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The Effect of Rehearsal Planning on the Accuracy of Narratives
Composed by Secondary School Students: The Case of
Third Year-Foreign Languages Stream- at
NEDJAR HOCINE Secondary School

*Dissertation submitted to the Department of English as a partial
fulfilment of the requirements for the degree of Master in
Language Studies*

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DEDICATION 1

First and for most thank you ALLAH for giving the strength and patience in order to finish this humble work.

It has been tough going through the realization of this work But at the same time knowing that it is worth it and it something that I'll be proud of really means the world to me.

I want to dedicate it to my everything ; my parents that have always believed in me and in my potentials , to my only sister “AMINA” who never hesitates a moment to be there for me, To my two beloved brothers “ YOUCEF ” and “YASSINE ” and my lovely nephew “RAYANE”.

To all the family including my grandmothers, aunties, uncles, and cousins

To my dear friend and partner Khalida

To all my friends whom I got to share with the learning journey.

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DEDICATION 2

To start with, I must thank ALLAH for helping me to reach the end line of this work.

I dedicate our Master's dissertation to my lovely parents, whose utmost efforts and prayers are always with me.

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To All my teachers whose their kind guidance helped me to reach at this stage

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Abstract

The present work intended to investigate the impact of rehearsal pre- task planning in enhancing the accuracy of EFL narrative writings. Participants engaged in this study were twenty secondary school students and their teachers in Ghazaouet. Hence, different research instruments were administered including narrative tasks, questionnaires to the students and interviews to the teachers. The objectives of this research work were to measure the effects of repeating the same task and to find out the difficulties learners have in writing in terms of accuracy ; in addition to the teachers 'views towards rehearsal planning. After, the collected data were analyzed quantitatively and qualitatively. The main findings revealed that the “repeated” task showed a significant improvement in the students' written accuracy in English and that learners had difficulties in accuracy related to: *ability to generate and organize ideas, grammatical structures, word choice and to a lesser extent spelling and punctuation*. The results also presented positive attitudes towards Rehearsal planning from the part of the teachers.

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List of Acronyms

TBLT: Task –Based Language Teaching

SLA: Second Language Acquisition

L2: Second Language

CAF: Complexity, Accuracy and Fluency

EFL: English as a Foreign Language

GENERAL INTRODUCTION

General Introduction

Recently, task based language teaching and learning has received much of attention from second language researchers and L2 teachers. TBLT focuses on promoting language learning through the use of different types of communicative tasks. Within this area, task planning is an important variable which has revealed a consistent effect on L2 production. Besides, it is assumed that learners' problems in production may be lessened if they are given time to plan before they produce an L2 utterance or a composition. Therefore, many studies have been conducted to investigate the extent of influence of task planning on language performance.

However, in contrast to the number of studies that examined the effect of planning on speaking production, few studies have undertaken the effect of different types of planning on written production. So, this study was designed to look deeply how one type of planning (rehearsal planning) can enhance accuracy of narrative composition. In this respect, the researchers have put these research questions:

1. What are the learners' difficulties in writing in terms of Accuracy?
2. To what extent does rehearsal planning affect learners' written Accuracy?
3. What are the teachers' attitudes toward Rehearsal planning?

The researcher has provided three hypothesizes to the previous research questions:

1. Learners face many difficulties in terms of accuracy in writing including grammatical structures, the way how to generate and organize ideas and spelling.
2. Rehearsal planning has a significant effect on the learners' written accuracy
3. The teachers have a positive attitude toward Rehearsal planning

As a matter of fact, in order to achieve the fundamental goal of this study, an exploratory case study of third year secondary school learners –foreign language stream– was designed to collect qualitative and quantitative data from different sources, relying on a number of research instruments: narrative tasks, questionnaire for students and a structured interview with teachers.

General Introduction

Concerning the organization of the current work, it is composed of three chapters. The first one lays the theoretical background of the present study, it deals with four main sections: the first section tackles an overview of task based teaching and learning, starting with providing operational definition of the concept 'task', and identifying its types with an emphasis on narrative task. The second section is about giving a general description of what is task planning, types of planning and most importantly how rehearsal planning affects writing. Regarding the third chapter, it continues to explore what writing and how it is taught, then is developing the notion of accuracy and how it is measured. In the fourth section previous research works and studies are reviewed.

The second chapter of this case study presents the methodological steps followed by the researcher. It describes the sample population then the research instruments used. It provides a brief description of the data analysis procedures, i.e., qualitative and quantitative procedures then it presents the results obtained with its analysis.

The third chapter discusses the findings in the light of the reviewed studies, in relation to the research hypothesis and introduces the recommendations for future research and pedagogical practices.

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1.1. Introduction

Task based language teaching is one of the significant approaches that has gained much of popularity in the field of language teaching since the last decade of the 20th. In TBLT, task and planning are key concepts which need to be clearly examined and understood. Therefore, in this chapter the most important aspects of task based approach will be reviewed.

1.2. Overview of Task Based Language Teaching

Task based language teaching or task based instruction as usually referred was first developed by Prabhu in second language teaching who believed that students may learn more effectively when their minds are focused on the task rather than on the language they are using (Prabhu, 1987; as cited in Littlewood 2004). Its origins go back to the underlying theory of the communicative approach to language teaching. Hence, it regards language as a communication tool. TBLT can be defined as ‘an approach based on the use of tasks as the core unit of planning and instruction in language teaching’ (Richards and Rodgers, 2007:223). Moreover, it is a learner-centered approach that focuses on communication via interaction within classroom contexts and getting learners to perform tasks that are meaningful and authentic at the same time using the target language. Task based language teaching became linked to many disciplines namely pedagogy and second language acquisition due to its powerful effects represented in that it is through TBLT that learners fully make use of their communicative abilities and actively use the language with their peers to solve problems. In this regard, Curriculum Development Council (CDC) in Hong Kong Ministry of Education supported this view stating that:

The task based approach...aims at providing opportunities for learners to experiment with and explore both spoken and written language through learning activities that are designed to engage learners in the authentic, practical and functional use of language for meaningful purposes

(CDC, 1999: 41 in Nunan, 2004: 12)

1.2.1 Task Definition

The notion of task is regarded as the core unit upon which TBLT approach is based. It was defined from different perspectives and in numerous ways. Long (1989) defined the task in relation to the real world claiming that a task is ‘a piece of work undertaken for oneself or for others, freely or for some reward... in other words, by task, is meant the hundred and one things people do in everyday life, at work, at play, and in between’ (p.89). This definition explained the term task as the normal practices people perform in their daily life outside the classroom. For example, the act of buying a pair of shoes, making an airline reservation, or, borrowing a library book is known as tasks. Moreover, other researchers viewed this concept from a pedagogical perspective. Richards, Platt & Weber (1986) proposed that: “task is an activity or action which is carried out as the result of processing or understanding the language” (p.289). Such as, drawing a map while listening to a tape, listening to an instruction and performing a command...etc. That is, the task here indicates the use of the language communicatively with an emphasis on meaning. Breen (1987, p.23) interpreted the task as ‘a range of work plans’ or ‘a brief practice exercise’ again with an emphasis on the communication of meaning. Similarly, NUNAN in his book *Task Language Teaching* stated (1989, p.10) that it is ‘a piece of classroom work which involves learners in comprehending, producing or interacting in the target language’. He stressed on the fact of using the language for the sake of communication. All these definitions are pedagogical in nature and favor communication through meaning yet the term task has been referred to differently; an activity, a work plan, exercise, action or a piece of work.

Moreover, Skehan outlined some criteria to discern the task; firstly, it’s an activity that the center of its attention is meaning, It has to be in relation with the real world in the form of an objective for learners to attempt to achieve then to be evaluated in terms of its scope. Skehan (1998, p.268). In the recent era, Ellis (2003) developed a new meaning of the task in that it’s a work plan that involves learners’ cognitive processes under task.

Skehan's (1998) proposed criteria and since then it has become the basic features of the Task that most researchers rely on.

1.2.2 Task Types

Among the famous classifications of tasks, Foster and Skehan classified the term task under three different types; personal, decision-making and narrative task. Personal task as its name implies refers to familiar situations that anyone could come across for example, in the information exchange task one subject is required to tell another how to get to their home to turn off the oven that they had left on (cited in Nunan's book *Task Based language teaching* (2004,P.88)). Decision –making tasks, are regarded as the hardest tasks due to the fact that the information provided to the learners is not familiar and well structured (Foster and Skehan 1996). the learners in decision making tasks are “expected to work toward a single outcome, but have a number of outcomes available to them.” (Pica, T., Kanagy, R. Falodun, J. 1993:22) for example, subjects had to role play a judge and decide on appropriate punishments for wrong doers (cited in Nunan, (2004), *task bask language teaching*, (p.88)

2.6.1.1 Narrative Task :

Narrative tasks are a well established and frequently researched task type (bygate, 1999; Foster & Skehan, 1996, 1995, Skehan, Foster, 1997. Narrative tasks as stated by Tavakoli and Skehan (2005) “refer to those stories based on a sequenced set of picture prompts which are given to participants to elicit language performance”. Moreover, narrative tasks such as stories include the use of the past tense and discourse conjunctions like first, then, later...etc in order to be able to narrate the events chronologically. A narrative task is characterized by; a timeline a script; a story with beginning, middle, and end; and a problem solution structure; and finally an appeal to the familiar and organized in the speaker's mind (Tavakoli & Skehan, 2005).

1.3. Theoretical Background of Task Planning

1.3.1 The Nature of Planning

The appealing of task based language teaching and learning and the increasing focus on language form led to the development of an awful lot of studies that investigate one of the important processes involved in language production, which is planning. These studies examined the different aspects of planning, such as the planning time, types of planning, relationship between the task type and planning and most importantly how planning effects language production.

Planning is defined from different perspectives. From a cognitive psychological point of view, it is a problem solving technique.(Newell & simon,1972), a natural process that people go through to solve a problem. Planning nature and its connection with language production is pointed out by Das et al (1996):

“Planning is a self-organizing, reflective process that the individual is conscious of at least at some point in its development and it requires motivation and meta cognitive skills. It is an activity that integrates several different components and levels of functioning into one schema and is a uniquely human function with close connections to speech and language” (p. 54).

In language studies, written production precisely, planning involves learners to set the objective of the writing task, put forward related ideas and think how these ideas could be presented. In this respect Ellis (2003, P.348) suggest pre-task planning is ‘the process by which learners plan what they are going to say or write before commencing a task ‘which means to decide on the content and the organization of the ideas. In other words, planning refers to the preparation for the language use and the actions of task completion. Therefore, planning entails learners to access their own implicit and explicit knowledge of L2 to use it when completing a task, and for that reason “‘planning can be employed to ease the pressure on learner’s limited working memory’” Skehan& Foster (1997).

1.3.2 Types of Planning

Task performance can be influenced by different aspects and conditions. The type of planning is among the conditions that may cause such influence. Ellis 2005 distinguishes two types of planning: pre-task planning and within or online task planning. These are simply distinguished in terms of when planning takes place either before or during the performance of the task. Furthermore, pre-task planning includes strategic planning and rehearsal planning. Strategic planning refers to the learners 'preparation of what the content is, and how to organize, and expressed it for the task. Whereas, rehearsal planning is "providing learners with an opportunity to perform the task before the main performance 'Ellis (2005, P.4). Also within/online task planning is divided into pressured and unpressured; in 'pressured planning'; the learners have a limited time to perform the task. But, in 'unpressured/careful planning', the learners have unlimited and extended time to perform the task.

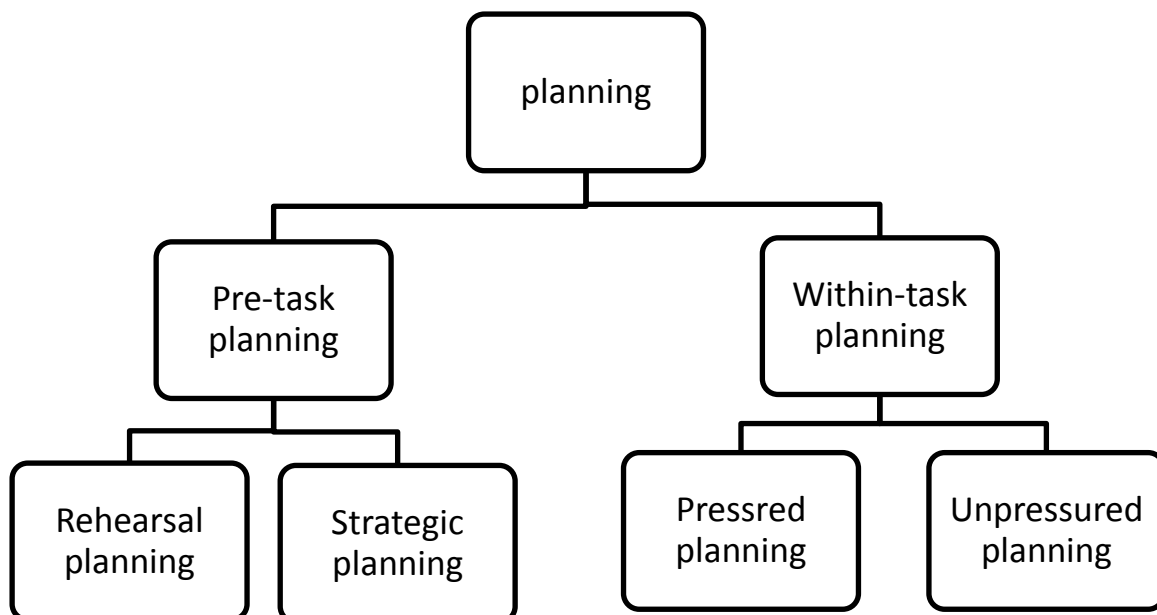


Figure1.1. Types of Planning (according to Ellis, 2005b, p4)

1.3.2.1 Rehearsal Pre-Task Planning

Many studies were conducted to examine the effect of planning on students' language performance in task-based teaching, in this research task repetition or rehearsal planning will be reviewed carefully.

Rehearsing the task refers to performing it twice, as Ellis points out "Rehearsal' planning is embodied in providing the learners with the opportunities to "perform the complete task once before performing it a second time". This type of planning has a beneficial effect on learners' task performance because when learners repeat the same task, they demonstrate a distinction between attention and commitment. Moreover rehearsal planning enhances accuracy in written production, Gass et al. (1999) provided evidence that task rehearsal resulted in 'improvement in the use of one linguistic feature', due to the fact that during the first performance learners focus primarily on planning the content of what they are going to write. Learners can scan their memory for the language that suits the performance of the task and thus they start to be familiar with the content to be produced. On the second performance, learners shift their attention from content to the selection and editing of the appropriate language, that is to say they focus more on linguistic aspects since they have already generated the ideas related to the task in the first performance. SLA researchers consider task repetition as a kind of planning which particularly controls and directs learners' limited attention resources.

1.3.3 Planning Conditions

In addition to task planning types, planning conditions can also be classified differently. They can split into guided planning in which learners do the task following the teacher's guidance that was made ahead about what and how to plan. In Unguided planning, on the other hand, learners receive no guidance or advice in the planning phase (in studies tackled by Hulstijn and Hulstijn, 1984; Foster and Skehan, 1996; Foster and Skehan, 1999; Sangarun, 2005). Furthermore, Whalen and Menard (1995) discussed planning that takes place in discourse level or in the aspects of text constructions that learners attend to.

1.4 Writing Performance and Accuracy

1.4.1 Writing Defined

Learning how to write in a second language is one of the most challenging aspects of second language learning. Within this field, teaching writing skills has come to assume central position nowadays in many researches. Writing, simply, can be defined as a thinking process in which ideas and thoughts are transformed into words and sentences. In a similar vein, Rivers states that: “Writing refers to the conveying of information or the expression of original ideas in a consecutive way in the new language” (Rivers 1987: 294). Also, writing is the practical use of grammatical rules, lexical elements and rhetorical patterns to compose a text (Halliday, 1985). Another definition viewed writing as “a way of communication which uses a system of visual marks made on some kind of surface” (Crystal, 1995:257). In fact writing is a complex mental activity in which the writer needs to go through several stages to come to the final product. Likewise, Sadiqi argues that: “Writing is a product of careful planning and conscious application of very specific norms of discourse structure” (Sadiqi 1989: 167).

Writing in English has a more purely pedagogical role because it accomplishes the other language skills, for that reason many approaches to teach writing have been developed. Each of these approaches has been applied in the classroom, yet each has its typical illumination of how to provide effective writing instruction. However, it would be wrong to see each theory growing out of and replacing the last because they are complementary and represent compatible means to understand the complex nature of writing. Only some of these orientations will be discussed:

1.4.1.1 Language Structures

1.4.1.2 Composing Processes

1.4.1.3 Genre Approach to Writing

1.4.1.1 Language Structure

This orientation is one of the crucial approaches that is used to teach writing skill, it was born from the marriage of structural linguistics and the behaviorist learning theories of second language teaching. It views writing as a product and encourages a focus on formal text units or grammatical features of texts. The structural orientation emphasizes writing as combinations of lexical and syntactic forms. In this view, writing involves linguistic knowledge and the vocabulary choices, syntactic patterns, and cohesive devices that comprise the essential building blocks of texts.

This approach has four stages as it is described by Richards (2003: 3-4):

1-**Familiarization:** Learners are taught certain grammar and vocabulary, usually through a text.

2-**Controlled writing:** Learners manipulate fixed patterns, often from substitution tables.

3- **Guided writing:** Learners imitate model texts.

4-**Free writing:** Learners use the patterns they have developed to write an essay, letter, and so forth.

1.4.1.2 Composing Process :

This approach is most widely followed by L2 teachers, it is also called the process approach. It sees writing as a “non-linear, exploratory, and generative process whereby writers discover and reformulate their ideas as they attempt to approximate meaning” (Zamel, 1983: 165). Moreover, following this orientation teachers help their learners to be creative and independent producers of text and to develop cognitive skills such as the ability to plan, define a rhetorical problem, and propose and evaluate solutions. The process approach pays attention to various interrelated, recursive stages that any piece of writing goes through, the following figure shows a process model of writing instruction:

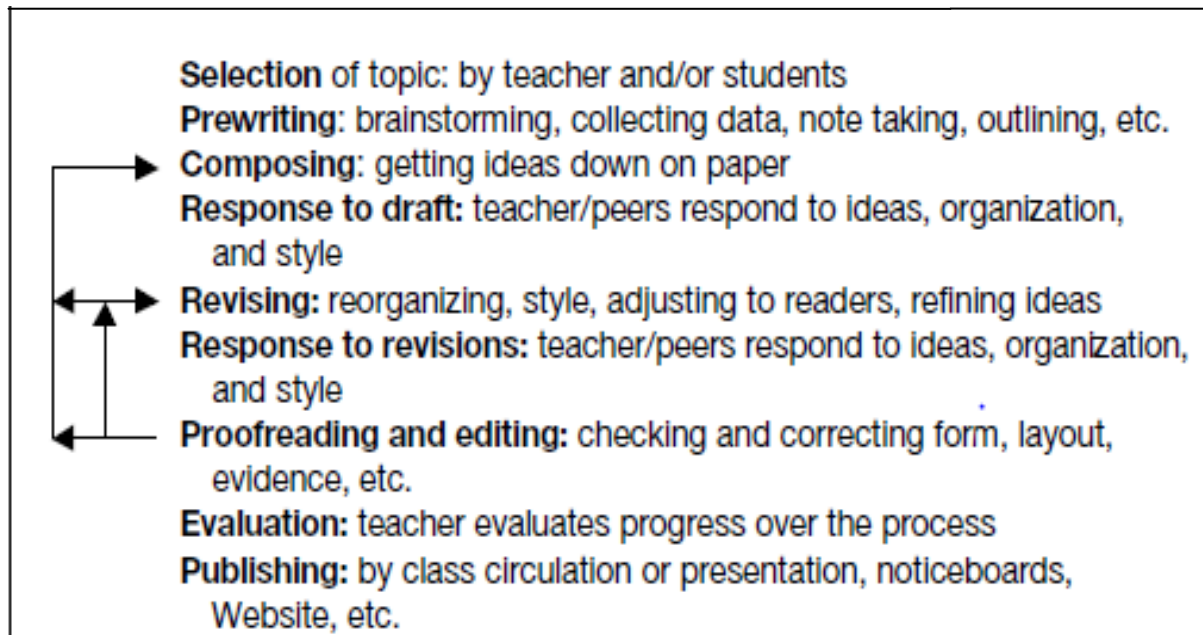


Figure1.2. the Process Model of Writing Instruction

2.4.1.3 The Genre Approach

In genre approach to writing, students have to study texts as models before composing. According to Harmer(2001:258)“In a genre approach to writing learners study texts in the genre they are going to be writing before they embark in their own writing ” . Genre-based perspective believes that learning should be based on explicit awareness of language, so teachers provide students with opportunities to develop their writing through analyzing “expert” texts. Therefore, learners will develop a range of discourse and contextual aspects to accomplish coherent, purposeful piece of writing.

To synthesize, the approaches discussed above provide teachers with complementary options to design writing instructions.

1.4.2 The Notion of Accuracy

Accuracy has been regarded as the easiest, most explicit and most consistent construct of the CAF triad. (Hammerly1991; Wolfe-Quintero et al.1998). This triad represents three dimensions ;complexity , accuracy and fluency that are most frequently used as

measures of second language performance and language proficiency. According to Skehan and Foster (1996) accuracy refers to 'freedom from error, based on whatever language is used' (p.304). Housen and Kuiken (2009) simply define it as "error-free" speech. Hence, accuracy can be seen as the extent to which the language produced (spoken or written) deviates from the norm. (Hammerly 1990; Pallotti 2009; Wolfe-Quintero et al.1998). Deviations in this context are characterized as errors. In this same line of thought, Ellis (2005) defined accuracy as the ability to avoid errors in performance, reflecting higher levels of control in the language and/or a conservative orientation. As the students attempt to produce more accurate language

Despite the clear outcome of accuracy, it is variably defined and still lacks an appropriate definition supported by theories of linguistics and language learning. In addition to this; it still raises issues about the appropriate criteria that should be taken for efficient measurement. A wide variety of tools, ranging from holistic and subjective ratings, to quantifiable measures of general or specific linguistic properties of second language production have been used in order to obtain a more precise objective to account for learners' L2 level. However, from an overall view, there are two fundamental views where the criteria taken should be either prescriptive with regard to the norms and rules the same as the native speaker holds for the target language or non prescriptive that is accepting the non-native use of the language as the way in some communities (Ellis 2008; James 1998; Polio 1997).

1.4.2.1 Measuring Accuracy

1.4.2.1.1 General Measurements

General measurements are specially helpful when dealing with structured tasks data in which learners are free to answer under no obligation and may even avoid some structures and forms. Yet, for other task types, such as narratives Ellis and Barkhuizen (2005, p. 151) recommend a general measurement of accuracy. General measurements include two famous proportions which are: percentage of error-free clauses and the

number of errors per 100 words. Percentage of error-free clauses refers to clauses with no error in syntax, morphology, a native lexical choice and word order. A variation of this general measure, total errors per AS unit, have been used as well (e.g., Michel, Kuiken, and Vedder, 2007). In addition, the number of errors per 100 words refers to any kind of errors found in a hundred words, leading to no difficulty in coding the errors.

Moreover, in the studies and previous research works that included both general and specific measurement of accuracy. The general measurements were reported as informative similarly as the specific measures (e.g., Ahmadian & Tavakoli, 2011; Yuan & Ellis, 2003) and sometimes as more informative as the specific measurements (e.g., Michel, Kuiken, & Vedder, 2007)

1.4.2.1.2 Specific Measurements

Specific measurements as the name implies capture differences in data related to a specific task type within a specific sample. These measurements are better used with focused tasks (Ellis & Barkhuizen, 2005) where the teacher decide the form and context to be measured upon task conditions or the level of proficiency. However, Operationalizing accuracy based on specific forms such as correct verb forms leads directly to the deficiency of reporting the overall accuracy of the written performances and the use of target language. Hence, specific measurements should rather function as complementary to the general measurements most precisely in classrooms where students have mixed language backgrounds (Ellis & Barkhuizen, 2005).

1.5. Previous Research Works

Many research works investigated the effect of planning on oral production. However a smaller number of studies examined the effect of planning on written production. Most of these studies have measured writing performance in terms of two or all three aspects of language performance (i.e. accuracy, complexity, and fluency) under the present or the absent of planning (pre-task, within task planning) conditions. All the types of planning have been shown to have a beneficial effect on fluency but the results for complexity and

accuracy are more mixed. Results of some studies on strategic planning have shown that it boosts fluency of language production. Foster (1996) and Foster & Skehan (1997) report that planners are more fluent than non-planners. Yuan & Ellis (2003) also have discussed the effective influence of strategic planning on fluency. Other studies do not reveal positive effect of this type of planning on accuracy whereas on complexity is clearly positive, Crooks (1989) demonstrates that 10 minutes planned students produce more complex sentences and broader lexical range. Foster & Skehan (1999), Yuan & Ellis (2003) also proved the positive effect of strategic planning on complexity of language production.

Speaking about rehearsal planning, few studies have examined the effect of task repetition on language performance. Significant effect of this type has been illustrated in Yuan & Ellis (2004). In addition, Hulstijn & Hulstijn (1984, cited in Ellis 2003) have proposed that when tasks are repeated learners can be instructed to pay attention to different features such as grammar, pronunciation, completeness of speech. Larsen-Freeman (2006) notes that the participants in her study, as a group, demonstrated that accuracy, fluency and complexity increased when a narrative task was repeated. There is also some good evidence suggesting that task repetition positively affects language production in general (Ahmadian, 2011; Ahmadian & Tavakoli, 2011; Bygate, 1996, 1999, 2001; Bygate & Samuda, 2005; Hawkes, 2012; Skehan, 2007). Since there is less empirical research on written language production, it is difficult to clearly hypothesize the extent to which task repetition can increase accuracy, fluency and/or complexity of language production, taking this into account, the current case study tries to analyze the effects of narrative task repetition on written language production.

Other types of planning (pressured, unpressured planning) were also investigated in many research works and have shown different results.

1.6. Conclusion

It can be understood from the review of literature that most studies in TBLT have investigated the effect of planning is an important variable of investigation in order to develop more theories about language teaching as well as language acquisition. For that reason, the next chapter present research procedures followed to investigate the effect of rehearsal planning on the accuracy of secondary school students written narratives.

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2.1. Introduction

This chapter represents the research design and methodology carried out by the researchers through the use of three research instruments. In addition to the procedures followed in the analysis as well as the analysis of the data collected.

2.2. Research Methods and Design

A case study was conducted in this paper with secondary school students and their teachers in Ghazaouet. It has a prominent role dealing with issues in Education (Gulsecen & Kubat, 2006). In this regard, Yin (1984:23) defines the case study research method “as an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used.”. Such type of research methods was used to provide an in-depth understanding and insights of the phenomenon. (Jordan, 1997).

2.3. Sample Population

The sample consists of twenty Secondary School students- Foreign Languages- and four English teachers.

2.3.1 Students ‘Profile

The research was conducted with 3rd year pupils of foreign language stream at NEDJAR HOCINE Secondary School in Ghazaouet, where the researcher dealt with twenty learners selected randomly from the 3AM2 class. The reason for choosing such population goes back to their intermediate level in foreign languages including English. This sample was made of eighteen girls and two boys. Their age varied between eighteen and twenty years- old.

2.3.2 Teachers’ Profile

The researchers interviewed four secondary school teachers of English; three are men and one female for the present research. They all hold a License Degree in English, their

teaching experience ranges from ten to thirty one years.

2.4. Research Instruments and Data Collection

Data collection refers to the act of gathering information through the use of different research tools

The present study made use of a varied instrumentation including learners' task performances and questionnaires in addition to teachers' interview. The aim behind it was to collect insightful information from various data sources to cross check the validity of the hypothesis and to study the problem from different perspectives.

2.4.1 Students' Task Performances

In the present study, to examine the probable effect of rehearsal planning on writing accuracy, it was decided to design narrative tasks and then ask participants to perform these tasks under the presence of rehearsal planning. In fact this type of task was chosen for a number of reasons. First, following these studies which highlighted that repeating narrative tasks have an impact on language performance (Bygate, 1996; Bygate, 2001; Bygate & Samuda, 2005; Matsumara, Kawamura & Affricano, 2008; Birjandi & Ahangori, 2008; Gass & Mackey, 1999), as well as similar tasks were used in the previous works (e.g. Foster & Skehan, 1996; Skehan & Foster, 1997; Skehan & Foster, 1999). Hence, it allows the researcher to make a comparison between the results. Another reason is that narrative tasks are monologic which help to measure learners' performance without any influence of other interactional variables.

Furthermore, the written narrative tasks were carefully selected to meet two important conditions: 1) the task should be suitable and fit the level of learners, not very simple and not very difficult. (Kellogg, 1987); 2) the task should bring out adequate number of L2 structure and sufficient amount of content. Respecting these principles, the participants were asked to complete 3 narrative writing tasks based on a series of six pictures (adopted from Heaton 1975)

Participants performed two tasks under the condition of rehearsal planning so both tasks were repeated twice; explicit instructions were given to learners about the text type, the use of linking words and past tense; the instruction were repeated in each performance

The pieces of writing were collected. Then the researchers examined the extent of accuracy of the participants 'written production, a reliable measure of accuracy was required.

2.4.2 Students' Questionnaire

First of all, a questionnaire is an important research instrument which consists of a set of written questions. It is widely used by the researcher to collect large amounts of data about sample opinions and attitudes. In a similar vein, Brown (2001) defines questionnaires as “written instruments that present respondents with a series of questions or statements which they are to react either by writing out their answers or selecting from existing answers” (p .6). Moreover, questionnaires are highly focused elicitations of respondent self-reports about actions, attitudes and experiences (Bell 1999).

Respectively, a questionnaire is structured to collect data either for specific pieces of information or choosing an answer from the various options given. It includes yes-no questions, multiple choice questions and rating scale questions. These types of questions allow the researcher to collect data suitable for quantitative and statistical analysis. Also, questionnaire involves gathering data of qualitative and exploratory nature by using open-ended questions in which the informants give their points of view.

The present questionnaire is self-administered to 3rd year secondary school learners-foreign language stream- in order to gather information about the participants and to know their attitudes towards writing in general and the pre-task planning that they have experienced when completing the narrative tasks, in particular.

The questionnaire consists of 13 questions of different types (yes-no, multiple choices, open-ended questions). It is divided into three rubrics. The first rubric is designed to collect information about the participants and their attitudes towards writing in general, as well as their major weaknesses. The second rubric is set to know learners' opinion on and attitudes towards writing without any planning. As far as the third rubric is concerned, it attempts to get responses from participants regarding the process of writing under rehearsal planning, their attitudes toward the experience of task repetition and if this kind of planning helps them to write accurately.

2.4.3 Teachers 'Interview

Following the questionnaire, the interview was chosen as another tool for the sake of gathering further data about the topic. The interview is about a set of questions that are addressed orally to the participants. Cohen et al (2000:267) define it as follows:

'Interviews enable participants –be they interviewers or interviewees to discuss their interpretations of the world in which they live in and to express how they regard situations from their own point of view'.

Hence, it was used to elicit from teachers their attitudes towards the process of writing under rehearsal planning and its impact on enhancing learners' writing accuracy. Moreover, Patton (1990:464) stated that: "the interviews were considered a method of triangulation, a checking out the consistency of the data obtained from the questionnaire responses" that is as a cross check of the validity of the data provided by the questionnaire.

The interview has three main types including, structured, semi-structured, and unstructured. The structured interview is defined as a "verbally administered questionnaire" Gill et al., (2008) in which learners are asked to answer a set of pre-defined questions with no change in the wording. By the use of semi-structured interview, the interviewer asks the participants questions without following a similar order and may add or leave out questions based on the context of participants' responses.

Unstructured interviews as described by Patton (2002) refer to a natural extension of participant observation, because they so often occur as part of ongoing participant observation fieldwork. He argued that they rely entirely on the spontaneous generation of questions in the natural flow of an interaction.

In the present research, the structured interview was used to ensure that all the respondents were asked the same questions following a similar order and to make it easier to analyze the data gathered without time consuming, open-ended questions were used in this qualitative instrument, in order to collect rich and explanatory information about teachers' opinions and perceptions. The interview was recorded to make it easier to review the results and to be accurate in reporting them.

The interviewees were informed of the research topic and were asked to engage by answering the following questions:

1. How do you teach aspects of writing?
2. What are the difficulties that your students encounter in writing?
3. As a teacher, what do you do to improve your students' writing accuracy?
4. Do you give your students the opportunity to prepare or plan before writing?
5. How do you find rehearsal planning?
6. Do you agree on using rehearsal planning in your writing lessons?
7. Do you think rehearsal planning help students to overcome their weaknesses?
8. What do you suggest to improve students' writing accuracy?

2.5. Data Analysis Procedures

After the data have been collected, it must be analyzed through what is called analysis procedures to finally come up with research findings. In the present research, both qualitative and quantitative dimensions were used for more reliable and valid findings. The students' task performances were measured quantitatively and interviews qualitatively while questionnaires qualitatively and quantitatively.

2.5.1 Qualitative Analysis

Qualitative Analysis on the other hand is not concerned with counting numbers but rather with understanding the behaviors, opinions and attitudes of participants.

In the same line of thought, Cohen et al (2005:261) claim that: “qualitative data analysis involves organizing; accounting for and explaining the data ;in short, making sense of data in terms of participants’ definitions of the situation, noting patterns ,themes, categories and regularities.”

The qualitative method is explanatory in nature and aims at providing insights about the problem tackled. Moreover, qualitative researchers undergo a process during the analysis Hsieh & Shannon defined it as “a research method for the subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes or patterns”

Furthermore, Creswell (1998) characterizes qualitative research as “an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The research builds a complex, holistic picture, analyses words, reports detailed views of informants, and conducts the study in a natural setting”.

2.5.2 Quantitative Analysis

Quantitative analysis is a method based on quantifying the data numerically and transforming it into usable statistics such as charts, tables, and graphs .Its main aim is “explaining the phenomena by collecting numerical data that are analyzed using mathematically based methods”(Creswell,2005) .In addition, Cohen(1980) defined the quantitative research as a social research which employs empirical methods and empirical statements. These empirical statements are rather descriptive when describing the phenomena in “the real world”.

Moreover, this type of analysis makes use of different and many sources in order to collect numeric data such as questionnaires, interviews, etc. It is particularly used with

larger samples with the aim of generating the findings to the whole population. It is regarded as more objective since it is designed for making generalization about the phenomenon.

2.6. Data Analysis

2.6.1 Analysis of Students' Task performances

2.6.1.1 Accuracy Measurement

Accuracy refers to “how well the target language is produced in relation to the rule system of the target language” (Skehan, 1996b, p. 23). Therefore, to examine the extent of accuracy of the participants' written production, a suitable measure of accuracy is required. Researchers have varied in how they measured accuracy, some have examined how accurately specific grammatical features (e.g., tenses ,forms) are used such as correct verbs forms, subject verb agreement (Wendel, 1997 ;Yuan & Ellis, 2003) ;while others have elected to use more generalized measures such as percentage of error-free clauses(Foster &Skehan,1996) and errors per 100 words. Accordingly, to better measure accuracy the current study made use of both general and specific measures of accuracy.

2.6.1.1.1 Overall Accuracy

Measurement of errors per 100 words is used to measure learners 'overall accuracy in using the second /foreign language, where every error is taken account of. In the present study, this measure was calculated by dividing the total number of errors by the total number of words multiplied by 100 (Foster &Skehan, 1996; Mehnert, 1998).

2.6.1.1.2 Measures for Accuracy of the Target Structures

This study selects verbs as one of the target structures to be examined, the percentage of accurately used verbs in terms of tense, aspect, modality, and subject-verb agreement was calculated as follow:

$$\frac{\text{The Total Number of Correct Verbs}}{\text{The Total Number of Verbs}} \times 100$$

At this level, the linguistic production of participants will be examined holistically in addition to a comparison of the effect of repetition on their linguistic accuracy.

The table below summarizes the result of individuals written production analysis:

Participants	Snake Story				Hat Story			
	GMA 1P	SAM 1P	GMA 2P	SMA 2P	GMA 1P	SMA 1P	GMA 2P	SAM 2P
1	9,62	45,50	8,20	66,60	11,29	43,47	12,50	40,00
2	15,38	27,27	13,23	40,00	25,50	60,00	10,52	44,00
3	22,61	41,17	12,04	53,33	20,58	42,55	22,53	33,33
4	22,05	16,66	8,21	78,57	24,24	45,45	16,93	51,85
5	9,45	92,85	3,79	93,33	9,75	64,28	8,43	56,25
6	19,48	23,07	17,33	38,45	18,00	35,00	18,20	68,90
7	18,18	16,66	14,92	53,84	28,00	50,00	11,84	33,33
8	26,41	11,11	15,68	55,55	8,97	66,66	17,54	68,75
9	11,76	57,14	20,00	88,85	18,51	33,33	14,75	27,27
10	29,50	14,82	16,38	63,15	18,51	33,33	20,00	40,00
11	30,76	0,00	25,00	13,33	50,00	14,28	20,00	46,66
12	20,96	16,66	26,43	47,05	12,50	64,70	20,21	43,75
13	11,26	53,84	10,00	83,33	11,62	62,50	9,30	81,25
14	15,83	56,25	13,08	73,33	18,51	41,66	14,56	53,33
15	19,35	42,30	13,55	54,16	13,07	52,94	12,00	40,00
16	11,90	73,33	6,17	71,42	16,32	66,66	9,67	66,66
17	4,37	86,95	1,63	95,45	8,95	91,60	6,61	80,00
18	12,50	46,10	7,59	75,00	7,10	54,54	5,26	68,75
19	13,86	53,00	13,26	77,77	15,09	54,54	6,86	44,44
20	18,00	43,12	15,00	19,65	15,49	40,62	15,67	60,00
Means	17,16	40,89	13,07	62,11	17,60	50,91	13,67	52,43

Table2.1. Individuals Written Production Analysis

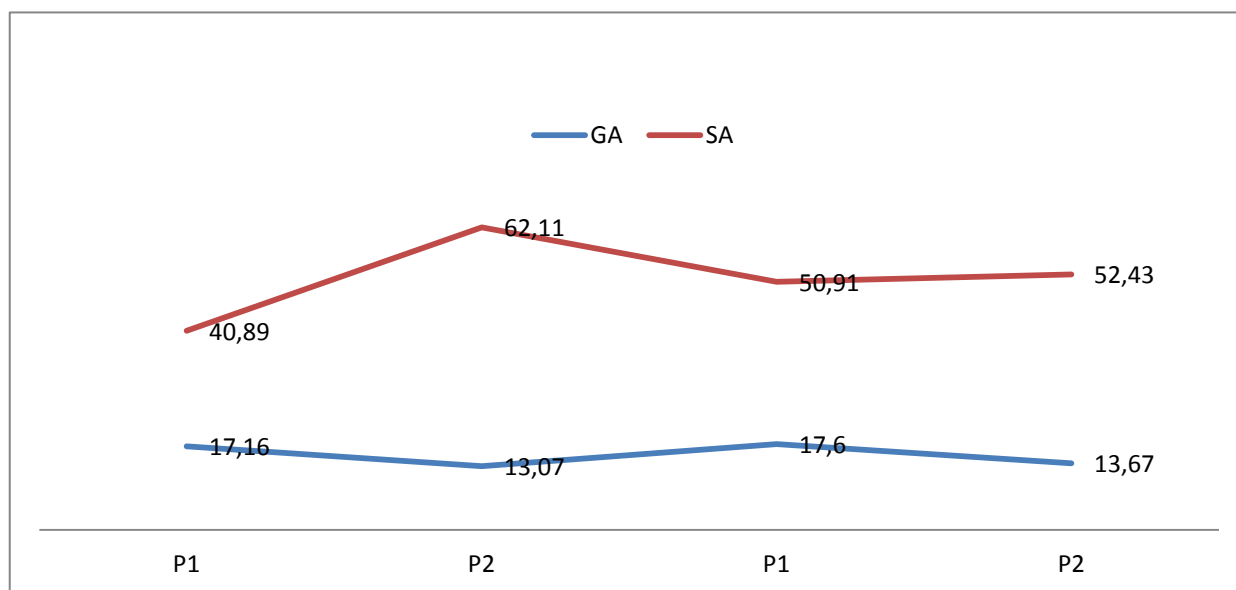


Figure 2.1. Individuals Written Production

2.6.2 Analysis of Students' Questionnaire

Here are the questions given to informants:

1. Do you like writing?

Concerning this question, twelve (12) of the participants don't like writing because it requires lot of time and efforts others state it is boring and that they have difficulty to express their ideas. While eight (8) of the informants enjoy writing since it allows them to express their ideas and opinions, some others find it an interesting activity help them to know their weaknesses in English language

Learners attitudes towards writing in English	Yes, I do like writing	No, I don't like writing
Frequency	8	12

Table 2.2 Learners Attitudes towards Writing in English

2. What are your major weaknesses in writing

From the results obtained, it is noted that most of learners ticked more than one answer; the results are presented in the following table:

Difficulties in Writing	Spelling	Punctuation	Word Choice	Correct Grammatical Use	Organizing and Generating Ideas
Absolute Frequencies	7	1	10	12	15

Table2.3. Learners’ Weaknesses in Writing

3. Did you pay attention to grammatical mistakes when you were writing?

All the informants said no, they didn’t pay attention to the grammatical mistakes when writing with no planning

4. Did you like narrative task repetition?

In this question (19) nineteen participants liked the task repetition only one didn’t like it

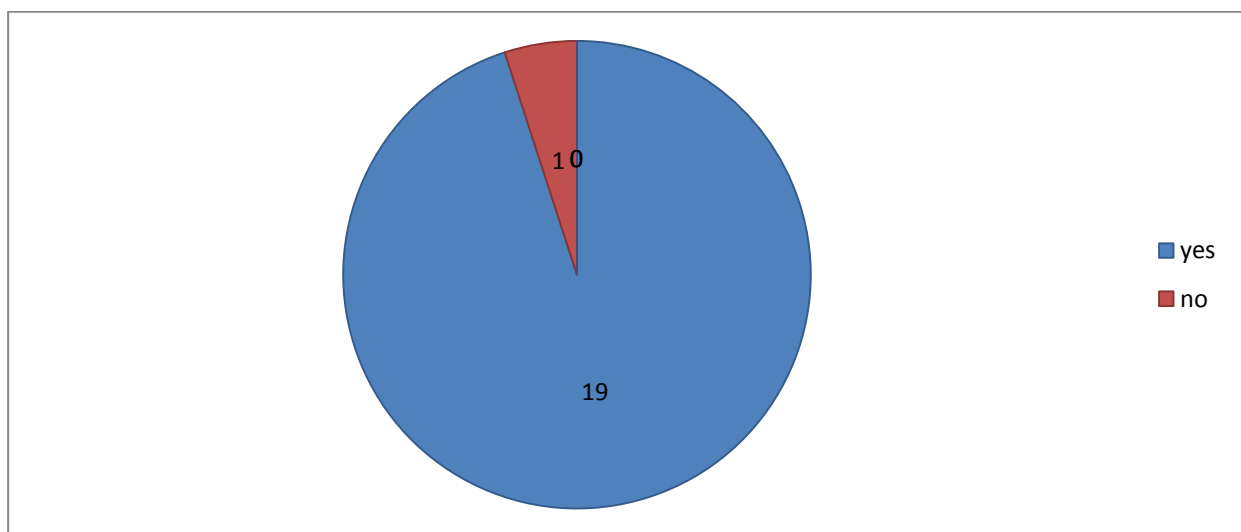


Figure2.2. Learners ‘Attitudes towards Task Repetition

Those who liked the task repetition gave different reasons:

- ✓ It makes writing enjoyable and easy
- ✓ It helps in knowing the mistakes and correct them
- ✓ Through repetition it is possible to memorize ideas and revise them
- ✓ It gives time to correct and revise

One didn't like it because it was boring and one performance is enough, needless to read

5. Did you encounter the same difficulties in the second performance?

Eighteen students didn't encounter the same difficulties in the second performance because it was easy, they paid attention to mistakes and correct them when repeating, remembered the ideas easily. Two learners encountered the same difficulties because they found the task not very easy and still have problem with grammar and spelling.

6. Did you use the language you had planned in your writing?

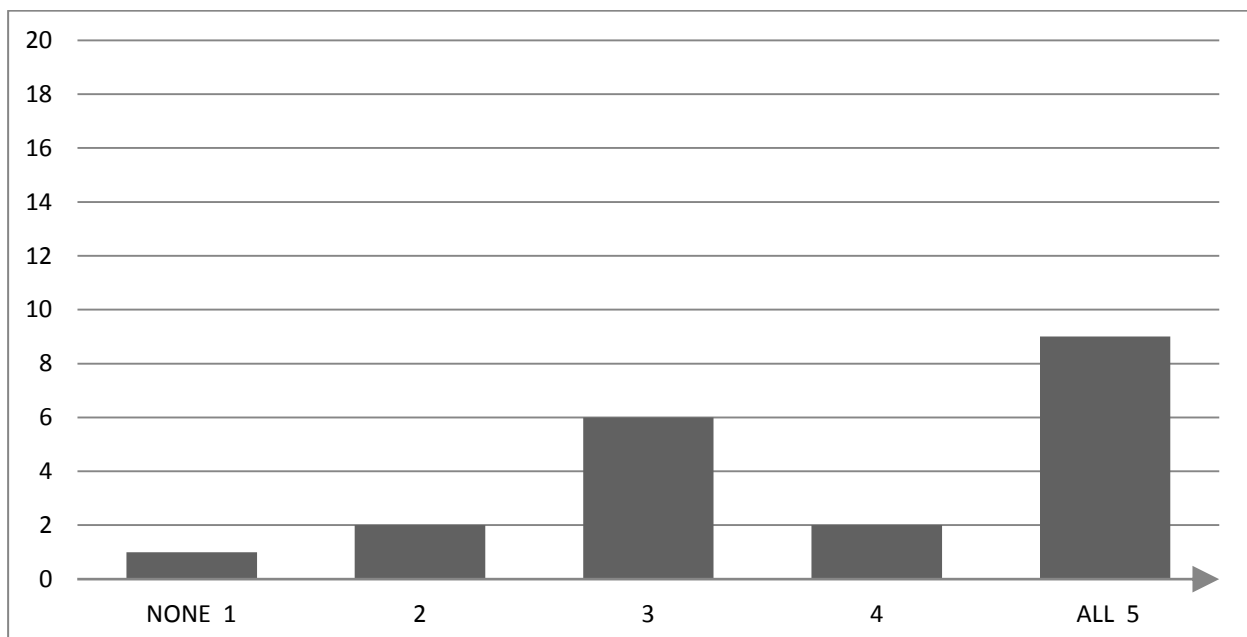


Figure2.3. the Amount of the Planned Language Used

7. How did you find the second task (Hat story)?

Fifteen students found the second task easy (1)

Five students circled the level of difficulty (3)

Aspect	1 Easy	2	3	4	5 Difficult
Levels of difficulty	15	0	5	0	0

Table2.4. Levels of Difficulty of Narrative Task (Hat Story)

8. Did you have the chance to revise your writings in the second performance of the two tasks?

Fourteen learners had the chance to revise their writings in the second performance of the two task and six learners hadn't the chance to revise their writings in the second performance of the two.

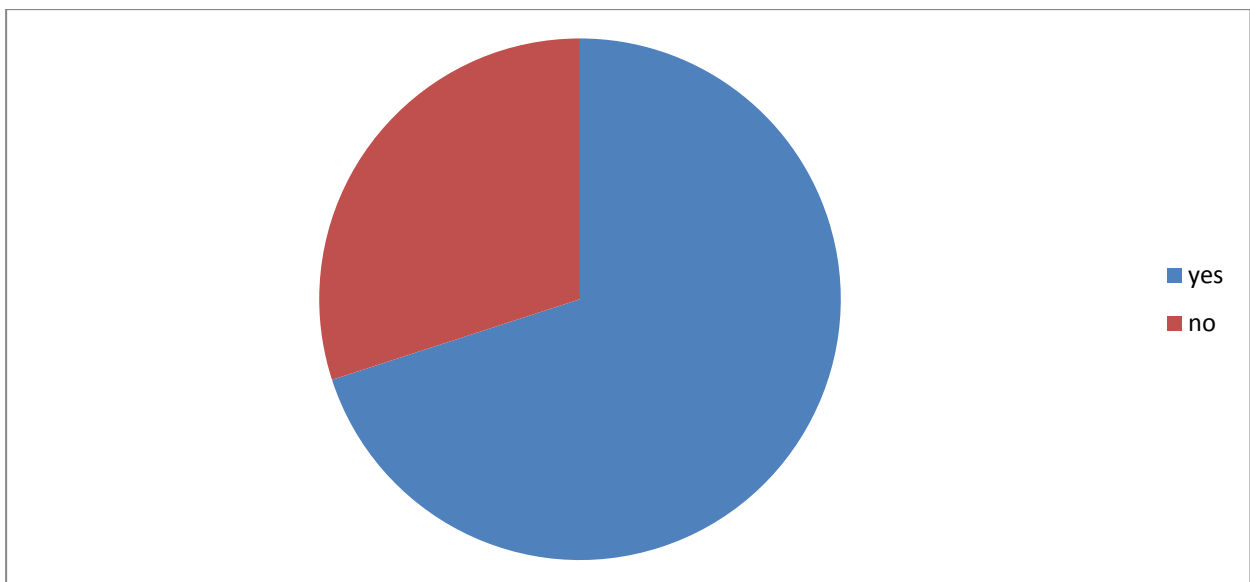


Figure2.4. Learners' Writings Revision in the Second Performance of the Two Tasks.

9. How did the repetition of the same task affect grammar in your writing?

Nineteen informants answered that the task repetition affects grammar positively giving various reason:

- ✓ We recognized our mistakes and have time to correct them
- ✓ Repetition help in learning grammar and memorizing the rules
- ✓ It enables us to revise and organize our ideas

While, only one informant said it has a negative effect because it is boring to repeat the same thing

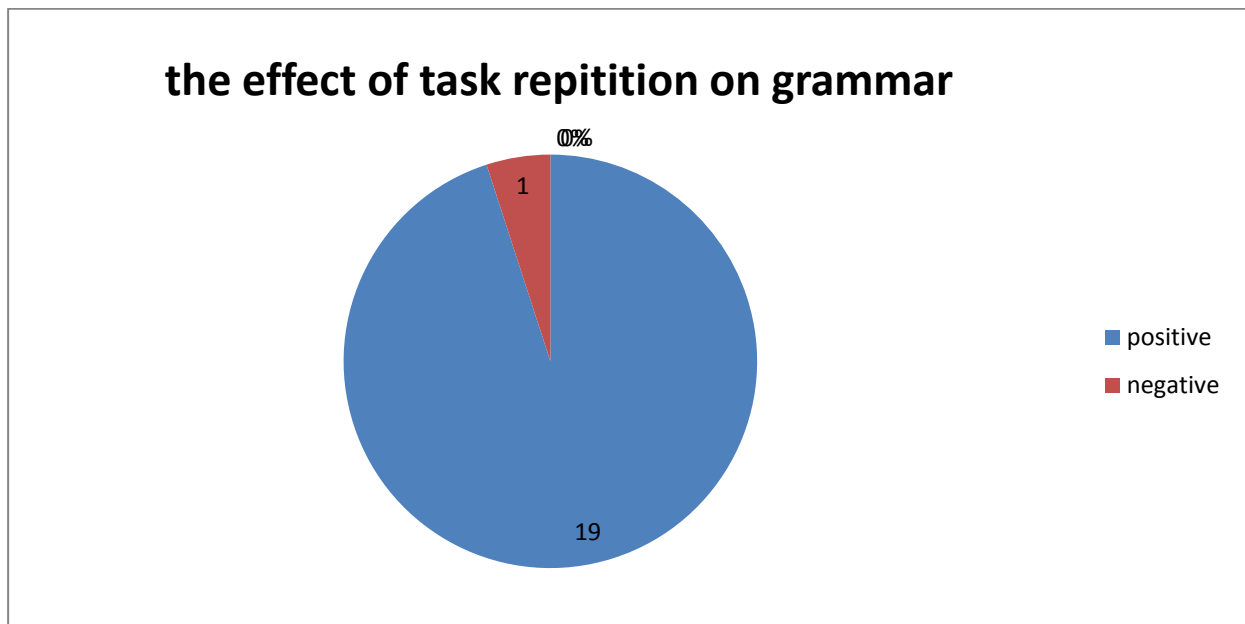


Figure2.5. the Effect of Task Repetition on Grammar

10. If you have the choice, would you choose :

- ✓ To plan (rehearse) before the main performance of the task
- ✓ To start writing right after reading the instruction

In this question most of participants prefer to plan (rehearse) before the main performance of the task, others prefer to write right after reading the instruction

	To plan (rehearse) before the main performance of the task	To start writing right after reading the instruction
Number of Learners	15	5

Table2.5. Learners' Attitudes towards Rehearsal Planning

11. What do you suggest to improve your writing in terms of grammar?

The informants answered this question by giving different suggestion:

- ✓ Revise lessons and grammar rules
- ✓ Practice and make use of what we revise
- ✓ Dictation to recognize our mistakes and correct them
- ✓ Reading

2.6.3 Analysis of Teachers' interview :

1. How do you teach aspects of writing?

All teachers had given a similar answer that a writing lesson proceeded as follows: First, the chosen topic had to be related to the theme of the pedagogic unit being dealt with. Next, the teacher wrote the topic on the board and then explained it to the students after the keywords were underlined and discussed. Secondly; the brainstorming stage ;the students were asked to find and generate any idea related to the topic and at the same time the teacher wrote them on the board .Then ,the whole class all together selected the most appropriate ideas and putted them in the right order to plan structurally the paragraph that composed principally of : Introduction ,development, and conclusion . later on , each learner started writing individually and throughout this process the teacher turned around them to check ,give feedback and help by interaction ,for instance, about

which could be used or the style of writing ...etc .Finally, when the bell rang the learners were required to develop their writings at home as an assignment and on the following hour ,some of the students read their writings and then the teacher choose one paragraph in which the students correct its mistakes by making the necessary changes with the teacher's help.

2. What are the difficulties that your students encounter in writing?

Concerning the difficulties encountered by the students in writing, teachers reported different aspects. Most of them noted the verb tense problems and the lack of vocabulary as the main obstacles made by the learners. Another teacher made reference to the word choice that most of the time added ambiguity to the meaning .the respondents further added that pupils lack the ability to arrange ideas in a suitable order and the power to express them clearly and effectively due to the low motivation towards writing as a skill. They also maintained that the sentence structure and spelling mistakes are yet other problematic aspects

3. As a teacher, what do you do to improve your students' writing accuracy?

All teachers claimed that feedback and correction given to the students is the most effective way yet ., one teacher mentioned some strategies that she used and still uses with students one of them was to afford the learners with paragraphs that had mistakes and asked them to depict the mistakes and correct them as well.

4. Do you give your students the opportunity to plan or prepare before writing?

All the respondents gave a yes as an answer claiming that planning s the most important phase in the whole writing process in which the students after ,understanding the topic , plan and write down ideas that seem related the main theme of the writing lesson

5. How do you find rehearsal planning?

According to the answers obtained, no teacher had experienced or heard about such kind of planning. Instead, they all perform a kind of strategic planning where they give their students 5 to 10 minutes in order to plan and write the ideas that came cross their minds.

6. Do you agree on using rehearsal planning in writing lessons?

The teachers' responses showed that they all agreed on employing rehearsal planning in their writing lessons. After being part of such planning, they observed the students' focus on the language form as well as the way to generate the events of the stories .they continued saying that the students showed a great interest and confidence while performing the tasks.

7. Do you think rehearsal planning help students to overcome their weaknesses?

All teachers had stated that indeed rehearsal planning helped the students if not all but most weaknesses they had. This is achieved mostly with narrative tasks .a teacher remarked that rehearsal planning helped the pupils 'writings to be more coherent. The rest of the teachers claimed that it had a significant impact on their performance in terms of using appropriate grammatical structures as well as their capability to be more organized and structured. Yet two teachers noted that it helped that even to imagine scenes and make use of new vocabulary already stored in their memories

8. What do you suggest to improve students' writing accuracy?

The informants provided various suggestions including simple written tasks taken from real life, supplying the learners with as much texts as possible to read. In addition to, extra grammar exercises.

2.7. Conclusion

This Practical chapter had consisted of two parts. The first chapter dealt with the research methodology focusing on the sample population and research instruments

including the narrative tasks and questionnaire for the students and the interview for the teachers’.

While, the second part introduced the qualitative and quantitative procedures of analysis and analyzed the data that have been gathered.

CHAPTER THREE

Chapter Three: Discussion of the main Results, Implications and Recommendations

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3.1. Introduction

After collecting the data from different research tools and analyzing it. The present chapter is concerned with the interpretation of the main results as well as with putting forward pedagogical implications and recommendations that could have to a greater extent an effective effect on the written accuracy of third secondary school students in particular.

3.2. Discussion of the Main Results

This case study aimed at exploring the difficulties of learners in writing and the extent to which rehearsal planning could affect their writing accuracy in addition to the attitudes of teachers towards such planning.

This section summarized the findings of the study with relation to the research hypothesis and then checks whether they are valid or not.

As far as the first was concerned, learners faced many difficulties in writing in terms of accuracy. Thus, the results obtained from the students' tasks, their questionnaires teachers' interview revealed that accuracy is an important obstacle that lead to a negative attitude. Learners indispose writing because of their low capacity in expressing accurate ideas, also it is revealed that learners encountered these difficulties; correct grammatical use, organizing and generating ideas, word choice and spelling mistakes

Regarding the second hypothesis, which denotes that rehearsal planning, has a significant effect on improving learners 'writing accuracy. A close examination of individuals' language help to show whether repeating the same task promote learners' written accuracy, the results reveal an overall positive effect on the participants linguistic written accuracy when they repeated the same task. There was a difference of 4, 09% decrease in the total number of errors, also difference of 21% increase in the total number of correct verbs. The development in the student written accuracy can be explained by cognitive models related to working memory and attention .In the first performance of the task , learners meet both communicative and cognitive demand which require them

to generate or convey meaningful content and correct form (grammar). For that reason, learners' attention is limited, they focus either on meaning or form and this is clear in their first writing in which they committed more errors in spelling, punctuation, grammar, this reveals that learners have focused on generating the content and expressing their ideas. The findings of students' written performances show that repetition has the function of moderating the cognitive burden of a task and allow learners to pay attention to the language in addition to the content. Moreover rehearsing the task leads to display a distinction between attention and commitment. Furthermore, the interviews' results added that students' writings became more coherent than they used to be. Thus, the second hypothesis is valid.

As for the third hypothesis, both participants and teachers show positive attitudes towards rehearsal planning claiming that it is useful in terms of declining the percentage of all kind of errors in students' narrative writings after each session. In addition to, their remarks about learners' improvement in narrating events coherently. Not to forget that, it is also useful in raising learners' interest and confidence especially that writing is regarded as a boring and difficult skill. Hence, the third hypothesis is also reliable and valid.

3.3. Implications and Recommendations

After conducting this research and analyzing the results obtained, it is obvious that both learners and teachers suffer from the difficulty of writing. So, in this section some suggestions and pedagogical implementation are proposed to reduce these difficulties and enhance the effectiveness of teaching and learning of writing.

3.3.1 Implications

3.3.1.1 Pedagogical Implications

3.3.1.1.1 Writing Lessons under Rehearsal Planning

This study has brought some beneficial insights about the way to implement task repetition in second language classes. It has clearly showed the effect of repetition of

written narrative tasks on increasing accuracy. Hence, previous research works discussed in the literature review had supported the importance of providing practice of task repetition in task-based language teaching and learning classrooms. So, it is worth noting that It can be a useful pedagogic procedure that will help learners to enhance their ability in writing. It can also be suggested to give learners the opportunity to work repeatedly with the same linguistic content through linking the tasks within lessons instead of performing tasks in isolation and to remove the pressure and provide them with self confidence and positive attitudes towards learning.

3.3.1.1.2 The Use of the Narrative Task Type

Moreover, it is crucial for the teachers to bear in mind that not all tasks may give the same results found in this study. For example, narrative tasks are considered contributing to L2 development minimizing individual variations in language production (Matsumara, Kawamura &Affricano, 2008).Therefore, it is highly assumed that narrative tasks work successfully in task repetition of participants and not any other type work the same .hence , it is important for the teachers to be carefully when selecting the tasks.

3.3.1.1.3 The Role of the Teacher

Furthermore, learners might not make use of the full amount of time available for the completion of the written task performance particularly, while repeating it and that was clearly demonstrated when comparing the time spent in each performance. This goes back to many reasons such over confidence, having the ideas already prepared a control of grammatical structures or even lost excitement in the repetition .Hence, to overcome these obstacles the teacher has to assume that students are using all the time given to them which can lead to an increase in their performances. Besides, the teacher's role is to provide pre-task vocabulary and even new structures that are needed for the task, to aid the students to internalize the new input by using them in their language production. Thus, pre-task planning can enhance the process of turning the input into uptake, develop noticing, and develop language performance by providing comprehensive output. It is also of crucial importance to set a interesting goal or purpose behind doing the second

performance such as to note their works in order make it more existing and challenging to the students.

3.3.2 Recommendations

The recommendations and areas for future research studies are taken into consideration in the following sections.

3.3.2.1 Theoretical recommendations:

Although, there are many models that explain the processes of writing together with the working memory such as the Kellogg's model it remains too important.

To formulate a theory that clearly elucidates the role of planning under different aspects like task design and individual differences.

Most students don't finish their tasks during the sessions and instead of working on it at home. They either administer similar written expressions to the teacher or let one of their family members to do the work for them .So, a suggestion to note is to allocate more planning time for activities within classrooms to avoid plagiarism. Hence, this can be achieved by encouraging students to plan carefully into the classroom and do most of the task under the teacher's supervision and guidance.

3.3.2.2 Other Recommendations

Further recommendations may include enlarging the number of the sample under investigation in order for consistent conclusions to be drawn upon which future research works could be based on. Besides, it is recommended for future works to take different levels of proficiencies in languages and psychological differences from the part of students.

3.4. Conclusion

This third chapter was devoted to the interpretation and discussion of the data gathered from the research tools used in this case study and at the end, the chapter had tried to provide some pedagogical implications and recommendations to improve secondary

school students' writing accuracy in particular third year foreign languages students together with the limitations that the researchers have faced during their research.

GENERAL CONCLUSION

General Conclusion

In task based language teaching and learning approach, the notion of task is a means of clinically eliciting samples of learner language for the purpose of research and also a device for the purpose of organizing the content and methodology of language. Moreover, the planning of tasks can improve language production in many aspects such as accuracy

Thus, the objective of this research was to explore the effects of Rehearsal Planning on improving learners' written produce since the writing skill is too much important for foreign language students for their future studies. In an attempt to find answers, this research work was conducted to investigate the following questions:

1. To what extent does Rehearsal Planning affect learners' writing narratives?
2. What are the difficulties that learners face while writing in terms of accuracy?
3. What are the teachers' attitudes towards Rehearsal planning

This case study used three research instruments: narrative tasks, Questionnaire and Interview to support the following hypothesis

1. Rehearsal planning has a significant effect on the learners' written accuracy
2. Learners face many difficulties in terms of accuracy in writing including grammatical structure, the way how to generate and organize ideas and spelling
3. The teachers have a positive attitude toward Rehearsal planning

This study had started with dealing with a literature review about task planning, writing notion and accuracy. The second chapter included information about sample taken in addition to research instruments that the researcher utilized in this investigation and then the produces and the analysis of the data gathered which has been done quantitatively and qualitatively .The last chapter was concerned by the discussion and interpretation of the results as well as by providing some insightful implications and recommendations with the aim of aim of enhancing students' writing accuracy.

General Conclusion

The researchers relied on an exploratory case study to prove in depth insights about this kind of pre –task planning

As for the results, they explained the efficient impact of rehearsal planning in decreasing the number of all types of errors in comparing the first and second performances of Narrative Tasks as the researchers had suggested. The results also reported that students face difficulties related to grammatical structures, coherence in organizing and generating ideas, word choice and some spelling mistakes and very little misusing of punctuation. Then for the teachers' attitudes about the rehearsal pre-task planning, they showed positive attitudes toward it due to the significant contribution on improving learners 'writing accuracy.

Although the research work was carefully prepared, it remains unethical to mention the methodological limitations of the study involved in this thesis to reach the purpose already mentioned

Concerning the effects on accuracy, the results obtained in the literature were mixed in the sense that some studies were found having positive effects on accuracy while others rather negative effects (e.g., Foster&Skehan, 1996; Wigglesworth, 1997; Mehnert, 1998; Yuan & Ellis, 2003; Tajima, 2003; Kawauchi, 2005; Tavakoli&Skehan, 2005; Mochizuki & Ortega, 2008; Guar-Tavares, 2008). Therefore, the first limitation to date is that task planning research has failed to provide consistent results about the effects of pre task planning on the accuracy of written language production due to the planning conditions on accuracy that are still under investigation.

The second limitation is related to the small size of the sample taken from the population. This sample was consisting of only twenty participants who were under the rehearsal planning conditions. Hence, the ability to generalize the research findings for larger groups remains impossible.

In addition, due to the fact that the sample was taken from third year foreign language students the results might not be the same to all the third year secondary school students

General Conclusion

since they have educational as well as psychological differences such as the level of proficiency, the motivational factors ...etc.

Moreover, the scope of the study is further narrowed through the case study design upon which a particular type of tasks of written production is investigated. Thus, it is not allowed to generalize the findings of the study to performance on all types of tasks

Another limitation is related to the number of sessions of performing the narrative tasks under rehearsal planning and that was due to the charged program of the English in the foreign languages streams. So that, there was no chance for the teacher to accept a period of one month or more. As well as, there was no welcoming from the students on taking extra sessions and that was completely understood because most of them were doing extra sessions on different modules during their free time.

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APPENDICES

Students' Questionnaire

Dear pupils you are kindly invited to answer a set of questions .This questionnaire is a data gathering tool for a research conducted to get the degree of Master ,under the title of *'effect of rehearsal pre-task planning of the accuracy of narratives composed by third year –foreign languages- secondary school students'*

Rubric 01: Attitudes toward Writing

1. Gender : Male Female

2. Do you like writing ?

Yes No

Why?

.....

3. What are your major weaknesses in writing?

Spelling

Punctuation

Word Choice

Correct Grammatical Use

Organizing and Generating Ideas

4. Did you pay attention to grammatical mistakes when you were writing?

Yes No

Rubric 02: Attitudes toward Pre-task Planning

5. Did you like narrative task repetition (Snake Story, Hat Story)

Appendix A

Yes No

Why ?

.....

6. Did you encounter the same difficulties in the second performance?

Yes No

Why ?

.....

7. Did you use the language you had planned in your writings?

None All

1 2 3 4 5

8. Did you find the second task (Hat Story)?

Easy Difficult

1 2 3 4 5

(Circle the answer)

9. Did you have the chance to revise your writings in the second performance of the two tasks?

Yes No

Why ?

.....

.....

10. How did the repetition of the same task affect grammar in your writing?

Positive

Negative

Explain ?

.....
.....

11. If you had the choice, would you choose :

- To plan (rehearse) before the main performance of the task
- To start writing right after reading the instructions

12. What do you suggest to improve your writing in terms of Grammar?

.....

Thank you for your Cooperation

Teachers' Interview

Dear Teachers,

This interview attempts to elicit information about the difficulties of learners in writing in terms of accuracy and their views upon rehearsal planning

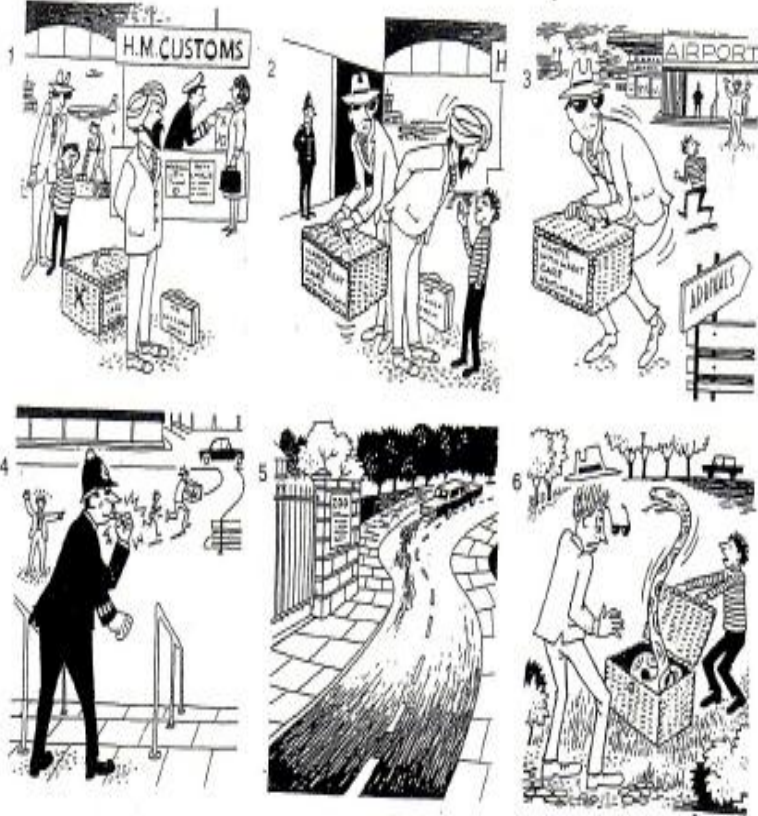
1. How to you teach aspects of writing?
2. What are the difficulties that your students encounter in writing?
3. As a teacher , what do you do to improve your students' writing accuracy?
4. Do you give your students the opportunity to prepare or plan before writing?
5. How do you find rehearsal planning?
6. Do you agree on using rehearsal planning in your writing lessons?
7. Do you think rehearsal planning help students to overcome their weaknesses?
8. What do you suggest to improve students' writing accuracy?

Thank you for your Collaboration

Narrative Task 1 :

Example: The Snake Story (Heaton, 1975)

A surprise



Narrative Task 2:



