language. Students actively listen to how to use a grammar point or vocabulary word"*

#### *4.4.3.1.1.2 avoiding unnecessary translation.*

Moreover, the participants have noticed no need for translation from Arabic into English, yet they found it more comfortable to discuss the writing topic in the same writing language.

P22: *"When we start writing we have no difficulty in thinking about the meaning of many words in English because they are mentioned during the discussions."*

P11: *"Using the second language in the discussion also would be easier for the students to refer what they have had discussed to what they are going to write."*

#### **4.5 Analysis of Observation**

The reflective journals and the observation share themes so the obtained data from the observation table supported the results from the reflective journals. Through observation, the researcher and writing instructor attempted to draw connections between the sessions' objectives and participants' attitudes, in addition, keeping track of the sessions' procedures and comparing it with the students' reflective journals.

Dictating time to discuss the writing topic before the process of writing is not familiar to the participants, yet they collaborated with the researcher easily. The researcher aimed to stimulate students' opinions, ideas, and feelings about the writing topic to prompt their interaction in the discussion. As the researcher has noticed, two factors affected the participants' engagement in the class: first, the discussion language, second, the student's level of proficiency in English.

During the prewriting discussions, the researcher discussed the writing topic, related vocabulary, paragraph type, and structure. The generated ideas, new words, and other noted concerning the paragraph writing were written on the board in the discussion language for participants to refer to while writing. During prewriting discussions in English, students are required to speak in English, but the researcher didn't comment on their language use, yet elaborated on their presented ideas and encouraged other students to participate. After the end of the discussions, some participants asked about writing instruction and what is required from them. However, the researcher noticed that the students who participated in English discussions are students with a high level of proficiency in English and their participation is regular in the writing class.

In contrast, during prewriting discussions in Arabic, participants, at first, responded in English but shifted into Arabic when they noticed the researcher was elaborating on their ideas in Arabic. Due to the use of Arabic, new students have participated in the discussion

and commented on their classmates' opinions. Orally, the researcher had translated some keywords and transitions. While writing, the participants asked for a translation and the structure of the paragraph.

#### **4.6 Discussion on Students' Reflective Journals and Observation**

The reflective journals were a research instrument to investigate participants' attitudes toward prewriting discussion as an approach to facilitate the process of writing on the EFL learners and their attitudes on the language used in the discussion. The results showed that the prewriting discussion, regardless of the used language, is useful in understanding the writing topic, generating ideas, and organizing them. Moreover, the observation results supported what the participants have written in their journals. The results are similar to a number of previous studies (Mahnam&Nejadansari, 2011; Rana, 2008; Stapa& Majid, 2012; Sweigart, 1991; Yunus et al., 2018).

The discussion helped the participants in understanding the writing topic because they had the chance to collect enough information through discussion, support the argument with strong evidence and avoid weak ones, retrieve old information and gain new knowledge.

During the discussion, students are more likely to start the process of writing with ease because they were provided with the needed information about the writing topic (Yunus et al., 2018). As a result, students have a clearer idea about the writing topic and that would affect the writing positively (Mahnam&Nejadansari, 2011). In other words, the discussion with the whole class helps students in gathering related knowledge to the writing topic (Sweigart, 1991). Therefore, prewriting discussion helps students in including essential and related arguments that would improve the quality of writing by being to the point (Yunus et al., 2018). The discussion allowed the participants to retrieve the previous knowledge they had and connect it to the new knowledge they gain. They believed that the discussion activated their background knowledge. The discussion helped in retrieving prior knowledge

and building upon it new knowledge (Rana, 2008; Stapa& Majid, 2012). Moreover, the students use their prior knowledge in structuring writing and organizing ideas (Rana, 2008).

In addition to understanding the writing topic, the participants have generated more ideas and had the chance to organize them logically. A number of linguists have studied the influence of prewriting discussion in the content (Arumugam et al., 2018; Nguyen et al., 2018; Yunus et al., 2018). The discussion contributes to generating ideas, elaborating on them, and offering an order (Nguyen et al., 2018). The 20-minute discussion before writing has a significant influence on the content and the organization of the writing (Arumugam et al., 2018). Students feel that the prewriting discussion organized their writing because they could plan their writing in advance (Yunus et al., 2018). Moreover, planning their writing beforehand is time-saving.

Throughout the participants' reflective journals, the participants have noticed the change in the class atmosphere. Besides, the observer has also noticed the change in the classroom atmosphere. The participants became more interactive and engaged in the discussion. Discussions give students the needed space to express their thoughts, support their ideas, and question and comment on others' ideas (Nguyen et al., 2018). Besides, change students' attitudes positively, create motivation for reluctant learners to write (Smith, 1999; Schweiker-Marra&Marra, 2000). As can be noticed from the journals, the participants were enthusiastic about this change in the L2 writing classroom. They felt that they are a part of the class and their participation contributes to the class and discussion success.

However, the use of Arabic in the prewriting discussion was not only a controversial issue among linguists but also among participants in the same class. The participants were hesitant about the use of their mother tongue in English writing class. The use of Arabic motivated them to participate but did not contribute to English language skill development such as speaking. During the discussion in Arabic, the participants and the observer have

noticed a change in the class environment, they have stated in different parts of their reflective journals that the participation has increased and the participants were more relaxed during the Arabic discussion.

The participants' attitudes toward the use of Arabic may be affected by their level of proficiency in English. During observation, the observer noticed that participants with a high level of proficiency were more involved in the English discussion than students with a low level of proficiency. The use of L1 in the prewriting discussion benefited students differently based on their level of proficiency and that was presented in different studies (Stapa& Majid, 2012; Wang and Wen 2002; Kim and Yoon, 2014). The student's level of proficiency affects the use of language (Kim & Yoon, 2014). To illustrate more, students with a low level of proficiency of L2 are more likely to benefit from the use of L1 and produce better quality written texts than students with a higher level of proficiency (Stapa& Majid, 2012). Those results do not eliminate the fact that the participants are aware of the importance of maximizing the use of English in L2 writing class.

Other studies have confirmed the present study results regarding the use of Arabic in prewriting discussion (Kim & Yoon, 2014; Mahnam & Nejadansari, 2011; Storch & Wigglesworth, 2003; Wen & wang, 2002). The use of L1 in L2 writing helps learners in understanding writing instructions and better comprehension of the new vocabulary and grammatical issues (Storch & Wigglesworth, 2003). In addition, students tend to use their L1 to collect related information about the writing topic (Wen & Wang, 2002). Some students have issues in understanding the discussed topic in L2, so they were demotivated to participate (Mahnam & Nejadansari, 2011).

Moreover, the use of Arabic added a sense of spontaneity to the class and the participants felt that they had more opportunities to be part of the discussion. During the discussion, the students are more spontaneous in expressing their ideas and thoughts related

to the topic. Therefore, students tend to rely on their L1 to reduce the cognitive load and to the ease of choosing the appropriate vocabulary (Rana, 2018). Further, the use of L1 is encouraged to effectively deal with learning problems and communication problems (Karim & Nassaji, 2013). The results showed that participants felt more relaxed in using Arabic and linguists have referred this to different reasons (Bruen & Kelly, 2017; Rana, 2018; Kim & Yoon, 2014; Storch & Wigglesworth, 2003). First, they tended to use Arabic to minimize the load on their memory (Bruen & Kelly, 2017; Rana, 2018, Storch & Wigglesworth, 2003). In other words, learners preferred to generate ideas in their L1 to reduce the load on their cognitive ability and the anxiety that students may feel during the writing process.

Besides minimizing the cognitive load, some students tend to use L1 when they found difficulties in choosing the right word because of the shortage of vocabulary knowledge (Kim & Yoon, 2014). Therefore, the students felt more relaxed when they knew they had the option to express their ideas in their L1. Rana (2018) has stated two other reasons. First, some students pay less attention to structure and appropriate vocabulary in presenting their ideas. Second, some students usually had prior knowledge of the writing genre from their L1.

Although participants with a low level of proficiency and participants who have issues in using English found the use of Arabic in the class a great opportunity for them, other participants believed that the use of Arabic has several disadvantages that would affect their language development. The findings of the reflective journals indicated that participants claimed that the use of Arabic hinders language development. This finding was supported by other studies (Hussien & Mohammad, n.d; Kim & Yoon, 2014; Rana, 2018; Yanqun, 2009). This disadvantage could be because of the use of L1 distance students from L2 because of the differences between the two languages (Kim & Yoon, 2014). Therefore, students with a higher level of proficiency tried to decrease their use of L1.

In addition, the participants noticed how the use of Arabic affected their vocabulary negatively. The use of L1 in L2 writing rouse many issues in language proficiency in terms of vocabulary, grammar, and other issues in the structure of the writing due to negative transfer from L1 into L2 (Hussien & Mohammad, n.d). However, according to Hussien and Mohammad (n.d), higher language proficiency and the type of writing did not prevent the negative transfer from L1 into L2. Furthermore, the participants were worried about negative transfer from Arabic to English writing. Some learners try to avoid using L1 in the process of L2 writing because of negative transfer. They fear making grammatical and structural mistakes (Rana, 2018). Moreover, the use of L1 by students with a lower proficiency has caused lexical errors due to word-for-word translation from the native language. Meanwhile, students with higher proficiency in L2 have fewer syntactic errors because their high proficiency allowed them to choose the correct form in L2 (Yanqun, 2009).

Similarly, the participants have complained about the unnecessary need for translation as they generate and take notes in Arabic then translate them into L2. They added that this process is time-consuming and takes more effort. Rana (2018) has proved this idea as she stated that some students believe that using L1 in the process of L2 writing is time-consuming because of the need for translation and the shifting of their prior knowledge from L1 to L2. However, the participants have been relaxed and enjoyed the use of Arabic in the discussion, but they have recognized how that affected their confidence in using English in the class. Students would use L1 to reduce the load on their cognitive ability (Rana, 2018), so using Arabic instead of English prevented them from thinking in English and improved their language skills.

Regarding the use of English in the prewriting discussion, all of the participants agreed on the effectiveness of the use of English in the prewriting discussion. They had no doubts about the advantages of using English in the discussion. They were glad to find a

chance to practice their speaking skill along with their writing skill. Using English in the prewriting discussion created a sense of tension in the class, but because the focus was on participation not on correcting the participants' mistakes the participants were encouraged to speak and participate in the class. The participants also practiced English and learned new vocabulary related to the writing topic. The discussion helped learners to construct and improve their knowledge in L2 (Stapa & Majid, 2012). Further, discussion in the same language of writing was easier for the participants as they did not have to translate into English (Stapa & Majid, 2012).

#### 4.7 Analysis of Students' Questionnaire

In this section, the results of the participants' questionnaire to elicit their attitude toward the prewriting discussion and the used language were represented. The first section of the questionnaire results represented the demographic data of the respondents, and the second section has shown their attitudes first to the prewriting discussion in general, second to the use of Arabic in the prewriting discussion, and third to the use of English in the prewriting discussion

##### 4.7.1 Results of the Demographic Data

**Table 4.3**

*Demographic Data of the Participants*

	<b>Variables</b>	<b>frequency</b>	<b>Percent</b>
<b>Gender</b>	Male	7	20.0
	Female	28	80.0
	<b>Total</b>	<b>35</b>	<b>100.0</b>
<b>Years of study</b>	Second-year	31	88.6
	Third-year	4	11.4
	<b>Total</b>	<b>35</b>	<b>100.0</b>
<b>GPA</b>	85 and above	13	37.1
	84 and below	19	54.3
	Missing	3	8.6
	<b>Total</b>	<b>35</b>	<b>100.0</b>
<b>Major</b>	English literature	4	11.4
	Minor French	5	14.3
	English Methods	8	22.9

	Translation Track	18	51.4
	<b>Total</b>	<b>35</b>	<b>100.0</b>
<b>Language Preferences</b>	Arabic	7	20.0
	English	28	80.0
	<b>Total</b>	<b>35</b>	<b>100.0</b>

As Table (4.1) shows, the majority of the participants are females. Regarding the years of studying English at the Hebron University, 88.6% of the participants are in their second year and 11.4% of them are in their third year. Concerning their GPA, around 37% of the participants had a GPA of 85 and above, and around 54% had a GPA of 84 and below. The participants' majors are variable. Almost half of the participants majored in Translation; around 22% of them majored in English methods, and 14.3% were minor French while 11.4% majored in English Literature. In the matter of language preferences, 80% of the participants preferred English to Arabic.

#### **4.7.2 Results of the questionnaire items.**

##### ***4.7.2.1 Participants' attitude toward prewriting discussion.***

**Table 4.4**

##### ***Means and Standard Deviation of Participants' Attitude toward Prewriting Discussion***

<b>I.No</b>	<b>Item</b>	<b>M</b>	<b>SD</b>
<b>I.5</b>	Prewriting discussion helps me focus on the written topic from different perspectives	4.37	.770
<b>I.6</b>	Prewriting discussion provides me with new ideas	4.34	1.083
<b>I.7</b>	Prewriting discussion assists me in organizing ideas	4.29	1.045
<b>I.10</b>	Prewriting discussion facilitates the process of writing	4.26	1.197
<b>I.11</b>	Prewriting discussion eases the starting of writing	4.23	1.165
<b>I.4</b>	Prewriting discussion helps me assess what the readers' expectations are from me	4.23	1.165
<b>I.17</b>	Prewriting discussion is a worthwhile experience	4.17	.822
<b>I.9</b>	Prewriting discussion promotes my understanding of the topic	4.17	1.200
<b>I.13</b>	Prewriting discussion helps students overcome anxiety linked to writing.	4.11	.631
<b>I.15</b>	Enhances student's confidence to write better	4.09	1.522
<b>I.2</b>	I prefer to keep my ideas to myself and not share them with my classmates	3.97	.785
<b>I.8</b>	Prewriting discussion develops my ideas	3.94	.765
<b>I.14</b>	Prewriting discussion encourages me to speak and participate in the class discussion	3.89	.993

<b>I.3</b>	Prewriting discussion helps me connect old information with new information	3.89	1.132
<b>I.16</b>	Discussed topics are restored in the long term memory	3.83	.747
<b>I.18</b>	Prewriting discussion helps in shaping my paragraph	3.69	1.207
<b>I.12</b>	Prewriting discussion helps me exchange ideas & comment on my classmates' ideas	3.66	.765
<b>I.1</b>	I prefer to discuss the writing topic before writing	2.34	1.162

5.0 I = Item

The above table (4.2) shows the participants' attitude toward the use of prewriting discussion regardless of the used language. The items are sorted in descending order by means. Item 5 "*Prewriting discussion helps me focus on the written topic from different perspectives*" has scored the highest mean with a mean of (4.37) and a standard deviation of (0.77). However, Item 12 "*Prewriting discussion helps me exchange ideas & comment on my classmates' ideas*" has the lowest mean of (3.66) and standard deviation (0.76). According to the items with a high means, the results revealed that the participants have understood the importance of prewriting activities, especially discussion, in the L2 writing classes. The participants have noticed the influence of prewriting discussion on the process of writing. The prewriting discussion facilitated the writing because the discussion improved writing topic understanding, as Item 9 showed by a mean equals to (4.17). The results supported a number of claims of the prewriting discussion role in generating ideas and producing comprehensible written work (Dyson, 2004).

#### ***5.1.1.1 Participants' attitude toward using Arabic in prewriting discussion.***

**Table 4.5**

***Means and Standard Deviation of Participants' Attitude toward Using Arabic in Prewriting Discussion***

<b>I.No</b>	<b>Item</b>	<b>M</b>	<b>SD</b>
<b>I.24</b>	Discussion in Arabic forced me to resort to translation from L1 to L2	4.03	1.317

<b>I.25</b>	The Arabic notes that were written on the board provided good help	3.89	.932
<b>I.21</b>	Discussion in Arabic helps me organize my ideas	3.80	1.052
<b>I.23</b>	Discussion in Arabic supports my choice of vocabulary in paragraph writing	3.66	.968
<b>I.20</b>	I can generate more ideas when topics are discussed in Arabic	3.46	1.094
<b>I.19</b>	I feel more confident when topics are discussed in Arabic	3.37	1.114
<b>I.22</b>	Discussion in Arabic helps me understand the topic better	2.80	1.132
<b>Total</b>		3.57	1.07

The table above shows the means and standard deviation of the participants' perspectives toward the use of Arabic as the main language for the prewriting discussion. The items were sorted descending according to their means. Item 24 "*Discussion in Arabic forced me to resort to translation from L1 to L2*" has the highest mean of (4.03) while Item 22 has the lowest mean of (2.80). As can be seen, the participants' attitudes toward the use of Arabic is more neutral than agreement. They did not believe in the efficiency of using Arabic in L2 writing classes. Moreover, participants agreed on the need for unnecessary translation. They believe that translation needs more time and effort. While the discussion in Arabic did not contribute to a better understanding of the writing topic as was assumed.

**5.1.1.2 Participants' attitude toward using English in prewriting discussion.**

**Table 4.6**

***Means and Standard Deviation of Participants' Attitude toward Using English in Prewriting Discussion***

<b>I.No</b>	<b>Item</b>	<b>M</b>	<b>SD</b>
<b>I.29</b>	Discussion in English helps me understand the topic better	4.51	1.095
<b>I.31</b>	The English notes that were written on the board provided good help	4.26	1.067
<b>I.30</b>	Discussion in English supports my choice of vocabulary in paragraph writing	4.26	1.067
<b>I.27</b>	I can generate more ideas when topics are discussed in English	3.83	.923
<b>I.28</b>	Discussion in English helps me organize my ideas	3.80	.933

<b>I.26</b>	I feel more confident when topics are discussed in English	3.60	.946
<b>Total</b>		4.04	1.005

The above table displays the mean and standard deviation of the participants' perspectives toward the use of English as the main language for the prewriting discussion. The items were sorted descending according to their means. Item 29 "*Discussion in English helps me understand the topic better*" has the highest mean of (4.51) while Item 26 "*I feel more confident when topics are discussed in English*" has the lowest mean of (3.60). As the results show, the participants' attitudes toward the use of English is tending to be in agreement. They believed in the efficiency of using English in L2 writing classes. Although they feel less confident compared to the use of Arabic in the prewriting discussion, they understood the writing topic better. Moreover, participants agreed on the positive impact the written notes have on the students' writing. They liked the idea of having the generated ideas, and related vocabulary on the board during writing.

#### **4.8 Discussion of Students' Questionnaire**

##### **4.8.1 Students' attitudes toward prewriting discussion.**

Prewriting discussion in an L2 writing class at Hebron University, in particular, affected the course in different aspects. As the results have revealed, the discussion has widened the participants' related knowledge about the writing topic and created different opinions about it. Hedge (1988) believed that prewriting discussion helped students in understanding the purpose of writing and defining their addressee. In addition, the interactive atmosphere the discussion created has broken the ice among students themselves and between them and the second language. Therefore, the discussion caused an enhancement in the participants' confidence and reduced their anxiety. Reluctant students in writing in L2 find the discussion as a motivation to write (Marra&Marra, 2000).

Moreover, the discussion among students and between students and the instructor generated new ideas related to the writing topic and suggested a logical order for

them. The two items that discussed those two ideas have received high means as Item 6 which stated that “*Prewriting discussion provides me with new ideas*” with a mean of (4.34) and Item 7 which stated that “*Prewriting discussion assists me in organizing ideas*” with a mean of (4.26). Nguyen et al. (2018) believed that discussion stimulated students’ thinking to generate ideas because they had the platform to share ideas and express mutual understanding. Generating and organizing ideas was one of the main purposes of applying the prewriting discussion technique in the L2 writing classroom. Idea generation contributed to improving the content of writing because students thought of what to write and how to strengthen their argument (Alemu, 2020). Besides, as important as coming up with new ideas and developing them, it is important to arrange and organize them to form reasonable written work (Dyson, 2004).

Along with the benefits of the prewriting discussion on the content of written compositions, the prewriting discussion influenced the process of writing and the quality of writing. Yunus et al. (2018) explained that prewriting discussion smoothed the start of writing and facilitated the flow of writing. A number of items mentioned that such as Item 10 that stated, “*Prewriting discussion facilitates the process of writing*” with a mean of (4.26), Item 11 that stated, “*Prewriting discussion eases the starting of writing*” with a mean of (4.23), and Item 18 that stated, “*Prewriting discussion helps in shaping my paragraph*”. However, EFL students face different problems in the process of writing some of which are idea-generating, inaccuracy of language, and poor organization (Dyson, 2004); therefore, the whole process of writing became easier and facilitated, because the prewriting activities helped in generating ideas, improving and organizing them (Alemu, 2020).

#### **4.8.2 Students’ attitude toward using Arabic in prewriting discussion.**

Choosing the language of discussion that correlated with the writing language affects the process of generating ideas (Friedlander, 1990; Lally, 2000), therefore, the use of Arabic

in the discussion for English writing hasn't contributed to the process of writing as it was assumed. However, a number of studies examined the effectiveness of using L1 in L2 writing classes (Kim & Yoon; 2014; Kobayashi & Rinnert, 1992; Stapa & Majid, 2012; Rana, 2018; Yanqun, 2009). The effectiveness of prewriting activities is placed on generating ideas, stimulating learners' participation, and improving writing quality (Byrd, 2011).

The results showed that the items about using Arabic in the prewriting discussion have not had much agreement. The highest item with a mean of (4.03) stated, "*Discussion in Arabic forced me to resort to translation from L1 to L2*". Translation, from Arabic into English, can cause different writing problems for students. In other words, translation can cause problems on a sentence level or discourse level and usually are the misuse of transitional words or phrases, an illogical sequence of ideas, and lexical choice (Kobayashi & Rinnert, 1992). Although the respondents believed that translation is an unneeded step in L2 writing, it benefits students with a low level of proficiency. Kobayashi and Rinnert's (1992) study indicated that students with a low level of proficiency's writing have been benefited in the aspects of ideas and organization. Overall, the overall quality of writing has been improved more for the students with a lower level of proficiency.

Contrary to the assumption, discussion in Arabic has not helped the participants in understanding the topic better as it was assumed. This can be due to different reasons. First, the participants focused their attention on translating the discussed ideas and related concepts so they were anxious and worried about the process of translation. Second, the participants have taken advantage of the use of Arabic in the class so they were motivated to participate, and share their thoughts about the topic, in general, more than focusing on the relevant ideas.

### **4.8.3 Students' attitude toward using English in prewriting discussion.**

Comparing the means of participants' attitude toward using Arabic in prewriting discussion to the use of English in prewriting discussion, the participants' attitude to the use of English is significantly higher. To start with, during the discussion in English, the participants have understood the writing topic better, maybe, because they were more attentive to the English discussion to get notes to use during writing. Unlike the written notes in Arabic, the written notes in English helped the participants as a reference while writing. In addition, the use of Arabic was not as supportive of vocabulary choices as the English discussion was. The use of L1 in the discussion can cause "lexical errors" due to "word-for-word translation" (Yanqun, 2009, p12). Despite students' level of language proficiency, they tend to use L1 to find the appropriate lexical choice (Kim & Yoon, 2014). Especially, during the discussion, they prefer to list needed and related vocabulary to use in the writing (Rana, 2018). Still, students with a low level of proficiency are more likely to use L1 to find suitable words (Kim & Yoon, 2014).

## **4.9 Summary**

This chapter presented and discussed the results and findings of the collected data through four research tools which are: written paragraphs, reflective journals, observation, and questionnaires. The results of the study showed a significant difference between students' writing quality after using Arabic and English in prewriting discussion, in addition to the relationship between the students' level of proficiency and the language of the discussion. Lastly, the results have revealed the students' attitude towards the prewriting discussion technique and the use of Arabic and English as the main language in the prewriting discussion.

## **Chapter Five**

### **Conclusion and Recommendations**

This study investigated the impact of using L1 (Arabic) and L2 (English) in prewriting discussion to examine its influence on the quality of writing (focus, organization, development, style, and correctness). Besides, it attempted to study the students' attitude toward using prewriting discussion in general and toward the used language in the discussion whether Arabic or English. Further, it investigated the relationship between the students' level of proficiency in English and the effectiveness of using Arabic and English in the prewriting discussions. The findings of the study depended on four instruments: writing grades, reflective journals, students' questionnaires, and observation. Based on the findings of the study, it could be concluded as the following.

To answer the first research question, the researcher analyzed the writing paragraphs' grades statistically to examine whether the use of Arabic or English influences writing performance. The results revealed that students have scored higher in writing after the English discussion. The findings of the writing compositions' grades and the used language showed an agreement with previous studies (Stroch & Wigglesworth, 2008; Wang, 2003; Wang & Wen, 2002). All of these studies indicated that the used language in prewriting discussions influences the writing compositions in different terms. To answer the second research question, the researcher ran a correlation test to investigate any statistical differences in students' performance after the use of Arabic and English in the prewriting discussion concerning their level of proficiency. The results also indicated a relationship between the students' writing paragraph grades and students' proficiency level in English. There is a significant difference in the writing grade and students' level of participants. Students with high levels of proficiency scored more after the discussion in English. These results are in agreement with the beliefs that students benefit differently from the language used in the

prewriting discussion depending on their level of proficiency (Choi & Lee, 2006; Woodall, 2002, Xianwei, 2009; Yanqun, 2009).

To answer the third research question, the researcher examined students' attitudes using reflective journal data, questionnaires and supported them by observation. Regardless of the used language in the prewriting discussion and the students' attitudes, findings of the reflective journals, questionnaires, and observation indicated that the prewriting discussion in L2 writing classes had a positive influence on students' compositions. This result is highlighted in Arumugam et al's (2018) and Meyer (1980). Moreover, students regardless of their level of proficiency had different attitudes toward the used language in the prewriting discussion in the writing class. They all shared the same fears of using Arabic in the English writing class, namely, hindering language development, L1 transfer to L2, word-for-word translation, and loss of confidence in using English. Although they are aware of the importance of maximizing English use in the classes, they were more active and participated more in the Arabic classes.

#### **5.2 5.2 Recommendations**

The results of this study suggest the following recommendation.

1. The results suggest that prewriting discussions are an effective strategy in the writing classroom; therefore, prewriting discussions should be a followed strategy in the English department at Hebron University.
2. The writing teachers and instructors can dictate 15 to 20 minutes before the actual writing to discuss the writing topic with the whole class. students, at first, will disapprove of this strategy, because they are not accustomed to the discussion in writing classes.
3. Teachers and instructors need to prepare their students for the discussion and explain to them the importance of their participation. As the discussion approved its efficiency,

writing teachers and instructors should consider implementing other types of prewriting activities.

4. The English Department should hold workshops on the role of prewriting language activities in an L2 writing classroom. Writing teachers and instructors should be aware of the role the process writing approach has in the aspect of improving the quality of students writing.

### **5.3 5.3 Suggestions for Future Research**

Based on the results of the study and considering its limitation, the researcher suggests the following:

1. This study examined the use of Arabic as the L1 and English as an L2 in the prewriting discussion stage; however, the same study can be achieved but with different languages, procedures, and populations.
2. The six discussion sessions were not recorded, and the researcher used the observation table instead, but recording the sessions allows the researcher to expand the investigation in the types of topics raised in the discussion according to the discussion language.
3. The period of the training can be for a whole semester and can involve other prewriting activities to support the discussion such as listing and clustering. Due to different levels of English proficiency in the class, six sessions may not be enough for all students to benefit from the prewriting discussion strategy so it is recommended to have a longer period of training.
4. The strategy used to correct the writing paragraphs was holistic grading which examined the differences in quality in writing performance in general, yet using other grading

systems such as analytic grading widens the areas of writing that can the researcher examine the differences in performance.

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## Appendix A

The language of discussion, paragraph type and the writing topics are presented in the following table

<b>Prewriting Discussion Language</b>	<b>Paragraph Type</b>	<b>Writing Topic</b>
English	Cause and Effect	TV Shows Affect the Audience Behavior
Arabic	Comparison and Contrast	High School vs. University
English	Definition	Happiness
Arabic	Descriptive	My Way to College
English	Process	How to write a process paragraph
Arabic	Argumentative	The Impact of Social Media

## Appendix B

The reflective journal instructions were as followed,

In her classes during the last two weeks, Ms. Maram Maraqa discussed with you the steps of writing several patterns of paragraphs. In her prewriting discussion, she used L1 (Arabic) in two of her classes and she used L2 (English) in two classes. Write a journal about the use of L1 and L2 highlighting the advantages and disadvantages of using L1 and L2 during classes. (120-150 words)

The following questions are just guidelines for you.

- Is prewriting discussion useful?
- Does pre writing discussion in Arabic help you feel less scared of writing?
- Which one is more effective and useful to be used in prewriting discussions, L1 (Arabic) or L2 (English)?
  - In what sense L1 is useful.
  - In what sense L2 is useful.
- Which one you enjoyed more?

## Appendix C

Dear participants:

The purpose of this research is to investigate your view regarding prewriting discussion in English writing classes. The researcher would like you to assess the strategy used in the previous six classes by answering the following questionnaire. Your answers will be completely confidential.

Please, tick (√) the appropriate box.

**Gender:**             1. Male         2. Female

**Academic level:**    1. Second year         2. Third year

**Major:**  1 English literature    2 Minor French    3. English Methods    4. Translation Track

**GPA:**  1. 65-74             2. 75-84             3. 85 and above

Which language do you prefer? :             1. Arabic         2. English

***PART II: Indicate the extent to which you agree or disagree with the following statements regarding your views prewriting discussion by putting a tick (√) in the appropriate box using the scale given below:***

Strongly Disagree    Disagree    Neutral        Agree        Strongly agree  
                                  1                    2                    3                    4                    5

No	Item	1	2	3	4	5
1	I prefer to discuss the writing topic before writing					
2	I prefer to keep my ideas to myself and not share them with my classmates					
3	Prewriting discussion helps me connect old information with new information					
4	Prewriting discussion helps me assess what the readers expectations are from me					
5	Prewriting discussion helps me focus on the written topic from different perspectives					
6	Prewriting discussion provides me with new ideas					
7	Prewriting discussion assists me in organizing ideas					
8	Prewriting discussion develops my ideas					
9	Prewriting discussion promotes my understanding of the topic					
10	Prewriting discussion facilitates the process of writing					
11	Prewriting discussion eases the starting of writing					
12	Prewriting discussion helps me exchange ideas & comment on my classmates' ideas					
13	Prewriting discussion helps students overcome anxiety linked to writing.					

14	Prewriting discussion encourages me speak and participate in the class discussion					
15	Enhances student's confidence to write better					
16	Discussed topics are restored in the long term memory					
17	Prewriting discussion is a worthwhile experience					
18	Prewriting discussion helps in shaping my paragraph					
	<b>Through prewriting discussion in L1 ( Arabic)</b>					
19	I feel more confident when topics are discussed in Arabic					
20	I can generate more ideas when topics are discussed in Arabic					
21	Discussion in Arabic helps me organize my ideas					
22	Discussion in Arabic helps me understand the topic better					
23	Discussion in Arabic supports my choice of vocabulary in paragraph writing					
24	Discussion in Arabic forced me to resort to translation from L1 to L2					
25	The Arabic notes that were written on the board provided good help					
	<b>Through prewriting discussion in L2 ( English)</b>					
26	I feel more confident when topics are discussed in English					
27	I can generate more ideas when topics are discussed in English					
28	Discussion in English helps me organize my ideas					
29	Discussion in English helps me understand the topic better					
30	Discussion in English supports my choice of vocabulary in paragraph writing					
31	The English notes that were written in the board provided good help					



### Appendix D

<b>Class / session:</b>	<b>Day:</b>	<b>Date:</b>
<b>Total number of the participants:</b>	<b>Female:</b>	<b>Male:</b>
<b>Type of paragraph:</b>		
<b>Writing Topic:</b>	<b>Discussion Language :</b>	
<b>Total Class time:</b>	<b>Discussion Time:</b>	<b>Writing time:</b>
<b>Class Procedure:</b>		
<b>Participants participation:</b>		
<b>Types of Questions the participants asked during writing:</b>		
<b>Notes on the board:</b>		

## Appendix E

The three raters followed the following criteria in correcting the papers

1) Focus :

- a) The ideas presented in the text are related to the title and the main topic.
- b) State the topic sentence at the beginning of the paragraph.

2) Organization:

- a) The supporting ideas must be presented in a logical progression.
- b) The paragraph has three main parts: Introduction (1-2 sentences), body (6-7 sentences), and conclusion (1-2 sentences).
- c) The use of appropriate transition words and phrases.
- d) State the topic sentence.

3) Development:

- a) the use of specific and concrete details that support the students' point of view.

4) Style:

- a) coherence: sentence patterns, pronoun reference, and transitional connectives.
- b) diction: the appropriate choice of words

5) Correctness

- a) avoid flow in sentences structure: fragments, comma splices and fused sentences
- b) errors in agreement: subject-verb agreement, and pronouns agreements
- c) grammar
- d) spelling
- e) punctuation

Each criterion has 2 points to have in total a full mark out of 10

## Appendix F

### Sample of Reflective Journals Analysis

	P1	
Pre-Dis	I think that use prewriting before I start write my paragraph is very useful because it improves my ideas about the subject that I want to talk about , it helps me to develop clear reasoning , it helps me to organize my thoughts and it helps me to find points in arguments	Usefulness Generating Ideas and Organizing Ideas Interaction
Pre-Dis L1	I prefer and enjoy to do prewriting discussion in Arabic more than English because that make me less scared of writing	Better Understanding Participation More relaxing
Pre-Dis L2	I think that use English in prewriting is more effective and useful because I must use English directly and choose right words and save time because there is no need to translate words , although sometimes I find it Difficulty: difficult because I do not find the right meaning or word	Effectiveness Vocabulary Practice L2 Translation Time Saving

	P5	
Pre-Dis	the most important thing Ms.Maram done is discussion prewriting because she was gives us information and ideas for the subject that we will write about which make the writing easier for students	Usefulness Generating Ideas and Organizing Ideas Interaction
Pre-Dis L1	<p>By using the first method we felt less scared of writing because when we discussed the paragraphs that we wrote in this method we had full knowledge of the things that we would write during the lecture and it helped many students to share their ideas even if they were in Arabic so the fear barrier was broken by many students and gave them a motivation to participate and express what is inside of them.</p> <p>On the other hand , this method has many disadvantages for many students .one of this disadvantages is</p> <ol style="list-style-type: none"> <li>1. it weakens the English language for many students . This mean with the frequent use of the Arabic language students forget a lot of English words .</li> </ol> <p>And may prefer Arabic over English if they find there is ease in using Arabic instead of English</p>	<p>Better</p> <p>Understanding</p> <p>Participation and expressing ideas</p> <p>More relaxing</p> <p>Disadvantage</p>
Pre-Dis L2	<p>At the same time , the second method is useful and has a lot of benefits . It taught us how to extract the main idea from developed sentences how to organize our thoughts and how to expand on writing by using example , reasons and facts . In addition , we have acquired some terms related to writing and some writing skills . Although this method is useful, it has disadvantage .</p> <p>One of the disadvantages is that it makes many students feel confused and afraid to participate in the discussion and express their ideas because they do not know the meaning of some word in English</p> <p>The second method is more effective and useful to be used in prewriting . Because we study English and this</p> <ol style="list-style-type: none"> <li>1. helps us to acquire a lot of words for the process of writing . And learn many synonyms for one word which increase language inventory in our minds .</li> <li>2. Also it makes easier for us to acquire language and sequence in the process of writing based on prewriting methods.</li> <li>3. In addition, when we start writing we have no difficulty in thinking about the meaning of many words in English because they are mentioned during the discussions</li> </ol> <p>In conclusion , I enjoyed the lectures that were discussed in English because I got to know new meaning and developed my way of writing . Also I have the power to express what is inside me with the strong and variety words and I have a fluency in expression .</p>	<p>Effectiveness</p> <p>Vocabulary</p> <p>Practice L2</p> <p>Translation</p> <p>Time Saving</p> <p>Disadvantage</p>

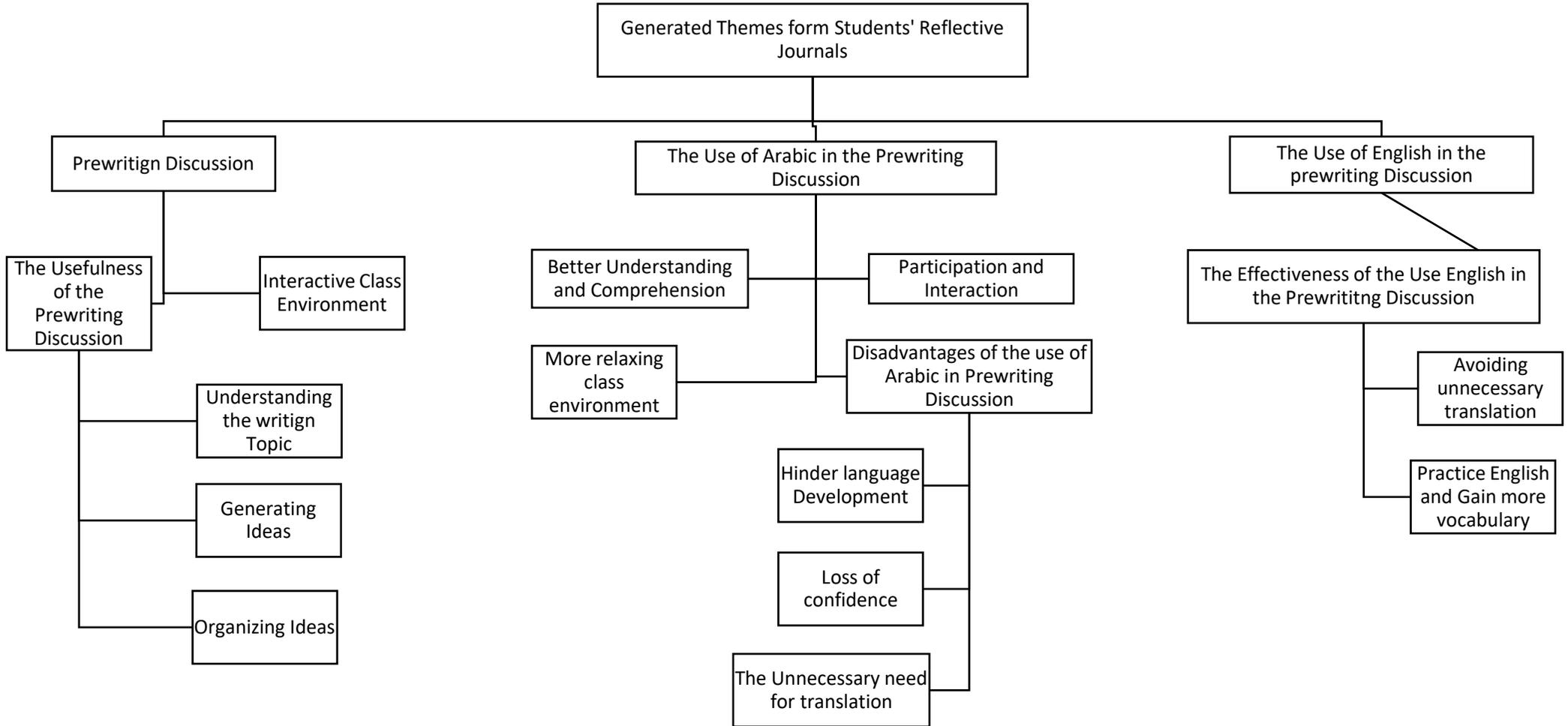
	P8:	
Pre-Dis	<p>Prewriting discussion is very useful for students for many reasons. The most important one is that technique gives us a lot of ideas which help us in writing ,and it also helps us to arrange our ideas in logical way</p>	<p>Usefulness</p> <p>Generating Ideas and Organizing Ideas</p> <p>Interaction</p>
Pre-Dis L1	<p>There are a lot of advantages of using an Arabic language in prewriting discussion.</p> <ol style="list-style-type: none"> <li>1. One of them ,an Arabic language is our mother tongue ,so all of the students will understand well.</li> <li>2. Other thing is that all students feel more comfortable ,and they don't feel scared of our answers because we able to express about our ideas clearer</li> </ol>	<p>Better Understanding Participation More relaxing</p>
Pre-Dis L2	<p>there are a lot of advantages of using an English language in prewriting discussion.</p> <p>One of them is that our major is English ,so it can be more useful for us ;in addition ,discussion in English help us to acquires a lot of vocabulary ,for example if the teacher say a word we don't know its meaning ,we will go directly to the dictionary to know what its meaning is ,and then we will be able to use it in our writing ,so i think that discussion in English can be more effective.</p> <p>To conclude, there are a lot of advantages for each of them, but in my opinion ,discussion in English is better than discussion in Arabic because it helps us in our major.</p>	<p>Effectiveness</p> <p>Vocabulary</p> <p>Practice L2</p> <p>Translation</p> <p>Time Saving</p>

	P19:	
Pre-Dis	Talking about her way of teaching, she used an effective way that helped <b>students write in a short time</b> . The way was used is discussion between students and her in the class. The advantages of this way are many. For example, it helps students getting some keywords that help to write rapidly . Also, it aids them to pick up a punch of main ideas that can be supported adequately, and the discussion makes writing more interesting for students.	Usefulness Generating Ideas and Organizing Ideas Interaction
Pre-Dis L1	because I love writing, discussion in Arabic doesn't help me that much. <i>Also, it doesn't make me less scared</i> . I found that using Arabic has a negative aspect that what you are thinking about <b>needs to be translated and written in a piece of paper which is a problem cannot be found when a discussion has given in English</b>	Better Understanding Participation More relaxing
Pre-Dis L2	In my point of view, a discussion must be in English for many reasons. If you discuss things in English, <b>you will not be distracted by translating from Arabic to English</b> . Also, many keywords will be written in front of the students. The most important point I would like to say that discussion in English provides a colossal benefit by earning new words, especially from a person whose English level is higher than us.	Effectiveness Vocabulary Practice L2 Translation Time Saving

	P22:	
Pre-Dis	I think that prewriting discussion was so useful . It gave us a lot of idea that made us capable to write a creative paragraph fullfilled with good ideas .	Usefulness Generating Ideas and Organizing Ideas Interaction
Pre-Dis L1	In my opinion , using Arabic language (L1) was very boring and less benefits . Although some students said that using Arabic help them feel less scared , <i>I think that we have to encourage ourselves to use English without feeling scared</i>  <i>However , I can say that using Arabic is important on one case which is when we can't describe our point of view on English . In this case , we can resort to Arabic to convey the idea .</i>	Better Understanding Participation More relaxing
Pre-Dis L2	Moreover , I saw that using English was more effective and useful for us as English students . This helps us to get used to use English daily , and to know new words or phrases . Also , <i>it helps us to speak and discuss with each other on English easily</i> . So , using English language in prewriting discussion have many advantages more than using Arabic one .  Finally,I enjoyed English lectures more than Arabic ones , they were more interesting and useful .	Effectiveness Vocabulary Practice L2 Translation Time Saving

## Appendix G

### Reflective Journals Generated Themes



## Appendix H

### Session Observation Tables

<b>Class / session: First Session</b>	<b>Day: Thursday</b>	<b>Date: 14<sup>th</sup> / Nov</b>
<b>Total number of the participants: 35</b>	<b>Female: 28</b>	<b>Male: 7</b>
<b>Type of paragraph: Cause and Effect</b>		
<b>Writing Topic: TV Shows Affect the Audience Behavior</b>		<b>Discussion Language : English</b>
<b>Total Class time: 50 minutes</b>	<b>Discussion Time: 20 minutes</b>	<b>Writing time: 30 minutes</b>
<p><b>Class Procedure:</b></p> <ul style="list-style-type: none"> <li>- The researcher entered the classroom, greeted the students, and introduced herself. She explained to students that she would take over this class and other classes in the next weeks.</li> <li>- The researcher started talking about different TV and their effect on the audience in a friendly way and asked a number of rhetorical questions to stimulate their participation. Few students commented on the topic and suggested different examples, and the researcher suggested some shows that have huge publicity to engage students in the discussion.</li> <li>- During the discussion, the researcher was writing the ideas, related vocabulary, and some phrases on the board. She had to rephrase some of the students ideas or reword them to become error free sentences. After 20 minutes of the discussion, the researcher asked the participants to write a cause and effect paragraph about “TV Shows Affect the Audience Behavior”.</li> <li>- During the process of writing, some participants asked privately about the writing topic and what should they include, the researcher answered them in English but using simpler words and more clarified way than the discussion. Other have asked about the meaning of some words written in the board.</li> </ul>		
<p><b>Participants’ participation:</b></p> <ul style="list-style-type: none"> <li>- At the first few minutes of the discussion, one or two students participated, but when the examples became more related to the students’ lives, the number increased to approximately 7-9 students.</li> <li>- Students with high level of proficiency were the active participants in this class.</li> </ul>		
<p><b>Types of Questions the participants asked during writing:</b></p> <ul style="list-style-type: none"> <li>- They asked about the writing topic and what they need to discuss in their writing.</li> <li>- The meaning of some vocabulary or phrases written on the board.</li> <li>- The structure of the paragraph</li> </ul>		
<p><b>Notes on the board:</b></p> <p><b>Title</b> “TV Shows Affect the Audience Behavior”                      Paragraph type: Cause and effect</p> <ul style="list-style-type: none"> <li>- Affect = influence / impact                      inappropriate ideas/ beliefs                      imitation/ imitate                      unhappiness / depression</li> <li>- Idealistic life / high expectation                      against our tradition and religion</li> <li>- Unhappy with the reality                      affect teenagers/ adults / young people                      motivate                      Aggressive shows                      Different shows names....</li> <li>• The two structure of cause and effect paragraph                      Transition : because, therefore, so, ....</li> </ul>		

<b>Class / session: Second Session</b>	<b>Day: Tuesday</b>	<b>Date: 19<sup>th</sup> / Nov</b>
<b>Total number of the participants: 33</b>	<b>Female: 27</b>	<b>Male: 6</b>
<b>Type of paragraph: Comparison and Contrast</b>		
<b>Writing Topic: High School vs. University</b>		<b>Discussion Language : Arabic</b>
<b>Total Class time: 50 minutes</b>	<b>Discussion Time: 20 minutes</b>	<b>Writing time: 30 minutes</b>
<b>Class Procedure:</b>		
<ul style="list-style-type: none"> <li>- The researcher entered the classroom, greeted the students, and introduced herself again. She used Arabic from the moment she entered the classroom.</li> <li>- The researcher started talking about the differences and similarities between different things until she introduced the writing topic. She didn't make an effort as the last time to motivate students to participate. The researcher saw new faces participant in the discussion and argue with their classmates. At this point, the researcher didn't interrupt the participants or ask rhetorical questions because they were engaged in the topic and in the discussion. Some students talked about their experiences</li> <li>- The researcher orally translated some keywords and transition.</li> <li>- During the discussion, the researcher was writing the ideas, related vocabulary, and some phrases on the board in Arabic. After 20 minutes of the discussion, the researcher asked the participants to write a comparison and contrast paragraph about "High School vs. University".</li> <li>- During the process of writing, some participants asked about translation of some words, the researcher answered and gave different synonyms in English.</li> </ul>		
<b>Participants participation:</b>		
<ul style="list-style-type: none"> <li>- 7-10 students approximately participated in the discussion</li> <li>- Students with lower level of proficiency have participated in this class unlike last session.</li> <li>- Student with high level of proficiency were active as they were in the previous class.</li> </ul>		
<b>Types of Questions the participants asked during writing:</b>		
<ul style="list-style-type: none"> <li>- Asked about the translation of key words and some phrases.</li> </ul>		
<b>Notes on the board:</b>		
<p>Tittle "High School vs. University"                      Paragraph type: Comparison and Contrast</p> <ul style="list-style-type: none"> <li>• أوقات الدوام / طبيعية الدوام / الملابس / مدى الالتزام و القوانين / الأصدقاء و المعارف</li> <li>• ضغط الدراسة / مرونة الحياة الجامعية / مرافق الجامعة / الأساتذة و المحاضرين</li> <li>• مثل / على عكس ..... * بنية الفقرة</li> </ul>		

<b>Class / session: Third Session</b>	<b>Day: Thursday</b>	<b>Date: 21<sup>th</sup> / Nov</b>
<b>Total number of the participants: 32</b>	<b>Female: 28</b>	<b>Male: 5</b>
<b>Type of paragraph: Definition</b>		
<b>Writing Topic: Happiness</b>	<b>Discussion Language : English</b>	
<b>Total Class time: 50 minutes</b>	<b>Discussion Time: 15 minutes</b>	<b>Writing time: 25 minutes</b>
<b>Class Procedure:</b> <ul style="list-style-type: none"> <li>- The researcher entered the classroom, greeted the students.</li> <li>- The researcher started talking about happiness in general and asked students “what do make them happy? or when are they happy?”</li> <li>- One or two students talked about situations when they were happy like school graduation or Tawjeh results day.</li> <li>- Then, the researcher asked “How would you define happiness or What is the definition of happiness?”. Some students looked that up online, and other students interpreted the definition according to their experiences.</li> <li>- During the discussion, the researcher was writing the ideas, related vocabulary, and some phrases on the board. She had to rephrase some of the students ideas or reword them to become error free sentences. After 15 minutes of the discussion, the researcher asked the participants to write a definition paragraph about “Happiness”.</li> <li>- During the process of writing, some participants asked privately about the writing topic and what should they include, the researcher answered them in English but using simpler words and more clarified way than the discussion. Other have asked about the meaning of some words written in the board.</li> </ul>		
<b>Participants participation:</b> <ul style="list-style-type: none"> <li>- 5-7 students have participated.</li> <li>- Students with high level of proficiency participated in the class. One or two of the students with intermediate level of proficiency had participated.</li> </ul>		
<b>Types of Questions the participants asked during writing:</b> <ul style="list-style-type: none"> <li>- They asked about the writing topic and what they need to discuss in their writing.</li> <li>- The meaning of some vocabulary or phrases written on the board.</li> </ul>		
<b>Notes on the board:</b> Tittle “Happeniss ”                      Paragraph type: Definition <ul style="list-style-type: none"> <li>• Topic sentence : definition of happiness.</li> <li>• Give examples / provide description/</li> <li>• For example / at first/ at the same time / in general/ especially</li> <li>- Family gathering / spending time with the family</li> <li>- Health / success</li> <li>- Friends / days out</li> </ul>		

<b>Class / session: Fourth Session</b>	<b>Day: Tuesday</b>	<b>Date: 26<sup>th</sup> / Nov</b>
<b>Total number of the participants: 35</b>	<b>Female: 28</b>	<b>Male: 7</b>
<b>Type of paragraph: Descriptive</b>		
<b>Writing Topic: My way to college</b>	<b>Discussion Language : Arabic</b>	
<b>Total Class time: 50 minutes</b>	<b>Discussion Time: 20 minutes</b>	<b>Writing time: 30 minutes</b>
<b>Class Procedure:</b>		
<ul style="list-style-type: none"> <li>- The researcher entered the classroom, greeted the students.</li> <li>- The researcher started describing something happened to her on her way to the class and asked the participants to do the same thing. The researcher kept asking more details about what the participants are talking about. She didn't make an effort as the last time to motivate students to participate. The researcher saw new faces participant in the discussion and argue with their classmates and some participants were the ones who participated in the last Arabic discussion. Some students talked about their experiences</li> <li>- The researcher orally translated some keywords and transition.</li> <li>- During the discussion, the researcher was writing the ideas, related vocabulary, and some phrases on the board in Arabic. After 20 minutes of the discussion, the researcher asked the participants to write a descriptive paragraph about "My way to college".</li> <li>- During the process of writing, some participants asked about translation of some words, the researcher answered and gave different synonyms in English.</li> </ul>		
<b>Participants participation:</b>		
<ul style="list-style-type: none"> <li>- 7 - 10 students approximately participated in the discussion</li> <li>- Students with low level of proficiency participated more than students with high level of proficiency.</li> </ul>		
<b>Types of Questions the participants asked during writing:</b>		
<ul style="list-style-type: none"> <li>- Asked about the translation of key words and some phrases.</li> </ul>		
<b>Notes on the board:</b>		
<p>Title "My way to college"                      Paragraph type: Descriptive</p> <ul style="list-style-type: none"> <li>● ساعة المغادرة / الوصول * طول الطريق / بعد المسافة</li> <li>● من رافقتني في طريقي * حالة الطقس</li> <li>● المشاهد على جانبي الطريق * حالة السير / أزمة السير</li> <li>● على سبيل المثال / لاحقاً/ بالإضافة إلى / بدايةً / أخيراً</li> </ul>		

<b>Class / session: Fifth Session</b>	<b>Day: Sunday</b>	<b>Date: 1<sup>st</sup> / Dec</b>
<b>Total number of the participants: 34</b>	<b>Female: 27</b>	<b>Male: 7</b>
<b>Type of paragraph: Process</b>		
<b>Writing Topic: How to write a process paragraph</b>		<b>Discussion Language : English</b>
<b>Total Class time: 50 minutes</b>	<b>Discussion Time: 20 minutes</b>	<b>Writing time: 30 minutes</b>
<b>Class Procedure:</b> <ul style="list-style-type: none"> <li>- The researcher entered the classroom, greeted the students.</li> <li>- The researcher started giving examples about the process of different things like university registration process, then, she asked the participants “How would you write a process paragraph and what do you need to make it organized and coherent?”</li> <li>- The participants mentioned the main components for the paragraphs such as the title, main topic, transition and the researcher elaborated on their responses.</li> <li>- During the discussion, the researcher was writing the ideas, related vocabulary, and some phrases on the board. She had to rephrase some of the students ideas or reword them to become error free sentences. After 20 minutes of the discussion, the researcher asked the participants to write a process paragraph about “How to write a process paragraph”.</li> <li>- During the process of writing, some participants asked privately about the writing topic and what should they include, the researcher answered them in English but using simpler words and more clarified way than the discussion. Other have asked about the meaning of some words written in the board.</li> </ul>		
<b>Participants participation:</b> <ul style="list-style-type: none"> <li>- 5-7 students have participated.</li> <li>- Students with high level of proficiency have participated and one or two students with low level of proficiency (they can be motivated to participate because they felt their opinion is valued)</li> </ul>		
<b>Types of Questions the participants asked during writing:</b> <ul style="list-style-type: none"> <li>- The meaning of some vocabulary or phrases written on the board.</li> </ul>		
<b>Notes on the board:</b> <p>Tittle “How to write a process paragraph” <span style="float: right;">Paragraph type: process paragraph</span></p> <ul style="list-style-type: none"> <li>- Topic sentence</li> <li>- Supporting ideas / examples</li> <li>- Punctuation/ comma / full stop</li> <li>- Capitalization</li> <li>- Introduction / Body / Conclusion</li> <li>- The steps of writing/ prewriting * drafting * clustering /</li> <li>- Transition: first / second / third/ finally/ at this time / later / then /</li> </ul>		

<b>Class / session: Sixth Session</b>	<b>Day: Thursday</b>	<b>Date: 5<sup>th</sup>/ Dec</b>
<b>Total number of the participants: 30</b>	<b>Female: 25</b>	<b>Male: 5</b>
<b>Type of paragraph: Argumentative</b>		
<b>Writing Topic: The Impact of Social Media</b>		<b>Discussion Language : Arabic</b>
<b>Total Class time: 50 minutes</b>	<b>Discussion Time: 20 minutes</b>	<b>Writing time: 30 minutes</b>
<b>Class Procedure:</b>		
<ul style="list-style-type: none"> <li>- The researcher entered the classroom, greeted the students.</li> <li>- The researcher started to talk generally about social media and asked the participants “What do they think about the social media? and then went more specific and asked “What are the effects of social media? And what are its impact on our lives.</li> <li>- Meanwhile, the researcher kept asking more details about what the participants are talking about and elaborated on their experiences.</li> <li>- The researcher orally translated some keywords and transition.</li> <li>- During the discussion, the researcher was writing the ideas, related vocabulary, and some phrases on the board in Arabic. After 20 minutes of the discussion, the researcher asked the participants to write an argumentative paragraph about “The Impact of Social Media”.</li> <li>- During the process of writing, some participants asked about translation of some words, the researcher answered and gave different synonyms in English.</li> <li>-</li> </ul>		
<b>Participants participation:</b>		
<ul style="list-style-type: none"> <li>- 10-13 students approximately participated in the discussion</li> <li>- Students participation have increased</li> </ul>		
<b>Types of Questions the participants asked during writing:</b>		
<ul style="list-style-type: none"> <li>- Asked about the translation of key words and some phrases.</li> </ul>		
<b>Notes on the board:</b>		
<ul style="list-style-type: none"> <li>• Title “ The Impact of Social media”</li> <li>• تأثير سلبي / إيجابي</li> <li>• الفئات: الأطفال / المراهقين / البالغين</li> <li>• أنواع منصات التواصل الاجتماعي – فيسبوك / تويتر.....</li> <li>• تأثير على السلوك / تأثير نفسي</li> <li>• المقارنة / التقليد</li> <li>• الخصوصية</li> <li>• على سبيل المثال / يسبب / بسبب / نتيجة لذلك</li> </ul>	Paragraph type “ Argumentative”	